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Y EXTRANJEROS

Título

Emotional intelligence and its relationship with the well-being and academic performance of students

**Trabajo de Titulación para optar al título de Licenciado en
Pedagogía del Idioma Inglés**

Autor:

Tenemaza Ochoa Elvis Stalin

Tutor:

María Mercedes Gallegos Núñez

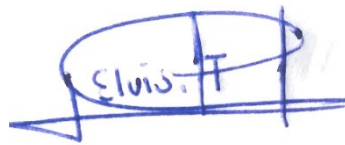
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I, a professor affiliated with the faculty of human and technological educational sciences at Universidad Nacional de Chimborazo, through this document certify that I have provided guidance and reviewed the development of the research work titled "Emotional intelligence and its relationship with the well-being and academic performance of students," authored by Tenemaza Ochoa Elvis Stalin. Therefore, I authorize the initiation of the legal procedures for its defense.

This is all the information I have to provide truthfully. In Riobamba, on 24 days of the month of June, 2024.



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C.I: 0601665839

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We, the undersigned, professors appointed as members of the Degree Evaluation Board for the assessment of the research work titled "Emotional intelligence and its relationship with the well-being and academic performance of students," presented by Tenemaza Ochoa Elvis Stalin with identity card 0605831395, under the guidance of Mgs. Maria Mercedes Gallegos Nuñez, certify that we recommend the APPROVAL of this work for the purpose of graduation. The research work has been thoroughly evaluated, and we have listened to the defense presented by the author, having no further observations.

In accordance with the applicable regulations, we sign this document in Riobamba on the date of its presentation.

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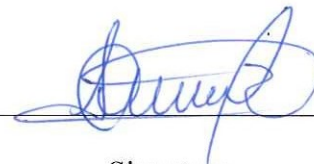
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Mgs. Daysi Fierro

Degree Tribunal Member



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Mgs. Mercedes Gallegos
TUTORA

DEDICATORY

I would like to dedicate this investigation to the kid who was passing through a lot of difficulties and troubles at a young age, to that kid who never gave up. Finally, we did it, this is for you, thank you for being supporting yourself all the time even when the day looked like a nightmare that would never end.

ACKNOWLEDGEMENT

I would like to say thank to my dear mother and father. Mom I am very grateful for having you as my only one savior, everything that I have done is for you, this is not my college degree it is yours. Most of the knowledge acquired by your son, it is going to be used as a tool to try to change the world, my world , to change your life you deserve this and more. I am going to give you everything in this little planet. I will give you the life you never had.

In this sense, I would like you give all my respect to the Nacional University of Chimborazo for being my home for 4 years, there I learned skills from my teachers and classmates. In addition, I would like to thank to Mgs. Mónica Cadena and my Tutor Mgs. Mercedes Gallegos for being supporting me most of the time, helping me with instructions, advice, and for guiding me to accomplish this goal. Moreover, I want to show my deepest gratitude to my Methodology teacher, Monica Torres, you as a teacher taught me what I never learned when I was 22, you were one of the first teachers who saw the potential on my desire to study, and you tried to push me even when I was not even doing it, and reprimanding me when I was straying from the path, thanks to you I can continue my studies and fulfill this life achievement.

Finally, I want to say thank you to my partners, you all saw my fall and resurgence, in this last line I have to say thank to that girl who showed me the path and believed in me, and for supporting me in my darkest moments, you were everything to me, and I am very grateful to you for sharing knowledge and spending with me the best time of college life.

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RESUMEN

La relación de la inteligencia emocional con el rendimiento académico ha resultado un tema de gran interés, debido a los efectos positivos en la mejora personal y académica de los estudiantes. Los objetivos de la investigación fueron conocer y visualizar las estrategias de la inteligencia emocional en el aula de clase. Se realizó una investigación con enfoque cualitativo, a través de una modalidad de investigación de campo, usando un nivel exploratorio. La muestra de población con la cual se trabajó fueron estudiantes de la Unidad Educativa “Vicente Anda Aguirre” siendo 19 estudiantes de 3^{ro} de bachillerato paralelo “B” los sujetos de estudio. Los instrumentos que se realizaron fueron una guía de entrevista y una guía de observación. Se realizó una entrevista a la docente y una observación a los estudiantes y al docente para percibir el comportamiento de los sujetos tomando datos en una hoja de registro. Los resultados mostraron que los estudiantes no utilizan las estrategias de la inteligencia emocional regularmente, por desconocimiento de estas y tienden a perderse en las emociones de malestar debido a la presión académica, en estas situaciones pocos estudiantes pueden autorregularse, dichos estudiantes son los de mejores calificaciones del curso. La maestra cumple su función de impartir sus clases con estrategias de inteligencia emocional en el proceso de observación, siendo en pequeñas dosis debido al entendimiento básico de lo que implica el uso de la inteligencia emocional dentro del aula de clases, demostrando así una falta de comprensión de la existencia y aplicación de las estrategias que ofrece la inteligencia emocional para la mejorar el rendimiento académico y bienestar de los estudiantes en un sistema en la enseñanza mayormente tradicionalista.

Palabras claves: Inteligencia emocional, rendimiento académico, estrategias, estudiantes, docente, presión académica.

ABSTRACT

The relationship between emotional intelligence and academic performance has been a topic of great interest, due to the positive effects on students' personal and academic improvement. The objectives of the research are to know and visualize the strategies of emotional intelligence in the classroom. A qualitative research was carried out, through a field research modality, using an exploratory level. The sample population was the students of the "Vicente Anda Aguirre" high school, with 19 students of the 3rd year, being the subjects of the study. The instruments used were an interview guide and an observation guide. An interview was conducted with the teacher and an observation of the students and the teacher to perceive the behavior of the subjects by taking data on a record sheet. The results showed that students do not use emotional intelligence strategies regularly, due to ignorance of them and tend to get lost in the emotions of discomfort due to academic pressure, in these situations few students can self-regulate, these students are the ones with the best grades in the course. The teacher fulfills her function of teaching her classes with emotional intelligence strategies in the observation process, being in small doses due to the basic understanding of what the use of emotional intelligence implies within the classroom, thus demonstrating a lack of understanding of the existence and application of the strategies offered by emotional intelligence to improve the academic performance and well-being of students in a system in mostly traditionalist teaching.

Keywords: Emotional intelligence, academic performance, strategies, students, teacher, academic pressure.

Reviewed by:



Mgs. Mónica Noemi Cadena Figueroa

English Professor

C.C 0602935926



CHAPTER I

1.1 INTRODUCTION

The target of emotional intelligence is the faculty to control, identify and recognize emotions, focusing on supporting and developing critical thinking and a meaningful comprehension of causes and effects of emotions and their impact. People are able to understand and manage emotion, passing along phases and process. Consequently, acquires different capacities such as social, intellectual, and the self-detection and regulation of emotions (Brackett & Salovey, 2006 as cited in Quílez-Robres et al., 2023).

According to Goleman (1998) the understanding and obtaining of these skills have to be directly related to education and academic performance. Consequently, making emotional intelligence the perfect tool to reduce low academic performance in students.

Low grades in English classrooms are probably related not only to lack of attention to classes, but sometimes low grades could also be linked to emotions, problems that directly disturb students' minds and indirectly affect the student's school grades. Therefore, the purpose of this research is to determine the correlations between academic performance, well-being, and emotional intelligence. Analyzing different points of view of students, teacher, and bibliographic material. In this sense, this study is expected to obtain significant information for the selection and provision of teaching strategies that can be used when struggling with the deterioration of students' academic performance due to alterations in emotional well-being.

The knowledge and information expected to be obtained from this research will directly contribute to the scientific knowledge of the field of study of emotional intelligence. In addition, it will provide empirical support to researchers of emotional intelligence and especially to teachers who are in the classroom and who have students who suffer from certain unusual pathogens in their lives as students, and in this way the teacher can provide support and solutions in order to safeguard an academic life.

1.2 Problem Statement

Currently, the basis of schools and the future of students is based on their academic performance. In this way, educational centers prioritize grades before the environment in which the student develops, without considering the educational panorama and good academic performance from a complex perspective. According to Morin (2004), it is an

interconnection between multiple elements within a single system, being a way of not losing sight of certain nuances. Connections play a very important role in this study since this is where we start with the relationship between emotions and their effect on education. Emotional intelligence and education are intertwined in an almost imperceptible way in the eyes of teachers, from here the basis of the problem is that there is a lack of knowledge on the part of teachers and students about emotional intelligence and its use in education for better academic performance.

In this regard, academic performance worldwide, according to Patrinos (2018), globally there is not a good level of learning and academic development in most countries. Academic performance is more outstanding in developed countries, but on the other hand countries with low development report a lack of a good education, where less than 50% of students reach a minimum level of knowledge to compete globally.

Emotions are not very far from the considerations mentioned above in the study, and much less in academic performance, on the contrary, they could be the factor that changed the world panorama. In the more developed countries one could hypothesize a lesser education and strategies based on emotion education, while in the opposite countries there would be a lack of these methodologies causing learning to be affected in a direct way, making students in these countries not to have a good level of knowledge and academic grades.

Learning and emotional intelligence in Latin America today has a great boom, due to the facts of the pandemic caused by covid-19. The health crisis that happened in Latin America and around the world forced the educational and student staff to leave the classroom aside and move to the revolutionary virtual classes, which left many benefits such as being able to study in times of pandemic. Moreover, it also left many disadvantages such as low student learning, stress, depression, among others. This has left several lessons, among which are the need to continue working in complex situations and also the need for a transformation of education. The Emotional Intelligence variable enters as a tool to offer a better educational life according to the new society and the production of emotionally healthy men and women to find solutions to the daily problems of academic life and outside the classroom (Valdiviezo Loayza and Rivera Muñoz, 2022).

According to Cruz et al (2021), who analyzed the correlation between emotional education and education in Ecuador specifically with a population of school children. The

study shows a pattern, students who get good grades in general make good use of emotional intelligence, and student with good academic grades and one who does not is directly related to emotions and their management. For this reason, it has been decided to investigate the problem of low academic grades of students and their relationship with emotional intelligence. The study will take as a place of study the educational unit "General Vicente Anda Aguirre" located in the city of Riobamba, capital of the province of Chimborazo, where the educational system is structured following the traditionalist model that has been implemented in education since later years, in this system very little attention is paid to emotional aspects of the student and more attention is given to aspects such as grades, homework and educational performance, leaving aside the human side of the students. This generates a conflict between emotions and students due to the almost non-existent information that this system imparts regarding emotional intelligence, producing in students a student dissatisfaction when it comes to learning and producing within the classroom.

1.3 Problem Formulation

What is the nature of the relationship between students' emotional intelligence and their emotional well-being, and how do these variables influence their academic performance?

1.4 Justification

Low academic performance in students is commonly associated with lack of attention to the class, low levels of intelligence or poor retention of information, but contrary to these statements do not consider the mood of students, internal and external factors that change their mood, causing them demotivation depression among other emotional conditions triggering poor academic performance. Due to lack of motivation or emotional discomfort in the classroom and outside it.

Nowadays education should have a better teaching plan that does not focus on grades and academic performance in a simplistic way. Thus, it is important for teachers and students to be aware of emotional intelligence in order to improve grades and academic well-being.

The present research is feasible, since the economic and human resources and sources of information necessary to carry it out are available.

In the social aspect, investigating the relationship between education and emotions through this research will provide information that will raise awareness about the effects that students' emotions have and how they alter their academic performance for better or worse.

The study seeks to improve the Ecuadorian educational system, especially in the city of Riobamba, in order to provide a better quality of education for a good academic development and student welfare through research and the relationship of variables for this research.

In the disciplinary aspect, the study intends to contribute to the studies carried out at national level and particularly in Riobamba on the importance of emotional intelligence and education for the improvement of the teaching process and to avoid future emotional problems in students.

1.5 OBJECTIVES: GENERAL AND SPECIFIC

1.5.1 General Objectives

- To determine the relationship between emotional intelligence and academic performance in the academic context at 3rd “B” of "Vicente Anda Aguirre high school".

1.5.2 Specific Objectives

- To know epistemologically the strategies of Emotional Intelligence and their effects on academic performance in students
- To identify the management of emotional intelligence by students and teacher in class.
- To recognize the strategies of emotional intelligence used by teacher to get improvement in academic performance of students.

CHAPTER II

2. THEORETICAL FRAMEWORK

2.1 Background

Regarding the background related to the topic, the literature of a similar research found in the repository of the National University of Chimborazo has been reviewed. The research is entitled "EMOTIONAL INTELLIGENCE AND ACADEMIC PERFORMANCE IN STUDENTS OF THE EDUCATIONAL UNIT CAMILO GALLEGOS TOLEDO. RIOBAMBA. OCTOBER 2017-MARCH 2018".

The project is based on research conducted at Unidad Educativa "Camilo Gallegos Toledo", in order to explore the connection between the understanding of emotional intelligence and the advantages it offers in problem solving and management of emotional awareness in situations of academic vulnerability. The correlation between these two concepts is established due to the challenges that students may encounter due to emotional circumstances.

The results obtained in this research explain how students have different levels of emotional intelligence, where emotional perception is of a medium level of mastery by students, emotional comprehension women tend to have a medium to low comprehension unlike men who most find a medium level of comprehension of this, emotional regulation is moderate to high in all students.

Emotional Intelligence is related at a medium level to the Academic Performance of the students of the "Camilo Gallegos Toledo" Educational Unit of ninth grade, which means that Emotional Intelligence affects the Academic Performance of students (Torres & Valdivieso, 2018).

Another research considered, which is related to Emotional Education and its relationship with Academic Performance, is titled "EMOTIONAL INTELLIGENCE AND ACADEMIC ACHIEVEMENT IN STUDENTS OF 'ISABEL DE GODÍN' EDUCATIONAL UNIT IN THE CITY OF RIOBAMBA, DURING THE ACADEMIC PERIOD 2016-2017." The authorship of this work belongs to Mateo Fabián Ortiz Mancero.

The principles of this investigation are centered on the conditions of education and how emotions and feelings are a topic rarely surveyed in learning and academic

development. The purpose of the research is to analyze the relationship between academic performance and emotions, using instruments such as tests and observation.

At the level of perception, the sample indicates that the perception variable is of a medium range of proficiency while the compression variable also represents a medium range and in the range of regulation denotes a medium range of emotional intelligence according to the study carried out, at the level of learning most of the students meet the necessary academic performance while the others are about to reach that range, In short, with the results obtained, it can be determined that emotional intelligence has a significant relationship with academic performance, since students with greater mastery of emotional intelligence are those who have a better level between IQ and emotional intelligence.

It demonstrates that Emotional Intelligence plays a significant role and positively influences students and their performance. By having knowledge of the existing strategies within Emotional Intelligence, students are capable of recognizing and regulating their emotions so that these do not affect their attitude and performance within the classrooms (Ortiz, 2017).

2.2 THEORETICAL FOUNDATION

2.2.1 Emotional Intelligence

2.2.1.1 The Intelligence

Intelligence encompasses all the knowledge we possess, and it's intricately linked to our capacity to comprehend and retain information, which we subsequently utilize for the purpose of learning. These abilities become apparent as we respond to queries or engage in assessments that appear to correlate with our cognitive capabilities at various life stages, whether in our youth or later years. To ascertain our level of intelligence, we undergo evaluations tailored to match the individual's intellectual capabilities (Gardner, 2005).

2.2.1.2 Origin of Emotional Intelligence

The origins of emotional intelligence date back to a time when its concept was not yet established. The first appearance of the concept of emotional intelligence came from Charles Darwin, who addressed the topic in his work on the expression of emotions in his theory of evolution of species. It is here where words related to the term "emotional intelligence" would be used for the first time. Subsequently, in the 1920s, Edward Thorndike employed terms such as "social intelligence," where he described its objective as the

understanding and motivation of other people. Then, in 1983, Howard Gardner introduced his famous theory of multiple intelligences, which included interpersonal and intrapersonal intelligence as important types of intelligence (Arbea, 2011 as cited in Torres & Valdivieso, 2018)

The term emotional intelligence is described by the authors Salovey and Mayer (1990) in their work "Emotional Intelligence." It consists of the understanding and management of emotions and feelings present in the human being. This is where the characteristics and understanding of emotions would arise for the development and regulation of one's own and others' feelings, achieving the cognitive development of emotions for self-realization and success in real life.

The book that will revolutionize the concept of emotional intelligence. Based on Goleman (1995), intelligence is related to the concept of certain abilities in which self-control, motivation, and skills are present, providing us with the opportunity to improve and achieve better performance and intellectual potential. He argues that the impulse is the vehicle used by emotions, stating that those who lack control of these impulses would be at the mercy of their emotions.

2.2.1.3 Multiple Intelligences According to Gardner

Multiple intelligences expand upon the traditional notion, where intelligence is deemed the fundamental capacity for problem-solving and generating products within a cultural context. The ability to solve problems contributes to establishing the approach through which we will achieve objectives, enabling us to address the matter from perspectives that lead to its solution. On the other hand, the creation of products facilitates the expression of our emotions, decisions, and opinions, evolving into a process of knowledge acquisition. Effectively addressing a problem requires creating products that guide us towards its resolution (Gardner, 2005).

2.2.1.4 Concept of Emotional Intelligence

Emotional intelligence is related to the ability to understand and positively manage emotions for the development of social skills and overcoming challenges. Emotional intelligence provides assistance in personal, academic, and work success. Additionally, it can help you understand and connect with your emotions and feelings, and control impulsive decisions. Emotional intelligence is formed by attributes, which are Self-management, Self-

awareness, Social awareness, and Relationship management. All these attributes will help you better understand everything about your emotions and those of others (Segal et al., 2023).

2.2.2 Academic Performance

2.2.2.1 Concept

The concept of academic performance is addressed with different names; sometimes it is referred to as school performance or school achievement, using synonyms to explain its meaning, but all aiming for the same purpose. Academic performance is represented as the educational goal of learning in every aspect, encompassing the learning outcomes that education fosters, where new academic achievements are attained. Consequently, these new achievements vary depending on the processes and circumstances in which the student operates. (Lamas, 2015).

2.2.3 Emotional Intelligence and Academic Performance

Emotional learning in education and healthcare professional training is vital due to the connection between emotional competencies and generic skills, coupled with their presumed impact on academic performance. A cross-sectional study was conducted, administering the TMMS-24 test to 131 Nutrition students from a Chilean public university. The aim was to establish the relationship between emotional intelligence components and academic performance/curriculum progress. Descriptive statistics and ANOVA were used to analyze data for emotional intelligence-academic performance association, and chi-squared tests for curriculum progress. No significant differences were found between attention, comprehension, and regulation levels and average grades (ANOVA). Emotional intelligence levels showed no association with curriculum progress (chi-squared). Despite mixed research findings, this study contributes to the field, emphasizing the importance of socioemotional competencies in healthcare education for holistic preparation in professional roles (Vera & Morales, 2020).

2.2.3.1 Relationship Between Academic Performance and Emotional Intelligence

Interpersonal and intrapersonal skills are highly significant in secondary education, as they involve numerous social, contextual, and personal changes and challenges. Enhanced emotional regulation and adaptability play a crucial role in managing academic stress and achieving academic success. Additionally, students with better emotional management tend

to experience greater happiness and enjoy improved social relationships. Similarly, effective interpersonal skills are generally associated with broader social networks and higher-quality friendships. In a school environment, a larger social network fosters a conducive atmosphere for cooperative work, group learning, peer support, and positive teacher-student relationships. The combination of a supportive academic climate, along with a favorable attitude towards learning, may be linked to improved academic performance (Sánchez-Álvarez, et al.,2020).

2.2.3.2 Strategies of Emotional Intelligence on Academic Performance in Students

Self-awareness: Goleman (1995) suggests that emotional self-awareness is essential for students to recognize their own emotions and how these affect their behavior and academic performance. By understanding their emotions, students can better identify and address the challenges they face in the educational environment, leading to greater adaptability and success in their studies.

Self-regulation: The ability for emotional self-regulation, as pointed out by Goleman (1995), allows students to effectively manage their emotions, which can be crucial during stressful situations such as exams or when facing academic difficulties. By learning to control their emotions, students can remain calm and focus on finding effective solutions to the challenges they encounter in their educational journey.

Social awareness: Brackett (2019) argues that social awareness is fundamental in fostering positive relationships among students and promoting a learning environment where everyone feels valued and respected. By understanding the emotions of others, students can show empathy towards their peers and work together collaboratively to achieve common academic goals.

Stress management: Wale (2009) highlights the importance of stress management in students' academic performance. By teaching students effective strategies for handling stress, such as self-care and seeking social support, they are provided with the necessary tools to remain resilient in the face of academic challenges and maintain optimal performance in their studies.

Problem-solving skills: Goleman (1995) notes that problem-solving is a crucial skill that greatly benefits from the development of emotional intelligence. By approaching academic challenges with a growth mindset and resilience, students can overcome obstacles

with confidence and persistence, contributing to greater success in their studies and personal development.

2.2.4 Definition of Well-Being

Well-being encompasses feelings of health, happiness, and success in life, which entails having good mental toughness, feeling fulfilled in life, having a sense of purpose, and the ability to manage mood-related problems. This term is defined as an optimal state of psychological and emotional functioning, encompassing aspects such as mental health, life satisfaction, sense of purpose, and the ability to manage stress (Davis, Tchiki, 2019).

2.2.4.1 Types of Well-Being

Emotional well-being: involves developing emotional skills, such as positivity, emotional regulation, and mindfulness, among others. Often, it is necessary to cultivate a variety of these skills in order to cope with the diversity of situations encountered in daily life. By acquiring these emotional well-being skills, you can cope with stress more effectively, manage emotions in the face of challenges, and recover quickly from disappointments. As a consequence, you can enjoy life a little more, be happier, and pursue goals more effectively.

Physical Well-Being: It is essential to understand the constituent elements of a nutritious diet and a proper exercise plan, allowing for the implementation of effective strategies in the daily routine. By improving physical well-being, not only do you experience an improvement in mood, but you also reduce the risk of disease, promote the restoration of the body, and limit the health challenges that can be faced. In short, physical health care not only impacts individual well-being, but also positively influences quality of life as a whole.

Social Well-Being: It is essential to develop social skills, such as gratitude, kindness and communication. These skills facilitate positive interactions with others, helping to reduce feelings of loneliness, anger, or disconnection. By strengthening social well-being, a more meaningful connection with others is experienced, providing a sense of belonging and a deeper emotional connection.

Workplace Well-Being: it requires the development of skills that facilitate the search for what we truly value. This encompasses developing professional skills that contribute to achieving our goals and realizing our aspirations, as well as living in alignment with our values and maintaining a work-life balance. These skills allow us to enjoy our work more by

keeping us focused, motivated, and successful in our work environment. Having cultivated well-being in the workplace, our work takes on a deeper and more fulfilling meaning, which is reflected in the quality of each workday.

Societal Well-Being: develop skills that promote a sense of connection with our environment. It must understand how to contribute to the well-being of our community, strengthen ties in our local communities, and promote a culture based on compassion, equity, and kindness. These skills allow us to feel part of a thriving community where we support each other and contribute to the overall well-being. By cultivating social well-being, we experience the feeling of being part of something bigger than ourselves, which leads us to live happier and more contented. (Tchiki, 2019).

2.2.4.2 Well-Being in Education

Well-being plays a crucial role in the school environment, as schools are essential in guiding students towards healthy lifestyle choices and understanding the implications of these decisions on their health and well-being. Educational institutions can provide reliable information and deepen students' understanding of the choices they face. They also offer the intellectual skills necessary to critically analyze these choices and the societal influences, such as peer pressure, advertising, and family values, that shape these decisions. The relationship between well-being and academic success is mutually dependent, with well-being being a crucial prerequisite for educational performance, and conversely, academic achievement contributing to well-being. Physical activity enhances learning capacity and concentration (Council of Europe, 2023).

CHAPTER III.

3. METHODOLOGICAL FRAMEWORK

3.1 Approach

For this research, the qualitative method was used, the objective of this method is focused on the knowledge and interpretation of the reality of the subjects under study (Blasco & Pérez, 2007). This method was employed for interpreting the results obtained in the research regarding the analysis of the environment under investigation. This enabled us to analyze the relationship between emotional intelligence and academic performance.

3.2 Research Modality

Field research is perfect for conducting exploratory studies. For this reason, the modality of field research has been selected, its main objective is the collection of information in a presence manner, in addition, the information was obtained directly from the primary source, and it also helped us to obtain the necessary data for the study, that are directly related to the study problem (Arias, 2022)

3.3 Level or Type of Research

The research was conducted using an exploratory research approach, as stated by Velázquez (2023). This method is employed in studies with precisely defined research problems to gain a deeper understanding of the issue at hand.

3.4 Data collection Techniques and Instruments

For the analysis of the variables, the following were proposed:

Technique: The Interview (Emotional Intelligence)

Instrument: The Interview Guide

This technique and its respective instrument were used to understand the emotional intelligence strategies employed by the teacher. Additionally, it aimed to assess the students' responses to these strategies and to determine their effects on the students.

Technique: Observation (Academic Performance and Well-Being)

Instrument: The Observation Guide

This technique and its respective instrument were utilized to observe the behavior of the students and their receptiveness to a new teaching approach focused on emotions. It also aimed to measure the level of emotional intelligence used by both the teacher and the students.

3.4.1 Interview

An interview is a conversation between two individuals with the purpose of obtaining and gathering data for future use. To conduct the interview, one of the participants takes on the role of the interviewer, asking questions focused on the topic to obtain the desired information, while the other takes on the role of the interviewee, answering the questions and providing the necessary information. These interviews can be conducted in various ways, such as in person, over phone calls, or utilizing the internet, among other options (Easwaramoorthy & Zarinpoush, 2006).

The interview proved highly beneficial for acquiring qualitative data by posing questions aimed at assessing the comprehension of the study population regarding emotional intelligence and its role in education. The interview was developed for the English teacher to understand the strategies used to apply emotional intelligence to improve students' academic performance.

3.4.1.1 Interview Guide

The interview guide is a piece of writing that establishes the structure and organization of the interview to be conducted on the topic of study. This instrument allows interviewers to know the sequence in which questions will be asked (Verlinden, 2020).

This instrument was used to delimit the topics of the questions to be asked in the interview, and to be able to give a good experience in relation between the interviewee and the interviewer.

3.4.2 Observation

It is a method in which the researcher assumes the role of an observer, closely monitoring the behavior of the study subjects. It involves collecting information by attentively watching and recording the events and actions that take place within the study environment. To do this effectively, the researcher becomes an active participant, immersing themselves in the setting and establishing connections with the subjects, allowing them to

observe from a firsthand perspective. Subsequently, they document their experiences and note down the occurrences that unfold during the course of the study (Bhasin, 2020).

Observation in this study enabled the analysis of students' performance in an academic setting. It was also valuable for taking notes on how students handled their emotions, assessed their awareness of emotional intelligence, and determined their ability to apply it in classroom settings or situations that required its use.

3.4.2.1 Observation Guide

According to Campos y Covarrubias, Lule Martínez (2012), an observation guide is determined as an instrument used by an observer to systematically record everything related to the study problem for proper data collection. The observation guide helps to structure and standardize the data collection process, ensuring that relevant information is captured in a consistent manner.

It was applied to describe the actions that took place in the classroom and how the academic and emotional aspects were related to each other in the classroom environment, specifically with the population of English students.

3.5 Study Population

The population with which this research was carried out consisted of the students in 3rd grade "B" at Vicente Anda Aguirre School, along with the English teacher.

3.6 Techniques of Analysis and Interpretation

3.6.1 Exploratory Data Analysis

The objective of this analysis technique is to explore, as its name suggests, the relationship between the data obtained in the research and the variables. In addition, it helps to discover connections, generate hypotheses and solutions to the problem (Calzon, 2023).

CHAPTER IV

4. RESULTS AND DISCUSSIONS

4.1 Interview Results

The interview shows us that by applying emotional intelligence strategies such as self-awareness, self-regulation, social awareness, stress management, problem-solving skills, there is a noticeable improvement in student mood and grades. To this, the interviewee mentions that it is necessary to know the previous knowledge of the student to know the level of emotional intelligence he possesses, it is also mentioned that when teaching the self-regulation of emotions attracts positive effects in students such as controlling their anxiety to make better decisions when facing academic problems within the classroom.

TEACHER'S INTERVIEW

1. When conducting a class based on emotional intelligence strategies, what aspects do you consider using or avoid before applying these techniques?

Teacher's answer: When teaching a class based on emotional intelligence strategies, I can say that it is important to consider the preparation and maturity level of the students. Some aspects to consider are their prior knowledge and understanding of emotions, their ability to engage in introspection and reflection, and their willingness to engage in activities that promote emotional intelligence. It is important to avoid techniques that may be too complex or overwhelming for students.

Analysis:

In relation to the literature on emotional intelligence, according to Brackett and Rivers (2014), there is an emphasis on the true significance of assessing the level of emotional maturity of students when making emotional development interventions in the educational environment. This statement correlates primarily with the fundamental principles of emotional intelligence as described by Salovey & Sluyter (1997), these researchers refer to emotional intelligence as the ability to recognize, understand and self-regulate the human being's own emotions. According to this approach, emotional intelligence would function as an ability that is acquired by applying it to oneself, which would lead to personal improvement, to gaining awareness of emotions that would have a valuable effect on social skills. Taking this information as a starting point, a relationship can

be observed with the answers of one of the interviewees, a professional responsible for teaching English.

"When performing activities based on emotional intelligence strategies. (...) Some aspects to consider include their prior knowledge and understanding of emotions, their ability to engage in introspection and reflection, and their willingness to participate in activities that promote the development of emotional intelligence (...)"

Educators consider the level of emotional maturity of students before performing emotional development activities, they can adapt the strategies to be used to have a more effective methodology considering the needs and the emotional context of each study. This statement can be illustrated with an example: in a class where there are students with high emotional maturity and low emotional maturity, those with higher maturity will be more useful for developing self-regulation and empathy skills, while students who do not have this maturity need a simpler approach that provides them with a higher level of emotional maturity. to develop emotional awareness in a simpler way.

2. How do you think the teaching of self-management of emotions has helped students when facing stressful situations or academic difficulties?

Teacher's answer: I believe that self-management of emotions can have a significant positive impact on students when faced with stressful situations or academic difficulties. By developing self-awareness and self-regulation, students are better equipped to identify and manage their emotions, allowing them to stay focused, make better decisions, and respond to challenges in a more constructive way. This helps them reduce anxiety, improve problem-solving skills, and improve their overall well-being.

Analysis:

According to Salovey & Sluyter, (1997).The most relevant researchers about Emotional Intelligence, the development of emotional self-management is a key component of emotional intelligence and refers to the ability to effectively recognize and regulate one's emotions. This ability is closely related to emotional self-regulation, which involves the ability to control emotions and impulses in different situations.

Emotional self-management can equip students with tools to identify and manage their emotions effectively, allowing them to stay focused, make better decisions, and face

challenges more constructively. These findings are supported by research indicating that emotional self-control can help reduce anxiety and improve problem-solving skills (Gross, 1998; Salovey & Mayer, 1990). These authors are the ones who did transcendental research to position the theory of emotional intelligence, being among the first researchers to talk in depth about emotional intelligence.

Additionally, Brackett et al. (2004), have shown that teaching emotional self-management skills can have significant benefits for students' overall well-being, including increased life satisfaction and improved mental health. Therefore, by integrating the teaching of emotional self-management into the educational curriculum, educators can provide students with practical and effective tools to cope with stress and academic difficulties, thereby promoting their academic success and emotional well-being.

3. What do you think is the most effective strategy students use to manage their emotions, such as self-regulation or self-awareness?

Teacher's answer: In my personal opinion, I believe that the strategies for students to manage their emotions can vary depending on the individual, but the ones that I consider the best are self-awareness and self-regulation since with these students can effectively regulate and control their emotional responses, which leads to better emotional well-being and academic performance.

Analysis:

Self-awareness and self-regulation are key skills in effective emotion management. According to Salovey & Sluyter (1997), self-awareness involves the recognition and understanding of one's emotions, as well as their effects on thinking and behavior. On the other hand, emotional self-regulation refers to the ability to control and direct one's emotions constructively, even in stressful or challenging situations.

4. What change in students' behavior or attitude do you think is most significant after participating in activities related to emotional intelligence?

Teacher's answer: Well, I've been able to see that students become more aware of their own emotions and gain empathy for the emotions of those around them. They develop better communication and interpersonal skills, which positively impacts their relationships

with peers, teachers, and family members. In addition, they often show greater self-confidence, resilience, and a more positive attitude towards challenges.

Analysis:

Participation in activities related to emotional intelligence can have several positive effects on students' behavior and attitude. According to Brackett and Rivers (2014), these activities can help students develop greater emotional self-awareness, allowing them to identify and understand their own emotions more effectively.

The interviewee's response highlights how students become more aware of their own emotions and develop empathy towards the emotions of those around them. This is supported by research indicating that emotional intelligence is associated with increased empathy and interpersonal communication skills (Salovey & Sluyter, 1997).

Moreover, participation in emotional intelligence activities can help students develop more effective communication and interpersonal relationship skills, which can improve their relationships with peers, teachers, and family members (Salovey & Mayer, 1990).

5. How effective has the influence of emotional intelligence been in influencing the overall well-being of students in and out of the classroom?

Teacher's answer: What I believe is that the influence of emotional intelligence on the general well-being of students is very effective. One example is that, by developing emotional intelligence, students are better equipped to manage their emotions and build meaningful relationships. Not only does this affect their academic performance, but it also improves their mental health, social competence, and overall happiness.

Analysis:

Emotional intelligence has a significant impact on students' overall well-being, both in and out of the classroom. According to Brackett and Rivers (2014), emotional intelligence is associated with a number of benefits for individuals' emotional and psychological well-being, including an increased ability to manage stress, regulate emotions, and establish meaningful relationships.

The impact of emotional intelligence goes beyond well-being, as employees with a high level of emotional intelligence demonstrate better teamwork, job satisfaction, and

performance. In addition, they are more likely to lead with empathy, communication, and conflict resolution (Tariq et al., 2024).

6. What tips or strategies can you comment on when teaching a class based on emotional intelligence?

Teacher's answer: The strategies I usually use when teaching a class based on emotional intelligence, I first tend to create a safe and supportive learning environment, then I establish a positive classroom climate in which students feel safe to express their emotions and thoughts. I also incorporate activities such as deep breathing exercises to deal with stress, frustration, or anger constructively. It is also great that we as teachers involve students in activities that require collaboration and teamwork.

Analysis:

The importance of creating a safe and supportive learning environment when teaching a class based on this discipline. According to Brackett and Rivers (2014), establishing a positive classroom climate is essential to foster students' emotional well-being and facilitate their participation in activities related to emotional intelligence.

According to Brackett et al. (2004), positive and supportive learning environment, coupled with hands-on activities and meaningful learning experiences, can promote the development of emotional intelligence skills in students and improve their emotional well-being and academic performance.

7. How effective is emotional intelligence in teaching to increase the academic performance of students?

Teacher's answer: In my experience, emotional intelligence can help students a lot in academic development, setting an example of this. Students with higher emotional intelligence are better able to build positive relationships with peers and teachers, communicate effectively, and collaborate successfully. This can contribute to improved learning outcomes. Overall, integrating emotional intelligence into teaching practices can have a profound impact on students' academic performance by promoting self-awareness, self-regulation, empathy, and interpersonal skills.

Analysis:

When students possess a high level of emotional intelligence, they are more motivated, engaged, and resilient in their learning process (Brackett & Rivers, 2014).

According to Durlak et al. (2011), have shown that integrating emotional intelligence into teaching practices can have a positive impact on students' academic performance by promoting self-awareness, self-regulation, empathy, and interpersonal skills. This can contribute to the creation of a more supportive and cooperative learning environment, thereby improving learning outcomes.

4.2 Observation Guide Results

Those observed in this study were students in Third Year of Bacalaureate “B”, who were selected for this research in order to examine in depth how they apply emotional intelligence in the educational environment and how they manage their emotions during classes. In addition, the teacher was observed for the purpose of identifying the strategies she employs to teach with a focus on emotional intelligence. It seeks to understand how students use emotional intelligence to interact in the classroom and how this impacts their learning and personal development. Likewise, it is intended to analyze how the teacher incorporates emotional intelligence in her teaching and how this influences the learning environment and the academic performance of the students. By delving into these observations, it is hoped to obtain valuable information that can contribute to improving educational practices and promoting a more enriching and favorable school environment for the integral development of students.

OBSERVATION GUIDE					
Objective :	To identify the management of emotional intelligence by students and teacher in class.				
Aspects to evaluate	Often	Sometimes	Rarely	Observations	Analysis
Good teaching learning environment	X			The teacher motivates the students and prepares the class through the use of interactive dynamics before the start of teaching in order to create a friendly environment to start the daily classes	The teacher's motivation to prepare the class and create a friendly environment at the beginning of classes can be seen as an example of emotional intelligence in educational practice (Goleman, 1995). By using interactive dynamics and creating an emotionally positive

					<p>environment, the teacher can cultivate a climate of trust, support, and collaboration in the classroom, which promotes students' emotional well-being and willingness to actively participate in the learning process.</p> <p>The interactive dynamics implemented by the teacher prior to the start of teaching can serve as an effective strategy for developing students' emotional intelligence (Salovey & Mayer, 1990). By engaging in interactive activities, students can practice emotional skills such as empathy, effective communication, and conflict resolution, allowing them to develop greater emotional awareness and interpersonal relationship skills.</p>
Participation and motivation of students	X			The teacher uses the warm-up resource to motivate the class.	The teacher uses the resource of the "warm-up" to motivate the class. This strategy aligns with theories about the

					<p>importance of establishing an emotionally safe and stimulating classroom environment to promote student engagement and participation. According to Hattie (2009), login strategies such as warm-ups can increase learning effectiveness by activating students' interest from the beginning of class and mentally preparing them for the content to be presented.</p> <p>The use of warm-up by the teacher as a resource to motivate the class is a common practice that can have several benefits in the educational environment. This approach aligns with the theory of emotional intelligence, as it can positively influence the state of emotional and students' willingness to actively participate in learning. According to Goleman (1995),</p>
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					emotional warming can help set a positive and receptive tone in the classroom at the beginning of class. By engaging students in interactive and stimulating activities early on, the teacher can pique their interest and attention, preparing them for more effective learning during the session.
Students manage their emotions when facing challenges in learning English		X		<p>Students can control their emotions and self-myth in a very basic way when they have simple tasks, but on the other hand there is a frustration mixed with anger or sadness when they understand the language and not know how to use it to express themselves. In addition, certain students react in an apocalyptic way, showing a lot of joy and dopamine by being able to do an exercise with facility and well structured, this joy is channeled through the quick movement of the head, or a big smile followed by a cry of excitement.</p> <p>Some students with a little more knowledge of the English language are likely to be questioned on</p>	The excerpt highlights the diversity of students' emotional responses during the process of learning English as a second language, which aligns with Brackett's (2019) research on the fundamental role of emotions in the educational context. According to Brackett, emotions influence students' motivation, well-being, and academic performance. The frustration and discomfort experienced by some students at not being able to express themselves adequately in English reflect

				<p>multiple occasions by their peers for help or a solution to their English doubt, boasting that the student with more knowledge of English is angry at being the object of questions and being intervened and annoyed when he is doing his homework, reacting angrily followed by a shout that shows dissatisfaction trying to say Let me be enclosed</p>	<p>negative emotions that can hinder learning, as discussed in Brackett's work.</p> <p>Overall, Brackett's work underscores the importance of recognizing and managing students' emotions in the classroom to optimize their learning experience. By providing an emotionally safe and supportive environment, teachers can foster greater engagement and academic success among students, as highlighted in the literature on emotional intelligence in education (Brackett, 2019).</p>
<p>Students show a more positive attitude towards learning English as a result of emotional</p>	X			<p>It is true that students tend to have a happier countenance in a class that is accompanied by emotional intelligence strategies for education</p>	<p>The assertion that students exhibit a happier countenance in classes that incorporate emotional intelligence strategies for education is supported by research and theoretical frameworks in the field of psychology and education.</p>

intelligence activities					According to Daniel Goleman (1995) and Peter Salovey and John D. Mayer (1990), emotional intelligence encompasses the ability to recognize, understand, and manage one's own emotions, as well as to recognize and influence the emotions of others. When educators integrate emotional intelligence strategies into their teaching practices, they create a supportive and empathetic learning environment where students feel understood, valued, and engaged.
The teacher recognizes the negative emotions of her students and acts immediately		X		The teacher can recognize the students who are going through problems in the class specifically when they are working on a homework, on these occasions the teacher comes to the student's aid, on the other hand the teacher has to react in an imposing way and raise her voice when the students are intervening the class with their occurrences.	The observation that the teacher can recognize students who are experiencing difficulties during homework and provide assistance reflects the importance of teacher sensitivity and responsiveness to students' needs. This aligns with the principles of emotional intelligence,

					<p>particularly in terms of social awareness and relationship management (Goleman, 1995; Brackett, 2019).</p> <p>When teachers demonstrate an understanding of students' challenges and offer support during homework or classwork, they foster a sense of trust and rapport with their students. This can contribute to a positive learning environment where students feel valued and supported in their academic endeavors.</p>
The teacher provides emotional feedback to students who have demotivation and learning problems			X	A specific action could not be noticed when it came to giving emotional feedback from the teacher to the students.	Teachers can provide emotional feedback in various ways, such as acknowledging students' efforts and progress, validating their emotions, and offering encouragement and support during challenging tasks or situations. By doing so, teachers help students develop self-awareness, self-regulation, and social skills, which are central to

					<p>emotional intelligence (Goleman, 1995).</p> <p>Moreover, emotional feedback from teachers plays a crucial role in building trust and rapport with students, as well as in promoting a positive classroom climate where students feel safe, respected, and valued (Brackett, 2019). When students receive consistent and supportive emotional feedback from their teachers, they are more likely to feel motivated, engaged, and confident in their ability to learn and succeed academically.</p>
Students collaborate and participate in group activities		X		Some students perform these actions, but others get lost in their thoughts while the activity goes on, and another thing is what happens to the students who are left without groups, they do not interact with anyone, they are alone, so to speak.	Some students actively participate in group activities, while others seem to get lost in their thoughts and don't contribute in any meaningful way. In addition, there is a concern for students who are left without a group, as they

					<p>tend to isolate themselves and not interact with their peers. This variability in student participation during collaborative activities is an important theme in the educational literature.</p> <p>Recent research by Hattie (2009) highlights the importance of students' active participation in the learning process. However, some students may face challenges in fully participating in group work due to factors such as anxiety or lack of social skills. This exclusion can result in feelings of alienation and negatively affect the learning experience.</p>
Students apply emotional intelligence skills such as regulation and			X	<p>They have no conscience to regulate their own emotions or those of others. In addition, some students, instead of using emotional intelligence strategies to help their classmates in trouble, use nicknames and jokes to make the class laugh, which makes their classmates discouraged.</p>	<p>The observation that some students lack the ability to regulate their own emotions or empathize with others, resorting instead to teasing and joking at the expense of their classmates, highlights the importance of developing</p>

peer detection or awareness, during group interactions					<p>emotional intelligence skills and promoting positive social behaviors within the classroom.</p> <p>Emotional intelligence, as defined by Daniel Goleman (1995), involves the ability to recognize, understand, and manage one's own emotions, as well as to recognize and influence the emotions of others. Students who struggle to regulate their emotions may exhibit behaviors such as teasing or making jokes as a way to cope with their own discomfort or insecurity. Similarly, students who engage in teasing or mocking behavior may lack empathy and an understanding of how their actions impact their peers.</p>
The teacher guides students in applying			X	You can't tell the teacher's guidance in the classes in a pronounced way is non-existent.	The observation that the teacher's guidance in the classes is not pronounced suggests a potential area for

<p>emotional intelligence skills during group interactions</p>					<p>improvement in providing structure, support, and direction to students. Effective guidance from the teacher is crucial for creating a positive and productive learning environment where students feel supported and motivated to succeed.</p> <p>Research indicates that teacher guidance plays a critical role in facilitating student learning and promoting academic achievement (Hattie, 2009). By providing clear instructions, explanations, and feedback, teachers can help students understand expectations, navigate challenges, and make progress toward their learning goals.</p>
<p>The teacher manages to coherently</p>		<p>X</p>		<p>It can be observed that the teacher handles the principles of emotional intelligence and integrates them into the classroom, but not very long, in</p>	<p>The teacher handles the principles of emotional intelligence and integrates them into the classroom, often limited to</p>

<p>integrate the concepts and principles of emotional intelligence in her explanation and teaching</p>				<p>short periods of time such as at the beginning of the class. Because of the short class time she has with the study subjects.</p>	<p>brief moments, such as at the beginning of the class. This finding resonates with research by Brackett et al. (2011), which suggests that while teachers may possess an understanding of emotional intelligence concepts, consistent and sustained implementation in educational practice can be challenging. The limited duration of these integrations may hinder their effectiveness, as Durlak et al. (2011) argue that sustained and systematic approaches to social-emotional learning generate greater benefits for students over time. Therefore, while teacher efforts to incorporate emotional intelligence principles are laudable, more consistent and prolonged application may be necessary to maximize their impact on student outcomes."</p>
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<p>The teacher incorporates opportunities for students to apply emotional intelligence skills during class activities and discussions</p>		<p>X</p>		<p>The teacher can internalize concepts and strategies of the emotional intelligence, although the use of these strategies cannot be noticed for a long time to a greater extent at the beginning of the classes The teacher offers these opportunities to use emotional intelligence by doing group work in class and also with individual assignments so that students can recognize the emotions that are alien to them and also to others.</p>	<p>The finding that the teacher can internalize concepts and strategies of emotional intelligence, but that their application is not noticeable for an extended period at the beginning of classes, suggests a process of gradual adaptation on the part of the teacher to effectively integrate emotional intelligence into his or her educational practice. This observation aligns with the theory of gradual change in the adoption of new pedagogical practices, as discussed in the literature on teacher professional development (Fullan, 2015). While the immediate impact of the teacher's use of emotional intelligence strategies may not be overt, the incorporation of group work and individual assignments serves as a vehicle for students to cultivate</p>
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					emotional intelligence skills. Emotional intelligence, as described by Daniel Goleman (1995), encompasses the ability to recognize, understand, and manage one's own emotions, as well as to empathize with the emotions of others.
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4.2.1 Interpretation

The results of the observation guide reveal several aspects related to emotional communication between teacher and students, as well as the application of emotional intelligence in the educational environment. It was observed that the teacher uses interactive dynamics before starting the class to motivate the students and create a friendly environment. This strategy is supported by research by Brackett (2019), who argue that an emotionally positive classroom environment can significantly improve student well-being and academic performance.

In addition, the use of the "warm-up" resource to motivate the class was identified. However, it is important to note that some students show frustration and anger when faced with challenges in learning English, suggesting the need for additional emotional support to manage these negative emotions.

Regarding attitudes towards English learning and emotional intelligence, it was observed that students tend to have a more positive attitude when emotional intelligence strategies are implemented in the classroom. This highlights the importance of integrating emotional activities into the curriculum to promote a supportive learning environment.

It was observed that the teacher can identify students who are experiencing emotional difficulties and provide them with support. However, it was also observed that the teacher reacts in an imposing manner and raises his voice when students intervene in the class with irrelevant comments. This suggests the need for greater emotional sensitivity on the part of the teacher in order to address the emotional needs of students more effectively.

Although the teacher demonstrates an understanding of the concepts and strategies of emotional intelligence, its application in the classroom is not consistently evident. It is suggested that the teacher could more actively incorporate opportunities for students to apply emotional intelligence skills during class activities and discussions.

CHAPTER V

5. CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

- It has been possible to find emotional intelligence strategies that have a positive impact on students, and are very useful in learning and academic performance. Strategies such as self-awareness, self-regulation, social awareness, and stress management all allow them to face academic challenges with resilience, but also promote their emotional well-being.
- The observation reveals a disparity in the management of emotional intelligence among students in the classroom. Most students are not aware or do not know about emotional intelligence let alone how to use it, students lack emotional self-regulation and self-awareness. On the other hand, the teacher has a good handle on strategies related to problem-solving skills and stress management, but by presenting stronger emotions such as disappointment, boredom, and sadness, he seems to have a weak point with the Social Awareness strategy, allowing students to get lost in their emotions, leaving aside the academics.
- The teacher does not have abundant awareness of emotional intelligence strategies when teaching classes using these strategies to create in students the skills of problem solving, and emotional awareness. Another weak point is motivation, that is normal at the beginning of the class, but almost non-existent in the rest of it, and does not have great skills when it comes to creating safe environments and promoting student well-being in the classroom, in order to generate an increase in participation, commitment and behavior management in the classroom and therefore, academic improvement.

5.2 Recommendations

- A key recommendation would be to integrate emotional intelligence development programs into the educational curriculum from an early stage. This could include hands-on activities, such as mindfulness exercises, mentoring sessions on social and emotional skills, as well as teaching stress management and conflict resolution strategies. Doing so would provide students with the tools needed to understand and manage their emotions effectively, allowing them to not only improve their academic performance, but also foster a healthier and more collaborative learning environment.

- Dedicate additional time in the curriculum to specifically address the development of emotional intelligence skills for both students and teachers. This could be achieved by integrating hands-on classroom activities and exercises that foster emotional self-awareness, self-regulation, empathy, and effective communication skills. In addition, consideration could be given to implementing training programs for teachers that provide them with tools and strategies to effectively manage emotions in the educational environment. By dedicating time and resources to promoting emotional intelligence in the classroom, the learning environment and academic performance of students could be significantly improved, as well as overall satisfaction and well-being in the educational community.
- A key recommendation would be to encourage ongoing training for teachers in developing emotional intelligence skills and effectively implementing strategies in the classroom. This could include workshops, courses, and educational resources focused on the understanding and practical application of emotional intelligence in the educational context. In addition, the exchange of best practices among teachers could be promoted to enrich the variety and effectiveness of the strategies used. By investing in teachers' professional development in this area, it strengthens their ability to create emotionally safe and stimulating learning environments, resulting in significant improvements in students' academic performance and well-being.

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ANNEXES

Annexe 1 : Application of observation and interview



Picture 1. Completing the observation guide in classrooms based on emotional intelligence



Picture 2. Conducting the teacher's interview

Annexe 2: Teacher's interview guide



Universidad Nacional De Chimborazo

Facultad De Ciencias De La Educación Humanas Y Tecnologías

Carrera De Pedagogía De Los Idiomas Nacionales Y Extranjeros

Teacher's interview

Objective: To recognize the strategies of emotional intelligence used by teacher to get improvement in academic performance of students.

Questions

SECTION 1: ICEBREAKER QUESTIONS

1. If you weren't an English teacher, what would you make for a living today?
2. How was your experience at the university when you were a student?

SECTION 2: FOCUSING QUESTIONS

3. When conducting a class based on emotional intelligence strategies, what aspects do you consider using or avoid before applying these techniques?
4. How do you think the teaching of self-management of emotions has helped students when facing stressful situations or academic difficulties?

5. What do you think is the most effective strategy students use to manage their emotions, such as self-regulation or self-awareness?

6. What change in students' behavior or attitude do you think is most significant after participating in activities related to emotional intelligence?

7. How effective has the influence of emotional intelligence been in influencing the overall well-being of students in and out of the classroom?

SECTION 3: PROJECTIVE QUESTIONS

8. What tips or strategies can you comment on when teaching a class based on emotional intelligence?

9. How effective is emotional intelligence in teaching to increase the academic performance of students?

Thank you for your participation!

Annexe 2: Observation guide



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OBSERVATION GUIDE				
Objetivo	To identify the management of emotional intelligence by students and teacher in class.			
Aspects to evaluate	Often	Sometimes	Rarely	Observations
Good teaching learning environment				
Participation and motivation of students				
Students manage their emotions when facing challenges in learning English				
Students show a more positive attitude towards learning English as a result of emotional intelligence activities				
The teacher recognizes the negative emotions of her students and acts immediately				
The teacher provides emotional feedback to students who have demotivation and learning problems				

Students collaborate and participate in group activities				
Students apply emotional intelligence skills such as regulation and peer detection or awareness, during group interactions				
The teacher guides students in applying emotional intelligence skills during group interactions				
The teacher manages to coherently integrate the concepts and principles of emotional intelligence in her explanation and teaching				
The teacher incorporates opportunities for students to apply emotional intelligence skills during class activities and discussions				