CHAPTER THREE
METHODOLOGY

This research paper is a cross-sectional design to measure the emotional intelligence of employees with different job characteristics. This chapter includes subjects of the study, materials, data collection, and data analysis.

3.1   SUBJECTS

The main participants in this study were employees in an international private company. The participants were working in different selected departments, which were real estate and facilities, customer services, information technology, and human resources. In order to achieve the objectives of this study, age, educational level, and years of work experience limitation in the sample was not required.

The subjects were 35 employees from each of the sampled departments whom were selected by using the accidental random sampling method. It was supposed that there should be a total of 140 persons as subjects, but due to the return of only 80 questionnaires, the actual sample size was therefore 80 employees.

3.2   MATERIALS

Questionnaires were used as the research instrument. It consisted of three parts with closed-ended questions and the Likert scale. The first part was asking for demographic information, such as, gender, age, education, working experience, working department, etc. The second part was the emotional intelligence test constructed by the Department of Mental Health, Ministry of Public Health, Thailand. The validity and reliability of this test was already checked by experts, therefore no pilot study was required. It consisted of three components, which are 'Goodness', 'Being good at', and 'Happiness'. Each component had three sub-components which are

- Self-control
- Empathy   Goodness
- Responsibility

- Self-motivation
- Decision making and problem solving ⎤
- Social relationships ⎦ Being good at
- Pride in oneself, self-esteem, or self-confidence ⎤
- Self-satisfaction, optimism, or sense of humor ⎥ Happiness
- Peace of mind or relaxation ⎦

Overall, in this part, there were 52 questions. The third part was asking for the emotional intelligence aspect of oneself that respondents thought was the most important for one's job and which aspect should be developed.

3.3 DATA COLLECTION

Questionnaires were distributed to the participants in the four departments via email and the researcher's network. Due to the fact that some employees work in different locations, email was the most convenient medium for distributing questionnaires. The questionnaires were gathered back by email and from the network after they were completed. Then the researcher collected all questionnaires and checked them for accuracy and completeness.

3.4 LIMITATIONS

The limitations that might occur in this study can be two factors. The first one is due to the different location of respondents' departments. The number of returned questionnaires would be probably fewer than expected. The other limitation is "Faking Good" or "Hawthorn Effect". The result of emotional intelligence test may not reveal the real EQ of the respondents. Due to the fact that those respondents know and can remind themselves that they are in the study, they might not want to disclose their true selves.

3.5   DATA ANALYSIS

The data derived from questionnaires were analyzed by using the Statistical Package for Social Sciences program (SPSS), version 15.0 for percentile, frequency, mean, and statistic deviation.

In the emotional intelligence test of the Department of Mental Health, Ministry of Public Health, Thailand, the level of emotional intelligence was measured by giving scores to each question in the questionnaires. Then, those scores were calculated as the total amount of each sub-component. They were compared to the normal range indicated by the Department of Mental Health.

To get the scores of each individual's sub-component, the following procedures were be adopted. All questions were divided into two groups which scored differently.

Group 1 consists of the following question numbers:

1	4	6	7	10	12	14	15	17	20	22	23	25	28
31	32	34	36	38	39	41	42	43	44	46	48	49	50

Each question gains points as follows:

        if the respondent chose " **not true**",   that question got **1** point

        if the respondent chose "**sometimes true**",   that question got **2** points

        if the respondent chose "**quite true**",   that question got **3** points

        if the respondent chose "**definitely true**",   that question got **4** points

Group 2 includes the following question numbers:

2	3	5	8	9	11	13	16	18	19	21	24
26	27	29	30	33	35	37	40	45	47	51	52

Each question in group 2 gain points as follows:

        if the respondent chose " **not true**",   that question got **4** points

        if the respondent chose "**sometimes true**",   that question got **3** points

        if the respondent chose "**quite true**",   that question got **2** points

        if the respondent chose "**definitely true**",   that question got **1** score

After the total score of each sub-component was ascertained, it was compared to the normal score range of emotional intelligence as per the following chart;

Table 2. Normal Score Range of Each Emotional Intelligence Aspect

Components	Sub-components	normal score range	5	10	15	20	25
Goodness	Self-control (Q.1-6)	14 – 18					
	Empathy (Q.7-12)	16 – 21					
	Responsibility (Q.13-18)	18 – 23					
Being good at	Self-motivation (Q.19-24)	16 – 22					
	Decision making & Problem solving (Q.25-30)	15 – 21					
	Social relationships (Q.31-36)	15 – 21					
Happiness	Pride in oneself (Q.37-40)	10 – 14					
	Self-satisfaction (Q.41-46)	16 – 22					
	Peace of mind (Q.47-52)	16 – 22					

██████████ is normal score range