EMOTIONAL INTELLIGENCE AND PERFORMANCE EVALUATION
OF ASSUMPTION UNIVERSITY LECTURERS

SUNITI KUKREJA

A Thesis Submitted in Partial
Fulfillment of the Requirement
for the Degree of

MASTER OF SCIENCE

Department of Counseling Psychology

ASSUMPTION UNIVERSITY

2004

EMOTIONAL INTELLIGENCE AND PERFORMANCE EVALUATION

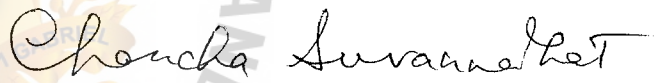# OF ASSUMPTION UNIVERSITY LECTURERS

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120 Pages

JANUARY 2004

This thesis examines emotional intelligence and performance evaluation of Assumption University lecturers as related to gender, marital status, teaching experience and faculty categories.
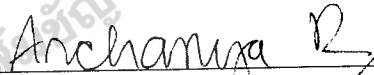
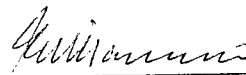APPROVED:

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The purpose of this research was to determine the emotional intelligence and its relationship with performance evaluation of Assumption University lecturers. The related demographic variables were gender, marital status, teaching experience and faculty categories.

The respondents were all male and female lecturers from the ten undergraduate faculties of Assumption University in the first term of academic year 2002. A total of 237 valid questionnaires were obtained. The EQ Map by Robert and Cooper was used to obtain data on the emotional intelligence. Performance evaluation was obtained from the human resource department and the faculties as secondary data.

Z-scores were used to standardize the performance evaluation scores. The data were analyzed using t-test, Pearson r Correlation Coefficient, the one way analysis of variance and the Scheffe Comparison method.

The major findings are:

1. Assumption University lecturers had optimal performance in Integrity. They had proficient performance in Intentionality, Creativity, Resilience and Outlook. And they had vulnerable performance in Interpersonal Connections, Constructive Discontent, Compassion, Trust Radius, and Personal Power.

2. There was a significant relationship at the 0.05 level between performance evaluation by deans or chairpersons in Creativity, Constructive Discontent, Outlook and Personal Power.

3. There was a significant difference at the 0.05 level between male and female lecturers, with male lecturers scoring significantly higher in Creativity and female lecturers scoring significantly higher in Interpersonal Connections.

4. There was a significant difference at the 0.05 level between those who are single, married and those are divorced, separated or widowed, with those who are divorced, separated and widowed scoring higher in Resilience, Constructive Discontent, and Integrity and those were married scoring significantly higher in Outlook and Integrity.
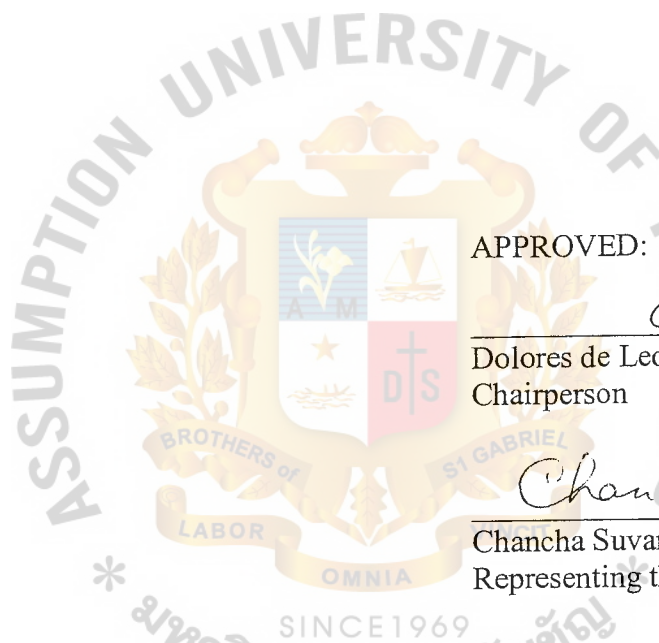
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I sincerely thank all those who helped me during the actual research process, and the respondents who spared their valuable time to fill out the questionnaires. Without them, this research would not have been possible. Special thanks are extended to deans and associate deans of all ten undergraduate faculties for their kind cooperation.

I would have found doing this research much more difficult without the love and support of my family. They have been an incessant source of motivation and patience. I owe a special debt of gratitude to my grandmother, Mrs. Sumitra Devi, and my Guru, Swami Avdheshanand Giri Ji Maharaj, for their priceless blessings that gave me the strength to go on in the face of obstacles. My profound appreciation goes to my siblings, Shveta and Anubhav, for their positive spirit in motivating me to higher achievements. Many thanks to my longtime friend, Alisa Sethi, for her continued friendship and for always being there. I would also like to express my

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gratefulness to all my friends in Bangkok and outside who stood by me with their moral support.

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CHAPTER I

PROBLEM AND ITS BACKGROUND

There are people who succeed in school but fail in life, and vice versa. Also, there are people who are rich with common sense or creativity but do poorly in academic tests. This shows that people who are intellectually the brightest are often not the most successful, either in business or their personal lives (Cooper & Sawaf, 1997; Goleman, 1998). This means there is more to success than academic success.

A survey of American employers by the Harris Education Research Council reveals that more than half the people who work for them lack the motivation to keep learning and improving on their job. More and more employers are also complaining about the lack of social skills in their employees. In a national survey of what employers are looking for in their workers, specific technical skills are now less important than the underlying ability to learn on the job. Also, internal qualities such as resilience, initiative, optimism, and adaptability are taking on new valuation (as cited in Goleman, 1998).

IQ alone explains surprisingly little of achievement at work or in life. In fact, Sternberg stated that IQ may be related to as little as 4 percent of real world success. In other words, at least 90 percent may be related to other forms of intelligence (Goleman, 1998). Cooper and Sawaf (1997) agree that there are other areas of intelligence that are responsible for career success or life success. They further state that we have more untapped capacities that we generally give ourselves credit for.

Professor David McClelland of Harvard University, who was also Daniel Goleman's advisor, published a paper 'Testing for Competence Rather than

Intelligence' in 1973. He argued that traditional academic aptitude, school grades, and advanced credentials simply did not predict how well people would perform on the job or whether they would succeed in life. Instead, he proposed that a set of specific competencies including empathy, self-discipline, and initiative distinguished the most successful from those who were merely good enough to keep their jobs (as cited in Goleman, 1998).

That insight has triggered research on hundreds and thousands of workers from clerks to top executives, in large and small organizations. In all the findings, a common core of personal and social abilities has proven to be the key ingredient of peoples' success. That is emotional intelligence (Goleman, 1998).

Emotional intelligence emerges not from the intellect but from the workings of the human heart. The word emotion may be simply defined as applying movement, either metaphorically or literally, to core feelings (Cooper & Sawaf, 1997). It is emotional intelligence more than intellect that motivates us to achieve our unique potential and purpose. Our emotional intelligence triggers and moves our innermost values and aspirations, transforming them from things we think about to how we live. Ekman & Epstein (as cited in Goleman, 1995) state that the emotional mind is far quicker than the rational mind, springing into action without pausing even a moment to consider what it is doing. Because it takes the rational mind a moment or two longer to register and respond than it does the emotional mind, the first impulse in an emotional situation is in the heart's, not the head's.

The idea that high emotional intelligence may lead to personal and professional success has generated a great deal of excitement among the general public, managers, academics, and business consultants alike. According to popular opinion and work-place testimonials, emotional intelligence affects individual

performance. Proponents claim that increasing emotional intelligence can do everything from improving the general quality of work life to enhancing career success (as cited in Lam & Kirby, 2002).

Goleman (1998) agrees that experience and expertise, like IQ, matter to a certain degree but there's much more to it when it comes to excellence. Emotional intelligence skills are synergistic with cognitive ones; top performers have both. He further stated that the more complex the nature of the job is, the more emotional intelligence matters.

Most researches in school settings focus on student outcomes, best practices or on policies. Researchers that focus significantly on teachers deal mostly with content, teaching methods and management techniques (Alexis-Boyd, 1998). In addition to being well versed in their subject area and engaging in its delivery, our teachers are expected to be insightful, resilient, empathetic, and compassionate. They are expected to be reasonable and fair. Also, teachers are expected consistently manage their mood and behavior, regardless of what happens in the course of a school day. Above all, we expect teachers to stand as inspiration and motivational models by which the students can aspire.

For these reasons, the researcher chose to take the lecturers' emotional part into consideration for this study. And compare the self-evaluated emotional intelligence with the performance evaluation done by others.

Individual differences in performance can make a difference to company performance (Gomez-Mejia, Balkin & Cardy, 2001). In addition to relative and

absolute judgments about each individual's performance, performance measurement systems can evaluate their personal traits, behaviors and their outcome.

In addition to the concrete performance standards and the quality of lecture and other teaching aids, the individual teacher's personal characteristics such as decisiveness, reliability, energy and loyalty can be more effective in rating their performance. Studies also suggest that a single person with a low EQ can lower an entire group's collective IQ (Sternberg, as cited in Cooper & Sawaf, 1997).

Continuous improvement of teaching leads to continuous improvement of student results, but continuous improvement of *all* teachers does not occur unless there is a particular culture in the workplace. A strong research tradition confirms that increases in both student proficiency and productivity occur when educators share certain common beliefs and attitudes (Haven, 2000).

The objectives of Assumption University, the first international university of Thailand, include forming intellectually competent graduates who are morally sound, committed to acting justly, and open to further growth. The motto of the university is "Labor Omnia Vincit" which means labor overcomes all difficulties. The teachers of Assumption University are unitedly responsible to help the students achieve academic excellence through hard work, critical thinking and effective decision making (ABAC Official Website). This shows that Assumption University lecturers have a common goal they need to work towards.

For this study, four demographic variables have been selected, namely gender, marital status, teaching experience and faculty. These variables are assumed to make a difference in the emotional intelligence of lecturers at Assumption University.

Riker & Brisbane (1988) state that girls and boys grow up differently. For example, girls are more aware of the needs of others than boys are. They show more love and sympathy. On the other hand, boys are more curious and exploring. They also view themselves as more powerful than girls. It can be assumed that as these girls and boys mature to be adults, their emotional response will vary in different situations.

Marriage, an intimate relationship, demands a willingness to open up to your partner and having your partner know all about you (Riker & Brisbane). Emotional intelligence is said to be learned and developed as we go through life and learn from our experiences (Goleman, 1998). Individuals who are married, divorced, or widowed have more life experiences than those who have not been married. Therefore, we can safely assume that they will score higher on emotional intelligence.

Levinson and his colleagues (as cited in Friedman & Schustack, 1999) state that both men and women face recurring developmental task at different stages of their lives. An individual's life structure, which refers to the pattern or design of a person's life, that is appropriate for each era of life, becomes obsolete after about 6-8 years. When people reevaluate their structure, they undergo a transition period. The most widely recognized transition period is the mid-life crisis when people aged 38-45 compare their accomplishments to their ambitions and set new priorities. This shows that at different stages of life and career, people may have different perspectives and attitudes and may score differently in different aspects of emotional intelligence.

Lastly, teaching in different faculty and dealing with different subject matter may make a difference to certain aspects of emotional intelligence. For example, one

can say that a lecturer of Nursing Science should be more empathetic than a lecturer of Law or Engineering.

By identifying the emotional intelligence of Assumption University lecturers, the researcher hopes to find out which facet(s) of the EQ scale contribute to high scores in performance evaluations considered an indicator of success in many settings.

Research Objectives

The purposes of the study are:

1. To identify the relationship between emotional intelligence and performance evaluation scores by deans or chairpersons of Assumption University lecturers.

2. To identify the relationship between emotional intelligence and performance evaluation scores by students of Assumption University lecturers.

3. To identify the relationship in performance evaluation of lecturers by deans or chairpersons and those by students of Assumption University.

4. To compare the emotional intelligence of Assumption University lecturers and selected demographic variables, namely gender, marital status, teaching experience and faculty categories.

Research Questions

This study attempts to answer the following questions:

1. What is the relationship between emotional intelligence and the performance evaluation scores by deans or chairpersons of Assumption University lecturers?

2. What is the relationship between emotional intelligence and the performance evaluation scores by students of Assumption University lecturers?

3. What is the relationship between performance evaluation by deans or chairpersons and those by students of Assumption University?

4. What is the difference between the emotional intelligence and selected demographic variables, namely gender, marital status, teaching experience and faculty categories?

Research Hypotheses

The following hypotheses are tested in this study:

1. There is a significant relationship between emotional intelligence and performance evaluation scores by deans or chairpersons of Assumption University lecturers.

2. There is a significant relationship between emotional intelligence and performance evaluation scores by students of Assumption University lecturers.

3. There is a significant relationship between performance evaluation by deans or chairpersons and those by students of Assumption University.

4. There is a significant difference between emotional intelligence of Assumption University lecturers and selected demographic variables, namely gender, marital status, teaching experience and faculty categories.

Significance of the Study

The results of this study will illustrate the strengths and weaknesses of Assumption University lecturers. These strengths can be reinforced and weaknesses minimized. The teachers can improve their Emotional Quotient and increase their efficiency in the classroom.

Findings from this research will be useful for deans and administrators in Assumption University and other universities to plan and conduct training workshops and seminars in order to help teachers further develop themselves mentally, socially, emotionally and professionally.

The study can create awareness in educators about the importance of one's emotions in dealing with students in the academe.

Scope and Limitation of the Study

1. The emotional intelligence is measured by the EQ Map by Cooper and Sawaf, 1996. In this study, emotional intelligence consists of the following 11 dimensions only: Intentionality, Creativity, Resilience, Interpersonal Connections, Constructive Discontent, Compassion, Outlook, Intuition, Trust Radius, Personal Power and Integrity.

2. This study is limited to full-time lecturers of Assumption University.

3. The performance of Assumption University lecturers is evaluated at the end of every academic term in the two ways: Evaluation by deans or chairpersons and evaluation by students. For evaluation by deans or chairpersons, the deans or the immediate supervisor of the lecturers (i.e. the department heads) evaluate the performance of the lecturers in their faculty or department. This information is submitted to the Human Resource department. As for evaluation by students, each faculty devises their own evaluation form for the students to fill and evaluate their lecturers at the end of a course. This information stays with the faculty. All the information on lecturers' evaluation is confidential.

4. The study utilized only available performance evaluation since not all faculties regularly conduct such evaluations.

5. The validity of the evaluation questionnaires that are used by the chairpersons and deans and those by students are not known. The researcher obtained these as secondary data therefore did not have the control over their content and thus validity.

Definition of Terms

1. Emotional Intelligence: is the ability to sense, understand, and effectively apply the power and acumen of emotions as a source of human energy, information, connection and influence (Cooper & Sawaf, 1997).

2. The EQ facets: (Cooper & Sawaf, 1996)

2.1. Competencies: The five scales of emotional competence explore fundamental skills and behavior patterns one has developed over time to respond to the people, events and circumstances of one's life.

2.1.1. Intentionality: The ability to act deliberately, to say what one means and to mean what one says. Reaching one's goal with focus and responsibility.

2.1.2. Creativity: The ability to tap multiple non-cognitive resources that allow one to envision powerful new ideas, frame alternative solutions, and find effective new ways of doing things.

It is a combination of feelings, signs, images and other elements, which is an essential feature in productive thoughts. It's the stimulus for seeking hidden opportunities, and the fuel for creative imagination.

2.1.3. Resilience: The ability to withstand pressure and emerge stronger for it. This comes from adaptability; how well and readily one can keep enthusiasm alive, a kind of flexibility in motion that assists a person whenever one senses a sudden change in circumstances or finds obstacles in one's path.

2.1.4. Interpersonal Connections: The ability to create and sustain a network of people with whom one is real; to whom one can express caring and appreciation; with whom one can share vulnerabilities and hopes.

2.1.5. Constructive Discontent: The ability to stay calm, focus and be emotionally grounded, even in the face of disagreement or conflicts.

2.2. Values and Attitudes: Emotional values and attitudes are patterns of thinking and feeling from which one's actions flows. The six scales explore one's beliefs – personal principles that guide one's actions and frames one's life, and values – those deeply felt ways in which one acts consistently with what one says and in accordance with what is more important in one's life and work.

2.2.1. Compassion: The ability to be exceptionally empathetic, to appreciate and honor other person's feelings and point of view, and to be forgiving of oneself and of others.

2.2.2. Outlook: The way one views the world and one's place within it; how positively or negatively one interprets life events and experiences.

2.2.3. Intuition: The ability to make judgment without preliminary cognition. It is perception beyond the physical senses. Intuition serves creativity. It is the sense that an idea that has never been tried before might work, using 'gut feel'.

2.2.4. Trust Radius: The degree to which one expects other people to be trustworthy, or treat one fairly, to be inherently good; one's inclinations to trust until one has specific reason not to.

2.2.5. Personal Power: The degree to which one believes that one can meet challenges and lives the life one chooses.

2.2.6. Integrity: The degree to which one's intellectual, emotional, spiritual and creative selves fit together in a consistent, synchronized whole, working to support and further one's values.

3. Performance Zone: The varied levels of skill or competency in the areas being mapped. The top two zones of the EQ scoring grid reflect one's emotional intelligence

3.1. Optimal: means one shows great strength and effectiveness in the particular facet of emotional intelligence.

3.2. Proficient: means one demonstrates steady, balanced performance in the areas.

3.3. Vulnerable: means one demonstrates some skills and competence but often finds it difficult to bring emotional intelligence into day-to-day life.

3.4. Cautionary: means the aspect needs enhancement and one cannot function well in that without concentrated attention.

4. Assumption University Lecturers: All the full-time, male and female lecturers of all the undergraduate faculties, namely Arts, Business Administration, Science and Technology, Architecture, Engineering, Communication Arts, Nursing Science, Biotechnology, Risk Management and Industrial Services, and Law.

5. Performance Evaluation: This term is used to refer to the score that the teachers received from the supervisor evaluation and student evaluation at the end of the second term of the academic year 2001.

6. Deans or chairpersons: The deans or heads of each department within a faculty who are responsible for evaluating the performance of the lecturers in their departments.

7. Students: Those enrolled in the academic year 2001 who evaluated their teachers at the end of the second term.

8. Faculty Categories: The four groups in which the ten undergraduate faculties of Assumption University are divided, namely Arts, Business, Sciences and Engineering & Architecture.

Conceptual Framework

Full-time Assumption University Lecturers

- Gender
- Marital Status
- Teaching Experience
- Faculty Categories

EQ facets

- Intentionality
- Creativity
- Resilience
- Interpersonal Connections
- Constructive Discontent
- Compassion
- Outlook
- Intuition
- Trust Radius
- Personal Power
- Integrity

Performance Evaluation
by Deans or Chairpersons

Performance Evaluation
by Students

CHAPTER II

REVIEW OF RELATED LITERATURE

This research focused on the emotional intelligence and performance evaluation of Assumption University lecturers. The review of related literature includes the following:

1. Definitions of Emotion

2. Historical Roots of Emotional Intelligence

3. Theories of Emotional Intelligence

   3.1. Ability Model

   3.2. Mixed Model

   3.3. The Four Cornerstones

4. Emotional Intelligence and Workplace Performance

5. Emotional Intelligence and Demographic Variables

6. Performance Evaluation

7. Reviews of Foreign and Local Studies

Definitions of Emotion

Emotions have long been considered to be of such depth and power that in Latin, they were described as *motus anima*, meaning literally 'the spirit that moves us.' Mayer (as cited in Six Seconds, 1999) states that different researchers would define emotions differently because emotions operate on many levels such as physical aspect and psychological aspect. Izard (as cited in Ekman, 1982) wrote, "The area of

emotional experience and behavior is one of the most confused and ill-defined in Psychology."

As defined in Dictionary of Psychology by Chaplin (1985), emotion is "an aroused state of the organism involving conscious, visceral, and behavioral changes." It further states that emotions are more intense than simple feelings that are conscious experiences activated either by external stimuli or by various bodily states. Emotions, thus, involve organism as a whole.

Goleman (1995) takes emotion to refer to feeling and its distinctive thoughts, psychological and biological states, and range of propensities to act. He further states that there are hundreds of emotions, along with their blends and variations.

According to Maurice Elias, a professor of education at Rutgers University, emotions are defined as human beings' warning systems as to what is really going on around them. Elias further states that emotions are our most reliable indicators of how things are going in our lives. They are also like an internal gyroscope; emotions help keep us on the right track by making sure that we are led by more than cognition (Six Seconds, 1999).

J-P Du Preez, an EQ organizational consultant, states that emotions originate from exposure to specific situations. According to Preez, the nature and the intensity of the emotion are usually related to cognitive activity in the form of the perception of the situation. That thought process or perception results in the experience and the expression of a related feeling (Six Seconds, 1999).

According to Karen Stone McCown, the chairman and the founder of Six Seconds, emotions are our responses to the world around us, and they are created by the combination of our thoughts, feelings and actions. McCown further states that it is

important for each of us to learn that we create our own emotions (Six Seconds, 1999).

Emotions are neither positive nor negative; rather, they serve as the single most powerful source of human energy, authenticity, drive, and can offer us a wellspring of intuitive creative wisdom. According to Cooper and Sawaf (1997) it is not enough to have feelings. Emotional intelligence requires that we learn to acknowledge and understand feelings in others, and ourselves, respond to them effectively and apply the information and energy of emotions in our daily life and work.

In summary, emotions are recognized as one of three or four fundamental classes of mental operations. These classes include motivation, emotion, cognition, and less frequently, consciousness (Bain, 1855/1977; Izard, 1993; MacLean 1973; Mayer, 1995; Plutchik, 1984; Tomkins, 1962, as cited in Mayer, Salovey & Caruso, in press). Motivations are responsible for directing the organism to carry out simple acts so as to satisfy survival needs. Emotions signal and respond to changes in relationships between the individual and the environment. Cognition allows the organism to learn from the environment and to solve problems in novel situations. There are interactions between motivation and emotion, and emotion and cognition to form complex personality functioning. The term 'emotional intelligence' implies something having to do with the intersection of emotion and cognition (Mayer, Salovey & Caruso, in press).

Historical Roots of Emotional Intelligence

E.L. Thorndike, a professor of educational psychology at Columbia University Teachers College, was one of the first to identify the aspect of Emotional Intelligence

he called social intelligence in 1920. He defined Social Intelligence as "the ability to understand and manage men and women, boys and girls to act wisely in human relations" (Goleman, 1995).

David Wechsler defined intelligence as "the aggregate or global capacity of the individual to act purposefully, to think rationally, and to deal effectively with his environment." As early as 1940s he referred to non-intellective as well as intellective elements, by which he meant affective, personal and social factors and proposed that the non-intellective abilities are essential for predicting one's ability to succeed in life. He wrote,

"The main question is whether non-intellective, that is affective and cognitive abilities, are admissible as factors of general intelligence. (My contention) has been that such factors are not only admissible but necessary. I have tried to show that in addition to intellective there are also non-intellective behaviors. If the foregoing observations are correct, it follows that we cannot expect to measure total intelligence until our tests also include some measures of the non-intellective factors" (as cited in Cherniss, 2000).

Wechsler also indicated that "…individuals with identical IQ s may differ very markedly in regard to their effective ability to cope with their environment. It is not possible to account for more than 50% to 70% of the interest correlational variance after all recognizable intellectual factors are eliminated. This leaves any where from 30% to 50% of the total factorial variance accounted for. It is suggested that this residual variance is largely contributed by such factors as drive, energy, impulsiveness, etc" (as cited in Caruso).

Howard Gardner, a prominent educational psychologist, interested in educational implications of individual differences, claimed that each person is characterized by a profile of intelligences rather than by a single, global measure of intelligence, such as IQ, and he rejects traditional intelligence measures as too narrow (Friedman & Schustack, 1999). In 1983, Gardner devised a theory of 'Multiple Intelligences' that claims that all human beings have at least seven different intelligences. Gardner included Interpersonal and Intrapersonal intelligences as part of social intelligence in his theory of multiple intelligences. He defined:

"Interpersonal intelligence is the ability to understand other people: what motivates them, how they work, how to work cooperatively with them. Successful salespeople, politicians, teachers, clinicians, and religious leaders are all likely to be individuals with high degrees of interpersonal intelligence. Intrapersonal intelligence… is a correlative ability, turned inward. It is a capacity to form an accurate, veridical model of oneself and to be able to use that model to operate effectively in life" (as cited in Goleman, 1995).

Gardner proposed that intra- and interpersonal intelligences are as important as the type of intelligence typically measured by IQ and related tests. In a national survey of companies that employ college graduates, communication skills, interpersonal skills, and team work skills were at the top of the list (Collins, as cited in Santrock, 2000).

Collinson (1999) explained in her study of 'Redefining Teacher Excellence' that interpersonal knowledge for teachers is much more complex than basic acquisition of discrete social skills. It requires empathy to understand others, honesty and trust, respect, tolerance of different perspectives, the setting aside of self, good communication skills, and political awareness. It also involves maturity and wisdom.

On intrapersonal knowledge for teachers, she explained that it moves beyond Gardner's description of intrapersonal intelligence as 'a capacity to form an accurate, veridical model of oneself' to include an understanding of how one's ethics and dispositions shape one's life. Teachers' ethics and dispositions influence their decisions and the lives of all their students. Awareness and articulation of how ethics and dispositions shape judgments, behavior, and decisions require accurate self-understanding and the capacity for introspection and reflection.

Theories of Emotional Intelligence

The subject of emotional intelligence continued to develop and has a broad range of approaches from Mayer-Salovey ability-based conception, to Goleman's list of competencies, to Bar-On's approaches centering on psychological well being (Caruso, Mayer & Salovey, 2002).

In an attempt to explain the disparate approaches, emotional intelligence will be shown in 3 models:

1. Ability model

   1.1. Peter Salovey and John Mayer

   1.2. Reuvon Bar-On

2. Mixed model

   2.1. Daniel Goleman

3. The Four Cornerstones

   3.1. Robert Cooper and Ayman Sawaf

Ability Model

Ability models place emotional intelligence within the sphere of an intelligence, in which emotion and thought interact in meaningful and adaptive ways. An emotional intelligence is viewed much like verbal or spatial intelligence, except that it operates on, and with, emotional content. The ability model of emotional intelligence centers a person's skill in recognizing emotional information and carrying out abstract reasoning using this emotional information (Caruso, Mayer & Salovey, 2002).

Peter Salovey and John Mayer first proposed their theory of emotional intelligence (EI) in 1990. Salovey & Mayer defined emotional intelligence as "the ability to monitor one's own and other's feelings and emotions, to discriminate them and to use this information to guide one's thinking and actions." Their theory subsumes Gardner's inter- and intrapersonal intelligences.

Their model of emotional intelligence begins with the idea that emotions contain information about relationships. When a person's relationship with another person or an object changes, so do their emotions toward that person or object. Whether these relationships are actual, remembered, or even imagined, they are accompanied by the felt signals of relationship status or change that we call emotions. EI, in turn, refers to an ability to recognize the meanings of emotions and their relationships, and to reason and problem-solve on the basis of them. It further involves employing emotions to enhance cognitive activities.

They decided that emotional intelligence must somehow combine two of the three states of mind: cognition and affect, or intelligence and emotion. Their updated definition of emotional intelligence that they formulated in 1997 is "the ability to perceive emotions, to access and generate emotions so as to assist thought, to

understand emotions and emotional knowledge, and to reflectively regulate emotions

so as to promote emotional and intellectual growth."

These four areas are further defined as follows: (as cited in Caruso)

Perceiving or Identifying Emotions

This is the ability to correctly identify emotions in oneself and others as well

as in objects, art, stories, music and other stimuli. It concerns the ability to recognize

how an individual and those around him or her are feeling and the capacity to

perceive feelings accurately. Mayer and Salovey explain that emotional perception

involves paying attention to, and accurately decoding emotional signals in facial

expressions, tone of voice or artistic expressions, and differentiating between real and

phony emotional expressions.

Facilitating Thought

This is the ability to generate, use and feel emotions as necessary to

communicate feelings. And it's the ability to employ feelings to enhance the cognitive

system and, as such, can be harnessed for more effective problem solving, reasoning,

decision-making, and creative endeavors. Mayer and Salovey contend that cognition

can be disrupted by emotions such as anxiety and fear, but emotions also can

prioritize the cognitive system to attend to what is important and even focus on what

it does best in a given mood.

Understanding Emotions

This is the ability to understand emotional information, to understand how

emotions combine and progress through relationship transitions. Emotions form rich

and complexly interrelated symbol set. Understanding emotions requires the ability to

label emotions and reason with them in an effective understandable level. Knowledge of how emotions combine and change over time is important in our dealings with other people and in enhancing our self-understanding.

Managing Emotions

This is the ability to be open to feelings, even those that are unpleasant, and to modulate them in oneself and others so as to promote personal understanding and growth. It entails awareness, acceptance and use of emotions in problem solving. The theory points out that it is not the same as repressing or rationalizing emotions. Rather, managing emotions involves the participation of emotions in thought, and to allow thought to include emotions. Optimal level of emotional regulation will neither minimize nor exaggerate emotion.

Reuven Bar-On, an Israeli psychologist, developed perhaps the first attempt to assess emotional intelligence in terms of a measure of well-being in 1988. Bar-On states "Intelligence describes the aggregate of abilities, competencies and skills that represent a collection of knowledge used to cope with life effectively. The adjective *emotional* is employed to emphasize that this specific type of intelligence differs from cognitive intelligence..." (as cited in Mayer & Salovey).

Bar-On and Orme (2002) state that emotional intelligence and social intelligence are closely related concepts, both focusing on the use of emotions in coping with daily demands. It has been found that emotionally and socially intelligent people are able to understand themselves and others, effectively express themselves, establish co-operative and constructive relationships with others and balance personal needs with family, social, work and community needs.

Bar-On (as cited in Goleman, 2001) now defines EI in terms of an array of emotional and social knowledge and abilities that influence our overall ability to effectively cope with environmental demands. This array includes: (1) the ability to be aware of, to understand, and to express oneself, (2) the ability to be aware of, to understand, and to relate to others, (3) the ability to deal with strong emotions and control one's impulses, and (4) the ability to adapt to change and to solve problems of a personal or a social nature.

The five main domains in his model are intrapersonal skills, interpersonal skills, adaptability, stress management, and general mood (Bar-On, as cited in Goleman, 2001).

Mixed model

Mixed models of emotional intelligence are substantially different than the mental ability models. They blend various aspects of personality – resulting in a conglomerate of traits, dispositions, skills, competencies, and abilities in assessing emotional intelligence (Caruso, Mayer & Salovey, 2002).

Daniel Goleman expanded Mayer & Salovey's concept and incorporated social and emotional competencies, including some personality traits and attitudes. His model is categorized into five domains:

Knowing One's Emotions

Self-awareness - this involves knowing one's emotions and recognizing feelings as they occur. The theory states that it is a type of an ability to monitor feelings from moment to moment that is crucial to psychological insight and self-

understanding. People with greater certainty about their feelings are better pilots of their lives, having a surer sense of how they really feel about personal decisions.

According to Goleman (1995), self-awareness is not an attention that gets carried away by emotions, overreacting and amplifying what is perceived. It is simply a neutral mode that maintains self-reflections even when amidst turbulent emotions.

To summarize in Mayer's words, self-awareness means being aware of both our mood and our thoughts about that mood. This awareness of emotions is the fundamental emotional competence on which others, such as emotional self-control, build. Self-awareness can be a nonreactive, nonjudgmental attention to inner states. Although there is a logical distinction between being aware of feelings and acting to change them, Mayer finds that for all practical purposes the two usually go hand-in-hand. For example, to recognize a foul mood is to want to get out of it (as cited in Goleman, 1995).

Managing Emotions

This refers to handling and managing feelings so that they are appropriate; realizing what is behind a feeling; finding ways to handle fears and anxieties, anger, and sadness. The ability to regulate distressing affects like anxiety and anger and to inhibit emotional impulsivity.

According to Goleman (1995), managing emotions is a full-time job. Emotional intelligence has as much to do with knowing when and how to express emotion as it does with controlling it (Cherniss, 2000).

Aristotle observed "what is wanted in *appropriate* emotion, feeling proportionate to circumstance. When emotions are too muted they create dullness and distance; when out of control, too extreme and persistent, they become pathological,

as in immobilizing depression, overwhelming anxiety, raging, anger, manic agitation"
(as cited in Goleman, 1995).

Motivating Oneself

Motivating oneself builds on managing emotions to the extent that one can
delay the immediate gratification of an impulse and can maintain a positive outlook.
The most fundamental psychological skill is resisting impulse and delaying
gratification. It is the root of emotional control (Goleman, 1995).

Walter Mischel, who conducted the famous 'Marshmallow Test' at Standford
University in 1960's states that "goal-directed self-imposed delay of gratification" is
perhaps the essence of emotional self-regulation; the ability to deny impulse in the
service of a goal. In the Marshmallow Test, four year olds were asked to stay in a
room alone with a marshmallow and wait until the researcher returns from running an
errand. They were told that if they could wait until the researcher came back before
eating the marshmallow, they could have two. Ten years later the researchers tracked
down the kids who participated in the study. They found that the kids who were able
to resist temptation were more socially competent and had a total SAT score that was
210 points higher than those kids who were unable to wait. They were able to
embrace challenges and pursue them instead of giving up even in the face of
difficulties. They were more self-reliant and confident than their mates. Mischels'
finding underscores the role of emotional intelligence as a meta-ability; determining
how well or how poorly people are able to use their other mental capacities.

The role of positive motivation is to marshal feelings of enthusiasm, zeal,
persistence and confidence in service of a goal or an achievement, especially in the
face of setbacks. Our emotions get in the way of or enhance our ability to think and

plan. They define the limits of our capacity to use our innate mental abilities and so determine how we do in life.

Studies show that individuals who are able to restrain themselves from immediately fulfilling a desire are more optimistic and successful in school, athletics, careers, and interpersonal relationships (Abramovitz, 2001).

Recognizing Emotions in Others

Empathy is another ability that builds on emotional self-awareness. It is recognizing and appreciating emotions in others. It is sensitivity to others' feelings and concerns.

Goleman (1995) states that empathy builds on awareness; the more open we are to our own emotions, the more skilled we will be in reading feelings. One rule of thumb used in communications research is that 90 percent or more of an emotional message is nonverbal. People's emotions are rarely put into words; far more often they are expressed through other cues. They key to intuiting others' feelings is in the ability to read nonverbal channels: tone of voice, gesture, facial expression and the like. People who are more empathic are more attuned to the subtle social signals that indicate what others need or want. This makes them better at callings such as the caring professions, teaching, sales and management.

In a test with 1,011 children, those who showed an aptitude for reading nonverbally were among the most emotionally stable and popular in their schools. They also did better academically even though their IQs were not higher than those who were less skilled at reading nonverbal messages (Goleman, 1995).

Rosenthal and his colleagues at Harvard discovered over two decades ago that people who were best at identifying one's emotions were more successful in their work as well as in their social lives (as cited in Cherniss, 2000).

Handling Relationships

The fine art of handling emotions in someone else develops after the two emotional skills: self-management and empathy. This transforms to the 'people skills' or the social competences that make for effectiveness in dealings with others. These social abilities allow one to shape and encounter, to mobilize and inspire others, to thrive an intimate relationship, to persuade and influence, and to put others at ease (Goleman, 1995).

The Four Cornerstones

(Cooper & Sawaf, 1997; see also Cooper, 1997)

According to Cooper and Sawaf (1997), emotions are inner source of energy, influence, and information. They are inherently neither good nor bad. It is what we do with the information and energy they produce that makes the difference. Cooper and Sawaf further state that emotions spark creativity, collaboration, initiative, and transformation. While excessive emotion can temporarily disrupt reasoning or analysis, new research suggests that, in most cases, too little emotion can be even more devastating.

Emotions are powerful organizers of thought and action, and are indispensable for reasoning and rationality. EQ also comes to the aid of IQ when one needs to solve important problems or make key decision, and enables one to accomplish this in a superior fashion and a fraction of the time. Moreover, emotions awaken intuition and

curiosity, which assist in anticipating and uncertain future and planning our actions accordingly. When emotions are acknowledged and guided constructively, they enhance intellectual performance.

Cooper and Sawaf (1997) offer a more complete definition of emotional intelligence. "Emotional intelligence is the ability to sense, understand, and effectively apply the power and acumen of emotions as a source of human energy, information, connection, and influence."

In their book Executive EQ, Cooper and Sawaf proposed a comprehensive, integrated four cornerstone model of emotional intelligence that includes emotional literacy, emotional fitness, emotional depth, and emotional alchemy.

1. Emotional Literacy

The first of the four cornerstones, emotional literacy, involves developing a clear and useful vocabulary for emotional literacy and recognizing, respecting, and valuing the inherent wisdom of feelings. Emotional honesty, emotional energy, emotional feedback, and practical intuition contribute to emotional literacy.

1.1. Emotional honesty is to remain honest with oneself and to respect the wisdom of both the head and heart. Being emotionally honest requires listening to the strong feelings of inner truth that arises from one's core emotional intelligence and one's intuition and conscience, and reacting on it accordingly and appropriately. The scales from EQ Map that relate to emotional honesty are intentionality, constructive discontent, and personal power.

1.2. Emotional energy is the connection between emotion and energy. According to research done by Robert E. Thayer, a professor at California State University, there are four primary human energy states. The two of which draw this

veil over our capacities and priorities are tense-energy and tense-tiredness. The other two states, calm-energy and calm-tiredness, are largely beneficial, and serve to clarify and enhance emotional intelligence (as cited in Cooper & Sawaf, 1997). Unless one learns to understand and guide one's daily energy and tension patterns, one loses alertness, which interferes with the ability to pay careful, extended attention, to anything or anyone. The scales from EQ Map that relate to emotional energy are intentionality and personal power.

1.3. <u>Emotional feedback</u> is the ability to transcend impulsivity and appropriately guide the way one responds to emotions. Every emotion is a wake-up call to capture one's attention, and by design, emotions are supposed to move us. All individuals feel emotional impulses. When we manage impulses, we can get a clear picture of the real reasons of our feelings, and we can handle our energy and tension levels better, thus being more resilient and better able to face challenges and difficulties without being overwhelmed by storms of impulses. The scales from EQ Map that relate to emotional feedback are constructive discontent and compassion.

1.4. <u>Emotional connection and intuition</u> is seeing with the heart. Intuition serves creativity; it is the sense that an idea that has never been tried might work. It unveils hidden possibilities. Intuition also serves as inspiration; it is the sudden answer to a question. Neuroscientists have discovered a whole class of neurotransmitters, brain chemical messengers in the gut, confirming that intelligence is not housed in the brain alone. Empathy and compassion, the traits that connect us with the others through shared language of feelings and experience, one heart to the next, beneath the words, behind the postures and gestures, also spring from intuition. The scales from EQ Map that relate to emotional connection and intuition are compassion and intuition.

2. <u>Emotional Fitness</u>

Just as physical fitness builds strength, stamina, and flexibility of the body, emotional fitness builds corresponding qualities of the heart. It is through emotional fitness that we begin to illuminate our core personal values and characters, and the feelings that enliven and drive them. Trust is one of the key characteristics of the second cornerstone of emotional intelligence. It includes authenticity, resilience, renewal, and constructive discontent.

2.1. <u>Authentic presence</u> is a natural extension of the first EQ cornerstone characteristic of personal power. It is a silent sphere of energy that emanates not only from the mind and physical form but from one's heart, which conveys the emotional truth of who one really is, and what one stands for, cares about and believes. Understanding and developing this field of power, authentic presence, is a vital first step into the second EQ cornerstone, emotional fitness, through which one brings more of his or her best self into listening and dialogue, and sets the stage of building trust and an openness to change and creative risk. It is through authentic presence that we can more readily face challenges with greater openness and curiosity, to question and apply what we learn. The scales from EQ Map that relate to authenticity are intentionality, intuition, and personal power.

2.2. <u>Trust radius</u> is the circle within which one can extend one's trust to others. Trust is defined as an absolute certainty in the trustworthiness of self or another. According to Erik Erikson's theory of personal development, we learn to trust or mistrust people around us from our very infancy. Trust is built when a baby's basic needs, such as comfort, food, and warmth are met. From this foundation the child develops a feeling of security and an idea that the world is a safe and friendly place. To apply this trust to a working environment, Cooper and Sawaf state that trust

is more than a good idea or attitude. It's an emotional trait, something we must feel and act upon. When we trust ourselves and can extend this trust to others, and receive it in return, it becomes the glue that holds relationships together, and frees up honest dialogue. Trustworthiness is built and sustained on a foundation of honest and appropriate disclosure, believability and credibility. Cooper says, "I've learned that the more I trust myself and others, and my environment, the more creative and effective I will likely be, and the more chances I'll have to be successful." Redford Williams, director of behavioral research at Duke University Medical center, has found that the more limited a person's circle of trust, the more he or she tends to stay angry, annoyed, irritated, or cynical, and to blame others. The scales from EQ Map that relate to trust radius are compassion, outlook, and trust radius.

2.3. <u>Constructive discontent</u> pertains to drawing creative benefits from the respectful but honest and open conflict of perspectives and feelings. According to Riker and Brisbane (1988) conflict didn't start yesterday. According to Scripture, Adam and Eve couldn't agree whether to eat the apple offered to them in the Garden of Eden. Later their sons fought so violently that Cain became the first murderer and his brother, Abel, the first victim. Attempting to understand the other's viewpoint doesn't mean that you must give up what you think and believe. No two persons will ever agree on everything. Each brings past experience to the current situation. Also, individuals will always have different beliefs and personal reasons for acting the way they do. According to Cooper and Sawaf (1997), discontent can prove to be a hotbed of creative ideas and opportunities to build deepened trust and connection. It is also one of the most reliable access points to those universal human frustrations that, if ignored and unresolved, often block or undermine success. Robert Haas, Chairman and CEO of Levi Strauss, believes that a diverse, empowered and constructively

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discontented workforce is a rich source of innovation and commitment (as cited in Cooper & Sawaf). By learning to value discontent rather than disparaging it, it can pay off in a number of ways such as increasing awareness, exposing problems, building trust, accepting differences in ideas and feelings, being a catalyst for sparking, shaping, reflecting on and advancing new ideas, generating insights for problem solving, learning and saving time from destructive arguments and misunderstandings. The scales from EQ Map that relate to constructive discontent are intentionality, constructive discontent, and intuition.

2.4. <u>Resilience and renewal</u> is the ability to bounce back from obstacles, setbacks or challenges. Winston Churchill once said, "Success is going from failure to failure without loss of enthusiasm." Emotionally intelligent people accept fair blame for their part in mistakes and setbacks. At the same time, they reject chronic feelings of self-pity and martyrdom. To be resilient is to be a flexible optimist. Optimism, like home and trust, means having a strong and durable sense that things will turn out all right in work and life, despite setbacks and losses, difficulties and frustrations. As for adaptability, it is up to us to identify practical skills to stay more adaptable when we start feeling tensed or tired, and to renew ourselves along the way. The scales from EQ Map that relate to resilience and renewal are intentionality, resilience, constructive discontent, outlook, personal power, and integrity.

3. <u>Emotional Depth</u>

The first two cornerstones--emotional literacy and fitness--deal with the breadth of emotional intelligence. The third cornerstone, emotional depth, has to do with calling forth one's core character, identifying and advancing the unique potential and purpose that define one's destiny, manifesting commitment, drive,

initiative, conscience, and accountability, applying integrity, and increasing one's influence beyond authority, rank, and title.

3.1. <u>Unique potential and purpose</u> is discovering and sincerely valuing as well as utilizing our strengths and talents, while monitoring and managing, rather than trying to fix, our vulnerabilities. No matter how hard we try, none of us can do everything exceptionally well, but each of us can do some things better than 100,000 other people. It is that strength in us that we must recognize and develop (as cited in Cooper, 1997). Purpose is an emotionally charged path in one's work and life that provides orientation and direction. It is an internal locus of awareness and guidance, which defines us by who we are and what we care most about. Until we recognize and live in accord with our unique potential and purpose, life may feel like a puzzle with missing pieces. The scales from EQ Map that relate to unique potential and purpose are intentionality, outlook, intuition, personal power, and integrity.

3.2. <u>Commitment</u> is the internal emotional drive that motivates us and calls us to commit. It is essential to the successful implementation of any kind of intelligence or strategy. We have to want to succeed and then emotionally commit to succeed. Such commitment and ingenuity are essential elements of emotional depth. To accomplish success, we must have courage and hold ourselves responsible for our actions. Courage emboldens such capabilities as the willingness to take a stand, to raise our voice, to face pain and rejection, to act with honor and grace under pressure, to maintain our values in the face of oppositions and fear. It is also the courage to be authentic with our weaknesses. Accountability is a call from our conscience and is the deepest voice of our intuition. Through gut feeling and intuition, the conscience urges us to attend to our unique potential. The scales from EQ Map that relate to

commitment are intentionality, interpersonal connection, compassion, outlook, trust radius, and integrity.

3.3. <u>Applied integrity</u> serves as the capstone of character and is essential to self-respect and one's credibility. Integrity naturally arises from purpose, conscience and emotional commitment. It is accepting full responsibility, communicating clearly and openly, keeping promises, and having the courage to lead oneself and others with honor and honesty in mind and heart. It is being authentic with oneself and others, and doing the things one says one would do. Integrity can be seen as a deepening and expansion of emotional honesty. It is a unifying process. According to Stephen L. Carter, a professor of Law at Yale University, integrity requires three central elements: (1) Discerning what is right and what is wrong, (2) Acting on what you have discerned, even at personal cost, and (3) Saying openly that you are acting on your understanding of right from wrong. The scales of EQ Map that relate to applied integrity are intentionality, resilience, personal power, and integrity.

3.4. <u>Influence without authority</u> is the ability to influence others without manipulation or authority. Emotions are currents of energy that arise in us, activate our values and shape our behaviors, which emanate outwards, influencing others. People with high emotional intelligence tend to be more inner-directed and can access wider range of competencies than with cognitive power alone, and this is expressed as a form of influence that might be called resonance rather than authority. Every feeling and thought influences every fiber of our being, radiating outwards to others. This is resonance. Understanding it and being responsible for it is a keystone of emotional depth. The scales from EQ Map that relate to influence without authority are resilience, interpersonal connection, constructive discontent, compassion, intuition, and trust radius.

4. <u>Emotional Alchemy</u>

The fourth cornerstone, emotional alchemy, is about blending of forces that enable us to discover creative opportunities and transform lesser ideas into greater ones. The key outcomes of emotional alchemy, confluence, is drawing together disparate intuitions and talents, purposes and competencies, people and possibilities, into a unified whole. This can be achieved through intuitive flow, reflective time-shifting, opportunity sensing, and creating the future.

4.1. <u>**Intuitive flow Intuition**</u> is direct knowing without the conscious use of reasoning. Intuition is closely related to, and can transcend, emotional intelligence. It moves us, and at an advanced level, we learn to enter intuitive flow by choice rather than by chance. Intuition is recognized as a natural human ability, and a key dimension of the creative process, problem solving and decision-making. When one's intuition is highly developed, one doesn't have to work to turn it on, it stays on. It flows. The signs of flow include a feeling of spontaneous challenge and elation and sometimes rapture. Because flow feels so integrated and fluid, it is intrinsically rewarding and increases our creative confidence. Intuitive flow gives us a heightened sense of self-worth and satisfaction. The scales from EQ Map that relate to intuitive flow are creativity, intuition, and personal power.

4.2. <u>**Reflective time-shifting**</u> is the ability to consciously direct our feelings, which include creative intuition, from past experience, to future experience and then to present experience. Reflective time-shifting is about one's ability to experience more fully a specific point in time, and to grasp intuitively connections and feelings evoked during that time. It is not just the notion or idea of the future or past. It's about feeling, and thereby imagining actually being there, feeling the experience, reflecting on it, and positioning oneself to do something more effective, and perhaps innovative,

in the present, something based on inner values rather than on reactions. Reflective time-shifting is a dimension of emotional alchemy because it enables us to face the same thing that others around us are facing but to do it with sharper instincts, or greater creative engagement or involvement, and thereby to respond differently, more wisely and innovatively, because we are not stuck in time with our feelings and thoughts. The scales from EQ Map that relate to reflective time shifting are intentionality, creativity, and outlook.

4.3. <u>Opportunity sensing</u> is about extending our awareness as far into the distance as we can using our traditional five senses, plus incorporating our intuitive 'sixth sense' and enteric gut feeling, along with every other dimension of human perception and intelligence within our reach. In this way we're able to remain fully attentive to the present, but can sense beyond it. All of us are closer to new opportunities - for learning, growth, innovation and new successes - than we realize. One of the characteristics of many men and women with high EQ is their capacity to sense farther, deeper, and faster than those who rely on IQ alone. The sixth and seventh senses – those of intuition and gut feelings – play a pivotal role in expanding our access to this field of possibilities beyond the obvious routes and routines that fill our everyday lives. That means to say, as we increase our ability to extend our intuitive emotional intelligence anywhere within our time horizon, one of the first rewards we'll likely notice is a heightened sense of the vast number of hidden and emerging opportunities that are within our reach. The scales from EQ Map that relate to opportunity sensing are creativity, interpersonal connection, outlook, intuition, and trust radius.

4.4. <u>Creating the future</u> Emotional intelligence plays a vital role in creating the future through creative transformation – taking creative risks, making mistakes

and exploring new territories. Creative transformation, which is a shift in the formation of oneself, an idea or an organization has little to do with fair weather creativity, the kind that depends on long stretches of peaceful isolation and usually vanishes without a trace in the presence of conflict and turmoil. It takes place progressively, across time and space. It is here that real growth can occur, of people and souls. This is where one finds out how far one's emotional and intellectual intelligences can extend; what one is made of. "Being in connection with our emotional depths is critical to releasing our most powerful and creative forces," says Michael Eisner, Chairman and CEO of the Walt Disney Company. By applying intuitive flow and each of the preceding fifteen competencies of Executive EQ, one is able to tap into that field of unexplored opportunities, one is able to effortlessly shift perspectives, and sense unexpected ways to creatively transform difficult or complicated circumstances into something of highest value in learning and to snatch success from the jaws of defeat. The scales from EQ Map that relate to creating the future are intentionality, creativity, resilience, constructive discontent, outlook, intuition, trust radius, personal power, and integrity.

Emotional Intelligence and Workplace Performance

According to Sternberg, intelligence, as conceptualized as abstract thinking has often been demonstrated to predict one or another type of success. Although it is a potent predictor, it is far from a perfect one, leaving the vast amount of variance unexplained. As Wechsler put it, "individuals with identical IQs may differ very markedly in regard to their effective ability to cope with the environment" (as cited in Mayer, Salovey & Caruso, in press).

Hunter and Hunter estimated that at best IQ accounts for about 25 percent of the variance. Sternberg has pointed out that studies vary and that 10 percent may be a more realistic estimate (cited in Cherniss, 2000). In some studies, IQ accounts for as little as 4 percent of the variance (Cherniss, 2000; Cooper, 1997).

An example of this research on the limits of IQ as a predictor of performance is the Sommerville study, a 40-year longitudinal investigation of 450 boys who grew up in Sommerville, Massachusetts. Two-thirds of the boys were from welfare families, and one-third had IQs below 90. However, IQ had little relation to how well they did at work or in the rest of their lives. What made the biggest difference was childhood abilities such as being able to handle frustration, control emotions, and get along with other people.

Another good example is a study of 80 PhDs in science who underwent an intensive battery of personality tests, IQ tests, and interviews in the 1950s when they were graduate students at University of California, Berkeley. Forty years later, when they were in their early seventies, they were tracked down and estimates were made of their success based on resumes, evaluations by experts in their own fields, and sources like American Men and Women of Science. It turned out that social and emotional abilities were four times more important than IQ in determining professional success and prestige (Goleman, 1998).

According to Goleman (1998), the rules for working are changing. One is being judged not only by how smart one is or what skill one has, which employers see as givens, but also by how well one handles oneself and others. In an era like this, which is changing continuously, EQ determines who gets promoted and who does not, or even worse, who gets fired and who stays.

There is growing evidence from the latest scientific studies and reports from management confirming the link between emotional intelligence and success (as cited in Cooper & Sawaf, 1997).

Emotional intelligence, according to Time Magazine (as cited in Mayer, 1999), "may be the best predictor of success in life." According to Goleman (1995), evidence suggests that it is "as powerful, and at times more powerful, than IQ." Goleman's research suggests that the contribution of emotional intelligence to effective performance is 66% for all jobs and 85% for leadership roles. In other words, that emotional intelligence is twice as important for star performers and that "the higher you go, the more it matters."

Early studies of the correlation between IQ and EI show a range from 0 to 0.36, depending on the measure used. John Mayer, using his own EI measure, reports a zero correlation with fluid intelligence and a 0.36 correlation with verbal IQ; Reuvon Bar-On, using his own measure, finds correlations ranging from 0.06 to 0.12, positive but not significant (as cited in Goleman 2001).

James Salerno (as cited in Williams, 1996) states that EQ measures more than the emotional stability of a person and basically takes into consideration the whole of personality. It is the ability of a person to consistently make wise decisions that reflect the best interests of and are in harmony with the opinions of the majority of the people being cared for.

Segal (1997) concluded that IQ and EQ are synergistic resources; without one the other is incomplete and ineffective.

On the other hand, both Goleman and Mayer, Salovey & Caruso have argued that by itself emotional intelligence probably is not a strong predictor of job

performance. Rather, it provides the bedrock for competencies that are (as cited in

Cherniss, 2000). Goleman makes a distinction between emotional intelligence and

emotional competence. Emotional competence refers to the personal and social skills

that lead to superior performance in the world of work. "The emotional competencies

are linked to and based on emotional intelligence. A certain level of emotional

intelligence is necessary to learn the emotional competencies." For instance, the

ability to recognize accurately what another person is feeling enables one to develop a

specific competency such as Influence. Similarly, people who are better able to

regulate their emotions will find it easier to develop a competency such as Initiative or

Achievement drive. Ultimately it is these social and emotional competencies that we

need to identify and measure if we want to be able to predict performance.

Emotional Intelligence and Demographic Variables

Emotional Intelligence and Gender

Deborah Tannen states that gender differences in conversation styles are the

result of girls and boys being socialized differently as they grow up (as cited in

Santrock, 2000).

Riker & Brisbane (1988) have seen other differences in girls and boys as they

grow up. As girls grow, they are more aware of the needs of others. They show more

love and sympathy than boys. Adult women also make closer friends than men. Girls

seek adult help and support more often. More willing to cooperate and compromise

than boys, girls follow rules with less complaint. On the other hand, boys are more

curious and exploring; they seem eager to discover how things work. When using

their eyes and hands they learn faster and better than girls. As a group, males view

themselves as more capable, assertive, and powerful. They are also more confident when planning ahead for lifetime goals. Very early in life many girls learn to be passive, to listen quietly and to follow directions, whereas boys are urged to be active, independent and curious.

According to Jack Block, a psychologist at the University of California at Berkeley, men who are high in emotional intelligence are socially poised, outgoing and cheerful, not prone to fearfulness or worried rumination. Their emotional life is rich, but appropriate; they are comfortable with themselves, others, and the social universe they live in (as cited in Goleman, 1995).

Emotionally intelligent women, by contrast, tend to be assertive and press their feelings directly, and to feel positive about themselves; life holds meaning for them. Like the men, they are outgoing and gregarious, and express their feelings appropriately. They adapt well to stress. Their social poise lets them easily reach out to new people; they are comfortable enough with themselves to be playful, spontaneous, and open to sensual experience. They rarely feel anxious or guilty, or into rumination.

Steven Stein, PhD, a marketer of emotional intelligence tests, administered EQ assessments to 4500 and 3200 women. His organization found that women score higher than men on measures of empathy and social responsibility, but men outperform women on stress tolerance and self-confidence measures. In other words, says Stein, women and men are equally as intelligent emotionally, but they're strong in different areas (as cited in Murray, 1998).

Emotional Intelligence and Marital Status

Marriage is defined as the institution that legally, spiritually and culturally binds and recognizes man and woman as partners. It's a fundamental social institution that contributes to the physical, emotional and economic health of men, women and children (as cited in Siewe).

A century of social science literature consistently reveals married men and women do significantly better in all measures of well-being than any of their unmarried counterparts (Stanton, 1997).

Also, experts don't agree on singlehood as a desirable lifestyle. Young singles might enjoy freedom and independence that include going anywhere they please, keeping their own hours and not having to report to anyone. In contrast, the older singles, meaning people who are separated, divorced or widowed, may feel lonely when excluded from 'couple' events.

They warn that those who stay single miss out on chances to grow in maturity by sharing with others. Emotional intimacy in a marriage, for example, demands a willingness to have your partner know all about you (Riker & Brisbane, 1988).

Emotional Intelligence and Working Experience

According to Kotter, Faux and McArther (1978), in the early phase of a career, usually between ages 20 and 35, people make and deepen initial commitments to a type of work, an organization, and a non-working lifestyle. Professionals, in particular, expend considerable energy to become competent, and recognized as such by others, in their chosen trade. It is usually an exciting period, in which one begins to try to fulfill expectations about the 'professional me' that have been developing, through education, for two decades.

Most professionals seem to go through a period of questioning their initial work, organization, family, and lifestyle choices after about 5 to 10 years. For some this is a mild period, while for others it can be fairly difficult and traumatic. As a result, some people abandon their initial commitments and make new ones; they sometimes change organizations, go back to school, start over in a new line of work in a new city, or get married or divorced. After the period of questioning is over, or after a change has been made, people generally plunge back into their careers with increased dedication and energy. For 5 to 10 years they focus again on achievement in their chosen profession.

Between the ages of approximately 35 and 45, many people experience a difficult period associated with career, physical well-being, family, or the like, that can range in intensity from mild to very severe. During this period, people often get divorced, change jobs, or significantly alter their relationships with their families and their work. On the average, this period is more unsettling and lasts longer, than the time of questioning that occurs for many around age 30. The severity of the so-called midlife crisis – if, indeed, one experiences it at all – seems to be a function of how many problems converge with what intensity on a person's life at the same time.

Santrock (2000) agrees that midlife is a time when many people examine their careers, evaluate what they have accomplished, and look to the future and see that they have a limited amount of time to accomplish what they want. He, however, makes a note that many people reach the highest satisfaction in their careers during middle age.

By age 35 to 40 most professionals know whether they will achieve the vague and specific career objectives that they have set for themselves (Kotter et al., 1978).

Emotional Intelligence and Faculty

An executive at Hitachi Data Systems stated that people in information technology are notorious for having high levels of technical skills, but not getting along with people so well (as cited in Goleman, 1998). Mastery of these technical pursuits demands long hours spent working alone, often beginning in childhood or the early teen years – a period of life when people ordinarily learn vital social skills from interacting with friends. According to Robert E. Kelley, a psychologist at Carneige-Mellon University, people who are attracted to fields typified by very high levels of cognitive effort, like computer science or engineering, are sometimes drawn because, that way, they don't have to deal with their emotions, stay reclusive and not bother about social graces (as cited in Goleman, 1998).

Goleman (1998) states that emotional intelligence skills are synergistic with cognitive ones. The more complex the nature of the job is, the more emotional intelligence matter. He says, "the higher you go, the more it matters."

Performance Evaluation

Feedback is information that tells you how well you have performed. Employees can get feedback on their performance from different sources, like feedback from supervisors, feedback from coworkers, and feedback from self-examination exercises (DuBrin, 1996). In a 360-Degree feedback, it involves feedback from subordinates and customers as well (Tornow & London, 1998).

The use of multiple rating sources of perspectives is clearly a strength. London and Smither (as cited in Tornow & London, 1998) state that "in the socially constructed world in which employees work, others judgments about them, no matter

how biased they may be, constitute an important reality." Traditionally, supervisors have been charged with assessing the effectiveness of employees reporting to them. Now, other raters such as peers and subordinates bring different and possibly inconsistent information to the rating process. It is possible, therefore, that a feedback recipient may be seen as effective from one person's perspective but as ineffective from another's perspective. Each rating may be valid from its on perspective (Tornow & London, 1998).

A formal method of feedback is called performance appraisal. According to Grote (2002), performance appraisal is a formal management system that provides for the evaluation of the quality of an individual's performance in an organization. The employee's immediate supervisor usually prepares the appraisal. The procedure typically requires the supervisor to fill out a standardized assessment form that evaluates the individual on several different dimensions. Organizations usually conduct appraisals for administrative and/or developmental purposes (Cleveland, Murphy & Williams, as cited in Gomez-Mejia et al., 2001). According to Gomez-Mejia et al., performance appraisals are used administratively whenever they are the basis for a decision about the employee's work conditions, including promotions, termination, and rewards. Appraisals are typically done once a year.

According to Carroll and Schneir, performance appraisal involves identification, measurement, and management of human performance in organizations.

1. Indentification means determining what areas of work the manager should be examining when measuring performance. The appraisal system focuses on performance that affects organizational success rather than performance-irrelevant characteristics such as race, age, or sex.

2. Measurement, the centerpiece of appraisal system, entails making managerial judgments of how 'good' or 'bad' employee performance was. Good performance measurement is the one that is consistent through the year. That is, all managers in the organization must maintain comparable rating standards.

3. Management is the overriding goal of any appraisal system. Appraisal should be more than a past-oriented activity that criticizes or praises workers for their performance in the preceding year. Instead, the managers must provide workers with feedback and coach them to higher levels of potential performance (as cited in Gomez-Mejia et al., 2001).

The second method is peer evaluation, a system that co-workers contribute to an evaluation of a person's job performance. Peer evaluations refer to situations in which rater and ratee are from the same organizational level. Although they're not free from biases, peer evaluations have been found to be valid and reliable (Landy & Farr; Reilly & Chao, as cited in Tornow & London, 1998).

The third way, which is feedback from self-examination exercises requires considerable introspection, the process of looking inward and evaluating where one stands in relation to some effectiveness standard (Tornow & London, 1998).

Inclusive in 360 Degree feedback is feedback from customers. According to Howard, customers are essentially concerned with results – whether they receive the desired products or services in a timely manner, whether their needs are met (as cited in Tornow & London, 1998). Because external customers belong to different organizational cultures, their ratings have a high level of credibility to feedback

recipients. Moreover, this information is important because of its close proximity to the organization's bottom line.

Similarly, in a university, the availability of student data over a period of years makes it possible to differentiate among individual teachers who make significant contribution to student academic growth. Good teaching does make a difference in student learning. Thus, the analysis of student results is an integral part of a teacher's evaluation and is related directly to the system of shared accountability in which all teachers are responsible for the students growth and learning (Haven, 2000).

Superior performers intentionally seek out feedback; they *want* to hear how others perceive them, realizing that this is a valuable information. Self-awareness of strengths and weaknesses helps one to be a better performer (Goleman, 1998).

Related Foreign Research

Fannen (2001) conducted a study to see the relationship between emotional and analytic intelligence upon academic achievement and academic production on one hundred and fifteen children aged 13 to 14. She found that analytic intelligence was a better predictor of grade point average and academic test scores than emotional intelligence. According to Fannen, this study supported Mayer and Salovey's findings that emotional intelligence has a low to moderate correlation with analytic intelligence.

Lam (1998) examined the impact of emotional intelligence on individual performance. In her study, she examined how general emotional intelligence, along with the four major reasoning process – appraisal and perception, understanding and regulation of emotions – affected individual performance. In addition, Lam studied

the effects of other variables such as general intelligence, empathy and coping and their theoretical relevance to emotional intelligence. The findings of the study are that overall emotional intelligence does relate to performance in that higher emotional intelligence is associated with better scores on performance. Emotional intelligence is predictive of performance, empathy and coping.

Lam and Kirby (2002) studied the impact of emotional and general intelligence on individual performance. They used Shipley Institute of Living IQ Scale to assess the participants' general intelligence. And they used the MEIS, Multifactor Emotional Intelligence Scale – short version, that represents three levels of emotional reasoning ability: perceiving, understanding, and regulating emotions. The study showed that general intelligence made a significant contribution to the prediction of individual performance of a cognitive task. In addition, overall emotional intelligence, perceiving emotions, and regulating emotions all contributed positively to individual cognitive-based performance; however, understanding emotions did not add to the explanation of variance in individual cognitive-based performance over and above the level attributable to general intelligence.

Alexis-Boyd (1998) analyzed the emotional life of teachers in eighteen public schools. He found that teaching can have a deleterious effect on lives of teachers. In the increasingly difficult classrooms of today, teachers display a range of mental, physical, and emotional afflictions that may cause them to compromise on their ability to perform. Data from the study suggest a need for the development of interventions that would help teachers deal more effectively with the negative effects of teaching on their emotional lives.

Sutarso (1998) studied gender difference on emotional intelligence using emotional intelligence inventory, EQI. The subscales were: motivating oneself,

empathy, handling relationships, self-awareness, and managing emotions. She found that females had higher scores than males in the total EQ scores in all subscales of EQI between the ages of 20 to 40. Females also had higher scores for both single and married in all subscales except for single in the handling relationship scale. The data suggested that men and women differ on some aspects of emotional intelligence depending upon age and marital status.

Related Local Research

Chantramenee (2000) conducted a research to examine emotional intelligence profiles of insurance sales personnel in Bangkok. Using Cooper and Sawaf's EQ Map, she found that they had proficient performance on scales such as self-awareness, creativity, resilience and outlook. Her findings suggested that people with different demographics had different strengths and vulnerabilities.

Jayanama (2001) investigated relationship between academic achievement and emotional intelligence of Thai Assumption University students. Grade point average, or GPA, was used as the standard to determine academic achievement while Cooper and Sawaf's EQ Map was used to assess emotional intelligence. She concluded that there was a relationship between the emotional intelligence facet Intentionality and academic achievement.

Peroni (2001) studied the emotional quotient and personal values of multicultural executives. The overall performance level was found to be proficient while the optimal scores was seen in Integrity in all demographic dimensions.

CHAPTER III

RESEARCH METHODOLOGY

This chapter contains a description of the methodology in studying the emotional intelligence and performance evaluation of the full-time lecturers of all the ten undergraduate faculties at Assumption University. This study uses a descriptive design.

The information in this chapter is presented in 3 sections as follows:

1. Population

2. Instruments for the Study

3. Procedure of the Study

Population

The population of this research was the entire full-time male and female lecturers of all the undergraduate faculties in Assumption University. There were 192 lecturers from the faculty of Arts, 132 lecturers from Business Administration, 46 lecturers from Science & Technology, 24 lecturers from Architecture, 35 lecturers from Engineering, 12 lecturers from Communication Arts, 18 lecturers from Nursing Science, 7 lecturers from Biotechnology, 10 lecturers from Risk Management and Industrial Services, and 15 lecturers from Law, during the second term of the academic year 2001. There were a total of 491 lecturers.

Instruments for the Study

A close-ended questionnaire to collect the demographic data and a self-administering EQ Map were used in this study.

Part 1: Personal Data Questionnaire (Independent Variables)

This instrument was designed to collect relevant information concerning the general demographics of the lecturers, which include the following factors: gender, marital status, teaching experience and faculty.

Part 2: The EQ Map (Dependent Variables)

The EQ Map is an extensively researched, norm tested and statistically reliable instrument that was developed in 1996 with the collaboration of Advanced Intelligence Technologies (AIT) and Essi Systems, Inc. Robert Cooper and Ayman Sawaf, co-founders of AIT engaged Esther M. Orioli, CEO of Essi Systems, Inc., a leading corporate data and measurement firm, and her research team, headed by Karen Trocki, PhD, to develop with them the first EQ Map. It has been tested on thousands of executives, managers and professionals in more than a hundred organizations in service, technology and industry (Cooper & Sawaf, 1997).

The EQ Map is a multidimensional guide that helps one to discover many facets that make up one's personal emotional intelligence and its relationship to one's performance, creativity, and success. The factors in the EQ Map are directly tied to one's ability to stay healthy under pressure, develop trusting relationships, and creatively sense and pursue opportunities for one's future.

The Adapted EQ Map

This questionnaire assists one in the assessment of the various components related to emotional intelligence and its inherent competencies. The EQ Map questionnaire is comprised of five sections.

Two relevant sections, Competencies and Values & Attitudes, that comprised of eleven scales were selected from the original EQ Map and were adapted and used in this research. The selected scales were Intentionality, Creativity, Resilience, Interpersonal Connections, Constructive Discontent, Compassion, Outlook, Intuition, Trust Radius, Personal Power and Integrity. There were a total of 123 items or statements in 11 scales.

The scales' titles were deleted to prevent any kind of bias. If the respondents knew what was being tested, they might modify their responses to make themselves look good rather than selecting their response by their genuine feeling, thinking, or intention.

Some statements in the original EQ Map that strictly mentioned the working environment as a 'company' were slightly modified. This was done so that the statements pertaining to the working environment suit the context of university setting better.

Statements include:

i.   I've suggested innovative projects for my company.

ii. I've implemented innovative projects at my company.

iii. People similar to me at my company have gotten better deals (i.e. raises, promotions, opportunities, rewards, etc.) than I have.

iv. I find it useless to fight the established hierarchy at my company.

In each of the above statements, the word 'company' was replaced with 'university'.

Even though there are other measures of emotional intelligence such as ECI (Emotional Competence Inventory) based on 20 competencies that Goleman suggested linked to emotional intelligence, MEIS (Multifactor Emotional Intelligence Scale) created by Mayer and Caruso, and Bar-On's EQ-I, the researcher chose to use Cooper & Sawaf's EQ Map. This is because it is a self-report measure of emotional intelligence. According to Mayer, Salovey and Caruso, the merits of self-report measures compared to ability measures are: easy to administer, its ability to tap internal experiences that are difficult to obtain with performance measures, and assessment of ongoing conscious process related to emotional thinking.

Administration

The EQ Map is a self-administering questionnaire.

There are 123 items running through scales 1 to 11 that ask the respondents to think about the past month and indicate how well the statements describe their behaviors or intentions.

The lecturers had to spend at least 20 minutes to complete the questionnaire. The instructions urged the respondents to work quickly and be as honest as they could. And it reminded them to answer every question.

Scoring

The respondents were asked to indicate how well the statements in the questionnaire best described their behaviors or intentions. There are four criteria,

namely *Very Well, Moderately Well, A Little* or *Not At All.* The scoring weights 3, 2, 1 and 0 are clearly indicated for every statement. For the negative criteria, the scores are reversed to 0, 1, 2 and 3. Total score of each scale can be obtained by adding up the score value of each item.

Overall performance of each scale can be investigated through Performance Zones. There are four levels of performance zones – Optimal, Proficient, Vulnerable and Cautionary (Cooper & Sawaf, 1997). They rank from the highest range of scores to the lowest range of scores respectively. The raw score can be transferred as performance level as presented in the table below:

Table 1
EQ Scoring Performance Level

	Scales	Number of Items	Cautionary	Vulnerable	Proficient	Optimal
1	Intentionality	14	0 - 20	21 - 26	27 - 32	33 - 42
2	Creativity	10	0 - 13	14 - 18	19 - 23	24 - 30
3	Resilience	13	0 - 20	21 - 27	28 - 33	34 - 39
4	Interpersonal Connections	10	0 - 17	18 - 22	23 - 27	28 - 30
5	Constructive Discontent	13	0 - 19	20 - 26	27 - 33	34 - 39
6	Compassion	12	0 - 20	21 - 28	29 - 32	33 - 36
7	Outlook	8	0 - 12	13 - 18	19 - 22	23 - 24
8	Intuition	11	0 - 17	18 - 22	23 - 28	29 - 33
9	Trust Radius	10	0 - 15	16 - 20	21 - 25	26 - 30
10	Personal Power	13	0 - 23	24 - 28	29 - 33	34 - 39
11	Integrity	9	0 - 12	13 - 16	17 - 19	20 - 27

Validity and Reliability

The EQ Map has been extensively researched. It is statistically reliable and

has been norm tested on an employed workforce in the United States and Canada

(Cooper & Sawaf, 1997).

The researcher modified four of the statements so that the statements

pertaining to the working environment will suit the context of a university setting. The

content of the modified EQ Map consists of the following scales: Intentionality,

Creativity, Resilience, Interpersonal Connections, Constructive Discontent,

Compassion, Outlook, Intuition, Trust Radius, Personal Power and Integrity. All of

the dimensions are consistent with and derived from Cooper and Sawaf's theory of emotional intelligence.

Pilot Study

A pilot study was conducted on 30 lecturers of Assumption University to test the reliability. An internal consistency of 0.9795 using the alpha coefficient Cronbach was obtained.

Part 3: Performance Evaluation

This part of the information was collected from secondary sources. This means, the researcher did not devise or use any questionnaire to collect it.

Performance evaluation by deans and department heads: The heads of departments or deans of each faculty in Assumption University assess the performance of the lecturers in their department and submit the scores to the Human Resource Department at the end of an academic term.

Performance evaluation by students: Some faculties have devised their own questionnaire and have their students evaluated their lecturers. This is for their own internal use.

Since these figures are sensitive and kept confidential, the researcher could obtain only a list of scores without the names of the lecturers, to use for this study.

Procedure of the Study

1. The researcher asked the permission of Bro. Bancha Saenghiran, the Vice
    President of Academic Affairs of Assumption University, with a letter
    endorsed by Dr. Dolores de Leon, the Dean of faculty of Counseling
    Psychology. The letter requested the permission to gain access to the end-of-
    term performance evaluation scores of all the full-time lecturers in the 10
    faculties of undergraduate schools of Assumption University.

2. Khun Noppadol Thongra-ar, the Head of Human Resource Department,
    agreed to provide the required information, without revealing the names of the
    lecturers. This set of scores is the one submitted by the deans or chairpersons
    at the end of the second term of academic year 2001.

3. The researcher prepared similar letters addressing the deans of each faculty of
    undergraduate schools at Assumption University, requesting for performance
    evaluation scores of the lecturers in that faculty. This set of scores is the one
    assessed by the students at the end of the second term of academic year 2001.

4. The researcher sent a letter to Bro. Bancha Saenghiran requesting permission
    to distribute EQ questionnaires to all the full-time lecturers in all the faculties
    of undergraduate schools of Assumption University during the period of the
    first term of the academic year 2002. The letter explained the purpose of the
    research study.

5. The researcher then conducted a pilot study on 30 lecturers. After the
    questionnaire had been tested as reliable at the internal consistency of 0.9795,
    the researcher began distributing the questionnaires on July 18, 2002. The
    researcher distributed the questionnaires in two ways:

  i. With the help of the secretaries of the Deans in each faculty

  ii. Personally approaching individual lecturers

    For the faculties smaller in size, i.e. those that had 50 lecturers or less, such as Science & Technology, Architecture, Engineering, Communication Arts, Nursing Science, Biotechnology, Risk Management & Industrial Services and Law, the researcher approached the deans or associate deans of each of the faculties. They, in turn, asked the faculty secretaries to help distribute the questionnaires to the lecturers of their faculty who visited the offices frequently.

    For the faculties of Arts and Business Administration, the two faculties that comprise of the majority of the research population, the researcher approached each individual lecturer personally in their offices in both Huamark and Bangna campuses.

    By October 9, 2002 the researcher had collected 237 questionnaires that were completely answered and considered valid for the study.

    To insure that the respondents of the pilot study didn't answer the questionnaires again, the researcher had pointed this out to all the teachers while distributing the questionnaire. For the faculties that the secretaries assisted the researcher, they were asked to mention this to the teachers when distributing. Some questionnaires came back completely untouched, with a note by the teacher that they've done it before.

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Table 2
Distribution of Questionnaires

Respondent	Distributed Questionnaires	
Questionnaires	Frequency	Percentage
Population	461	100
Returned Questionnaire	260	56.40
Not returned Questionnaire	201	43.60
Invalid	23	4.98
Valid	237	51.41

Four hundred and ninety one questionnaires were prepared. Thirty teachers had done the pilot study so thirty questionnaires came back unanswered. Two hundred and sixty (56.40%) questionnaires were filled and returned and 237 (51.41%) were considered qualified respondents.

6. Responses from qualified respondents on all scales were scored, added and interpreted. All the relevant demographic information was summarized for analysis.

7. The data were statistically analyzed using the following formulae:

7.1. Frequency and percentage – to analyze demographic information.

7.2. Mean and standard deviation – to examine the distribution of the population for emotional intelligence facets.

7.3. z-score – to standardize the scores of performance evaluations by deans or chairpersons and evaluation scores by students of all the faculties.

7.4. Pearson r Correlation Coefficient – to determine the relationships between emotional intelligence and performance evaluation scores by deans or chairpersons and those by students and to see the relationship between performance evaluation by deans or chairpersons and that by students.

7.5. The *t*-test – to compare the differences between the variable gender and emotional intelligence levels.

7.6. The *F*-test one way ANOVA and the Scheffe multiple comparison – to test the differences among the variables that had three or more categories such as marital status, teaching experience and faculty categories to emotional intelligence levels.

The alpha level of 0.05 was used for all the statistical tests in this research.

The results are presented and discussed in Chapters IV and V.

CHAPTER IV

PRESENTATION OF FINDINGS

This chapter presents the results obtained from the survey that was conducted to the full-time lecturers of all the undergraduate faculties at Assumption University.

The findings of the study are presented in 2 sections as follows:

1. The Demographic Data of the Lecturers

2. Findings of the Study

    2.1. Emotional Intelligence and Performance Evaluation

    2.2. Emotional Intelligence and Demographic Variables

Demographic Data

This section presents the general background of the lecturers of Assumption University, namely gender, marital status, teaching experience and faculty categories.

Table 3
Frequency Distribution of Demographic Variables

Demographics	*n*	Percentage	Total
Gender			
Male	106	44.7	
Female	131	55.3	237
Marital Status			
Single	123	51.9	
Married	100	42.2	
DSW	14	5.9	237
Teaching Experience			
0 – 5 years	108	45.6	
6 – 10 years	40	16.9	
More than 10 years	89	37.6	237
Faculty			
Arts	103	43.5	
Business Administration	57	24.1	
Science & Technology	20	8.4	
Architecture	14	5.9	
Engineering	12	5.1	
Communication Arts	9	3.8	
Nursing Science	8	3.4	
Biotechnology	5	2.1	
Risk Management & I.S.	5	2.1	
Law	4	1.7	237

Note: DSW stands for Divorced, Separated and Widowed.

Table 3 showed the total number of respondents qualified for the study was 237 and included the full-time lecturers of all the ten undergraduate faculties at Assumption University only. Out of 237 respondents, 106 (44.7%) were males and 131 (55.3%) were females.

For the demographic variable 'Marital Status', out of 237 respondents, 123 (51.9%) were single, 100 (42.2%) were married and 14 (5.9%) fell in the category of 'DSW' or divorced, separated or widowed.

Considering the demographic variable 'Teaching Experience', out of 237 respondents, 108 (45.6%) had an experience of 0 to 5 years, 40 (16.9%) had an experience of 6 to 10 years, and the remaining 89 (37.6%) had an experience of more than 10 years.

For the demographic variable 'Faculty', out of 237 respondents, 103 (43.5%) were from the faculty of Arts, 57 (24.1%) were from Business Administration, 20 (8.4%) from Science & Technology, 14 (5.9%) from Architecture, 12 (5.1%) from Engineering, 9 (3.8%) from Communication Arts, 8 (3.4%) from Nursing Science, 5 each (2.1%) from the faculties of Biotechnology and Risk Management & Industrial Services, and 4 (1.7%) from the faculty of Law.
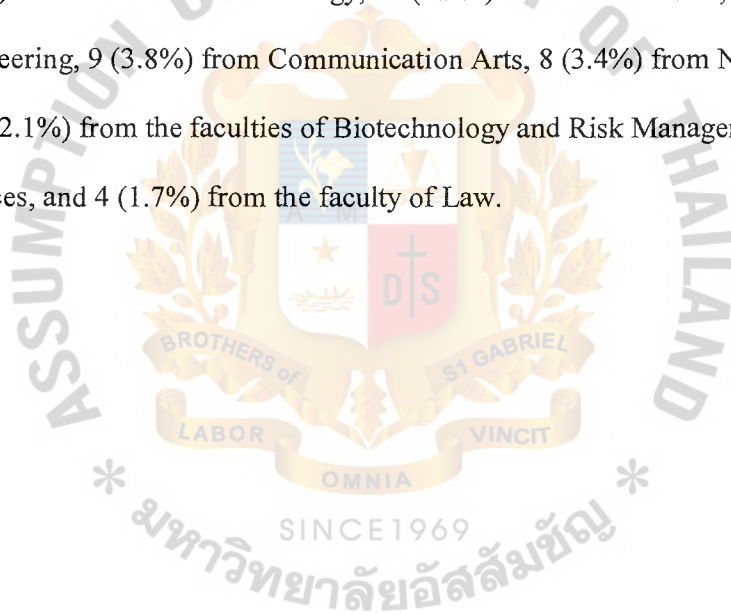
Table 4
Mean and Standard Deviation of Emotional Intelligence Scores

EQ facet	n	M	SD	Performance Level
Intentionality	237	30.29	4.77	P
Creativity	237	19.39	4.43	P
Resilience	237	28.08	4.86	P
Interpersonal Connections	237	21.87	4.04	V
Constructive Discontent	237	24.88	5.02	V
Compassion	237	25.63	4.30	V
Outlook	237	18.94	3.40	P
Intuition	237	22.01	4.43	V
Trust Radius	237	18.18	4.07	V
Personal Power	237	25.68	5.41	V
Integrity	237	19.53	3.67	O

The mean score of the Emotional Intelligence facets or performance level, using the scoring keys Optimal (O), Proficient (P), Vulnerable (V), and Cautionary (C), were considered.

Table 4 showed that out of 11 facets, the respondents showed only one facet, Integrity, to be Optimal. Four facets -- Intentionality, Creativity, Resilience and Outlook -- were Proficient. And the remaining 6 facets -- Interpersonal Connections, Constructive Discontent, Compassion, Intuition, Trust Radius and Personal Power -- were Vulnerable.

This means that Assumption University lecturers performed up to standard in their Intentionality, Creativity, Resilience and Outlook with Optimal performance in Integrity. However, the remaining facets still need to be worked on.

Table 5
z-score and Standard Deviation of Performance Evaluation

Faculty	Deans or Chairpersons Evaluation		Student Evaluation	
	z	SD	z	SD
Arts	0.021	0.99	0.044	0.97
Business Administration	0.043	0.94	-0.047	1.01
Science & Technology	0.016	1.00	0.007	1.02
Architecture	-	-	-	-
Engineering	-	-	0.066	1.01
Communication Arts	-	-	-	-
Nursing Science	0.090	1.03	0.029	1.07
Biotechnology	-0.013	1.22	-	-
Risk Mgt. and I.S.	-	-	-	-
Law	0.115	1.02	-	-

Table 5 showed the performance evaluations by deans or chairpersons and by students. Since all the scores were from secondary sources and were not standardized, the researcher has presented and used these scores in the form of z-scores.

Findings of the Study

Emotional Intelligence and Performance Evaluation

Table 6
Emotional Intelligence of Assumption University lecturers and Performance Evaluation by Deans or Chairpersons in 6 Faculties

EQ facet	M	SD	n	r	Sig.
Intentionality	29.17	2.44	6	0.751	0.085
Creativity	18.70	1.67	6	0.826	0.043*
Resilience	27.22	2.38	6	0.751	0.085
Interpersonal Connections	21.68	1.66	6	0.619	0.190
Constructive Discontent	24.44	2.60	6	0.819	0.046*
Compassion	24.84	4.31	6	0.699	0.123
Outlook	18.61	1.07	6	0.849	0.032*
Intuition	21.08	1.20	6	0.363	0.479
Trust Radius	18.43	1.53	6	0.728	0.101
Personal Power	25.11	1.63	6	0.917	0.010*
Integrity	18.77	1.00	6	0.112	0.833

*$p < .05$, two-tailed

Research Hypothesis: There is a significant relationship between performance evaluation scores by deans or chairpersons and the emotional intelligence of Assumption University lecturers.

The Pearson r Correlation Coefficient was employed to look at the relationship between the two variables:

1. Performance evaluation of full-time lecturers by deans or chairpersons in 6 faculties --Arts, Business Administration, Science & Technology, Nursing Science, Biotechnology and Law -- in Assumption University.

2. Emotional intelligence of lecturers in 6 of the faculties in Assumption University.

Table 6 showed a significant relationship between four facets of emotional intelligence, namely Creativity, Constructive Discontent, Outlook and Personal Power and the performance evaluation by deans or chairpersons in 6 of the faculties.

The research hypothesis was accepted for 4 and rejected for 7 emotional intelligence facets.

Table 7
Emotional Intelligence of Assumption University Lecturers and Performance Evaluation by Students in 5 Faculties

EQ facet	M	SD	n	r	Sig.
Intentionality	30.81	0.68	5	0.404	0.500
Creativity	19.63	0.77	5	-0.449	0.448
Resilience	28.32	1.41	5	-0.147	0.814
Interpersonal Connections	21.80	0.62	5	0.244	0.692
Constructive Discontent	25.75	1.53	5	-0.323	0.596
Compassion	25.63	0.68	5	0.015	0.867
Outlook	19.36	0.59	5	-0.425	0.476
Intuition	22.08	0.71	5	0.254	0.681
Trust Radius	18.59	1.09	5	-0.583	0.302
Personal Power	26.04	0.84	5	-0.806	0.100
Integrity	19.66	0.81	5	0.246	0.691

$*p < .05$, two-tailed

Research Hypothesis: There is a significant relationship between performance evaluation scores by students and the emotional intelligence of Assumption University lecturers.

Since all of the faculties in Assumption University design and use their own lecturer evaluation forms for the students to fill out at the end of a term, the z-score was used to standardize all the different scales in order to be used for the study.

The Pearson r Correlation Coefficient was used to determine the relationship between the two variables:

1. Performance evaluation of full-time lecturers by students in 5 faculties -- Arts, Business Administration, Science & Technology, Engineering and Nursing Science -- in Assumption University.

2. Emotional Intelligence of lecturers in 5 of the faculties in Assumption University.

Table 7 showed no significant relationship between emotional intelligence of the lecturers and performance evaluation by students in any of the facets.

The research hypothesis was rejected for all of the facets because the relationship was not significant.
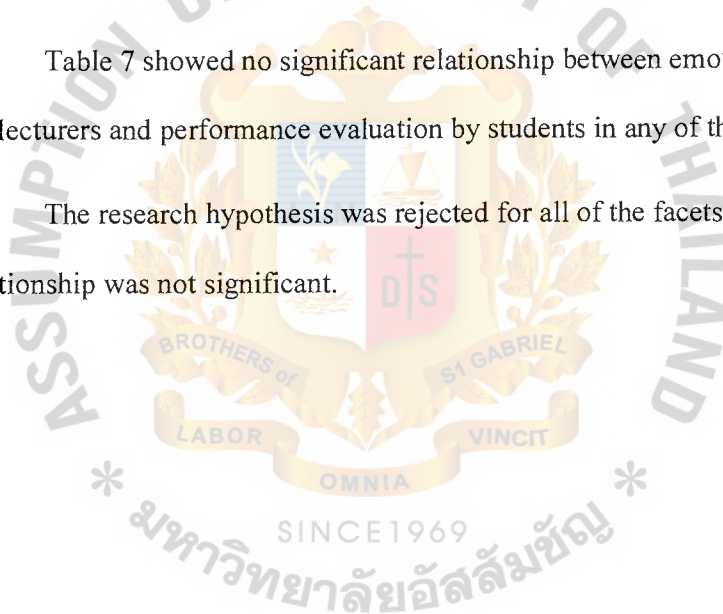
Table 8
Performance Evaluation by Deans or Chairpersons and by Students

Performance Evaluation	n	z	SD	r	Sig.
Deans or chairpersons	6	0.029	0.041		
Students	5	0.043	0.142	0.141	0.699

*$p < .05$, two-tailed

Research Hypothesis: There is a significant relationship between performance evaluation scores by deans or chairpersons and those by students of Assumption University.

Table 8 showed that the relationship between the two types of evaluation, by deans or chairpersons and that by students, was not significant.

The research hypothesis was rejected.

Emotional Intelligence and Demographic Variables

Table 9
Emotional Intelligence According to Gender

EQ facet	Gender	n	M	SD	t	Sig.
Intentionality	Male	106	30.19	4.72		
	Female	131	30.37	4.82	-0.285	0.776
Creativity	Male	106	20.04	4.00		
	Female	131	18.87	4.70	2.032	0.043*
Resilience	Male	106	27.67	4.78		
	Female	131	28.41	4.92	-1.170	0.243
Interpersonal Connections	Male	106	20.98	4.25		
	Female	131	22.60	3.72	-3.113	0.002*
Constructive Discontent	Male	106	25.23	5.18		
	Female	131	24.60	4.88	0.963	0.337
Compassion	Male	106	25.40	4.66		
	Female	131	25.82	4.00	-0.736	0.463

Outlook	Male	106	18.83	3.42		
	Female	131	19.02	3.40	-0.432	0.666
Intuition	Male	106	22.13	4.74		
	Female	131	21.91	4.17	0.381	0.704
Trust Radius	Male	106	17.79	4.18		
	Female	131	18.49	3.97	-1.311	0.191
Personal	Male	106	25.47	5.34		
Power	Female	131	25.85	5.47	-0.531	0.596
Integrity	Male	106	19.42	4.04		
	Female	131	19.62	3.36	-0.403	0.687

*$p < .05$, two-tailed

Research Hypothesis: There is a significant difference between emotional intelligence and gender of Assumption University lecturers.

Table 9 showed that the female lecturers of Assumption University had a higher mean score than male Assumption University lecturers in 8 facets of emotional intelligence, namely Intentionality, Resilience, Interpersonal Connections, Compassion, Outlook, Trust Radius, Personal Power and Integrity. The facet that had a significant difference was Interpersonal Connections. This means that females are more concerned about making and maintaining good relations with other people than males are.

Male lecturers showed a higher mean score than their female counterparts in 3 facets of emotional intelligence, namely Creativity, Constructive Discontent and Intuition. The facet that had a significant difference was Creativity. This means that males are more creative and have higher tendencies to explore new things than females.

The research hypothesis was accepted for 2 facets and rejected for 9 emotional intelligence facets.

Table 10
Emotional Intelligence According to Marital Status

EQ facet	Marital Status	n	M	SD	Performance Level
Intentionality	Single	123	29.81	4.89	P
	Married	100	30.69	4.60	P
	DSW	14	31.57	4.72	P
Creativity	Single	123	19.33	4.09	P
	Married	100	19.29	4.52	P
	DSW	14	20.71	6.45	P
Resilience	Single	123	27.80	4.88	P
	Married	100	27.99	4.79	P
	DSW	14	31.21	4.41	P
Interpersonal Connections	Single	123	21.41	4.20	V
	Married	100	22.26	3.87	V
	DSW	14	23.14	3.57	P
Constructive Discontent	Single	123	24.08	4.75	V
	Married	100	25.47	5.16	V
	DSW	14	27.64	5.09	P
Compassion	Single	123	25.24	4.17	V
	Married	100	26.02	4.35	V
	DSW	14	26.21	5.09	V
Outlook	Single	123	18.30	3.58	V
	Married	100	19.56	3.14	P
	DSW	14	20.07	2.62	P
Intuition	Single	123	21.85	4.10	V
	Married	100	21.98	4.76	V
	DSW	14	23.64	4.67	P
Trust Radius	Single	123	17.89	4.13	V
	Married	100	18.20	4.03	V
	DSW	14	20.50	3.28	P

Personal Power	Single	123	25.30	5.42	V
	Married	100	25.93	5.43	V
	DSW	14	27.21	5.13	V
Integrity	Single	123	18.71	3.35	P
	Married	100	20.27	3.82	O
	DSW	14	21.50	3.65	O

Note: DSW stands for Divorced, Separated and Widowed.

The number of respondents categorized by marital status was 123 for single, 100 for married and 14 for respondents who were divorced, separated or widowed.

Table 10 showed that the DSW had the highest mean score in all of the EQ facets. And the respondents who were single had the lowest mean score in all of the EQ facets except Creativity where they scored slightly higher than those who were married but lower than DSW.

The performance level showed equally Proficient in Intentionality, Creativity, Resilience and equally Vulnerable in Compassion and Personal Power. Differences were seen in Interpersonal Connections, Constructive Discontent, Intuition and Trust Radius where DSW scored proficient while those who were single and married scored Vulnerable. In Outlook, both married and DSW scored Proficient while single scored Vulnerable. In Integrity, both married and DSW scored Optimal while single only had Proficient.

This means that the respondents who were divorced, separated or widowed were, on the average, the most emotionally intelligent.

Table 11
Analysis of Variance for Emotional Intelligence Facets According to Marital Status

EQ facet	Source of variation	SS	df	MS	F	Sig.
Intentionality	Between groups	66.972	2	33.486	1.479	0.230
	Within groups	5297.518	234	22.639		
	Total	5364.489	236			
Creativity	Between groups	26.067	2	13.034	0.663	0.516
	Within groups	4600.439	234	19.660		
	Total	4626.506	236			
Resilience	Between groups	148.211	2	74.105	3.196	0.043*
	Within groups	5425.266	234	23.185		
	Total	5573.477	236			
Interpersonal Connections	Between groups	63.395	2	31.697	1.956	0.144
	Within groups	3792.808	234	16.209		
	Total	3856.203	236			
Constructive Discontent	Between groups	220.140	2	110.070	4.503	0.012*
	Within groups	5719.311	234	24.442		
	Total	5939.451	236			
Compassion	Between groups	38.325	2	19.162	1.036	0.356
	Within groups	4327.000	234	18.491		
	Total	4365.325	236			
Outlook	Between groups	106.612	2	53.306	4.744	0.010*
	Within groups	2629.438	234	11.237		
	Total	2736.051	236			
Intuition	Between groups	40.744	2	20.372	1.041	0.355
	Within groups	4581.239	234	19.578		
	Total	4621.983	236			
Trust Radius	Between groups	85.431	2	42.715	2.612	0.076
	Within groups	3827.126	234	16.355		
	Total	3912.557	236			

Personal Power	Between groups	56.892	2	28.446	0.973	0.380
	Within groups	6842.737	234	29.242		
	Total	6899.629	236			
Integrity	Between groups	192.339	2	96.170	7.520	0.001*
	Within groups	2992.673	234	12.789		
	Total	3185.013	236			

*$p < .05$

Research Hypothesis: There is a significant difference between the emotional intelligence and marital status of Assumption University lecturers.

Table 11 showed that there was a significant difference at the 0.05 level in four of the emotional intelligence facets, namely Resilience, Constructive Discontent, Outlook and Integrity in relation to marital status.

This means that DSW respondents were more resilient, used constructive discontent, had an outgoing outlook and showed more integrity than both single and married respondents.

The research hypothesis was accepted for 4 facets and rejected for 7 emotional intelligence facets.

Table 12
Multiple Comparisons of Means of Emotional Intelligence Among Marital Status

Resilience	M	Single	Married	DSW
Single	27.80	-	0.19	3.42*
Married	27.99		-	3.22
DSW	31.21			-

Constructive Discontent	M	Single	Married	DSW
Single	24.08	-	1.39	3.56*
Married	25.47		-	2.17
DSW	27.64			-

Outlook	M	Single	Married	DSW
Single	18.30	-	1.26*	1.77
Married	19.56		-	0.51
DSW	20.07			-

Integrity	M	Single	Married	DSW
Single	18.71	-	1.56*	2.79*
Married	20.27		-	1.23
DSW	21.50			-

*$p < .05$

Table 12 showed the difference in mean scores of EQ facets among different marital status. There were significant differences between those who were single and married in their Outlook and Integrity, with those who were married scoring higher than those who were single. And there were significant differences between those who were single and those who were divorced, separated or widowed in their Resilience, Constructive Discontent and Integrity, with those who were divorced, separated or widowed scoring higher than those who were single.

Table 13
Emotional Intelligence According to Teaching Experience

EQ facet	Teaching Experience	*n*	*M*	*SD*	Performance Level
Intentionality	0 – 5 years	108	29.62	4.74	P
	6 – 10 years	40	30.83	4.93	P
	More than 10 yrs	89	30.85	4.68	P
Creativity	0 – 5 years	108	19.50	4.19	P
	6 – 10 years	40	20.05	4.73	P
	More than 10 yrs	89	18.97	4.58	P
Resilience	0 – 5 years	108	27.66	4.95	P
	6 – 10 years	40	28.85	5.20	P
	More than 10 yrs	89	28.25	4.59	P
Interpersonal Connections	0 – 5 years	108	21.71	4.36	V
	6 – 10 years	40	22.50	3.95	P
	More than 10 yrs	89	21.79	3.69	V
Constructive Discontent	0 – 5 years	108	24.56	5.06	V
	6 – 10 years	40	25.58	4.92	V
	More than 10 yrs	89	24.96	5.02	V
Compassion	0 – 5 years	108	25.20	4.24	V
	6 – 10 years	40	26.05	4.23	V
	More than 10 yrs	89	25.96	4.41	V
Outlook	0 – 5 years	108	18.77	3.54	P
	6 – 10 years	40	19.48	3.34	P
	More than 10 yrs	89	18.90	3.28	P
Intuition	0 – 5 years	108	22.23	4.25	V
	6 – 10 years	40	22.53	4.18	P
	More than 10 yrs	89	21.51	4.73	V
Trust Radius	0 – 5 years	108	18.26	3.89	V
	6 – 10 years	40	18.90	4.39	V
	More than 10 yrs	89	17.75	4.14	V

Personal Power	0 – 5 years	108	25.94	5.28	V
	6 – 10 years	40	26.25	5.19	V
	More than 10 yrs	89	25.11	5.65	V
Integrity	0 – 5 years	108	19.27	3.88	P
	6 – 10 years	40	20.00	3.10	O
	More than 10 yrs	89	19.64	3.66	O

For the demographic variable 'Teaching Experience', the researcher combined the category 'Less than 1 year' with '1 – 5 years' because the number in the former was too small and results would not be reliable. The number of respondents categorized by teaching experience was 108 for those who had 0 to 5 years teaching experience, 40 for those who had 6 to 10 years teaching experience and 89 for those who had more than 10 years teaching experience.

Table 13 showed a higher mean score in teaching experience from 6 – 10 years in all facets except Intentionality where those with more than 10 years had a higher mean score.

The performance level showed equally Proficient scores in teaching experience for the facets Intentionality, Creativity, Resilience and Outlook and equally Vulnerable in Constructive Discontent, Compassion, Trust Radius and Personal Power. In Interpersonal Connections and Intuition, the respondents with 6 – 10 years of experience got Proficient scores while in Outlook, both those with 6 – 10 years and more than 10 years got Optimal scores.

This means that the new lecturers were still going through a period of questioning their initial choice of teaching while the lecturers who have taught longer have decided to settle down into their career and are happy with it. The lecturers who

have taught for more than 10 years have started to revise their goals and question their objectives.

Table 14
Analysis of Variance for Emotional Intelligence Facets According to Teaching Experience

EQ facet	Source of variation	SS	df	MS	F	Sig.
Intentionality	Between groups	88.178	2	44.089	1.955	0.144
	Within groups	5276.311	234	22.548		
	Total	5364.489	236			
Creativity	Between groups	34.707	2	17.354	0.884	0.414
	Within groups	4591.799	234	19.623		
	Total	4626.506	236			
Resilience	Between groups	45.491	2	22.745	0.963	0.383
	Within groups	5527.986	234	23.624		
	Total	5573.477	236			
Interpersonal Connections	Between groups	19.157	2	9.578	0.584	0.558
	Within groups	3837.046	234	16.398		
	Total	3856.203	236			
Constructive Discontent	Between groups	31.190	2	15.595	0.618	0.540
	Within groups	5908.262	234	25.249		
	Total	5939.451	236			
Compassion	Between groups	36.086	2	18.043	0.975	0.379
	Within groups	4329.239	234	18.501		
	Total	4365.325	236			
Outlook	Between groups	14.773	2	7.386	0.635	0.531
	Within groups	2721.278	234	11.629		
	Total	2736.051	236			

Intuition	Between groups	38.548	2	19.274	0.984	0.375
	Within groups	4583.435	234	19.587		
	Total	4621.983	236			
Trust Radius	Between groups	37.654	2	18.827	1.137	0.323
	Within groups	3874.903	234	16.559		
	Total	3912.557	236			
Personal Power	Between groups	48.706	2	24.353	0.832	0.437
	Within groups	6850.923	234	29.277		
	Total	6899.629	236			
Integrity	Between groups	17.305	2	8.653	0.639	0.529
	Within groups	3167.707	234	13.537		
	Total	3185.013	236			

*$p < .05$

Research Hypothesis: There is a significant difference between the emotional intelligences and teaching experience of Assumption University lecturers.

Table 14 showed that there was no significant difference at the 0.05 level in any of the EQ facet when the lecturers had different teaching experiences. This means that number of years in teaching experience does not make a difference in one's emotional intelligence.

The research hypothesis was rejected for all of the facets of emotional intelligence.

Table 15
Emotional Intelligence According to Faculty Categories

EQ facet	Faculty	n	M	SD	Performance Level
Intentionality	Arts	116	30.16	5.01	P
	Business	62	30.87	4.65	P
	Sciences	33	29.88	4.14	P
	Architecture & Engineering	26	30.00	4.78	P
Creativity	Arts	116	19.20	4.57	P
	Business	62	19.29	4.07	P
	Sciences	33	19.36	4.07	P
	Architecture & Engineering	26	20.54	5.07	P
Resilience	Arts	116	28.55	4.85	P
	Business	62	27.60	4.92	P
	Sciences	33	28.00	5.38	P
	Architecture & Engineering	26	27.23	4.02	V
Interpersonal Connections	Arts	116	22.03	4.16	V
	Business	62	22.02	3.85	V
	Sciences	33	22.06	3.61	V
	Architecture & Engineering	26	20.62	4.46	V
Constructive Discontent	Arts	116	24.83	4.98	V
	Business	62	24.58	5.21	V
	Sciences	33	25.48	4.59	V
	Architecture & Engineering	26	25.04	5.43	V
Compassion	Arts	116	26.07	4.44	V
	Business	62	25.26	4.23	V
	Sciences	33	24.97	3.62	V
	Architecture & Engineering	26	25.38	4.63	V

Outlook	Arts	116	18.89	3.49	P
	Business	62	18.65	3.58	P
	Sciences	33	19.18	2.97	P
	Architecture & Engineering	26	19.54	3.20	P
Intuition	Arts	116	22.02	4.39	V
	Business	62	22.03	4.96	V
	Sciences	33	20.91	3.88	V
	Architecture & Engineering	26	23.31	3.70	P
Trust Radius	Arts	116	18.28	4.06	V
	Business	62	17.37	3.97	V
	Sciences	33	19.61	4.14	V
	Architecture & Engineering	26	17.81	3.97	V
Personal Power	Arts	116	25.70	5.64	V
	Business	62	25.08	5.70	V
	Sciences	33	26.36	5.26	V
	Architecture & Engineering	26	26.15	3.66	V
Integrity	Arts	116	19.69	3.77	O
	Business	62	19.42	3.26	P
	Sciences	33	18.55	3.13	P
	Architecture & Engineering	26	20.35	4.63	O

For the demographic variable 'Faculty', the researcher combined some faculties and reduced to four faculty groups because the number of respondents in the faculties varied greatly and the results would not be reliable. For example, faculty of Arts had 103 respondents while faculty of Law had only 4 respondents.

Taking the nature of subjects into consideration, the faculties were grouped as follows:

1. Arts - that comprised of faculties of Arts (103), Communication Arts (9), and Law (4) = 116

2. Business - that consisted of faculties Business Administration (57) and Risk management and Industrial Services (5) = 62

3. Sciences - that included faculties of Science and Technology (20), Nursing Science (8), and Biotechnology (5) = 33

4. Architecture and Engineering – had faculty of Architecture (14), and Engineering (12) = 26

Table 15 showed that lecturers from the faculties of Architecture and Engineering had the highest mean score in four of the emotional intelligence facets, namely Creativity, Outlook, Intuition, and Integrity.

The lecturers from the of Sciences scored the highest in four of the emotional intelligence facets, namely Interpersonal Connections, Constructive Discontent, Trust Radius, and Personal Power.

The lecturers from Arts had the highest mean score in Resilience and Compassion and the lecturers from Business scored the highest in Intentionality.

The respondents in all the faculty groups got equally Proficient scores in Intentionality, Creativity and Outlook. The respondents in all the faculty groups scored equally Vulnerable scores in Interpersonal Connections, Constructive Discontent, Compassion, Trust Radius, and Personal Power. For Resilience, all the

faculty groups scored Proficient while Architecture and Engineering group got Vulnerable scores. As for Intuition, all the faculty groups got Vulnerable scores except Architecture and Engineering group that got Proficient scores. For Integrity, groups of Business and Sciences got Proficient scores while the groups of Arts, and Architecture and Engineering got Optimal scores.

Table 16

Analysis of Variance for Emotional Intelligence Facets According to Faculty Categories

EQ facet	Source of variation	SS	df	MS	F	Sig.
Intentionality	Between groups	30.80	3	10.267	0.448	0.719
	Within groups	5333.690	233	22.891		
	Total	5364.489	236			
Creativity	Between groups	39.195	3	13.065	0.664	0.575
	Within groups	4587.312	233	19.688		
	Total	4626.506	236			
Resilience	Between groups	59.252	3	19.751	0.835	0.476
	Within groups	5514.224	233	23.666		
	Total	5573.477	236			
Interpersonal Connections	Between groups	46.264	3	15.421	0.943	0.421
	Within groups	3809.939	233	16.352		
	Total	3856.203	236			
Constructive Discontent	Between groups	18.599	3	6.2000	0.244	0.866
	Within groups	5920.852	233	25.411		
	Total	5939.451	236			
Compassion	Between groups	46.882	3	15.627	0.843	0.471
	Within groups	4318.443	233	18.534		
	Total	4365.325	236			

Outlook	Between groups	16.943	3	5.648	0.484	0.694
	Within groups	2719.107	233	11.670		
	Total	2736.051	236			
Intuition	Between groups	83.816	3	27.939	1.434	0.233
	Within groups	4538.167	233	19.477		
	Total	4621.983	236			
Trust Radius	Between groups	112.560	3	37.520	2.301	0.078
	Within groups	3799.997	233	16.309		
	Total	3912.557	236			
Personal Power	Between groups	43.571	3	14.524	0.494	0.687
	Within groups	6856.057	233	29.425		
	Total	6899.629	236			
Integrity	Between groups	53.022	3	17.674	1.315	0.270
	Within groups	3131.991	233	13.442		
	Total	3185.013	236			

$*p < .05$

Research Hypothesis: There is a significant difference between the emotional intelligence and faculty of Assumption University lecturers.

Table 16 showed no significant difference in EQ scores in relation to different faculty groups. This means that teaching in different faculty does not make a difference to an individual's emotional intelligence.

The research hypothesis was rejected for all of the facets of emotional intelligence.

CHAPTER V

SUMMARY, DISCUSSION OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter contains the following:

1. Summary of the Research

2. Summary of the Findings

3. Discussion of the Findings

4. Conclusions

5. Recommendations

Summary of the Research

This section is divided into the following: the purpose of the study, the research design, the population of the study and the instruments used.

The Purpose of the Study

The purpose of this study was to identify the relationship between emotional intelligence and performance evaluation of Assumption University lecturers. Also, to investigate how emotional intelligence is related to demographic variables such as gender, marital status, teaching experience, and faculty categories.

The Research Design

A descriptive research design was employed in this study in order to gather data from Assumption University lecturers for analysis of their emotional intelligence levels.

The Population

The population of this research was the entire full-time male and female lecturers of all the undergraduate faculties in Assumption University, namely Arts, Business Administration, Science & Technology, Architecture, Engineering, Communication Arts, Nursing Science, Biotechnology, Risk Management and Industrial Services, and Law. There were a total of 491 lecturers. The questionnaires were distributed to the respondents in Huamark and Bangna campuses during the first term of the academic year 2002.

The Instruments

The instruments used for this study consisted of personal information questionnaire and the modified version of the EQ Map.

1. The first section on personal information was a close-ended information questionnaire constructed to gather demographic data that are relevant to the study. Demographic variables included gender, marital status, teaching experience and faculty.

2. Eleven scales, comprising of one hundred and twenty three statements, were selected and adapted from the EQ Map for the study. The EQ Map is the first extensively researched and statistically reliable instrument, developed by Cooper and Sawaf in 1996, that helps to discover various facets that make up

one's personal emotional intelligence and its relationship to one's performance, creativity and success.

The eleven scales selected were: Intentionality, Creativity, Resilience, Interpersonal Connections, Constructive Discontent, Compassion, Outlook, Intuition, Trust Radius, Personal Power, and Integrity. The scale ratings ranged from *Not at all* to *Very True*, carrying scores from 0 to 3.

Summary of the Findings

This section presents the summary of the findings in 3 parts: the demographic data, the relationship between emotional intelligence and performance evaluation and the difference in emotional intelligence on the basis of demographic variables.

1. Demographic data
   1.1. There were 106 (44.7%) males and 131 (55.3%) females.
   1.2. Those who were single had the highest frequency at 123 or 51.9%.
   1.3. Those with 0 - 5 years had the highest frequency at 108 or 45.6%
   1.4. For faculty, those from the faculty of Arts had the highest frequency at 103 or 43.5% and those from the faculty of Law had the lowest frequency at 4 or 1.7%.

2. Emotional intelligence and Performance evaluation
   2.1. The best or Optimal performance was seen in the facet Integrity. A Proficient performance was seen in the facets Intentionality, Creativity, Resilience and Outlook. Assumption University lecturers showed Vulnerable performance in

the facets Interpersonal Connections, Constructive Discontent, Compassion, Intuition, Trust Radius and Personal Power.

A significant relationship was seen at the 0.05 level between performance evaluation by supervisors and EQ facets such as Creativity, Constructive Discontent, Outlook and Personal Power.

2.2. There was no significant correlation between performance evaluation by students with EQ facets.

3. Emotional intelligence and demographic variables

3.1. There was a significant difference at the 0.05 level between emotional intelligence on the facets Creativity and Interpersonal Connections in the variable 'Gender'.

Males were found to score higher on Creativity than females while females scored significantly higher in Interpersonal Connections.

There was no significant difference in the levels of Intentionality, Resilience, Constructive Discontent, Compassion, Outlook, Intuition, Trust Radius, Personal Power and Integrity in the variable 'Gender'.

3.2. A significant difference was seen at the 0.05 level between emotional intelligence levels on the facets Resilience, Constructive Discontent, Outlook and Integrity in the variable 'Marital Status'.

Those who were married scored significantly higher than those who were single in the facets such as Outlook and Integrity.

Those in the 'DSW' category – divorced, separated or widowed – scored significantly higher than those who were single in the facets such as Resilience, Constructive Discontent and Integrity.

Overall, those in the 'DSW' category had the highest mean score in all of the emotional intelligence facets. Those who were single scored the lowest in all the facets except Creativity.

There was no significant difference at the 0.05 level in Intentionality, Creativity, Interpersonal Connections, Compassion, Intuition, Trust Radius and Personal Power in the variable 'Marital Status'.

3.3. There was no significant difference at the 0.05 level in any of the emotional intelligence facets in the variable 'Teaching Experience.'

However, those who had 6 to 10 years of teaching experience had the highest mean score in all of the emotional intelligence facets except Intentionality.

3.4. There was no significant difference at the 0.05 level in any of the emotional intelligence facets in the variable 'Faculty'.

Discussion of the Findings

1. The study showed that lecturers of Assumption University scored Vulnerable in six of the emotional intelligence facets. They were Interpersonal Connections, Constructive Discontent, Compassion, Intuition, Trust Radius and Personal Power.

One possible reason could be that the performance zone for the emotional intelligence scale had been designed and tested with American norms. With a difference in culture, Asian respondents may have a different norm and scoring. The result, however, shows that Assumption University lecturers were honest and didn't manipulate their responses just to make their scores look good.

On the other hand, Assumption University lecturers showed an Optimal score in Integrity and Proficient scores in Intentionality, Creativity, Resilience and Outlook which means their performance in these facets is steady and effective.

2.   The study found that there was a significant relationship at the 0.05 level between four facets of emotional intelligence and performance evaluation by deans and chairpersons. They were Creativity, Constructive Discontent, Outlook and Personal Power.

Alexis Boyd (1998) explains that apart from being in an expert in their subjects, teachers are expected to be insightful, resilient, empathetic, compassionate, reasonable and fair. Although all the facets of emotional intelligence are important for the teachers, we can see that the deans and chairpersons who evaluate performances give more importance to the above facets.

Also, Alexander and Wilkins (1982) reported that subjective measures were influenced by interpersonal affect more so than were objective measures. One would expect persons who have higher emotional intelligence to be more socially connected and have better relationships. Considering that performance evaluation is not a totally bias-free operation, the positive relations that lecturers share with their chairpersons or the evaluators may contribute to their obtaining a higher performance evaluation scores. This means that the lecturers who are more creative, can express their discontents more constructively, have a positive outlook, and are able to practice or feel personal power are rated higher on performance evaluation by the deans or chairpersons.

3.   The study showed no significant relationship at the 0.05 level between emotional intelligence and performance evaluation by students. In a study of students affect towards teachers by Robbins and Denisi (as cited in Varma, Denisi & Peters, 1996), the authors reported that interpersonal affect influenced several cognitive processes, and the effects of affect on appraisal ratings were largely due to its impact on these intervening cognitive processes.

Most of the classes at Assumption University are big, consisting of a large number of students. Moreover, each regular course is taught over a period of four months. For these reasons, the students may not know their professors well or they may be hesitant about revealing their inner thoughts. Besides, as a Thai cultural factor, a student would not open express their true feelings about a teacher.

The other possible reason why there is no significant relationship is that because each faculty devises their own lecturer evaluation forms so they're not standardized.

4.   The relationship between performance evaluation by deans or chairpersons and that by students was not significant. This could be because the deans or chairpersons and the students view and assess the lecturer from different perspectives, giving importance to different aspects of the same person. What is seen as important to the dean or chairperson may not be regarded the same by the student.

With so many lecturers in one faculty, it is not possible for the chairpersons of the departments or the deans to gauge everyone's work accurately. Moreover, traditional top-down appraisal systems may encourage the lecturers to perform only those behaviors that deans or chairpersons see or pay attention to. Thus, class

preparations and other critical aspects to student learning may be ignored. Supervisors may have little or limited information about lecturers' performance while students are in direct contact with the lecturer and in a better position to evaluate them (Gomez-Mejia et al., 2001).

Another possible reason for the two evaluations not having a significant relationship could be the difference in the evaluation scales in the two systems.

A study by Eder (2000) on student teacher's self-reflection on performance concluded that although there is a statistically significant relationship between student teacher's self-reflection on performance and the student teachers' performance evaluation as viewed by their evaluation team, the practical significance of that relationship as defined by Hinkle (as cited in Eder) indicated a rather low practical correlation.

5.   The researcher found that female lecturers of Assumption University scored higher than their male counterparts in eight of the emotional intelligence facets, the significant one being Interpersonal Connections.

This conforms to the study of Sutarso (1998) in which females were seen to have higher scores in total EQI scores in all subscales of EQI including handling relationship. Another study by Jayanama (2001) also pointed out that Thai female Assumption University students scored significantly higher than the male students on Interpersonal Connections. Other researches (Chantramenee, 2000; Peroni, 2001) also pointed out that female executives had significantly higher mean scores on Interpersonal Connections than males. Findings from another study by Greener (1998) on children's social behavior, empathic response, and emotional regulation, it was

found that females consistently outscored males on ratings of emotional competence and prosocial behaviors.

Levinson states, "Whereas men gain their primary identity from their work, women are more likely to define themselves in relation to others, so they focus more upon attachments than separation" (as cited in Kolb, Rubin & Osland, 1995).

Interpersonal intelligence, according to Gardner, involves understanding other people. In Goleman's theory, this derives from empathy. Hundreds of studies have found that average women are more empathetic than men are (Goleman, 1995).

6.   The researcher also found that male lecturers of Assumption University lecturers scored higher than females on three of the facets, the significant one being Creativity. This is consistent with the study of Peroni (2001) in which male multicultural executives scored higher than females on the facet Creativity.

Tannen supports that these gender differences are the result of girls and boys being socialized differently as they grow up (as cited in Santrock, 2000). Brody and Hall pointed out that while girls play together in small intimate groups, with minimum hostility and maximum cooperation, boys' games are in larger groups, emphasizing on competition (as cited in Goleman, 1995). This suggests that girls are adept at making an effort to hold group ties while boys are compelled to think of new ideas and be creative in order to get ahead.

Sutarso (1998) concluded in her study that men and women differ on some aspects of emotional intelligence depending on their age and marital status. Stein (as cited in Murray, 1998) also confirmed that women and men are equally intelligent emotionally but they're strong in different areas.

Goleman (1998) clarifies misconception on this issue by stating that women are not smarter than men when it comes to emotional intelligence, nor are men superior to women. Each has a personal profile of strengths and weaknesses in these capacities.

7.   The study showed that Assumption University lecturers who were single scored the least in all facets of emotional intelligence except Creativity. Riker and Brisbane (1988) had warned that those who stay single miss out on chances to grow in maturity by living and sharing with others. That is probably the reason why those who are single lack the experiences of disclosing their personal selves and be very intimate with another individual. Thus, their emotional intelligence is least developed. They are more creative than other groups because they have a lot of personal space to experiment things and think in a wide spectrum, owing no responsibilities of the consequences of their actions to an immediate family, their spouse or children.

On the other hand, the study also showed that Assumption University lecturers who were divorced, separated or widowed scored significantly higher than those who were single or married in Resilience, Constructive Discontent and Integrity.

Resilient individuals adjust to negative conditions with the aid of their resources, which can reform their perspectives and decision-making. Learning from past experiences increases available resources and thus improves one's resilience for dealing with future circumstances (Bobek, 2002).

The lecturers who were married showed significantly higher scores in Outlook and Integrity. This is supported in the article 'The Beauty and Benefits of Marriage' by Dr. Youmasu Siewe. It states that marriage tends to improve the way people think

about themselves, their spouse, others, and the future. Their outlook or perspective

toward life is more matured. As for integrity, the article suggests that husbands and

wives are more likely to do unselfish things for their families than they would if they

were unmarried. They are also more responsible to their communities and the nation

as well (Siewe). Dr. Roberts H. Coombs, Professor of Behavioral Science at UCLA,

concluded from a review of more than 130 published empirical studies conducted

since the 1930s that married people live longer and generally are more emotional and

physically healthy than the unmarried" (as cited in Stanton, 1997).

8.   The study also showed that lecturers who had 6 to 10 years teaching

experience had the highest mean score in all of the emotional intelligence facets

except Intentionality. As Santrock (2000) indicated, earning a living, choosing an

occupation, and developing are important themes for people in their twenties and

thirties. Only few people seem to have known what they wanted to be ever since they

were a child.

Kotter et al. (1978) state that in the early phase of one's career, people make

and deepen initial commitments to a type of work or an organization. Professionals, in

particular, expend considerable energy to become competent in their chosen trade. It

is usually an exciting period, in which one begins to try to fulfill expectations about

the 'professional me' that has been developing through education.

Most professionals seem to go through a period of questioning their initial

work after about 5 to 10 years. After a period of questioning is over, people generally

plunge back into their careers with increased dedication and energy. According to

Kotter et al. (1978) people focus again on their achievement in their chosen field of

profession for the next 5 to 10 years before they come to a phase where they begin to re-evaluate whether they have achieved their specific career objectives or not. Santrock (2000) states that even though midlife is a time when many people examine and evaluate their career, and look to the future and see that they have a limited amount of time to accomplish what they want, this is the time when many people reach the highest satisfaction in their careers.

This suggests that after reflecting on their initial choice of working as a teacher, and examining other aspects of their lives, teachers are most satisfied with their lives after about 5 years of teaching. After about 10 years of working, approximately in their midlife, many people begin to experience a difficult period associated with career, physical well being, or family that could range in intensity from mild to severe. One or more of these factors could make a significant difference in their emotional intelligence.

In a study by Byron (2001) on 'The effects of emotional knowledge education in the training of novice teachers', she concluded that novice teachers scored no differently from measures of emotional intelligence than normed sample. The new teachers have no more or no less emotional competence than the normative sample. The results further illustrated that traits that are often associated with teachers, such as warmth, optimism, and persistence are independent of emotional intelligence. Furthermore, the results indicate that an emotional intelligence workshop is effective in increasing emotional knowledge and skills of novice teachers.

9. The study showed no significant difference in emotional intelligence across lecturers of different faculty categories at Assumption University.

The longitudinal study on PhD science students at Berkeley showed that after forty years of career, when the former students of 1950s were tracked down, the results showed that their success largely depended on their emotional intelligence. Emotional intelligence abilities were about four times more important than IQ in determining professional success and prestige (Goleman, 1998). Engineers, too, need to learn how to develop and execute ideas as a part of team, how to sell an idea, take criticism and feedback and adapt in their job. These skills are different from what they are trained for (Goleman).

Analysis done by dozens of different experts in close to five hundred corporations, government agencies, and nonprofit organizations worldwide have arrived independently and remarkably similar conclusions, that emotional intelligence stands paramount to achieve excellence in virtually any job (Goleman, 1998).

This shows that emotional intelligence is equally required to succeed on the job, regardless the field of work. In fact, Goleman states that it becomes more and more important as one moves up in organizational level.
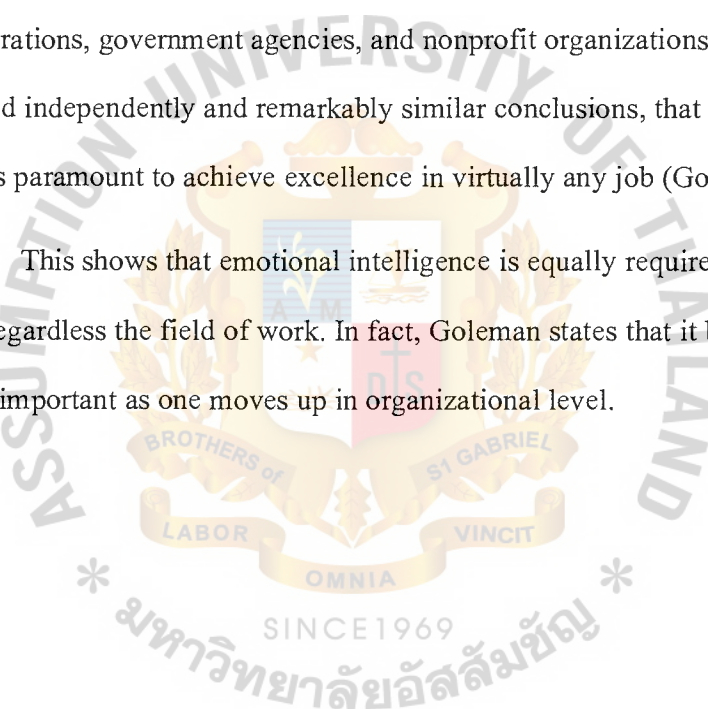
Conclusions

1. Assumption University lecturers in this study had optimal performance level in Integrity. This area is their greatest asset. They had proficient performance in Intentionality, Creativity, Resilience and Outlook. They had vulnerable performance in Interpersonal Connections, Constructive Discontent, Compassion, Intuition, Trust Radius and Personal Power.

2. There was a significant relationship between performance evaluation by deans or chairpersons and Creativity, Constructive Discontent, Outlook and Personal Power of Assumption University lecturers in six faculties, namely Arts, Business Administration, Science & Technology, Nursing Science, Biotechnology, and Law.

3. Female lecturers of Assumption University in this study scored significantly higher than their male counterparts in Interpersonal Connections. And the male lecturers scored significantly higher in Creativity.

4. Since the respondents who were divorced, separated or widowed scored higher than those who were single or married in all facets of EQ, one can conclude that those who are divorced, separated or widowed are generally the most emotionally stable.

5. The lecturers who had 6 to 10 years teaching experience had the highest mean score in all of the EQ facets except Intentionality.

Recommendations

Recommendations for the University

Drawing from the significant findings of the study, some recommendations are offered:

1.   With the knowledge that EQ facets such as Creativity, Constructive Discontent, Outlook and Personal Power affect performance evaluation by deans or chairpersons, Assumption University lecturers can be trained to improve in those aspects. It will be beneficial to strengthen the facets that the deans or chairpersons give importance to.

2.   With the conclusion that males and females are both emotionally intelligent but have different strengths, the lecturers can be made aware of their positive points through self-tests or other professional evaluations so that they can work to enhance them. The self-test materials should be easily accessible, perhaps from the Human Resource department. They should not be too tedious or difficult to do else the lecturers will lose interest in doing so.

3.   Performance evaluation should be used productively. The results can be used to identify which areas teachers need development in. There can be more teachers training program or workshops at the university. With the delivery of quality lectures, their performance evaluations will be better, too. This will also encourage the deans and department heads in charge to conduct the performance evaluations regularly.

4.   Performance evaluations should be made mandatory in all the faculties. The deans and chairpersons should be requested to run lecturer evaluation every term. The student evaluation should also be devised and used in every faculty. The teachers can benefit by the ongoing assessment that will help them to be informed of their assets

and shortcomings. This awareness will help them improve their performance and quality of work.

5.   Self-assessment and peer-assessment could be introduced in the program of lecturers' performance evaluation. Lecturers can obtain feedback from different sources in order to get a clear picture of their work performance.

6.   Deans and department heads and the administrative body in charge of performance evaluation can be trained to conduct objective evaluations so as to provide a consistency in the evaluation system of the university.

Recommendations for Further Researches

1.   Since Assumption University is an international university and has lecturers from a diverse background, it would be interesting to conduct an in-depth study of other factors such as nationality, values and attitudes that would affect their emotional intelligence.

2.   It would be interesting to see a relationship between the demographic variables and performance evaluation.

3.   It would also be insightful to study a relationship between job satisfaction and emotional intelligence.

4.   An Asian norm could be developed for the performance level of emotional intelligence to be used for studies conducted in Asia.

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APPENDIX A

SURVEY QUESTIONNAIRE

Part I: Background Information

1. Gender:

☐ Male   ☐ Female

2. Marital status:

☐ Single   ☐ Divorced

☐ Married   ☐ Other_____

3. Teaching Experience

☐ Less than 1 year

☐ 1 – 5 year (s)

☐ 6 – 10 years

☐ More than 10 years

4. Faculty

☐ Business Administration   ☐ Nursing Science

☐ Risk Management and Industrial Services   ☐ Architecture

☐ Science and Technology   ☐ Engineering

☐ Communication Arts   ☐ Law

☐ Biotechnology   ☐ Arts

Part II: The Emotional Quotient (EQ) Questionnaire

Emotional Intelligence is the ability to sense, understand and effectively apply the power of emotions as a source of human energy, information and influence. Human emotions are the domain of core feelings, gut level instincts and emotional sensations. When trusted and respected, emotional intelligence provides a deeper, more fully formed understanding of oneself and those around us.

Please spend about 15 minutes completing the questionnaire. Complete them by circling the provided numbers (3,2,1,0) in the column which best describe your response to each statement or question. Answer every question. Work quickly and be honest with yourself as possible.

1.

Think about...the past month. For each item below, please indicate how well the statement describes your behavior or intention.

This describes me:

	Very well	Moderately well	A little	Not at all
I can easily shut out distractions when I need to concentrate	3	2	1	0
I finish most things that I start	3	2	1	0
I know how to say no when I have to	3	2	1	0
I know how to reward myself after accomplishing a goal	3	2	1	0
I can put aside short-term rewards for long-term goals	3	2	1	0
I can completely focus myself on a task when I need to	3	2	1	0
I do things I later regret	0	1	2	3
I accept responsibility for managing my emotions	3	2	1	0
When faced with a problem, I like to deal with it as soon as possible	3	2	1	0
I think about what I want before I act	3	2	1	0
I can postpone my personal gratification for a greater goal	3	2	1	0
When I'm in a bad mood I can talk myself out of it	3	2	1	0
I get angry when I am criticized	0	1	2	3
I do not know the source of my anger in situations	0	1	2	3

+   +   +   = ◯

2.

Think about...the past month. For each item below, please indicate how well the statement describes your behavior or intention.

This describes me:

	Very well	Moderately well	A little	Not at all
I've suggested innovative projects for my university	3	2	1	0
I participate in the sharing of information and ideas	3	2	1	0
I fantasize about the future to help me figure out where I am going	3	2	1	0
My best ideas happen when I am not really thinking about them	3	2	1	0
I've had brilliant ideas that came to me in a flash and were fully formed	3	2	1	0

I have a good sense of when new ideas will succeed or fail	3	2	1	0
I am fascinated by new and unusual concepts	3	2	1	0
I've implemented innovative projects at my university	3	2	1	0
I get excited by new ideas or solutions	3	2	1	0
I am good at brainstorming on a problem to generate options	3	2	1	0

....
+   +   +   = ◯

3.
*Think about...the **past month**. For each item below, please indicate how well the statement describes your behavior or intention.*

This describes me:

	Very well	*Moderately well*	*A little*	*Not at all*
I can bounce back after feeling disappointed	3	2	1	0
I can accomplish what I need to if I put my mind to it	3	2	1	0
Obstacles or problems in my life have resulted in unexpected changes for the better	3	2	1	0
I find it easy to wait patiently when I need to	3	2	1	0
There is always more than one right answer	3	2	1	0
I know how to satisfy all parts of myself	3	2	1	0
I am not one to procrastinate	3	2	1	0
I am afraid to try something again when I have failed before	0	1	2	3
I decide certain problems are not worth worrying about	3	2	1	0
I relax myself when tension builds up	3	2	1	0
I can see the humorous side of situations	3	2	1	0
I often put things aside for a while to get a perspective on them	3	2	1	0
When I encounter a problem, I focus on what I can do to solve it	3	2	1	0

....
+   +   +   = ◯

4.
*Think about...the **past month**. For each item below, please indicate how well the statement describes your behavior or intention.*

This describes me:

	Very well	*Moderately well*	*A little*	*Not at all*
I am able to grieve when I lose something important to me	3	2	1	0
I feel uncomfortable when someone gets too close to me emotionally	0	1	2	3
I have several friends I can count on in times of trouble	3	2	1	0
I show a lot of love and affection to my friends and family	3	2	1	0
When I have a problem I know who to go to or what to do to help solve it	3	2	1	0
My beliefs and values guide my daily actions	3	2	1	0
My family is always there for me when I need them	3	2	1	0
I doubt if my colleagues really care about me as a person	0	1	2	3
I have a difficult time making friends	0	1	2	3
I hardly cry	0	1	2	3

....
+   +   +   = ◯

5.

*Think about…the **past month**. For each item below, please indicate how well the statement describes your behavior or intention.*

This describes me:

	Very well	Moderately well	A little	Not at all
I can disagree effectively to bring about change	3	2	1	0
I would not express my feelings if I believed they would cause a disagreement	0	1	2	3
When it comes right down to it, I can only trust myself to get things done	0	1	2	3
I remain calm even in situations when others get angry	3	2	1	0
It is better not to stir up problems if you can avoid doing so	0	1	2	3
I have a hard time getting consensus from my work team	0	1	2	3
I solicit feedback from my peers on my performance	3	2	1	0
I am good at organizing and motivating groups of people	3	2	1	0
I enjoy the challenge of facing and solving problems at work	3	2	1	0
I listen to criticism with an open mind and accept it when it is justified	3	2	1	0
I let things build up to a crisis point before talking about it	0	1	2	3
When I make a critical comment I focus on the behavior and not the person	3	2	1	0
I avoid confrontations	0	1	2	3

....

+   +   +   = ◯

6.

*Think about…the **past month**. For each item below, please indicate how well the statement describes your behavior or intention.*

This describes me:

	Very well	Moderately well	A little	Not at all
I can see pain in others even if they don't talk about it	3	2	1	0
I am able to read people's emotions from their body language	3	2	1	0
I act ethically in my dealings with people	3	2	1	0
I would not hesitate to go out of my way to help someone in trouble	3	2	1	0
I take the feelings of others into consideration in my interactions with them	3	2	1	0
I can put myself in someone else's shoes	3	2	1	0
There are some people I've never forgiven	0	1	2	3
I can forgive myself for not being perfect	3	2	1	0
When I succeed at something, I often feel I could have done better	0	1	2	3
I help others to save face in a tough situation	3	2	1	0
I constantly worry about my shortcomings	0	1	2	3
I am jealous of people who have more than I do	0	1	2	3

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7.

*Think about...the **past month**. For each
item below, please indicate how well the
statement describes your behavior or
intention.*

This describes me:

	Very well	*Moderately well*	*A little*	*Not at all*
I look on the bright side of things	3	2	1	0
I love my life	3	2	1	0
I know I can find solutions to difficult problems	3	2	1	0
I believe things usually work out for the best	3	2	1	0
I have been continually frustrated in my life because of bad breaks	0	1	2	3
I like who I am	3	2	1	0
I see challenges as opportunities for learning	3	2	1	0
Under pressure, I am confident I will figure out a solution	3	2	1	0

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8.

*Think about...the **past month**. For each
item below, please indicate how well the
statement describes your behavior or
intention.*

This describes me:

	Very well	*Moderately well*	*A little*	*Not at all*
Sometimes I have the right answer without having the reason	3	2	1	0
My hunches are usually right	3	2	1	0
I visualize my future goals	3	2	1	0
I can see the finished product or picture before it is completed	3	2	1	0
I believe in my dreams even when others can't see or understand them	3	2	1	0
When faced with a tough choice, I follow my heart	3	2	1	0
I pay attention when things don't feel quite right to me	3	2	1	0
Once I've made up my mind I seldom change it	0	1	2	3
People say I am a visionary	3	2	1	0
When someone presents an opinion different from my own, I have a hard time accepting it	0	1	2	3
I use my gut reactions when making decisions	3	2	1	0

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9.

*Think about...the **past month**. For each
item below, please indicate how well the
statement describes your behavior or
intention.*

This describes me:

	Very well	*Moderately well*	*A little*	*Not at all*
People would take advantage of me if I let them	0	1	2	3
I trust until I have reason not to	0	1	2	3
I am very careful about whom I trust	0	1	2	3
I respect my colleagues	3	2	1	0
People similar to me at my university have gotten better deals (ie, raises, promotions, opportunities, rewards, etc) than I have	0	1	2	3
The people I associate with are trustworthy	3	2	1	0

I seem to get the short end of the stick	0	1	2	3
Very little in life is fair or equitable	0	1	2	3
When something isn't working I try to come up with an alternative plan	3	2	1	0
When I meet new people I disclose very little personal information about myself	0	1	2	3

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10.

*Think about...the **past month**. For each item below, please indicate how well the statement describes your behavior or intention.*

This describes me:

	Very well	Moderately well	A little	Not at all
I can make things happen	3	2	1	0
Fate plays a strong role in my life	0	1	2	3
I find it useless to fight the established hierarchy in my university	0	1	2	3
Circumstances are beyond my control	0	1	2	3
I need recognition from others to make my work worthwhile	0	1	2	3
I am easy to like	3	2	1	0
I have a hard time accepting compliments	0	1	2	3
I have the ability to get what I want	3	2	1	0
I feel in control of my life	3	2	1	0
If I reflect on my life, I might find I am basically unhappy	0	1	2	3
I feel frightened and out of control when things change rapidly	0	1	2	3
I enjoy taking charge of things	3	2	1	0
I know what I want and go after it	3	2	1	0

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+   +   +   = ◯

11.

*Think about...the **past month**. For each item below, please indicate how well the statement describes your behavior or intention.*

This describes me:

	Very well	Moderately well	A little	Not at all
I am willing to admit it when I make a mistake	3	2	1	0
I feel like a fraud	0	1	2	3
If I no longer had passion for my work, I would change jobs	3	2	1	0
My job is an extension of my personal value system	3	2	1	0
I never tell lies	3	2	1	0
I find myself going along with a situation even if I know I don't believe in it	0	1	2	3
I exaggerate my abilities in order to get ahead	0	1	2	3
I tell the truth even when it is difficult	3	2	1	0
I have done things on my job that are against my beliefs	0	1	2	3

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+   +   +   = ◯

APPENDIX B

LETTER OF INTRODUCTION

July 12, 2002

Dear Acharns,

I am Suniti Kukreja and I am currently seeking my Master's degree in Counseling Psychology here at Assumption University. My thesis topic is "Performance Evaluation and Emotional Intelligence of Assumption University Teachers."

My study hopes to identify relationship between performance evaluation and emotional intelligence (EQ) of the teachers teaching in all the faculties in the undergraduate school at ABAC. In order to carry this out, I would like to request you to kindly fill out the attached questionnaire.

This research is very important to me and without your co-operation, it would not be possible. Please be assured that your responses to the questionnaires will be kept confidential. I am not asking for your names to appear anywhere on the questionnaires. Complete anonymity will be maintained.

I will also be happy to provide you with a synopsis of my research findings upon request once the study has been completed. Please contact me by email if you have any questions or comments.

I look forward to your positive response and your kind cooperation.
Thanking you in anticipation.

Yours sincerely,

Suniti Kukreja
Graduate Student
School of Counseling Psychology
Assumption University
g4319471@au.ac.th

APPENDIX C

**LETTER REQUESTING PERMISSION TO OBTAIN INFORMATION ON
PERFORMANCE EVALUATION**

Suniti Kukreja (MSCP)
Assumption University

April 11, 2002

Rev. Bro. Bancha Saenghiran, f.s.g. Ph.D.,
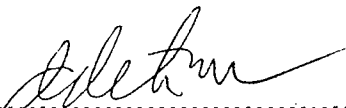Assumption University

Respected Brother Bancha,

By way of introduction, my name is Suniti Kukreja and I am currently seeking my Master's degree in Counseling Psychology here at ABAC.
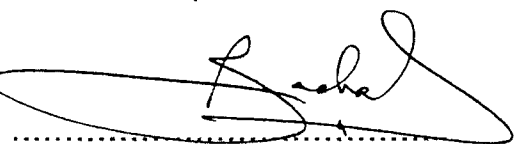
As a requirement, I need to write a thesis. My proposed topic is "Job evaluation and emotional intelligence of Assumption University teachers". In order to carry this out, I would need the information regarding the evaluation scores of all the full time lecturers of Assumption University. I understand that this highly sensitive information, therefore, I guarantee complete confidentiality. I would not need the list of the names associated with the scores.

Hereby, I request your permission to be able to obtain the aforementioned information from ABAC. I look forward to your kind co-operation in facilitating this.

Thanking you in anticipation.

Sincerely,
Suniti Kukreja (MSCP)
ID. 4319471
Assumption University

....
Dr. Dolores de Leon, Ph.D.
Dean, MSCP

....
Rev. Bro. Bancha Saenghiran, f.s.g. Ph.D.
Vice President for Academic Affairs

Apr. 22, 2002

APPENDIX D

LETTER OBTAINING PERMISSION TO DISTRIBUTE QUESTIONNAIRES

To: Rev. Bro. Bancha Saenghiran

From: Suniti Kukreja, MSCP, ABAC

CC: Deans

Date: July 12, 2002

Re: Request permission to distribute questionnaire
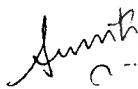

Respected Brother,

I am Suniti Kukreja and I am doing my Master's degree in Counseling Psychology here at ABAC. As a requirement, I need to write a thesis. My topic is "Performance Evaluation and Emotional Intelligence of Assumption University teachers".

My study hopes to identify relationship between performance evaluation and emotional intelligence (EQ) of the teachers in all the faculties at ABAC. In order to carry this out, I would need to collect information on EQ of all the teachers teaching in all the faculties in undergraduate level at ABAC.

Hereby, I request your permission to be able to distribute the questionnaires to the aforementioned group. A copy of the questionnaire is attached here.
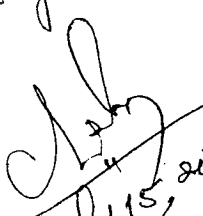
I look forward to your positive response and kind consent.

Yours sincerely,

Suniti Kukreja

I.D. 4319471

(MSCP, ABAC)

Permission granted. Do contact the dean of each school personally to explain your needs.

July 15, 2002

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