



Evaluating the role of the teacher in the realization of creative drama activities through technology for the development of emotional intelligence of preschool children

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ABSTRACT

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Engaging in drama activities to improve preschool children's emotional intelligence is crucial. A review of the literature regarding the teacher's role in utilizing technology for creative theater reveals a significant gap in research. This study aims to evaluate the teacher's role in implementing creative drama activities via technology to enhance the emotional intelligence of preschool children. This study employed a qualitative research method in its design. Preschool teachers participated in face-to-face interviews during the data collection phase of the research. The interviews were carried out individually in a calm environment suitable for the schools where the teachers are employed. The participant group in the research consisted of 50 teachers. Research data was collected using interviewing techniques. The study indicates that most preschool teachers regularly utilize role-playing games to enhance children's emotional intelligence, yet they rarely incorporate online creative drama exercises into their planning. Furthermore, a majority of preschool educators concurred that online creative theatre activities facilitated the development of emotional intelligence in children. The teacher has identified several benefits of online creative drama activities for the development of children's emotional intelligence, including the enhancement of empathy skills, self-awareness, social development, emotion regulation, social cohesion, technological proficiency, personal satisfaction, prevention of peer bullying, and observational skills.

Contribution/Originality: This article is an original study that evaluates the role of education in the adaptation of technology-supported creative drama in the development of preschool children's emotional intelligence. This article will make significant contributions to preschool education practices.

1. INTRODUCTION

It is known that the main goal of countries in the 21st century is to raise individuals who are physically, mentally, emotionally, and socially healthy, in harmony with their environment, creative entrepreneurs, productive, dynamic, and self-confident (Zhang, 2021). Experienced social changes, scientific, and technological developments require the individual and, accordingly, society, to constantly renew themselves (Elmira et al., 2022; Hafeez, 2022; Uygarer & Uzunboylu, 2017). Success in this process depends on the individual's self-development in every field. It has also

become important for the individual to have emotional intelligence abilities, such as knowing oneself, managing emotions, understanding others, and being able to empathize (Ismaili & Mustafai, 2018).

1.1. Conceptual Framework

Emotional intelligence (EI) is the capacity to identify, comprehend, and regulate one's emotions, together with the ability to notice and affect the emotions of others. In early childhood development, emotional intelligence is essential as it establishes the groundwork for good interpersonal connections, resilience, and overall emotional well-being. Studies indicate that children exhibiting advanced emotional intelligence possess superior social skills, enhanced academic performance, and improved coping strategies in challenging situations (D'Amico, 2018). Nurturing emotional intelligence during the school years is essential for promoting positive emotional and social development.

Creative dramatic activities involve a series of innovative tasks and performances that facilitate emotional exploration, scenario engagement, and the dynamics of relationships through dramatic play. These activities serve as effective tools for improving emotional intelligence in preschool children by allowing them to express their feelings, understand the emotional responses of others, and develop empathy in a safe environment (Koç & Sungurtekin, 2023). Children engage in experiential learning through narrative, role reversal, improvisation, and collective performance, which aids in the recognition of their own emotions and those of their peers.

The integration of technology in creative theatrical activities has emerged as an innovative approach to improve the learning experience for preschool children. Digital tools, such as interactive applications, virtual reality environments, and multimedia materials, allow instructors to create dynamic scenarios that promote dramatic play and emotional exploration. Digital narrative applications enable young individuals to create storylines, develop emotional connections, and visualize their imaginative worlds, thereby enhancing emotional engagement. Furthermore, technology can improve remote collaboration among youth, promoting a sense of community and emotional connection in virtual settings. Educators must be skilled in the effective integration of technology to ensure it enhances, rather than detracts from, the essential engagement and empathy present in creative play.

The involvement of educators is crucial in facilitating and guiding innovative theatrical activities that employ technology to improve emotional intelligence. Educators play a vital role in modeling appropriate emotional responses, understanding the complexities of children's emotions, and providing feedback during theatrical activities. Their active participation creates an environment in which children feel safe to explore and express their emotions, thereby promoting a culture of emotional literacy. Furthermore, educators can customize theatrical activities to meet the emotional and developmental needs of each child, ensuring that the learning experience is personalized and effective (D'Amico, 2018). Research indicates that educators involved in the emotional development of their students improve the effectiveness of theatrical activities and create a supportive environment that promotes emotional and social risk-taking among children.

The integration of technology, creative drama, and teacher engagement offers significant potential to improve the emotional intelligence of preschool children. The impact of emotional intelligence on sustainable development underscores the need for innovative teaching methods that incorporate modern technologies and emphasize the educator's role in promoting this critical growth area. This method guarantees that the development of emotional intelligence is a systematic educational process and an engaging experience that significantly influences children's social skills and emotional resilience. Educators' strategies for integrating technology into creative theatrical exercises for preschoolers are crucial for fostering emotional intelligence development. Armesto Arias, Neira-Piñeiro, Pasarin-Lavin, and Rodríguez (2025) demonstrate that tactics vary considerably, often integrating digital narration tools, interactive programs that facilitate role-playing, and videoconference platforms that support collaborative performances. Educators may employ tablet-based software to create narratives for children's interpretation, thereby

enabling immediate feedback and engagement. These tools promote creativity and allow young individuals to explore and express their emotions in a safe and structured environment.

Tsortanidou, Daradoumis, and Barberá (2022) examine the methodologies associated with virtual reality (VR) and augmented reality (AR) in theatrical practices. This use of immersive technology allows children to participate in scenarios that promote empathy and understanding, which are critical components of emotional intelligence. A virtual reality experience that simulates a day at the zoo enables children to explore and interact with diverse social situations, thereby promoting emotional recognition and response. Educators must have expertise in these technologies to effectively design and implement lessons that correspond with children's emotional and social contexts. The positive impact of technology-enhanced creative theatrical exercises on children's emotional intelligence and socio-emotional skills has been well-documented. Fadhilah (2021) illustrates that participation in these activities significantly improves children's ability to recognize and manage their emotions, as well as to empathize with others. Role play enables children to empathize with characters and events, thereby enhancing their ability to view scenarios from multiple perspectives. Iskandar (2024) posits that youth involved in these activities demonstrate improved conflict resolution skills and higher levels of cooperation and exchange behaviors, essential for the development of emotional intelligence.

In addition to examining approaches and their effects, it is essential to analyze how teachers' perspectives influence the implementation and effectiveness of emotional intelligence activities. The research by Turkmen and Ulutas (2018) indicates that educators who hold an optimistic view regarding the significance of education are more likely to implement innovative teaching methods in their classrooms. These educators often demonstrate increased enthusiasm and creativity in their methodologies, thereby improving the educational environment. Salem, Tsurusaki, Xu, and Xu (2024) argue that teachers' concerns about technology may hinder the integration of digital tools, thereby limiting the potential benefits of these innovative theater exercises. This suggests that teacher training and professional development should equip educators with the necessary technical skills and pedagogical strategies to enhance the impact of technology on their creative theatrical practices.

1.2. Related Research

The significance of teacher development and continuous training is crucial for the effective integration of technology in improving emotional intelligence. Drigas, Papanastasiou, and Skianis (2023) contend that a structured training program enhances educators' experiences during the novel implementation of technology. Gatsakou, Bardis, and Drigas (2022) argue that tutoring and peer collaboration can improve shared experiences, prompting educators to investigate innovative techniques in their classrooms.

Future research and applications in the integration of creative drama and technology for emotional development are essential. Astuti, Prajana, Damrah, Erianti, and Pitnawati (2019) emphasize the necessity for longitudinal research that monitors the developmental trajectories of children engaged in these activities over time. Russou, Dimitriadis, and Karpathiou (2025) advocate for an emphasis on multicultural research to evaluate the effectiveness of technology-enhanced creative drama in varied preschool environments. This research may clarify the applicability of approaches across various educational and cultural situations. Kadek (2024) conducted a study to examine the correlation between emotional intelligence and peer learning freedom, with a focus on fostering autonomous learning. A total of 231 students engaged in the study. The findings indicated a correlation between emotional intelligence and both independent learning and peer learning. Çar, Sural, Güler, and Tor (2022) examined 460 students to ascertain the association between cognitive flexibility, emotional intelligence, and coping mechanisms. Their findings indicated a favorable and significant correlation between pupils' exceptional cognitive flexibility and emotional intelligence. As cognitive flexibility scores rose, emotional intelligence improved correspondingly. Nonetheless, a negative and non-significant correlation was observed between coping techniques, cognitive flexibility, and emotional intelligence. Frolova (2025) examined the influence of emotional intelligence and privacy orientation on attitudes and intentions

about mobile technology learning. Data were gathered from 272 individuals in Kazakhstan. The results enhance comprehension of the multifaceted notions of mobile learning, privacy, and emotional intelligence, offering significant insights for technology adoption. Aydin and Kadirhanogullari (2024) conducted a study to ascertain students' perceptions of technology-enhanced theater activities employed in the instruction of the central nervous system in biology. The study employed a case study design, a qualitative research methodology. The research involved 25 biology students at a state university. The study's results suggested that students generally held a favorable view of the technology-enhanced theater approach employed in biology. Technology-enhanced creative theatrical exercises offer students an engaging learning atmosphere, making this approach advisable for enhancing student interest in the course and ensuring material retention. Ultimately, literature emphasizes the importance of integrating technology into creative theater activities to foster the growth of children's emotional intelligence. The research conducted by Ulutaş et al. (2021) and Zakopoulos, Makri, Ntanios, and Tampakis (2023) illustrates that this integration improves the learning experience and prepares young students for the emotional complexities of their future social environments, thereby highlighting the need for innovative pedagogical strategies in early childhood education. In light of the aforementioned findings, ascertaining the teacher's role in implementing creative theatrical activities via technology to enhance preschool children's emotional intelligence significantly enriches the learning-teaching process. Upon examination of the conducted studies, it is evident that a significant research gap exists in this area. Consequently, this research was deemed essential.

1.3. Objective of the Study

This research aims to assess the teacher's involvement in using technology-based creative theatrical exercises to enhance the emotional intelligence of preschool children. To this end, the subsequent sub-objectives have been delineated.

1. In what manner do preschool educators utilize role-playing games to enhance children's emotional intelligence?
2. What is the current status of online creative drama applications among preschool educators?
3. What are preschool instructors' perspectives on the efficacy of online creative theater activities in fostering children's emotional intelligence?
4. What are preschool instructors' perspectives on the efficacy of online creative theater activities in fostering children's emotional intelligence development?

2. METHODS AND MATERIALS

This section provides comprehensive details regarding the research methodology. It includes information about the data collection instrument employed in the research and the characteristics of the participant group.

2.1. Methodology

This study was conducted using qualitative research methodology. The objective of qualitative research is to comprehend how individuals formulate social reality and to elucidate and explain the evolving dynamics of social phenomena and events within their environment. Qualitative researchers undertake their investigations within the social and cultural contexts of individuals, specifically in their natural environments; such studies are attuned to the natural setting and do not detach individuals from their social realities and cultures (Chesebro & Borisoff, 2007).

2.2. Subjects

The research participant group comprises 50 preschool educators employed in diverse kindergartens in Almaty, Kazakhstan. The titles of these kindergartens are: International Kindergarten School Almaty, FasTracKids Almaty, Ademi Kindergarten, City Kindergarten, Kindergarten Aigolek, Grammy Kids, Detskiy Sad ABC, and Al'-Kausar

Kindergarten. The preschool teachers involved in the study were chosen from those who were actively employed throughout the 2024–2025 academic year and willingly consented to engage in the research. The demographic features of preschool educators are presented in Table 1.

Table 1. Demographic characteristics of preschool teachers.

Teachers' experience		
Less than 10 years	17	34
More than 10 years	33	66
Total	50	100

The demographic distributions of preschool teachers involved in the research are presented in Table 1. 34% of teachers possess fewer than 10 years of professional experience, while 66% have more than 10 years of professional experience.

2.3. Data Collection Tools

Research data were collected using the interview technique. Pre-prepared questions were converted into an interview form to obtain the opinions of preschool teachers during the interviews.

In this study, the researchers implemented numerous measures to reduce or eliminate factors affecting validity and reliability (Baltaci, 2019; Eroğlu & Bektaş, 2016). The researchers used a semi-structured interview format to collect the research data. To ensure the internal validity of the study, expert comments were sought before administering the interview form developed by the researcher. An expert group was formed consisting of two (2) drama specialists with doctoral degrees and an h-index of at least 2 in the Scopus database, one (1) educational psychologist, and one (1) educational technologist. In preparation for the semi-structured interview, opinions were sought from four experts. The experts evaluated the semi-structured interview questions to assess their relevance to the study's topic. Based on the expert suggestions, the researcher re-evaluated the form's clarity and appropriateness by making the necessary adjustments. The semi-structured interview form was then administered to three (3) preschool teachers. Care was taken to ensure that the questions were written in a clear and concise manner that teachers could easily understand. Three preschool teachers who participated in the pre-implementation phase were removed from the study group. As a result of the validity and reliability process studies, four interview questions were developed to explore the role of the teacher in implementing creative drama activities through technology to develop the emotional intelligence of preschool children. The interview form is provided in Table 2.

Table 2. Interview Form.

Demographic information		
Teachers' experience	Less than 10 years: (<input type="checkbox"/>)	More than 10 years: (<input type="checkbox"/>)
Interview questions	<p>How do preschool teachers apply role-playing games to improve children's emotional intelligence? Write your opinions.</p> <p>Always (<input type="checkbox"/>) Sometimes (<input type="checkbox"/>) Never (<input type="checkbox"/>)</p> <p>.....</p> <p>How often do preschool teachers practice online creative drama?</p> <p>Write your opinions.</p> <p>Always (<input type="checkbox"/>) Sometimes (<input type="checkbox"/>) Never (<input type="checkbox"/>)</p> <p>.....</p> <p>Are online creative drama activities effective in the development of children's emotional intelligence? Write your opinions.</p> <p>Effective (<input type="checkbox"/>) Somewhat effective (<input type="checkbox"/>) Ineffective (<input type="checkbox"/>)</p> <p>.....</p> <p>What are your views on the achievements of online creative drama activities in the development of children's emotional intelligence?</p> <p>.....</p>	

In Table 2, the interview form prepared to collect the research data is given. There are two questions in the interview form to determine the demographic characteristics of preschool teachers. For the development of the emotional intelligence of preschool children, four questions were formed regarding the realization of creative drama activities through technology. Each question is designed to be both open-ended and closed-ended.

2.4. Data Collection Process

During the collection of research data, interviews with preschool teachers were conducted face-to-face. The interviews were conducted one-on-one in a quiet environment suitable for interviews at the schools where the teachers work. Permission was obtained to record the interviews with the teachers during the interviews. During the interviews, the researchers directed the interview questions to the teachers in the same order, with the same tone of voice, and without any direction. During the interview process, participants' responses to each question were repeatedly asked for confirmation, and any potential misunderstandings were promptly corrected. Explanations were provided to the participants before the interviews, and efforts were made to create a natural conversation environment between the researchers and the participants. The interviews lasted approximately 30 minutes, and it took 7 weeks to complete all the interviews during the research process.

The ethical dimension of the research: The principle of adherence to ethical principles was taken as a basis in the interviews conducted with the study group of the research. Permission to conduct the study was obtained from the preschool education institutions in the city of Almaty where the research was conducted. During the preliminary interviews with the teachers, the pre-formed ethical consent form was given to the teachers, and they were asked to sign it to declare their voluntary participation in line with the general information about the data collection process, purpose, ethical principles, and personal information of the research. The records of the interviews with the teachers who signed the ethical consent form voluntarily and agreed to participate in the research were kept confidential, and no personal information belonging to the teachers was used in the research.

2.5. Data Collection Analysis

The interview records were listened to by the researchers and transferred to the interview forms. The transcribed interviews were checked by two researchers. The content analysis method was used in the analysis of the data. This technique is an effective method that helps to study written or visual documents in depth (Mayring, 2004). In this study, qualitative data were digitized and presented using content analysis techniques. The data obtained at the end of the research were transferred to the Excel program, and analyses were conducted using summary tables. The frequencies and percentages of the categories obtained are provided. The data collected by two researchers in this study were categorized into themes, and intercoder reliability was assessed as either acceptance or adjustment. Consensus was employed in coding each topic, with a 100% acceptance rate implemented.

Transcriptions were made from audio recordings acquired during interviews with university students. The replies of the preschool teachers were subsequently categorized, thematically organized, and tallied using frequency and percentage distributions. The results were similarly presented as percentages. Responses were categorized in the tables using coded designations such as "Teacher 1," "Teacher 2," and "Teacher 3." Participant replies to the interview questions are provided verbatim in the findings section. The internal validity was restricted due to dependence on a singular data collection method, which curtailed the variety of data sources. To guarantee external validity, detailed information was supplied concerning the research design, participant group, data collection instruments, data collection methods, data analysis methodologies, and the presentation of the findings.

The study sample comprised individuals meticulously chosen to facilitate the attainment of the research aims. The findings were provided devoid of explanatory commentary, and the utilization of a recording device mitigated data loss, hence enhancing internal reliability. Two researchers separately assessed the data and created codes. A consensus was achieved regarding the formulation of themes derived from these codes. The results are elaborated

upon in the discussion and conclusion sections. The consistency among these portions was analyzed, resulting in a consensus that enhanced the study's external reliability. Ultimately, to obtain authentic outcomes in this study, the researchers' impact, data acquisition, and analysis were executed with precision, adhering to the values of transparency, objectivity, and impartiality. It was presumed that variables aside from the demonstrated sensitivity did not affect the study's outcomes.

3. RESULTS

In this section, there is an analysis of the data obtained from the interviews with the preschool teachers participating in the research.

Table 3. Teachers' use of role-playing games to improve children's emotional intelligence.

Category	Teacher opinions	F	%
Always	7. Teacher: In our educational activities, I always try to foster the development of students through games.	33	66
	16. Teacher: I try to provide emotional intelligence development of students with group games.		
	44. Teacher: Preschool means play. For this reason, we play interactive games in all kinds of development of students.		
Sometimes	41. Teacher: Intelligence development through playing games in which they assume roles at specific intervals.	17	34
	29. Teacher: Of course, we do a lot of activities, but we occasionally include children's role-playing games.		
	40. Teacher: I organize games in line with the determined program, taking into account all the developmental characteristics of children. I also include role-based games that support emotional intelligence development.		
Never	-	-	-
Total		50	100

3.1. Interview Question: How do Preschool Teachers Apply Role-Playing Games to Improve Children's Emotional Intelligence?

Table 3 presents an evaluation of preschool teachers' participation in the research on utilizing role-playing games to enhance children's emotional intelligence, categorized as "always," "sometimes," and "never." Sixty-six percent of preschool teachers responded with "always," while thirty-four percent indicated "sometimes." All teachers involved in the research reported having utilized role-playing games to enhance children's emotional intelligence.

Table 4. Frequency of teachers' online creative drama application.

Category	Teacher opinions	F	%
Always	-	-	-
Sometimes	3. Teacher: I conducted an online creative drama activity multiple times during the pandemic period.	9	18
	10. Teacher: We went through a process where online education activities were carried out. At that time, I made such applications.		
	35. Actually, I can't say that I do it very regularly. However, I organize such events from time to time.		
Never	13. Teacher: I have never organized any online activity with children before.	41	82
	14. Teacher: I am improving through some online activities. However, I have not previously prepared an online creative drama application.		
	26. Teacher: We also play technology-supported games with children in the classroom environment. We also do creative drama activities. However, I have never experienced a technology-supported drama application before.		
Total		50	100

3.2. Interview Question: How Often do the Preschool Teachers Practice Online Creative Drama?

Table 4 presents an evaluation of the frequency with which preschool teachers participating in the research apply online creative drama, categorized as "always," "sometimes," and "never." Eighteen percent of preschool teachers responded with "sometimes," while eighty-two percent indicated "never." No preschool teacher involved in the research reported that they consistently conduct online creative drama activities.

Table 5. Opinions of teachers on the effectiveness of online creative drama activities in the development of children's emotional intelligence.

Category	Teacher opinions	F	%
Effective	5. Teacher: Of course, it will be effective. When children take on a role, they develop many communicative skills such as empathy, cooperation, and solidarity.	30	60
	4. Teacher: I think that online creative drama, applied in combination with art and technology, is effective in enhancing children's emotional intelligence.		
	13. Teacher: Positive effect on the development of emotional intelligence. Doing this online has a similar effect.		
Slightly effective	1. Teacher 1: I think that it is more effective to carry out drama activities in a more interactive environment, such as a classroom setting. Technology reduces the impact but still has some influence.	18	36
	6. Teacher: I believe that it will be an activity that is partially productive and contributes to emotional development.		
	41. Teacher: Motivating students will be difficult, but still somewhat effective.		
Ineffective	33. Teacher: I think that the positive effects of technology-based activities on children are very low. Therefore, I would consider them ineffective.	2	4
	47. Teacher: I think it would be more appropriate to develop emotional intelligence through technology-independent activities.		
Total		50	100

3.3. Interview Question: Are Online Creative Drama Activities Effective in the Development of Children's Emotional Intelligence?

In Table 5, the intelligence of preschool teachers participating in the research was evaluated in the categories of "effective," "slightly effective," and "ineffective." Sixty percent of preschool teachers responded as effective, thirty-six percent as somewhat effective, and four percent as ineffective.

Table 6. Opinions of teachers on the achievements of online creative drama activities in the development of children's emotional intelligence.

Category	F	%
Developing empathy skills	41	82
Build self-awareness	34	68
Supporting social development	28	56
Providing emotional control	23	46
Increasing social cohesion	19	38
Gaining technology use skills	13	26
Providing personal satisfaction	8	16
Prevent peer bullying	5	10
Observing ability	1	2

3.4. Interview Question: What are Your Views on the Achievements of Online Creative Drama Activities in the Development of Children's Emotional Intelligence?

Table 6 categorizes the perspectives of preschool teachers involved in the study regarding the impact of online creative drama activities on the development of children's emotional intelligence. 82% of teachers indicated that their motivation was to gain empathy, 68% aimed to foster self-awareness, 56% sought to support social development, 46% intended to provide emotional control, 38% wished to enhance social cohesion, and 26% utilized technology. Sixteen percent of preschool teacher candidates cited personal satisfaction as their motivation, ten percent indicated a desire to prevent peer bullying, and two percent aimed to develop observation skills.

4. DISCUSSIONS

The majority of preschool educators involved in the study asserted that role-playing games are consistently utilized to enhance children's emotional intelligence. Köğce and Aykaç (2017) found that preschool teachers often employ the drama method and possess a strong awareness of its benefits for student learning; however, they exhibit certain deficiencies in its practical application.

The majority of preschool teachers indicated that they have not organized online creative drama activities. However, the same group of teachers involved in the study reported that online creative drama activities effectively contributed to the development of children's emotional intelligence. The achievements of online creative drama activities in enhancing children's emotional intelligence were enumerated.

These are: to gain empathy, the ability to create self-awareness, to support social development, to control emotions, to increase social cohesion, to gain the ability to use technology, to provide personal satisfaction, to prevent peer bullying, and to develop observation skills.

Jensen and Rodgers (2001) stated in their study that creative drama brings together cognitive functions and emotions. In addition, it has been stated that, thanks to creative drama, the child is enabled to have experiences with other people and to cope with problems and emotions through pantomime and various games. Guli, Semrud-Clikeman, Lerner, and Britton (2013) demonstrated the importance of using a creative drama program for children with social competence deficiency. When the research studies in the field are examined, it is seen that the drama activities carried out in the pre-school period increase the child's social awareness; it helps to develop problem-solving skills and the ability to work collaboratively; it has been revealed that it supports and has a positive effect on the development of moral and spiritual values, self-knowledge, valuing the values, and cultural backgrounds of others (Ariel, 2007; Freeman, Sullivan, & Fulton, 2003; Hendrix, Eick, & Shannon, 2012). Similarly, Kearney (2023) reached similar conclusions in his study titled "Emotional Intelligence and Its Effect in Higher Education." Similarly, Zhi, Wang, and Wang (2024) and Busby, Dean, Mwashi Litonde, and Sutton (2024) also found similar results.

Overall, this research demonstrates that teachers' perspectives on the success of online creative drama activities in developing children's emotional intelligence yield valuable and original results. These results suggest that discussing the effectiveness of online activities in developing the emotional intelligence of future preschool students will be meaningful.

Let's review the components of emotional intelligence: self-awareness, self-management, social skills, empathy, and motivation. How are these components affected in online drama activities? For example, could screen time prevent children from expressing their body language accurately? Does it become more difficult to perceive social cues? Technology use may also have advantages. Children who feel more comfortable in their home environment may be more likely to participate. Furthermore, digital tools can offer activities supported by visual and auditory stimuli. However, they also carry risks of attention span and screen addiction.

In conclusion, while online drama activities offer some opportunities for developing emotional intelligence, they cannot completely replace face-to-face interaction. The design, duration, and parent/teacher support of the activities are critical.

5. CONCLUSION

Since it is believed that emotions cannot be independent of thoughts, the significance of this subject becomes increasingly evident. The relationship between emotion and thought has led to discussions on various dimensions of emotional intelligence, emphasizing the importance of recognizing the influence of emotions. The preschool period is considered a critical phase in which children's fundamental emotional development is established. During this stage, children express their language primarily through play, which is vital for their mental, social, emotional, linguistic, and psychomotor development. Drama, as an advanced form of play, functions both as a method and as an independent activity within preschool education. In contemporary society, technological advancements have a noticeable impact

across all educational sectors, including preschool education, where technology is utilized to support student development. From this perspective, implementing online creative drama activities is essential to enhance the emotional intelligence of preschool students. This research aims to examine the role of teachers in applying creative drama activities through technology to foster emotional intelligence in preschool children. The findings indicate that most preschool teachers regularly use role-playing games to develop children's emotional intelligence; however, they do not frequently organize online creative drama activities. Additionally, most teachers believe that online creative drama activities significantly contribute to the development of children's emotional intelligence. The teachers identified several benefits of online creative drama activities, including the acquisition of empathy skills, enhancement of self-awareness, support for social development, emotion regulation, increased social cohesion, improved technology use skills, personal satisfaction, prevention of peer bullying, and the development of observation abilities.

6. RECOMMENDATIONS

The research findings indicate that preschool teachers demonstrate inadequacy in the organization of online creative drama activities. Teachers must attain proficiency in online creative drama activities to effectively support the emotional intelligence development of preschool children. In this regard, pre-school teachers should receive in-service training. Providing these training sessions online and supporting them with exemplary practices will accelerate teachers' gaining competence. In addition, pre-school teacher training programs should be equipped with teacher training programs that are supported by innovative technologies and have a command of role-playing games.

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Transparency: The authors state that the manuscript is honest, truthful, and transparent, that no key aspects of the investigation have been omitted, and that any differences from the study as planned have been clarified. This study followed all writing ethics.

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