

CHAPTER TWO

REVIEW OF LITERATURE

2.1 DEFINITION OF EMOTIONAL INTELLIGENCE (EI)

Emotional intelligence (EI) and Emotional quotient (EQ) are quite similar. Most people think that they are the same thing. Actually there is a slight difference in the use of these two terms. Emotional quotient has a meaning related to the measurement of EI, it will indicate the level of emotional intelligence of each individual. In other words, EQ is generally presented in numbers, whereas emotional intelligence is more conceptual (กรมสุขภาพจิต, 2543, น. 28).

Many researchers gave the definition of emotional intelligence in various aspects. Mayer, Salovey, and Caruso (2000) defined the term “emotional intelligence” as “the set of abilities that account for how people’s emotional perception and understanding vary in their accuracy. More formally, we define emotional intelligence as the ability to perceive and express emotion, assimilate emotion in thought, understand, and reason with emotion, and regulate emotion in the self and others” (p. 401). They explained in addition that EI could be divided into four branch models – accurately perceiving emotions in oneself and others, using emotions to facilitate thinking, understanding emotional meaning, and managing emotions. These four branch models could be developed with age and experience in any individual.

In Wechsler’s study (as cited in Emotional Intelligence – Goleman, 2007, para.1), he defined emotional intelligence as “the aggregate or global capacity of the individual to act purposefully, to think rationally, and to deal effectively with his environment”.

Bar-On (Mayer, Salovey, & Caruso, 2000) gave the definition of emotional intelligence as “an array of non-cognitive capabilities, competencies, and skills that influence one’s ability to succeed in coping with environmental demands and pressures” (p. 401). Goleman, whose popular book introduced emotional intelligence into the public eye, defined EI differently. He gave the overall definition of EI in 1995 as “the abilities called here *emotional intelligence*, which include self-control, zeal and persistence, and the ability to motivate oneself. [...and...] There is an old-

fashioned word for the body of skills that emotional intelligence represents: *character*” (Mayer et al., 2000, p. 401).

In the working life view, Weisinger (1998) mentioned in his book *Emotional Intelligence at Work: The Untapped Edge for Success* that “Quite simply, emotional intelligence is the intelligent use of emotions: you *intentionally* make your emotions work for you by using them to help guide your behavior and thinking in ways that enhance your results”

So, emotional intelligence is the ability of understanding and using one’s emotion and others’ properly. It is included rational thinking as well. This emotional intelligence is like a tool to help people succeed in living under environmental pressure and demands.

2.2 EMOTIONAL INTELLIGENCE ASPECTS

Emotional intelligence has various models and aspects, depending on the researchers. According to the three main studies of Mayer and Salovey in 1997, Bar-on in 1997 and Goleman in 1995, those aspects can be summarized in the table below (Mayer, Salovey, & Caruso, 2000, p. 401):

Table 1. Three Competing Model, All Label ‘Emotional Intelligence’

Major Areas of Skills and Specific Examples		
Mayer & Salovey	Bar-on	Goleman
Perception and Expression of Emotion <ul style="list-style-type: none"> • Identifying and expressing emotions about one’s physical states, feeling, and thoughts • Identifying and expressing emotions in other people, artwork, language, etc 	Intrapersonal Skills <ul style="list-style-type: none"> • Emotional self-awareness • Assertiveness • Self-regard • Self-actualization • Independence 	Knowing One’s Emotions <ul style="list-style-type: none"> • Recognizing a feeling as it happens • Monitoring feelings from moment to moment

(table continues)

Table 1. (continued)

Major Areas of Skills and Specific Examples		
Mayer & Salovey	Bar-on	Goleman
<p>Assimilating Emotion in Thought</p> <ul style="list-style-type: none"> • Emotions prioritize thinking in productive ways • Emotions generated as aids to judgment and memory <p>Understanding and Analyzing Emotion</p> <ul style="list-style-type: none"> • Ability to label emotions, including complex emotions and simultaneous feelings • Ability to understand relationships associated with shifts of emotion <p>Reflective regulation of Emotion</p> <ul style="list-style-type: none"> • Ability to stay open to feelings • Ability to monitor and regulate emotions reflectively to promote emotional and intellectual growth <p>(after Mayer & Salovey, 1997, p.11)</p>	<p>Interpersonal Skills</p> <ul style="list-style-type: none"> • Interpersonal relationships • Social responsibility • Empathy <p>Adaptability Scales</p> <ul style="list-style-type: none"> • Problem solving • Reality testing • Flexibility <p>Stress-Management Scales</p> <ul style="list-style-type: none"> • Stress tolerance • Impulse control <p>General mood</p> <ul style="list-style-type: none"> • Happiness • Optimism 	<p>Management Emotions</p> <ul style="list-style-type: none"> • Handling feelings so they are appropriate • Ability to sooth oneself • Ability to shake off rampant anxiety, gloom, or irritability <p>Motivating Oneself</p> <ul style="list-style-type: none"> • Marshalling emotions in the service of a goal • Delaying gratification and stifling impulsiveness • Being able to get into the 'flow' state <p>Recognizing Emotions in Others</p> <ul style="list-style-type: none"> • Empathic awareness • Attunement to what others need or want <p>Handling Relationships</p> <ul style="list-style-type: none"> • Skill in managing emotions in others • Interacting smoothly with others

In this table, the three models represent emotional intelligence in different ways. Mayer and Salovey (2000) concluded that the central difference among models was that their models operate in a region which was defined by emotion and cognition, while Bar-on's and Goleman's models label a multitude of components as emotional intelligence.

Goleman presented one interesting point that emotional intelligence can be developed without any borders, while IQ is more limited. The emotional capacity can be enriched with life experience. He gave a concrete example that many children have not experienced loss and grief, so they may not get to those concepts. However, when they grew up, they will automatically understand their own experiences and empathize with others who may be facing loss. That means the emotional capacities are increasing and adding to their own emotional intelligence (Lynn, 2004, p. 35).

Quite similar to Goleman models, Weisinger (1998) identified the set of competencies that differentiate individuals with emotional intelligence as five aspects, which are self – awareness, managing emotions, self- motivation, relating well, and emotional mentoring. He also combined these five aspects into two main parts: intrapersonal use and interpersonal use of emotional intelligence.

According to the Department of Mental Health, Ministry of Public Health, Thailand (กรมสุขภาพจิต, 2543, น. 27), they mentioned that although there were many emotional intelligence models set, it can be concluded into 3 aspects: intrapersonal intelligence – the abilities of self awareness, and understanding of self-emotion; interpersonal intelligence – the social ability and the skills of building and maintaining relationships; and adaptability. The Department of Mental Health divided EI into 3 components as follows:

- Goodness or ‘Dee’ in Thai: it implies the abilities of self-control, empathy, and responsibility.
- Being good at or ‘Keng’: it refers to the abilities of self-motivation, decision making, problem solving, and social relationships.
- Happiness or ‘Sook’’: it means the abilities of seeing pride in oneself, life satisfaction, and having peace of mind.

2.3 IMPORTANCE OF EMOTIONAL INTELLIGENCE

Emotional intelligence has been in the public interest since 1995, culminating when *Time* magazine cited on its cover “What’s your EQ?”, and answered that “It’s not your IQ. It’s not even a number. But emotional intelligence may be the best

predictor of success in life, redefining what it means to be smart” (Mayer, Salovey, & Caruso, 2000, p. 396).

Goleman showed the sample study of the importance of EI in his book that emotional intelligence mattered more than IQ. It was a study of star performances at Bell Labs, the world famous scientific think tank near Princeton. The sampling groups were engineers and scientists who were all at the top on academic IQ tests. “But within the pool of talent, some emerge as stars, while others are only average in their output. What makes the difference between stars and the others is not their *academic* IQ, but their *emotional* IQ. They are better able to motivate themselves, and better able to work their informal networks into ad hoc teams” (1995).

As said by Goleman, emotional intelligence matters more than IQ. Therefore, it is necessary that people should have emotional intelligence in their workplaces. It helps employees to work more effectively and efficiently which brings success in life.

In addition, Lynn (2004) perceived emotional intelligence as a self-coach. She presented the idea of emotional intelligence as a partnership between the rational brain and limbic brain. She mentioned that the two brains must work together. When the rational brain offers the thoughts and the limbic brain stores rich information, people can direct their own actions and behaviors. Otherwise, they will end up in an emotional alley that does not serve them well. “Emotional intelligence is not about extinguishing our emotions as may be implied if the rational brain rules; instead it is about understanding when our emotion can help live our intentions and when our emotions may be getting in the way”, she stated. In other words, emotional intelligence helps drive people’s intentions. In conclusion, the importance of emotional intelligence is that it is like having a self-coach to guide oneself on what, when, and how to interact with others.

2.4 PREVIOUS SIMILAR STUDIES

Kanchana Thongchamnarn (2006) studied the *Impact of the Nature of Work on the Emotional Quotient of Thai Airways Cabin Crew*. Her research purpose was to measure the level of emotional intelligence and to identify the components of the nature of work contributing to EI. She found that there was no relationship between

the nature of work in Thai Airways setting and the emotional intelligence of its cabin crew. All of her 59 respondents' scores were in the normal score range of emotional intelligence, which means they had moderate EI. However, in this study, there were some recommendations that only 59 respondents seemed to be a small number, the finding might be different if the sampling number was larger.

Another research paper *Relationships among Job Characteristics, Emotional Quotient, and Job Performance of Professional Nurses, Primary Care Units, Lower Northern Region* carried out by Nalinee Keardphasong (2004) is also interesting. 220 professional nurses were selected by using a stratified random sampling technique. A set of questionnaires was the instrument. The research result was that, there were significant positive relationships between job characteristics and job performance ($r = 0.25$, $p = 0.05$) and between emotional quotient and job performance ($r = 0.34$, $p = 0.05$).

Kanoksin Phuttasinphonsakun (2000) conducted a thesis on *Relationships between Personal Factors, Workplace Environment, and Emotional Quotient of Professional Nurses, Governmental Hospitals, Bangkok Metropolis*. The sample consisted of 500 nurses in governmental hospitals. Her finding was that all the respondents had emotional intelligence at a moderate level. If considered into each EI part, the social relationship got the highest mean score, while the stress management got the lowest score. Moreover, the findings stated there were significant relationships between workplace environment and emotional quotient at a 0.05 level.