

RELATIONSHIP BETWEEN LIFE ASSETS AND EMOTIONAL QUOTIENT AND DEVELOPMENT AMONG PRESCHOOL CHILDREN: A CASE STUDY IN PRESCHOOL CHILDREN CENTER, LADKRABANG DISTRICT, BANGKOK

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ABSTRACT

This study research aims to investigate: 1) the relationship between life assets, development and emotional quotient of preschool children; 2) the relationship between development and the emotional quotient of preschool children; and 3) the correlation between each area of development of preschool children. The sample group included 378 children, ages 3-5 years studying at 5 Bangkok preschool children centers in the Lad Krabang District. The sample group was selected by the Multi-stage Sampling. The research instruments involved the Life Assets Survey Tool for Preschool Children, ages of 3-6 years, and Emotional Quotient Assessment Form for Preschool Children, ages of 3-5 years as reported by teachers/caregivers, and Preschool Children Development Inventory or Denver II. Descriptive statistics were used for data analysis to determine the relationship of data. In addition, a correlation analysis was also performed.

The data results showed that the preschool children were mostly delayed in the development of language, fine motor, and adaptability. The emotional quotient of most preschool children must be reinforced. Life assets, in terms of power of self and power of community, were positively correlated with the general development of preschool children at a statistically significance of 0.05. Interestingly, three types of empowerment of life assets were correlated with the emotional quotient in each area of development of preschool children. The preschool children's general development was positively correlated with their emotional quotient at a statistically significance of 0.01. Language development was positively correlated with the gross motor development, fine motor development, and adaptability at a statistically significance of 0.01. In addition, the language development was positively correlated with the social development and self-care at a statistically significance of 0.05.

The above results indicate that the main persons responsible for rearing preschool children assisting that should be engaged in knowledge and skill development, along with fostering and possessing good attitude in an effort to create constructive activities to reinforce those 3 empowerment factors involved in preschool children's life assets, so that children are able to achieve the appropriate physical, mental, emotional, social and cognitive development based on their specific age.

**KEY WORDS: LIFE ASSETS / DEVELOPMENT / EMOTIONAL QUOTIENT /
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