The Results of the Promotion Activities for Developing Emotional Intelligence, Emotional Intelligence of Students from the Universities Demonstration School in the Upper Part of North-east

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Abstract

This research aimed to compare the results of using the promotion activities with kindergarten 3- students (K3) of NorteasternRajabhat University Demonstration School (NRUDS-Group).Population and samples were students from the Demonstration Schools of 4 Rajabhat Universities; Samples of this study included186 Grade 3 Kindergarten students from the NRUDS-Group. By purposive sampling namely,UdonthaniRajabhat University, SakonnakhonRajabhat University, RajabhatMahasakham University, Roi-et Rajabhat University, and NakhonrachsimaRajabhat University. The data were analyzed to compare the scores of K3student's between Pretest scores and Posttest one.by t - test. It was found that K3 students at the NRUDS-Group after had better EQ activities had increased different EQ aspects significantly at .05 level after promotion activities.

Keyword: emotional intelligence ,the promotion activities ,development

1. Introduction

As an example, there is a child actress from Chanel 3 that the researcher would like to refer to. Her name is KulteeraYodchang or she is called NongAnda in short. She is a presenter for a program broadcasting about traveling around Thailand (Wherever Program on Chanel 3 on 16 December 2014). She is physically strong and with her characteristics, she is cheerful, she speaks clearly and interested in learning from experiences. She is also bright and able to work with others happily. Therefore, it is believed that we can develop the intelligent along with emotion of the child at the same time.The target of this study was aimed for kindergarten students in order to help them to be prepared for school (Department of Mental Health, 2003: 1-2) so they will have the ability to understand and control their emotion suitable to their age and the ability to live with others appropriately and happily, which is according to the evaluation of the child's emotional intelligence. The evaluation concentrated on 3 aspects; the good side is the emotional readiness to live with others, such as kindness, knowing which is right and which is wrong, the intelligent side is the readiness to develop to be successful, such as the enthusiasm, interested in learning, the ability to adapt to changes, being out spoken and confident, the joy is the emotional readiness to be happy, such as satisfaction, heartiness and cheerfulness. From these characteristics which were in line with the Educational Development of The Ministry of Education, Volume 11 (Year 2012-2016), that aimed to developthe quality of all age groups of Thai people to have the readiness in physical, mental and intelligence. As a result, they would have conscious mind, good culture and appreciate the value of being Thai. They would have the opportunity to obtain a lifelong learning, being immune to the changing and become

the social power in developing the economy and society of the country to connect with the roles and authorities of The Ministry of Educationas a framework for the performance. The important goal was to focus on the quality of the lifelong learning for Thai people so they would be a good people, intelligent, happy, being immune to the changes and knowing the world.

As for the reasons and the important of the problems as above, the researcher realized the important of the development of the emotional intelligence of the kindergarten students. Since this is the important foundation for a child to become an adult with proper mentality, emotion and behavior because it would help them who have learned from the program to enable to adapt and live happily in the society.

2. Researh Objectives

This research aimed to compare the results of using the activities for promoting EQ kindergarten 3- students (K3) of NorteasternRajabhat University Demonstration School (NRUDS-Group).

3. Research Methodology

3.1 Samples

Samples of this study were Grade 3 Kindergarten students from the NRUDS-Group. Purposive sampling method was used. The samples consisted of UdonthaniRajabhat UniversityDemonstration School (n=38), SakonnakhonRajabhat UniversityDemonstration School (n=30), MahasakhamRajabhat UniversityDemonstration School (n=43), Roi-etRajabhat UniversityDemonstration School (n=45), and NakhonrachsimaRajabhat University Demonstration School(n=30). The total number was 186 students.

3.2 Research Instrument

Research instruments consisted of 1) 3-5 Year-Children EQ Assessment Form,
2) Students EQ Building Activities.

3.3 Data Collection

The following were the stages of data collection:

Data were collected by applying EQ assessment forms to children age 5-3 years to assess kindergarten class at the NRUDS-Group, including UDRU, RMU, LRU RERU and NRRU first semester of academic year .2015It was the first assessment and brought the activities to build the EQ for students. The stages of building EQ for K3 students consisted of 8 activities;(1 Rectangle of Moods, (2What is it?, (3Eggs (4Unity is Power, (5White Cars, (6Dominos, (7Let's Listen, and (8I can do. After the activities were finished, the researchers applied the assessment forms to K3 students of the NRUDS-Group; it was the second stage and then analyzes the data.

3.4 Data Analysis

The data were analyzed to compare the scores of K3student's between Pretest scores and Posttest one. The result had been compared by t -test the differences between Pre and Posttest.

4. Research Results

This research Pre-experimental Researchand aimed to compare the results of using the activities with kindergarten 3- students (K3) of NorteasternRajabhat University Demonstration School (NRUDS-Group).

UdonthaniRajabhat University Demonstration School.

K3 students at UdonthaniRajabhat University Demonstration School consisted of 19 boys or 50 percent of the students and 19 girls or 50 percent of the students in class, all together is 38 students or 100 percent of the students for the whole class.

The emotional intelligence	Before		After		t	Sig)2-tailed(
	Mean	Std. Deviation	Mean	Std. Deviation		
1.The good						
1.1Knowing the feelings	3.08	.47	3.43	.32	8.907**	.000
1.2Kindness	3.10	.45	3.45	.27	7.431**	.000
1.3 Knowing right and wrong	3.01	.44	3.31	.29	7.329**	.000
Total	3.06	.32	3.40	.20	11.791**	.000

The emotional intelligence	Before		After		t	Sig)2-tailed(
	Mean	Std. Deviation	Mean	Std. Deviation		
2.The intelligence						
2.1 The enthusiasm and interested in learning	3.17	.50	3.36	.35	5.302**	.000
2.2 The ability to adapt to changes	2.93	.48	3.30	.25	7.030**	.000
2.3 Out spoken and confident	2.82	.58	3.05	.45	6.692**	.000
Total	2.98	.36	3.24	.25	10.888**	.000
3. The joy						
3.1 Satisfaction	3.22	.39	3.46	.36	5.016**	.000
3.2 Heartiness	2.92	.58	3.35	.39	5.016**	.000
3.3 Fun	3.14	.40	3.44	.25	6.116**	.000
Total	3.12	.25	3.43	.23	10.156**	.000
Total the good side, the intelligence side and the joy side	3.04	.40	3.32	.20	11.241**	.000

** $p < 0.01$

The results before and after of using the promotion activities with kindergarten 3- students (K3) of UdonthaniRajabhat University Demonstration School.

The result of the study after using The Development of Emotional Intelligence Activities in order to develop the students' emotional intelligence of K3 students at UdonthaniRajabhat University Demonstration School in the 1ˢᵗ semester of academic year 2015. The emotional intelligence includes; the good side was the readiness to live with others, such as knowing the feelings had the average score at 3.43, kindness had the average score at 3.45 and knowing right and wrong had the average score at 3.31,

the total result scores of the emotional intelligence on the good sidewas 3.40, the intelligence side was the readiness to develop to be successful, such as the enthusiasm and interested in learning had the average score at 3.36, the ability to adapt to changes had the average score at 3.30, and out spoken and confident had the average score at 3.05, the total result score of the emotional intelligence on the intelligence side was 3.24, and the joy was the emotional readiness to be happy, such as satisfaction had the average score at 3.46, heartiness had the average score at 3.35 and cheerfulness had the average score at 3.44, the total result score of the emotional intelligence on the joy was 3.43. The total result average score of the emotional intelligence of the good side, the intelligence side and the joy was 3.32.

In conclusion, K3 students at UdonthaniRajabhat University Demonstration School after had the EQ activities had increased different EQ aspects significantly at .01 level.
SakonNakhonRajabhat University Demonstration School
K3 students at SakonNakhonRajabhat University Demonstration Schoolconsisted of 11 boys or 36.37 percent of the students and 19 girls or 63.33 percent of the students in class, all together is 30 students or 100 percent of the students for the whole class.

The emotional intelligence	Before		After		t	Sig)2-tailed(
	Mean	Std. Deviation	Mean	Std. Deviation		
1.The good						
1.1Knowing the feelings	2.64	.37	3.43	.29	22.760**	.000
1.2Kindness	3.00	.51	3.45	.28	6.879**	.000
1.3 Knowing right and wrong	3.34	.42	3.60	.30	6.299**	.000
Total	2.98	.35	3.49	.22	14.872**	.000
2.The intelligence						
2.1 The enthusiasm and interested in learning	3.23	.59	3.44	.47	3.649**	.001
2.2 The ability to adapt to changes	2.43	.40	3.45	.25	15.950**	.000
2.3 Out spoken and confident	3.08	.42	3.40	.31	5.491**	.000
Total	2.92	.35	3.43	.23	11.334**	.000
3. The joy						
3.1 Satisfaction	3.33	.50	3.50	.43	2.395**	.023
3.2 Heartiness	3.32	.54	3.48	.44	3.746**	.001
3.3 Fun	3.22	.47	3.62	.35	7.333**	.000
Total	3.28	.41	3.55	.32	6.288**	.000
Total the good side, the intelligence side and the joy side	3.03	.28	3.49	.19	16.122**	.000

**p< 0.01

The results before and after of using the promotion activities with kindergarten 3- students (K3) of SakonNakhonRajabhat University Demonstration School.

The result of the study after using The Development of Emotional Intelligence Activities in order to develop the students' emotional intelligence of K3 students at SakonNakhonRajabhat University Demonstration School in the 1st semester of academic year 2015. The emotional intelligence includes; the good side was the readiness to live with others, such as knowing the feelings had the average score at 3.43, kindness had the average score at 3.45 and knowing right and wrong had the average score at 3.60, the total result scores of the emotional intelligence on the good sidewas 3.49, the intelligence side was the readiness to develop to be successful, such as the enthusiasm and interested in learning had the average score at 3.44, the ability to adapt to changes had the average score at 3.45, and out spoken and confident had the average score at 3.40, the total result score of the emotional intelligence on the intelligence side was 3.43, and the joy was the emotional readiness to be happy, such as satisfaction had the average score at 3.50, heartiness had the average score at 3.48 and cheerfulness had the average score at 3.62, the total result score of the emotional intelligence on the joy was 3.55. The total result average score of the emotional intelligence of the good side, the intelligence side and the joy was 3.49.

In conclusion, K3 students at SakonNakhonRajabhat University Demonstration School after had the EQ activities had increased different EQ aspects significantly at .01 level.

MahaSarakhamRajabhat University Demonstration School

K3 students at MahaSarakhamRajabhat University Demonstration Schoolconsisted of 21 boys or 48.83percent of the students and 22 girls or 51.17 percent of the students in class, all together is 43 students or 100 percent of the students for the whole class.

The emotional intelligence	Before		After		t	Sig (2-tailed)
	Mean	Std. Deviation	Mean	Std. Deviation		
1.The good						
1.1Knowing the feelings	2.82	.60	3.36	.34	8.540**	.000
1.2Kindness	2.90	.63	3.33	.42	8.029**	.000
1.3 Knowing right and wrong	2.73	.49	3.26	.33	9.734**	.000
Total	2.83	.51	3.32	.31	10.727**	.000
2.The intelligence						
2.1 The enthusiasm and interested in learning	2.70	.71	3.18	.47	6.618**	.000
2.2 The ability to adapt to changes	2.74	.54	3.35	.30	9.769**	.000
2.3 Out spoken and confident	2.80	.64	3.22	.45	7.328**	.000

	2.75	.57	3.25	.33	9.529**	.000
Total	2.75	.57	3.25	.33	9.529**	.000
3. The joy						
3.1 Satisfaction	2.87	.67	3.28	.54	7.149**	.000
3.2 Heartiness	2.78	.58	3.25	.46	7.405**	.000
3.3 Fun	2.82	.63	3.29	.38	6.977**	.000
Total	2.83	.58	3.28	.36	9.454**	.000

The emotional intelligence	Before		After		t	Sig)2-tailed(
	Mean	Std. Deviation	Mean	Std. Deviation		
Total the good side, the intelligence side and the joy side	2.79	.52	3.29	.30	11.656**	.000

**p< 0.01

The results before and after of using the promotion activities with kindergarten 3- students (K3) of MahaSarakhamRajabhatUniversity Demonstration School. The result of the study after using The Development of Emotional Intelligence Activities in order to develop the students' emotional intelligence of K3 students at MahaSarakhamRajabhat University Demonstration School in the 1st semester of academic year 2015. The emotional intelligence includes; the good side was the readiness to live with others, such as knowing the feelings had the average score at 3.36, kindness had the average score at 3.33 and knowing right and wrong had the average score at 3.26, the total result scores of the emotional intelligence on the good sidewas 3.32, the intelligence side was the readiness to develop to be successful, such as the enthusiasm and interested in learning had the average score at 3.18, the ability to adapt to changes had the average score at 3.35, and out spoken and confident had the average score at 3.22, the total result score of the emotional intelligence on the intelligence side was 3.25, and the joy was the emotional readiness to be happy, such as satisfaction had the average score at 3.28, heartiness had the average score at 3.25 and cheerfulness had the average score at 3.29, the total result score of the emotional intelligence on the joy was 3.28. The total result average score of the emotional intelligence of the good side, the intelligence side and the joy was 3.29.

In conclusion, K3 students at MahaSarakhamRajabhat University Demonstration Schoolafter had the EQ activities had increased different EQ aspects significantly at .01 level.

Roi-et Rajabhat University Demonstration School

K3 students at Roi-et Rajabhat University Demonstration School consisted of 15 boys or 33.33 percent of the students and 30 girls or 66.67 percent of the students in class, all together is 45 students or 100 percent of the students for the whole class.

The emotional intelligence	Before		After		t	Sig)2-tailed(
	Mean	Std. Deviation	Mean	Std. Deviation		
1.The good						
1.1Knowing the feelings	2.80	.23	3.46	.20	18.291**	.000
1.2Kindness	2.97	.18	3.43	.20	14.017**	.000
1.3 Knowing right and wrong	3.03	.33	3.47	.32	16.631**	.000
The emotional intelligence	Before		After		t	Sig)2-tailed(
	Mean	Std. Deviation	Mean	Std. Deviation		
Total	2.92	.16	3.45	.18	23.500**	.000
2.The intelligence						
2.1 The enthusiasm and interested in learning	3.00	.29	3.20	.30	5.654**	.000
2.2 The ability to adapt to changes	2.16	.26	3.43	.25	24.758**	.000
2.3 Out spoken and confident	3.23	.43	3.44	.32	5.768**	.000
Total	2.81	.21	3.36	.19	25.311**	.000
3. The joy						
3.1 Satisfaction	3.25	.23	3.77	.36	2.895**	.006
3.2 Heartiness	3.14	.26	3.43	.30	5.154**	.000
3.3 Fun	3.34	.23	3.54	.26	18.769**	.000
Total	3.00	.14	3.59	.22	18.545**	.000
Total the good side, the intelligence side and the joy side	3.46	.20	3.45	.16	33.853**	.000

**p< 0.01

The results before and after of using the promotion activities with kindergarten 3- students (K3) of Roi-et RajabhatUniversity Demonstration School.

The result of the study after using The Development of Emotional Intelligence Activities in order to develop the students' emotional intelligence of K3 students at Roi-et Rajabhat University Demonstration School in the 1st semester of academic year 2015. The emotional intelligence includes; the good side was the readiness to live with others, such as knowing the feelings had the average score at 3.46, kindness had the average score at 3.43 and knowing right and wrong had the average score at 3.47, the total result scores of the emotional intelligence on the good sidewas 3.45, the intelligence side was the readiness to develop to be successful, such as the enthusiasm and interested in learning had the average score at 3.20, the ability to adapt to changes had the average score at 3.43, and out spoken and confident had the average score at 3.44, the total result score of the emotional intelligence on the intelligence side was 3.36, and the joy was the emotional readiness to be happy, such as satisfaction had the average score at 3.77, heartiness had the average score at 3.43 and cheerfulness had the average score at 3.54,

the total result score of the emotional intelligence on the joy was 3.59. The total result average score of the emotional intelligence of the good side, the intelligence side and the joy was 3.45.

In conclusion, K3 students at Roi-et Rajabhat University Demonstration School after had the EQ activities had increased different EQ aspects significantly at .01 level.

NakhonRatchasimaRajabhat University Demonstration School

K3 students at NakhonRatchasimaRajabhat University Demonstration Schoolconsisted of 13 boys or 43.33 percent of the students and 17 girls or 56.67 percent of the students in class, all together is 30 students or 100 percent of the students for the whole class.

The emotional intelligence	Before		After		t	Sig)2-tailed(
	Mean	Std. Deviation	Mean	Std. Deviation		
1.The good						
1.1Knowing the feelings	2.61	.26	3.52	.24	19.493**	.000
1.2Kindness	2.62	.67	3.27	.39	9.468**	.000
1.3 Knowing right and wrong	2.69	.42	3.28	.35	10.974**	.000
Total	2.64	.33	3.37	.23	22.438**	.000
2.The intelligence						
2.1 The enthusiasm and interested in learning	3.25	.67	3.49	.41	4.026**	.000
2.2 The ability to adapt to changes	2.23	.30	3.43	.24	22.045**	.000
2.3 Out spoken and confident	2.87	.45	3.27	.32	7.319**	.000
Total	2.78	.36	3.40	.24	17.371**	.000
3. The joy						
3.1 Satisfaction	3.69	.44	3.79	.34	3.247**	.003
3.2 Heartiness	3.22	.58	3.47	.36	3.434**	.002
3.3 Fun	3.31	.39	3.71	.33	13.100**	.000
Total	3.40	.35	3.68	.24	10.060**	.000
Total the good side, the intelligence side and the joy side	2.87	.31	3.45	.21	23.582**	.000

**p< 0.01

The results before and after of using the promotion activities with kindergarten 3- students (K3) of NakhonRatchasimaRajabhatUniversity Demonstration School.

The result of the study after using The Development of Emotional Intelligence Activities in order to develop the students' emotional intelligence of K3 students at NakhonRatchasimaRajabhat University Demonstration School in the 1st semester of academic year 2015. The emotional intelligence includes; the good side was the

readiness to live with others, such as knowing the feelings had the average score at 3.52, kindness had the average score at 3.27 and knowing right and wrong had the average score at 3.28, the total result scores of the emotional intelligence on the good sidewas 3.37, the intelligence side was the readiness to develop to be successful, such as the enthusiasm and interested in learning had the average score at 3.49, the ability to adapt to changes had the average score at 3.43, and out spoken and confident had the average score at 3.27, the total result score of the emotional intelligence on the intelligence side was 3.40, and the joy was the emotional readiness to be happy, such as satisfaction had the average score at 3.79, heartiness had the average score at 3.47 and cheerfulness had the average score at 3.71, the total result score of the emotional intelligence on the joy was 3.68. The total result average score of the emotional intelligence of the good side, the intelligence side and the joy was 3.45.

In conclusion, K3 students at NakhonRatchasimaRajabhat University Demonstration Schoolafter had the EQ activities had increased different EQ aspects significantly at .01 level.

5. Discussion

The result of the study found thatthe students of K3 at UdonthaniRajabhat University Demonstration School, Northeastern of Thailand, after attended The Development of Emotional Intelligence Activities, theyhave gained the emotional intelligence on the good side, the intelligence side and the joy with the significantly difference at the level of .05.

Consequently, the development of the emotional intelligence was important and in line with the basic foundation of the emotional intelligence related to the concept of Goleman (www.paidi-th.com/article), which consisted of 5 aspects stated as follows: 1) Self awareness was knowing of what happens and able to express the feelings appropriately in different situations which was important for the emotional intelligence, 2) Mood management was the ability to control the fear, anger, sadness and understood the result of failure which resulted to the lack of emotional skills, 3) Self-motivation was the ability to motivate, enthusiastic to success, enthusiastic to have a relationship, self-motivated, self-improved and work-improved, think and act creatively, positive thinking which was the emotion that focus on goal and did not give up when encountered problems and obstacles, 4) Impulse control was the ability to delay the impulse that occurred in order to reach the goal, used reason more than feeling. The children who knew how to wait would be able to deal with their frustrations in life better when they grow up, 5) People skills was the ability and skills in dealing with others' feelings appropriately which resulted to being accepted by others and become an emotional intelligence person.

6. Conclusion

The emotional intelligencecould develop human to become a perfect human (Prasertsuk, 2000). It is a development of the emotional intelligence (EQ) which developed the human to be a perfect one and led to knowing human and human being better. It made a person to be a cheerful person, aesthetic and adapted to live in the society well (Panmanee, 2003). They could create a balance inlife, had self-esteem, self-loved, knew themselves and accepted for who they are. They were able to manage themselves, organized their life artistically and organized their time well. They also had positive thinking, optimistic, able to overcome their fear and face the challenges. They

had self-satisfied, contend with what they have, looked for their positive side and potential which led to feeling good about themselves, being accepted, patient, knew how to wait and were flexible. These were the characteristics of the person who understood themselves, understood others, understood the environment and understood the world. They hadclear goal in life and whenever encountered the conflict or frustration they could solve the conflict of both their own and people around them calmly and appropriately.

7. Recommendations

The following are some recommendations based on the research result:The development of emotional intelligence through recreation, playing, games that can develop the emotional intelligence

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