Emotional Intelligence in Elementary School Students Theoretical Review

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Abstract

The aim of this article was to analyze the literature from the theoretical perspective in regular elementary education students. The research was carried out with 21 articles that were obtained from the Scopus, Ebsco and Scielo databases, in the 2016-2021 range of open access, in the field of education, psychology and neurosciences. The following equations were used for the search in English: "emotional intelligence" AND "learning"; "emotional intelligence" AND "learning" AND "elementary education" and "emotional intelligence" AND "learning" AND "primary education" and in Spanish: "inteligencia emocional" AND "aprendizaje"; "inteligencia emocional" AND "aprendizaje" AND "educación primaria" AND "inteligencia emocional"; as well as "aprendizaje" AND "educación primaria". The results show that it is important to take into consideration various aspects for the increase of emotional intelligence, among which are: modes of upbringing, family and social emotional support, sociocultural context and personal conditions. Likewise, it is transcendental that emotional regulations will have repercussions on students' academic performance and adequate inclusion with their peers. On the other hand, it is evident that the role of teachers has a primordial effect on the emotional formation of the student, leaving traces that allow the learner to perform with assertiveness and empathy in the future.

Keywords: education, emotional intelligence, basic education, students.

1. Introduction

What is meant by emotional intelligence?

We live in a globalized society that requires people to be able to establish empathic relationships with others, this makes the contest of what is called emotional intelligence necessary **(Cáceres et al., 2020)**. In this regard, different authors conceptualize this capacity as the indispensable resource that allows making intelligent decisions, giving individuals an integral sense **(Daghayesh and Zabihi, 2016, cited in Puertas et al., 2018).**

In addition, it is understood as the ability of the subject to conduct the inquiry through the affects for the resolution of conflicts adapting to the context, having its notable explanation in understanding internal events and achieving emotional capacities **(Mayor & Salovey, 1997, cited in Gavín -Chocano & Molero, 2019)**; whose manifestations can be lexical, melodic, logical-symbolic, personal and spatial somatic, whose functioning is harmonious **(Gardner, 2001)**.

On the other hand, Bar-On **(1999, cited in Bermejo et al., 2018)** specifies that emotional intelligence is the grouping of individual skills, sensations and abilities that affect the ability to accept and face requests and feelings of the environment. That is, emotional intelligence guides our ability to discern, admit and direct our emotions to guide our behaviors to desired goals, achieve and agree with others **(Goleman, 1995)**. Finally, a holistic view considers that emotional intelligence is the grouping of individual humanitarian skills that causes a certain effect on the character of the human being to adapt and face the request and tolerate pressures from the environment that surrounds them **(Delgado et al., 2018).**

Evaluation of emotions

From the presentation of Goleman's work, a large amount of information was generated, not always supported by empirical research, but rather by the media, which prompted different authors to establish the components and the implication of emotional intelligence in different areas of the social dynamics, whose deficiencies can affect socialization processes **(Extremera & Fernández-Berrocal, 2004).** This context has led to consider the construction of instruments that make it possible to have a comprehensive vision of EI and its repercussions on the relational life of people and especially children.

It is evident that emotions are reflected in the face, as evidenced by the analysis of 4990 iconographies of seven expressions (anger, disgust, fear, happiness, sadness, surprise and neutral) of children between 8 and 12 years old, for which it was used a 2D output that was rasterized into a 1D segment that fed a multi-sort organizer; showing a precision of 97.53% **(Hammoumi et al., 2018)**. This technique is important insofar as it provides relevant information for conducting research and implementing new technologies to deepen the study of emotions; even more so if it is taken into consideration that emotions are linked to information processes and to the facilitation or inhibition of learning **(Bosquez et al., 2018)**.

Emotions can not only be evaluated through facial expressions, but when interacting with people, the voice reflects a series of emotional states that are evidenced in tone, volume and height; our voice may seem broken when faced with an event that affects us deeply; the voice is raised accompanied by interjections before a fact that provokes anger, the voice becomes sweet accompanied by a smile when faced with a happy event or, on the contrary, it reflects dominance when an order is given that cannot be opposed; Research models show that it is easier to identify expressions of being angry; while the most difficult correspond to surprise and being happy; Furthermore, the identification of vocal modulation is much easier in children and adolescents than in older adults **(Chen et al., 2012; Amorim et al., 2021).**

On the other hand, when taking into account the age, gender and cultural variables; In this regard, in a playful situation it was observed that sad scenarios made it difficult for younger children to choose adaptation tactics; Likewise, children who are able to better recognize emotional states of anger are more likely to find more appropriate adaptive solution strategies; However, when faced with situations of fear, boys showed better solution arguments before this event than girls; but, in addition, these events and the ways of reacting

to these events are governed by the context and the way of interrelation **(López-Pérez & Pacella, 2021).**

On the other hand, it is important to take into consideration the possibility of predicting people's emotional behavior taking into account previous experiences of positive or negative events; In this regard, there is evidence that eye movements in the face of subsequent negative events are similar to a previous one in adults, showing that an experiential trace remained that leads them to generalize the previous event and assume similar behaviors in the future; on the contrary, the children tended to consider the new characters as different and therefore reliable, so they could establish a relational behavior without having as a model to react the preceding negative event with the current one **(Lagattuta & Kramer, 2021).**

In addition, research related to the prediction of the emotional behavior of adopted children is uncertain, there is no solid evidence that allows us to understand the risk factors; However, longitudinal observation of adopted children when they were on average 13 months of age shows a greater capacity to internalize prosocial behaviors than to externalize them; Likewise, reports were obtained from the adoptive parents indicating a substantial increase between 5 and 48 months after the adoption; The results suggest that adoptive parents should be trained to carry out an adequate development of socialization that implies developing skills involved in emotional intelligence **(Paine et al., 2021).** That is, when the evaluation of emotions is approached, various contextual, personal, cognitive, experiential variables, among others, must be taken into consideration, which will guide the emotional behavior of people in general and children in particular.

Emotional intelligence and learning

Emotional education is a key pillar for life in society since we have to share and live with our peers, learn to manage our emotions and recognize those of others to act assertively. Inevitably, all of the above is imbued with values and principles that must be put into practice; on the other hand, emotional training implies a constant pedagogical and psychological development, whose objective is to increase emotional skills to train human beings for coexistence in society, to collaborate in their personal and social well-being **(Muñoz, 2017).** It is for this reason that a person when facing a certain event, their way of reacting can be emotional or cognitive; if the responses are guided by emotional reactions, these would be explained by one's own emotional intelligence (EQ); On the contrary, if the way of responding to a fact is premeditated and objective, the reply would be explained as an own intellectually cognitive competence (IC) **(Kondratenko et al., 2021).**

This process of development of emotional intelligence begins from an early age, babies have a whole series of adaptation, one of them is with the context, so accommodation is fundamentally aimed at developing socio-cognitive capacities; What's more, this process has its antecedents in the womb; Studies carried out to relate the heartbeat and the affective contact, with the presence-absence method, showed that the participants responded positively in relation to the affect and the time that this stimulus was provided, on the contrary, the physiological response decreased when the stimulus was not affective **(Longa et al., 2021).**

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On the other hand, even though this cybernetic age may present devices capable of executing tasks at an impressive speed; However, it is the human being and only he, who has the ability to discern and have value-conscious awareness of their interrelationships; It is in this context that he introjects situations related to emotional comfort and happiness; he learns to relate empathically, at the same time that he is able to control his impulses to be able to interact avoiding or solving conflictive situations in an assertive way; It is in these circumstances that he is making use of emotional intelligence; Consequently, emotional intelligence is a capacity that is learned in contact with the other to maintain a healthy environment for oneself and for others **(Gautam et al., 2020).** If this does not happen, there is a possibility that the dropout rate of students will increase; which confirms that the teaching function constitutes an important pillar in the management of emotions, especially in the e-learning context; that is, the teacher must serve as a catalyst for frustrating situations to prevent students from leaving the classroom, getting closer to them and, on the other hand, modify and adapt the didactic strategies that facilitate learning, whose consequences are mediators of a behavior stable and empathetic emotional **(Lovos & Aballay, 2021)**

Likewise, it is important to emphasize that emotional intelligence is a transcendent element in the student's life insofar as it is linked to the evaluation of learning; as well as to be able to reach the goals set **(Alenezi, 2020).** It is clear that the participation of the teacher plays a transcendent role in the ability to understand and develop emotional responses that allow a healthy coexistence among peers **(Ramya & Gupta, 2017).**

Based on these disquisitions, the objective of this review was to carry out the theoretical analysis of the literature related to emotional intelligence in basic education students in the 2016-2021 range.

2.Method

The theoretical review research is framed within qualitative research to the extent that it aims to evidence information in order to analyze, explain and reveal them, as well as establish relationships between the data **(Ñaupas et al., 2018).** On the other hand, the documentary analysis was used as a technique that aims to follow a process of searching for information from the literature following certain steps to access relevant information that allows achieving the proposed objective **(Hernández-Sampieri & Mendoza, 2018; Hernández et al., 2014).**

In order to achieve the objective, a systematic review was carried out that involves establishing, choosing and critically examining qualified information **(Reads, 2020)**. In this regard, the search was carried out between January 15, 2021 and March 25, 2021, the process consisted of the typification, screening, selection and inclusion of the analysis material. The investigation of the literature was carried out in the range 2016-2021, in the open access database Scopus, Ebsco and Scielo, for this purpose the following equations in English were used: "emotional intelligence" AND "learning"; "Emotional intelligence" AND "learning" AND "elementary education" and "emotional intelligence" AND "learning" AND "primary education" and in Spanish: "inteligencia emocional" AND "aprendizaje"; "inteligencia

emocional" AND "aprendizaje" AND "educación primaria" AND "inteligencia emocional"; así como, "aprendizaje" AND "educación primaria". The search allowed access to 389 articles; The filtering taking into account the subject area: social sciences, education, psychology and neurosciences and the article resulted in 194 articles, of which 45 duplicates were eliminated, the articles that did not correspond to the subject 78. The remaining 71 articles were submitted to a more exhaustive reading, finally remaining 21 articles that met the criteria for the analysis.

Inclusion criteria: quasi-experimental, correlational, descriptive and mixed articles that address the topic of emotional intelligence AND, OR learning AND primary OR basic regular; emotional intelligence AND children.

Exclusion criteria: for the analysis, articles that presented methodological inconsistencies, qualitative research, were excluded; that included high school or higher students.

The selected articles were screened in a matrix that included author, year, and contributions, which allowed the analysis to establish the coincidences and differences of the results.

3.Results

The analysis of the present study was carried out by exhaustively reviewing various articles related to emotional intelligence, in which it was found that said intelligence is made up of a range of skills that allow individuals to act assertively within the context in which they operate **(Delgado et al., 2018)**. In the research carried out by **Segura et al. (2020)** found that the development of emotional awareness constitutes a key element in the personal growth of the human being, which leads to awareness of their own emotions and that of others, focusing on the approach to empathic skills **(Segura et al., 2020),** which constitute a very important and necessary step for the development of emotional intelligence.

According to the study carried out by **Ferres et al. (2018)** emotional intelligence worked from educational institutions constitutes a fundamental element in the development of students, because it helps them to make the connection between their feelings and thoughts and also allows them to train as individuals with the ability to self-regulate their emotions. Likewise, **Kondratenko et al. (2021)** in an experimental study, applied to 40 students, demonstrated the importance of considering the development of emotional skills in students, since it helps them to have life projects, the effective development of their interpersonal relationships, cooperative work and the regulation of their conduct; giving them the opportunity to monitor and control their own emotions and act appropriately in their reality. For their part, **Mamani et al. (2018)** in their experimental study, applied to 33 students, found that the development of emotional intelligence is achieved by addressing its three components: intrapersonal, stress control and emotional state; achieving with this in the students, the reduction of risk situations and therefore the improvement of the quality of life.

Segura et al. (2020) in their study presented highlighted the importance of the development of emotional intelligence, constituting a key factor in the prevention of disruptive behaviors of students; Likewise, the improvement of this ability allows the

increase of self-esteem, which helps students to adapt adequately to their educational environment. It is necessary to understand that the generation of a pleasant and welcoming environment is important for the achievement of the expected learning. Along the same lines, **Martínez (2019)** stated that this intelligence is correlated to academic performance; being that the higher the degree of emotional intelligence, the greater the probability of obtaining better academic results. Likewise, in a similar study carried out by **Valenzuela & Portillo (2018)** they concluded that emotional intelligence has a significant relationship with the academic performance of students and that the school is the space that ensures the integral development of students through the execution of their curricula and educational policies. Therefore, teachers should focus on developing their students' emotional intelligence, empathic skills, and emotional literacy; In order for them to learn to manage their own emotions and to be able to make appropriate and timely decision-making, which will lead them to act with equity and justice.

Likewise, this emotional intelligence, according to the study carried out by **Salazar et al. (2020)** not only allows students to self-regulate their behavior; but also, achieve the elimination of conflicts within the school, achieving the generation of spaces for interaction, which lead them to coexist in an environment of harmony and harmony. For their part, the researchers, **Ramya & Gupta (2017)** concluded that the application of the monitoring program regarding the emotional and motivational levels of the students allowed them to achieve educational success in an effective way.

On the other hand, **Gallardo et al. (2019)** carried out a mixed investigation in which they concluded that the self-awareness and feelings that teachers have regarding their own emotions, allows them to provide emotional support to students, constantly manage the classroom and develop the affective part of your students.

4.Discussion

The current review aims to show a global view of the studies carried out in relation to emotional intelligence in students of regular basic education, after the appreciation of the construct, full growth and effective adaptation of human beings is essential, especially in the school stage. , fundamental elements must be taken into account: way of upbringing, type of creed, linguistic origin and socio-family aspect; to strengthen the development of emotional intelligence from multicultural perspectives **Pulido & Herrera (2016)** in what concerns that it is appreciated as essential in the formation of personal identity. Likewise, through the strengthening of emotional intelligence, train students in skills and empathy skills to avoid bullying or bullying, **(Segura et al., 2020)** also, now in times of pandemic to be able to prevent cyberbullying.

Based on the systematic review carried out, it is essential to determine certain reflections that as a consequence attribute the same. The development of emotional intelligence in schoolchildren seeks to fulfill necessities for their subsistence, teaching them to be emotionally intelligent **(Valenzuela & Portillo, 2018)**; in the same way, all affect is appropriate to a context, in which it gives as effects a collection of connotations of the subject and in the learning that the student perceives and develops in his environment during his life

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period. Likewise, teachers are taken into account from two perspectives, the teacher's emotions when giving their classes and the support of their students' emotions when receiving the same class **(Gallardo et al., 2019).** On the other hand, the adequate development of the degrees of emotional intelligence in students is directly related to academic performance **(Martínez, 2019),** the greater the regulation of emotions, the higher the students' qualifications, which allow them to be successful individuals in life.

Along the same lines, schools, especially those with a regular basic educational level, include in their Institutional Curricular Project (ICP), goals and objectives that favor emotional intelligence, such as transversal competence, without further specifications in each curricular area, with the purpose of achieving that conflictive situations are determined through assertive dialogue and active listening **(Salazar et al., 2020).** In the same way, each school promotes relationships between cognitive and socio-emotional activities, for the improvement of student well-being **(Pozo et al., 2018).** Likewise, it is necessary to implement a new educational area in the regular basic education curriculum, called emotional development, in which competences and capacities are provided to increase the emotional intelligence of students **(Kondratenko et al., 2021)**, to control consciously the behavior of the student body and achieve a harmonious coexistence.

From another point of view, in these times of virtuality, online learning shows essential elements, in students, to develop their emotional intelligence with a high suitability for self-controlled learning and at the same time motivated by wanting to know more, generating educational strategies in creating emotional awareness in the student body **(Alenezi, 2020)** In the same line, it was possible to consolidate the strategies in all educational areas of e-Learning, using synchronous learning (use of virtual platforms) and asynchronous learning (educational forums), where schoolchildren they experience deep, digital and expressive learning, putting their emotional intelligence at stake **(Mystakidis et al., 2019).** On the contrary, **Rodriguez et al. (2021)**, stated that the growth in the use of new technologies in terms of emotional intelligence is lower, due to not self-regulating their emotions, with women having more affection for others than men. The mobile application, for the recognition of emotions, was implemented through electromagnetic sensors, in various portable electronic devices, **(Barron-Estrada et al., 2018)**, in order to integrate the recording of emotions through a tutorial.

Likewise, each school has a democratic school coexistence committee, in charge of the student's mentoring and orientation coordinators, in support of a healthy coexistence among peers, increasing the development of emotional intelligence and consequently reducing aggressive and offensive behaviors **(Cuenca et al., 2017).** Along the same lines, it is necessary to have a tutoring system in self-regulation of emotions, keeping the student body motivated and at the same time identifying their emotional state. Similarly, **Cáceres et al. (2020)** also involves the 7 components of self-esteem, for conflict solutions that involve students. Along the same lines, emotional intelligence is a primary agent, which is why it must be cultivated in the first years of the educational stage **(Ferres et al., 2018).** In the same way, it is essential that, from the beginning in educational environments, children and

adolescents receive a teaching positioned in emotional learning **(Buitrago et al., 2019)**, to increase their emotional level and at the same time increase their self-esteem.

Considering that social aspects are still implicit in the increase in students' emotional intelligence, the contrast of similarity between emotional intelligence and human quality reveals a great connection, in students with different abilities **(Gavín-Chocano & Molero, 2019)**, the relationship with teachers and their classmates, allow students to develop skills that allow them to adapt to the environment of different situations in the context that they are.

From the previous premise, the interest that the student context has in emotional expansion is certified, in this sense students have intrapersonal factors, controlling their stress, resulting in the decrease of reckless ideas against their life **(Mamani-Benito et al., 2018)**, is being a favorable environment for the school to obtain cognition and emotional skills, which access the instruction of a mature and upright person with skills to challenge daily living.

On the other hand, it is important to point out aspects related to healthy eating habits, to sensitize students and avoid eating disorders such as adiposis, and at the same time not to influence malnutrition, inculcating appropriate roles, such as regularization of their emotions, and consequently elevation of their self-esteem **(Nieto et al., 2020)**; giving great value to the aspect of physical preparation: corporeality, health, motor skills, corporeity, healthy, motor partner and socio-emotional and socio-emotional, whose skills help students to face the challenges of everyday life **(De la Cruz & Cruzata, 2017)**.

5.Conclusions

Emotional intelligence is understood as a capacity that allows the person to assume appropriate prosocial behaviors in which a set of empathic, assertive skills, self-knowledge, ability to control their impulses, self-motivation to achieve goals in a healthy coexistence are evidenced with the rest.

Emotional intelligence requires a series of internal and external variables that will guide the appropriate prosocial behavior, allowing the person and especially the child to make a series of positive adaptations, in which parents and teachers play a transcendental role, each one within the scope of their competence; without forgetting that the relationship with peers is a cornerstone that provides motivating and reinforcing circumstances for emotional intelligence.

On the other hand, the manifestations of emotional intelligence are evidenced in various ways: as cognitive and social actions, physiological reactions, evidence in voice changes that suggest various moods in the relational context; These states of mind must be studied and taken into consideration in order to find remedies for inappropriate forms of peer relationships, especially in the school context, to efficiently deal with bullying and its actors.

Likewise, the role played by emotional intelligence is clear, not only in social relationships, but also in academic performance, to the extent that a state of well-being in the child's mental health will allow him to perform with equanimity, tranquility and continue to achieve achievements in an environment of healthy coexistence.

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Finally, this new context of virtuality presents new socialization challenges, in which students, parents and teachers must generate adaptive personal communication strategies that facilitate interrelation through virtual media and where emotional intelligence assumes a different role. ruled by a context of social isolation.

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