CHAPTER I

INTRODUCTION

1.1   Background of research

The term emotional intelligence was first described by Salovey and Mayer (2000) as a form of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and action. It was made popular by Goleman (1995) who refers to it as the ability to sense, understand, value and effectively apply the power and acumen of emotions as a source of human energy, information, trust, creativity and influence. Since then, the general notion of emotional intelligence became widely known, appearing in magazine and newspaper articles (Peterson, 1997).

The literature suggests that emotional intelligence plays a key role in determining success in life and it becomes more and more important as people progress up the career ladder (Kolb and Hanley-Maxwell, 2003; Richburg and Fletcher, 2002). Goleman (1995) argues that emotional intelligence, social intelligence, and luck also play a big role in a person's success. While Intelligence Quotient (IQ) gets you hired, Emotional Quotient (EQ) gets you promoted. Research has shown that what separates successful people from less successful counterparts is not necessarily IQ but rather EQ, with key skills to success more likely to found in the latter rather than the former.

Emotional Intelligence (EI) has proven to be a relevant construct in different domains of daily life, including mental and physical health, social functioning, and academic and workplace performance (Salovey, 1990). Numerous studies have examined the mechanisms by which EI functions in individuals. At the same time, several authors have analyzed differences in emotional abilities as a function of sociodemographic variables such as gender, ethnicity, age and socioeconomic or educational level (Mayer, Caruso, and Salovey, 2002).

Emotional intelligence (EI) is a skill that enables a person to monitor their emotions and those around them, distinguish between these emotions so that the right decision or action could be made (Salovey and Mayer, 1990). Bradberry and Greeves (2005) defined emotional intelligence as a method to achieve positive outcomes by managing our behaviours and those around us. Noriah, Ramlee,Zuria and Siti Rahayah (2006) claimed that EI is as an important skill that makes it possible for a person to be sensitive towards emotions. However Nelson, Low, and Nelson (2006) simplified the definition by stating EI as an ability that could be developed to enable a person to identify, understand, experience, and express human emotions in the most positive method.

Therefore the purpose of this study is to evaluate the levels of emotional intelligence of employees based on their demographic profile. The study also tends to investigate the overall emotional intelligence based on the self perceived or rated emotional intelligence inventory. The demographic profile studied were gender, age group, and educational background as employees in the industry.

One of the important factors that deserve priority for all employees to improve awareness of employee is to bring up the ability to motivate oneself, overcome the frustration, control the heart's insistence, set the mood, empathy, and the ability to work together. But the reality in the field often showed a different trend. In a number of organizations, whether it be corporate, organization government, socio-political, educational, emotional intelligence often cannot obtain a reasonable portion as a predictor of performance, even tend to be ignored.

It is thus no exception took place in PT.ANGKASA PURA II Padang. In that company, the problem of emotional intelligence, almost never became an important discourse among employees and management. Emotional intelligence issues left for granted, without coaching and management. As a result many employee have weak emotional intelligence. The problem of a weak emotional intelligence is characterized among other things by the behavior of employees like come late in the office, go home early, using work hours and office equipment for personal gain, irritability when facing problems, and other same things behavior.

Emotional intelligence is one of factors that can influence the situation in the workplace. But, demographic factors such as age, gender, and educational level, also can make influence the level of emotional intelligence that employee have. So that is why these could be analyse whether the different demographic factor's of employee have the different emotional intelligence level to solve their problems as well in order to create the good communication among employee.

IQ alone is no more the only measure for success , emotional intelligence, social intelligence and luck also play a big role in the person success and adjustment (Goleman,1995). Starting from this background above, in this study the authors take the title **" The Influence of Demographic Factors: Gender, Age, and Educational background on Emotional Intelligence Level to Improve Awareness at PT. ANGKASA PURA II "**.

1.2   Problem Statements

From the case background which already explain, the researcher can purpose the problem statement as follow:

- Is there difference emotional intelligence level based on gender among employee ?

- Is there difference emotional intelligence level based on age among employee ?

- Is there difference emotional intelligece level based on educational background among employee ?

1.3   Objective of the research

The objectives of this study were to :

1. To study and to analyze the difference of emotional intelligence level on demographic profiles groups based on gender.

2. To study and to analyze the difference of emotional intelligence level on demographic profiles groups based on age group.

3. To study and to analyze the difference of emotional intelligence level on demographic profiles groups based on educational background.

1.4   Scope of The Research

This research use one variable. It is emotional intelligence. The goals of the research to examine the role of emotional intelligence based on demographic factors, such as age, gender, and educational background. The research provide the result of questionnaire study which is show the same value of investigation that researcher did. The research can show whether emotional intelligence have different level on age, gender, and educational background.

1.5   Contributions of the Research

The contributions expected from this research are as follows:

1. For the researchers

    Useful for the author to develop and improve thinking with Emotional Intelligence (EI) in analyzing any symptoms and problems faced in the workplace in order to improve the awareness for employee.

2. For the institution

    Useful for the benchmarks to get information about demographic factor in the workplace. So the researcher can differentiate the level of emotional intelligence based on age, gender, and educational background.

3. For the next researcher

Expected it will become a reference for further research.

1.6   Outline of Research

This thesis is prepared using the following systematic:

CHAPTER I INTRODUCTION

Contains background and formulation of the problem, the objectives to be achieved, the benefits of the research, and writing systematic thesis is used.

CHAPTER II LITERATURE REVIEW

Contains theories include previous research, understanding about emotional intelligence based demographic factors and related issues presented, review past research and the research hypothesis.

CHAPTER III RESEARCH METHODOLOGY

The chapter raised about frame of mind, population, samples, and sampling, the operational definition of variables, sources and types of data and techniques of data collection, and data analysis techniques used.

CHAPTER IV RESULTS AND DISCUSSION

This chapter contains an overview about the object of study, history establishment of the company, organizational structure, and the process of data analysis and discussion.

CHAPTER V CONCLUSION

Writing will conclude the issues discussed based analysis that has been carried out, with suggestion as input for the continuation and development of the personality.