

Abstract

This study was aimed at 1) To survey the intellectual quotient and creative thinking levels of the ethnic student groups 2) To compare the different in the intellectual quotient and creative thinking means score with the student demographic data 3) To assess the type of response on The Draw-A-Person (intellectual quotient test) and The Figural Torrance Test of Creative Thinking. Cluster sampling from Chao Phor Luang Uphatum 3 School (border patrol police school) in Chiangrai province.

This study was divided into 2 phases. Phase one, intellectual quotient were conducted with 420 border patrol police school in Chiangrai province from 1st grade to 6th grade. Phase two, creative thinking were conducted with a 261 border patrol police school in Chiangrai province from 3rd grade to 6th grade. The data were analyzed by using T-test, F-test, and multiple regressions.

The results were as follow:

1) These student had average levels of intelligence quotient, fluency and originality of creativity scores. However they had low average of elaboration and resistance to premature closure in creativity scores and very low average of abstractness of titles in creativity scores.

2) Both groups of the ethnic students and thai students were no any significant difference in intellectual quotient level. While, the creativity scores in all dimensions (fluency, originality, elaboration, resistance to premature closure and abstractness of titles) are statistically significant differences.

3) Gender and ethnic are significant correlated with intelligence score. While, Gender, ethnic, and grade are significant correlated with creativity score.

4) The type of response on the DAP was these students drawn the same of their gender picture better than the opposite of their gender picture. These male students drawn a person with behind one back hand, outstretched leg, thick neck, thick shoulder, opened mouth and person have a pocket. These female students drew a person with leg pressed closely together, hair shading, opened mouth and person have a pocket. Both of male and female students drawn the accessory and empty eyes in which commonly found in children's drawings.

5) The type of response on the TTCT was these students shown hesitant drawing in the beginning. Some students drawn a picture incomplete and had not any respond for some items. These students had drawn a picture with the simple line, solid shading, less details, generic title, and closed picture by the quickest and straight line. A few students drawn a picture complete, gave more detail, shown imaginative and descriptive title, and closed picture with irregular lines.