

## Abstract

TE 133392

This thesis focused on the level of Emotional Quotient and Mental Ability in Prathom Suksa 6 students on the purpose to study : 1). The level of Prathom Suksa 6 students' Emotional Quotients in types of Self-Awareness, Self-Regulation, Self-Motional, Empathy, Social Skill and Mental Abilities in types of Verbal Ability, Numerical Ability, Reasoning Ability, Perception Ability, Spatial Relation Ability, Memory Ability ; then, trying to compare between boys and girls' level. 2). The Prathom Suksa 6 students' Emotional Quotient and Mental Ability and also the contrasting between the boys' and the girl' s. 3) The relationship between the students' Emotional Quotient and Mental Ability and the classification of the boys' and the girls' relationship by using Emotional Quotient and Mental Ability Tests.

The samples of the study comprised of 376 Prathom Suksa 6 students in the first semester of the academic year 2002 in Phrae Province. The data were analyzed by using SPSS for windows Computer Program, The results were as follows :

1. The Emotional Quotient level of both the boys and the girls, the boys were medium level and the girls was medium to high level. The Mental Ability level of the boys, the girls and both the boys and the girls were low level.

2) All types of the Emotional Quotient level and the Emotional Quotient level of the boys were lower than the girls with statistically significant. All types of the Mental Ability level and the Mental Ability level of the boys were lower than the girls with statistically significant, except the Mental Ability in Spatial Relation, the boys was higher than the girls with statistically significant.

3) The relationships between all types of the Emotional Quotient and all types of the Mental Ability of both the boys and the girls were positively relationship with statistically significant. In the boys, the relationships between all most types of both the Emotional Quotient and the Mental Ability were positively relationship with statistically significant except the relationships between Emotional Quotient in Self-Awareness and the Mental Ability in Numerical and Perception Ability were not statistically significant. In the girls, the relationships between all most types of both the Emotional Quotient and the Mental Ability were positively relationship with statistically significant except the relationships between Emotional Quotient in Self-Awareness and the Mental Ability in Language, Numerical Perception and Spatial Relation Ability were not statistically significant, in the same as the relationships between Emotional Quotient in Self-Control, Motivation and the Mental Ability in Spatial Relation were not statistically significant. The relationships between 5 types of the Emotional Quotient and 6 types of the Mental Ability of the boys, the girls and both the boys and the girls were performed by the canonical correlation coefficient were statistically significant.