The Developing the Learning Performance Model to Enhance Communication and Emotional Intelligence of Early Childhood

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Abstract

The objectives of this research were as follows: 1) To compare the communication ability and emotional intelligence of students before and after participating in organized learning experiences according to the pattern of Learning Management and 2) To compare the communication abilities and emotional intelligence of early childhood students between those who received learning management according to the pre-school and post-school learning experience model and those who received normal learning management. The sample consisted of early childhood students. The research instrument for data collection included observation. The statistics for data analysis involved the use of statistical t-tests and comparative analysis techniques to examine the differences in communication ability and emotional intelligence between the experimental and control groups. The research results were as follows: 1) The study revealed a statistically significant increase in both communication ability and emotional intelligence among students who participated in organized learning experiences according to the pattern of Learning Management and 2) Early childhood students who received learning management according to the pre-school and post-school learning experience model demonstrated higher levels of communication skills and emotional intelligence compared to those who received normal learning management, with statistical significance at the .05 level.

Keywords: The model of learning performance; The capacity of communication; emotional intelligence

Introduction

Early childhood education implements various learning concepts to effectively manage early childhood education. Tailoring language experiences to suit the child's lifestyle enhances motivation and interest in language learning, promoting independent language acquisition and recognizing its benefits. Language development during this stage is greatly influenced by social interactions and everyday conversations with those around them. This period is characterized by rapid and positive changes in language development (Joyce & Weil, 2000). According to Joyce & Weil (2000), the learning experience model provides a structured plan or pattern to guide classroom or small group learning experiences, each aimed at achieving specific objectives.

Understanding children's language proficiency by age is crucial for tailoring language activities to enhance early childhood cognitive skills. According to Rawiwan Rungpraiwan (2013), Love You (2009), and Kobus (1999), children aged 4-5 typically demonstrate language abilities such as listening and retelling stories, speaking in coherent sentences, and asking

* Received: March 2 2027; Revised: March 12 2024; Accepted: March 18 2024

probing questions. This age marks a period of rapid language acquisition due to the development of brain cells and connections.

Language development in early childhood facilitates communication, expression of emotions, thoughts, and understanding of the surrounding world. Pornpilai Lertwicha & Akraphum Jupakorn (1978) suggest that language comprehension and expression are integral brain processes, albeit varying in timing among individuals.

Early childhood education inspired by the Waldorf concept underscores the integration of external and internal worlds, fostering empathy and interconnectedness, as Sirima Pinyoanantapong (2013) emphasizes. Goleman (1998) highlights the importance of emotional intelligence, which encompasses personal competence and effective interpersonal skills. This aligns with early childhood learning principles, promoting social interaction and emotional awareness, as emphasized by Sompoj Eamsuphan (1981). Cultivating emotional intelligence from a young age is pivotal for holistic development.

Good emotional and psychological development in early childhood has been found to be essential for intellectual development and subsequent success in higher-level learning. Emotional and psychological support during early childhood is crucial for fostering cognitive growth. Brain development research suggests that the frontal lobe is responsible for cognitive functions, while the left hemisphere is associated with rational thinking, language, symbols, expressions, speech analysis, and writing. Conversely, the right hemisphere is responsible for creativity, imagination, and overall brain function.

This early childhood education curriculum emphasizes purposeful play as a central component for children to learn through sensory experiences. Language acquisition occurs naturally as children interact with their parents, caregivers, and the environment, highlighting the importance of a conducive language-learning environment. According to the Office of Academic Affairs and Educational Standards, Ministry of Education (2017), children's brains are adept at language learning and require a well-structured language environment for optimal learning.

Furthermore, Goleman (1995) suggests that intellectual abilities contribute only 20% to overall success, while emotional intelligence accounts for the remaining 80%. High emotional intelligence is associated with positive traits such as humor, empathy, reduced aggression, kindness, respect for others' opinions, responsibility, enthusiasm, problem-solving skills, open and honest communication, and a generally joyful demeanor.

In early childhood, children naturally display curiosity and begin to form their own identities. This self-awareness is crucial for the development of emotional intelligence. Engaging in activities that encourage reasoning and genuine emotional experiences helps children comprehend their own emotions and those of others, which is essential for fostering healthy relationships. According to Rebecca (1998), allowing children to express themselves through gestures, singing, and drawing in educational settings can aid in the development of emotional intelligence. According to Piaget's theory of intellectual development (Piaget, 1969), children's cognitive growth is heavily influenced by their interactions with the environment. This process frequently occurs in educational settings, such as schools, where children learn about the significance of emotional intelligence during early childhood. Therefore, educational approaches should be structured systematically to promote the growth of communication skills and emotional intelligence, thereby laying the groundwork for comprehensive personality development.

In alignment with Piaget's theory, learning experiences should be systematically organized to promote reasoned communication and emotional intelligence. Ultimately, the goal is to equip children with the necessary skills to navigate contemporary life effectively.

This study aims to develop a learning experience model that enhances children's communication abilities and emotional intelligence, providing a holistic approach to early childhood education in today's dynamic world.

Research Objectives

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1. To compare communicative communication and Emotional Intelligence of the students that got awards were learning following pattern pre and post-focus on experienced knowing.

2. To compare communicative communication and 0f the students among groups who learn following the form with the group experienced following normal learning.

Research Methodology

The research followed a Research and Development (R&D) process, divided into two phases. Phase 1 focused on the development of a learning experience model to enhance communication abilities and emotional intelligence in early childhood. This phase included six sub-stages: studying basic information, reviewing cognitive documents, studying characteristics, synthesizing draft models, quality checking, and preparing research instruments. Phase 2 involved conducting a Try-Out experiment to test the draft model, which included obtaining permission, preparing tools, assessing students, conducting the trial, and analyzing data using statistical tests.

Source of Data

Data were gathered from various sources, including literature reviews, cognitive documents, observations of early childhood characteristics, expert feedback, and trial experiments conducted with early childhood students.

Population and Sampling

The population consisted of early childhood students from two primary schools, with the sample comprising 60 students (30 in the experimental group and 30 in the control group). Simple random sampling was used, with kindergarten classes serving as the units of selection.

Data Collection

Data were collected using research instruments developed during Phase 1, including a learning experience management plan and an assessment tool for communication ability and emotional intelligence in early childhood. The assessment involved observing student behavior and recording scores before and after participation in learning experiences based on the model.

Analysis of Data

The analysis involved comparing communicative abilities and emotional intelligence between groups that received learning management according to the model and those that received normal learning arrangements. Statistical tests, including t-tests, correlation analysis, and normality tests, were conducted to analyze the data and assess the effectiveness of the learning experience model.

Research Result

1. To compare communicative communication and Emotional Intelligence of the students that got awards were learning following pattern pre and post-focus on experienced knowing. The research findings revealed a significant improvement in both communicative communication and Emotional Intelligence among students who participated in learning experiences following the pattern. Pre-intervention assessments showed baseline levels of communicative communication and Emotional Intelligence, with post-intervention assessments demonstrating notable enhancements in these skills. Specifically, students exhibited increased proficiency in expressing thoughts and emotions, engaging in effective interpersonal communication, and demonstrating greater awareness and regulation of their emotions. These results underscore the efficacy of the patterned learning experiences in fostering the development of communicative communication and Emotional Intelligence in early childhood.

2. To compare communicative communication and Emotional Intelligence of the students among groups who learn following the form with the group experienced following normal learning. Comparative analysis between groups revealed significant differences in communicative communication and Emotional Intelligence outcomes. Students who participated in learning experiences following the pattern exhibited notably higher levels of communicative communication and Emotional Intelligence compared to those in the control group who experienced normal learning arrangements. Specifically, students in the patterned learning group demonstrated enhanced abilities to express themselves effectively, engage in meaningful interactions, and regulate their emotions in various social contexts. These findings highlight the distinct benefits of structured learning experiences in promoting the development of communicative communication and Emotional Intelligence among early childhood students.

Table1 The results of the research showed that the comparison of communication ability and emotional intelligence in early childhood children who were given learning management according to the pre-school and post-school learning management patterns is shown in Table 1.

Dependent variables	Total scores	pretest		posttest		df	t-test	Sig.
		$\bar{X}$	S.D.	$\bar{X}$	S.D.			
Communication Ability	75	41.20	5.22	70.53	2.85	29	54.56*	.000
Emotional Intelligence	75	34.27	5.97	69.17	3.06	29	56.65*	.000

According to Table 1, the results demonstrate a statistically significant improvement in communication ability and emotional intelligence among early childhood students who participated in the learning model after school. The average scores for communication ability increased from 41.20 before school to 70.53 after school, with standard deviations of 5.22 and 2.85, respectively. Similarly, emotional intelligence scores rose from an average of 34.27 before school to 69.17 after school, with standard deviations of 5.97 and 3.06, respectively.

These findings suggest that the learning model implemented after school effectively enhanced both communication ability and emotional intelligence in early childhood students. The substantial increase in average scores indicates significant progress in these skills

following participation in the learning model. Moreover, the relatively lower standard deviations after school compared to before school suggest greater consistency and convergence of scores among students, further supporting the efficacy of the learning model in promoting uniform development across the target skills.

These results underscore the effectiveness of the learning management model in promoting the development of communication ability and emotional intelligence in early childhood. The substantial improvements observed suggest that structured learning experiences, particularly those implemented after school, can significantly enhance children's communicative and emotional skills. Such findings have implications for educators, policymakers, and parents, highlighting the importance of incorporating structured learning interventions into early childhood education to support holistic development.

Furthermore, the statistically significant differences observed between pre- and post-school scores provide strong evidence in support of the efficacy of the learning management model. The consistency of these findings across both communication ability and emotional intelligence further reinforces the robustness of the model's impact on early childhood development.

In summary, this research contributes valuable insights into the effectiveness of structured learning experiences in fostering communication ability and emotional intelligence in early childhood. By emphasizing the importance of targeted interventions and structured learning approaches, this study provides actionable recommendations for improving educational practices and promoting the holistic development of young children.

Discussion

The results of the first objective of the research demonstrated that early childhood children who received model-based learning exhibited higher levels of communication ability and emotional intelligence compared to those in preschool settings. This difference was statistically significant at the .05 level. The model of communication ability and emotional intelligence in post-school early childhood education incorporated elements such as executive thinking, knowledge discovery, and natural language theory, comprising six components: principles, objectives, learning experience management content, activities, media and resources, and measurement and evaluation.

Based on these findings, recommendations for application include: 1) Recognizing the feasibility and importance of emotional intelligence attributes in early childhood, which demonstrate skills in self-management through thought processes such as planning, organization, decision-making, concentration, and behavior control. Educational interventions should focus on enhancing these attributes through strategies addressing restraint, mindset, and emotional regulation. 2) Educational institutions, including those under the Ministry of Higher Education, Science, Research and Innovation, the Office of Education, Bangkok, the Office of the Basic Education Commission, and the Office of the Private Education Commission, can incorporate assessments of communication abilities and emotional intelligence into evaluations of early childhood emotional development. This involves studying and understanding the strengths and weaknesses of children's communication abilities and emotional intelligence both in school and at home, leading to targeted plans for promotion and support.

The findings of this research highlight the significant impact of structured learning experiences on the development of communication ability and emotional intelligence in early childhood. By implementing a learning management model both before and after school, this study has provided valuable insights into effective educational interventions for promoting holistic child development.

One key observation from the results is the substantial improvement in communication ability and emotional intelligence among early childhood children who participated in the structured learning experiences. The comparison of pre- and post-school scores revealed statistically significant increases in both domains, indicating the efficacy of the learning management model. These findings underscore the importance of structured educational interventions in enhancing children's communicative and emotional skills, which are crucial for their overall well-being and success in various social and academic settings.

Moreover, the consistent pattern of improvement observed across both communication ability and emotional intelligence further validates the effectiveness of the learning management model. This suggests that the structured approach implemented in this study has a holistic impact on early childhood development, addressing multiple facets of children's socio-emotional competencies.

The implications of these findings extend beyond the realm of education, as they have broader implications for child development and well-being. Effective communication and emotional intelligence are essential skills that lay the foundation for positive social interactions, academic success, and overall mental health. By identifying effective strategies for fostering these skills in early childhood, this research contributes to the promotion of healthy development and resilience among young children.

Furthermore, the success of the learning management model underscores the importance of tailored interventions that address the specific needs and developmental stages of early childhood. Educators, policymakers, and parents can draw upon these findings to design and implement evidence-based practices that support children's holistic development from an early age.

Overall, this research emphasizes the critical role of structured learning experiences in nurturing communication ability and emotional intelligence in early childhood. By providing empirical evidence of the effectiveness of such interventions, this study contributes to the advancement of educational practices aimed at promoting the well-being and success of young children.

The research findings indicate a substantial increase in both communication ability and emotional intelligence among early childhood children who participated in structured learning experiences. This aligns with prior literature emphasizing the importance of structured educational interventions in fostering socio-emotional skills in young children (Jones & Bouffard, 2012; Denham et al., 2012).

The study demonstrates the effectiveness of the learning management model in promoting communication ability and emotional intelligence, as evidenced by the significant improvements observed in both domains. This supports previous research highlighting the benefits of structured learning approaches in enhancing children's socio-emotional development (Bierman et al., 2014; Morris et al., 2013).

The consistent pattern of improvement observed across both communication ability and emotional intelligence further reinforces the efficacy of the learning management model. This consistency aligns with theoretical frameworks suggesting interconnectedness between

communication skills and emotional regulation in early childhood development (Grazzani & Ornaghi, 2012; Denham & Brown, 2010).

The research underscores the importance of incorporating structured learning interventions into early childhood education to support holistic development. These findings have significant implications for educators, policymakers, and parents, emphasizing the need for evidence-based practices that prioritize socio-emotional competencies alongside academic achievement (Gilliom et al., 2018; National Association for the Education of Young Children, 2019).

In summary, while the research findings largely align with existing literature on the benefits of structured learning experiences for promoting communication ability and emotional intelligence in early childhood, they also provide empirical evidence to support and extend these theoretical frameworks. By emphasizing the importance of tailored interventions and holistic development, this study contributes to the ongoing discourse on effective educational practices for young children.

Recommendations

1. Researcher should explore the specific components and methodologies of model-based learning that contribute to the development of communication ability and emotional intelligence in early childhood.

2. Researchers should explore the applicability and effectiveness of model-based learning approaches across different cultural contexts.

3. In the next section of the research, providing training and support for early childhood educators in implementing structured learning interventions will be crucial for maximizing their impact.

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