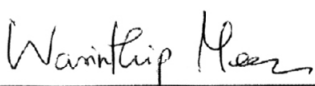


Warinthip Meesaen 2008: Development of Emotional Intelligence of Tak Welfare School's Teachers by Using the Integrated Mindfulness Meditation Technique. Doctor of Education (Educational Administration), Major Field: Educational Administration, Department of Education. Thesis Advisor: Miss Prompilai Buasuwan, Ph.D. 335 pages.

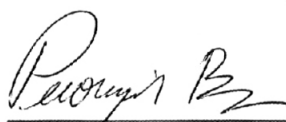
The purpose of this experimental research was to study the emotional intelligence of Tak welfare school's teachers by using the integrated mindfulness meditation technique. This study had 4 steps as follows :

1. Reviewing documentaries and research on the mindfulness meditation technique and emotional intelligence  
2. Constructing a set of activities, consisting of 8 activities for the integrated mindfulness meditation technique in order to develop emotional intelligence which were as follows :  
2.1 Singing moral songs  
2.2 Walking consciously  
2.3 Listening to buddhist song  
2.4 Practising hand movements consciously with 15 styles and 14 times  
2.5 Practising body movements consciously  
2.6 Massaging face consciously  
2.7 Exercising consciously and  
2.8 Studying buddhist teaching from VCD, VDO and Tape  
3. Checking for the quality of the set of activities by experts  
4. Applying the technique to 60 teachers in Tak welfare school who were randomly assigned to a control group and an experimental group with the amount of 30 teachers in each group. This practising had spent for 9 weeks and followed up for 1 month . Major findings of this research can be concluded as follows:

1. The post-test scores on the emotional intelligence scale (as a whole) of the experimental group was higher than its pre-test scores at 0.01 level significance.
2. The post-test scores on the emotional intelligence scale in the areas of good, smart, and happiness of the experimental group was higher than its pre-test scores at 0.01 level significance
3. The post-test scores on the emotional intelligence scale (as a whole) of the experimental group was higher than the post-test scores on the emotional intelligence scale of the control group at 0.01 level significance.
4. The post-test scores on the emotional intelligence scale in the areas of good , smart, and happiness of the experimental group was higher than the post-test scores on the emotional intelligence scale of the control group at 0.01 level significance.



Student's signature



Thesis Advisor's signature

28 / May / 2008