

RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE  
AND ANXIETY OF ENGINEERING FRESHMEN AT  
RAJAMANGALA INSTITUTE OF TECHNOLOGY

BOOCHANEEYAJIT NALAMLIENG

119 Pages

MARCH 2004

The main purpose of this research was to investigate the relationship between the emotional intelligence and anxiety level of engineering freshmen at the Rajamangala Institute of Technology. The second purpose was to compare the emotional intelligence level and anxiety level among students from different age, gender, educational background and attending different programs: regular or evening program. Students from different educational background included students who completed Grade 12, Vocational Certificate and Vocational Diploma.

A total of 1042 engineering freshmen students received questionnaires as a whole population. 986 students returned the questionnaire, and 593 questionnaires were used for the study. The instruments utilized were: 1) Thai Emotional Intelligence Screening Test, and 2) State-Trait Anxiety Inventory (STAI).

The data were analyzed by using the t-test, one-way analysis of variance, Pearson Correlation Coefficient, and the multiple comparison method of Scheffe. The findings were:

1. There were significant relationships between all facets of Emotional Intelligence; Self Control, Empathy, Responsibility, Motivation, Decision Making & Problem Solving, Handling Relationships, Self Esteem, Self Satisfaction, Calmness and Anxiety Level (state and trait anxiety) at the .01 level.
2. There was a significant difference between Emotional Intelligence and age at the .05 level in the facet of Self Control, Empathy, Responsibility, Motivation, Decision Making & Problem Solving, Self Esteem and Self Satisfaction.
3. There was a significant difference between male and female and the Responsibility facet of the Emotional Intelligence.
4. There was a significant difference in Empathy, Self Esteem and Self Satisfaction of students from different educational background. Vocational Diploma students had the highest score in Empathy, Self Esteem and Self Satisfaction score.
5. There were significant differences in some facets of Emotional Intelligence: Self Control, Empathy, Responsibility, Motivation, Decision Making & Problem Solving, Self Esteem and Educational Program. The evening program students had a higher emotional intelligence level in all facets than the regular course students.
6. There was no significant difference in anxiety level (both state and trait) among students from selected demographic variables: age, gender, educational background and education program.