

การพัฒนาความฉลาดทางอารมณ์ของนักศึกษาฝึกการ ศูนย์บริการสนับสนุนนักศึกษาฝึกการ

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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์ 1) เพื่อพัฒนาชุดกิจกรรมแนะแนวสำหรับส่งเสริมความฉลาดทางอารมณ์ ให้กับนักศึกษาฝึกการ ศูนย์บริการสนับสนุนสำหรับนักศึกษาฝึกการ 2) เพื่อนำชุดกิจกรรมแนะแนวส่งเสริมความฉลาดทางอารมณ์ไปใช้กับนักศึกษาฝึกการ และ 3) เพื่อประเมินความฉลาดทางอารมณ์ของนักศึกษาฝึกการ ก่อนและหลังการใช้ชุดกิจกรรมกลุ่มเป้าหมายที่ใช้ในการวิจัย คือ นักศึกษาฝึกการ ศูนย์บริการสนับสนุนนักศึกษาฝึกการ มหาวิทยาลัยราชภัฏลำปาง จำนวน 28 คน เลือกแบบสุ่มเจาะ (Volunteer Sampling) เครื่องมือที่ใช้ในการวิจัย ได้แก่ แบบสัมภาษณ์ แบบสังเกตพฤติกรรม และแบบประเมินความฉลาดทางอารมณ์ของกรมสุขภาพจิต กระทรวงสาธารณสุข สถิติที่ใช้ในการวิเคราะห์ข้อมูลได้แก่ ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และ t-test. ผลการวิจัย พบว่า 1) ชุดกิจกรรมแนะแนวสำหรับส่งเสริมความฉลาดทางอารมณ์ ให้กับนักศึกษาฝึกการ ศูนย์บริการสนับสนุนสำหรับนักศึกษาฝึกการ ชื่อชุด “อีคิวดี มีความสุข” ประกอบด้วย 7 กิจกรรม ดังนี้ กิจกรรม “วาดภาพสะท้อนตน” “สามความเข้าใจ” “ชอบกดไลค์” “มีดีตามกาย” “ทุกปัญหามีทางออก” “เชือกเชื่อมสัมพันธ์ภาพ” และ “ของขวัญจากใจ” 2) หลังจากใช้ชุดกิจกรรมแนะแนวสำหรับส่งเสริมความฉลาดทางอารมณ์ที่พัฒนาขึ้น ไปดำเนินการส่งเสริมความฉลาดทางอารมณ์ให้กับนักศึกษาฝึกการ พบว่า พฤติกรรมการแสดงออกของนักศึกษาเป็นไปตามวัตถุประสงค์ของกิจกรรมทั้ง 7 กิจกรรม 3) ก่อนและหลังจากเข้าร่วมชุดกิจกรรมแนะแนว นักศึกษาฝึกการทั้งหมดมีความฉลาดทางอารมณ์ (EQ) ด้านเก่ง ด้านดี และ ด้านสุข ทุกด้าน เพิ่มขึ้น ร้อยละ 31.90 ค่าเฉลี่ยก่อนและหลังใช้เข้าร่วมกิจกรรมแนะแนว แตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.01

คำสำคัญ: ความฉลาดทางอารมณ์, นักศึกษาฝึกการ

The Development of Emotional Quotient (EQ) for Students with Disabilities under Disability Support Services (DSS) Center.

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Abstract

The objectives of this research were 1) to develop a package of guidance activities for promoting Emotional Quotient (EQ) for students with disabilities under Disability Support Services (DSS) center; 2) to implement the developed package of guidance activities for promoting Emotional Quotient (EQ); and 3) to evaluate the Emotional Quotient (EQ) of students with disabilities before and after using the package of guidance activities. The participants in the research were twenty-eight students with disabilities under the Disability Support Services (DSS) center, selected by voluntary sampling. The research instruments consisted of an interview form, a behavioral observation form, and an emotional intelligence test of Department of Mental Health, Ministry of Public Health. Data were analyzed by using percentage, mean, standard deviation, and t-test. The research findings were as follows: 1. The package of guidance activities for promoting Emotional Quotient (EQ) for students with disabilities under Disability Support Services (DSS) center was named “Good EQ Gets Happiness” consisting of seven activities as follows: 1) drawing for self-reflection, 2) three-understanding, 3) like to press ‘Like’, 4) very good of things, 5) problem solving, 6) relationship rope, and 7) gift from heart. 2. After implementing a developed package of guidance activities for promoting Emotional Quotient (EQ) for students with disabilities, the students with disabilities expressed behaviors in accordance with objectives of 7 activities. 3. Before and after the participation in the package of guidance activities, the students with disabilities had higher Emotional Quotient (EQ) at 31.90 percent. The evaluation results according to the emotional intelligence test for students with disabilities before and after the participation in the package of guidance activities, the differences of all aspects were statistically significant at the 0.01 level.

Keywords: Emotional Quotient, Students with disabilities

Background and Significance of the Study

According to the situational report concerning the persons with disabilities in Thailand from the Department of Empowerment of Persons with Disabilities, Ministry of Social Development and Human Security (2020), it was found that at present, Thailand had 2,027,500 persons with disabilities and 6,693 persons with disabilities were waiting to confirm demographic data. Some students with disabilities had attended to study at higher education supporting by thirty-one Disability Support Services (DSS) centers throughout Thailand assisting them to access an educational system as regular students in order for achieving a university's goal equally.

Most of students with disabilities enrolling in higher education institutions were teenagers which were the age of physical and mental changes such as impatience, intense emotions, low endurance, and also needed to be loved from a group of friends and opposite sex friends (Suriwong, 2016) to be consistent with Pilailar (personal communication, March 2, 2016) mentioned concerning students with disabilities often had various emotional problems, such as: hiding like a friend and being disappointment until causing depression,

unable to learn the same as friends until feeling discouragement, and would like to commit suicide in accordance with Wongchari (personal communication, March 2, 2016) revealed that the first year students with disabilities in a university had problems for adapting with friends, lecturers, and professors. Most students with disabilities felt that they were different from others in the university. There were concern when they asked lecturers for more questions related to their studies if they did not understand. In addition, they were not brave to communicate with other students because they thought that the other students did not want to communicate with them. After class, they immediately returned to their accommodations without the participation in any activities with friends. Similarly, Chansawang (2016) viewed that the emotional problems of students with disabilities could become serious problems, especially committing suicide leading to the cause of death which was considered at the third issue among people aged 15-24 years old and more than 95 percent of those who committed suicide to have behavioral and emotional disabilities.

Therefore, the problems concerning disabilities were not an individual problem or only some parts of the body that were impaired

until unable to work as usual. Disabilities also affected to their emotions causing mental anxiety, depression, lack of self-confidence, unacceptability with disabilities. These were affecting to treatment and capacity rehabilitation including being unable to access the education system, career, and earning income to support themselves and their families. Importantly, it also affected to society and the country. However, the state had lost the budget for caring the disabilities and the loss of human resources as the important force for developing the country.

The Department of Mental Health, Ministry of Public Health (2007) stated that emotional intelligence was essential in living with others. Emotional Quotient (EQ) was defined as the ability to recognize and expressed emotions including emotional characteristics that were appropriate for ages and society as well as the ability to express their own emotions properly with the right time. Emotional Quotient (EQ) was divided into 3 components as follows: 1) Goodness referred to abilities of self-controlling, self-needs, sympathy for others, and social responsibility; 2) Intelligence referred to abilities of self-perceiving, self-motivation, decision making, problem solving, and having good relationships

with others; 3) Happiness referred to abilities to live with happiness, self-pride, of self-esteem, life satisfaction, and the peace of mind.

Nowadays, the higher education institutions had provided the Disability Support Service (DSS) centers for supporting the students with disabilities who had intended to study in higher education institutions to help them access the university's educational system as regular students in order to reduce obstacles as the limitation of the students with disabilities, help them to achieve their educational goals, provided opportunities for students with disabilities to participate in the social activities, and developed their quality of life to have knowledge and ability including providing the services for the students with disabilities based on the specific characteristics of the disabilities, their requirement, reasonability, rights and duties of those relevant persons in accordance with Constitution of the Kingdom of Thailand B.E. 2550 (2007), National Education Act of B.E. 2542 (1999) as Amended by National Education Act, B.E. 2545 (2002) and Educational Provision for Persons with Disabilities Act B.E. 2551 (2008) stipulated that students with disabilities who desired to study, they must be allowed to study. (Disability Support Service (DSS) center, 2015). Regarding this mission, the Disability

Support Service (DSS) centers had to provide services and reasonable facilities in order to ensure that there would be practical suitability the educational opportunities for students with disabilities both physical disabilities and mental disabilities in learning ability equally with regular students by considering to human dignity, the law on the promotion of the quality development of life and educational rights of Thai persons with disabilities and in accordance with the university's promotion policy for the students with disabilities. (Office of the Higher Education Commission, 2010).

Due to that mission of providing support services for the students with disabilities mentioned above, it could be seen that promoting and mental rehabilitation of students with disabilities were very necessary to enable them to accept their conditions of disabilities without feeling inferior and encouraged to develop self-potential in order to live with dignity and realized on self-value Nevertheless, these activities did not cover all the aspects of promoting according to Empowerment of Persons with Disabilities Act B.E. 2550 (2007), it stipulated that the rehabilitation of the persons with disabilities was to promote the better capacities, or abilities of persons with disabilities, or remained, or existed the capacities or abilities

by using medical, religious, social, professional processes etc. in order to provide persons with disabilities an opportunity to work and live in the society at full potential. Therefore, Disability Support Service (DSS) centers required an activity management manual for promoting students with disabilities to increase their Emotional Quotient (EQ) in order for they were able to live their full potential, it would affect to a good capacity in learning, society, and career in the future.

As a result, the study on the development of Emotional Quotient (EQ) was essential for students with disabilities, the researchers had intended to develop a package of guidance activities for promoting Emotional Quotient (EQ) for students with disabilities under Disability Support Services (DSS) center in order to solve several problems in order for students with disabilities could keep up their emotions, accepted their conditions without inferior, and encouraged to develop self-potential. Moreover, they could adapt themselves to other students and recovered after facing any problems. It would help them overcome obstacles and lived happily, had a positive perspective on the problems with mental immunity.

Objectives

1. To develop a package of guidance activities for promoting Emotional Quotient (EQ) for students with disabilities under Disability Support Services (DSS) center.

2. To implement the developed package of guidance activities for promoting Emotional Quotient (EQ) with students with disabilities.

3. To evaluate the Emotional Quotient (EQ) of students with disabilities before and after the participation in the package of guidance activities.

Research Methodology

Population and Participants

Participants in this research was students with disabilities under Disability Support Services (DSS) center, Lampang Rajabhat University, in academic year 2017 selecting by Voluntary sampling, for a total of twenty-eight disability students as participants. They were divided into three impairments: it was convenient for travelling, etc.

Research Instruments

1. A structured interview form used for interviewing specialists in Emotional Quotient (EQ) for students with disabilities were selected

by purposive sampling consisting of seven specialists in special education, three specialists in psychology and guidance, for a total of ten specialists to give information concerning a package of guidance activities for promoting Emotional Quotient (EQ) for students with disabilities.

2. A five-rating scales questionnaire for evaluation the suitability in terms of title, objectives, equipment, content, activity procedures, and evaluation methods of a package of guidance activities for promoting Emotional Quotient (EQ) for students with disabilities was inquired thirty-one leaders under Disability Support Services (DSS) centers. The five-rating scales questionnaire was constructed from content analysis data, then the researcher summarized a draft package of guidance activities for promoting Emotional Quotient (EQ) for students with disabilities consisting of seven activities.

3. A draft package of guidance activities for promoting Emotional Quotient (EQ) for students with disabilities consisted of seven activities: 3.1) Drawing for self-reflection, 3.2) Three-understanding, 3.3) Like to press 'Like', 3.4) Very good of things, 3.5) Problem solving, 3.6) Relationship rope, and 3.7) Gift from heart.

4. A structured and unstructured behavioral observation form was used to observe students with disabilities' behaviors during doing activities.

5. An emotional intelligence test for 18-60 years old was selected from Department of Mental Health, Ministry of Public Health to test the Emotional Quotient (EQ) for students with disabilities before and after doing seven activities of a package of guidance activities for promoting Emotional Quotient (EQ) for students with disabilities.

Data Collection

The developed package of guidance activities for promoting Emotional Quotient (EQ) for students with disabilities was implemented for students with disabilities under Disabled Student Support (DSS) center, Lampang Rajabhat University as the following steps:

Step 1: The students with disabilities as the participants was evaluated by emotional intelligence test of Department of Mental Health, Ministry of Public Health before the participation in seven activities of the developed package of guidance activities for promoting Emotional Quotient (EQ) for students with disabilities.

Step 2: The researcher and co-researcher organized seven activities of the developed package of guidance activities for promoting Emotional Quotient (EQ) for students with disabilities.

Step 3: Seven voluntary students without disabilities in each activity observed the students with disabilities during participating activities and recorded in the structured and unstructured behavioral observation form.

Step 4: The students with disabilities as the participants were evaluated by emotional intelligence test of Department of Mental Health, Ministry of Public Health after the participation in seven activities of the developed package of guidance activities for promoting Emotional Quotient (EQ) for students with disabilities.

Step 5: The researcher and co-researcher summarized the evaluation results of emotional intelligence test and compared the evaluation results before and after the participation in seven activities of the developed package of guidance activities for promoting Emotional Quotient (EQ) for students with disabilities.

The Duration of Data Collection

The first semester within academic year 2017.

Data analysis

1. Data from a structured interview form used for interviewing ten specialists in Emotional Quotient (EQ) for students with disabilities were analyzed by content analysis and summarizing.

2. Data from a five-rating scales questionnaire for evaluation a package of guidance activities for promoting Emotional Quotient (EQ) for students with disabilities were analyzed by mean and standard deviation.

3. Seven activities of a package of guidance activities for promoting Emotional Quotient (EQ) for students with disabilities consisted of: 3.1) Drawing for self-reflection, 3.2) Three-understanding, 3.3) Like to press 'Like', 3.4) Very good of things, 3.5) Problem solving, 3.6) Relationship rope, and 3.7) Gift from heart were concluded by connoisseurship.

4. Data from a structured and unstructured behavioral observation form was used to observe students with disabilities'

behaviors during the participation in activities were analyzed by evaluating the rubric scores and description.

5. Data from an emotional intelligence test for 18-60 years old was selected from Department of Mental Health, Ministry of Public Health to test the Emotional Quotient (EQ) for students with disabilities before and after the participation in a package of guidance activities for promoting Emotional Quotient (EQ) for students with disabilities were analyzed by percentage and t-test dependent.

Results

The research results were presented in 3 phases as follows:

Phase 1: The results of the development a package of guidance activities for promoting Emotional Quotient (EQ) for students with disabilities were divided into 2 sections.

Section 1.1: Evaluation results of the suitability of a package of guidance activities for promoting Emotional Quotient (EQ) for students with disabilities were shown in table 1.

Table 1: The evaluation results of the suitability of a package of guidance activities for promoting Emotional Quotient (EQ) for students with disabilities.

Seven activities	Level of suitability		
	\bar{X}	S.D.	Meaning
1. Drawing for self-reflection.	4.49	0.68	High
2. Three-understanding.	4.45	0.75	High
3. Like to press 'Like'.	4.52	0.65	Highest
4. Very good of things.	4.55	0.68	Highest
5. Problem solving.	4.59	0.63	Highest
6. Relationship rope.	4.57	0.62	Highest
7. Gift from heart.	4.63	0.63	Highest
Total average	4.54	0.66	Highest

From table 1, it was found that thirty-one leaders of Disability Support Services (DSS) centers evaluated the suitability of a package of guidance activities for promoting Emotional Quotient (EQ) for students with disabilities in overall at the highest level (\bar{X} =4.54, S.D.=0.66). When considering by each aspect arranging from the highest average scores to the lowest as follows: Gift from heart was at the highest level (\bar{X} =4.63, S.D.=0.63), followed by problem solving (\bar{X} =4.59, S.D.=0.63), relationship rope (\bar{X} = 4.57, S.D.=0.62), very good of things (\bar{X} = 4.55, S.D.=0.68), like to press 'Like' (\bar{X} = 4.52, S.D.=0.65), drawing for self-reflection, (\bar{X} = 4.49,

S.D.=0.68), and three-understanding (\bar{X} = 4.45, S.D.=0.75), respectively.

Section 1.2: Results of development a package of guidance activities for promoting Emotional Quotient (EQ) for students with disabilities was named 'Good EQ-Be Happiness' consisting of seven activities as follows:

1. "Drawing for self-reflection" activity was focused on enhancing students to realize their own emotions and needs, self-control, and expressed appropriate emotions.

2. "Three-understanding" activity was focused on enhancing students to care, understand, and accept others and expressed appropriate understanding.

3. “Like to press ‘Like’” activity was focused on enhancing students to learn how to give and receive appropriately, confess and forgive, and realized on public benefits.

4. “Very good of things” activity was focused on enhancing students to realize on emotional self-awareness and self-potential, created morale and cheerfulness for students to have self-motivation and more diligences towards the goals.

5. “Problem solving” activity was focused on enhancing students to understand problems, flexibility, and decision making to solve problems.

6. “Relationship rope” activity was focused on enhancing students to make relationship with others, expressed appropriately, and expressed their conflicting opinions creatively.

7. “Gift from heart” activity was focused on enhancing students to be proud of themselves, self-value, and encouraged students to have self-confidence. In addition, a package of guidance activities for promoting Emotional Quotient (EQ) for students with disabilities was also conducted a braille manual so that the students with visual impairment could read and published in A5 size paper with

beautiful illustrations and colors in order to be convenient to carry and use it.

Phase 2: Results of implementing a developed package of guidance activities for promoting Emotional Quotient (EQ) with students with disabilities, the students with disabilities expressed behaviors in accordance with the objectives of the activities.

The researcher organized a developed package of guidance activities for promoting Emotional Quotient (EQ) namely ‘Good EQ-Be Happy’ for students with disabilities under Disabled Student Support (DSS) center, Lampang Rajabhat University. The participants was twenty-eight students with disabilities the participation in all activities. During doing activities, the researcher, co-researcher under Disabled Student Support (DSS) center, Lampang Rajabhat University acted as resource persons, a sign language interpreter, and ten voluntary students as assistants dividing into 2 groups, seven voluntary students for each activities, and three voluntary students for helping students with disabilities in any cases. The behavioral observation was recorded during students with disabilities the participation in activities by seven voluntary students, the behavior observation results revealed that the students with disabilities expressed the

behaviors according to the objectives of the activities. Some interesting behaviors were examples as follows:

1. Regarding “Drawing for self-reflection” activity, students with disabilities drew pictures that could reflect one's personality such as ‘drawing a lion was represented as always angry, drawing a parrot was represented as talkative like a parrot, drawing a square was represented as like doing within the framework’, etc. Those students’ behaviors were the expression to realize on self-control, self-needs, and expressed appropriate emotions.

2. Regarding “Three-understanding” activity, students with disabilities expressed with proper words such as ‘I'm sorry, can I help you?, it's fine, please try again, don't be sad’, etc. Those students’ behaviors were the expression to care, understand, and accept others and expressed appropriate understanding.

3. Regarding “Like to press ‘Like’” activity, students with disabilities expressed feelings such as ‘sharing, apologize, public mind, thank you, forgiveness’, etc., through role plays. Those students’ behaviors were the expression to learn how to give and receive

appropriately, confess and forgive, and realized on public benefits.

4. Regarding “Very good of things” activity, students with disabilities expressed feelings through writing other’ good things such as ‘good mood, beautiful words, loveliness, patience, kindness, neatness, polite’, etc. Those students’ behaviors were the expression to create morale and cheerfulness for students to have self-motivation and more diligences towards the goals.

5. Regarding “Problem solving” activity, students with different disabilities were grouped and shared problem solving and tried to communicate among friends with different disabilities. Those students’ behaviors were the expression to understand problems, flexibility, and decision making to solve problems.

6. Regarding “Relationship rope” activity, students with disabilities expressed feelings while doing activities such as ‘laughing, amusing, enjoying, happiness’ etc. Those students’ behaviors were the expression to make good relationship with others, expressed appropriately, and expressed their conflicting opinions creatively.

7. Regarding “Gift from heart” activity, students with disabilities expressed feelings such as ‘to be proud being a national taekwondo

team, preserving the weaving, GPA was increased from the previous semester', etc. Those students' behaviors were the expression to be proud of themselves, self-value, and encouraged students to have self-confidence.

Phase 3: Evaluation results of the Emotional Quotient (EQ) of twenty-eight

students with disabilities before and after using the package of guidance activities were as shown in table 2.

Before and after the participation in the package of guidance activities, the students with disabilities were measured by the emotional intelligence test, the results were as follows:

Table 2: Percentage of the Emotional Quotient (EQ) of twenty-eight students with disabilities before and after the participation in the package of guidance activities.

Emotional Quotient (EQ) components	Percentage of Emotional Quotient			Percentage increasing
	Before	After	Differences	
1. Goodness.				
Self-controlling and self-needs.	14.07	19.14	5.07	36.95
Sympathy for others.	15.29	19.79	4.50	30.44
Social responsibility.	19.79	22.96	3.18	19.91
Total	16.38	20.63	4.25	29.10
2. Intelligence.				
Self-perceiving and self-motivation.	15.21	19.75	4.54	32.26
Decision making and problem solving.	13.00	19.43	6.43	53.19
Having good relationships with others.	17.71	22.71	5.00	34.39
Total	15.31	20.63	5.32	39.95
3. Happiness				
Self-pride.	10.11	12.75	2.64	30.76
Life satisfaction.	16.39	20.64	4.25	30.21
Peace of mind.	17.71	20.79	3.07	18.96
Total	14.74	18.06	3.32	26.64
Overall	15.48	19.77	4.30	31.90

From table 2, it was found that percentage of the Emotional Quotient (EQ) of twenty-eight students with disabilities was overall higher at 31.90 percent. When considering by each aspect from high to low, it was found that intelligence was higher at 39.95 percent, followed by goodness was higher at 29.10 percent, and

happiness was higher at 26.64 percent, respectively. The comparison results according to the emotional intelligence test of twenty-eight students with disabilities before and after the participation in the package of guidance activities as shown in table 3.

Table 3: The comparison results according to the emotional intelligence test of twenty-eight students with disabilities before and after the participation in the package of guidance activities

The participation in activities	n	\bar{X}	S.D.	t
Before	28	19.77	1.80	33.935**
After	28	15.48	1.98	

** p < 0.01

From table 3, the evaluation results of the emotional intelligence test of twenty-eight students with disabilities before and after the participation in the package of guidance activities, the differences of all aspects were statistically significant at the 0.01 level.

If considering by deferent disabilities, the percentage of the Emotional Quotient (EQ) of twenty-eight students with disabilities was overall higher as shown in table 4.

Table 4: Percentage of the Emotional Quotient (EQ) of twenty-eight students with disabilities was classified by impairments before and after the participation in the package of guidance activities.

Emotional Quotient (EQ) components	Percentage increasing		
	Visual impairment	Hearing impairment	Physical or mental impairment
Goodness.	27.36	21.85	32.81
Intelligence.	31.93	40.45	43.49
Happiness.	22.14	32.36	26.46
Total	27.14	31.55	34.25

From table 4, it was found that percentage of the Emotional Quotient (EQ) for twenty-eight students with physical or mental impairment was overall higher at 34.25 percent, followed by students with hearing impairment was overall higher at 31.55 percent, and students with visual impairment was overall higher at 27.14 percent, respectively.

Discussion

According to the findings, the researchers had important issues to be discussed as follows:

The first issue: Concerning the development of a package of guidance activities for promoting Emotional Quotient (EQ) for students with disabilities under Disability Support Services (DSS) center, seven activities were suitable for students with disabilities, the activities made them realize on self-control,

self-needs, and expressed appropriate emotions, learn to understand problems, flexibility, and decision making to solve problems. Similarly, Sukbunpant (2019) had studied the obstacles and success of the adjustment of people with disabilities, the research revealed that adjustment was aimed to overcome the obstacles and to discover technique with lessen the pressure in order to live with a pleasant life, the successfulness of adjustment of person with disabilities can be considering to the overview of the mental health, self-help skills, vocational and social adaptations of those person. Likewise, Yenyuak (2016) who studied the emotional quotient of management major students, Faculty of Business Administration, Rangsit University, the study found that the scores of competence and happiness aspects were normal. The findings identified that the respondents were

understanding and sympathized with other people. They accepted others and were responsible for their work. They also created a good relationship among themselves.

The second issue: Concerning the results of implementing a developed package of guidance activities for promoting Emotional Quotient (EQ) with students with disabilities, the students with disabilities expressed behaviors in accordance with the objectives of the activities. The students with disabilities can adjust themselves realize on self-control, self-needs, and expressed appropriate emotions; to care, understand, and accept others and expressed appropriate understanding. Similar to the finding of Poomsanguan and Paikoh (2014) who studied the nurses and development of Emotional Quotient, it was found that emotional quotient was the ability of an individual to recognize and understand their own emotions and coped with them. Emotional quotient could be developed. If someone could develop their emotional quotient, they would have good mental health and could cope with any stress they might have, no matter how much pressure they were facing. Additionally, according to Goleman (1995, as cited in Ramkumar & Ramesh, 2016), emotional intelligence consisted of five components: knowing our emotions (self-

awareness), managing them, motivating ourselves, recognizing emotions in others (empathy), and handling relationships.

The third issue: Concerning the evaluation results of the Emotional Quotient (EQ) of twenty-eight students with disabilities before and after the participation in the package of guidance activities, it was found that percentage of the Emotional Quotient (EQ) of twenty-eight students with disabilities was overall higher at 31.90 percent. When considering by each aspect from high to low, intelligence was higher at 39.95 percent, followed by goodness was higher at 29.10 percent, and happiness was higher at 26.64 percent. Similarly, Pantrakool and Chanchalor (2018) had studied the development of model for parent cooperation in teaching management toward emotional intelligence and learning achievement of hearing impaired students, it was found that the hearing impaired students had the opinion concerning the factor in the context of the family will have the effect on the learning highest, their average scores in the components of emotional intelligence were at normal level in 5 domains: and were lower than the normal criterion in 4 domains: sympathy, responsibility, relationship, and life satisfaction.

It could be concluded that Emotional Quotient (EQ) became the important issue for developing persons with disabilities in adaptive behaviors to live in society. Alongside with the essential skills for working, students with disabilities needed to be practiced on the emotional intelligence skills resulting they could work with the others in the future. The higher educational institutions where organizing inclusive education must realize on teaching and learning management activities including the guidance activities for promoting Emotional Quotient (EQ) to prepare students with disabilities to learn, participate, and live with regular students. Lecturers must be trained, buildings must be repaired, and students with disabilities must receive accessible learning materials. Moreover, Disability Support Services (DSS) must have extra budget to develop students with disabilities concerning Emotional Quotient (EQ) activities to enhance their social personalities, opened opportunities in all aspects, and provided free fees.

Recommendations

Regarding the research finding, the researcher proposed recommendations for further research as follows:

1. Recommendations from the research results.

1.1 The other Disability Support Services (DSS) centers can use this package of guidance activities for promoting Emotional Quotient (EQ) for students with disabilities by integrated with annual project, such as orientation programs for new students' project, supervision project, etc.

1.2 The package of guidance activities for promoting Emotional Quotient (EQ) namely 'Good EQ-Be Happy' can be integrated with inclusive education in regular teaching and learning activities or inserting in teaching and learning management for teacher students as examples, such as in special education courses, psychology for teachers, guidance principles, and learners' development activities, etc. However, the teachers can be adapted to use in their own teaching and learning in the future and apply the appropriate activities for the students.

1.3 The learning media and materials should be provided for the activities including facilities for organizing activities to be ready for students with different needs. There should be an assistant to communicate in sign language for students with hearing impairments as well as some students may need help during

activities. Therefore, the teacher assistant must provide assistance to students with disabilities in case of needs throughout the activities.

2. Recommendations for further research.

2.1 There should be the study of evaluating the emotional intelligence of students with disabilities from the other Disability Support Services (DSS) centers.

2.2 There should be the study of the suitable package of guidance activities for promoting Emotional Quotient (EQ) for each impairment.

2.3 There should be the study of factors that influence with specific impairment because the factors would affect to the Emotional Quotient (EQ) of different students with disabilities.

2.4 There should be a study to develop a model of Emotional Quotient (EQ) for students with different disabilities.

Limitation of this study:

The limitation of this research is the selection of voluntary samples. Therefore, it cannot be concluded that it can be referenced to disability students from other universities, so those who will apply the research should be careful about such issues. And the further study should be used an example of disability students from various universities.

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