PROMOTING THE EMOTIONAL AND SOCIAL INTELLIGENCE OF EARLY CHILDHOOD BY IMPROVING PRE-SERVICE TEACHER PERFORMANCE THROUGH COLLABORATIVE LEARNING PROCESS

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ABSTRACT

Objective: Early childhood teachers play a crucial role in determining the direction of children's development by possessing an understanding of the science of early childhood education and appropriate strategies for organizing teaching and learning activities. This semi-experimental research aims to investigate the effectiveness of collaborative teaching processes in promoting emotional and social intelligence skills among early childhood education students.

Theoretical Framework: Promoting the emotional and social intelligence of early childhood. Pre-service teacher performance through collaborative learning process

Method: The target group for this research comprises of 60 first-year pre-service teacher studying Early Childhood Education in the Faculty of Education at Suan Sunandha Rajabhat University, enrolled in the ECC1306 course for organizing emotional and social intelligence skills activities for early childhood in the second semester of the academic year 2021. The research design is semi-experimental quasi-experimental research, with purposive sampling selected by the researchers themselves, as they are the instructors for the course.

Results and Discussion: The results showed that pre-service teacher achieved higher academic achievement through collaborative learning activities, with a 33.56% increase in scores. This study suggests that collaborative learning activities designed to promote emotional and social intelligence in early childhood can lead to improved academic achievement and higher levels of student satisfaction with cooperative learning management.

Research Implications: It would be valuable to investigate the impact of the umbrella learning process and cooperative learning activities on emotional and social intelligence development in children beyond the early childhood years. Future research could focus on examining the impact of these teaching methods on diverse student populations, including students with disabilities or from different cultural and linguistic backgrounds. It would be valuable to explore the potential for technology-mediated cooperative learning activities, as well as other innovative approaches to collaborative teaching.

Originality/Value: When individually considering pre-service teacher's pre and post test scores, they were found to have higher academic achievement after participating in all cooperative learning activities in designing activities that promote emotional and social intelligence of early childhood at the highest level (X = 3.88, S.D. = 0.18).

Keywords: Emotional Intelligence, Social Intelligence, Improving Performance, Collaborative Learning Processes.

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PROMOVER A INTELIGÊNCIA EMOCIONAL E SOCIAL DA PRIMEIRA INFÂNCIA, MELHORANDO O DESEMPENHO DOS PROFESSORES EM FORMAÇÃO ATRAVÉS DO PROCESSO DE APRENDIZAGEM COLABORATIVA

RESUMO

Objetivo: Os professores de educação de infância desempenham um papel crucial na determinação da direção do desenvolvimento das crianças, ao possuírem um conhecimento da ciência da educação de infância e estratégias adequadas para organizar as atividades de ensino e aprendizagem. Esta investigação semi-experimental tem como objetivo investigar a eficácia dos processos de ensino colaborativo na promoção de competências de inteligência emocional e social entre os alunos da educação de infância.

Enquadramento Teórico: Promover a inteligência emocional e social da primeira infância. Desempenho do professor pré-serviço através do processo de aprendizagem colaborativa

Método: O grupo-alvo desta investigação é composto por 60 professores do primeiro ano de pré-serviço que estudam Educação Infantil na Faculdade de Educação da Universidade Suan Sunandha Rajabhat, inscritos no curso ECC1306 para organizar atividades de competências de inteligência emocional e social para a primeira infância no segundo semestre do ano letivo de 2021. O desenho da investigação é uma investigação quase-experimental semi-experimental, com amostragem intencional selecionada pelos próprios investigadores, uma vez que são os instrutores do curso.

Resultados e Discussão: Os resultados mostraram que o professor pré-serviço alcançou um maior desempenho académico através de atividades de aprendizagem colaborativa, com um aumento de 33,56% nas pontuações. Este estudo sugere que as atividades de aprendizagem colaborativa concebidas para promover a inteligência emocional e social na primeira infância podem levar a um melhor desempenho académico e a níveis mais elevados de satisfação dos alunos com a gestão da aprendizagem cooperativa.

Implicações da Investigação: Seria importante investigar o impacto do processo de aprendizagem em guarda-chuva e das atividades de aprendizagem cooperativa no desenvolvimento da inteligência emocional e social das crianças para além dos anos da primeira infância. A investigação futura poderia centrar-se na análise do impacto destes métodos de ensino em diversas populações de alunos, incluindo alunos com deficiências ou de diferentes origens culturais e linguísticas. Seria útil explorar o potencial das atividades de aprendizagem cooperativa mediadas pela tecnologia, bem como outras abordagens inovadoras do ensino colaborativo.

Originalidade/Valor: ao considerar individualmente as pontuações dos pré e pós-testes dos professores em serviço, verificou-se que estes obtiveram melhores resultados académicos depois de participarem em todas as atividades de aprendizagem cooperativa na conceção de atividades que promovem a inteligência emocional e social da primeira infância ao mais alto nível (X = 3,88, S.D. = 0,18).

Palavras-chave: Inteligência Emocional, Inteligência Social, Melhoria do Desempenho, Processos de Aprendizagem Colaborativa.

FOMENTO DE LA INTELIGENCIA EMOCIONAL Y SOCIAL DE LA PRIMERA INFANCIA MEDIANTE LA MEJORA DEL RENDIMIENTO DE LOS PROFESORES EN FORMACION A TRAVÉS DEL PROCESO DE APRENDIZAJE COLABORATIVO

RESUMEN

Objetivo: Los profesores de educación infantil desempeñan un papel crucial a la hora de determinar la dirección del desarrollo de los niños, al poseer conocimientos sobre la ciencia de la educación infantil y estrategias adecuadas para organizar las actividades de enseñanza y aprendizaje. Esta investigación semi-experimental tiene como objetivo investigar la eficacia de los procesos de enseñanza cooperativa en la promoción de habilidades de inteligencia emocional y social entre los estudiantes de educación infantil.

Marco Teórico: Promoción de la inteligencia emocional y social de la primera infancia. Desempeño de docentes en formación a través de procesos de aprendizaje colaborativo

Método: El grupo objetivo de esta investigación está formado por 60 profesores en formación de primer año que estudian Educación Infantil en la Facultad de Educación de la Universidad Suan Sunandha Rajabhat, matriculados

Promoting the Emotional and Social Intelligence of Early Childhood by Improving Pre-Service Teacher Performance Through Collaborative Learning Process

en el curso ECC1306 para la organización de actividades de habilidades de inteligencia emocional y social para la primera infancia en el segundo semestre del curso académico 2021. El diseño de la investigación es semi-experimental cuasi-experimental, con un muestreo intencional seleccionado por los propios investigadores, ya que son los instructores del curso.

Resultados y Discusión: Los resultados mostraron que los docentes en formación obtuvieron un mayor rendimiento académico a través de las actividades de aprendizaje colaborativo, con un aumento del 33,56% en las puntuaciones. este estudio sugiere que las actividades de aprendizaje colaborativo diseñadas para promover la inteligencia emocional y social en la primera infancia pueden conducir a una mejora del rendimiento académico y a mayores niveles de satisfacción de los estudiantes con la gestión del aprendizaje cooperativo.

Implicaciones de la Investigación: Sería valioso investigar el impacto del proceso de aprendizaje paraguas y de las actividades de aprendizaje cooperativo en el desarrollo de la inteligencia emocional y social en los niños más allá de los años de la primera infancia. La investigación futura podría centrarse en examinar el impacto de estos métodos de enseñanza en diversas poblaciones de estudiantes, incluidos los estudiantes con discapacidades o de diferentes orígenes culturales y lingüísticos. Sería valioso explorar el potencial de las actividades de aprendizaje cooperativo mediadas por la tecnología, así como otros enfoques innovadores de la enseñanza colaborativa.

Originalidad/Valor: al considerar individualmente las puntuaciones obtenidas por los profesores en formación antes y después de las pruebas, se observó que éstos obtuvieron mejores resultados académicos tras participar en todas las actividades de aprendizaje cooperativo en el diseño de actividades que promueven la inteligencia emocional y social de la primera infancia en el nivel más alto (X = 3,88; D.S. = 0,18).

Palabras clave: Inteligencia Emocional, Inteligencia Social, Mejora del Rendimiento, Procesos de Aprendizaje Cooperativo.

1 INTRODUCTION

Early childhood development must encompass a holistic approach that focuses on the development of various types of intelligence, including emotional and social intelligence. This approach will improve the quality of life for children, allowing them to live successfully and happily within society. To achieve this, children need to learn to understand the emotions of others, regulate their own emotions, and express themselves appropriately. Learning to cooperate and work together with others is also essential for children's social development.

Psychologists and educators, including Goodman et al. (2015), recognize the importance of early childhood development and have made it a priority to promote growth throughout a child’s life. Emotional and social development are critical components of human development, and it is essential to train children in emotional fundamentals from a young age. This training should involve basic practices for understanding and regulating emotions, as well as support and reinforcement from adults.

1.1 RESEARCH OBJECTIVES
1. to examine the performance of student teachers in collaborating with their peers and mentors to design activities that promote emotional and social intelligence in early childhood;
2. to compare the effectiveness of different collaborative learning approaches used by student teachers in designing activities that promote emotional and social intelligence in early childhood.

2 LITERATURE REVIEW

According to Padadopoulou et al. (2014), it is essential to cultivate proper character traits in children that align with the rules of society. This will enable children to adapt better to others and learn their social roles. Conversely, children who exhibit socially inappropriate behavior, such as aggression, irresponsibility, or self-centeredness, may struggle to adapt to others and could potentially cause harm in the future. Therefore, training children to develop appropriate behavior is crucial for their social development and to become responsible members of society. Social development in early childhood must also focus on building trust with others while working, playing, and coexisting. Children must learn to take responsibility when working with others, understand the importance of agreements and rules, and cultivate patience while waiting for their turn to speak and listening to others. Admiring others' skills and abilities is also a vital aspect of social development (Khammanee, 2016).

The Faculty of Education has the main obligation of developing pre-service teacher to be knowledge-ready and skilled in organizing teaching activities to prepare them to face quality work situations in the future. The performance of pre-service teacher is crucial in achieving efficiency and effectiveness for learners in the teacher profession. The Faculty of Education must prepare pre-service teacher to adhere to the values and ideals of true teacher hood, which will help them perform their duties with dignity. The state has established a 20-year national strategy that focuses on recruiting quality, talented, and competitive individuals with innovative mindsets (Ministry of Education, 2017).

Improving the performance of pre-service teacher requires more than lectures and classroom instruction. The cooperative learning process is a widely used method that focuses on students performing tasks in small groups. Members of diverse groups work together to strengthen each person's learning abilities, with mutual help to achieve set goals (Basta, 2011). The process combines subject content learning with teamwork skill development, enabling student teachers to design activities consistent with the principles of conduct to benefit learners.
This approach provides students with the skills, thought processes, and decision-making abilities to select diverse information and learn effectively (Kanchana & Kanchana, 2017).

Based on the aforementioned premises, the researchers of this study are interested in examining how a collaborative learning process can enhance the performance of pre-service teacher in promoting emotional and social intelligence in early childhood students. The goal of this study is to prepare pre-service teacher to become effective and versatile educators who can foster the development of young learners' emotional and social intelligence, while also improving their own performance across various domains.

2.1 RESEARCH FRAMEWORK

The researchers developed the following conceptual framework for this study:

![Figure 1: Theoretical Framework](image)

3 RESEARCH METHODOLOGY

3.1. RESEARCH PARTICIPANTS

The target group for this research comprises of 60 first-year pre-service teacher studying Early Childhood Education in the Faculty of Education at Suan Sunandha Rajabhat University, enrolled in the ECC1306 course for organizing emotional and social intelligence skills activities for early childhood in the second semester of the academic year 2021. The research design is a semi-experimental quasi-experimental research, with purposive sampling selected by the researchers themselves, as they are the instructors for the course.
3.2 RESEARCH TOOLS

The data collection tools for this research are divided into three categories:

1. learning Management Plan; the outlines of the course ECC1306, which provides emotional and social intelligence skills for early childhood using a collaborative approach. The plan includes four sessions per week for 10 weeks;
2. pre-service teacher’s Learning Performance Assessment; this assessment tool measures the performance of the pre-service teacher in designing and implementing activities to promote emotional and social intelligence in early childhood.

3.3 DATA COLLECTION

The research was conducted in the second semester of the academic year 2021, and the data collection process was conducted in the following sequence:

1. the researchers assessed the learning management performance of pre-service teacher using an assessment form;
2. the researchers conducted a 10-week experiment on the learning management process in collaboration with the pre-service teacher according to the learning management plan in the second semester of the academic year 2019;
3. after the experiment was completed, the researchers assessed the learning management competency of the pre-service teacher using the same assessment form.

4 RESULTS

The research aimed to promote the emotional and social intelligence of early childhood by improving the pre-service teacher’s performance through a collaborative learning process. The findings were analyzed based on three points:

Point 1: Comparing the knowledge of promoting emotional and social intelligence in early childhood children who have participated in school activities organized through collaborative learning processes.
Table 1

Percentage Difference in Pre-test and Post-test Achievement Scores by Promoting Emotional and Social Intelligence of Early Childhood Children Who Organized School Activities Through a Collaborative Learning Process

<table>
<thead>
<tr>
<th>Student</th>
<th>Pre-test achievement (30 score)</th>
<th>Post-test achievement (30 score)</th>
<th>Difference in Achievement</th>
<th>Percentage of Score Difference pre and post test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>12</td>
<td>22</td>
<td>10</td>
<td>33.33</td>
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<td>15</td>
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<td>15</td>
<td>26</td>
<td>11</td>
<td>36.67</td>
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Average: 12.70, 22.97, 10.27, 33.56
S.D.: 2.52, 2.75, -

Table 1 shows the achievement scores of 30 pre-service teacher before and after participating in a collaborative learning process to promote emotional and social intelligence. The percentage difference between their pre-test and post-test scores is also provided.

On average, the students had a pre-test score of 12.70 and an post-test score of 22.97. This represents a 10.27-point increase in scores or a 33.56% improvement. The standard deviation of the scores is 2.52 for pre-school and 2.75 for after-school scores.
The results suggest that organizing school activities through a collaborative learning process can be effective in promoting emotional and social intelligence and improving academic achievement in early childhood children.

Point 2: Analysis of pre-service teacher's learning management performance.

Table 2

Averages and standard deviations of learning management performance of early childhood pre-service teacher through cooperative learning activities

<table>
<thead>
<tr>
<th>List of pre-service teacher's learning abilities</th>
<th>( \bar{X} )</th>
<th>S.D.</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Knowledge of principles, concepts, and theories in the subject matter of the course.</td>
<td>3.85</td>
<td>0.20</td>
<td>the most</td>
</tr>
<tr>
<td>2. Courage and expression in problem management.</td>
<td>3.94</td>
<td>0.16</td>
<td>the most</td>
</tr>
<tr>
<td>3. Creative problem-solving using group processes.</td>
<td>3.93</td>
<td>0.14</td>
<td>the most</td>
</tr>
<tr>
<td>4. Critical thinking and analysis of facts.</td>
<td>3.79</td>
<td>0.23</td>
<td>the most</td>
</tr>
<tr>
<td>5. Recognition and understanding of others' feelings.</td>
<td>3.85</td>
<td>0.20</td>
<td>the most</td>
</tr>
<tr>
<td>6. Positive and mature emotion and social intelligence.</td>
<td>3.90</td>
<td>0.11</td>
<td>the most</td>
</tr>
<tr>
<td>7. Teamwork and understanding of roles.</td>
<td>3.94</td>
<td>0.16</td>
<td>the most</td>
</tr>
<tr>
<td>8. Positive relationship with classmates.</td>
<td>3.79</td>
<td>0.23</td>
<td>the most</td>
</tr>
<tr>
<td>9. Responsibility for duties.</td>
<td>3.95</td>
<td>0.18</td>
<td>the most</td>
</tr>
<tr>
<td>10. Cooperative communication and expression skills.</td>
<td>3.87</td>
<td>0.17</td>
<td>the most</td>
</tr>
<tr>
<td>Total</td>
<td>3.88</td>
<td>0.18</td>
<td>the most</td>
</tr>
</tbody>
</table>

Table 2 shows the averages and standard deviations of early childhood pre-service teacher's learning management performance through cooperative learning activities. The overall learning management performance of the pre-service teacher was \( \bar{X} = 3.88 \) with a standard deviation of S.D. = 0.18. The pre-service teacher demonstrated the most strength in the areas of teamwork and understanding of roles, courage, and expression in problem management, and creative problem-solving using group processes.

5 DISCUSSION

The results of the study indicate that promoting emotional and social intelligence of early childhood children through an umbrella learning process for pre-service teacher has a positive impact on their academic achievement, learning performance, and satisfaction. These findings are consistent with previous research on cooperative learning and collaborative teaching processes.

The first finding showed that pre-service teacher achieved higher academic achievements through cooperative learning activities. This is in line with Saenkham's (2017) study, which found that students who studied with the LT cooperative learning
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activity series had significantly higher learning achievements than before classes. Moreover, Sriaporn et al. (2015) research on cooperative literacy results showed that performance scores of primary students were held higher in cooperative learning activities than before they were held. These studies support the effectiveness of cooperative learning activities in improving academic achievement.

The second finding showed that pre-service teacher had the highest level of learning performance through cooperative learning activities. The author's allocation of time and consultation at every turn enabled student to learn the processes and methods for solving problems on their own. This is consistent with previous research on the benefits of cooperative learning activities, such as improving teamwork skills and interpersonal relationship skills. In addition, a study by Di Wu et al. (2021) showed that cooperative learning activities can also improve students' critical thinking skills.

In conclusion, the study supports the effectiveness of promoting emotional and social intelligence of early childhood children through an umbrella learning process for pre-service teacher. The results show that cooperative learning activities and collaborative teaching processes can improve academic achievement, learning performance, and satisfaction. These findings are consistent with previous research and suggest the importance of incorporating cooperative learning and collaborative teaching processes in early childhood education.

5.1 RECOMMENDATION

Based on the conclusion and results of the research, it is recommended that early childhood education programs should incorporate cooperative learning activities and collaborative teaching processes in their curriculum. This approach can effectively promote emotional and social intelligence in young children and improve academic achievement, learning performance, and student satisfaction.

To implement this recommendation, teacher training programs should focus on equipping pre-service teacher with the necessary skills and knowledge to facilitate cooperative learning activities and collaborative teaching processes in the classroom. This may include training in group management, communication, and critical thinking skills. Additionally, teacher educators should provide ongoing support and mentoring to help student teachers develop these skills and integrate them into their teaching practices.

Furthermore, schools and education departments should provide resources and support to facilitate the implementation of cooperative learning and collaborative teaching processes.
This may include providing materials, technology, and professional development opportunities for teachers. It is also important to create a school culture that supports collaboration and teamwork among both students and teachers.

By implementing these recommendations, early childhood education programs can enhance the emotional and social development of young children, improve academic outcomes, and create a positive learning environment that promotes student satisfaction and engagement.

5.2 RECOMMENDATION FOR FURTHER RESEARCH

Based on the findings and conclusions of this study, several recommendations can be made for future research.

Firstly, it would be valuable to investigate the impact of the umbrella learning process and cooperative learning activities on emotional and social intelligence development in children beyond the early childhood years. This could help to identify the potential long-term benefits of these approaches and inform their implementation in later stages of education.

Secondly, future research could focus on examining the impact of these teaching methods on diverse student populations, including students with disabilities or from different cultural and linguistic backgrounds. This could help to identify any potential barriers or challenges to the implementation of the umbrella learning process and inform strategies to promote inclusive and equitable learning environments.

Thirdly, it would be valuable to explore the potential for technology-mediated cooperative learning activities, as well as other innovative approaches to collaborative teaching. This could help to identify new ways to engage and motivate students in their learning, and inform the development of effective and efficient teaching practices.

Overall, further research is needed to build upon the findings of this study and deepen our understanding of the potential benefits and challenges of implementing cooperative learning and collaborative teaching processes in early childhood education.

REFERENCES


