



EXPLORING TEACHERS' PERSPECTIVE ON FOSTERING EMOTIONAL INTELLIGENCE IN EARLY CHILDHOOD

Erica D. Digal

Master of Arts in Educational Management, Rizal Memorial Colleges, Inc.

Article DOI: <https://doi.org/10.36713/epra28213>

DOI No: 10.36713/epra28213

ABSTRACT

This study aimed to answer the research questions: (RQ1) what were the experiences of the teachers in fostering emotional intelligence in early childhood education, (RQ2) what other strategies were used by teachers in fostering emotional intelligence among children, and (RQ3) what educational insights could be drawn from the experiences of early childhood education teachers as they fostered the emotional intelligence of the learners. This research was conducted in Matina Aplaya, Davao City, using a qualitative research approach that allowed an in-depth exploration of educators' perspectives on fostering emotional intelligence in early childhood. Data were gathered through interviews and observations and analyzed by organizing, reducing, and describing the collected information. The study found that early childhood teachers fostered emotional intelligence through child-centered strategies such as calming techniques, play-based learning, structured routines, and nurturing support, leading to improved self-regulation and social behavior among learners. Teachers coped with challenges through emotional control, patience, collaboration, and sensory-based approaches. The findings implied that emotional intelligence should be integrated into daily teaching practices and supported by schools as a continuous process within instruction and classroom management. It was recommended that schools strengthen training, provide support systems, and promote consistent use of emotionally responsive and child-centered practices.

KEYWORDS: *Exploring, Teachers; Perspective; fostering emotional intelligence; early childhood.*

INTRODUCTION

Fostering emotional intelligence in early childhood education offers many important benefits for young learners. When learners develop skills such as recognizing their emotions, expressing their feelings appropriately, and understanding the emotions of others, they are more likely to build positive relationships, show empathy, and manage conflicts effectively. These abilities also support better classroom behavior, stronger communication skills, and improved academic engagement because learners who can regulate their emotions are more prepared to participate in learning activities. However, educators also face several challenges in developing emotional intelligence among young learners. These challenges may include limited time within the curriculum, lack of training in social-emotional learning strategies, diverse emotional and behavioral needs of learners, and insufficient resources or support from schools and families. Despite these challenges, integrating emotional intelligence in early childhood education remains essential because it helps learners develop the social and emotional foundations necessary for lifelong learning and well-being.

The early years of a child's life are widely recognized as a crucial stage in shaping cognitive, social, and emotional development. Early Childhood Care and Education (ECCE) not only lay the foundation for academic readiness but also plays a significant role in fostering life skills, particularly emotional intelligence. Emotional intelligence refers to the capacity to identify, control, and regulate one's emotions, which plays a key role in improving psychological well-being and social growth. It also strengthens individuals' skills in handling social interactions, developing healthy relationships, and making more effective personal and professional decisions (Shengyao et al., 2024).

Globally, there is growing emphasis on Social-Emotional Learning (SEL) in early childhood education. Organizations such as UNESCO and UNICEF highlight the importance of fostering emotional intelligence alongside cognitive skills to prepare children for future challenges. Countries like the United States, Finland, and Singapore have incorporated structured SEL programs in preschool curricula, showing that children with higher emotional intelligence perform better academically and socially. This highlights how crucial it is to advance emotional intelligence (EI) globally through early childhood education and care. United Nations Children's Fund (UNICEF), any positive academic and life outcomes, including improved mental health, increased social competence, and improved academic achievement, are associated with socio-emotional competencies (UNICEF Philippines & King, 2024).

In the Philippines, the Department of Education (DepEd) and the Early Childhood Care and Development (ECCD) Council promote holistic child development, which includes emotional intelligence and social well-being. However, while policies exist, implementation in preschools varies widely. Studies indicate that Filipino preschool pupils often face challenges in emotional regulation and social interaction due to limited structured activities and teacher training in EI development. Addressing emotional intelligence through ECCE aligns with national educational goals of producing well-rounded, socially competent learners. The ECCD System aims to reduce mortality rates by ensuring adequate health and nutrition programs curated for both young children and their parents or parent-substitutes, by strengthening the national commitment to early childhood development including the physical-motor, socio-emotional, cognitive, linguistic, psychological, and spiritual capacities of young children, by the Early Years



Act of 2013 (RA 10410) facilitating these kids' smooth transition to a formal education system will be a top priority (Du-Baladad, 2025).

The city government of Davao continues to support early childhood development through the Early Childhood Care and Development (ECCD) program under the City Social Welfare and Development Office (CSWDO), which supports not only early education but also children's health and nutrition. Community-based preschools face additional trials, such as high student-teacher ratios and limited resources, which can impact the emotional intelligence development of pupils. By examining Early Childhood Care and Education (ECCE) procedures in nearby preschools technical staff responsible for private school validation reminded operators of private child-minding centers to adhere to City Ordinance No. 07829-19, which requires registration and a permit to operate (SunStar Davao, 2025). At the local level, particularly in Matina Aplaya, Davao City, preschool teachers observed that children entering formal schooling with cooperation, empathy, and self-regulation have some challenges.

Purpose of the Study

The study on Early Childhood educators' perspectives on fostering emotional intelligence in early childhood education in Matina Aplaya early learning centers, focused on understanding how teachers support the emotional development of young learners in the classroom. Emotional intelligence is an essential component of early childhood education because it helps learners recognize, understand, and manage their emotions while also building empathy and positive relationships with others. Through this study, the experiences and viewpoints of early childhood educators are explored to determine how they incorporate emotional learning into their daily teaching practices. By examining these perspectives, the research highlights the important role teachers play in fostering a supportive and emotionally responsive learning environment for young learners.

Furthermore, the study aims to identify the challenges that educators encounter when trying to foster emotional intelligence among their learners. These challenges may include limited training on social-emotional learning, lack of instructional resources, time constraints, or diverse behavioral and emotional needs among learners. By gathering insights directly from teachers, the research seeks to provide a clearer understanding of the practical realities within the classroom.

METHODOLOGY

This chapter outlined the research methodology employed to explore teachers' perspectives on fostering emotional intelligence in early childhood education. The study focused on examining the experiences, coping strategies, and insights of educators, school heads, and other key stakeholders involved in early childhood education to understand how their beliefs, practices, and approaches shaped young learners' development. Given the need to explore not only instructional strategies but also the cognitive, social, and emotional dimensions of early childhood education, a qualitative research approach was adopted. This methodology allowed for an in-depth exploration of educators' perspectives on fostering emotional intelligence in early childhood. It examined the dynamic interactions between educational philosophy, teaching practices, and learners' holistic development, providing rich insights into how early childhood education extended beyond academic preparation to support overall growth.

The purpose of conducting a phenomenological study on exploring educators' perspectives on fostering emotional intelligence in early childhood education centers in Matina Aplaya, Davao City, was to understand the lived experiences, perceptions, practices, and challenges of early childhood teachers in supporting the emotional intelligence development of young learners. This approach allowed the researcher to explore how educators interpreted and implemented strategies that helped learners develop skills such as self-awareness, empathy, and emotional regulation within the classroom. The basic procedures in conducting the study typically included selecting participants who had direct experience with the phenomenon, collecting data through in-depth interviews and observations, and carefully recording and transcribing their responses. The researcher then analyzed the data by identifying significant statements and common themes to describe the shared experiences of participants. Through these procedures, the study provided meaningful insights that helped improve approaches to fostering emotional intelligence among young learners in schools in Davao City.

Philosophical Assumptions

The study was grounded in key philosophical assumptions that guided its purpose and interpretation in exploring how emotional intelligence was fostered in early childhood education. From an axiological perspective, it emphasized ethical responsibility and valued educators' experiences while promoting child-centered and inclusive practices. Ontologically, it assumed that reality was multiple and subjective, recognizing that each classroom and interaction reflected unique, context-based experiences. Epistemologically, the study adopted a constructivist view in which knowledge was co-constructed through educators' insights, reflections, and lived experiences, highlighting learning as an active process. Rhetorically, it acknowledged the role of language in shaping meaning, viewing educators' narratives as essential in understanding their practices. Overall, these assumptions allowed the study to capture diverse perspectives with sensitivity and depth.

Qualitative Assumptions

The study employed a qualitative research design to explore the nuanced, lived experiences of educators in fostering emotional intelligence among young learners in early childhood education settings. This approach allowed for rich, detailed accounts of teaching practices, educator intentions, and learners' responses to various learning activities. Through semi-structured interviews,



classroom observations, and document analysis, the study captured the depth and complexity of how educational perspectives shaped learners' emotional development. The methodology reflected the flexible, interpretive, and human-centered nature of the research, allowing emerging themes to guide the inquiry and ensuring that the pedagogical, developmental, and ethical dimensions of early childhood education were thoroughly explored and authentically represented.

Research Design

A phenomenological study, a qualitative research approach that focused on understanding the lived experiences of individuals regarding a particular phenomenon. It explored how people perceived, interpreted, and gave meaning to their experiences through interviews, observations, and reflections (McLead, 2024). A phenomenological study was chosen because it was the most appropriate approach for understanding the lived experiences that early childhood teachers in Matina Aplaya early learning centers experienced fostering emotional intelligence among young learners. It captured how teachers guided learners' emotions and promoted skills such as self-awareness, empathy, emotional regulation, and social interaction, while also identifying challenges like behavioral differences, emotional outbursts, limited resources, and lack of training. These insights helped reveal both the difficulties and effective practices in supporting learners' emotional development.

The study was philosophical in nature because it was grounded in assumptions about reality, knowledge, values, and language. It viewed reality as multiple and subjective (ontology), knowledge as co-constructed through lived experiences (epistemology), participants' perspectives as valuable and ethically respected (axiology), and language as essential in expressing meaning (rhetoric). These foundations supported the use of phenomenology, allowing the study to understand the deeper meanings behind educators' experiences rather than seeking a single objective truth.

Research Participants

The participants of the study consisted of eight (8) early childhood educators who had been actively involved in teaching young learners. These educators were teaching in selected public and private early learning centers in Matina Aplaya, Davao City, Philippines. The inclusion criteria required that participants must have: first, a minimum of three (3) years of experience in Early Childhood Education (ECE); second, have undergone trainings in Early Childhood Education; and third, have earned at least 18 units in Early Childhood Education or its equivalent.

Participants were selected from diverse educational settings, including preschool classrooms, daycare centers, and early learning programs, to provide a broad range of perspectives. They also demonstrated willingness to reflect on their teaching practices, classroom interactions, and approaches to supporting learners' emotional intelligence development. The selection of these participants provided rich insights into how educational philosophies and strategies shaped emotional intelligence in early childhood learning experiences.

The number of participants was limited to eight (8) because they were the only educators available who met all the specified inclusion criteria within the selected research setting. Despite the small number, this was deemed sufficient for a phenomenological study, as the focus was on obtaining in-depth and meaningful insights from participants' lived experiences rather than achieving a large sample size.

Research Instrument

I utilized a combination of qualitative research instruments to gather in-depth insights into how emotional intelligence in early learning centers in Matina Aplaya, Davao City, Philippines, was perceived and practiced by educators. One of the primary instruments I used was semi-structured interviews, which allowed me to engage with early childhood educators in a conversational yet focused manner. These interviews were designed to explore their teaching experiences, classroom strategies, perceived impacts on learners' emotional development, and the challenges and successes they encountered. Open-ended questions encouraged participants to share detailed narratives about their approaches to fostering growth in young learners.

In addition, I conducted classroom observations to directly witness teaching practices, learning interactions, and the implementation of developmental activities. These observations helped me understand the dynamics between educators and learners, the types of activities employed, and the methods used to engage and support learners emotionally. To further enrich the analysis, I reviewed instructional materials such as lesson plans, teaching aids, learning activities, and learners' outputs that reflected practices in fostering emotional intelligence in early childhood education. All interviews and observations were audio-recorded (with consent), transcribed, and analyzed thematically. This multi-method approach allowed me to capture both individual and shared experiences, providing a comprehensive understanding of how educational perspectives shaped teaching practices and learning outcomes in early childhood settings.

Data Collection

The first step in my data collection procedure involved clearly defining the research objectives to ensure alignment with the study's aim of exploring educators' perspectives on fostering emotional intelligence and practices in early learning centers in Matina Aplaya, Davao City, Philippines. I refined the interview guide to comprehensively address key aspects of teachers' experiences, pedagogical



approaches, and perceptions regarding emotional intelligence development of young learners. This focused framework helped gather rich and relevant data on how teaching practices and classroom interactions shaped early childhood learning outcomes.

Next, I used purposive sampling to identify early childhood educators with at least three years of teaching experience and a willingness to participate in in-depth interviews and classroom observations. Selection criteria also considered educators from diverse educational settings, including public and private preschools, daycare centers, and early learning programs, to capture a broad range of perspectives. Potential participants were contacted through emails, personal communication, or school administration channels, providing them with an overview of the study and its objectives.

Once participants were selected, I obtained informed consent by providing an information sheet outlining the study's purpose, potential risks and benefits, and the voluntary nature of participation. I emphasized their right to withdraw at any time without consequence and ensured they fully understood the ethical guidelines involved. Interviews and observations were conducted in private, comfortable, and distraction-free spaces, either in person or via secure online platforms based on participants' preferences. *Conduct of Semi-structured interviews* were guided by open-ended questions designed to explore educators' experiences, strategies, and reflections on fostering emotional development in early learners. Each interview lasted approximately one hour, was audio-recorded with consent, and transcribed verbatim to ensure accuracy. Field notes were also taken to capture non-verbal cues, classroom dynamics, and contextual details, enriching data interpretation. All collected data were securely stored and organized for thematic analysis, with member checking employed to validate findings and ensure they accurately reflected participants' perspectives and lived experiences in early childhood education.

Data Analysis

The qualitative data analysis for this study began with organizing, reducing, and describing the data collected from interviews and observations of early childhood educators in Matina Aplaya, Davao City, Philippines. Recognizing that qualitative analysis was iterative and interpretive, I followed a systematic approach aligned with the study's goal of exploring educators' perspectives, practices, and experiences in early childhood education. I employed reflexive thematic analysis as recommended by Braun and Clarke (2021), engaging in repeated reading of transcripts and field notes to develop nuanced insights and identify patterns across participants. During coding, I generated initial codes, categorized them into broader themes such as "play-based learning," "social-emotional skill development," "teacher beliefs and identity," and "family-educator partnerships," and continuously refined these themes through iterative reflection.

To enhance trustworthiness, I implemented member-checking procedures in line with Soysal and Türkmen (2024), allowing participants to review and reflect on preliminary interpretations. Additionally, I followed the practical guidelines of Abidin et al. (2024) to maintain credibility, confirmability, dependability, and transparency, including the use of analytic memos, audit trails, and triangulation across interviews, observations, and relevant policy documents. This systematic and rigorous approach ensured that the findings authentically represented educators' perspectives and provided a holistic understanding of early childhood education practices.

Ethical Considerations

This study adhered to strict ethical standards to protect participants' rights, dignity, and well-being. Informed consent was obtained, emphasizing voluntary participation and withdrawal rights. Vulnerabilities, particularly of educators and young learners, were addressed through empathetic engagement and a safe environment. Privacy and confidentiality were maintained via anonymization and secure data storage. Justice and transparency were upheld through fair, inclusive participation and clear communication of research procedures. Data collection occurred in appropriate settings using reliable tools, and the researcher's qualifications ensured competent and responsible conduct.

Trustworthiness was ensured through **credibility, transferability, confirmability, and authenticity**. Credibility was reinforced via prolonged engagement, persistent observation, triangulation of interviews, classroom observations, and reflective accounts, with member-checking for participant validation. Transferability was supported through rich contextual descriptions of educational settings, participant backgrounds, and classroom environments, allowing applicability to similar early childhood contexts. Confirmability was achieved by documenting all data collection and analysis procedures, using participant statements to support identified themes. Authenticity was maintained by fairly representing diverse educator perspectives, including both successes and challenges in fostering emotional intelligence.

Data analysis followed Braun and Clarke's reflexive thematic approach. Transcripts and observation notes were systematically organized and coded into initial codes, which were then clustered into broader themes. Analytic memos captured insights and relationships across data, with triangulation and member-checking ensuring credibility and dependability. The final synthesis provided a comprehensive description of educators' perspectives on fostering emotional intelligence in early childhood education.

Results

This study explored teachers' experiences and strategies in fostering emotional intelligence among early childhood learners. Analysis revealed five main themes in teachers' practices:



1. **Responsive De-escalation and Emotional Management** – Teachers prioritize calming techniques, one-on-one attention, and behavioral monitoring to help children regulate intense emotions before instruction or correction. Practices include breathing exercises, quiet time, and physical proximity to provide reassurance and stability.
2. **Intentional and Activity-Based Emotional Learning Strategies** – Structured routines, play, creative expression, and reinforcement systems promote emotional awareness and self-regulation. Circle times, action songs, and reward systems encourage engagement, expression, and positive behaviors.
3. **Nurturing and Relational Emotional Support** – Validation, active listening, and care-oriented teacher roles foster emotional security. Children are guided to express feelings, resolve conflicts, and develop empathy in a safe and supportive environment.
4. **Holistic Emotional Development Approach** – Emotional learning is integrated across academic subjects, addressing diverse learner needs through experiential and movement-based activities. Teachers emphasize value-based lessons alongside cognitive growth to enhance social-emotional competencies.
5. **Indicators of Emotional Growth and Development** – Observable outcomes include improved emotional regulation, positive social behaviors, and increased independence and adjustment to the classroom. Children demonstrate better self-control, constructive conflict resolution, and confidence in group learning settings.

Teachers employ complementary **strategies**: self-regulation and composure, proactive classroom management, collaboration with peers and experts, strategic parental partnerships, and sensory/emotional reset techniques. These approaches enable educators to manage emotional challenges, reinforce positive behaviors, and support holistic learner development.

Findings highlight that fostering emotional intelligence in early childhood requires a combination of structured activities, relational support, individualized attention, and collaborative systems with parents and professionals, which collectively promote learners' emotional, social, and cognitive growth.

Summary

1. The study shows that teachers use four main approaches in fostering emotional intelligence: responsive de-escalation, activity-based emotional learning, nurturing support, and holistic emotional development. These include calming strategies, one-on-one interaction, behavioral monitoring, play-based activities, structured routines, and values integration. Emotional growth is seen through improved self-regulation, positive social behavior, and increasing independence among learners.
2. The findings show that teachers foster emotional intelligence through patience, effective classroom management, collaboration, and the use of play, routines, and emotional support. These strategies reflect a holistic approach that combines personal discipline and supportive relationships.
3. The insights show that teachers foster emotional intelligence through self-regulation, intentional communication, and consistent routines, supported by professional development, teacher well-being, and conducive school conditions. Emphasis is also placed on nurturing relationships, balanced discipline, and play-based learning to support children's emotional growth.

Implications

The study yielded the following implications:

1. The findings imply that emotional intelligence should be integrated into daily teaching practices rather than treated as a separate component of learning. Teachers' consistent use of supportive, structured, and child-centered strategies highlights the need for schools to prioritize emotional development alongside academic instruction. This also suggests that effective emotional learning depends on intentional teacher practices and strong relational interactions in the classroom.
2. The results imply that fostering emotional intelligence requires teachers to be emotionally competent, adaptable, and collaborative. Effective emotional development happens when strategies are integrated into daily routines and supported by strong partnerships with colleagues and parents.
3. These insights imply that emotional intelligence development depends on the alignment of teacher behavior, instructional practices, and institutional support. It highlights that consistent modeling, training, and a supportive environment are essential for effective emotional learning. This further suggests that emotional development should be treated as a core component of early childhood education.

Recommendations

Based on these findings, the study offered the following recommendations:

1. It is recommended that teachers continue strengthening emotional support strategies such as calming techniques, behavioral monitoring, and one-on-one guidance. Schools should also support training on emotional intelligence practices and encourage the use of play, routines, and values integration to further enhance children's emotional development.
2. It is recommended that schools provide targeted training on emotional intelligence, classroom management, and inclusive strategies. Strengthening collaboration among teachers, experts, and parents is also essential. Additionally, integrating play-based and supportive activities into daily teaching can further enhance children's emotional development.
3. It is recommended that schools enhance teacher training, support well-being, and improve classroom conditions and resources. Teachers should consistently model emotional regulation and apply child-centered, play-based, and emotionally



responsive strategies to strengthen learners' emotional development. Schools should also promote strong collaboration among teachers, parents, and administrators to ensure holistic support for learners.

REFERENCES

1. Al-Hendawi, M., Hussein, E., & Darwish, S. (2025). Direct observation systems for child behavior assessment in early childhood education: A systematic literature review. *Discover Mental Health*, 5, Article 21. <https://tinyurl.com/mpzc3b7r>
2. Aisyah, E. N., Harun, H., & Rohman, A. (2023). Learning through play in early children's education in Friedrich Wilhelm Froebel's perspective. In *Proceedings of the International Conference on Educational Management and Technology (ICEMT 2022)* (pp. 571–582). Atlantis Press. <https://shorturl.at/mHCIM>
3. Armesto-Arias, M., Neira-Piñeiro, M., & Pasarín-Lavin, T. (2024). A drama-based intervention to improve emotional intelligence in early childhood education. *European Journal of Psychology of Education*, 40, 13. <https://shorturl.at/FEqBN>
4. Asp, E., Raikkonen, E., Rutanen, N., Aro, T., Laakso, M.-L., & Salmi, P. (2024). Declared practices of language facilitation in early childhood education and care with children younger than two years. *Early Childhood Education Journal*, 53(4), 1265–1279. <https://shorturl.at/rYegT>
5. Bahr, T. (2025). Integrating making in early childhood education: How teachers' technology-related competencies make a difference. *International Journal of Technology and Design Education*. <https://shorturl.at/BoByr>
6. Bentley, B., Hoang, T. M. H., Arroyo Sugg, G., Jenkins, K. V., Reinhart, C. A., Pouw, L., Accove, A. M., & Tabb, K. M. (2023). Parent perceptions of an early childhood system's community efforts: A qualitative analysis. *Children*, 10(6), Article 1001 <https://shorturl.at/nKGZp>
7. BMC Psychology. (2024). Enhancing social-emotional skills in early childhood: Intervention study on the effectiveness of social and emotional learning. *BMC Psychology*, 12, Article 761. <https://shorturl.at/iBQdJ>
8. Brandisauskiene, A., Cesnaviciene, J., Bredikyte, M., & Sabaliauskiene, R. (2024). The quality of early childhood curricula and distributed leadership in Lithuanian ECEC institutions. *Education Sciences*, 14(2), 166. <https://www.mdpi.com/2227-7102/14/2/166?>
9. Braun, V., & Clarke, V. (2021). *Thematic analysis: A practical guide*. SAGE <https://library.roc.ac.uk/Record/24756?>
10. Butterworth, L., Rakap, S., & Gülboy, E. (2024). A systematic review of studies investigating quality of inclusive preschool classrooms. *Journal of Childhood, Education & Society*, 5(3), 386–406. <https://www.j-ces.com/index.php/jces/article/view/381?>
11. Chen, A., & Li, Y. (2024). Long-term effects of early-life education intervention on children's outcomes: Evidence from school consolidation in rural China. *Journal of Asian Economics*, 93, Article 101751. <https://tinyurl.com/erj0be72>
12. Clayback, K. A., Williford, A. P., & Vitiello, V. E. (2022). Identifying teacher beliefs and experiences associated with curriculum implementation fidelity in early childhood education. *Prevention Science*, 24(1), 27–38. <https://tinyurl.com/3twa9z3k>
13. Çoban, A., Yıldız, E., Aslan, H. S., Oğutcen, A., Koca, O., & Kaynar, F. (2023). Effectiveness of school readiness programs for preschool children: A meta-analysis study. *Educational Policy Analysis and Strategic Research*, 18(3), 50–77. <https://epasr.inased.org/makale/4050?>
14. Connelly, A. S., Shaik, N., & Chigona, A. (2024). "We grow together." Parent participation in an early childhood care and education centre. *South African Journal of Childhood Education*, 14(1), Article a1611. <https://tinyurl.com/2u3xepaw>
15. Du-Baladad, B. (2025). *The Early Childhood Care and Development (ECCD) Law*. MAP (National Management Association of the Philippines). <https://tinyurl.com/yaovtzjt>
16. Greenspan, S. I. (1989). Emotional intelligence. In K. Field, B. J. Cohler, & G. Wool (Eds.), *Learning and education: Psychoanalytic perspectives* (pp. 209–243). International Universities Press. <https://tinyurl.com/23sb7v2v>
17. Idris, Y. A. (2024). Curriculum design. *International Journal of Research and Innovation in Social Science (IJRISS)*, 8(3), 2452–2464. <https://tinyurl.com/4krw8388>
18. Jozsa, K., Amukune, S., Zentai, G., & Barrett, K. C. (2022). School readiness test and intelligence in preschool as predictors of middle school success: Result of an eight-year longitudinal study. *Journal of Intelligence*, 10 (3), Article 66. <https://tinyurl.com/8kthz5f9>
19. Kasdiah, M. A. H. B., Saidin, M. S. B., Amdan, M. A. B., & Janius, N. (2024). Challenges of preschool teachers in the implementation of early children's curriculum. *International Journal of Science and Research Archive*, 13(2), 437–446. <https://doi.org/10.30574/ijrsra.2024.13.2.2152.pdf?>
20. Kiptiah, M. (2023). Developing social skills in early childhood: A study of riverside communities in Banjarmasin, Indonesia. *Society*, 11(2), 687–696. <https://tinyurl.com/bde9p2y3>
21. Lewis, A., Fyffe, L., Sample, P. L., Rattenborg, K., & Bundy, A. C. (2024). Entering kindergarten after years of play: A cross-case analysis of school readiness following play-based education. *Early Childhood Education Journal*, 52(1), 167–179. <https://tinyurl.com/79kbpcdf>
22. Lewis, H. R., Lipscomb, S. T., Hatfield, B. E., Weber, R., Green, B., & Patterson, L. (2023). Family-teacher relationships and child engagement in early care and education. *Societies*, 13(3), 67. <https://www.mdpi.com/2075-4698/13/3/67?>
23. McLead, S. (2024). Phenomenology in qualitative research. *Simply Psychology*. <https://tinyurl.com/22abr039>
24. Mammen, M., & Paulus, M. (2023). The communicative nature of moral development: A theoretical framework on the emergence of moral reasoning in social interactions. *Cognitive Development*, 66, Article 101336. <https://tinyurl.com/z5dhz675>
25. Manzi, W., & Moreeng, B. (2023). Challenges facing implementation of economics curriculum: The experiences of Francis Baard District teachers. *Universal Journal of Educational Research*, 11(1), 1–13. <https://tinyurl.com/mpuz74fa>
26. Martinez-Yarza, N., Solabarrieta-Eizaguirre, J., & Santibáñez-Gruber, R. (2024). The impact of family involvement on students' social-emotional development: The mediational role of school engagement. *European Journal of Psychology of Education*, 39(4), 4297–4327. <https://tinyurl.com/36yddmhp>
27. Matthew, K. L., Clayback, K. A., Williford, A., & Vitiello, V. (2024). Supporting all learners through high-quality early childhood curricula: STREAMin³ implementation across Virginia. *Frontiers in Education*, 9, Article 1494464. <https://tinyurl.com/mryo56ta>
Meyers, J. (2022, February 11). Why social skills are important for child development. *Vanco Payments*. <https://tinyurl.com/3cycbc57>



28. National Association for the Education of Young Children. (2020). *Developmentally appropriate practice*. <https://tinyurl.com/2s3fpxmf>
29. Nelis, P., Pedaste, M., & Šuman, C. (2023). Applicability of the model of inclusive education in early childhood education: A case study. *Frontiers in Psychology*, 14, Article 1120735. <https://tinyurl.com/4w8hjd4r>
30. Pasaribu, G. R., Arfianty, R., & Bunce, J. (2024). Exploring early childhood linguistic intelligence through English language learning methods. *Innovations in Language Education and Literature*, 1(2), 68–73. <https://tinyurl.com/3myajc94>
31. Paul, C. D., Hansen, S. G., Marelle, C., & Wright, M. (2023). Incorporating technology into instruction in early childhood classrooms: A systematic review. *Advances in Neurodevelopmental Disorders*. <https://pubmed.ncbi.nlm.nih.gov/36816781/>
32. Rudisuli, C., Duss, I., Lannen, P., & Wustmann Seiler, C. (2023). External assessment of teachers' roles during children's free play and its relation to types of children's play. *Frontiers in Education*, 8, Article 1287273. <https://tinyurl.com/3uemnfs6>
33. Sahni, A. (2025, January 7). *History of emotional intelligence*. Kapable. <https://tinyurl.com/3npd224t>
34. Sakellariou, M., Polyxeni, M., & Strati, P. (2025). Emotional intelligence through the implementation of differentiated teaching and learning: A research study in preschool education. *European Journal of Education Studies*, 12(4) <https://tinyurl.com/kfx8bez5>
35. Samoylyukovich, S., & Svoboda, O. (2021). Developing emotional intelligence in primary school learners in the context of teaching English. *Pedagogical Sciences Journal*. <https://tinyurl.com/34cd2mk3>
36. Sharma, J. (2025). 12 key benefits of early childhood education and why they matter. 21K School. <https://tinyurl.com/mrbkxm4f>
37. Shengyao, X., Lin, X., Jenatabadi, H. S., Samsudin, N., Ke, C., & Ishak, Z. (2024). Emotional intelligence and psychological well-being: Implications for social development and decision-making. *Frontiers in Psychology*, 15, Article 11886. <https://doi.org/10.1186/s40359-024-01886-4>
38. Soysal, Y., & Türkmen, S. (2024). Reinterpreting the member checking validation strategy in qualitative research through the hermeneutics lens. *Qualitative Inquiry in Education: Theory & Practice*, 2(1), 42–63. <https://qietp.com/index.php/pub/article/view/19?>
39. Su, J., Zhong, Y., & Chen, X. (2023). Technology education in early childhood education: Systematic review. *Interactive Learning Environments*. <https://tinyurl.com/3sexsc5>
40. Sun Star Davao Digital. (2025, June 19). *Davao City sustains program for early childhood care, dev't*. SunStar Davao. <https://tinyurl.com/yr7wra58>
41. Suna, H. E., & Özer, M. (2024). Medium- and long-term outcomes of early childhood education: Experiences from Turkish large-scale assessments. *Humanities and Social Sciences Communications*, 11(1), Article 853. <https://tinyurl.com/y66jzrhv>
42. Taye, M. S., Kana, F. Y., & Jekil, T. R. (2025). Preschool teachers' role and beliefs about developmentally appropriate practice: A systematic literature review. *Center for Educational Policy Studies Journal*, 15(3), 145–166. <https://tinyurl.com/2as4t9kp>
43. Tilbe, Y. T., & Xiaosong, G. (2024). Teacher-related factors associated with teacher–child interaction quality in preschool education. *International Journal of Child Care and Education Policy*, 18(1), Article 9. <https://tinyurl.com/2wp2xdh3>
44. Uluc, O. S. (2022). A milestone of intelligent development: Daniel Goleman's emotional intelligence theory. *Experianta*. Retrieved November 25, 2025, from <https://tinyurl.com/5xx4xjuf>
45. UNESCO. (2021). *Inclusive early childhood care and education: From commitment to action*. UNESCO. <https://tinyurl.com/bd3axreb>
46. UNICEF Philippines & King, R. B. (2023). *Development of a socio-emotional skills assessment in the Philippines: Global and local agenda*. <https://tinyurl.com/2j99szxv>
47. Valle-Flórez, R. E., Colmenero-Ruiz, M. J., Jurado-de-los-Santos, P., & García-Martín, S. (2024). Early childhood education teachers: Perceptions about their preservice training. *Education Sciences*, 14(7), Article 732. <https://www.mdpi.com/2227-7102/14/7/732?>
48. Wolf, S., Jukes, M. C. H., Yoshikawa, H., Stern, J., & Kim, S. (2025). Examining the validity of an observational tool of classroom support for children's engagement in learning. *Early Childhood Education Journal*, 53(4), 1325–1339 <https://tinyurl.com/32j4fmc9>
49. Xu, J., et al. (2023). Developing emotional intelligence in children through dialogic reading, self-made books, and visible thinking routines. *Early Childhood Education Journal*, 52, 1693–1705. https://doi.org/10.1007/s10643-023-01520-9-o7nfo_ocr_force.pdf
50. Yalcin, V. (2021). Moral development in early childhood: Benevolence and responsibility in the context of children's perceptions and reflections. *Educational Policy Analysis and Strategic Research*, 16(4), 140–163 <https://files.eric.ed.gov/fulltext/EJ1328834.pdf?>
51. Zainal-Abidin, I. H., Abd Patah, M. O. R., Abdul Majid, M. A., Usman, S. B., & Zulkornain, L. H. (2024). A practical guide to improve trustworthiness of qualitative research for novices. *Asian Journal of Research in Education and Social Sciences*, 6(S1), 8–15. <https://tinyurl.com/4sf9w8uk>
52. Zhang, H., & Chow, J. T. W. (2022). A literature review of early childhood education: Developmentally appropriate practices (DAP) & strategies. *International Journal of Sciences: Basic and Applied Research*, 62(2), 249–264. <https://tinyurl.com/hb8a6rp2>