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DEMOGRAPHIC FACTORS AS PREDICTORS OF LECTURERS' SOCIAL AND EMOTIONAL INTELLIGENCE: AN EMPIRICAL INVESTIGATION

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Abstract

This study was carried to explore the influence of demographic variables in lecturers emotional and social intelligence in social cognitive learning theory was used to explore the influence of demographic factors on lecturers' social and emotional intelligence. Data were collected from two hundred and thirty (230) lecturers using the valid instrument titled social intelligence scale and emotional intelligence inventory was adopted for data collection. The analysis of data collected was carried out using statistical package for social sciences (SPSS). The findings of the study revealed that age, gender and working condition does not significantly predict lecturers' social and emotional intelligence. However, it was revealed that salary is a good predictor of lecturers' social intelligence while it does not predict their emotional intelligence.

Keywords

Demographic Factors, Social Intelligence, Emotional Intelligence, University Lecturers

1. Introduction

There has been a continuous focus by psychologists on the cognitive aspect of intelligence (Nasir & Masrur, 2010) as emotional intelligence has been a topic of discussion even in the field of education (Goleman, 1995). However, it is evidence in recent research that there are other predictors of success aside cognitive ability.

According to Zukel (2000), researchers have begun to shift their attention from describing and assessing social intelligence to understanding the purpose of interpersonal behavior and its role in effective adaptability. Lecturers are required to show excellence in the content of teaching, research, community service, management and consultancies (Haryam et al 2011) and as such are expected to work by hours with insufficient rewards and resources (Azman, Yao, Yeo, Kong & Ju, 2010). Lecturers of higher institutions are faced with a mirage of problems which have negative consequences on their effectiveness in the process of teaching and learning (El-Sayed, El-Zeing & Adeyemo, 2004).

Solovey and Mayer (1990) stated that emotional intelligence is viewed by contemporary theorists as part of social intelligence and this suggests that the two concepts are interrelated. This was in line with Gardner (1983) who stated that personal intelligence is based on intrapersonal (emotion) and interpersonal (social) intelligence. According to Baron (2006), most descriptions and conceptualizations of emotional-social intelligence include the ability to recognize, understand as well as express feelings and emotions; the ability to manage and control emotions; ability to understand how others feel and relate with others; ability to be self-motivated; and ability to manage change, solve problems that are personal and inter-personal in nature.

Therefore, different studies in both local and international contexts have linked demographic factors to both social and emotional intelligence. However, most of the studies are limited to students either in secondary schools or tertiary institutions. However, this study was carried out among lecturers in the university system. Thus, in order to achieve the purpose of carrying out this study, the following research questions were raised:

1. To what extent does a lecturer's demographic factor influence their emotional intelligence?
2. To what extent does a lecturer's demographic factor influence their social intelligence?

2. Literature Reviewed

2.1 Demographic Factors

Demographic factors in this research include gender, age, salary and working conditions of the lecturers. The genders of the sampled lecturers are male and female while, their ages ranges between 20-29, 30-39, 40 -49 and 50 and above. The respondents working status include government officer, university officer and others. The salary of the lecturers are in four groups: lower than 15,000 baht; 15,000-25,000; 25,001- 35,000 and; above 35,000 baht.

2.2 Emotional Intelligence

Emotional intelligence has been defined by Phatthanaphong (2007) and Nikolaou and Tsaousis (2002) as the ability of the lecturers to be patient and wait for a commitment to be consciously accomplished. It involves understanding how others deal with conflicts with respect to their own emotions and having a good relationship with the people around them. Emotional intelligence in this study refers to five factors: Self-awareness, Self-regulation, Motivation, Empathy and Social Skills (Goleman, 1998; Mali et al, 2016).

Table 1: *The Dimensions and Indicating Behaviour of the Emotional Intelligence Scale*

Dimension	Indicating Behavior
Self-awareness	ability to recognize one's own feelings and emotions, know the cause of these emotions, express one's own feelings, assess his/her situation, know about his/her strengths and weaknesses, have self-confidence in one's own abilities and evaluate himself/herself
Self-regulation	ability to manage one's own emotions, control inner feelings, deal with one's own state of mind, adapt to changes and have an open mind towards new situations, knowledge and happiness.
Motivation	ability to drive forward and strive to achieve a goal. Emotional support from parents and peers assists one's ability to do better and achieve one's goals and overcome barriers one may encounter.
Empathy	ability in recognizing the needs and feelings of others, being interested in the feelings of others and responding to the needs of others.
Social skills	ability to build relationships with others so as to achieve change in a good way, to persuade people to agree to what is beneficial to the public, to agree to work with others and make people around you happy.

2.3 Social Intelligence

Social intelligence on the other hand refers to the ability of the lecturers to live with others in a society and as such, the needs of the society are understood by a socially intelligent lecturers.

He/she can adapt his/her behaviour or demeanour in accordance with the conditions of social efficiency. Social Intelligence in this study has two dimensions: Social Awareness and Social Facility (Goleman, 2006; Mali, 2016; Tongsuebsai, 2009).

Table 2: *The Dimension and Indicating Behaviour of the Social Intelligence*

Dimensions	Components	Indicating Behavior
Social Awareness	Primal empathy	The recognition of the emotions and feelings of others in the society as perceived by one's instinct
	Attunement	Involves an individual listening carefully to what others have to say as well as bonding with others in such a way as to understand others' emotions, feelings and needs
	Emphatic Accuracy	Refers to accurately understanding the thinking, emotions, needs and feelings of other people
	Social cognition	Refers to the ability of the student to know about the society around. Social cognition will have an effect on students' behaviour towards the society and this will lead students to adapt themselves well to the norm of the society.
Social Facility	Synchrony	The ability to capture and understand by observing the moods of another person as expressed by that person. An individual is able to understand the other person's behaviour and know how the other person feels from the behaviour he display
	Self-presentation	The ability of an individual through emotional expression, expresses his/her feelings and let others know how he/she feels. In particular, the emotional control to fit each situation
	Influence	The ability to direct the behaviour of others toward a certain perception of a situation at that particular time. An individual can attract the people around to follow the behaviour he/she wants
	Concern	The ability to respect others or think of others and to know how to help others when they are faced with problems

Source: Mali (2016)

2.4 The Influence of Demographic Factors on Emotional and Social Intelligence

The findings of El-Sayed et al (2004) revealed that age significantly influence faculty members emotional intelligence. According to them, the greater the age, the higher the amount of maturation which ultimately leads to possess emotional and social intelligence. Furthermore, Kumar and Muniandy (2012) examined the influence of demographic profiles on emotional intelligence among polytechnic lecturers in Malaysia. The result of the study revealed that lecturers' level of emotional intelligence improved with age. In contrary, Mohammed (2011) and Jude (2011) in their study found out that age, gender and job position has no significant influence on teachers' level of emotional intelligence. Moreover, Birol, Atamturk, Silman and Sensuy (2009)

whose studies examined teacher's emotional intelligence in terms of age. The result of the study revealed that there was no significant difference in teacher's perception on emotional intelligence in terms of age. As a result of inconsistent in the previous findings, it became pertinent for re-examined this issue.

According to Abdulrauf et al (2013); Wasu and Igbal (2011); Katyal and Awastti (2005); Gender does not influence the level of emotional intelligence. Related studies carried out in Malaysia also revealed that gender is not a contributing factor to lecturers' emotional intelligence (Kumar and Muinardy, 2012). However, this is contrary to the findings in Hawod and Scher (2005) whose finding of their studies revealed that there is a significant difference between female and male in terms of emotional intelligence as female has a higher level of emotional intelligence when compared to their male counterparts.

In another dimension, there is evidence in previous studies that family environment have a significant influence on emotional intelligence. Yahyazadeh -Jeloudar and Lotfi - Goodarzi (2002) examined the relationship between teachers' emotional intelligence and job satisfaction. The findings of the study revealed that salary and benefit does not influence teachers' emotional intelligence. According to Abdulrauf et al (2013), people from a richer background may not be pressured unlike their counterpart from low-income family. This was revealed in the study carried out by katyal and Awastti (2005) whose findings indicated that the higher the household income, the higher the level of emotional intelligence. This indicate that emotional intelligence is affected by the level of family hardship which is metamorphos from the amount of salary. On the contrary, (19) in the findings of their studies revealed that people from a low-income family have better emotional stability when compared with people with middle-income family.

3. Methods

3.1 Sample and Procedure for Data Analysis

Viewing the purpose of the study, its framework and the hypothesis formulated, this study uses a quantitative research methodology involving survey questionnaire to collect quantitative data. A quantitative research method was appropriate for this study to explain objectively the influence of demographic variables on emotional and social intelligence among lecturers in Rajabhat Yala University, Thailand. 400 copies of questionnaire were distributed to lecturers in Rajabhat Yala University and 230 usable questionnaire were returned.

3.2 Measures

A set of instrument comprising three sections were used to collect data for this study. Section A are the demographic profile of the respondents which include age, gender, working status and salary. Section B is the emotional intelligence scale which was adapted from Goleman (1998); Phatthanaphong (2007) and Mali (2016). It inquire from the respondents emotional intelligent and it include 40 items With a 5 point Likert scale covering 5 dimensions which are self-awareness, self-regulation, motivation, empathy and social skills. This scale was found suitable for this study because the department of mental health in Thailand has used it in their study.

Section C is social intelligence scale which was adapted from Goleman (2006); Tongsuebsai (2009) and Mali (2016). It consist of two dimensions: social awareness and social facility. The instrument has 2 dimensions: social awareness and social facility. The social awareness include primal empathy, attunement, emphatic accuracy and social cognition while Social Facility are synchrony, self-presentation, influence and concern. The data collected gathered were analyzed using statistical packages for social science (SPSS) version 20. In order to analyze the influence of lecturers' demographic factors on their emotional and social intelligence, multiple regression analysis were used.

4. Results and Discussion

4.1 Gender and Emotional Intelligence

The regression analysis reported in Table 3 shows that there was no significant difference between male and female lecturers in terms of their over emotional intelligence score. However, of the five components of emotional intelligence, only motivation and social skills is significantly influenced by gender and male are more motivated and possess more social skills than their female counterparts. The findings of this study was in line with Bar-On et al (2000). This was also buttressed by Dweck (2002) that Self-regulated lecturers are aware of their own academic strengths and weaknesses and have strategies to overcome their daily academic tasks and challenges. These lecturers have incremental beliefs regarding intelligence and associate all success and failures to circumstances over which they have full control (Dweck & Leggett, 1988).

Table 3: Regression Analysis of the Influence of Gender on Emotional Intelligence Components

Emotional intelligence	Gender	Number	Mean	S.D	t	P
Self-awareness	Male	109	109	4.101	0.719	1.701
	female	113	113	3.947	0.625	
Self-regulation	male	109	109	3.000	1.194	-0.24
	female	113	113	3.035	0.999	
Motivation	male	108	108	4.157	0.713	2.517
	female	113	113	3.912	0.739	
Empathy	male	109	109	2.872	1.362	0.349
	female	112	112	2.813	1.143	
Social-skills	Male	109	109	4.046	0.712	2.209
	female	113	113	3.832	0.731	
EQ total	male	110	110	4.036	0.777	0.453
	female	113	113	3.991	0.713	

4.2 Gender and Social Intelligence

Table 4 reveals that gender is not a significant predictor of overall social intelligence. However, the findings of this study revealed that gender is a significant predictors of empathic accuracy and self-presentation among lecturers, it is shown from this study that female lecturers scores higher in self-presentation and empathic accuracy than their male lecturers. This finding is in concordance with Sarvamangala's (2012) study on the relationship between socio-demographic factors and social intelligence of secondary school teachers in which no significant differences were found between social intelligence and socio-demographic factors (gender, age, caste and marital status).

Table 4: Regression Analysis of the Influence of Gender on Social Intelligence Components

Social Intelligence	Gender	Number	Mean	S.D	t	P
Primal empathy	Male	109	3.826	0.859	1.562	0.120
	Female	113	3.646	0.855		
Attunement	Male	108	2.907	1.156	-0.711	0.478
	Female	113	3.009	0.950		
Empathic accuracy	Male	108	3.806	1.027	-2.037	0.043
	Female	113	4.053	0.766		
Social cognition	Male	108	2.630	1.235	-1.201	0.231

	Female	113	2.823	1.159		
Synchrony	Male	107	4.065	0.780	0.750	0.454
	Female	113	3.991	0.688		
Self-Presentation	Male	107	3.243	1.220	2.174	0.031
	Female	112	2.920	0.960		
Influence	Male	108	3.741	0.813	-0.592	0.554
	female	111	3.802	0.711		
Concern	Male	109	3.743	0.672	-1.258	0.210
	female	113	3.858	0.693		
SQ total	Male	111	2.613	1.336	-0.291	0.771
	female	113	2.664	1.293		

4.3 Age and Emotional Intelligence

The result of this study revealed that age does not influence lecturers' emotional intelligence. However, as identified in Table 5, self-awareness, self-regulation and social skills are influenced by lecturers' age. This finding was in line with Fariselli *et al.* (2008) study on age and emotional intelligence. Their study found that a few sub-dimensions of the emotional intelligence increased with age, though the effect was slight. In addition, some elements of emotional intelligence did not increase with age indicating that some competencies must be developed through training. For example, empathy can be improved significantly over time, noticeably more with men than with woman.

Table 5: Regression Analysis of the Influence of Age on Emotional Intelligence Components

Emotional intelligence	Age	Number	Mean	S.D	F	P
Self-awareness	20-29	43	4.186	0.588	3.139	.026
	30-39	126	4.000	0.657		
	40-49	39	4.077	0.739		
	50 up	14	3.571	0.756		
Self-regulation	20-29	43	3.442	1.161	2.743	.044
	30-39	126	2.913	0.972		
	40-49	39	2.949	1.255		
	50 up	14	2.857	1.292		
Motivation	20-29	43	4.093	0.781	.852	.473
	30-39	126	3.976	0.687		

	40-49	39	4.180	0.790		
	50 up	13	3.923	0.862		
Empathy	20-29	43	3.116	1.349	1.020	.385
	30-39	125	2.760	1.146		
	40-49	39	2.744	1.482		
	50 up	14	3.000	1.177		
Social-skills	20-29	43	4.023	0.831	2.644	.050
	30-39	126	3.857	0.678		
	40-49	39	4.180	0.721		
	50 up	14	3.714	0.726		
EQ total	20-29	44	4.068	0.818	1.383	.249
	30-39	127	3.984	0.690		
	40-49	38	4.158	0.789		
	50 up	14	3.714	0.825		

4.4 Age and Social Intelligence

Table 6 indicates that age is not a significant predictor of overall lecturers' social intelligence. However, some components of lecturers' social intelligence like attunement. Empathic accuracy and self-presentation are influenced by lecturers' age. This finding of this is in concordance with Sarvamangala's (2012) study on the relationship between socio-demographic factors and social intelligence of secondary school teachers in which no significant differences were found between social intelligence and socio-demographic factors (gender, age, caste and marital status). However, the finding was contrary with Rahman and Castelli's (2013) study, in which they found ages 18-29 to be significantly higher in empathy when compared to other age groups. The tests found that the level of empathy (mean score) was significantly higher for Americans compared to Malaysians.

This was probably because the culture in Thai society is of the collectivist type where members of such a society attach importance to either group or to other people not than themselves. This is because they want to be accepted by other members of the society. They are highly satisfied with the reliance they place on one another both physically and mentally and put an emphasis on living together in harmony. Countries with these characteristics include Korea, Pakistan, and Thailand. It is notable that most developing countries have a collectivist culture. Hence, differences in personal factors have no influence on attunement because everyone is already naturally conscious of it. This is likely to be true in the Thai society where this current study took

place; a society in which “consideration” is perceived as a desirable characteristic by everyone for the sake of harmonious living.

Table 6: Regression Analysis of the Influence of Age on Social Intelligence Components

Social intelligence	Age	Number	Mean	S.D	F	P
Primal empathy	20-29	43	3.8605	.83328	2.403	.068
	30-39	126	3.6190	.85657		
	40-49	39	4.0000	.88852		
	50 up	14	3.6429	.74495		
Attunement	20-29	43	3.3953	1.13682	4.277	.009
	30-39	125	2.9120	.91595		
	40-49	39	2.8718	1.23926		
	50 up	14	2.2857	.99449		
Empathic accuracy	20-29	43	4.0233	1.07987	3.618	.020
	30-39	126	4.0079	.75362		
	40-49	39	3.8205	1.09717		
	50 up	13	3.2308	.83205		
Social cognition	20-29	43	3.1860	1.48414	2.622	.061
	30-39	125	2.7040	1.07781		
	40-49	39	2.4103	1.18584		
	50 up	14	2.4286	.93761		
Synchrony	20-29	43	4.2093	.77331	2.151	.106
	30-39	125	3.9600	.67680		
	40-49	38	4.1579	.78933		
	50 up	14	3.7143	.82542		
Self-Presentation	20-29	43	3.6047	1.13682	5.127	.002
	30-39	123	2.8699	.99967		
	40-49	39	3.1795	1.21117		
	50 up	14	3.0000	1.10940		
Influence	20-29	42	3.8810	.77152	1.579	.195
	30-39	124	3.8065	.70627		
	40-49	39	3.6667	.95513		
	50 up	14	3.4286	.51355		
Concern	20-29	43	4.0233	.73964	2.614	.052
	30-39	126	3.7619	.66246		
	40-49	39	3.7949	.69508		
	50 up	14	3.5000	.51887		
SQ total	20-29	44	3.0455	1.50896	1.389	.258

	30-39	127	2.5512	1.20652		
	40-49	39	2.4872	1.39306		
	50 up	14	2.5714	1.22250		

4.5 Working Status and Emotional Intelligence

From the result, it was observed that working status has no significant influence on each components of emotional intelligence as well as the overall lecturers' emotional intelligence. This finding was in line with Panjiang's (2013) study, which did not report any relationship between parents' occupation, income and their emotional intelligence. Based on these studies, it could be concluded that there may be other factors that might have relationships with emotional intelligence, and these factors could be more important than demographic factors (Paul-Oudouard, 2006). Paul-Oudouard (2006) studied emotional intelligence, social problem solving, and demographics as predictors of well-being in women with multiple roles. The study found that cognitive-affective variables were able to predict outcome over and above demographic and occupational factors.

Table 7: *Regression Analysis of the Influence of Lecturers Working Condition on their Emotional Intelligence Components*

Emotional intelligence	Working status	Number	Mean	S.D	F	P
Self-awareness	Government officer	70	3.900	0.745	1.964	.151
	University officer	132	4.061	0.639		
	Other	19	4.211	0.631		
Self-regulation	Government officer	70	2.886	1.198	2.156	.127
	University officer	132	3.000	0.988		
	Other	19	3.579	1.305		
Motivation	Government officer	69	3.971	0.785	819.	.442
	University officer	132	4.046	0.719		
	Other	19	4.211	0.631		
Empathy	Government officer	70	2.657	1.273	1.898	.152
	University officer	132	2.871	1.226		
	Other	18	3.278	1.320		
Social-skills	Government officer	70	3.971	0.798	.812	.445
	University officer	132	3.894	0.691		
	Other	19	4.105	0.737		
EQ total	Government officer	70	4.000	0.780	.038	.963
	University officer	133	4.008	0.712		
	Other	19	4.053	0.848		

4.6 Working Status and Social Intelligence

As shown in Table 8, the findings of this study revealed that out of the eight components of social intelligence, lecturers' working status has a significant influence on attunement, empathic accuracy, social cognition and self-presentation while lecturers' working status is a determinant of the overall lecturers' social intelligence.

Table 8: Regression Analysis of the Influence of Lecturers Working Condition on their Social Intelligence Components

Social intelligence	สภาพการทำงาน	Number	Mean	S.D	F	P
Primal empathy	Government officer	70	3.686	0.925	2.568	.079
	University officer	132	3.697	0.819		
	Other	19	4.158	0.834		
Attunement	Government officer	70	2.671	1.073	3.733	.032.
	University officer	131	3.076	0.974		
	Other	19	3.211	1.357		
Empathic accuracy	Government officer	70	3.729	1.102	3.979	.026
	University officer	132	4.083	0.721		
	Other	18	3.611	1.145		
Social cognition	Government officer	70	2.443	1.163	3.356	.037
	University officer	131	2.817	1.156		
	Other	19	3.105	1.449		
Synchrony	Government officer	69	4.044	0.794	1.150	.319
	University officer	131	3.992	0.707		
	Other	19	4.263	0.653		
Self-Presentation	Government officer	70	2.900	1.118	5.712	.004
	University officer	130	3.062	1.062		
	Other	19	3.842	1.068		
Influence	Government officer	70	3.686	0.772	.661	.517
	University officer	131	3.809	0.756		
	Other	18	3.833	0.786		
Concern	Government officer	70	3.700	0.645	1.113	.330
	University officer	132	3.849	0.693		
	Other	19	3.842	0.765		
SQ total	Government officer	70	2.514	1.305	2.590	.077
	University officer	134	2.597	1.281		
	Other	19	3.263	1.368		

4.7 Salary and Emotional Intelligence

The result of this study equally revealed that salary is not a determining factor of lecturers' emotional intelligence. As seen in Table 9, salary is not related to any component of emotional intelligence. This finding was in line with Panjiang's (2013) study, which did not report any relationship between parents' occupation, income and emotional intelligence. This means that as

the salaries of lecturers are increasing, I may not necessarily enhance their emotional intelligence. This may be the fact that, much money can influence some lecturer to feel satisfied and not using his intelligence effectively.

Table 9: *Regression Analysis of the Influence of Lecturers' Salary on their Emotional Intelligence Components*

Emotional intelligence	Salary	Number	Mean	S.D	F	P
Self-awareness	Lower than 15,000 baht	24	4.167	0.637	1.383	.249
	15,000 - 25,000	42	4.024	0.680		
	25,001 - 35,000	133	4.030	0.674		
	More than 35,000 baht	22	3.773	0.685		
Self-regulation	Lower than 15,000 baht	24	3.542	1.215	2.610	.052
	15,000 - 25,000	42	3.048	1.011		
	25,001 - 35,000	133	2.947	1.061		
	More than 35,000 baht	22	2.727	1.162		
Motivation	Lower than 15,000 baht	24	4.167	0.637	.852	.467
	15,000 - 25,000	42	3.952	0.795		
	25,001 - 35,000	132	4.053	0.724		
	More than 35,000 baht	22	3.864	0.774		
Empathy	Lower than 15,000 baht	23	3.261	1.251	1.002	.393
	15,000 - 25,000	42	2.810	1.194		
	25,001 - 35,000	133	2.820	1.260		
	More than 35,000 baht	22	2.682	1.287		
Social-skills	Lower than 15,000 baht	24	4.125	0.741	.796	.497
	15,000 - 25,000	42	3.952	0.795		
	25,001 - 35,000	133	3.910	0.701		
	More than 35,000 baht	22	3.818	0.733		
EQ total	Lower than 15,000 baht	24	4.042	0.806	.254	.858
	15,000 - 25,000	41	4.073	0.685		
	25,001 - 35,000	135	4.000	0.753		
	More than 35,000 baht	22	3.909	0.750		

4.8 Salary and Social Intelligence

The findings of this study revealed that salary is not a major determinant of the components of social intelligence except self-presentation that is significantly related to salary. However, on the overall, salary is significantly related to social intelligence. This is because self-presentation, which was the ability to present oneself favorably, such as leaving a good impression, can be improved when a lecturer is earning more salary. Although considered to be one of the soft skills, self-presentation is a basic element of nourishing and sustaining interpersonal relationships (Goleman, 2006).

Table 10: Regression Analysis of the Influence of Lecturers' Salary on their Social Intelligence Components

Social intelligence	Salary	Number	Mean	S.D	F	P
Primal empathy	Lower than 15,000 baht	24	4.042	0.859	1.258	.290
	15,000 - 25,000	42	3.667	0.928		
	25,001 - 35,000	133	3.707	0.851		
	More than 35,000 baht	22	3.636	0.727		
Attunement	Lower than 15,000 baht	24	3.292	1.268	1.776	.153
	15,000 - 25,000	42	3.143	1.049		
	25,001 - 35,000	132	2.894	1.006		
	More than 35,000 baht	22	2.727	0.985		
Empathic accuracy	Lower than 15,000 baht	23	3.696	1.105	.901	.441
	15,000 - 25,000	42	4.071	0.947		
	25,001 - 35,000	133	3.955	0.852		
	More than 35,000 baht	22	3.909	0.750		
Social cognition	Lower than 15,000 baht	24	3.167	1.373	1.489	.218
	15,000 - 25,000	41	2.683	1.192		
	25,001 - 35,000	133	2.722	1.189		
	More than 35,000 baht	22	2.455	0.963		
Synchrony	Lower than 15,000 baht	24	4.208	0.721	.826	.481
	15,000 - 25,000	42	4.071	0.778		
	25,001 - 35,000	131	3.992	0.707		
	More than 35,000 baht	22	3.909	0.811		
Self-Presentation	Lower than 15,000 baht	24	3.833	1.007	5.229	.002
	15,000 - 25,000	42	3.000	0.963		
	25,001 - 35,000	130	3.015	1.127		
	More than 35,000 baht	22	2.682	0.945		
Influence	Lower than 15,000 baht	23	3.870	0.815	.131	.942
Social intelligence	Salary	Number	Mean	S.D	F	P
	15,000 - 25,000	42	3.762	0.850		
	25,001 - 35,000	131	3.763	0.732		
	More than 35,000 baht	22	3.773	0.752		
Concern	Lower than 15,000 baht	24	3.833	0.761	105.	.966
	15,000 - 25,000	42	3.762	0.790		
	25,001 - 35,000	133	3.820	0.638		
	More than 35,000 baht	22	3.773	0.685		
SQ total	Lower than 15,000 baht	24	3.333	1.308	2.966	.033
	15,000 - 25,000	42	2.619	1.268		
	25,001 - 35,000	135	2.556	1.331		

	More than 35,000 baht	22	2.318	0.995		
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5. Implication and Conclusion

The purpose of this study was to examine the influence of demographic factors on lecturers' emotional and social intelligence in a university in Thailand. The result of the study revealed that age and gender is not a major determinant of social and emotional intelligent. However, working conditions enhances lecturers' emotional intelligence and salary is also a determinant on lecturers' social intelligence. Therefore, if the Thailand government wants to enhance lecturers' emotional intelligence, improving their working conditions will be a tool and salary increment will also be a welcome development to enhance their social intelligence. The findings of this study are of utmost importance to the university administrators as it helps them to focus on the lack of current support provided to the lecturers who are the builders of knowledge on campus. However, the respondents in the study were only lecturers of a particular university and the findings cannot be generalized. Therefore, future study should include respondents from all other universities. In addition, a longitudinal study will also indicate the trends in lecturers' level of emotional and social intelligence.

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