

A COMPARATIVE - CORRELATIONAL STUDY OF EMOTIONAL INTELLIGENCE AND MUSICAL INTELLIGENCE AMONG STUDENTS FROM YEARS EIGHT TO ELEVEN AT MODERN INTERNATIONAL SCHOOL BANGKOK, THAILAND

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Abstract: In this study, emotional intelligence and musical intelligence were investigated and analyzed among the students from year's eight to eleven in MISB. One hundred and eighty three students participated in this study in the first semester of the 2014-2015 academic year. The quantitative data collected by means of the EMI questionnaire, the findings indicated that the participants had average levels of both emotional intelligence and musical intelligence and there were no significant differences in the emotional intelligence of the participants according to year levels and gender. There was no significant difference in the musical intelligence of the participants according to year levels. However, a significant difference was found in the musical intelligence of the participants according to gender. Furthermore, a positive relationship was found between emotional intelligence and musical intelligence. In addition to the results of this study, recommendations for practice and future research are also provided.

Keywords: Emotional Intelligence, Musical Intelligence, Multiple Intelligences.

Introduction

In the past, most school curriculum around the globe were developed in a fashion where teachers solely by focusing on the academic performance of students. Then IQ was considered as the most important factor for a student's academic success. However, with the arrival of Gardner's Multiple Intelligences theory (1983) and other perspectives on learning, it was concluded that the development of emotional intelligence is as important as the consideration of IQ for academic performance (Mayer & Salovey, 1997).

Furthermore, other than incorporating subjects to test IQ, many international schools in Thailand incorporate subjects such as music, drama, physical education, arts and many more within the school's daily timetable to enhance learning in many domains. For example, in the Sikh international schools of Bangkok it is part of the school curriculum for Sikh students to strictly participate in Hindustani classical music

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