

EMOTIONAL INTELLIGENCE AMONG CUSTOMS OFFICERS IN THAILAND

A MASTER'S PROJECT

BY

PARIYABHAT ARIYAPONGKOSON



Presented in Partial Fulfillment of the Requirements for the
Master of Arts Degree in Business English for International Communication
at Srinakharinwirot University

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AN ABSTRACT

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Pariyabhat Ariyapongkason. (2015). *Emotional Intelligence among Customs Officers in Thailand*. Master's Project, M.A. (Business English for International Communication). Bangkok: Graduate School, Srinakharinwirot University.
Project Advisor: Asst. Prof. Dr. Usaporn Sucaromana.

This study aimed to investigate the levels of emotional intelligence (EI) among the Thai customs officers and to compare the EI levels of these customs officers differentiated on the basis of gender and work tenure. The instrument employed in this research was a questionnaire comprised of 45 items of questions that can be categorized into two EI competencies: (a) personal competence, and (b) social competence. The questionnaire used in this research was adapted from Goleman's theory (1998). The population in this research was customs officers who work in the headquarters of the Customs Department. The samples were 184 customs officers who work in the headquarters of the Customs Department. The results were calculated in terms of frequencies, percentages, mean scores, and standard deviations. The t-test was also done to evaluate the differences in EI based on differences in gender and work tenure at customs administration service.

The results revealed that the customs officers had high levels of EI and scored high in all two competencies. In addition, the comparison of EI levels among the customs officers who work in the headquarters of the Customs Department based on gender and years in customs administration service were found significantly different. Based on this study results, the significant differences were the average score of the EI levels of male officers was found higher than female officers. In addition, it was found that the officers who had worked in the Customs Department less than 5 years had a higher EI level than those officers who had worked in the Customs Department for 5 years and more.

ความฉลาดทางอารมณ์ของเจ้าหน้าที่บุคลากรในประเทศไทย



เสนอต่อบัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ เพื่อเป็นส่วนหนึ่งของการศึกษาตาม
หลักสูตรปริญญาศิลปศาสตรมหาบัณฑิต สาขาวิชาภาษาอังกฤษธุรกิจเพื่อการสื่อสารนานาชาติ

สิงหาคม 2015

ปริยาภัสร์ อริยพงษ์โกศล. (2558). ความฉลาดทางอารมณ์ของเจ้าหน้าที่บุคลากรในประเทศไทย.

สารนิพนธ์ ศศ.ม. (ภาษาอังกฤษธุรกิจเพื่อการสื่อสารนานาชาติ). กรุงเทพฯ: บัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ. อาจารย์ที่ปรึกษาสารนิพนธ์: ผู้ช่วยศาสตราจารย์ ดร. อูสาห์ภรณ์ สุขารมณ.

การวิจัยนี้มีวัตถุประสงค์เพื่อศึกษาระดับความฉลาดทางอารมณ์ของเจ้าหน้าที่บุคลากรไทย และเปรียบเทียบระดับความฉลาดทางอารมณ์ของเจ้าหน้าที่บุคลากรเหล่านี้ โดยจำแนกความแตกต่าง ออกเป็นด้านเพศ และระยะเวลาในการทำงาน เครื่องมือที่ใช้ในการวิจัยคือ แบบสอบถามซึ่ง ประกอบด้วย ข้อคำถาม 45 คำถาม ซึ่งแบ่งตามองค์ประกอบของความฉลาดทางอารมณ์เป็น 2 ด้าน คือ 1) สมรรถนะส่วนบุคคล และ 2) สมรรถนะทางสังคม แบบสอบถามที่ใช้ในการวิจัยครั้งนี้ อ้างอิงตาม ทฤษฎีของโกลแมน ประชากรในการวิจัย คือ เจ้าหน้าที่บุคลากรที่ทำงานสังกัดส่วนกลางของกรม บุคลากร และกลุ่มตัวอย่าง คือเจ้าหน้าที่บุคลากรที่ทำงานสังกัดส่วนกลางของกรมบุคลากร จำนวน 184 คน การประมวลผลของการวิจัยในครั้งนี้ ใช้สถิติ ค่าร้อยละ ค่าเฉลี่ย ค่าความเบี่ยงเบนมาตรฐาน และการทดสอบค่าที (t-test) เพื่อประเมินผลความแตกต่างของระดับความฉลาดทางอารมณ์ จำแนกตาม เพศและระยะเวลาการทำงานในกรมบุคลากร

ผลของการวิจัยพบว่า เจ้าหน้าที่บุคลากรมีระดับความฉลาดทางอารมณ์อยู่ในเกณฑ์สูง และ คะแนนสมรรถนะทั้ง 2 ด้านอยู่ในเกณฑ์ระดับสูง ส่วนผลการศึกษาเปรียบเทียบระดับความฉลาดทาง อารมณ์ของเจ้าหน้าที่บุคลากรที่ทำงานสังกัดส่วนกลางของกรมบุคลากร จำแนกตามเพศและระยะเวลา การทำงานในกรมบุคลากร พบว่า มีความแตกต่างอย่างมีนัยสำคัญ โดยคะแนนเฉลี่ยระดับความฉลาด ทางอารมณ์ของเพศชายสูงกว่าเพศหญิง และเจ้าหน้าที่ที่ทำงานในกรมบุคลากรน้อยกว่า 5 ปีมีระดับ ความฉลาดทางอารมณ์สูงกว่าเจ้าหน้าที่ที่ทำงานในกรมบุคลากรมากกว่า 5 ปีขึ้นไป

The Master's project

titled

“Emotional Intelligence among Customs Officers in Thailand”

By

Pariyabhat Ariyapongkason

has been approved by the Graduate School as partial fulfillment of the requirement for the
Master of Arts degree in Business English for International Communication

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ACKNOWLEDGEMENTS

I would never have been able to finish my Master project without the guidance of my respected advisor and committee members, help from friends, and support from my family. I would like to express my deepest gratitude to my Master's project advisor, Asst. Prof. Dr. Usaporn Sucaromana, for her valuable guidance, caring, patience, and enthusiasm. Without her kind assistance and strong support, this research project would not have been achieved.

I would like to extend my deepest appreciation to Dr. Kanu Priya Mohan and Ms. Panadda Pratoomrat, the project committees, for their valuable advices, recommendations and generosity. My sincere thank is also given to all teachers and university staff from the Faculty of Humanities and the Graduate School for their helps during my study.

I deeply wish to pay the highest tribute to my parents, younger brother, sister-in-law, classmates, friends, and colleagues at the Customs Department and the WCO ROCB A/P for their inspiration, love, patience, unwavering support, encouragement and strength, especially to my father who had always been there for me whenever I was in need of his guidance from distance. To them I dedicate this study.

Pariyabhat Ariyapongkason

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CHAPTER ONE

INTRODUCTION

Background of the Study

In economic environment, global trade has been increasing, particularly in developing countries. Numbers of business transactions and new models of logistics and supply chains will then have also been increasing accordingly. In 2014 the Customs Department collects about three times of customs revenues higher than other previous 5 years, (Customs Standard Procedure and Valuation Bureau, 2015). However, in relation to a current critical situation in the Customs Department, high concerns of approximately two hundreds customs government officers' retirement per each year (Human Resource Management Bureau Annual Report, 2015) have been increased. Within next ten years, approximately 2,000 customs officers will be retired. Among them, 52.26% are the customs government officers who are in charge of the core technical fields that are likely to affect the workers' structure in the Thai Customs organization (Human Resource Management Bureau Annual Report, 2015). Regarding such loss of critical knowledge and shortage of skilled customs officers, without a new recruitment strategy, the staff in the Customs Department may probably encounter more workloads. Therefore, that critical situation has real emotional impacts on the officers. To help enhance the officers' competencies in both cognitive and emotional abilities at workplace is crucial for them to obtain favorable outcomes of achievement.

Recently, more Customs officers have been recruited during the past 10 years until now. However, there are still several critical concerns about the loss of knowledge

and experience in customs fields, shortage of skilled-customs officers, and loss of time and increase of costs for knowledge delivery among the customs officers in different ranks of age. In accordance with the scarce skilled resources, but in the mean time, there are the increase of trade facilitation, improvement of revenue collection, and social protection tasks, customs officers are obliged to undertake duties under the time constraint and unavoidable stress in order to provide simplified, harmonized and seamless procedures to allow goods to move along the supply chain more easily and rapidly. Otherwise, unnecessary delays or slowing trade flows due to the complexities of customs procedures and new trades models, officers' mistakes and their lack of knowledge and skills, can definitely cause additional unnecessary costs or deficit to business that are often passed on to customers. To process more complex, speedy and risky transactions of goods clearance, more quantities of transactions-related documentation, more trainings on customs-related knowledge and skills, and more other relevant administrative work management, Emotional Intelligence (EI) at occupational environment for the individual customs officers are important. Officers with EI have the potential to manage and improve their capabilities and effectiveness in the "workplace" in order to accomplish common goals (Goleman, 1998). Less effective daily tasks which may lead conflicts and weaken relationships among customs colleagues and business operators can be avoided. Then, it may cause the officers' less stress and less health problems. Under above-mentioned demands and pressures, but to effectively and efficiently serve its organization to achieve its goals and to help optimize benefits to businesses in the country, the well management of its human resources' potentials in EI is important and should be prioritized.

The acquisition of being proficient in career-related knowledge skills and social and emotional abilities for customs officers is necessary in order to achieve maximum efficiency of the work performance with more tangible outcome, but lower problems. As mentioned by Goleman (1998), the EI competency is a learnt capability that can result in “outstanding performance” which translated into on-the-job-capabilities. Quality well-trained officers with capability of emotional ability can be even more excellent in handling more complex tasks more effectively, precisely and in timely manner to serve the speedy and more sophisticated trading. At the same time, they can also reduce risks and easily overcome any obstacles when having necessary working skills and EI competency. Bar-On (1997) states that the EI is claimed to influence the ability of persons to succeed in coping with demands and pressures at workplace. Meanwhile, scarce potential customs officers in EI can undergo trouble when conducting daily task and may cause an impact on bringing down the volume of national revenue collection and adding irrelevant costs to business sectors.

Regarding the EI at workplace, many scholars have mentioned about its usefulness in many aspects particularly in job performance, career assessment, training, satisfaction and its’ individual’s utilization at workplace. Goleman (1998) has mentioned that EI may be four times more important than cognitive abilities in explaining different levels of performance when job complexity is increased. Not only a high Intelligence Quotient (IQ) can guarantee their work success (Dejkong, 2002, Bar-on, 2000), however, EI can help smoother collaboration and communication between customs-to-customs and customs-to-public. Lack of emotional control ability and human relationship may sometimes cause failure to their works, which often easily causes stress, conflicts and then violence (Pannitamai, 2002). In such depression situation, even when working

simple tasks, but officers can become incapable and dull. So, it definitely creates an unpleasant work environment and gives vague output. As a result, working on cultivating the emotional strengths is crucial for the Customs officers to be able to confront certain difficulties and conduct work in a more professional manner (Lynn, 2004). Therefore, the customs officers' EI competency is necessary to be prioritized and strengthen together with other competencies development, in order to avoid serious mistakes when working under the hard and rush situation, so that they can happily serve the needs and expectations of their own organization, business sectors, and community in general.

For the officers who are in charge of the administrative works at the Customs Department headquarters where these research questionnaires are conducted, those officers may encounter more quantities of variety of works to provide more support on documentation and technical knowledge to the frontline officers, to give sufficient on-the-job and in-house trainings to new recruit officers, and to serve other relevant works to the organization and community. As their roles and responsibilities are working at office supporting in technical fields related to customs such as valuation, procedure, tax incentives, and law, and other important strategic and administrative works such as international affairs, information technology, and human resources; so that, in order to cooperating and communicating well when dealing with various business persons, other government agencies outside the Customs and among their customs colleagues, having the EI competencies are important to handle good relationships in order to enhance developing effectiveness of individuals and groups which then impacts their own personal and organizational commitment to accomplish common goals.

In consequence to this proposed study, it has been decided to measure levels of EI among customs officers in the Customs Department headquarters by deploying Goleman

(1998) theory in the questionnaires. The study's results may conceivably be as a foundation to support their organization's development in several aspects such as career assessment, personal selection and replacement, job performance, training, satisfaction, and the individual's utilization of EI. Especially, this important information can be provided for the EI improvement for the individually customs officers who take the roles as trade facilitator, revenue collector and social protector to facilitate the legitimate trades. It is important for them to build strong relationships and to enhance happy work environment. In addition, this study's result can be applied in designing and determining the qualifications' criteria of the new recruitment and work performance efficiency development process which pay more attention to the EI competencies' necessity for working as the customs officers. However, in connection to this, for the customs officers' own benefits, they can deliver even more professional serving to the customs-to-customs and customs-to-public in today's most recent trend of global trades and supply chains. Then, the customs officers can simply be ensured achieving greater productivity and higher quality for better work life from managing the emotional environment in their workplaces, so that they can have more satisfaction, willingness and motivation. All in all, it yields greater benefits of their own individuals' work and personal lives, fame and excellence organization, and the country's international trading as a whole.

Statement of the Problem

There are numerous studies that investigate the levels of EI among working people in Bangkok, Thailand, but still there are limited studies in the area of job performance among customs officers. However, the current situation in the Customs

Department with high rate retirement of skilled and experienced customs government officers from the core customs technical fields may affect more workloads, demands and pressures. So, that EI may be crucial to coping with those effects. This is a specific study to investigate EI levels among the customs officers by deploying the theoretical Goleman's framework, which emphasized on personal and social competencies development for both individual and group as officers working together at workplace in order to optimize their work performance and maintain good relationship. In addition, there are also limited studies that identified if there are any significant differences in the EI levels of the Customs officers differentiated on the basis of gender and work tenure.

Purposes of the Study

This study aims

- 1) to investigate the levels of Emotional Intelligence (EI) of the customs officers who work at the Customs Department headquarters in Thailand, and
- 2) to compare the EI levels of these customs officers differentiated on the basis of gender and work tenure.

Research Questions

This study seeks to answer the following research questions:

- 1) What are the levels of EI among customs officers who work at the Customs Department headquarters in Thailand?

2) Are there any significant differences in the EI of these customs officers differentiated on the basis of gender and work tenure?

Significance of the Study

The study result can provide the Thai Customs Department (TCD) useful information in general. Based on the result, the TCD can utilize it into several aspects such as officers' career assessment, personal selection and replacement, job performance, training, their satisfaction, and the individual's utilization of EI. The qualifications' criteria when recruiting new officers may be designed to pay more attention to the necessary EI competencies required for working as the customs officers. The organization can also assess the customs officers' EI levels so that they can set the plan of specific training programs based on individual's EI. In addition, by using the provided information, the TCD can manage a proper treatment to the officers' reshuffle or placement, and a new set of strategic plans for future improvement of their officers' competencies, aligning with the organization's objectives, priorities and needs of its officers and a whole organization.

For the individual customs officers, this study results can allow them to recognize where they need the improvement for their own benefits and outstanding performance, which definitely give values to the organization in return. As government officers recruited into the Customs Department, they are expected to have various necessary works, emotional and social skills such as leadership, teamwork skills, high responsibility, understanding other colleagues, adjustment or adaptation in any situation, and being proactive and ready to learn and improve. With such abilities based on the EI,

then, the pressures and daily task conflicts may be decreased. The officers may have better success in communicating their ideas, collaborating smoother work, and lead or be in an effective teamwork. In consequences, the customs officers may better understand the goals of their own organization, the role that they play, then perform their professional duties to serve the current complex and speedy trades for greater efficiency and effectiveness, thereby, meeting their own personal and organizational goals.

Scope of the Study

This study investigated the levels of EI and compares its levels among customs government officers who work at the Customs Department headquarters in Thailand. The research questionnaire was adapted from the study of Sarinnapakorn (2012) and developed in accordance with Goleman's theory will be deployed. A total of 200 questionnaires were distributed.

Definition of Terms

The following key terms of the study are defined as:

The Customs Department is a government organization under the jurisdiction of the Ministry of Finance. Its current headquarters is situated at Klongtoey district, Bangkok, Thailand. Its major roles are collecting national revenue from imports and exports, preventing and suppressing illegal activities against Customs Act, Customs Decree, and other relevant laws as well as providing customs-related tax policies to the

Ministry of Finance and promoting national production and exports while enhancing social protection to the nation.

Customs Officer is an individual who performs official functions in the Customs Department in order to serve its functions in particular area such as human resource, accountancy, finance, law, customs formalities and procedures, valuation system, tariff nomenclature, tax incentive, enforcement, international affairs, administration, and technology.

Emotional Intelligence or EI is the mind's abilities of a person to recognize mindfulness and understand clear perceptions. Whenever dealing with various matters and coping with problems, persons with EI have ability to manage their own emotions, needs, thoughts, and imaginations.

Personal Competence can be referred to the ability of how people can manage themselves. This competence encompasses an individual's capacity to manage him or herself by having self-awareness, self-regulation, and self-motivation.

Social Competence is the ability of how people handle relationships by having empathy and social skills.

CHAPTER TWO

LITERATURE REVIEW

In this chapter, the information about the Customs Department will be introduced first. At the second part, the concepts of Emotional Intelligence (EI) will be reviewed to explain three core theories of EI that of Salovey and Mayer (1997), Goleman (1998), and Department of Mental Health, Ministry of Public Health, Thailand (2000). Then, the information about EI in the workplace and in the Customs Department will be described before the conclusion. In the last part of the chapter, related studies will be given.

The Customs Department, Thailand

The Customs Department (TCD) comes under the jurisdiction of the Ministry of Finance (MOF). Its major roles are collecting national revenue from imports and exports, preventing and suppressing illegal activities against Customs Act, Customs Decree, and other relevant laws as well as providing customs-related tax policies to the MOF and promoting national production and exports while enhancing social protection to the nation and the Thai people (Customs Annual Report, 2014).

Its organization arrangement consists of six thousands and eight (6,008) staff in total (Human Resource Management Bureau, 2015). The Director-General (DG) heads the TCD with the support of three Principal Advisors on Customs Control Development, Duty Collection Management and Development, and Development of Customs Incentive System. The DG is also assisted by four Deputy Director-Generals (DDGs). The TCD

has permanent representation in Brussels, Hong Kong and Guangzhou, PRC. In the meantime, there are four major function areas of responsibilities as listed below:

Table 1

Four Major Functions in the Customs Department

Strategy	Administration	Tax Incentive	Suppression
Planning and International Affairs Bureau	Legal Affairs Bureau	Customs Tariff Bureau	Investigation and Suppression Bureau
Information and Communication Technology Bureau	Human Resource Management Bureau	Customs Standard Procedures and Valuation Bureau	Post-Clearance Audit Bureau
Suvarnabhumi Airport Cargo clearance Customs Bureau	Central Administration Bureau	Tax Incentives Bureau	Regional Customs Bureau I
Suvarnabhumi Airport Passenger Control Customs Bureau	Bangkok Customs Bureau	Bangkok Port Customs Bureau	Regional Customs Bureau II
	Ladkrabang Cargo Control Customs Bureau	Lamchabang Port Customs Bureau	Regional Customs Bureau III
			Regional Customs Bureau IV

Table 2

Staff of the Customs Department (Currently employed)

Types of Staff	Number of Staff	Males	Females
Government Officials	4,300	2,266	2,034
Permanent Employed Staff	300	286	14
Temporary Employed Staff	794	224	570
Government Employed Staff	614	225	389
Total	6,008	3,001	3,007

Source: Human Resource Management Bureau, as of 16 June 2015

Customs officers collect the Customs revenue which contains import/export taxes and duties as well as other fees. They are the Customs duties under the Customs Act, excise tax for the Excise Department, value added tax (VAT) for the Revenue Department and municipal tax for the Interior Ministry, and other fees.

In the Customs Department headquarters where the research questionnaires were conducted, the customs officers' essential responsibilities are providing support on both administrative works and customs technical areas. As mentioned before, a two hundred of customs government officers each year will be retired. They are in charge of the core customs technical fields as their positions are the customs technical officers. Their works are mainly such as Customs Tariff Nomenclature, where the officers work on adopting and incorporating the HS, the legal text of the Customs Tariff Decree, and implementing its obligations under the HS Convention; Customs Valuation, where Thai Customs implemented the WTO GATT Valuation Agreement and providing a fair system for

related parties in determining the value of goods; Customs Standard Procedure, where they work on implementing the international standards and regulations to facilitate legitimate trades; and Customs Enforcement, where the officers work on national legislation conferring upon customs a wide range of investigatory powers in connection with custom offences. In addition, the Customs Incentives Schemes is where the officers working on administering various customs-related incentive schemes to facilitate trading community and reviewing the schemes to meet the needs of traders. The officers in International Affairs unit are also considered as one of the Thai Customs' priority in ongoing participation in bilateral, regional and international fora to promote both national and international interests. Lastly, the officers who work at the Information Technology have their important supports to maintain all of the systems in the organization such as revenue statistics, profiling data system and demographic of human resource. In consequences of these high technical skills, the officers may encounter difficulties to manage emotions which are delicate and sensitive. In addition, building their own motivation when having obscures and understanding others' feelings and needs may not be easy.

Its brief performance achievements under the latest work plan for fiscal year 2014 (B.E. 2557) are a) redesigning of the customs system to meet the world-class standard such as the study on tax structure for facilitating the continuous flow of production in ASEAN, b) developing customs schemes to enhance national competitiveness such as the developing and improving the customs service and regulations to reduce trade barriers by coordinating with private sectors, c) enhancing the customs control performance to meet the international standards such as establishing the common database system of prohibited and Restricted goods as well as the Harmonized System 2012, and d)

managing tax collection system, taking into account the good governance such as the establishment of database system and development for transparency in trade, developing the customs system for transaction in e-commerce, and development of infrastructure and instrument to support the connection of border and regional trade.

Concepts of Emotional Intelligence (EI)

The term of Emotional Intelligence (EI) has been defined by Goleman (1995) as the ability to recognize which feelings are appropriate in which situations and communicate those feelings effectively. He also mentions that the learned ability which based on EI can result outstanding performance. In 1998, Goleman defines the EI as the ability of a person who is able to recognize their own and others' feelings, and able to manage them for the highest potential of motivation and relationship. He determines the person's potential for learning the practical skills that are based on its five elements: self-awareness, motivation, self-regulation, empathy, and adeptness in relationships.

Similarly, in 1997, Salovey and Mayer describes the EI as the ability to be aware of emotions, feelings, and thoughts of one's own and other's; and regulate it in order to promote emotional and intellectual growth. In addition, Salovey and Mayer has also mentioned that the EI is the subset of social intelligence that involves the ability to identify, to monitor those feelings and emotions and to use this information to guide one's thinking, proper behaviors and good relationship with others in work and personal lives.

In addition, the department of Mental Health, Ministry of Public Health, Thailand (2000) also states about the EI's ability of a person who are able to live a happy and creativity life with other people. Virtue, Competence, and Happiness are the three

elements factors which provide a person's ability of controlling their own emotions and needs, knowing what type of personality they have, and being satisfied themselves and seeing their own value.

Regarding the term of EI at workplace, Goleman (1995) has explained that the EI has a more critical role than the IQ, which can develop both of the employees' technical skills and IQ. In occupational environment with more complexity of job, EI also is referred to as a four-time more important ability than intellectual one in explaining different levels of performance (Goleman 1998). In other words, according to Zeidner, Matthews, and Roberts (2004), the EI's role in workplace can affect work behaviors much more than the IQ such as employee commitment, teamwork, talent development, innovation, quality of service, and customer or entrepreneur loyalty. In addition, having benefited for the recruitment process at workplace, the EI tests are using in and to evaluate work performance and promotion of personnel (Sarinnapakorn, 2012), so that the organization can find good candidates, review applicant documents, and screen potential employees (Heathfield, n.d.).

To summarize, EI in this study is conceptualized as a person's ability of recognizing and understanding well and clearly of their own and other's emotions, and thoughts. Therefore, whenever dealing with various complex matters and coping with difficult problems, officers with higher EI have ability to manage or regulate their own emotions, needs, and thoughts very well in order to smoothly communicate and react with other colleagues and entrepreneurs appropriately for the successful collaboration and business. In addition, officers with higher EI levels are eagerly completing their daily assignments with their own motivation and coping with daily stress and conflicts appropriately. Those customs officers with higher EI may have no difficulty when

working under different roles when rotating or making personnel reshuffle into different units, where often happen in the Customs Department. In addition, under hierarchical environments which there are many ranks of superior officers or commanders and subordinates to coordinate with, those officers with higher EI may adjust themselves and suitably interact better when working to meet the requests. In this regard, Goleman's EI theory which consists of those necessary elements is employed in this study

Theories of Emotional Intelligence

Salovey and Mayer's Emotional Intelligence Theory

Salovey and Mayer (1990) is the first theorist who provided the definition of EQ (Emotional Quotient). It is defined that EI is the ability of a person who are able to recognize and monitor their own and others' feelings, moods and temperatures, so that they are able to solve problems, regulate behaviors and guide their own thoughts and actions in a proper manner.

In this framework of EI, there are four abilities which could be measured.

Perceiving emotions is the ability of a person who is able to realize his or her true emotions in any situations. In another word, it is the knowing of one's emotion or self-awareness as in the Goleman's framework. People who are more accurate at appraising and expressing emotions can more quickly perceive and respond to their own emotions and better express those emotions appropriately to others.

Using emotions refers to the ability of a person who can manage their own feelings which benefits to their behaviors to be expressed in proper manner in any situations. People can identify and solve problems adaptively. It is related more to internal experience. People with such skills may be more creative and flexible for any sorts of problems. They can integrate emotional considerations and choose the best way to solve problems.

Understanding emotions can be referred to a person who can have awareness or consciousness of their own feelings. Persons with these skills are open to positive and negative aspects of internal experience, are able to label them, and communicate them. Such awareness will often lead to effective regulation of their own and others' emotions.

Managing emotions refers to the ability of a person who can regulate or carry on the proper adjustment of their own and others' emotions. Regulation of emotion may lead to more adaptive and reinforcing mood states. EI of individuals should be enhanced and managed to meet particular goals and able to motivate others.

In summary, Salovey and Mayer (1990) emphasized EI as an aspect of social intelligence. They principally emphasized that the information from when a person can recognize their own emotions or feelings can be applied to guide their behavior in a proper manner.

Goleman's Emotional Intelligence Theory

Personal competence and social competence are the two core components of EI theorized by Goleman in 1998, which are able to be developed for individuals to enhance their highest potential. The two competences cover several areas for successful

achievement of individual's lives including personal goals, education, and profession which much connected directly to influencing at workplace.

Personal Competence is referred to the ability of how people can manage themselves. It includes an individual's capacity to manage him or herself by having self-awareness, self-regulation, and self-motivation.

Self-Awareness is considered as a first important element for a person who has the ability to recognize, and identify his or her own and others' feelings, thoughts, and needs. With unique environment in a government office as the Customs Department, by working under and above many ranks of commandants and subordinates in hierarchical positions, frequent changes of organizational structures, policies, and personnel reshuffle, self-awareness may be needed for customs officers to act and behave appropriately to those various styles of superior, junior officers and colleagues. Therefore, it is significant for the customs officers to work with other as parts of an effective team by having the self-awareness ability.

Self-Regulation refers the ability to control personal emotions and impulses. Under stress due to complex works, customs officers with high levels of EI can better regulate themselves to decrease stress, and to avoid angers, negative and quick-tempered feelings, and conflicts. Serious disputes can be raised when coordinating works among different government units if the officers don't have self-control. Officers with higher self-regulation shall have a trustworthiness, honesty and conscientiousness, especially for customs officers who take responsibilities as national revenue collectors and trade facilitators under the transparency and accountability, which can be monitored and audited.

Motivation is the capability of individuals who are able to motivate themselves to set high goals and take better ways to achieve them. A person with self-motivation is eager to have complex works completed, and to be able to cope with any hardship. With great efforts, a person with high motivation will not give up easily to accomplish the works and achieve the goals. Consequently, a person with the ability of self-motivation always initiates new ideas and always gets prepared to work in any circumstances.

Social Competence is the ability of how people handle relationships by having empathy and social skills.

Empathy refers to the ability of a person who is able to understand the feelings and needs of others even sometimes a person has difficulty of expressing their own needs and wants. However, it is necessary to determine or estimate others' feelings, needs, wants, views, interests, and anxieties especially in a workplace. In the Customs Department where all national and international traders have to deal with everyday, its officers are expected to be able to identify problems by truly understanding others' feelings, worries and needs. Then, they can also reflect others' needs properly and also help develop and promote others.

Social Skills is the last element of Goleman's Theory referring to the ability of a person who has a good communication and social skills which is important to support a good relationship and successful business. As the customs officers have to always deal with business sectors, different entrepreneurs and passengers every day, it is very important for those officers to effectively and successfully reach to the goals by having a good influence skills which they can persuade or convince others gently and effectively by guiding a correct direction and communicating precisely with reliable information. It means those officers shall also have good communication skills. Then, it also yields

satisfied results by having good negotiation, conflicts management and leadership skills to maintain and enhance good relationship.

In conclusion, Goleman emphasizes people's highest potential skills which are able to be enhanced based on higher EI levels. When people's own or others' feelings, thoughts and needs are recognized, the proper behaviors can be acted to suit each situation. Once the negative feelings or emotions are recognized, being able to regulate them can help avoiding conflicts. When people are able to motivate them and to empathy others, it means they are well prepared to effectively coordinate and effectively operate works and serve with satisfaction under any circumstances in order to accomplish the goals. Thus, a person with high EI level also has great social skills to enhance good communication, collaboration and relationships, then ease maximizing effective, efficient and outstanding work performance of their own and benefit their organization.

Department of Mental Health, Ministry of Public Health, Thailand's Emotional Intelligence Theory

The term of EI defined by the Department of Mental Health, Ministry of Public Health in Thailand is the ability of a person who is able to have a creative and happy life (2000). In a survey of EI levels conducted by the Department of Mental Health, a tool has been developed and applied to investigate among Thais. Three main emotional elements of Thais are categorized as follows.

Virtue is a person's ability of controlling their own emotions and needs. Others' feelings and needs shall also be considered first. The empathy, knowing how to give, receive, forgive and responsibility of others and society are also included in this aspect.

People with this ability know and are able to control their own emotion and want and express it appropriately. They can show empathy towards others. They care, understand and accept others. They know how to give and receive. Also, they know how to admit mistake and forgive.

Competence is regarded as the ability of a person who is able to know themselves what personality type, characteristic, and capacity they have. A person who has this EI capability is able to motivate themselves in any situations towards any matters, able to decide and cope with problems effectively, and have good relationships with others. Persons with this ability have the self-awareness and self-motivation. They know one's potential, give self-encouragement and support, and determine to reach the goal. They have decision making and problem solving abilities. In addition, they know how to build good relationship with other people, express conflicting opinion in a constructive way, and express their own emotions appropriately.

Happiness refers to the ability of a person to live a happy life. In other words, persons with this high EI element are able to be satisfied, proud, and confident and see their own value with what they have. Even encountering hardship that a person needs to have a strong drive to get greater achievement, they still have a positive perspective to maintain the balance of all personal life and professional career activities. A person with this ability can also be creative to find out the suitable ways of relaxing, reducing stress, enhancing happiness, and peace. They are proud of themselves. They have self-esteem and self-confidence. They are optimistic, have sense of humor, and happy with what they have. Moreover, people with this ability have peace in mind. They have activities that make themselves happy and know how to relax.

Emotional Intelligence in the Workplace

There are some studies which review conceptualizations and empirical evidence in support of emotional intelligence (EI) and its claimed role in the workplace. Recent researches have been studied towards understanding the usefulness of EI in the workplace which particular emphasizes on career assessment, personnel selection and placement, job performance, training, satisfaction, and the individual's utilization of EI in the "workplace".

Emotional Intelligence competency is a learnt capability that can result in outstanding performance (Goleman, 1998). It shows how much of that potential people have is translated into on-the-job capabilities. It is the ability to use feelings in order to interact smoothly with others and accomplish common goals (Goleman, 1998). Goleman (1998) also suggests that the EI may be four times more important than cognitive abilities in explaining different levels of performance when job complexity is increased. The fact is that EI can be learned and that people have the potential to improve on their current capabilities and on their effectiveness in the "workplace" (Goleman, 1998). The direct effect of EI in the workplace has been emphasized by Cooper (1997) that people with higher EI experience more career success, build stronger relationships, lead more effectively and enjoy better health than those with lower EQ. Goleman (1998) also explained that individuals with higher EI presumably success at communicating their ideas, goals, and intentions in interesting way, so that making others feel better at workplace. Salovey and Mayer (1997) indicated that social skills may be needed for teamwork. Cherniss (2001) described that organizational leaders with higher EI may affect the relationship in the supportive work setting which impacts upon group and

individuals' EI and organizational commitment. In addition, Bar-On (1997) supported the EI's usefulness for effective and smooth teamwork by knowing others' strengths and weaknesses; and the EI is claimed to influence the ability of persons to succeed in coping with demands and pressures at workplace.

EI involves many competencies that may be either personal or social (Biyatzis et al 1999). For many persons to work together to achieve common goals, it is crucial for individuals and groups to have certain emotional competencies. The persons must not be competent only as individuals or personal competence, but also be competent in certain collective or social competencies. Goleman (1998) indicates that since EI competencies can be learned, by putting forth some effort, persons can improve their EI competencies, thereby enhancing their ability to cope positively in the wide variety of work-related situations that they might encounter. Goleman et al's (2002) model is designed for application in organizational theory which operates under the assumption that it can be used to develop effectiveness of individuals at workplace. The Framework consists of two main competencies. They are personal and social competencies. Below set of these competencies contributes more to workplace achievement than technical skills (Poskey, 2013).

Personal Competence can determine how people manage themselves. It encompasses an individual's capacity to manage him or herself. As in Goleman theory, self-awareness, self-regulation, and self-expectation and motivation are also fundamental abilities for people's achievement at workplace. When people have the self-awareness, they know one's internal states, preferences, resources, and intuitions. Emotional awareness makes people recognize their own and others' emotions and their effects and impact on those around them. Once with realistic or more accurate self-assessment,

people can know one's strengths and limits. Then the self-confidence comes to ensure one's self-worth and capabilities.

The self-regulation helps people manage their own internal states, disruptive emotions, impulses and resources. People with this competency, they have the self-control, trustworthiness or transparency which helps maintain standards of honesty and integrity, conscientiousness to help take responsibility and accountability for personal performance, adaptability or flexibility in handling change, and innovativeness to be comfortable with openness to new ideas, approaches, and new information. The last competency is self-motivation. This can guide or facilitate accomplishing goals. People with these skills have the achievement drive which able to strive to improve or meet a standard of excellence they impose on themselves. They have commitment aligning with the goals of group or organization; they have initiative which is ready to act on opportunities without having to be told; and they have optimism and persistence in pursuing goals despite obstacles and setbacks.

Social Competence is the factor that can determine how people handle relationships. This relates to the social awareness which aware of others' feelings, needs, and concerns. There are several reasons why these competencies important in the workplace. Starting with the empathy, which is the sensing others' feelings and perspective, and taking an active interest in their concerns. People with this competence, are attentive to emotional cues and listen well, show sensitivity to understand others' perspectives, and able to perceive the needs and feelings of others and help them out. They have customer service orientation which able to anticipate, recognize, and meet customers' needs. They can sense what others need in order to develop and master their strengths. Developing others is another competence which people can sense what others

need in order to develop, and bolstering their abilities. They can acknowledge and appreciate others' strengths, accomplishments and development, offer useful feedback and identify people's needs for development, and mentor, give timely coaching, and offer assignments that challenge and grow a person's skills. Additionally, leveraging diversity or intercultural sensitivity is necessary to cultivate opportunities through diverse people at workplace. They can appreciate, enjoy and learn from the interaction with people of different cultures, customs, cults and languages. People with this competence can respect and relate well to people from varied backgrounds, understand diverse worldviews and are sensitive to group differences, see diversity and opportunity, creating an environment where diverse people can enjoy common life, and are aware of one's own prejudices and can challenge bias and intolerance.

Another important competency for the workplace success is social skills. It is considered as the proficiency at inducing desirable responses in others. People with this competency have skills of influencing, communication, leadership, change catalyst, conflict resolution, building bonds, collaboration and cooperation, and team capabilities. They have tactics and techniques for persuasion and desired results; send clear and convincing messages that are understood by others; inspire and guide groups of people; initiate and/or manage change in the workplace; negotiate and resolve disagreements with people; nurture instrumental relationships and work with coworkers and business partners toward share goals for business success; and create group synergy in pursuing collective goals.

Emotional Intelligence and the Customs Department

As customs officers have their roles and responsibilities for collecting national revenue, and facilitating much more rapid and complex trades, so that abilities to handle good relationships among customs-to-customs and customs-to-public and business are very crucial and should be promoted. As other government organizations, its strategic management plans may be implemented in a time frame and amongst many external economical demands which may not allow the Customs Department to make efficient and effective use of its resources. Many officers are individually excellent in their customs-related fields, but may fail to convey them to the organizational excellence. In the meantime, very often that several officers who have potential to contribute significantly to the organization, but few who actually do. In addition, recent years, the Customs Department put more budgets on investing in recruiting and training new officers, but there's no obvious indication of how much it effects on the individual and organizational effectiveness.

This study of emotional intelligence may help indicate little more beneficial information to their future organizational structure. For example, recruitment might not be based on only technical competencies alone, but may pay more attention on the other related EI competencies which necessary for working as the customs officers also. For fulfilling which roles of the officers play in the Customs, training should be determined based on the EI competencies and individual basis which can meet their development needs. More importantly, building collaborative and cooperative relationships within the Customs and within other related government agencies and business stakeholders should be emphasized. Due to proliferation of new complex models of trades and more

international standards the Customs needs to meet, thereby, human resources' readiness and willingness to change, opened communication, flexibility and well responsive to giving and receiving feedback may be means of helping the Customs Department to move forward. Consequently, technical knowledge cannot be replaced by the EI competencies alone, but that EI be together evaluated for the officers' potential which it has to contribute to more successful customs officers. Hence, by making appropriate use of this study, the commitment to meet its organizational and personal goals and which roles they play may be enhanced, thereby, producing greater tangible outcome for all customs officers and the Customs Department's efforts as a whole.

Conclusion

Among those three theories, the EI concept theorized by Goleman was chosen and deployed in this study's questionnaire because this theory specifically focuses on how to achieve success in professional career or at workplace and other various areas of life including the individual personal goals, and education. Boyatzis, (2006); Goleman, (1995, 2001, 2002) have explored that EI has been linked to numerous important organizational outcomes and is frequently studied as a correlate with performance. EI is an excellent correlate of job success (Sosik and Megarian, 1999). The strongest evidence for the utility of emotional intelligence for predicting on-the-job success comes from a study by Cavallo and Brienza (2002). This study assessed the leadership behavior of 358 leaders at Johnson and Johnson Corporation, at locations across the globe. It found that the best performers were those high in the emotional intelligence. However, for the other two theories, Salovey and Mayer and the Department of Mental Health, they only focus

on general circumstances in an individual's life. Therefore, the requirement for the customs officers' roles and responsibilities are very much relevant to the two core or five sub-competencies of Goleman theories. An officer who is able to achieve a high score on all five sub-competencies of Goleman's theory will be more likely to be an effective customs officer.

Related Studies

There are several studies of EI in the workplace in Western countries that have revealed that the EI levels can be affected to the development of the employee's work performance.

Bar-On (2000) investigates the scores among seventy-seven hundred administrations of the Emotional Quotient Inventory and has found that gender has no difference in overall EI levels. He has worked extensively on inventory for assessing relevant abilities employing broader definition and several dimensions of EI such as intrapersonal and interpersonal abilities, adaptability, and stress management abilities. But there are only some areas are found different such as empathy, interpersonal relationships, and social responsibility which women have higher than men.

Cavallo and Brienza (2002) study about the specific leadership competencies of EI level that distinguish high performers and average performers. Three hundred and fifty-eight managers from the Johnson & Johnson Consumer & Personal Care Group (JJC&PC Group) are randomly selected as participants for this study. A one hundred and eighty three question multi-rater survey is used to measure varieties of competencies. The results show that female managers are found to have higher score on many fields of

EI than males. For supervisors, females are rated higher in adaptability and service orientation, while peers rated females higher on emotional self-awareness, conscientiousness; developing others, service orientation, and communication. Direct reports score males higher in change catalyst.

Carmeli (2003) studies managerial skills in general and emotional intelligence in particular play a significant role in the success of senior managers in the workplace. This study empirically examines the extent to which senior managers with a high emotional intelligence employed in public sector organizations develop positive work attitudes, behavior and outcomes. The results indicate that emotional intelligence augments positive work attitudes, altruistic behavior and work outcomes, and moderates the effect of work-family conflict on career commitment but not the effect on job satisfaction.

Delaney and Murray (2004) study the importance of emotional intelligence to fisheries management. They study about what influencing people to utilize and impact on the fisheries resources to behave in a particular way. In addition, the study is also about utilizing the experiences of those people to inform and transform the fisheries management process, so that the goals of fisheries management may be reached in a more efficient and cost effective manner. The study demonstrates that by improving the abilities to relate to people management skills, the fisheries can become more effective managers.

Zeidner, et al. (2004) provides a critical analysis of the claimed role of emotional intelligence in the occupational environment. A brief overview of conceptualization and measurement of EI, consideration is given to an emerging literature that promotes the assessment, training, and the individual's utilization of emotional intelligence in the workplace. The reader's attention is brought to highly controversial, empirical evidence

used to support the importance of EI in the workplace. This approach naturally indicates that future research might profitably explore. The study concludes by presenting some practical guidelines for the development of the EI measures for occupational selection purposes.

Johnson, Cooper, Cartwright, et al (2005) study the comparison of experience of occupational stress across a large and diverse set of occupations. Three stress related variables (psychological well-being, physical health and job satisfaction) are discussed and comparisons are made between 26 different occupations on each of these measures. The measurement tool used is a short stress evaluation tool which provides information on a number of work related stressors and stress outcomes. Six occupations (ambulance workers, teachers, social services, call centers, prison officers and police) are reporting worse than average scores on each of the factors.

Bradberry and Su (2006) analyze leader emotional intelligence scores, measured via skill and ability methodologies, against leader job performance. Two hundred twelve employees from three organizations participated in this study. Scores on the Emotional Intelligence Appraisal, a skill-based assessment, were positively, though not significantly, correlated with scores on the MSCEIT, an ability-based assessment of emotional intelligence. Scores on the MSCEIT did not have a significant relationship with job performance. The four subcomponents of the Emotional Intelligence Appraisal were examined against job performance. Relationship management was a stronger predictor of leader job performance than the other three subcomponents.

Lopes, Grewal, Kadis, Gall, and Salovey (2006) study EI competencies and their relationship to job performance by assessing a performance with positive workplace outcomes. The EI level is examined by using the MSCEIT among 44 analysts and

clerical employees working in the finance department of a Fortune 400 insurance company. The results reveal that EI was connected to several indicators of work performance since it enables people to regulate their emotions by handling the work stress effectively, working well under pressure, and adaptability to organizational change.

Blaug, et al (2007) report recent analysis of stress and review series of recent high profile contributions to the debate. It then explores the legal and policy contexts against which organizations must operate in regard to stress. Also, practical interventions are examined and critically evaluated. As a problem was found, workplace stress is costly and becoming more or so. It has many causes, and these involve complex combinations of physical, social and psychological elements. Stress affects people differently, is difficult to measure and has a fraught relationship with both ill-health and unhappiness.

Rible (2008) study the Patrol officers' emotional intelligence (EI) as a predictor of success. EI covers areas such as interpersonal relationships, stress management, and decision making. Patrol officers work under stressful and risky conditions, making EI critical to success. Comparing EI scores with supervisors' job performance ratings, this research examines whether there is a core relation between job performance and EI for patrol officers in the Greenville, North Carolina police department. The findings could impact the recruiting and the promotion practices of police departments when determining how to rate their officers' performance.

Afolabi, Awosola, and Omole (2010) examine the influence of emotional intelligence and gender on job performance and job satisfaction among Nigeria police officers. It employed a 2x2 factorial design as well as multiple regressions with emotional intelligence and gender as the independence variables. One hundred and nineteen police officers were randomly selected from Esan Area Command. The results

show that police officers who are of high emotional intelligence are more satisfied and perform better than those who are of low emotional intelligence. Also, respondents who are of male or female roles with high emotional intelligence perform better and more satisfied with their job. Based on the results, recommendations are made on how to increase police officers' efficiency.

McLinden, et al (2011) provides guidance on what constitutes good practices in border management - looking beyond customs clearance. Managing organizational change in border management reform was contributed to better understand a complex institutional environment where requires a strong sense of direction and purpose, widespread organizational ownership, perseverance, access to advice and support when needed, and a committed and stable leadership team. He also advised that it must be planned and executed in concert with all key stakeholders, adequately resourced, and based on realistic timeframe. Managers must build a strong organization to gather internal and external support while coping with the expectations created by this process. The managers must develop a clear strategy with performance measures calibrated to the situation.

Littlejohn (2012) studies the using of EI to reduce workplace stress and workplace violence in nursing and other health care profession. A serious threat to patient safety and quality care can be posed from disruptive behavior among health care professions. With this shortage, patients are suffering because the healthcare workforce is not prepared to deal with their health needs. Relatively recent research in training and development on EI advised that it is possible to improve the emotional competence of adults to reduce workplace stress and workplace violence.

Adeyemo and Ogunyemi (2012) study about the interactive and relative effects of emotional intelligence and self-efficacy on occupational stress of the Nigerian University academic staff. Random sampling in selecting 300 academic staff from eight faculties of the institution is used to respond to three valid and reliable instruments: Emotional intelligence scale, general perceived self-efficacy scale and occupational stress scale. The study has found that emotional intelligence programming and self-efficacy intervention techniques will benefit teachers immensely in coping with stress.

Agbor, Ngozi, et al (2014) examine the influence of emotional intelligence and gender on job satisfaction among employees of Owerri Municipal and Oguta Local Government Councils, in Imo State, Southeast Nigeria. One hundred and sixty fulltime employees of the councils with age ranging from 25-52 years and a mean age of 37.5 were drawn through accidental sampling. Two standardized instruments were used in this study; the Emotional intelligence Questionnaire by Schutte et al (1998) and the Minnesota Satisfaction Inventory by Weiss, Dawis, England and Lofquist (1967). Results showed that emotional intelligence had a significant influence on job satisfaction, with high emotionally intelligent employees showing more satisfaction. However, gender had no significant influence on job satisfaction.

Previous studies of EI in the workplace in Asian countries have also been exposed that EI levels are influenced to employee's work performance.

Katyal and Awasthi (2005) research about gender difference in relation to EI among 75 boys and 75 girls students by using the t-test. The target students are from different government schools in Chandigarh and are randomly selected for this study. The data are collected through the "Emotional Intelligence Test". The results show that

girls had higher EI levels significantly than boys with regard to empathy, social responsibilities, and interpersonal relationships.

Ahmad, Bangash, and Khan (2009) investigate emotional intelligence among males and females. The research sample was comprised of one hundred and sixty subjects who were categorized in two groups. They were eighty males and eighty females from N. W. F. P. Snowball sampling technique was used to select subjects. Personal information sheet was used to obtain the demographic information. The Emotional Quotient Inventory (EQ-i) was used to find out the level of emotional intelligence among the subjects. Gender difference on Emotional Quotient Inventory reveals that males have high emotional intelligence as compare to females.

Mishra and Mohapatra (2010) study the relationship between EI and work performance among corporate executives using differences of gender, academic qualifications, and years in the industry. The EI test was developed by Chadha & Singh in 2001 which consisted of three dimensions: a) emotional competency, b) emotional maturity, and c) emotional sensitivity. It was found that years in the industry was the only factor that was found to positively affect EI scores. The executives with more years in the industry were found to have higher EI scores that those who had less experience.

Naghavi and Redzuan (2011) review empirical studies which emphasized on the relation between gender and emotional intelligence and the effects and interaction of gender differences. The research showed that emotional intelligence is meaningful associated with gender differences. As conclusion, it is importance to realize that girls are higher than boys in emotional intelligence, but high emotional intelligence in boys is a better predictor for achievement.

Henry (2011) presents the importance of the increase of emotional intelligence, and then builds a better workplace. *EQ and Leadership in Asia: Using Emotional Intelligence to Lead and Inspire Your People* provides business leaders in Asia the keys to using emotions as facing practical business challenges. EI is crucial for business leadership. It is explained the key concepts, explored why understanding emotion is particularly important for Asian leaders, and provided practical examples of EI techniques in Action in real-world situations. It is a guide to EI designed for people working in leadership positions in Asia in order to create a better workplace.

Indoo and Ajeya (2012) investigate that emotional intelligence (EI) helps in managing the stress in personal as well as professional life. A total of 250 faculty members from three medical and four private engineering colleges in Uttar Pradesh, India participated in the study. Better stress management leads to better efficiency in any field of work. Hence it can be assumed that if the faculty members have better EI, they will feel less stress and will eventually have better teaching performance especially when we talk about private colleges where the demand and expectations of the students, parents and management are very high. The study reveals that there is a strong correlation between emotional intelligence and occupational stress of the faculty members.

Johnsen, et al (2012) investigates cultural differences in emotional intelligence among top officers on board vessels of multicultural maritime companies. They found that Southeast Asian officers scored higher than European officers on the total emotional intelligence scale. When separating the EQ scale in its facets, higher scores of Asian officers were found on “Utilization of emotions”, “Handling relationships”, and on “Self-control”. Another finding was that chief officers/ second engineers scored higher than masters/ chief officers on “Self-control”. Finally, they found a negative correlation

between age and scores on the facet of “Self-control”. These cross-cultural differences may have implications for interpersonal relations and ship management.

Jyothi Sree and Jyothi (2012) study the practices in achieving a balance between the demands of employees’ family life and work live. It focuses on the relationship between role efficacy and emotional intelligence as related to work- life balance of career women. Sample consists of 63 career women working in Andhra Pradesh, India. The results show that there is a significant impact of factors affecting role efficacy on emotional intelligence. The study suggested that the demands and pressures of work make difficult to stretch time for balancing work-life activities. Organization may create work place culture and climates that reflect concern for employees’ lives outside of work. It is important for organizations to periodically review current work processes and practices to determine which ones lead to work inefficiencies and employee stress.

Kumar and Muniandy (2012) study the relationship between emotional intelligence and students’ attitude towards computers. When learning computers is concern, emotions relevant to learning should not be forgotten. The study results revealed that emotional intelligence of the polytechnic engineering students was average and their attitudes towards computers were positive but very weak. Significant difference were found when gender was compared however Cumulative grade Point Average and ownership of computers did not affect this relationship.

In addition, in Thailand, there are several studies of EI in the workplace indicated that EI levels are influenced to employee’s work performance.

Viriyavidhayavongs and Jiamsuchon (2001) study the relationship between EI and leadership effectiveness in life insurance business organizations. In this study,

Weisinger's EI instrument (1998), leadership effectiveness test questionnaires, the Myer-Briggs Types indicators, and the FIRO-B questionnaire are applied as research instruments. The factors of Goleman's theory are used to investigate the level of EI among managers. The results show that the level of EI and their various factors of five competencies of Goleman are related to effective leadership. A high position of managers also has a high level of EI.

Pannitanai (2002) studies the emotional intelligence measurement questionnaire according to Salovey & Mayer and Goleman. It is called EQ 99 which consists of 90 items. It is tested with two hundred and seventeen university students from the first to fourth years at Chamber of Commerce University. It is found that there is 0.93 highly significant of reliability of the questionnaire. Females have significantly high level of EI than males. The economy and social background of the students highly affects the EI level. And ages are significantly related to the EI levels.

Songsri (2008) studies the Emotional Quotient and Adversity Quotient of the undergraduate Engineering students in Bangkok. The study has been conducted using the test of emotional quotient and the test of adversity quotient with the reliabilities from Cronbach-Coefficient-Alpha, of .912 and .965 respectively. The results of the study reveal that students who study in different universities comparing public and private and also those who study in different class levels have different EI levels. Since the management of recruiting, budget of enrollment creates different levels of stress, this also causes the differences of students' lives, and the competitiveness for being confessed. Students studying in different class levels are found that their EI levels are different based on ages which can affect their personal and work lives. The students who are more to get

closer to success are the person who has EQ as fundamental and then they also have AQ accordingly.

Rattanapolsaen (2009) studies the Emotional Quotient in Excellent Service. It is reviewed the importance of emotional intelligence which is closely related to excellent or professional service which provides the customers' impress, happiness, and satisfaction. The study is indicated that a good service provider needs to possess the five characteristics of emotional intelligence: self-awareness, self-regulation, self-motivation, empathy and social skills. His recommendations were given that the staff in any organizations which related to serving public should have excellence service by expertise on both specific knowledge and skills and emotional intelligence.

Phansawat (2011) studies the emotional quotient and achievement of motivation in work of government employees in the Customs Department in relation to age, educational level, work experience and income. The Emotional Intelligence Screening Test of the Department of Mental Health and a five-rating scale questionnaire of achievement of motivation are used as a tool to collect data of this research. The results exposes that the emotional quotient of government employees has been found in a normal level in all three competencies virtue, competence, and happiness. The achievement of motivation in work of government employees is found in a high level. Those employees with high EI are keen to put and enhance more efforts on developing their proficiency for competitiveness.

Sarinnapakorn (2012) investigates the EI levels of business consultants who work in a consulting firm in Bangkok, and compare EI level with the demographic differences including gender and years in the industry. The questionnaire has been developed in accordance with Goleman's theory which categorized EI into five competencies including

self-awareness, self-regulation, motivation, empathy, and social skill. The study reveals that the overall EI levels of business consultant and also the mean score of each EI competencies were high. However, the results exposes that there were no significant difference between EI level of this group of business consultants based on gender and years in the industry.

Osatanon (2013) compares emotional competence, leadership and satisfaction between male and female leaders of a lubricant company. The questionnaire is used to collect the data. The results shows that most employees who are male in a between 41 and 47 years of age with a bachelor degree and 5 years of work experience, have an overall attitude of emotional competence, leadership style, and satisfaction in a good level. However, from female attitude of three aspects is in a moderate level. This indicates that because men have more confidence, AQ ability, then they can control better of their stress and behave properly.

In conclusion, still there are limited studies that have specifically investigated EI levels among customs officers by using the Goleman theory. Previously there was one study conducted by Phansawat (2011) which investigates and compares the EQ and achievement in work of government employees employed in the Customs Department by deploying the Emotional Screening Test of the Department of Mental Health. However, to achieve success in professional career or at workplace and other various areas of individual lives, the Goleman theory was decided to be employed in this study research. In addition, the EI studies which related to gender and years in work service are still limited and controversy on the significant difference to the EI levels, as per the studies of Sarinnapakorn (2012), and Bar-On (2000). In contrast, Katyal and Awasthi (2005) and Cavallo and Brienza (2002) found that gender was associated to EI levels. Therefore, by

comparing the EI levels differentiated on the basis of gender and work tenure was decided to be conducted which then the results might yield benefits as one supportive or contradictory study result to the previous ones.



CHAPTER THREE

RESEARCH METHODOLOGY

This research study was designed as a quantitative research which aimed to investigate and compare the levels of EI among customs officers working in the Customs Department headquarters in Thailand. This chapter started with the details of participants. Following this, the explanation of research instrument used to obtain the data was described. The data collection and data analysis were explained as the last part of the chapter.

Participants of the Study

The total number of population who currently work as customs government officers in the Customs Department headquarters at Klong Toey district, Bangkok was 1,782 (Human Resource Management Bureau, 2015). The sample size was calculated by using the Taro Yamane method (Phophueksanand, 2014) for $\pm 7\%$ precision level where confidence level was 95%. Also, the stratified sampling method was employed to target the sample size. In total, the calculated samples were 184 as targeted participants. Two hundred (200) copies of questionnaire were distributed to collect the data from the targeted participants for this research study.

Formula for proportion (Taro Yamane)

$$n = \frac{N}{1 + N * (e)^2}$$

n - the sample size

N - the population size

e - the acceptable sampling error

Calculation

$$n = 1,782 / (1 + 1,782(0.07)^2)$$

$$= 183.1110$$

$$n = 184$$

Then, the stratified sampling method was employed from the number of customs government officers working at headquarters from four function areas as follows.

Table 3

Demographic Data

Areas	Number of Personnel	Sample Size
Strategy	151	15
Administration	747	77
Tax Incentive	469	48
Suppression	424	44
Total	1,782	184

Source: Human Resource Management Bureau, as of 16 June 2015

In addition, the researcher observed that the customs government officers have worked in the Customs Department for approximately 1-20 years. Therefore, the

researcher chose the gender and the average years in the Customs service from less than 5 years to 5 years and more. All of customs government officials in the Customs Department were Thai natives. The selected type of government officers' responsibilities was important for working as supporters to facilitating the increasing volumes of international trade and greater stakeholder's expectations for faster clearance times. Only government officials have authorities in approving or giving signatures in any documents at office. Therefore, the study result will provide more sustainable advantage to the organization than it does with the temporary employees who have a certain period of contract of employment.

Research Instrument

To investigate the level of EI among customs officials who work at the Customs Department headquarters in Thailand, this study used a questionnaire adapted from the study of Sarinnapakorn (2012). The questionnaire was developed in accordance with Goleman's theory focusing on two core competencies: personal and social competencies. The questionnaire consisted of 45 items. The questionnaire in English language (See Appendix A) was translated into Thai (See Appendix A). Two hundred (200) copies of questionnaire in the Thai version were distributed to and collected from the participants for this research study because all government officials in the Customs Department headquarters are Thai native. In addition, the questions in Thai version can be easier understood and measured the real feelings and opinions of the respondents' perceived EI levels. The questionnaire was employed to gather quantitative data. To make the questionnaire reliable and valid, the questionnaire's content validity was checked by 3

experts. Also, a Cronbach's Alpha was run on a separate sample size of 30 customs officers to measure the reliability of the instrument.

The self-report instrument comprised 45 items that can be grouped into two core competencies: a) personal competence and b) social competence. A five-point Likert-scale format measuring levels ranged from (1) strongly disagrees to (5) strongly agree, was used for each item. Below table listed the variables extracted from the questionnaire:

Table 4

Questionnaire Descriptions

Emotional Intelligence	Item Number
Personal Competence	1-28
Social Competence	29-45

The questionnaire was divided into two parts. The first part includes general information of the participants which consisted of the gender, and years in customs administration service. The second part included an EI assessment. Forty-five items (See Appendix A and B) were scored by thirty-seven positive statements, while the other eight negative items (3, 11, 12, 17, 18, 19, 20, and 28) were applied by the reversed score. For the positive statements, the respondents received the score of 1 if they chose *strongly disagree*, 2 for *disagree*, 3 for *neither agree nor disagree*, 4 for *agree*, and 5 for *strongly agree*. The reversed score was applied to the 8 negatively worded items.

The mean score was analyzed and interpreted by below criteria which introduced by Pisarnbut (2007):

Table 5

Criteria of the Mean Score Interpretation

Score	EI level Interpretation
1.00-1.80	very low
1.81-2.60	low
2.61-3.00	moderate
3.41-4.20	high
4.21-5.00	very high



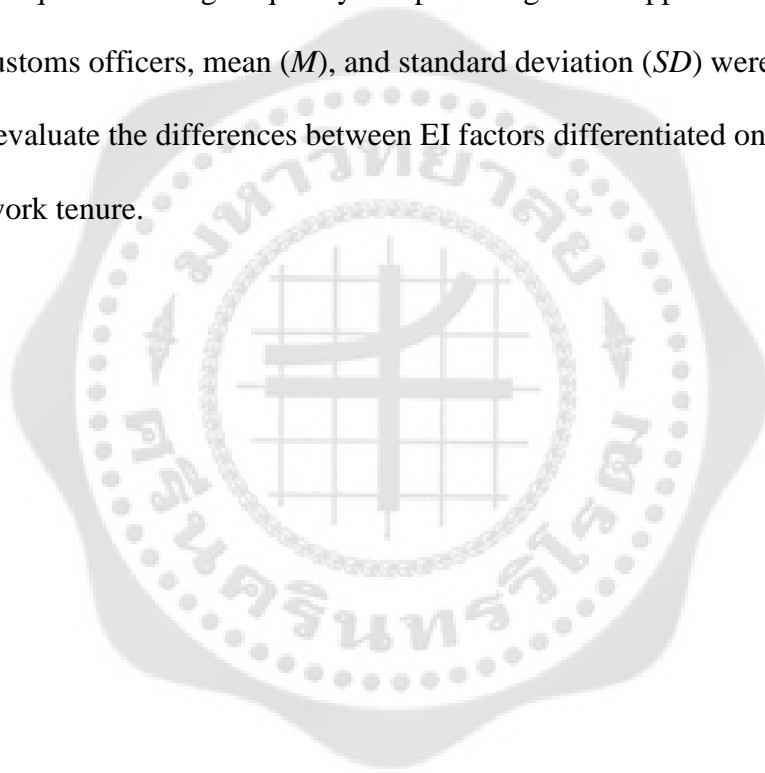
Data Collection

The study was conducted in June 2015. The researcher was able to coordinate with the Human Resource Management Bureau to get the updated number of total population and distributed the 45-item questionnaires to targeted number of the customs government officers from four function areas via the volunteer person from each bureau. Through a written instruction in the questionnaire, the purposes of the study were informed to the participants. The questionnaires were distributed to 200 customs government officers. One week after the questionnaire's completion, the returned copies were collected and checked the correctness. The raw data from 184 returned copies of questionnaire with fully completed and precise data was entered into the Statistical Package for the Social Sciences computer program, or SPSS. Checks for basic descriptive statistics were conducted to ensure the accuracy of data entry. In addition, the

same process was applied to a separate 30 copies of questionnaire which were distributed to the customs officers and collected to measure the reliability of the instrument.

Data Analysis

To analyze the general information of the respondents' background, descriptive statistics techniques including frequency and percentage were applied. For describing the EI level of customs officers, mean (M), and standard deviation (SD) were used. The t-test was done to evaluate the differences between EI factors differentiated on the basis of gender and work tenure.



CHAPTER FOUR

FINDINGS

This study aimed at investigating the levels of emotional intelligence (EI) of the customs officers who work for the Customs Department headquarters in Bangkok, and comparing the EI levels of these customs officers differentiated on the basis of gender and work tenure. The Goleman theoretical framework (1998) was employed to develop questionnaire in this study which included two dimensions (a) personal competence, and (b) social competence. The EI levels of the customs officers were described by mean (*M*), and standard deviation (*SD*) methods by giving scores of each two competencies. The t-test was also done to evaluate the differences between the EI levels of those officers by gender and years in customs administration service.

After the raw data of minimum 184 samples with fully completed and correct responses data were analyzed by the Statistical Package for the Social Sciences computer program, or SPSS, the findings are presented into 3 parts as follows:

Part 1: The provided demographic data of participants categorized based on gender and work tenure.

Part 2: The levels of EI among the customs officers in the Customs Department headquarters differentiated on the basis of gender and work tenure in Mean and Standard Deviation scores.

Part 3: The comparison of Mean scores of EI among the customs officers in the Customs Department headquarters differentiated on the basis of gender and work tenure.

Instrument Reliability

In order to understand whether the questions in the questionnaire all reliably measure the same latent variable, a Cronbach's Alpha was run on a sample size of 30 customs officers. Below is the interpretation of the reliability's results.

The Cronbach's Alpha for the personal competence items was 0.81, which were a high level of internal consistency. While the Cronbach's Alpha for the social competence items was 0.86, which were also in a high level of internal consistency. Regarding the Cronbach's Alpha for overall emotional intelligence, it was scored 0.87, which was professionally in a high level of internal consistency.



Results

Part 1: The provided demographic data of participants categorized based on gender and work tenure.

Below Table 6 were the demographic features of data obtained from the participants.

Table 6

Demographic Data based on Gender and Work Tenure

Variables	N	Percentage
Gender		
- Female	98	53.26
- Male	86	46.74
Work Tenure		
- Less than 5 years	72	39.13
- 5 years and more	112	60.87
Total	184	100.00

As shown in Table 6, the participants consisted of 184. Ninety eight (53.26%) were females, while eighty six (46.74%) were males. Of the total participants, 60.87% had served the Customs for 5 years and more, while 39.13% had worked for the Customs for less than 5 years.

Part 2: The levels of EI among the customs officers in the Customs Department headquarters differentiated on the basis of gender and work tenure in Mean and Standard Deviation scores.

The scores of each two competencies were analyzed by mean (*M*) and Standard deviation (*SD*) to investigate the levels of EI among the customs officers in the Customs Department headquarters as presented in Table 7 below.

Table 7

The Levels of EI among the Customs Officers

Emotional Intelligence	<i>M</i>	SD	Level
- Personal Competence	3.77	0.40	High
- Social Competence	3.74	0.41	High
Overall	3.76	0.34	High

According to the criteria of mean score interpretation introduced by Pisarnbut (2007) as mentioned in chapter 3, Table 7 presented the overall EI level of this group of customs officers resulted in the high level ($M = 3.76$, $SD = 0.34$). In addition, each competency was also in the high level. In these two EI competencies, the personal competence was ranked as the highest level ($M = 3.77$, $SD = 0.40$), followed by the social competence ($M = 3.74$, $SD = 0.41$).

Part 3: The comparison of Mean scores of EI among the customs officers in the Customs Department headquarters differentiated on the basis of gender and work tenure.

To compare the EI levels of the customs officers based on gender and work tenure, the mean score, standard deviation, and t-test values were applied as presented in Table 8 and 9.

Table 8

The Comparison of EI among the Customs Officers by Gender

Emotional Intelligence	Gender	N	M	SD	t	p
Overall	Female	98	3.66	0.32	-4.06	0.00
	Male	86	3.86	0.33		
Personal Competence	Female	98	3.64	0.40	-4.81	0.00
	Male	86	3.90	0.35		
Social Competence	Female	98	3.69	0.38	-1.93	0.05
	Male	86	3.81	0.45		

From above Table 8, based on gender, it indicated that there was a significant difference between EI levels. That means the average score of the EI levels between female and male participants were significantly different. Males' EI levels were scored significantly higher than those of females.

The average score of female participants was 3.66 (SD = 0.32), and the male participants was 3.86 (SD = 0.33). With regard to both EI competencies scored by the females, the social competence was rated at the highest level ($M = 3.69$, $SD = 0.38$), followed by the personal competence ($M = 3.64$, $SD = 0.40$). For male participants, it appeared among the two competencies that the mean score of the personal competence was rated at the highest level ($M = 3.90$, $SD = 0.35$), followed by the social competence which was 3.81 (SD=0.45) respectively.

Table 9

The Comparison of EI among the Customs Officers by Work Tenure

Emotional Intelligence	Work Tenure	N	M	SD	t	p
Overall	Less than 5 years	72	3.87	0.39	3.60	0.00
	5 years and more	112	3.68	0.29		
Personal Competence	Less than 5 years	72	3.89	0.46	3.14	0.00
	5 years and more	112	3.69	0.33		
Social Competence	Less than 5 years	72	3.86	0.39	3.06	0.00
	5 years and more	112	3.67	0.41		

As shown in above Table 9, it was presented that there was a significant difference between EI levels based on work tenure. That means the average score of the EI levels between the customs officers who work in customs administration service 5 years and more and those who work in customs administration service less than 5 years were significantly different. The customs officers who have their work tenure less than 5 years had significantly higher EI levels than those whose work tenure 5 years and more.

The overall mean score of the participants who work in the Customs less than 5 years was 3.87 (SD = 0.39), and that of participants who work there for 5 years and more was 3.68 (SD = 0.29). With regards to two EI competencies scored by participants who work less than 5 years in the Customs, the personal competence was rated at the higher level ($M = 3.89$, $SD = 0.46$), followed by the social competence ($M = 3.86$, $SD = 0.39$) respectively. For those participants who had worked 5 years and more in the Customs, it was also that the mean score of personal competence ($M = 3.69$, $SD = 0.33$) was at the higher level, followed by the social competence ($M = 3.67$, $SD = 0.41$) respectively. In conclusion, the officers who had work tenure less than 5 years had a higher score of EI levels than those whose work tenure were 5 years and more.

Summary of Findings

The purposes of this study were to investigate the EI level of the customs officers who were in customs administration service have any significant difference with EI levels. The findings showed that the EI level of the customs officers were at a high level. Regarding the overall results of two EI competencies, personal competence was ranked as the highest level than the social competence. Despite the findings, the results revealed that there was significant difference between EI levels differentiated on the basis of gender and work tenure. Males had significantly higher EI than females in overall and in both two competencies. Also, the customs officers who had worked in the Customs less than 5 years had a significant higher EI level than those who worked at the Customs 5 years and more in overall and in both two competencies.

CHAPTER FIVE

CONCLUSION AND DISCUSSION

In this chapter, the conclusion is presented, and the results of the study were discussed in relation to research questions. In addition, the limitations of the study, the recommendations for further research, and the implications of the study are also suggested.

Conclusion

This study aimed to investigate the EI levels of customs government officers who work in the Customs Department headquarters in Bangkok, Thailand, and to compare their EI levels with the demographic differences on the basis of gender and years in customs administration service. A 45-item questionnaire was adapted from the study of Sarinnapakorn (2012) and developed in accordance with the theoretical framework of Goleman (1998). The questionnaire was standardized by checking the content's validity by 3 experts and using the Cronbach's Alpha which was run on a sample size of 30 customs officers. To complete the research data collection, the questionnaire was completed by 184 customs government officers. Personal competence and social competence, the two core competencies were examined. The results were calculated in percentages, mean scores, and standard deviations. In addition, the t-test was done to evaluate the differences between levels of EI on the basis of gender and years in customs administration service. The results revealed that the overall levels of emotional

intelligence (EI) among the Thai customs government officers who work in the headquarters of the Customs Department are high, in overall and in both competencies. In addition, there was significant difference between the EI levels of these officers based on gender and years in customs administration service. A higher score of EI level was found in males than females significantly. Also, the customs officers who had worked in the Customs Department less than 5 years had a significant higher score of EI level than those who had worked in the Customs Department for 5 years and more.

Discussion

The findings of this study are presented in relation to the research questions as followed:

Research Question 1:

What are the levels of EI among customs officers who work at the Customs Department headquarters in Bangkok?

The results revealed that the overall EI levels of the customs officers who work in the headquarters of the Customs Department were at the high level. Possibly, the customs officers have high EI level in both personal and social competencies to recognize their own and others' feelings in order to manage well in specific technical customs works among the customs colleagues, public sectors and traders. The well set qualification standards to get the right person for the required positions such as customs and other specific-related knowledge, could be essential elements in order to secure the officers' performance productivity and job satisfaction.

McLinden, et al (2011) stated that customs managers must build a strong organization to gather internal and external support while coping with the expectations created by the process. The managers must develop a clear strategy with job performance measures calibrated to the current situation. So that if customs officers who are undertaking the technical customs duties have high EI levels, they efficiently handle their specific tasks to better serve public or traders under the time constraint and risks to improve trade facilitation through better border management (McLinden, et al, 2011). The officers with high EI level are then working in a better productive performance environment at workplace due to the developed positive work attitudes, behaviors, and outcomes even in any constraints situation (Carmeli, 2003).

According to the study of Afolabi, Awosola, and Omole (2010) about the EI level in police officers in Nigeria, it was found that the police officers who had higher EI level influencing more satisfaction and better performing in their job than those who had lower EI. It is because policing entails a high level of teamwork and team building. Individual police with high EI level will be able to build alliances thereby increasing their job satisfaction and performance. Aside from this, it is assumed that individual police with high EI level may use buffering techniques to internally encapsulate and segregate emotions so that it does not interfere with their job thereby also enhancing job performance and satisfaction.

Similarly, the study of Agbor, Ngozi, et al (2014) found that the EI among the local government employee in South East Nigeria had a significant influence on job satisfaction due to the similar reason lending support from Afolabi, et al (2010), that well buffering techniques to emotions determination, with high EI employees showing more satisfaction in job. Those study researchers asserted that the officers with higher EI are

required to increase efficiency in order to be productive in work performance and feel satisfied, so that yields effective and collaborative work environment.

In addition, as the roles and responsibilities of government officers especially customs officers, they need to interact with commanders, colleagues and business partners as their roles as customs duties collectors, trade facilitators, and social protectors. Having high EI competencies in order to serve business partners in community with quality and effectively handle daily works among colleagues are expected to be enhanced. The investigation by Johnsen, et al (2012) can be supported that high EI level persons can better handle daily works due to some reasons. In the study, it was found that Asian vessel officers had higher EI scores especially on the utilization of emotions, handling relationships among colleagues, and self-control which have implications for better interpersonal relations and successful ship management.

Similarly, these study findings were also relevant to Rible's (2008) study. He investigated the EI level among patrol officers in the Police Department, North Carolina. It was found that high EI patrol officers could predict successful job performance. The provided reason why high EI patrol officers are likely to be more successful in job performance is because their works are often under stressful and risky conditions among government colleagues and public to protecting individual and public properties, so that the officers with better interpersonal relationships, stress management, and decision making are critical to success (Rible, 2008).

Likewise, it is assumed that customs officers which responsibilities often encounter similar stressful environment as Patrol officers, often rest in their hands when it comes to forcing on offences against illegal trades, promoting legitimate trades, enhancing national revenues, and creating safety communities. Therefore, the customs

officers having high EI level are eventually productive at work, able to understand, regulate and utilize their own emotions to manage stress, and handle relationship for better communicative and collaborative work among colleagues and business partners. Also, the compliance and enforcement for promoting legitimate trades is one of the society's responses to a fundamental economic need and the desire for trading community's safety and security, so that high EI level officers are critical to this process. As a result, their level of performance and achievement at work can be sustainable.

As in the findings of this study, the customs officers who work in the headquarters scored highly in both personal and social competencies, this may have implications that due to the high economic competitiveness, but with the current shortage of skilled knowledge and experienced resource, there are the real impacts for the customs administration to well manage in increasing more varieties trainings for the officers in order to enhance essential and sufficient knowledge, skills development, and efficiencies, and promoting several programs of new career paths and compensation for outstanding officers. Thus, with above-mentioned recommendations, customs officers may put and enhance more efforts on developing their own proficiency for competitiveness, and set to achieve their common goals with the organization to step forward in this current situation, which implied the reason why this group of officers scored highly in both competencies.

Research Question 2:

Are there any significant differences in the EI of these Customs officers differentiated on the basis of gender and work tenure?

The study results revealed that there was significant difference between EI levels based on gender and work tenure. It is possible that gender and years of work experience might be the factor that leads to the differences in EI level.

In term of gender, in this study, it was found that males had significantly higher EI level than females. There are some studies 'findings which are compatible with this study's result that males had higher EI than females. Ahmad, Bangash, and Khan (2009) investigated the EI level among male and female 160 samples in Pakistan by using the Emotional Quotient Inventory (EQ-i). It was found that males have significantly higher EI than females. The probable reason for that finding might be due to the fact that the EI primarily deals with managing and expressing emotions as well as social skills which men are powerful members in a society and that they are more likely an assertiveness, independence, stress tolerance, and impulse control (Kaneez, 2006). Similarly, the study's results of Osatanon (2013) were relevant that men can control better of their stress and behave properly because they have more confidence, and more Adversity Quotient ability than women. In addition, as the study of Naghavi and Redzuan (2011), it was found that high EI among Iranian boys is a better predictor for achievement than girls due to stronger self regard, and cope better with immediate problems of stressful nature.

In contradictory to this study, it went against with the study of Bar-On (2000). He claimed that the EI between men and women does not differ. He studied the EI level of 77,000 administrations of the Emotional Quotient Inventory (EQ-i) and found that the overall EI level between men and women are not different. Besides, this study was also

inconsistent with the study of Sarinnapakorn (2012) which was found that there were no any significant differences of EI level based on gender among the business consultants in Bangkok. The probable reasons might be that those business consultants have the same job's responsibility, and working on the same scope of works for some times, then leads no difference in EI level.

In term of work tenure, the study revealed that there was also a significant difference between EI levels based on years in customs administration service. It was found that the customs officers who had worked in the Customs service for less than 5 years had significantly higher EI level than those who had worked in the Customs service for 5 years and more. It is assumed that the customs officers' EI levels were different probably due to some stress and other related constraints gaining from work environment. The officers who work in the headquarters are related more in technical and administrative works.

To be skillful in core customs technical knowledge, more years of work experience affect the officers' expertise. Meanwhile, more responsibilities and burdens are likely caused the decrease of both of their physical and mental health (Blaug, et al., 2007). This can be supported by the investigation of Johnson, Cooper, Cartwright, et al (2005) that the experience of work across some occupations is related to stress. Persons with more work experience in some occupations i.e. teachers, social services, customers services, prison officers and police officers will likely have more stress. Those occupations are the ones with more detailed works, roles to follow strict rules, and jobs with element characteristics of work related stress such as work overload and time pressure, roles and responsibilities, lack of self-control in technical work issues, and relationships.

However, many research studies were found incompatible that there was no significantly difference between the EI levels based on years of work experience such as the study of Kumar and Muniandy (2012), investigated the EI level among the lecturers in Malaysia and explored whether EI level was associated with the demographic data including gender, age, occupational grade, and work experience. It was found that there was no significant difference between EL levels based on prior work experience. Similarly, as in the study of Sarinnapakorn (2012), this investigated the EI level among business consultants, and it was found that there was no significant difference between EI levels among this group of business consultants based on years in industry.

Limitations of the Study

Some limitations are the limited number of respondents who work at the Customs Department headquarters in Bangkok. Therefore, the findings may not cover the investigation of the EI levels among customs officers in a whole organization. Future studies should select respondents from different Customs houses in regional offices, ports and airports outside the headquarters, and increase the number of respondents. Furthermore, from this research study to differentiate the EI levels on the basis of gender and work tenure, it is because the approximate equivalent numbers of male and female officers in the department might have significant impact to the difference of the officers' EI levels. Also, their work tenures are variously ranged from less than and over five years. Thus, the current study focuses more on only these two factors.

Recommendations for Further Research

To gain more accuracy, other type of methods to collect data such as interviews is recommended. Besides, future studies could investigate more other factors such as age, educational or family backgrounds, and positions in order to find out if other variables have any significant difference with EI level.

Implications of the Study

The increase of building and developing sustainable personal and social competencies to the officers may be the best predictor of their individual lives and career success. More variety of training courses and recreational activities to the customs officers which able to develop their self-awareness, self-management and self-motivation such as self-discipline and goals setting, being initiative and recognizing own achievements, own strengths and weaknesses evaluation, and expanding skills-set may purposefully direct individuals' behaviors, that transported to social competencies. However, social competence is a key to building healthy workplace relationships. Effective communication, teamwork collaboration, relationship management, decisions making, and leadership skills are the samples of social skills which may help approach the linkage of the officers 'individual performance to the organization's goals and values.

In conclusion, a well design of competency framework development which links the organization objectives and the customs officers' personal performance is recommended. It might be complex but this method might be effective to assess, maintain, and monitor the knowledge, skills and attributes of the officers such as both

males and females and who have different work tenures in the Customs Department.

Their current competency levels can be measured by the created framework and ensured that the officers have the expertise needed to add value to the organization. In addition, the senior customs managers can be informed decisions about retention and succession strategies by identifying specific skills for each role, then enable the customs department to budget and plan for more trainings and development where they really need.





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APPENDICES

Appendix A

Questionnaire (Thai Version)

แบบทดสอบความฉลาดทางอารมณ์ ความฉลาดทางอารมณ์ของเจ้าหน้าที่บุคลากรในประเทศไทย

คำชี้แจง

แบบสอบถามฉบับนี้เป็นส่วนหนึ่งของการวิจัยเรื่อง “ความฉลาดทางอารมณ์ของเจ้าหน้าที่บุคลากรในประเทศไทย” ซึ่งอยู่ในหลักสูตรศิลปศาสตรมหาบัณฑิต (ศส.ม.) สาขาวิชาภาษาอังกฤษธุรกิจเพื่อการสื่อสารนานาชาติ มหาวิทยาลัยศรีนครินทรวิโรฒ แบบทดสอบนี้มีวัตถุประสงค์เพื่อวัดความฉลาดทางอารมณ์ของเจ้าหน้าที่บุคลากรที่สังกัดกรมศุลกากร

แบบสอบถามนี้ประกอบไปด้วยข้อคำถามจำนวน 2 ส่วน คือ ส่วนที่ 1 ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม และ ส่วนที่ 2 ข้อคำถาม 45 ข้อเพื่อวัดความฉลาดทางอารมณ์จาก 2 สมรรถนะ

ผู้วิจัยใคร่ขอให้ท่านตอบแบบสอบถามให้ครบทั้งสองส่วนเพื่อนำข้อมูลที่ได้ไปใช้ประโยชน์ในการวิจัยต่อไป โดยข้อมูลจะถูกนำเสนอในภาพรวมของกลุ่มตัวอย่างที่ศึกษามีได้เฉพาะเจาะจงไปที่บุคคลใดบุคคลหนึ่งและเมื่อการวิจัยได้เสร็จสิ้นแล้วแบบสอบถามนี้จะถูกทำลาย

ผู้วิจัยขอขอบพระคุณทุกท่านที่ได้สละเวลาอันมีค่าในการตอบแบบสอบถามครั้งนี้

ปริญภัศร์ อริยพงษ์โกศล

ผู้ดำเนินงานวิจัย

ส่วนที่ 1 : ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม

คำชี้แจง โปรดทำเครื่องหมาย ลงใน หน้าข้อความที่ตรงกับความเป็นจริงของท่าน

- | | | |
|-------------------------------|--|---|
| 1. เพศ | <input type="checkbox"/> ชาย | <input type="checkbox"/> หญิง |
| 2. ประสบการณ์ทำงานในสาขาอาชีพ | <input type="checkbox"/> น้อยกว่า 5 ปี | <input type="checkbox"/> 5 ปี หรือมากกว่า |

ส่วนที่ 2 : แบบสอบถาม

คำชี้แจง แบบสอบถามนี้มีทั้งหมด 45 คำถาม ซึ่งวัดระดับความฉลาดทางอารมณ์แบ่งออกเป็น 2 ด้าน

ให้ผู้ตอบแบบสอบถามพิจารณาข้อความดังต่อไปนี้ว่าตรงกับความเป็นจริงของท่านเพียงใด โปรดทำเครื่องหมาย ในช่องหมายเลขที่ตรงกับความเป็นจริงเพียงช่องเดียวในแต่ละข้อ

ข้อที่	ข้อความ	ไม่เห็นด้วยอย่างยิ่ง	ไม่เห็นด้วย	ไม่แน่ใจ	เห็นด้วย	เห็นด้วยอย่างยิ่ง
สมรรถนะส่วนบุคคล						
1	ฉันบอกได้ว่าขณะนี้ฉันมีสภาวะอารมณ์เป็นอย่างไร					
2	เมื่อฉันรู้สึกไม่พอใจหัวหน้าหรือเพื่อนร่วมงานฉันก็รู้สึกได้ว่าฉันกำลังไม่พอใจอยู่					
3	ฉันมักอารมณ์เสียโดยไม่มีเหตุผล					
4	ฉันบอกได้ว่าใครเป็นสาเหตุที่ทำให้ฉันรู้สึกหงุดหงิดใจ					
5	ฉันบอกได้ว่าเหตุการณ์ลักษณะใดที่จะทำให้ฉันรู้สึกไม่พึงพอใจหรือโกรธ					
6	ฉันรู้ว่าควรปรับปรุงตนเองในเรื่องใดบ้าง					
7	ฉันคาดเดาถึงผลเสียที่จะตามมาได้หากฉันแสดงอารมณ์หงุดหงิดกับหัวหน้าของฉัน					
8	ฉันรู้ว่าตนเองมีข้อดีอะไรบ้าง					
9	ไม่ว่าฉันจะทำอะไรฉันมั่นใจว่าฉันสามารถทำสิ่งนั้นได้					
10	ฉันเชื่อว่าฉันเป็นคนที่สามารถทำประโยชน์กับใครๆได้					
11	ขณะที่ฉันแสดงอารมณ์ไม่ดีกับคนอื่นฉันไม่ทันนึกถึงผลเสียที่จะตามมา					
12	ฉันไม่ทันที่จะคิดถึงผลเสียอะไรทั้งนั้นหากฉันมีอารมณ์โกรธขึ้นมา					
13	เมื่อฉันรู้สึกเครียดฉันรู้สึกว่าหาวิธีผ่อนคลายความเครียดได้อย่างไรโดยไม่เดือดร้อนผู้อื่น					
14	ฉันรับฟังคำวิจารณ์จากหัวหน้า/เพื่อนร่วมงาน/ผู้ประกอบการได้โดยไม่แสดงความโกรธ					
15	แม้ว่าอารมณ์ไม่ดีฉันก็ยังสามารถพูดคุยได้เป็นปกติ					

ข้อที่	ข้อความ	ไม่เห็นด้วยอย่างยิ่ง	ไม่เห็นด้วย	ไม่แน่ใจ	เห็นด้วย	เห็นด้วยอย่างยิ่ง
16	แม้ว่าจะไม่เห็นด้วยกับเพื่อนร่วมงานฉันก็จะฟังเขาอธิบายจนจบ					
17	ฉันจะแสดงอาการหงุดหงิดไม่พอใจถ้าต้องไปทำงานกับคนที่ไม่ชอบ					
18	ฉันใช้เวลาในการข่มอารมณ์เมื่อไม่พอใจใครสักคน					
19	ฉันไม่ชอบให้ใครมีความเห็นขัดแย้งกับฉัน					
20	เมื่อถูกตำหนิฉันจะเก็บมากังวลเป็นเวลานาน					
21	เมื่อต้องทำงานที่ยากฉันพยายามหาข้อดีของงานนั้นที่ฉันได้รับ					
22	ฉันให้กำลังใจตัวเองด้วยการมองโลกในแง่ดีเมื่อพบว่างานที่ฉันทำมีปัญหาและอุปสรรคเกิดขึ้น					
23	เมื่องานที่ฉันทำมีปัญหาและอุปสรรคเกิดขึ้นฉันจะพยายามหาวิธีแก้ปัญหในงานแม้ว่าโอกาสที่จะสำเร็จเป็นไปได้ยาก					
24	ฉันพยายามที่จะปรับปรุงงานของตัวเองเพื่อให้ได้รับความสำเร็จตามที่มุ่งหวัง					
25	ฉันรู้สึกว่ายากเป็นงานที่ทำทลายความสามารถ					
26	เมื่อมีอุปสรรคในการทำงานฉันจะหาทางเอาชนะอุปสรรคนั้นให้ได้					
27	เมื่อฉันวางแผนการทำงานไว้ฉันต้องทำตามแผนให้ได้					
28	ฉันมักจะคิดแต่เรื่องร้ายๆเมื่อรู้ว่าตนเองต้องทำงานที่ยาก					
สมรรถนะทางสังคม						
29	เมื่อมีเพื่อนมาปรับทุกข์ฉันเข้าใจถึงความคิดความรู้สึกของเขาได้เป็นอย่างดี					
30	ฉันสามารถที่จะเข้าใจความคิดหรือมุมมองของผู้อื่นได้					

ข้อที่	ข้อความ	ไม่เห็นด้วยอย่างยิ่ง	ไม่เห็นด้วย	ไม่แน่ใจ	เห็นด้วย	เห็นด้วยอย่างยิ่ง
31	ฉันสามารถที่จะคาดเดาถึงความต้องการของผู้ที่ต้องร่วมงานด้วยและตอบสนองความต้องการนั้น ได้อย่างตรงจุด					
32	ในการทำงานร่วมกันฉันจะนึกถึงความต้องการของทุกฝ่ายและพยายามตอบสนองความต้องการนั้น ให้เร็วที่สุด					
33	ฉันรับรู้ความรู้สึกของผู้อื่น ได้ด้วยการสังเกตสีหน้าและแววตาของเขา					
34	ในการพูดคุยกับผู้อื่นฉันสามารถรับรู้ได้ว่าเขากำลังอยู่ในอารมณ์เช่นใด					
35	ฉันสามารถรับรู้อารมณ์ของผู้อื่น ได้ด้วยการฟังน้ำเสียง					
36	ฉันบอกได้ว่าคนที่ฉันกำลังคุยด้วยรู้สึกอย่างไรกับตัวฉัน					
37	ฉันสามารถบอกได้ว่าผู้อื่นกำลังไม่พอใจ โดยดูจากสีหน้าและท่าทางของเขา					
38	ฉันสามารถพูดจนหัวหน้าหรือเพื่อนร่วมงานเห็นด้วยกับฉัน					
39	ฉันสามารถทำให้เพื่อนร่วมงานคล้อยตามความคิดเห็นของฉันได้					
40	เมื่อฉันไม่เห็นด้วยกับความคิดเห็นของผู้อื่นฉันสามารถที่จะอธิบายความคิดเห็นของตนเองที่มีจนสามารถโน้มน้าวใจให้คนอื่นยอมรับได้					
41	ฉันยินดีที่จะรับฟังผู้อื่นแม้ว่าคนที่พูดนั้นฉันมีอคติที่ไม่ดีกับเขา					
42	ฉันสามารถที่จะริเริ่มทำสิ่งใหม่ๆที่ให้ผลดีแก่กลุ่มหรือองค์กรได้					
43	ฉันสามารถเป็นตัวกลางในการประสานความร่วมมือในการทำงานร่วมกันของกลุ่มได้					
44	ในการทำงานเป็นทีมฉันให้โอกาสทุกคนในการแสดงความสามารถ					
45	ฉันพร้อมที่จะทำงานร่วมกับผู้อื่น					

Appendix B

Questionnaire (English Version)

Emotional Intelligence Test

Emotional Intelligence among Customs Officers in Thailand

This test is in partial of the research entitled “Emotional Intelligence among Customs Officers in Thailand” as a partial fulfillment of the requirements of the Master of Arts Degree in Business English for International Communication of Srinakharinwirot University. The purpose of this test aims to measure emotional intelligence among the customs officers in the Customs Department.

This test is divided into two parts; the first part is a questionnaire concerning the personal data of respondents, and the second part consists of forty-five questions which aim to measure Emotional Intelligence in two core competencies.

The researcher hereby asks for the cooperation of all participants to answer the questions based on your true feelings. There is no right or wrong answers, just the feelings and opinions of the participants. The answers to this questionnaire will be kept confidential and used only for the purposes of this study.

The researcher would like to thank for your dedication for this test completion.

Pariyabhat Ariyapongkosen

Researcher

Part 1: Personal Data

Explanation: Please mark \checkmark in the

- | | | | | |
|-----------------------------|--------------------------|-------------------|--------------------------|------------------|
| 1. Gender | <input type="checkbox"/> | Male | <input type="checkbox"/> | Female |
| 2. Years in Customs Service | <input type="checkbox"/> | Less than 5 years | <input type="checkbox"/> | 5 Years and more |

Part 2: Emotional Intelligence Test

Explanation: The test includes forty-five questions that measure emotional intelligence in two competencies: personal and social competencies. Please consider the message that best describes you behavior, and mark \checkmark in the space provided.

No.	Statement	Strongly Disagree	Disagree	Neither agree nor Disagree	Agree	Strongly Agree
Personal Competence						
1	I know my feeling.					
2	I know my feeling when I was not satisfied with boss or colleagues.					
3	I always feel upset with no reason.					
4	I know who makes me feel upset.					
5	I can explain the situation that would make me feel unhappy or not satisfied.					
6	I know what I should improve.					
7	I can guess the result that will come after I acted upset with my boss.					
8	I know my strength.					
9	I can do anything.					
10	I am confident that I am helpful to my colleague.					
11	I didn't think about the outcome after I acted badly with my colleague.					
12	I won't think about the outcome if I feel upset with anyone.					
13	When I feel stressed, I know how to find a way to relieve stress without disturbing others.					
14	I can listen to my boss, colleagues, and entrepreneurs' comments without expressing any feeling.					
15	Even I am in the bad mood, I can still talk to others normally.					
16	Even I disagree with my colleagues' opinions; I will listen to them until they finished explaining.					
17	I will be nervous when I need to work with someone I don't like.					

No.	Statement	Strongly Disagree	Disagree	Neither agree nor Disagree	Agree	Strongly Agree
18	It takes long time to control my feeling when I feel upset with someone.					
19	I don't like when other people have different opinion of mine.					
20	When I was criticized, I feel anxious for a long time.					
21	When I was assigned to be responsible for difficult works, I will think about the advantages of it.					
22	I encourage myself in a positive way when I find difficulties of work.					
23	When I have problems at work, I will try to find ways to solve the problems even there might not be a chance to achieve it.					
24	I am trying to improve my own work in order to achieve my plan.					
25	I feel that the difficult works are challenging.					
26	When there is obstacle in the work, I can find the ways to solve the problem.					
27	When I set a plan to my work, I will achieve it.					
28	I always think about the bad things, when I was assigned to be responsible for a difficult work.					
Social Competence						
29	When my friends tell me about their problems, I understand their thought and feeling very well.					
30	I am able to understand the ideas of others.					
31	I am able to predict the needs of the person I coordinate work with, and able to fulfill their requirements.					

No.	Statement	Strongly Disagree	Disagree	Neither agree nor Disagree	Agree	Strongly Agree
32	Working as a team, I consider the needs of everyone and attempt to meet those requirements as soon as possible.					
33	I can recognize the emotion of my colleagues by observing their facial expressions and looking through their eyes.					
34	I can recognize the mood of the person whom I am talking to.					
35	I can recognize the emotion of others by listening to the tone of their voice.					
36	I can tell what others feel about myself while they are talking to me.					
37	I can tell that someone is not satisfied by their facial expressions and gestures.					
38	I can talk until my boss and colleagues agree with me.					
39	I am able to make my colleagues agree with my idea.					
40	When I do not agree with the ideas of others, I am able to explain my opinions so that it convinces others to agree with me.					
41	I am pleased to listen to others who I might have a bad attitude with.					
42	I am able to take initiative to do new things that benefit the group or organization.					
43	I can be a good coordinator in a group.					
44	Working as a team, I give the opportunity to everyone to show their talents.					
45	I can work with others.					



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