

ABSTRACT**I.D. No.:** 6119503**Key Words:** AN INTERNATIONAL PROGRAM IN THAILAND, ATTITUDE TOWARD SCHOOL, ACADEMIC ACHIEVEMENT, EMOTIONAL INTELLIGENCE, KEY STAGE 3 STUDENTS**Name:** VITAS SOMVONGSIRI**Thesis Title:** A GRADE LEVEL CORRELATIONAL STUDY OF EMOTIONAL INTELLIGENCE AND ATTITUDE TOWARD SCHOOL WITH STUDENT ACHIEVEMENT OF YEAR GROUP 7, YEAR GROUP 8, AND YEAR GROUP 9 STUDENTS AT A DEMONSTRATION SCHOOL INTERNATIONAL PROGRAM (DSIP) IN BANGKOK, THAILAND**Thesis Advisor:** ASST. PROF. DR. RICHARD LYNCH

This study was conducted to determine whether there was a significant relationship among emotional intelligence and attitude toward school with student achievement of year group 7, year group 8, and year group 9 students at a Demonstration School International Program in Thailand running a British curriculum. A population sample of 145 students, enrolled in Key Stage 3 of the target international program during the academic year 2020-21, participated in this study. The first research instrument utilized was the Thai Emotional Intelligence Screening Test (TEIST). It consisted of a 52-item self-report questionnaire divided into three emotional intelligence domains of virtue, competence, and happiness. The instrument was designed to accommodate Thai contexts and was designed by the Thai Department of Mental Health (TDMH, 2000). The second research instrument used was the School Attitudes Questionnaire (Şeker, 2011). It consisted of a 22-item questionnaire with factors of

belongingness, school image, loneliness at school, testing and feedback, teaching, and reluctance. Academic achievement of students was measured from students Attainment & Effort reports given to students at the end of the academic year. The data was analyzed through descriptive statistics (i.e., means and standard deviations) and correlational analysis using multiple correlation coefficient. The findings from the TEIST showed that overall emotional intelligence levels of students were at normal levels. Additionally, the findings from the SAQ showed that the mean level of attitude toward school was at a neutral level, indicating that overall students did not have particularly negative or positive attitudes. However, the findings for relationship varied depending on year group. Year group 7 showed a significant relationship between academic achievement and school attitude, and a significant relationship between school attitude and emotional intelligence. Year group 8 showed no significant relationship among the variables, while year group 9 showed only a significant relationship between school attitude and emotional intelligence. Based on these findings recommendations were given for students, teachers, school administrators, and future researchers.

Field of Study: Curriculum and Instruction

Student's signature.....

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