



## Development of Psychological Course Based on Social Stories and 4MAT Method to Enhance Preschool Students' Emotional Intelligence in Hancheng Jiada School

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### Abstract

**Background and Aim:** The emotional intelligence of preschoolers has a significant impact on their social interactions, scholastic achievement, and general well-being, making it vital for their overall development. Developing emotional intelligence in young children can be challenging, especially in traditional school environments. The objective of this study was to (1) develop a psychological course based on social stories and the 4MAT method to enhance preschool students' emotional intelligence, (2) compare preschool students' emotional intelligence before and after implementing through psychological course based on social stories and 4MAT method, and (3) study the learning progression of preschool students' emotional intelligence who learned through psychological course based on social stories and 4MAT method each time.

**Materials and Methods:** This study used a cluster sampling method with 30 kindergarten students of Hancheng Jiada School, People's Republic of China. The experimental design adopted in this study was a group pretest-posttest design and the equivalent time-sample design. The research instruments were 1) 8 lesson plans, 2) a Test for assessing preschool students' emotional intelligence (Knowledge), and 3) an Observation form for assessing preschool students' emotional intelligence (Behavior). The data were analyzed by using mean, standard deviation the t-test for a dependent sample, and one-way Repeated Measures ANOVA.

**Results:** The results of the study were as follows: 1) The psychological course to enhance preschool students' emotional intelligence consisted of the principle, objective, content, instructional strategy, materials, and evaluation. 2) After implementing social stories and 4MAT learning, the student's emotional intelligence was higher than before ( $t=8.317$   $p=.001$ ). 3) The students' emotional intelligence increased in the four tests after the psychological course with the F-test statistic ( $F=6255.071$ ,  $p=.001$ ), which was less than .05, indicating that there were statistically significant differences in the mean values of the four times emotional intelligence tests.

**Conclusion:** The innovation of this research was: 1) The course components consisted of six components. 2) The instructional strategy to enhance preschool students' emotional intelligence had 7 steps: Step 1: personalization, step 2: engagement, step 3: application, step 4: creativity, step 5: visual Support, step 6: progress monitoring, and step 7: Inclusivity.

**Keywords:** Psychological course; 4MAT learning; social stories; Emotional Intelligence

### Introduction

Emotional intelligence (EI) is essential for the comprehensive growth of preschool-aged children as it impacts their social interactions, academic performance, and long-term emotional well-being. Due to the importance of emotional intelligence (EI) in early childhood, educators and psychologists have been placing more emphasis on interventions that try to promote emotional awareness, regulation, and empathy during this critical period of development (Hoffmann et al, 2018). An effective strategy for improving emotional intelligence (EI) in early children is by implementing structured educational programs that incorporate successful teaching methodologies. The objective of this project is to create and assess a program that combines social storytelling and the 4MAT technique. Social stories, created by Gray (1993), are interventions that use narratives to teach children social cues and proper responses in social situations, thus enhancing their emotional competence (Gray, 1993).

The 4MAT approach, introduced by McCarthy (1990), is an extensive educational framework that caters to many learning types, namely activist, reflector, theorist, and pragmatist, to provide all-

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encompassing learning experiences that are customized to individual preferences (McCarthy, 1990). The suggested psychological course aims to integrate these two techniques to establish a well-organized and captivating learning environment that not only improves the emotional intelligence of preschoolers but also caters to their different learning requirements (Rafique et al, 2020). The 4MAT technique in a preschool environment highlights the possible benefits of integrating narrative-based treatments with instructional frameworks. It explores the theoretical underpinnings, methodology, implementation techniques, and evaluation measures used to construct and assess the effectiveness of this novel educational intervention. This research aims to provide significant insights into improving emotional development programs for young children. The findings have consequences for both educational practice and psychological theory. Over the past few years, educators, psychologists, and researchers have been paying more attention to the significance of emotional intelligence (EI) in early childhood education. Emotional intelligence, which includes the skills to recognize, comprehend, control, and productively communicate emotions, is crucial for the comprehensive growth of children. It significantly influences their social interactions, academic success, and long-term happiness (Pellicano, 2021).

The preschool years are a crucial time for developing emotional intelligence, as youngsters start to navigate intricate social relationships and control their own emotions with increasing independence. Given the importance of this specific period of development, it has become crucial to implement educational interventions that focus on improving emotional competence in early childhood environments.

A novel strategy for fostering emotional intelligence in preschoolers is combining social storytelling with the 4MAT method. Social stories are interventions that utilize narratives to instruct children in proper social actions and responses using structured storytelling. These stories offer youngsters tangible instances of social circumstances, aiding their comprehension and implementation of social standards and emotional reactions.

The 4MAT method is a pedagogical framework that complements the narrative approach of social storytelling. It specifically focuses on catering to multiple learning types, which include activist, reflector, theorist, and pragmatist. The 4MAT technique improves understanding, memory, and practical use of knowledge by involving children in activities that suit their preferred ways of learning. This approach guarantees a more thorough and individualized learning experience (Paik et al., 2022).

This study aims to create and assess a psychological curriculum that combines social stories and the 4MAT technique to improve emotional intelligence in preschool kids. The course seeks to offer a methodical yet adaptable approach to emotional development for young children by integrating narrative-based interventions with a modular instructional framework. This approach is designed to address the specific requirements and learning preferences of each child. The following sections of this study will explore the theoretical underpinnings, methodology, implementation techniques, and evaluation metrics used to construct and assess the effectiveness of this novel educational intervention. The main objective of this research is to add to the existing knowledge on effective methods for enhancing emotional intelligence in early childhood education. This has potential consequences for both educational practices and psychological theories (La Grutta et al., 2022).

## Objectives

1. To develop a psychological course based on social stories and the 4MAT method to enhance preschool students' emotional intelligence.
2. To compare preschool students' emotional intelligence before and after implementing psychological courses based on social stories and the 4MAT method.
3. To study the learning progression of preschool students' emotional intelligence who learned through psychological courses based on social stories and the 4MAT method each time.

## Literature review

### Emotional Intelligence

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Emotion, originating from Latin, typically denotes intense emotional encounters that are directed towards events or objects in the surroundings and often drive us to take specific actions about these events or objects. Throughout history, these events have been classified and designated with labels such as shame, anger, fear, pleasure, humiliation, or disgust. Darwin's work was published in 1872. The book "The Expression of the Emotions in Man and Animals" exerted a substantial influence on the formation of our comprehension of emotions across several academic disciplines. There is a consensus among various academic disciplines that emotions can be classified into discrete categories. Emotions are defined by distinct amalgamations of subjective sensations, physiological alterations, facial manifestations, and propensities towards particular behaviors.

Emotions are commonly believed to be adaptive because they serve a purpose and have significance for an individual. They represent an evaluative interaction with the environment that aids in preparing for specific behaviors. Emotions are commonly believed to have communicative functions, such as conveying messages through facial or vocal expressions. This is why they are considered crucial for social interaction. After Darwin's research, two significant discussions have improved the current comprehension of emotion. According to James (1884), emotions are primarily a distinct category of feelings that should be differentiated from other similar ideas like moods, sensations, and sentiments.

According to this perspective, emotions are the personal sensations linked to physiological changes and outward actions. Therefore, as James (1884) famously stated, our emotions are a result of our physical actions, such as crying leading to feeling sad, striking leading to feeling furious, and trembling to lead to feeling terrified - and not the other way around. A contrasting change in the comprehension of emotion is associated with a renowned study conducted by Schachter & Singer (1962). Their experiment suggests that emotions are solely influenced by thoughts and cognitions, particularly the interpretation and categorization of events, including physiological changes. Recent scholarly research has been focused on combining the important ideas from both emotional and cognitive theories. This has led to the development of new viewpoints that highlight the physical and social aspects of emotions, as discussed by Von Scheve and Slaby in 2019.

Various scholars have examined emotional intelligence from diverse perspectives, as it has an impact on both an individual's social interactions and academic performance. According to Mayer and Salovey, emotional intelligence is the ability to perceive, evaluate, and express emotions, as well as to use emotions to enhance thinking, understand emotions, and effectively manage them. Bar-On defines emotional intelligence as the capacity to recognize and regulate one's own emotions, as well as to comprehend and respond to the emotions of others. This includes personal skills such as expressing emotions, interpersonal skills such as understanding others' feelings for building and sustaining relationships, problem-solving abilities for personal and interpersonal issues, and the ability to appropriately interpret emotions in different situations. Emotional intelligence also encompasses Goleman delineates emotional intelligence into the domains of self-awareness, emotion regulation, self-motivation, empathy, and social interactions. Based on these criteria, emotional intelligence can be seen as the ability to recognize and manage emotions to foster personal growth and persevere in the face of life's challenges.

### **Social Stories**

Social Stories are succinct narratives specifically created to aid youngsters with autism in understanding social situations. These stories are employed to aid children with autism with predicting and anticipating specific situations, while also educating them on appropriate behavior within such situations. The primary goals of Social Stories are to distribute accurate social information and promote understanding of social concepts. The succinct and tailored stories provide aid in unexpected and sometimes puzzling social circumstances. A Social Story is a cognitive aid that assists youngsters in comprehending social information within a certain context with accuracy. The instruction encompasses all the many elements of a social situation, such as the people engaged, the activities or events occurring, the timing, the location, and the underlying reasons. Social Stories are a preparatory approach that aids in identifying potentially hard situations for children with autism. The purpose of this strategy is to acquaint the youngster with the

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event in advance and provide them with the requisite comprehension and abilities to appropriately manage it (Ozdemir, 2010).

Social Stories conforms to a specific set of criteria outlined by Carol Grey, the original progenitor of Social Stories. The presence of these requirements distinguishes a Social Story from other forms of visual or written techniques. A Social Story follows precise standards to guarantee that the process is a positive and beneficial experience for the child or young individual involved. Their goal is to accurately portray a certain action, skill, or achievement (such as eating, bathing, or waiting in line) and provide a visual tool to help the child understand and handle a potentially confusing or stressful situation. The primary goal of any Social Story is to improve the child's understanding of their social environment. Due to a deficit in social comprehension, individuals with autism may exhibit behaviors that others may consider disruptive or inappropriate. However, the implementation of a well-crafted Social Story typically leads to favorable modifications in their behavior.

#### **4MAT Method**

The 4MAT-teaching model is a theoretical framework for education that draws inspiration from the research of John Dewey (Experiential Learning), Carl Jung (Individual Theory), and primarily, David Kolb (Experiential Learning Theory). The underlying assumption is that individuals acquire knowledge primarily through one of four distinct yet complementary modalities, depending on how they perceive and process information (McCarthy & McNamara, 1987; McCarthy & McCarthy, 2006). 4MAT categorizes four interconnected learning modalities that are contingent upon our perception and cognitive processing of novel information. Our unique learning pattern naturally aligns with this sequence. According to McCarthy & McCarthy (2006), four teaching approaches cater to different types of learners: learners of imagination (type I), analytical learners (type II), common sense learners (type III), and dynamic learners (type IV) (AlSaleem, 2019). The subsequent text provides a concise depiction of these learning styles from the standpoint of learning and instruction:

Type I learners, distinguished by their innovativeness, demonstrate heightened learning capabilities when they actively participate in personal situations. They utilize the opportunities to extract meaning from their education and take enjoyment from sharing their opinions, emotions, and perspectives with others. They have a propensity to imitate natural phenomena and mostly gain knowledge via the interchange of ideas and conversation. They exhibit exceptional aptitude in embracing many perspectives and display a profound understanding of others' needs. As instructors, "lost learners" play the role of facilitators, giving priority to fostering personal involvement with the subject matter through classroom conversations, collaborative activities, and attentive listening. Their main objective in the classroom is to promote the progress of every individual student.

The analytical learning strategy, also known as type II, entails a systematic and methodical exploration of complex facts. They often exhibit outstanding success in traditional educational environments as pupils. Students develop a profound comprehension of new ideas and make links between newly learned knowledge and pre-existing accurate information. They find enjoyment in the logical process of formulating hypotheses and constructing models. They possess a robust inclination to attain accuracy and exhibit a predilection for lecturers who similarly emphasize precision. As educators, analytic learners employ a systematic approach, prioritizing the dissemination of information through structured and logical lectures, note-taking, and reading materials.

Sensitive individuals, classified as Type III learners, possess the ability to develop the skill of practice. They place a higher importance on the immediate practical uses while delivering novel information. They are proactive learners, choosing to rapidly participate in classroom activities. They strongly disapprove of endeavors that lack a clear objective or actual utility. They demonstrate improved cognitive ability when provided with opportunities for experience learning. Perception As educators, learners are teachers who stress providing students with opportunities to apply newly gained skills.

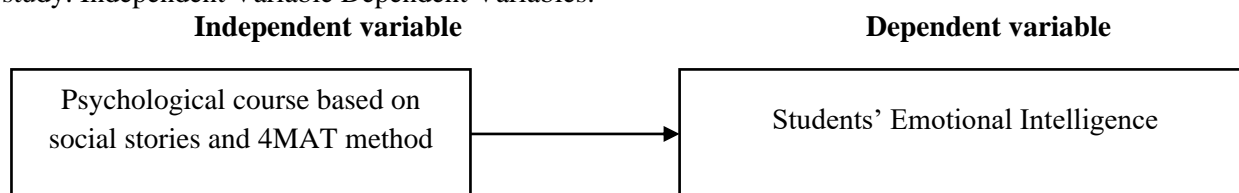
Dynamic learners, or type IV learners, are distinguished by their proactive attitude to learning. They take pleasure from engaging in risky activities and mostly acquire knowledge through their inquiry. They



derive pleasure from establishing connections between their learning and the parts that are meaningful in their lives. They find enjoyment in gathering information and using their expertise in innovative ways. As instructors, dynamic learners captivate their students by creating genuine learning experiences in the classroom. Additionally, they promote a curriculum that is adaptable to accommodate the distinct interests of individual students, when arranged in the correct order, these four learning styles offer an inherent structure for the process of teaching and learning. Research has provided support for the application of the 4MAT paradigm in primary, secondary, and more recently, higher education settings (Bair & Judah, 1990). The 4MAT learner model, which aligns with Kolb's concept of integrated learning, is instructed using four primary teaching approaches (Kolb & Kolb, 2005). 4MAT integrates brain-based processing strategies with the fundamental concept of KOLP methods in learning. 4MAT is a structured framework for designing educational plans based on the belief that people learn in distinct yet recognizable ways. It posits that engaging with a range of diverse learning activities enhances motivation and improves performance.

## Conceptual Framework

In this study, the independent variable is the Development of a psychological course based on social stories and the 4MAT method to enhance preschool students' Emotional Intelligence and the dependent variable is Preschool Students' Emotional Intelligence Before and After Implementing a psychological course based on social stories and the 4MAT method. Figure 1 illustrates the conceptual framework of this study. Independent Variable Dependent Variables.



**Figure 1:** The figure of Research conceptual Framework

## Methodology

## 1. Population and sample

The population was 180 students from 6 classrooms of kindergarten level in the academic year 2023-2024 of Hancheng Jiaoda School, the People's Republic of China.

The sample was 30 students from 1 classroom derived by cluster random sampling of kindergarten level in the academic year 2023-2024 of Hancheng Jiaoda School, the People's Republic of China.

## 2. Research Instruments

To achieve the research objectives, The research tools utilized in this investigation were 1) 8 lesson plans, 2) Test for assessing preschool students' emotional intelligence (Knowledge), 3) Observation form for assessing preschool students' emotional intelligence (Behavior).

1) 8 lesson plans

The summarized findings of lesson plans according to the psychological course based on social stories and the 4MAT method were collected and analyzed by arithmetic means and standard deviation. This procedure aimed to determine the quality of the lesson plans before their implementation. In the eight lesson plans evaluation form, the experts' average score ranged from 4.91 to 4.95, with a standard deviation ranging from 0.12 to 0.18. It was revealed that the lesson plan was very high level.

Instruments for data collection consisted of

## 2) Test for assessing preschool students' emotional intelligence (Knowledge)

The results obtained from the study of the IOC index demonstrate that all test items were determined to be appropriate and feasible for incorporation into the examination. It found that the IOC value range between 0.80-1.00 is greater than 0.50. In this research, the researchers use exam papers to test



students to get a set of data. This data was then used to measure the learning academic achievement test had an item difficulty ( $p$ ) of 0.43 – 0.80 and the item discrimination ( $r$ ) between 0.27 - .87. The reliability of the test was computed using the formula of Kuder and Richardson formulas 20 and should be more than 0.7 (Richardson & Kuder, 1939), KR20 equal 0.96 that means the test can be used.

### 3) Observation form for assessing preschool students' emotional intelligence (Behavior)

The Index of Item Objective Congruence (IOC) of each item of the test is higher than 0.5 which means it can be used in the observation form. The result of analyzing the IOC index showed that the IOC value range between 0.80 and 1.00 is greater than 0.50 all test items were appropriate and could be used in the observation form.

### 3. Experimental Design

The experiment was conducted in quasi-experimental research. The result of the developed course was investigated by the Pretest-Posttest and one-way repeated measures ANOVA (Campbell and Stanley, 1966), as shown in the table:

**Table 1:** Pretest-Posttest Design

Group	Pretest		Treatment						Posttest
Experimental	Opretest	X	O1	X	O2	X	O3	O4	Oposttest

$O_{pretest}$  was the score of learning achievement before the implementation of the psychological course based on social stories and the 4MAT method.

X was instructed through a psychological course based on social stories and the 4MAT method.

$O_1$  was the score of emotional intelligence time 1.

$O_2$  was the score of emotional intelligence time 2.

$O_3$  was the score of emotional intelligence time 3.

$O_4$  was the score of emotional intelligence time 4.

The  $O_{posttest}$  was the score of learning achievement after the implementation of the psychological course based on social stories and the 4MAT method.

### 4. Data collection

The course will be implemented in the samples in the semester of the 2023-2024 academic year. The procedures of data collection during the curriculum implementation process were as follows:

1) The samples were given the pretest for measuring emotional intelligence with constructed instruments.

2) The samples were taught by using a psychological course based on social stories and the 4MAT method.

3) After finishing the instruction, the samples received the posttest by using the same instrument as the pretest.

4) At the same time, an observation form for assessing preschool students' emotional intelligence is used to measure students' emotional intelligence.

### 5. Data analysis

1) Statistics used to determine the preschool students' emotional intelligence before and after implementing psychological courses based on social stories and the 4MAT method by using Paired Sample t-tests for dependent samples.

2) Statistics used to assess the preschool students' emotional intelligence through psychological courses based on social stories and the 4MAT method by using One-way ANOVA with Repeated Measures for the dependent sample.



## Results

The results of the study are as follows:

1. The course document consists of six components: 1) Principles 2) Objectives 3) Contents 4) Instructional strategy, teaching steps based on social stories and 4MAT method learning are 7 steps: Step1 Personalization, Step2 Engagement, Step3 Application, Step4 Creativity, Step5 Visual Support, Step6 Progress Monitoring, and Step7 Inclusivity 5) Media and resources 6) Evaluation.

The course was evaluated by five specialists in the field of curriculum and teaching. The analysis determined that the experts' average score was 4.93, with a standard deviation of 0.07, indicating a very high level. The preliminary curriculum could be utilized in this investigation.

2. The findings of comparison of student psychological course based on social stories and 4MAT method learning to improve students' emotional intelligence ability between pretest and post-test scores which were analyzed by using t- a test for dependent samples were presented in the below table. Table 2 aimed to answer the research objective about whether psychological courses based on social stories and 4MAT method learning to improve students' emotional intelligence were able to enhance students' emotional intelligence skills.

**Table 2** The findings of comparison of student Psychological Course Based on Social Stories and 4MAT Method Learning to improve students' emotional intelligence ability between pretest and posttest scores which were analyzed by using t- a test for dependent samples were presented in the below table.

Group	n	Pretest scores		Post-test scores		<i>t</i>	<i>p</i>
		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
Experimental Group	30	24.10	6.76	34.53	7.09	8.317*	0.001

\*  $p < .05$

As presented in the table, the average pre-test score of student's emotional intelligence course was 24.10 with a standard deviation of 6.76, and the average post-test score of students Psychological Course Based on Social Stories and 4MAT Method Learning to improve students' emotional intelligence was 34.53, with a standard deviation of 7.09. In addition, it aimed to check different scores before and after learning through the social stories method and 4MAT teaching model. The findings in this table show that after learning based on the social stories method and the 4MAT teaching model, students' emotional intelligence performance is greater than the statistical significance level of .05 ( $t=8.317$ ,  $p = 0.001$ ).

3. The finding compares the development of preschool students' emotional intelligence who learned through the psychological course based on social stories and the 4MAT method. For testing the assumptions of repeated measures ANOVA, a violation of the sphericity assumption (equality of variances of the differences between treatment levels) was found. The data did not exhibit compound symmetry. Therefore, the Greenhouse-Geisser epsilon correction was used to adjust the degrees of freedom for the statistical test. The results of the variance testing are shown in the table below:

**Table 3:** The One-way Repeated Measures ANOVA was used to compare the mean score difference of the four times of emotional intelligence tests ( $n=30$ ).

Source	SS	df	MS	F	<i>p</i>
Time	111196.467	2.109	52723.212	6255.071**	.000
Error	515.533	61.163	8.429		
Greenhouse-Geisser =.703 ** <i>p</i> <.01					

Table 3 shows that the F-test statistic was 6255.071, and the p-value was .000, which was less than .05, indicating that there were statistically significant differences in the mean values of the four times of emotional intelligence tests.

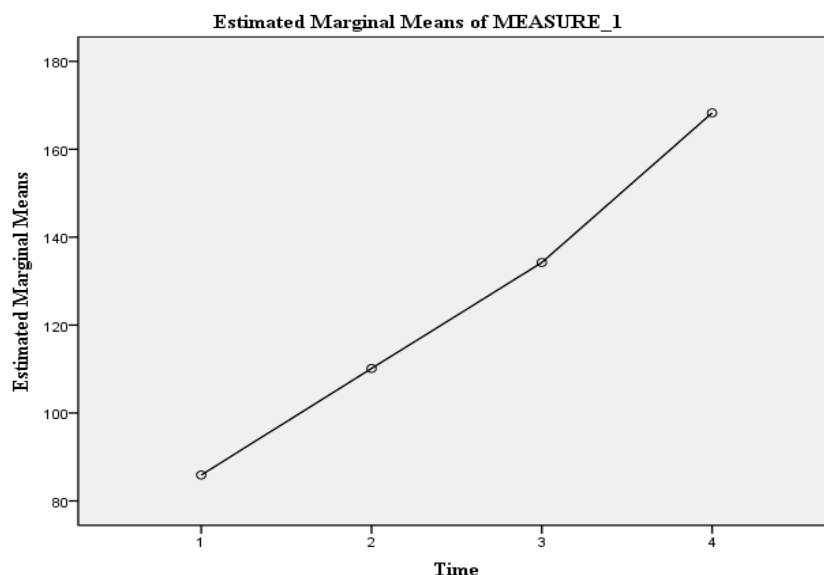
The Pairwise Comparisons of the four times of emotional intelligence tests were calculated, and the results are shown in Table 4.

**Table 4:** Pairwise Comparison of the mean values of the four times of emotional intelligence tests

Time	Time1	Time2	Time3	Time4
Time1	-	24.233*	48.333*	82.267*
Time2		-	24.100*	58.034*
Time3			-	33.934*
Time4				-

\* $p < .05$

In Table 4, Bonferroni was used to compare the results in pairs. According to the table, there was a significant difference in emotional intelligence between the first test and the second test (Mean Difference=24.233,  $p=.000$ ), the first test and the third test (Mean Difference=48.333,  $p=.000$ ), the first test and the fourth test (Mean Difference=82.267,  $p=.000$ ), the second test and the third test (Mean Difference=24.100,  $p=.000$ ), the second test and the fourth test (Mean Difference=58.034,  $p=.000$ ), the third test and the fourth test (Mean Difference=33.934,  $p=.000$ ).



**Figure 1:** Comparison of four times mean score differences of emotional intelligence

As can be seen from Figure 1, the mean score of preschool students' emotional intelligence showed an increasing trend in the four tests after the psychological course based on social stories, and the 4MAT method was used. In particular, the increase between the second and third test was significantly greater than that between the first and second, and between the third and fourth. After the third test, they were tested again after 2 weeks, during which there was no teaching. However, there was still a significant difference in the level of emotional intelligence between the third test and the fourth test, although the degree of significance was lower than that of the second and third tests. This indicates that the use of psychological

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courses based on social stories and the 4MAT method can not only help students improve their emotional intelligence during the teaching period, but also help students improve their emotional intelligence after the teaching, and its effectiveness has been verified.

## Discussion

The results of this study indicate that there are effects of the psychological course based on social stories and 4mat method learning to enhance students' emotional intelligence to improve students' emotional intelligence.

A psychological course developed using social stories and the 4MAT method to enhance students' emotional intelligence was evaluated by experts for its appropriateness and consistency. The course received high ratings, with an average appropriateness score between 4.80 and 5.00 and an Index of Item-Objective Congruence (IOC) ranging from .80 to 1.00. These results indicate that the course components are well-aligned and suitable for implementation. 1) Improving Engagement and Performance: The course significantly boosts students' interest in emotional intelligence and their intellectual performance. Students are encouraged to engage in independent learning, receive timely feedback, and develop self-assessment skills, which enhances their learning efficiency (Cai et al., 2021). 2) Continuous Curriculum Improvement: The course stresses the need for regular updates to curriculum and teaching methods to meet student needs and incorporate the latest trends. Despite potential challenges like budget constraints, ongoing improvements are essential. 3) Supporting Student Well-being: The course also focuses on student well-being, including physical and mental health. Providing adequate mental health support is crucial, and the course serves as a valuable tool in promoting high-quality student development (Yu et al., 2023).

This research investigates the effectiveness of a psychological course aimed at enhancing students' emotional intelligence at Hancheng Jiada School, China, by incorporating social stories and the 4MAT method. These approaches have the potential to modernize emotional intelligence education by emphasizing experiential learning and collaborative methods. As a result, students are more likely to develop a deep interest in emotional intelligence and a commitment to continual self-improvement (Derkach, 2023; Wang et al., 2023). The study highlights the significance of innovative teaching strategies, demonstrating their capacity to significantly boost students' analytical skills and overall academic performance. However, further research is necessary to refine these methods and ensure their adaptability to the evolving needs of students and the educational system.

The course was implemented with new students to measure its impact, revealing a notable improvement in exam scores. This enhancement is likely attributed to several key factors. Personalized teaching, student engagement, and creative teaching which tailors educational approaches to individual students' unique needs, preferences, and abilities, is crucial. By customizing the psychological curriculum, instructors can more effectively address the specific emotional development needs of preschool children, thereby enhancing their emotional intelligence (Kaplan, 2019; Zarifsanaiey et al., 2022). Furthermore, actively engaging students in the learning process ensures their mental, emotional, and behavioral involvement, while encouraging the practical application of acquired emotional skills to solidify their understanding and emotional regulation abilities (Storey-Hurtubise et al., 2021; Zarifsanaiey et al., 2022).

## Conclusion

Through the comparative analysis of the results of the pretest and post-test of the six-year kindergarten students using the teaching through Psychological Course Based on Social Stories and 4MAT Method Learning to Enhance Students' Emotional Intelligence. The conclusion was as follows:

1) The course document consists of six components: 1) Principles 2) Objectives 3) Contents 4) Instructional strategy, teaching steps based on social stories and 4MAT method learning are 7 steps: Step1 Personalization, Step2 Engagement, Step3 Application, Step4 Creativity, Step5 Visual Support, Step6 Progress Monitoring, and Step7 Inclusivity 5) Media and resources 6) Evaluation. The results of studying background information data for instructional model development

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2) After implementing social stories and 4MAT learning, the student's emotional intelligence was higher than before ( $t=8.317$   $p = .001$ ).

3) The students' emotional intelligence increased in the four tests after the psychological course with the F-test statistic ( $F=6255.071$ ,  $p=.001$ ), which was less than .05, indicating that there were statistically significant differences in the mean values of the four times of emotional intelligence tests. The results from studying the background data could be divided into 2 types: 1) the results of studying the relevant literature for this study and 2) the results of Professional experts and students interviewed about problems.

The implementation of a psychological course structured around social stories and the 4MAT method has shown significant promise in enhancing students' emotional intelligence. By integrating these innovative teaching strategies, the course effectively engages students, fosters personalized learning, and emphasizes practical application, all of which contribute to the development of key emotional skills. The results demonstrate not only improvements in students' emotional intelligence but also positive impacts on their overall academic performance. As education continues to evolve, this course serves as a model for how creative and adaptable teaching methods can be used to address the complex emotional and intellectual needs of students, providing them with the tools necessary for personal growth and success in an increasingly complex world. Continued research and refinement of these methods will further solidify their role in modern educational practices.

## Recommendation

In this study, the following recommendations are thought to be useful for instructions and for further study.

### Recommendations for Policy Making

School administrators should prioritize course development by providing resources and training for teachers in curriculum design, instructional materials creation, and diverse teaching methods. Workshops should be organized to enhance teachers' understanding of learner-centered approaches and authentic assessment techniques to improve teaching effectiveness.

### Recommendations for implication of the results of this study

- 1) Teachers should thoroughly review curriculum documents before implementation to ensure effective teaching.
- 2) They should be proficient in various instructional methods, including cooperative learning and problem-solving, to guide students effectively.
- 3) Preparing teaching materials in advance is essential for successful instruction.
- 4) Teachers should promote student expression and teamwork, fostering strong communication and collaboration skills.
- 5) Adopting authentic and varied assessment methods will provide a more accurate evaluation of student performance.

### Recommendations for further research study

- 1) Further research should explore how the 4MAT method can enhance independent learning and civic awareness.
- 2) Investigating additional teaching techniques that support active learning and scientific outcomes is necessary.
- 3) Teachers should be involved in developing teaching models, with research focusing on optimizing their participation in blended learning approaches.

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