



# Preschool History Geography Curriculum and Its Effects on Emotional Intelligence\*

Semiha YÜKSEK USTA<sup>1</sup>, Fatma TEZEL ŞAHİN<sup>2</sup>

<sup>1</sup>Faculty of Education, Süleyman Demirel University, Isparta, Turkey 0000-0001-6371-0307

<sup>2</sup>Faculty of Education, Gazi University, Ankara, Turkey 0000-0003-2098-2411

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## ABSTRACT

This study was conducted to prepare the Preschool History Geography Education Curriculum for 60–72 months pre-school children and examine whether this program has an effect on their emotional intelligence and respect for diversity. This study was conducted as a quasi-experimental pretest-posttest control group design, as one of the quantitative research methods. The sample of the study consisted of a total of 40 children, 22 in the experimental group and 18 in the control group. The curriculum was implemented three days a week for ten weeks for the children in the experimental group. The educational curriculum of the control group was not interfered with. “The Preschool Education Curriculum of the Ministry of National Education of Turkey” (2013) was implemented in the control group. The data of the study were collected using the “Sullivan Scale of Emotional Intelligence for Children” and “Sullivan Brief Empathy Scale for Children” and “Scale of Respect for Diversity.” As a result of the study, the experimental group's emotional intelligence, empathy, and respect for diversity scores increased significantly compared to the control group. And the experimental group increased significantly in the post-tests compared to the pre-test scores.

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## 1. Introduction

In pre-school today, children will become adults in the middle of the 21st century, and perhaps at the end. When viewed from this perspective, it is foreseeable that children will be involved in very different living and educational conditions than the environment they are currently in. It is considered to be important that children develop skills for adaptation not only to conditions they will encounter in the future, but also to the rapid flow of information brought by technological and social developments to the world at the time they live in, and to changes in the economy, in their environment and in their families. In the globalizing world, the boundaries in intercountry communication have been eliminated, and it has become easier to be aware of the world. Children also get involved in such interaction, and consequently, are subject to different social issues through television and social media, such as war, homelessness, migration, economic problems, states, etc. In addition to this, children considered an element of consumption, are thought to be open to manipulation by the media, also given their role in directing their families towards consumption and in the choices their families make. It turns out, at this point, that children need educational experiences from the early stages of their lives in this respect to overcome such conditions and handle the conditions in favor of themselves and the community. Such educational experiences are thought to be feasible with the content of social studies such

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<sup>1</sup>Corresponding author's address: Süleyman Demirel University. Education Faculty. Isparta/ Turkey

e-mail: [semihayuksekg@gmail.com](mailto:semihayuksekg@gmail.com)

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as citizenship, economics, history, and geography, which are tailored to pre-school children's developmental areas. In the United States, a 32-member working group, which includes educators and major companies related to education, was established to identify, and standardize 21st century skills. This partnership (P21) identified the disciplines that should be taught to students in basic education and above in the 21st century as grammar, world languages, economics, mathematics, art, science, geography, history, and citizenship. P21 pointed out that such disciplines should be taught by weaving them with themes such as environmental literacy, global awareness, financial literacy, civic literacy, health literacy. "Learning and Innovation Skills", "Information, Media and Technology Skills" and "Life and Career Skills" have also been determined within the scope of the 21st century skills students need to acquire. The skills addressed as the "Life and Career Skills" include "communication and collaboration, flexibility and adaptation, initiative and self-direction, social and cross-cultural skills, and leadership and responsibility skills" (P21, 2015).

A review of these themes shows that "global awareness, civic literacy, financial literacy and environmental literacy" themes are associated mainly with the disciplines of history and geography. When the skills are examined in detail, it is noticed that the disciplines determined by P21 (2010) are such skills that can be taught through social studies involving the disciplines of history, geography, economics and citizenship. It is seen that the skills that will enable children to cope with the change and rapid flow of information mentioned earlier are these skills and it is possible to gain them through social studies.

### **Emotional intelligence and Respect for Diversity in Early Years**

"Communication and collaboration, flexibility and adaptation, initiative and self-direction, social and cross-cultural skills, leadership and responsibility" skills are closely related to emotional intelligence directly and indirectly (Goleman, 2000; Shapiro, 2004). Because these skills are within the Life and Career Skills, it is possible to say that enhancing people's emotional intelligence is also among the needs of the century (Turculet, 2015). One of the dimensions of empathy that depends on the development of emotional intelligence is respect for diversity. A positive self-perception, the ability to interact with and empathize with diverse people, the ability to respect diversity, coupled with the ability to think critically by recognizing biases and differences (Hall, 1999), are some of the cross-cultural skills that are 21st century skills that can be taught to children in the social studies classroom along with other social-emotional skills. In light of the above information, it is important that children support emotional intelligence and teach respect for diversity in early childhood to ensure that they adapt to the conditions they are under and prepare for the future.

Social studies such as history and geography, which are among the subjects that can address 21st century skills and issues, are not included as separate activities in the preschool education curriculum set by the Turkish Ministry of Education and are addressed as part of the science activities (Öztürk et al., 2015). It is a common idea among educators in general that the scope of such subjects is above young children's developmental levels. However, research shows that children can learn objectives set forth in many social studies through appropriate educational activities (Glauert, Heal & Cook, 2003, Kemple, 2016; Melendez, Beck & Fletcher, 2000). A literature review on social studies such as history and geography in early childhood shows that Montessori is one of the most influential proponents of this topic. According to Montessori, children develop a sense of admiration by recognizing their origins in the universe, and they also understand their place in the universe and their roles in their lives through education offered to them in contexts covering subjects such as geography, history and science and experiences for these contexts in early childhood. They establish links between the past and the present and understand that there are larger societies in the historical context, questioning who they are as a human being, a citizen of a country, and a member of the universe and ecology (as cited in Stephenson, 2015). All the values and attitudes, from the small to the large, such as empathy, cooperation, respect for diversity, self-determination, initiative, and being a responsible citizen of the world by analyzing the society in which one lives, respecting the environment, the universe, and other cultures in order to support world peace, which should be taught to people in the 21st century, can perhaps also be taught through social work areas such as history and geography, based on Montessori's ideas. This research was conducted to create a history and geography curriculum and examine its impact on emotional intelligence and respect for diversity to contribute to the literature, recognizing that progress in history and geography education remains limited in the preschool years.

## 2. Methodology

### 2.1. Research Model

The study was designed as a quasi-experimental study as one of the quantitative research methods. A  $2 \times 3$  mixed design was used for the study. The data collection instruments were administered to the children in the control and experimental groups at similar time points prior to implementation. After administering the pre-tests, the experimental group was taught using the Preschool History and Geography Education Curriculum (PHIGEC) 3 days a week for 10 weeks. The control group was taught using the "Preschool Education Program" (2013) of the Turkey Ministry of Education during that time. At the end of the 10 weeks, -both groups administered the post-tests. Four weeks after the post-tests, retention tests were administered to the experimental group to assess whether the curriculum was persistent.

### 2.2. Research Sample

The research study group consists of a total of 40 children, 60-72 months old, 18 in the control group and 22 in the experimental group, attending a pre-school education institution in Yenimahalle district of Ankara. The following criteria were taken into account for determining the experimental and control groups.

- Children had to be 60-72 months old,
- They had to have normal development,
- They had not been taught in an educational curriculum with history, geography, or similar content before,
- Their parents had to be willing to allow their children to participate in the study,
- The teachers of both classes had to have similar professional years of experience.

One of the two classes meeting the conditions was determined as the experimental group and the other as the control group.

### 2.3. Data Collection Tools and Procedure

*General Information Form:* The General Information Form administered in the study was prepared to identify general demographic information of the children and their families. The content of the form covered questions about the child's year of birth, gender, order of birth, number of siblings.

*Sullivan Scale of Emotional Intelligence for Children:* The "Sullivan Scale of Emotional Intelligence for Children" was developed by Sullivan (1999) to determine children's emotional intelligence and was adapted to Turkish by Ulutaş (2005). The Turkish version of the scale was used in this study. In its adapted version, the scale had the sections titled Faces, Stories, Comprehension and Management based on emotional intelligence competencies, such as "recognizing emotions, understanding emotions, and managing emotions".

The "Faces" section measures the ability to recognize emotions using various facial images. In the "Stories" section, the ability to understand emotions is measured using pictures about the feelings of a hero in a story. In the "Comprehension" section, children's ability to understand feelings that they and others feel is measured by using three test stories read aloud and questions about them. The "Management" section has questions about how children would make decisions in the face of certain situations that they are assumed to feel. The scale is assessed according to the correct responses given by children. A high number of correct answers means that the emotional intelligence score is high. The highest score one can score on the scale is 41. The alpha value was 0.84 for the overall "Sullivan Scale of Emotional Intelligence for Children."

*Sullivan Brief Empathy Scale for Children:* The measurement instrument "Sullivan Brief Empathy Scale for Children" which was developed by Sullivan (1999) to assess children's empathy levels, consists of 8 question stems with options "yes" and "no." This study utilized the Turkish version of the scale adapted by Ulutaş (2005). This scale was developed to obtain information about the empathetic reactions of children between the ages of 4 and 10. It contains 10 items that are read to the child. A high score on the scale indicates that the child's empathy is high. Ulutaş (2005) found that the alpha coefficient of the Sullivan Brief Empathy Scale for Children is 0.66 and the test-retest reliability coefficient is 0.90.

*Scale of Respect for Diversity:* "The Scale of Respect for Diversity" was developed by Ekmişoğlu (2007). There are 4 sub-dimensions on the scale: "gender diversity," "family and social life diversity," "disability diversity"

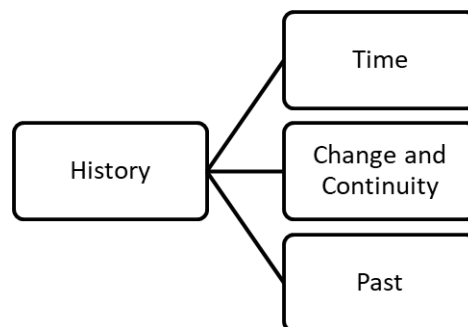
and “cultural background diversity.” There are 30 items, including 5 in the gender sub-dimension, 9 in the family and social life sub-dimension, 8 in the disability sub-dimension, and 8 in the cultural background sub-dimension. The measuring instrument with 3-point Likert options is used in such a way that the children answer the questions posed to them by choosing one of the cards on which a "smiley face", a "undecided face" and a "sad face" are depicted, which respectively mean "agree", "slightly agree" and "disagree". The highest score one can score on this test is 90. The internal consistency coefficient that is, the Cronbach Alpha value was found to be 0.70 (Ekmişoğlu, 2007).

*Preparation of PHIGEC:* Some of the objectives and activities of history and geography are included under the name of “science education” in the Preschool Education Curriculum (2013) of the Ministry of National Education of Turkey. The curriculum is mainly based on developmental features. For this reason, the themes and subjects of history and geography have not been specified.

The broad and detailed literature review was conducted in the first phase of the preparation of the curriculum. Next, a number of curricula were examined, including history and geography in early childhood education from some of the states in the United States (HSSFPCS, 2009; MHSSCF, 2003; NCEKSS, 2010). The Cosmic Education of Montessori, one of the pioneers of teaching in history and geography subjects in early childhood, was examined (Duffy & Duffy, 2002; Miller, 2008; NAMC, NAMC, 2009; Stephenson, 2015). In the second phase, the basic principles of the curriculum were specified. These principles are given below.

- It is child-centred.
- Collaborative learning is essential.
- It has to be associated with life.
- It is suitable for children’s developmental characteristics.
- It suits the interests and needs of children.
- It is spiral.
- It advances systematically and in a certain order.
- Abstract and distant concepts are embodied.
- It is aimed to improve all developmental areas through activities, but social-emotional development is at the center.
- Universal and cultural values are taken into consideration.

In the third phase, the achievement of social-emotional development area in the Preschool Education Curriculum (2013) of the Ministry of National Education, which was then in force in Turkey, were determined to be included in the activities of the PHIGEC.



In the fourth phase, the following geography themes were examined: the Cosmic Education Curriculum of Montessori, the standards for the teaching of social studies determined by the National Council for the Social Studies (NCSS, 2010; NCSS, 2002), and Geography for Life (Heffron, 2012) published by the Geography Education National Implementation Project (GENIP). And, a synthesis was made, and history-geography themes were created (Figure 1). The fifth phase hosted the planning of unique activities appropriate for the themes. In the sixth phase, an educational curriculum that included 30 days of activities was presented to the opinions of 5 experts 2 in the field of pre-school education, 1 in child development, 1 in history and 1 in geography. The activities were then

finalized in accordance with the recommendations from the subject matter experts.

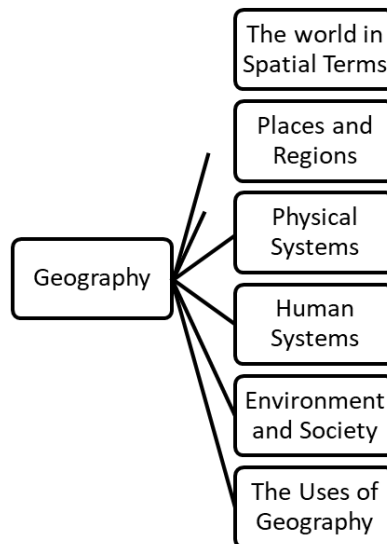


Figure 1. PHIGEC History and Geography Themes

#### 2.4. Data Collection Process

A room that was not influenced by external factors was identified to administer pre-tests to the children. The children were taken to the interview room one by one. The children’s answers to questions were recorded and filed in the evaluation form reserved for each child. It took approximately 20–30 minutes in total to administer all measurement instruments to each child.

**Implementation of PHIGEC** Before the implementation of the PHIGEC, a suitable place was arranged in the classroom as a temporary learning center for History and Geography. The materials that were prepared and brought in during the training period continued to be added to this learning center, so that by the end of the implementation, a learning center with rich materials had been created. The PHIGEC was administered to the experimental group 3 days a week for 10 weeks, while the Turkey National Preschool Education Curriculum (2013) was implemented on the remaining 2 days. The post-tests were administered to the children in both the experimental and control groups in the setting in which the pre-tests were administered immediately after the completion of the implementation of the program. The permanence tests were administered four weeks after the post-tests were administered only to the children in the experimental group in the same setting to determine if the PHIGEC was persistent.--

#### 2.5. Data Analysis

Initially, the distribution of the data sets was examined in the data analysis process. Accordingly, the skewness and kurtosis coefficients that were calculated were found to deviate from the value of  $\pm 1$ . It was found that the distribution in histogram charts was not normal because the number of people in the experimental and control groups was less than 30. Calculations involved nonparametric statistics. In the study, the probability value of  $p$  was accepted to be 0.05 when specifying the significance levels of statistical tests. The research data were analyzed using the Mann Whitney U test to determine if there was a significant difference between the pre-test and post-test scores of the children in the experimental and control groups, and between the difference scores calculated by subtracting the post-test scores from the pre-test scores. The Wilcoxon signed-rank test was conducted to determine if there was a significant difference between the pre-test and post-test scores of the children in the experimental group and between the post-test and retention scores of the children in the control group.

### 3. Findings

There was no significant difference between the pre-test scores of the children in the experimental and control groups on the “Sullivan Scale of Emotional Intelligence for Children”. Empathy scores of the experimental group, which were lower than those of the children in the control group at the pre-test, increased after the implementation to a level where there was no significant difference between them and the control group. A significant difference was found between the pre-test scores of the children in the experimental and control

groups on the “Sullivan Brief Empathy Scale for Children” in favor of the children in the control group. There was no significant difference between the pre-test scores of the children in the experimental and control groups on the “Scale of Respect for Diversity” (Table 1).

**Table 1.** Results of Mann Whitney U Test for Emotional Intelligence/ Empathy /Respect for Diversity Pretest Scores of Children in Experimental and Control Groups

Scale	Groups	N	M	S <sub>x</sub>	Mean Ranks	Sum of Ranks	U	z	p
Emotional Intelligence-Faces	Experimental	22	14.00	1.77	19.23	423.00	170.000	0.773	0.439
	Control	18	14.39	1.85	22.06	397.00			
Emotional Intelligence- Story	Experimental	22	3.32	1.17	21.32	469.00	180.000	0.503	0.615
	Control	18	3.11	1.41	19.50	351.00			
Emotional Intelligence-Comprehension	Experimental	22	7.82	1.84	22.50	495.00	154.000	1.212	0.226
	Control	18	7.06	2.07	18.06	325.00			
Emotional Intelligence-Management	Experimental	22	4.50	1.68	23.41	515.00	134.000	1.772	0.076
	Control	18	3.56	1.82	16.94	305.00			
Emotional intelligence	Experimental	22	30.05	3.90	22.82	502.00	147.000	1.392	0.164
	Control	18	28.11	4.80	17.67	318.00			
Empathy Scale	Experimental	22	8.50	1.74	17.25	379.50	126.500	2.069	0.039*
	Control	18	9.44	0.78	24.47	440.50			
Respect for Diversity-Gender	Experimental	22	10.64	2.38	21.09	464.00	185.000	0.359	0.719
	Control	18	10.33	2.33	19.78	356.00			
Respect for Diversity-Family & social life	Experimental	22	20.00	3.24	22.05	485.00	164.000	0.940	0.347
	Control	18	18.94	3.23	18.61	335.00			
Respect for Diversity-Disability status	Experimental	22	15.14	2.29	22.86	503.00	146.000	1.436	0.151
	Control	18	14.06	3.06	17.61	317.00			
Respect for Div.Cultural background diversity	Experimental	22	16.50	3.91	19.73	434.00	181.000	0.467	0.641
	Control	18	17.06	4.21	21.44	386.00			
Overall respect for diversity	Experimental	22	61.23	8.34	21.52	473.50	175.500	0.613	0.540
	Control	18	60.11	9.38	19.25	346.50			

\* $p < .05$

After the PHIGEC was administered to the experimental group, a significant difference was found between the emotional intelligence post-test scores of the experimental and control groups. The experimental group had significantly higher scores on “Faces,” “Comprehension” and the overall emotional intelligence. After the implementation, the children’s emotional intelligence scores increased significantly. And was administered to the experimental group; there was no significant difference between the empathy post-test scores of the children in the experimental and control groups. After the PHIGEC was administered to the experimental group, a significant difference was found between the -children's respect for diversity post-test scores in the experimental and control groups. The experimental group had significantly higher scores on all sub-dimensions except for the “family and social life” dimension and overall scores (Table 2).

**Table 2.** Results of Mann Whitney U Test for Emotional Intelligence/ Empathy /Respect for Diversity Posttest Scores of Children in Experimental and Control Groups

Scale	Groups	N	M	S <sub>x</sub>	Mean Ranks	Sum of Ranks	U	z	p
Emotional Intelligence-Faces	Experimental	22	15.27	1.91	24.75	544.50	104.500	2.582	0.010*
	Control	18	13.72	1.87	15.31	275.50			
Emotional Intelligence-Story	Experimental	22	4.41	0.85	23.23	511.00	138.000	1.761	0.078
	Control	18	3.72	1.36	17.17	309.00			
Emotional Intelligence-Comprehension	Experimental	22	8.55	1.60	24.27	534.00	115.000	2.302	0.021*
	Control	18	7.33	1.68	15.89	286.00			
Emotional Intelligence-Management	Experimental	22	5.00	1.75	21.09	464.00	185.000	0.363	0.717
	Control	18	4.50	2.07	19.78	356.00			
Emotional intelligence	Experimental	22	33.23	4.14	24.45	538.00	111.000	2.372	0.018*
	Control	18	29.28	4.81	15.67	282.00			
Empathy Scale	Experimental	22	9.36	1.50	21.61	475.50	173.500	0.825	0.409
	Control	18	9.44	0.86	19.14	344.50			

Respect for Div.Gender	Experimental	22	12.41	1.94	25.05	551.00	98.000	2.758	0.006*
	Control	18	10.11	2.40	14.94	269.00			
Respect for Div. Family & social life	Experimental	22	20.95	3.66	21.80	479.50	169.500	0.788	0.431
	Control	18	19.83	2.66	18.92	340.50			
Respect for Diversity- Disability status	Experimental	22	17.27	3.25	25.34	557.50	91.500	2.933	0.003*
	Control	18	14.22	3.00	14.58	262.50			
Respect For div. Cultural background diversity	Experimental	22	22.68	1.29	25.80	567.50	81.500	3.286	0.001*
	Control	18	18.39	4.67	14.03	252.50			
Overall respect for diversity	Experimental	22	73.32	6.36	26.82	590.00	59.000	3.783	0.000*
	Control	18	62.56	9.08	12.78	230.00			

\*p < .05

After the PHIGEC was administered to the experimental group, significant differences were found between the experimental group's emotional intelligence pre-test and post-test scores in terms of all sub-dimensions and the overall scale. There was no significant difference between the control group's emotional intelligence pre-test and post-test scores (Table 3).

**Table 3.** Results of Wilcoxon Signed-Rank Test for Emotional Intelligence Posttest–Pretest Scores of Children in the Experimental and Control Groups

Sub dimension	Time of administration	Rank	N	Mean Ranks	Sum of Ranks	z	p
Faces (Experimental)	Posttest–Pretest	Negative ranks	5	8.70	43.50	2.091	0.037*
		Positive ranks	14	10.46	146.50		
		Equal	3				
Story (Experimental)	Posttest–Pretest	Negative ranks	1	9.00	9.00	2.935	0.003*
		Positive ranks	14	7.93	111.00		
		Equal	7				
Comprehension (Experimental)	Posttest–Pretest	Negative ranks	2	7.00	14.00	2.008	0.045*
		Positive ranks	10	6.40	64.00		
		Equal	10				
Management (Experimental)	Posttest–Pretest	Negative ranks	3	6.50	19.50	2.235	0.025*
		Positive ranks	11	7.77	85.50		
		Equal	8				
Emotional intelligence (Experimental)	Posttest–Pretest	Negative ranks	5	4.80	24.00	3.339	0.001*
		Positive ranks	17	13.47	229.00		
		Equal	0				
Faces (Control)	Posttest–Pretest	Negative ranks	10	8.15	81.50	1.234	0.217
		Positive ranks	5	7.70	38.50		
		Equal	3				
Story (Control)	Posttest–Pretest	Negative ranks	5	5.00	25.00	1.782	0.075
		Positive ranks	9	8.89	80.00		
		Equal	4				
Comprehension (Control)	Posttest–Pretest	Negative ranks	3	4.00	12.00	0.863	0.388
		Positive ranks	5	4.80	24.00		
		Equal	10				
Management (Control)	Posttest–Pretest	Negative ranks	2	7.50	15.00	1.916	0.055
		Positive ranks	10	6.30	63.00		
		Equal	6				
Emotional intelligence (Control)	Posttest–Pretest	Negative ranks	6	9.58	57.50	1.227	0.220
		Positive ranks	12	9.46	113.50		
		Equal	0				

\*p < .05

After the PHIGEC was administered to the experimental group, a significant difference was found between the experimental group's empathy pre-test and post-test scores. There was no significant difference between the control group's empathy pre-test and post-test scores (Table 4).

**Table 4.** Results of Wilcoxon Signed-Rank Test for Empathy Skills Posttest–Pretest Scores of Children in the Experimental and Control Groups

Scale	Time of administration	Rank	N	Mean Ranks	Sum of Ranks	z	p
Empathy (Experimental)	Posttest–Pretest	Negative ranks	3	6.50	19.50	2.569	0.010*
		Positive ranks	13	8.96	116.50		
		Equal	6				
Empathy (Control)	Posttest–Pretest	Negative ranks	4	2.50	10.00	0.108	0.914
		Positive ranks	2	5.50	11.00		
		Equal	12				

\*p < .05

Significant differences were identified between the respect for diversity pre-test and post-test scores of the experimental group in terms of all sub-dimensions except for the “family and social life” sub-dimension and in terms of the overall scale. There was no significant difference between the respect for diversity pre-test and post-test scores of the control group (Table 5).

**Table 5.** Results of Wilcoxon Signed-Rank Test for Respect for Diversity Posttest–Pretest Scores of Children in the Experimental and Control Groups

Sub dimension	Time of administration	Rank	N	Mean Ranks	Sum of Ranks	z	p
Gender (Experimental)	Posttest–Pretest	Negative ranks	4	4.50	18.00	2.966	0.003*
		Positive ranks	14	10.93	153.00		
		Equal	4				
Family & social life (Experimental)	Posttest–Pretest	Negative ranks	5	7.90	39.50	1.481	0.139
		Positive ranks	11	8.77	96.50		
		Equal	6				
Disability status (Experimental)	Posttest–Pretest	Negative ranks	0	0.00	0.00	2.818	0.005*
		Positive ranks	10	5.50	55.00		
		Equal	12				
Cultural background diversity (Experimental)	Post-test–Pre-test	Negative ranks	1	5.00	5.00	3.963	0.000*
		Positive ranks	21	11.81	248.00		
		Equal	0				
Overall respect for diversity (Experimental)	Posttest–Pretest	Negative ranks	1	1.00	1.00	3.982	0.000*
		Positive ranks	20	11.50	230.00		
		Equal	1				
Gender (Control)	Posttest–Pretest	Negative ranks	5	8.30	41.50	0.199	0.842
		Positive ranks	7	5.21	36.50		
		Equal	6				
Family & social life (Control)	Posttest–Pretest	Negative ranks	4	6.88	27.50	1.276	0.202
		Positive ranks	9	7.06	63.50		
		Equal	5				
Disability status (Control)	Posttest–Pretest	Negative ranks	2	2.00	4.00	0.966	0.334
		Positive ranks	3	3.67	11.00		
		Equal	13				
Cultural background diversity (Control)	Posttest–Pretest	Negative ranks	3	6.00	18.00	1.958	0.051
		Positive ranks	10	7.30	73.00		
		Equal	5				
Overall respect for diversity (Control)	Posttest–Pretest	Negative ranks	3	10.17	30.50	1.981	0.062
		Positive ranks	10	8.75	122.50		
		Equal	5				

\*p < .05

There was no significant difference between the children’s emotional intelligence, empathy, respect for diversity post-test scores and their retention test scores administered 4 weeks after the implementation. Therefore, the program’s impact was found to be persistent (Table 6).



**Table 6.** Results of Wilcoxon Signed-Rank Test for Emotional Intelligence/ Empathy /Respect for Diversity Retention Test–Post-test of Children in the Experimental Groups

Scale	Time of administration	Rank	N	Mean Ranks	Sum of Ranks	z	p
Emotional Intelligence-Faces	Retention test–Posttest	Negative ranks	13	10.42	135.50	1.150	0.250
		Positive ranks	7	10.64	74.50		
		Equal	2				
Emotional Intelligence-Story	Retention test–Posttest	Negative ranks	3	3.50	10.50	1.469	0.142
		Positive ranks	6	5.75	34.50		
		Equal	13				
Emotional Intelligence-Comprehension	Retention test–Posttest	Negative ranks	3	9.33	28.00	1.241	0.215
		Positive ranks	10	6.30	63.00		
		Equal	9				
Emotional Intelligence-Management	Retention test–Posttest	Negative ranks	4	5.63	22.50	0.540	0.589
		Positive ranks	6	5.42	32.50		
		Equal	12				
Emotional intelligence	Retention test–Posttest	Negative ranks	10	9.25	92.50	0.469	0.639
		Positive ranks	10	11.75	117.50		
		Equal	2				
Empathy Scale	Retention test–Posttest	Negative ranks	2	3.25	6.50	0.850	0.395
		Positive ranks	4	3.63	14.50		
		Equal	16				
Respect for Diversity-Gender	Retention test–Posttest	Negative ranks	9	6.11	55.00	1.288	0.198
		Positive ranks	3	7.67	23.00		
		Equal	10				
Respect for Diversity-Family & social life	Retention test–Posttest	Negative ranks	6	6.58	39.50	1.775	0.076
		Positive ranks	11	10.32	113.50		
		Equal	5				
Respect for Diversity-Disability status	Retention test–Posttest	Negative ranks	6	8.08	48.50	0.661	0.509
		Positive ranks	9	7.94	71.50		
		Equal	7				
Respect for Div. Cultural background diversity	Retention test–Posttest	Negative ranks	8	8.25	66.00	0.884	0.377
		Positive ranks	6	6.50	39.00		
		Equal	8				
Overall respect for diversity	Retention test–Posttest	Negative ranks	9	8.94	80.50	0.585	0.559
		Positive ranks	10	10.95	109.50		
		Equal	3				

\*p &lt; .05

Based on the study results, the PHIGEC, developed for pre-school children, can be said to be effective in improving children's scores of emotional intelligence, empathy, and respect for diversity.

#### 4. Conclusion, Discussion and Recommendations

Studies about the emotional intelligence of children in the literature have generally examined the impact of curricula directly aimed at improving emotional intelligence (Altunbaş, 2018; Bruno, England & Chambliss, 2002; "Finley, Pettinger, Rutherford & Timmes, 2000; Gore, 2000; Kolb & Weede, 2001"; Rafaila, 2015; Şahin, 2011; Ulutaş, 2005). Unlike the studies in the literature, current studies involve the social studies (history and geography) activities that were thought to have an indirect positive effect on emotional intelligence. The children's skills such as understanding their own feelings and empathy were expected to be enhanced with the history and geography activities. Additionally, the children were expected to understand that they were a part of the universe as people who have to take responsibility and had some responsibilities for their environment. They were also expected to develop respect for humans and animals and nature via social studies activities. It was aimed that they recognized their similarities with other people and understood that they were connected to them and that their wishes and needs were common. Because these were mainly associated with emotional intelligence, one of the data collection instruments of this study was a measurement

instrument for determining children's emotional intelligence. It was also a positive result that the scores on the sub-dimensions of the administered scale increased separately. Still, the increased overall emotional intelligence and empathy scores gave the desired clue about the study's success. The strong and different aspect of the study was the demonstration that children's levels of emotional intelligence, empathy, and respect for diversity can be enhanced through activities designed to develop direct emotional intelligence and social studies activities such as history and geography. According to the present study results, the PHIGEC had a positive impact on the children's scores of emotional intelligence, empathy, and respect for diversity. Social studies can contribute to children's ability to make friends, be more open to collaboration, be helpful, empathize for others, and take a more positive stance on diversity (Kostelnik, Soderman & Whiren, 2011). In personal, social and emotional development, geography studies in early childhood teaches children to become respectful for themselves and other people's cultures, appreciate and accept diversity, and understand their culture and community by learning about them. Moreover, it teaches how to talk freely about their community, to talk about similarities and differences in their experiences and causes of their experiences, to exhibit various emotions, to solve and identify problems, to reach solutions, and to contemplate about problems from others' perspectives (Owen & Ryan, 2006). According to Young (2004), geography studies in early childhood encourage children to live more sustainably through critical thinking and reflection and take greater responsibility for their actions. Montessori has pointed out that children who undergo cosmic education, which includes disciplines such as history and geography, enter adolescence more preparedly, become safe and responsible, develop emotional intelligence and become more balanced in physical, academic and social skills (NAMC, 2009).

It would be useful to justify the positive influence of the PHIGEC on the children's scores of emotional intelligence, empathy and respect for diversity based on the content of the curriculum.

The goal of studies on places around the world, especially geography, is to let children understand what it feels like to be and live in a place other than their own country. It may seem independent from each other, but this aspect of geography allows children to get a sense of place, enables them to develop knowledge and understanding, discover their feelings and values, and empathize with others (Catling & Willy, 2009). One of the instruments and knowledge that people need to conserve natural and cultural resources, mitigate conflicts and improve the quality of life in the world is a sense of place (Edelson, 2011). The essence of people's relationship with places is based on the fact that an important need for people is to connect to places that have a special meaning in their lives and their safe attachment to their caregivers (Relph, 1976). According to Tuan (2001), people of all ages need to develop a sense of space to develop self-identity and understand their place in the world. With the help of the geography activities, the children had the opportunity to see that there were different places outside the small environment where they lived and that other children like themselves lived in utterly different conditions. The children discovered symbolic places belonging to countries and cities through activities to improve their perception of space. They encountered many cultural elements, from the language of the people who lived there to their games, from their clothing to the houses they lived in. This allowed them to empathize and experience seeing through someone else's eyes. Personal and local history studies, which most educators think are important in early childhood, help answer two main questions, such as "Who am I?" and "Where am I?" (Purkis & Greenwood, 2008). Answering such questions contributes to children's knowing themselves, understanding their emotions and developing their self-perceptions. First, the children's self-perceptions were improved through the geography activities about direction, location and body perception. Then, their awareness of the place in which they lived and the environment was raised. One of the types of activities that contribute to the development of a sense of place is activities about maps. Such activities enhance the ability to read visuals and the sense of place.

Goleman, Barlow, and Bennett (2012) have put forward a model based on understanding the reciprocal relationship between humans and nature and the implications of that relationship-a model in which emotional, social, and ecological intelligence coexist, which does not limit empathy to humans but encourages it to be extended to all life forms in nature, ecosystems, and all of nature. Melendez et al. (2000) have pointed out that geography studies allow people to take responsibility for the environment. They have also stated that it helps children understand what impact the environment has on human activities and would help them understand what kind of relationship human beings have with animals, plants, the environment and other elements of the environment. Activities carried out in geography regarding environmental pollution and the

negative effects of this pollution on humans, animals and the environment enable children to gain awareness of their responsibility by developing respect and empathy for humans, animals and nature.

Children's ability to understand the effort behind the production and the process of production through geography-related activities and their ability to develop respect and empathy for people in the business and manufacturing world were supported. Moreover, through activities addressing concepts such as production, consumption, wasting, and saving, it was ensured that they would notice people living in difficult conditions in different parts of the world and think about what responsibilities they could take about such conditions. Mindes (2005) found that preschool and elementary school-aged children can develop a sense of civic responsibility through the discovery of rich thematic units such as food, clothing, housing, childhood, money, government, communication, family, life, or transportation.. It is possible to talk about a relationship between economic activities in the context of geography, such as awareness of saving, which includes respect for the world's resources; awareness of the work behind production and respect for work; awareness that every profession is necessary and deserves respect; emphasis on usefulness to people; and avoiding gender discrimination in jobs and professions, as well as emotional intelligence and empathy (Yüksek Usta & Tezel Şahin, 2018).H. Karadeniz (2013) concluded that the children improved their ability to be aware of time through a variety of educational activities. History activities include past events and people, but also and activities about planning time. The children's self-regulation skills were supported by such activitiesSuch activities supported the children's self-regulation skills. They gained experiences through which they would be sensitive to time, to be able to wait for a certain period of time, and to exhibit self-regulation behavior.

With historical empathy developed through historical activities, children can understand people's ideas in people's ideas in history, recognize their conditions, appreciate the obstacles they faced, and assess the consequences of their actions (Lazarakou, 2008). Children can learn about past or present heroes who can be role models through history activities. People with high emotional intelligence can manage their interpersonal relationships well and look for people who they can take as role models (Sternberg, 1996). Learning about heroes and renowned elders contributes to children's positive self-perception and self-esteem development (Melendez et al., 2000).

Cultural awareness is the starting point for understanding and appreciating people's diversity and their lives in the world. Social studies support children to understand different cultures, establish relationships with others and develop their self-perception, and the experiences they gain in this way enable them to understand themselves and their place in the world better (Seefeldt et al., 2015). Some evidence suggests that pre-school years can be formative for understanding socio-economic diversity. A small number of studies (Leahy, 1981-1983; Ramsey, 1991) indicate that children begin to understand socio-economic differences during their pre-school years and use their learning experiences to construct stereotypes. Through the activities on consumption in Geography, the children were taught that there are people who live in difficult conditions and that this should not be a reason for discrimination.

Young (2004) has stated that geography studies improve the ability to understand and appreciate different people and places around the world by changing racial, discriminatory and biased perspectives. Moreover, the children put themselves in the place of people who worked in different professions through the activities about different professions in the curriculum that was implementedimplemented curriculum. Thus, an attempt was made to help children become aware that every profession did a valuable job.

Based on the results of research studies and the present study, it can be said that the PHIGEC, which was prepared by the developmental characteristics of pre-school children, was effective on the children's levels of emotional intelligence, empathy and respect for diversity.

It is envisaged that the competencies that are to be merged with subjects in the curriculum and mastered by the people a country needs in the 21st century, such as universal awareness, environmental literacy and civic competence, can also be taught to children through social studies such as history and geography. Based on the findings of the study, countries can be advised to include history and geography activities in early childhood education programs and to advise teachers to support all areas of development, especially social-emotional development, with history and geography activities supported by rich materials in their lesson plans.

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