



## Guidelines to Improve the Emotional Quotient (EQ) for student in Suan Dusit University

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### Abstract

The objective of this paper is to 1) investigate Suan Dusit university (SDU) student's Emotional Quotient (EQ), and the relationship between the Emotional Quotient (EQ) and the achievement (GPA) of students, 2) to compare the personal status and the Emotional Quotient (EQ), and 3) to provide a recommendation for SDU student's Emotional Quotient (EQ) development. The collection of data was obtained through qualitative and quantitative methods. The quantitative data were collected from 370 undergraduate students from 7 faculties by using the Emotional Quotient Evaluation Form from the Department of the Mental Health, the Ministry of Public Health and analyzed in terms of t-test, one way ANOVA and Correlation Analysis. In terms of the qualitative data, an in-depth interview method was employed. The results found that;

a) SDU students have overall Emotional Quotient (EQ) in normal criterion level and when considered in three main aspects (the goodness, the proficiency, the happiness) shows a normal criterion level. b) The comparison between the personal status and the student's Emotional Quotient (EQ) found that the students who have differences in personal status (Gender, Faculty, Curriculum, and GPA) shows a statistically significant differences at the level of .05. c) The analysis of the relationship between the EQ level and GPA of students using the Pearson's correlation, found an overall statistically significant positive correlation with the learning achievement of the SDU students which are in a moderate level with a statistical significance level of .05. Moreover, for the Emotional Quotient development of SDU students 2 methods should be implemented;

1) define the University's policy in EQ development for all students and 2) the faculty should encourage and increase training and activity programs to develop the student in holistic manners, both inside and outside the classroom context.

## Introduction

Education is considered an important and necessary path in order to develop a country, not only in the fundamental level, but also in the higher education level as well as to create a learning society and to improve the academic knowledge, communication and interpersonal skills, morals, responsibilities, and well-being both physical and mental. (Office of the National Education Commission, 2002)

In order to develop the people to be ready both physically and mentally, it can be said that the person not only needs to be healthy, but also able to adjust themselves to be happy with society and the environment, have good relationships with other people, live life comfortably with balance, and be able to respond to the needs of people in this changing world without any conflicts in oneself.

However, it must be implanted and developed for all ages, especially from a young age. It must also depend on many aspects of providing elements, which are the completeness of the physical, the Intelligence Quotient, the Emotional Quotient, and a good environment.

The Intelligence Quotient (IQ) is one of the desired elements for everyone, whether they are students, university students, or working people, because intelligence can lead to success in study, career, and life. (Seangsre & Phuengtham, 2013).

Nevertheless, it is firmly believed that people with high intelligence are smart, learn quickly, do well at school, and have the brain potential since birth. However, they might have relationship problems or are unable to build relationships with friends or colleagues due to the problem of understanding and accepting their own emotions, which leads to problems to adapt.

The Intelligence Quotient and the Emotional Quotient (EQ) are important elements, but the Intelligent Quotient makes up only 20 percent of success in life. The remaining is from the EQ (Gibbs, 1995). Hence, the Emotional Quotient plays a role in preparing a person in terms of study, and allowing learners to concentrate on study, which can affect learning achievement. The learners will love to seek knowledge, be able to adjust their emotions properly, know their goals in life, always improve themselves, realize self-need, be able to compare the potential of oneself and choose to study and work appropriately. (Detkong, 2004) They will also have good emotional skills in associating with other people both at home and in the workplace or while socializing. Meanwhile, the EQ will help us to become optimistic,

have the power to fight any obstacles unfailingly, and be able to build encouragement for oneself when having troubles. (Department of Mental Health, 2003)

Moreover, university students often face many problems in terms of learning, life at home and school, adapting, time management, and spending within their means as well as being prone to risky behaviors in various matters that affects the health and quality of life. Some of these problems arise from the present social environment and also from the production of graduates by the institution of higher education that emphasize creating people to become specialists, and developing the IQ more than a focus on EQ. Emotional Quotient is the competence of a person that can lead people to have good values and understand the route to long term happiness (Detkong, 2004).

It can be said that a good condition of the mind is a part of that power that can make people face problems and find the appropriate solution. Therefore, an institution of higher education is an important part in helping to develop the EQ of university students in terms of the learning atmosphere, activity arrangements, and emotional learning, together with developments in other aspects to create balance and completeness in being human with self-realization, acceptance, and self-esteem, including the ability to control and adjust oneself appropriately (Goleman, 1998).

According to the above reasons and necessities, the researcher is interested in studying the level of EQ of the SDU students, which is a part of the characteristics that must be developed in university students in each curriculum. Because students with a high EQ are those who are self-confident, able to learn fast, happy, optimistic, able to adapt themselves to any situation properly, and ability to manage the emotions of oneself and others with less behavioral problems. Also, the guideline to encourage the EQ of the SDU students will integrate and apply in the learning process to improve the students in order to develop the EQ to become "proficiency-goodness-happiness" and to be used as a guideline in developing the learning of the university students to become successful in learning.

## Literature Review

In the way of life of people at the present time, it can be concluded that success and happiness are needed. The definition of success and happiness of each person is different. Those who become successful in life must be proficient. Proficiency in the past was aimed at

intelligence. At present, however, it is accepted that having good intelligence, being good at school, and accomplishments in learning are not a guarantee for success in career or living in society. Therefore, psychologists determined another type of proficiency that causes an individual to become successful. It is called EQ or Emotional Quotient, which is the ability of people to recognize and express their emotions that is appropriate to age and society. It is a skill that can be developed in order to recognize, understand, and manage the emotions of oneself and other people, and a guideline in building relationships with other people effectively and being successful in life. (Salovey & Mayer, 1997; The Department of Mental Health, 2001)

Detkong (2004), stated that the advantages of Emotional Quotient can be divided into personal, family, environment, and oneself. It allows children to learn with concentration, which can affect learning achievement; the love to seek new knowledge, and the ability to adjust their emotions appropriately. As a result, they are happy in their own circumstances. When children grow up, they will know their own life goals, always improve themselves, and know their needs. Then, they will compare with their own potential and choose to study or work accordingly. If there are any conflicts or problems, talking for mutual understanding is needed. This characteristic can be found in those with Emotional Quotient.

The Department of Mental Health (2011) developed the concept of Emotional Quotient, which consists of the following 3 factors;

1. Goodness means the ability to control emotions, sympathy, and responsibility to the public.

2. Proficiency means the ability to perceive oneself, motivation, the ability to solve a problem, and the ability to express effectively, including having good relationships with other people.

3. Happiness means the ability to live happily, self-pride, satisfaction in life, and peaceful mind.

Phannitamai (1999), noted the principle of evaluating EQ, which can be accomplished through 2 processes :1) the objective instrument; such as tests, questionnaires, evaluation forms, and reports; and/or 2) expressing feelings; by using interview, observation, or self-report by writing notes. Each process provides a different reliability and accuracy. Likewise, the Department of Mental Health (2015) designed the Emotional Quotient Screening Test to assess the emotions and feelings that are expressed in the aspects of goodness, proficiency,

and happiness with 52 items in order to assess whether the Emotional Quotient level in adults (aged 18-60 years old) is in the normal criteria or not, and find the guideline in developing the Emotional Quotient that can be further covered. The Emotional Quotient can be developed through learning at any age. (Prachathai, 2017)

It has been shown that people with high EQ will have the ability to adapt themselves to society and live in society happily, and also be able to recognize, understand, and express their emotions appropriately. Therefore, EQ is as important as IQ in all life situations, especially for the students with better school records were often found to have higher EQ (Panjiang, 2013) similarly with the study of Komonphan, Pityaratstian, and Darathong. (2009)

Moreover, from the university record is a very important factor for students to measure whether they will graduate or not. The students on high learning achievement are those who have the effort, determination, high responsibility, pay attention on various issues well, have high motivation to achieve the intended matters, good interaction, and being accepted in groups of friends.

These achievements come from having a good EQ and believe that the EQ allows the learners to have a concentration in learning, which can affect their learning achievement. The learners will love to seek knowledge, be able to adjust their own emotions appropriately, know their own life goals, always improve themselves, know their own needs, and be able to choose the proper career and success at work will follow. (Goleman, 1998)

## Conceptual Framework

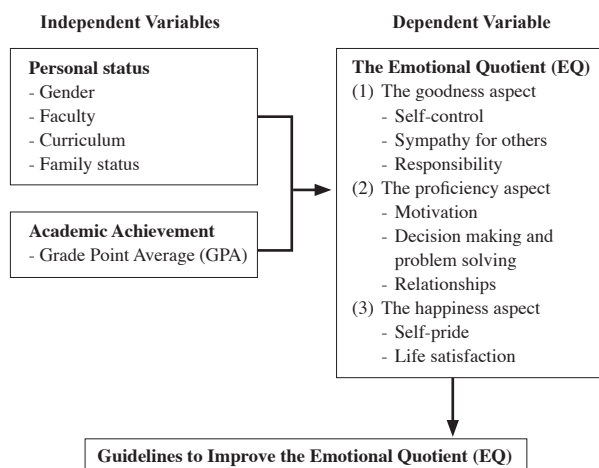


Figure 1. Conceptual Framework

### Hypotheses

1. The SDU students with different personal status have different levels of Emotional Quotient.
2. The learning achievement is related with the level of Emotional Quotient of the SDU students.

### Methodology

The mixed method of quantitative and qualitative research is used for this study because both methods are needed to answer the research questions regarding EQ, the following procedures were implemented:

#### Procedures for Quantitative Research

In the quantitative research, the Emotional Quotient Evaluation Form from the Department of Mental Health, Ministry of Public Health was used as the research instrument (Department of Mental Health, 2015) in order to study the EQ of SDU students and to answer the hypothesis testing in a comparative and to study the relationship between the level of EQ and the learning achievement of SDU students. The procedures of the quantitative research can be divided as follows:

##### 1. Population and Sampling

The research population was 3,075 third year SDU students registered in the regular program for a Bachelor's Degree. The students have completed studying the fundamental subjects, which are concerned about the basic skills such as; ethics and moral, knowledge skills, cognitive skills, interpersonal skills and responsibility, numerical analysis and communication and information technology skills (Office of the Higher Education Commission, 2009), and are preparing for the student internship in the fourth year. And then can be categorized by the curriculum or program of study, which consists of 7 faculties. (The Office of Academic Promotion and Registration, SDU, September, 2017).

The determination of sample size was calculated from G\*Power Version 3.1.9.2 for one-way ANOVA test with the Effect size  $d = 0.25$  (medium Effect size conventions), the alpha level = .05 and the power = 0.95, then get the sample size = 360 people. To prevent mistakes or information loss that might occur during the process of data collection and to get a good sample from the population in each curriculum or program of study, the sample size of 370 people was provided instead by the minimum sample size of 5 people for any curriculum and Stratified Random Sampling method was used.

##### 2. Data Collection Instrument for Quantitative Research

The Emotional Quotient was divided into 3

aspects; 1) Goodness, 2) Proficiency, and 3) Happiness, and with 9 sub-parts;

Part 1 Goodness, which consists of self-control, empathy, and responsibility.

Part 2 Proficiency, which consists of motivation, decision making and problem solving, and relationships.

Part 3 Happiness, which consists of self-pride, self-satisfaction, and happy mind.

The content validation was examined by 3 experts with the Index of Item-Objective Congruence (IOC) checking in terms of more than 0.5 (content validity is suitable), and then the results were revised before being used.

#### 3. Statistics of the Data Analysis

1) Elementary statistics, which are average, percentage, and standard deviation.

2) Statistics for hypothesis testing, which are Independent-Samples t-test, One Way ANOVA and Correlation Analysis was used to find the correlation coefficient by using Pearson or the simple correlation analysis.

#### 4. Data Interpretation

The scoring criteria is divided into 9 sub-parts. The Emotional Quotient Evaluation Form is divided into 3 levels; 1) below the normal criterion level, 2) normal criteria level, and 3) above normal criterion level according to the scoring criteria of the Department of Mental Health, Ministry of Public Health. (Department of Mental Health, 2015).

#### Procedures for Qualitative Research

An in-depth interview was used in the qualitative research to study the guidelines in developing the Emotional Quotient of the SDU students. Because this method has long been an essential research method for finding the elaborately results (Burnard, 1994; Doody & Noonan, 2013; Myers & Newman, 2007) and "the most direct, research-focused interaction between research and participant" (Kazmer & Xie, 2008; see also Kvale, 1996). In the qualitative paradigm, interviews are often seen as one of the best ways to "enter into the other person's perspective" (Patton, 2002) and develop "thick descriptions of a given social world analyzed for cultural patterns and themes". (Warren, 2002)

##### 1. Key Informants

The key informants in this research were 21 administrators in Bachelor's Degree from 7 faculties, who could provide useful information regarding the education, the educational management, and the guidelines in developing the Emotional Quotient.

## 2. Data Collection Instrument for Qualitative Research

The subjects for the interview were examined for content validity as well as suitability of language from the 3 experts.

### Results

In this section, the research results of Guidelines to Improve the Emotional Quotient (EQ) for SDU students are shown as follows.

#### Quantitative Research

The result found that the majority of the personal status of 370 SDU students, who participated in the sample group, were female. The majority came from the Faculty of Management Sciences. Most of the students studied in tourism or communication arts major with the average grade point between 2.51-3.00 and came from an intact family status.

#### A. The Emotional Quotient Level of SDU students

The SDU students had a total Emotional Quotient in the normal criterion level with mean of 148.85 and standard deviation of 17.99. When considered by aspects, it was found that the characteristics in all three aspects were in the normal criterion level.

The aspect of goodness in EQ came first, followed by proficiency and happiness, respectively.

The aspect of goodness in the EQ was in the normal criterion level with mean of 53.06 and standard deviation of 7.47. When considered by characteristics, it was found that all three characteristics were in the normal criterion level. Responsibility came first, followed by sympathy and self-control, respectively.

The aspect of proficiency in the EQ was in the normal criteria level with mean of 49.54 and standard deviation of 6.30. When considered by characteristics, it was found that all three characteristics were in the normal criterion level. Motivation came first, followed by the relationship, and decision making and problem solving, respectively.

The aspect of happiness in the EQ was in the normal criterion level with mean of 46.24 and standard deviation of 6.49. When considered by characteristics, it was found that all three characteristics were in the normal criterion level. Satisfaction in life came first, followed by peaceful mind and self-pride, respectively.

#### B. The Comparison between Personal Status (Gender, Faculty, Curriculum, Family Status, and Grade Point Average) and the Level of Emotional

#### Quotient of SDU students

- The comparative results of the Emotional Quotient level of SDU students, classified by gender, found that the overall Emotional Quotient level of both male and female SDU students was different with a statistical significance level of .05 ( $t = 2.302$ ,  $p = .022$ ), which was in accordance with Hypothesis 5.1. When considered by aspects, it was found that the SDU students had different levels of goodness (responsibility) and happiness (peaceful mind) with a statistical significance level of .05, whereas the level of proficiency was not different.

- The comparative results of the EQ level of SDU students, classified by faculty, found that the overall EQ of SDU students who studied in different faculties was different with a statistical significance level of .05 ( $F = 4.220$ ,  $p = .000$ ), which was in accordance with Hypothesis 5.1. When considered by aspects, it was found that the SDU students had different levels of goodness (sympathy and responsibility), proficiency (motivation), and happiness (satisfaction in life and peaceful mind) with a statistical significance level of .05, whereas other characteristics were not different.

- The comparative results of the EQ level of SDU students, classified by curriculum, found that the overall EQ level of SDU students who studied in different curriculums was different with a statistical significance level of .05 ( $F = 4.468$ ,  $p = .000$ ), which was in accordance with Hypothesis 5.1. When considered by aspects, it was found that all aspects of the EQ were differentiated with a statistical significance level of .05.

- The comparative results of the EQ level of SDU students, classified by family status, found that the overall EQ level of SDU students who had different family status was not different ( $F = 1.294$ ,  $p = .272$ ), which was not in accordance with Hypothesis 5.1. When considered by aspects, it was found that the SDU students had no differences between each aspect of Emotional Quotient.

- The comparative results of the Emotional Quotient level of SDU students, classified by Grade Point Average, found that the overall Emotional Quotient level of the SDU students who had a different Grade Point Average (GPA) were different with a statistical significance level of .05 ( $F = 2.276$ ,  $p = .031$ ), which was in accordance with Hypothesis 5.1. When considered by aspects, it was found that the SDU students had different levels of goodness in terms of self-control and responsibility, and the level of proficiency in terms of



motivation and decision making and problem solving with a statistical significance level of .05, whereas the other aspects were not different.

### C. Relationship between the EQ and the Learning Achievement (Grade Point Average: GPA) of the SDU students

From the analysis of the relationship between the Emotional Quotient and the learning achievement of the SDU students by using Pearson's correlation, it was found that the overall EQ had a positive correlation with the learning achievement of SDU students at a moderate level ( $r = .591$ ,  $p = .031$ ) with a statistical significance level of .05, which was in accordance with Hypothesis 5.2. When considered by aspects, it was found that:

The Emotional Quotient in the aspect of goodness in terms of self-control and responsibility had a positive relationship with the learning achievement of the SDU students in relatively high level ( $r = .762$ ,  $p = .031$ ), ( $r = .783$ ,  $p = .025$ ), and ( $r = .721$ ,  $p = .029$ ) with a statistical significance level of .05. The Emotional Quotient in the aspect of goodness in terms of sympathy had a positive relationship with the learning achievement of SDU students at a moderate level ( $r = .511$ ,  $p = .044$ ) with a statistical significance level of .05.

The Emotional Quotient in the aspect of proficiency in terms of motivation, decision making and problem solving, and relationships had a positive relationship with the learning achievement of SDU students at a moderate level ( $r = .536$ ,  $p = .035$ ), ( $r = .561$ ,  $p = .045$ ), ( $r = .601$ ,  $p = .039$ ), and ( $r = .552$ ,  $p = .042$ ) with a statistical significance level of .05. The remaining Emotional Quotient in other aspects were not related to the learning achievement as described in Table 1.

**Table 1:** Relationship between Emotional Quotient Level and Learning Achievement of University Students in Suan Dusit University

Evaluation of Emotional Quotient	r	p	Relationship Level
1. Emotional Quotient in the aspect of goodness	.762*	.031	Quite High
- Self-control	.783*	.025	Quite High
- Sympathy	.511*	.044	Moderate
- Responsibility	.721*	.029	Quite High
2. Emotional Quotient in the aspect of proficiency	.536*	.035	Moderate
- Motivation	.561*	.045	Moderate
- Decision making and problem solving	.601*	.039	Moderate
- Relationship	.552*	.042	Moderate
3. Emotional Quotient in the aspect of happiness	.080	.123	-
- Self-pride	.037	.483	-
- Satisfaction in life	.068	.189	-
- Peace of mind	.083	.113	-
<b>Total</b>	<b>.591*</b>	<b>.031</b>	<b>Moderate</b>

\* Statistical Significance Level of .05

### Qualitative Research

In the qualitative research, an in-depth interview was conducted to ask for opinions from a total number

of 20 key informants who could provide useful information regarding the education and educational management to be used as a guideline in developing the EQ of SDU students. From the in-depth interviews, it could be analyzed and concluded in the follow subjects:

#### A. Policy/Guideline on Educational Management of SDU Students in the Faculty

The education of the SDU students in the faculty was managed by emphasizing the policy of the university, such as active learning and monitoring and controlling the learning quality according to the TQF framework, using the quality assurance criteria of MUA, that includes determining the policy or the administration, and developing the personality/the skills that are necessary for the university students according to the guideline of the government. However, the faculty also aimed to develop the university students so that they could learn at the higher education level happily. The extra activities, both in the classroom and outside the classroom in order to produce the desired, good, and proficient graduates for society under the development of maturity in living together in society happily.

#### B. Emotional Quotient of University Students and Learning Achievement of SDU Students.

The EQ is behind happiness, adaptability, and success in human life, whether they be in terms of education, career success, and involvement in interpersonal relationships. SDU students with a good learning outcome must have the emotional readiness, be able to understand and recognize oneself, understand oneself, and be able to learn to live with other people well. For this reason, the learning and the activities of students must support the development in terms of emotion and society for students to have an Emotional Quotient together with the learning achieved.

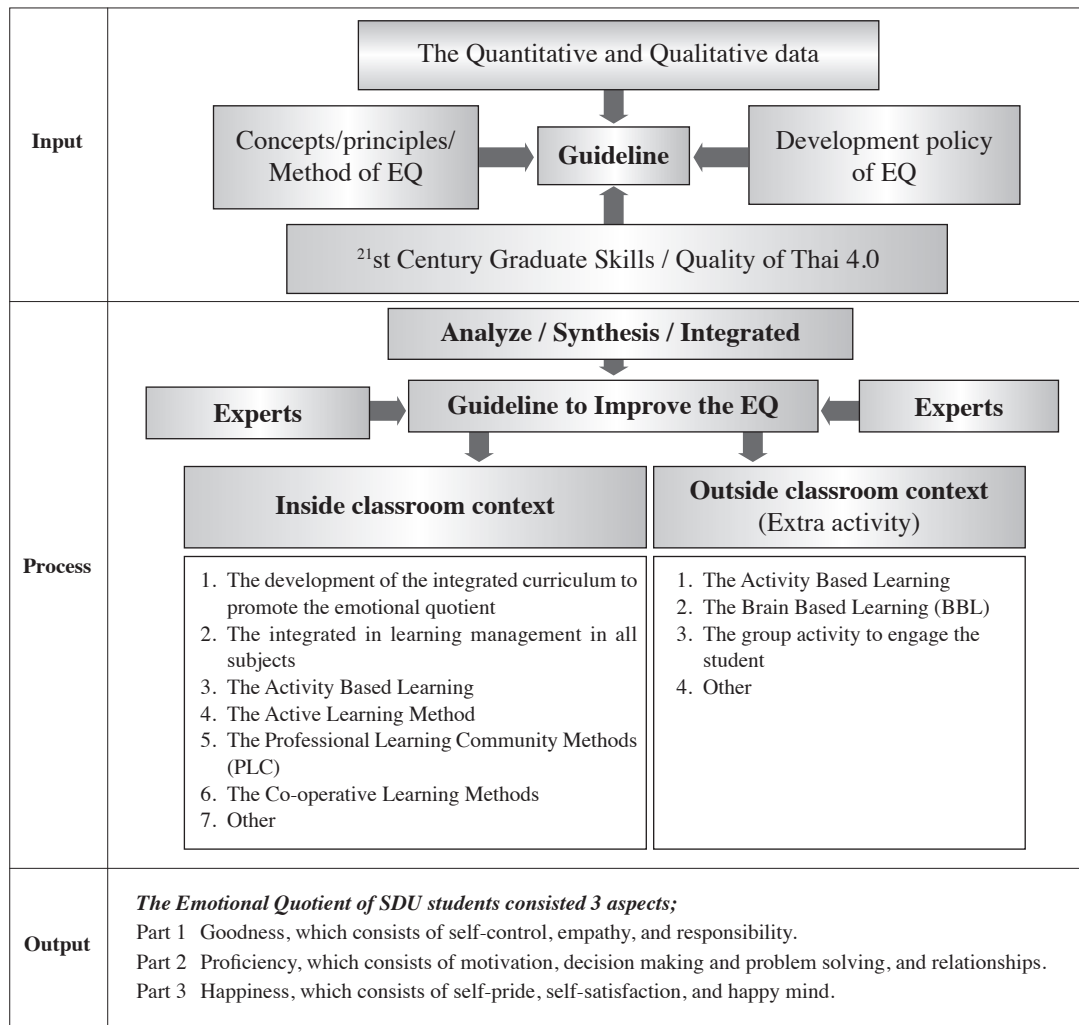
#### C. Guidelines/Measures in Solving the Problems to Help/Support/Develop the Emotional Quotient for the SDU Students to Get Higher Learning Achievement

The university should determine the policy and the guideline in developing the Emotional Quotient of students in various aspects. The faculty should also provide the support, create awareness to the personnel in the faculty, and arrange teaching that integrates with activities in order to develop the Emotional Quotient of SDU students.

#### 3. A Guideline to Improve the Emotional Quotient (EQ) for the SDU student.

From the study of the quantitative and qualitative data, which were summarized as a Guideline to Improve the Emotional Quotient (EQ) for the SDU student.

were in accordance with the research of Chulwanich & Rittikulsithichai (2013) that studied the EQ of Bachelor's Degree students in the Faculty of Liberal Arts, Rajamangala University of Technology Phra Nakhon. It



**Figure 2.** A Guideline to Improve the Emotional Quotient (EQ) for the SDU student

## Discussion

The study of the guideline in developing the Emotional Quotient of SDU students can be discussed as follows:

### The Emotional Quotient Level of SDU students

The SDU students had an overall EQ in the normal criterion level. When considered by aspects, it was found that all 3 characteristics (goodness, proficiency, and happiness) were in the normal criteria level. Goodness came first, followed by proficiency and happiness, which

is observed that overall the SDU students have the ability to adapt themselves to society and live in society happily; ability to recognize, understand, and express their emotions appropriately because the university students might have a similar social basis; and ability to develop self-care skills and have the social skills from living with other people through the working process, which were the activities that created the awareness of oneself and others, including developing relationships with other people. Therefore, most students had an

Emotional Quotient in the normal criteria. It could be stated that students with good overall scores in Emotional Quotient and each aspect (goodness, proficiency, and happiness) can adapt themselves in their daily routines according to the roles of being university students and can improve their adaptability. (Moopayak, Udomphantharak, Kanyapattanaporn, Sangchan, & Kaesornsamut, 2015).

#### **The comparison between the personal status and the Emotional Quotient level of SDU students**

- The overall EQ of male and female students was different with a statistical significance level of .05. When considered by aspects, it was found that the EQ in the aspect of goodness (responsibility) and happiness (peaceful mind) in students were different with a statistical significance level of .05. The EQ in the aspect of proficiency was not different, which was in accordance with the study results of Aim-ot, Pruksasithorn & Chaiyen (2013), which stated that different genders will have different Emotional Quotient levels. In the goodness aspect, SDU female students have more emotional control and self-need control, compassion, being supportive, generous, and responsibility than SDU male student. It is noted that female students often pay more attention and have more responsibilities, which can affect the differences in Emotional Quotient.

- The overall EQ of SDU students in the different faculties was different with a statistical significance level of .05. When considered by aspects, it was found that the Emotional Quotient in the aspect of goodness (sympathy and responsibility), proficiency (motivation), and happiness (satisfaction in life and peaceful mind) were different with a statistical significance level of .05, which was in accordance with the results of Choothong (2017) that studied the Emotional Quotient of students in the Bachelor's Degree who studied in the subject of Science in Daily Life, Lampang Rajabhat University. The study found that students who studied in the different faculties had different scores in the overall EQ. As can be seen in SDU, where each faculty managed the teaching styles in its own way under the policy framework of the university. Therefore, the teaching style might be different. Some faculties emphasize the practical more than the experiential. These differences affect the differences in the EQ of SDU students in each faculty.

- The overall EQ of SDU students in the different curriculums was different with a statistical significance level of .05. When considered by aspects, it was found that the EQ level in all aspects (goodness, proficiency, and happiness) were different with a statistical significance

level of .05, which was in accordance with the study of Charoenwutwittaya (2009), which found that students in the Eastern College of Technology (E. Tech) of different fields of study and class levels had different EQ with a statistical significance in the elements of goodness, proficiency, and happiness. The study of Bunyong (2016) also compared the EQ according to the field of study and found that students in different fields of study had different EQ. However, it can be seen that each curriculum of SDU had different subjects and different teaching styles, depending on the objectives of the subject. The SDU students in each faculty and each curriculum were trained in different styles. Therefore, the development of EQ for students in each curriculum was also different.

- The overall Emotional Quotient of SDU students with different family status was not different. When considered by aspects, it was found that the EQ level in all aspects were not different. That is, different family status, such as intact families or non-intact families or death of parent, did not affect the EQ level of SDU students in the aspects of goodness, proficiency, and happiness, which was in accordance with the research of Juntaprom (2003) and Rerkluenrit et al. (2014) who found that the marital status of parents did not relate to EQ. No matter what the family status of SDU students is, if the family is united, have a warm upbringing, understanding self-need, able to express oneself appropriately, ability to control self-need, does not create trouble to other people, having discipline and ethics, the university students will surely become people with appropriate Emotional Quotient.

- The overall EQ of SDU students with different Grade Point Average (GPA) was different with a statistical significance level of .05. When considered by aspects, it was found that the EQ level in the aspects of goodness in terms of self-control and responsibility; the aspects of proficiency in terms of motivation; and the aspect of proficiency in terms of decision making and problem solving were different with a statistical significance level of .05, which was in accordance with Thong-Oon, Panyindee, and Srichonpu (2015) and Panjiang (2013) specified that the university students with different Grade Point Average had different level of Emotional Quotient. The students with good school record level often had higher Emotional Quotient. In this research, it was found that the overall EQ of the students with a Grade Point Average lower than 2.00 had an EQ level that was different from the students with a Grade Point Average of 2.01-2.50, 2.51-3.00, 3.01-3.50, and



3.51 and above. Hence, SDU students with a Grade Point Average lower than 2.00, which is considered to be at risk of non-graduation, had lower EQ than students with higher Grade Point Average. The students with high school record often have good behaviors, good moods, are able to control themselves, are motivated, able to think and solve problems, have responsibility and decision making and problem solving. same

### **The relationship between the Emotional Quotient level and the learning achievement of SDU students**

The analysis of the relationship between the EQ level and the learning achievement of SDU students by using Pearson's Correlation found that the overall EQ had a positive relationship with the learning achievement of students in a moderate level with a statistical significance level of .05, because SDU students are persuaded to engage in the "active learning methods" to develop various ways of learning styles, which allows for practicum in real-life situations as well as learning theory. So the result of the EQ in the aspect of the happiness is not mentioned in the SDU students' idea. According to the study of Bannoen and Sansoen (2008), which found that the learning achievement had a positive relationship in a moderate level with the EQ as a whole and in each aspect. Also, the research of Sriputtan (2004) stated that the Cumulative Grade Point Average of the university students was related with all aspects of EQ.

That is, when the EQ of the university students is higher, the school grade record will be higher. It can be seen from this research that the EQ in the aspect of goodness in terms of self-control and responsibility had a positive relationship at a relatively high level with the learning achievement of the SDU students. However, if university students can control themselves, their feelings, and their emotions, concentration will occur. Detkong (2004) stated that the EQ allowed the learners to have the concentration in learning, which can affect the learning achievement. The learners will love to seek knowledge, be able to adjust their own emotions appropriately, and will be successful in their work. Goleman (1998) stated that the EQ allowed the individuals to be successful in their work and it resulted from the Emotional Quotient.

### **Guideline in developing the Emotional Quotient of the SDU students**

- At the University Level: The University should determine the policy and clear guidelines in developing the EQ of the students or determine a central department

to take the responsibility, emphasizing the EQ development of the students in many aspects through activities of a concrete central project of the university together with the teaching in each semester continuously. The responsibilities are not solely assigned to any teacher or individual, or any department who must be responsible for the development.

- At the Faculty Level: The faculty should promote and create awareness for the personnel in the faculties and arrange a strong advisory system for close supervision, allowing the university students to be able to reach the teachers conveniently and fast, and to be able to discuss and receive advice from the teachers at all times. Also, there should be a student service system through multiple channels via website or social media or Facebook. However, each curriculum should arrange the teaching process or training that integrates the activities to promote, develop, and monitor the EQ of the university students in each class level and each curriculum periodically, not only supporting the activities that can enhance the skills in university life for freshman students only. Teachers must be able to design the activities to create the atmosphere, use the learning resources and materials appropriately, and take the learners and the learning factors of the university students into consideration (Office of the Higher Education Commission, 2018). In the present teaching methods, the university places an importance on developing the potential in various aspects of the university students, emphasizing learner-centered teaching method, which emphasizes the students to seek knowledge and develop the knowledge by themselves, including training and actual practice (Office of the National Education Commission, 2002) and making the most use of the learning experience and potential to understand oneself and other people. The thinking process and learning process of the learners are developed through the teaching method that gives the learners more knowledge and higher Emotional Quotient.

- At the department level 3 main aspects are ; 1) Input, 2) Process and 3) output, and then classified into 2 categories; such as 1. Inside classroom context has 7 sub-categories, such as 1.1 the development of the integrated curriculum to promote the emotional quotient, 1.2 the integrated in learning management in all subjects, 1.3 Using the Activity Based Learning, 1.4 Using the Active Learning Method, 1.5 Using the Professional Learning Community Methods or (PLC), and 1.6. Using the Co-operative Learning Methods. For category

2. Outside, the classroom context (Extra activity) are also running together with the inside classroom context, such as 2.1 Using the Extra Activity to develop the student's Emotional Quotient, 2.2 Using the Brain Based Learning or BBL to promote the student's Emotional Quotient and 2.3 Using the group activity to engage the student to be a good, proficient and happy person. From the result, it is relevant to the concept of the Department of Thailand Education (2002) that "the main purpose of education is to develop the human to be physically fit, engage the mind and brain with morals and ethics and to live happily together with all people".

### Suggestions

Based on the research results of Guidelines to Improve the Emotional Quotient (EQ) for SDU students, suggestions are provided as follows:

#### Suggestions for research implementation

- The research results can be used by the management of the faculty to develop the teaching process and arrange activities in order to develop the university students to have a higher Emotional Quotient level, including arranging an environment that contributes to learning with various instructional media for the learners to develop Emotional Quotient in all aspects.

- Hence, the university should develop and monitor the Emotional Quotient of the university students in each year and each field of study periodically; arrange an advisory system in order to provide advice and handle the emotional conditions of the university students individually; persuade new points of view with a better attitude, and emphasize promoting the activities inside the university and joint activities between universities in order for the university students to develop adaptability, self-control, altruism, and sympathy. These fundamental abilities are necessary to be implanted for the prosperity of society.

#### Suggestions for the future research

- In future research, the Emotional Quotient level of the university students in each class level should be studied in order to arrange activities that can develop the Emotional Quotient of the university students in each class level. Also, there should be a study to compare the relationship between the Emotional Quotient and other additional aspects, such as virtue, ethics, recognition, leadership, and stress, in order to solve the problem of the learning system, teaching, and other relevant factors that affect the students to have lower school record, including the development in the style of the Emotional

Quotient development and the Emotional Quotient management of the university students in each institute of higher education.

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