

## Research Abstract

### “Synthesis of Research Studies in Thailand related to Emotional Intelligence”

The main objective of this research was to synthesize research studies related to Emotional Intelligence in Thailand, with four sub-objectives; 1) summarize the progress and development of research studies related to Emotional Intelligence, 2) explore variables affecting development of Emotional Intelligence by estimating effect size through Meta-analysis, 3) comply Emotional Intelligence tests which were developed in Thailand, 4) summarize programs or patterns in Emotional Intelligence development of Thais. The sample consisted of 182 individual research studies concerning Emotional Intelligence during 1997-2004, including 177 quantitative as correlation researches, experimental research, and comparative research and 5 descriptive qualitative researches. Data collection were done by using a researcher-constructed data collection form. Data analysis was comprised of two parts: 1) qualitative research synthesis through content analysis presented in percentages, 2) quantitative research synthesis through Meta-analysis type a vote-counting method yielding estimator or effect size by Hedges and Olkin (1985)

#### Rudimentary Research Findings showed:

1. Forty-nine researches were studied on Emotional Intelligence as an independent variable and 133 researches were studied on Emotional Intelligence as a dependent variable.
2. The majority of study sample were students from pre-school to Bachelor's degree, totaling 67.40%. Next were government officers, general publics and private employees, at 14.50%, 12.68%, and 5.43%, respectively.
3. The majority of research works were Master's thesis, at 81.86%; followed by the lecturer's, institutes' and Ph.D. students' dissertation.
4. There were five areas of research conducting in Thailand.
  - 4.1 Fifty-seven researches on the relationship between Emotional Intelligence and other variables.

4.2 Forty-two researches on the effect of other variables on Emotional Intelligence.

4.3 Fifteen researches comparing Emotional Intelligence and other variables.

4.4 Sixteen researches on constructing and developing measuring instruments (tests) or scales of Emotional Intelligence in various groups.

4.5 Fifty-two researches to examine program development or module to develop Emotional Intelligence.

#### **Research Synthesis Results show:**

1. Factors which affect Emotional Intelligence at statistical significance were main themes of all researches studied;

1.1 Personal factors such as personality, intelligence, self-learning ability, study habit, job satisfaction, mental health, self-concept, work attitude, leadership, psychological-trait characteristic, self-adaptation ability, stress-coping skill, marital satisfaction, fundamental values (thrift, discipline, merit, responsibility), creativity thinking, and perception of life crisis.

1.2 Bio-social factors such as age, work experience, level of education, position, level of salary, marital status, and occupation.

1.3 Family factors such as relationship among family members, family status, size of family, parents' education level, effect on family environment, style of intra-family communication, family violence, parents' emotional intelligence, parents' occupation, parents' learning support, and parents' marital status.

1.4 School, workplace Environment and mass media factors such as social support, intra-school environment, relationship with teachers, line of specific knowledge provided for students, students' accommodation, peer relationship, job encouragement in workplace, communication between managers and employees, and perception of criminal news.

2. Emotional Intelligence factor was correlated with student's achievement factor and other personal factors such as leadership, managerial skill, self-adaptation ability,

stress-coping behavior, supervisory competency, cognitive skill, problem-coping skill, advisory behavior of teacher, job satisfaction, attitude toward marital life, and students' health.

3. Comparison of emotional intelligence: Most researchers compared Emotional Intelligence with other Bio-social factors; ie. Sex, work experience, job position, occupation, line of specific knowledge provided for students, income, students' education class, marital status, and with family factors; ie. Style of child rearing practice, parents' education level, characteristics of orphan and normal children, characteristics of urban and rural areas.

4. Construction and development of measuring instruments (tests) or scales of Emotional Intelligence: Researchers developed Emotional Intelligence Tests, following 5 factors of Goleman's theory (1998) to 19 factors that measure primary-school students, secondary-school students, university students, school administrators, physicians, nurses, medical student, 3-5 year children, 6-11 year children, 12-17 year children, and 18-60 year people.

5. Construction of program to develop emotional intelligence: Forty-eight programmes were efficient in improving Emotional Intelligence. Most of programmes were based on group activities in sample groups of 10-72 high-school students to undergraduate students. Next were knowledge programmes, interpersonal communication analysis practice, techniques of reforming new trait, and with various methods of development; ie. Methods of modeling, role playing, games, scenario, rehearsal of assertive behavior, consultation, simulation, jigsaw, science-based teaching, learning from experience, critical thinking practice, optimistic practice and Buddhism practice.

6. The synthesis of quantitative researches to estimate effect size of bio-social factors, personal factors, family factors, and school, workplace environment, and mass media factors found that; 1)Bio-social factors were positively correlated to Emotional Intelligence, with small to medium effect sizes, in decreasing order thus; position level, occupation, age, economic status, work experience, level of education, position status, marital status and sex, respectively, at 0.35-0.01 effect size. 2).Personal factors were positively correlated to Emotional Intelligence, with small to large, in decreasing order thus: critical and reasonable thinking, self adaptation, marital satisfaction, job satisfaction, mental

health, work attitude, leadership and leader, self-learning ability, perception of life crisis, psychological-trait characteristics, stress-coping behavior, fundamental values, personality, intelligence, learning achievement, self-concept, study habit, at 0.65-0.03 effect size. 3) Family factors were positively correlated to Emotional Intelligence, with medium effect size, in decreasing order thus; parents' emotional intelligence, level of parents' education, parents' marital status, style of child rearing practice, style of intra-family communication, relationship among family members, role of parents' child rearing, and parents' occupation, at 0.30-0.20 effect size. 4) School, Workplace environment and Mass Media factors were positively correlated to Emotional Intelligence, with medium effect size, in decreasing order thus; perception of criminal news, social support, peer relationship, relationship with teachers, job encouragement in workplace, intra-school environment, at 0.35-0.20 effect size.