

THEORETICAL ANALYSIS OF EMOTIONAL INTELLIGENCE IN ELEMENTARY SCHOOL STUDENTS

Mukesh Kumar

Research Scholar

Department of Education

Sunrise University, Alwar, Rajsthan.

mukeshparthu4@gmail.com

Dr. Harbans Lal

Research Guide

Department of Education

Sunrise University, Alwar, Rajsthan.

Abstract

This work theoretically analyzed literature in typical elementary school pupils. The study used 21 open-access education, psychology, and neuroscience publications from Scopus, Ebsco, and Scielo spanning 2016-2021. 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 "educación primaria"; and "aprendizaje" AND "educación primaria". The findings reveal that childhood, family and social emotional support, sociocultural setting, and personal circumstances all affect emotional intelligence. Emotional management affects academic achievement and peer acceptance. Nonetheless, instructors have a profound impact on students' emotional development, shaping them to be forceful and empathetic.

Keywords: basic education, emotional intelligence, kids.

1. Introduction

What is meant by emotional intelligence?

Emotional intelligence is needed in a worldwide culture to build empathy (Cáceres et al., 2020). This skill facilitates informed decision-making and gives people a feeling of wholeness, according to many scholars (Daghighy and Zabihi, 2016, cited in Puertas et al., 2018).

In addition, it is understood as the subject's ability to conduct the inquiry through 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). Nevertheless, Bar-On (1999, quoted in Bermejo et al., 2018) defines emotional intelligence as the collection of skills, sensations, and abilities that impact the capacity to accept and confront environmental demands and sentiments. So, emotional intelligence helps us recognize, confess, and manage our emotions to accomplish objectives, get along with people, and (Goleman, 1995). Lastly, a holistic approach believes emotional intelligence to be the grouping of individual humanitarian talents that affects a person's ability to adapt and endure environmental stressors (Delgado et al., 2018).

Evaluation of emotions

From Goleman's work, a lot of information was generated, not always supported by empirical research, but by the media, which led different authors to establish the components and

implications of emotional intelligence in different areas of social dynamics, whose deficiencies can affect socialization processes (Extremera & Fernández-Berrocal, 2004). This setting has led to the design of tools that provide a holistic view of EI and its effects on people's relationships, particularly children.

The examination of 4990 iconographies of seven expressions (anger, disgust, fear, happy, sorrow, surprise, and neutral) of children aged 8 to 12 showed that emotions are mirrored in the face. A 2D output was rasterized into a 1D segment that fed a multi-sort organizer, with an accuracy of 97.53%. (Hammoumi et al., 2018). This approach is useful for conducting research and deploying new technologies to investigate emotions, especially because emotions affect information processing and learning (Bosquez et al., 2018).

In addition to face emotions, voice tone, volume, and height reveal emotional states while engaging with others. Our voice may look broken when confronted with an incident that profoundly affects us, elevated with interjections before a fact that evokes wrath, sweet with a smile when presented with a joyous event, or dominant when an order cannot be refused. Study shows that anger is simpler to detect than surprise and happiness. Children and teenagers may identify voice modulation more easily than older individuals (Chen et al., 2012; Amorim et al., 2021).

In a fun context, tragic circumstances made it hard for younger children to adopt adaption techniques. Children who can better perceive rage are more likely to discover more adaptive solutions; Nonetheless, when confronted with dread, males demonstrated greater solution arguments before this occurrence than girls, but context and interrelation influence these events and how they are reacted to (López-Pérez & Pacella, 2021).

On the other hand, it's crucial to consider the possibility of anticipating people's emotional behavior based on prior experiences with positive or negative events. In this regard, there is evidence that adults' eye movements in response to subsequent negative events are similar to those of an earlier one, indicating that an experiential trace remained that causes them to generalize the earlier event and assume similar behaviors; on the other hand, it's crucial to consider the possibility of anticipating people's emotional behavior based on prior experiences with positive or negative events (Lagattuta & Kramer, 2021).

Also, research into the emotional behavior of adopted children is unreliable; there isn't any conclusive data that enables us to comprehend the risk factors; Nevertheless, long-term monitoring of adopted infants, who were on average 13 months old, reveals a better ability to internalize than to externalize prosocial behaviors; The results suggest that adoptive parents should receive training to carry out an adequate development of socialization, which implies developing skills related to emotional intelligence. Likewise, reports from the adoptive parents were obtained indicating a significant increase between 5 and 48 months after the adoption (Paine et al., 2021). That is, many contextual, personal, cognitive, experiential, and other factors among others must be taken into account when the assessment of emotions is tackled in order to influence the emotional behavior of individuals in general and children in particular.

Emotional intelligence and learning

We must learn to regulate our emotions and identify those of others in order to behave assertively in society, where we share and live with one another. All of the aforementioned

naturally comes with values and principles that must be put into practice; however, emotional training entails continuous pedagogical and psychological development with the goal of enhancing emotional skills to prepare people for coexistence in society and to contribute to their personal and social well-being (Muoz, 2017). Because of this, a person's response to an experience may either be emotional or cognitive; if the response is determined by an emotional reaction, this can be described by the person's emotional intelligence (EQ); On the other hand, if the method in which you react to a truth is deliberate and objective, your response might be attributed to your own intellectual cognition (IC) (Kondratenko et al., 2021).

The process of developing emotional intelligence starts at a young age since infants must make a variety of adaptations, one of which is to their environment; hence, accommodation is primarily focused on fostering sociocognitive abilities; Additionally, studies examining the relationship between the heartbeat and affective contact using the presence-absence method revealed that participants responded favorably in relation to the affect and the duration of this stimulus, whereas the physiological response decreased when the stimulus was not affective (Longa et al., 2021).

On the other hand, even though this cybernetic age may present devices capable of completing tasks at an impressive rate, it is the human being, and only he, who has the capacity to discern and have value-conscious awareness of their interrelationships. It is in this context that he introduces 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 with others without acting on impulse. So, the ability to create a healthy environment for oneself and others is something that is taught via interaction with others (Gautam et al., 2020). This confirms that the teaching role constitutes an important pillar in the management of emotions, especially in the context of e-learning; specifically, the teacher must serve as a catalyst for trying situations to keep students from leaving the classroom by getting closer to them and, on the other hand, modify and adapt the didactic strategies that facilitate learning. If this doesn't happen, there's a chance that the dropout rate of students will rise (Lovos & Aballay, 2021)

Also, it is important to stress that emotional intelligence is a crucial component of the student's life inasmuch as it is connected to the assessment of learning, as well as to be able to accomplish the objectives stated (Alenezi, 2020). It is evident that the involvement of the instructor plays a transcendent role in the capacity to comprehend and cultivate emotional reactions that permit harmonious interaction among peers (Ramya & Gupta, 2017).

Based on these discussions, the goal of this study was to conduct a theoretical analysis of the literature on emotional intelligence in students enrolled in basic education between 2016 and 2021.

Method

The theoretical review study is situated inside qualitative research to the degree that it seeks to develop correlations between the data as well as evidentiary material in order to evaluate, explain, and disclose it (aupas et al., 2018). The documentary analysis technique, on the other hand, aims to follow a process of searching for information from the literature while adhering to specific steps in order to access relevant information that permits achieving the proposed

objective (Hernández-Sampieri & Mendoza, 2018; Hernández et al., 2014).

A systematic review was used to accomplish the goal, which entails finding, selecting, and critically evaluating qualified information (Reads, 2020). This search was place between January 15, 2021, and March 25, 2021, and the procedure included categorizing, filtering, choosing, and including the analytical material. The study of the literature was conducted in the open access databases Scopus, Ebsco, and Scielo between 2016 and 2021. The following equations in English and Spanish were used for this purpose: "emotional intelligence" AND "learning"; "emotional intelligence" AND "learning" AND "elementary education" and "emotional intelligence" AND "learning" AND "primary education." The search turned up 389 articles; after filtering them according to their subject matter—social sciences, education, psychology, and neurosciences—there were 194 left after duplicates were removed and articles that did not fit the topic. After a more thorough study of the remaining 71 papers, 21 were ultimately found to satisfy the analysis's requirements.

Articles on emotional intelligence AND, OR learning AND elementary OR basic regular education; emotional intelligence AND children must also meet the following inclusion criteria: quasi-experimental, correlational, descriptive, and mixed papers.

Exclusion criteria: Articles that displayed methodological discrepancies, qualitative research, and those written by high school or higher students were eliminated from the study.

The publications that were chosen under consideration were screened in a matrix that contained the author, year, and contributions, allowing the analysis to determine the coherence and divergence of the outcomes.

2. Results

The current research carefully reviewed emotional intelligence publications and discovered that it is a set of talents that enable people to behave assertively in their environment (Delgado et al., 2018). Segura et al. (2020) found that the development of emotional awareness is a key element in human personal growth, leading to awareness of one's own and others' emotions and empathic skills, which are essential for emotional intelligence.

According to Ferres et al. (2018), emotional intelligence taught in schools helps children link their ideas and feelings and learn to self-regulate. In an experimental study of 40 students, Kondratenko et al. (2021) showed that students' emotional skills help them develop life goals, effective interpersonal relationships, cooperative work, and self-regulation, allowing them to monitor and control their emotions and act appropriately in their reality. In their experimental research of 33 students, Mamani et al. (2018) demonstrated that developing emotional intelligence by addressing its three components—intrapersonal, stress regulation, and emotional state—reduces risk and improves quality of life.

In their research, Segura et al. (2020) stressed the relevance of emotional intelligence in preventing student disruptions and increasing self-esteem, which helps students adjust to their educational environment. Understand that creating a nice and inviting atmosphere is crucial to learning. According to Martínez (2019), increased emotional intelligence is associated with improved academic success. In a similar research, Valenzuela & Portillo (2018) found that

emotional intelligence affects students' academic performance and that schools' curriculum and policies promote students' holistic growth. Hence, instructors should enhance students' emotional intelligence, empathetic abilities, and emotional literacy to help them control their emotions and make timely and appropriate decisions that promote equality and justice.

According to Salazar et al. (2020), emotional intelligence helps children self-regulate their conduct, eliminate classroom disputes, and create spaces for contact, allowing them to live in peace. Ramya & Gupta (2017) found that the emotional and motivational monitoring approach helped children succeed academically.

Gallardo et al. (2019) found in a mixed study that instructors' self-awareness and sentiments about their own emotions enable them to help students emotionally, manage the classroom, and improve their students' affective side.

3. Discussion

After appreciating the construct, full growth and effective adaptation of human beings is essential, especially in the school stage. To strengthen the development of emotional intelligence, fundamental elements must be taken into account: way of upbringing, type of creed, linguistic origin, and socio-family aspect. Pulido & Herrera (2016) state that it is crucial to personal identity. In times of pandemic, teach pupils empathy and emotional intelligence to prevent cyberbullying (Segura et al., 2020).

Based on the systematic review, some thoughts that ascribe the same are necessary. In the same way, all affect is appropriate to a context, giving 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 (Valenzuela & Portillo, 2018). Teachers' emotions while teaching and their students' feelings when receiving the same class are considered (Gallardo et al., 2019). Yet, students' academic achievement is significantly tied to their emotional intelligence (Martínez, 2019). The more students can regulate their emotions, the more qualified they are to succeed in life.

Along the same lines, schools, especially those with a regular basic educational level, include goals and objectives that favor emotional intelligence, such as transversal competence, in their Institutional Curricular Project (ICP) without further specifications in each curricular area to resolve conflictive situations through assertive dialogue and active listening (Salazar et al., 2020). Each institution supports cognitive-socio-emotional links for student well-being (Pozo et al., 2018). Emotional development should be included to the standard basic education curriculum to help kids acquire emotional intelligence (Kondratenko et al., 2021), manage their conduct, and live in harmony.

From another perspective, online learning displays necessary aspects in students to improve their emotional intelligence with a high appropriateness for self-controlled learning and driven by wanting to know more, developing educational techniques to create emotional awareness in the student body (Alenezi, 2020) Using synchronous (virtual platforms) and asynchronous (educational forums) learning, kids undergo deep, digital, and expressive learning, putting their emotional intelligence at risk (Mystakidis et al., 2019). Rodriguez et al. (2021) found that emotional intelligence development in new technologies is lower owing to

people not self-regulating their emotions and women having greater love for others than males. To capture feelings via a lesson, the mobile app for emotion identification used electromagnetic sensors in different portable electronic devices (Barron-Estrada et al., 2018).

Each school has a democratic school coexistence committee, led by student mentorship and orientation coordinators, to promote peer coexistence, emotional intelligence, and a reduction in aggressive and offensive conduct (Cuenca et al., 2017). Similarly, self-regulation tutoring is needed to inspire students and detect their emotional condition. For student conflict resolution, Cáceres et al. (2020) uses the 7 self-esteem components. Emotional intelligence is a fundamental agent and must be developed early in schooling (Ferres et al., 2018). To boost self-esteem and emotional well-being, children and adolescents must start school with an emotional learning curriculum (Buitrago et al., 2019).

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). Students' relationships with teachers and classmates help them develop skills to adapt to different situations in their context.

From the previous premise, the student context has an interest in emotional expansion, in which students have intrapersonal factors, control their stress, and reduce reckless ideas against their life (Mamani-Benito et al., 2018). This creates 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.

However, it is important to point out aspects related to healthy eating habits, to sensitize students and avoid eating disorders like adiposis, and at the same time not to influence malnutrition, inculcating appropriate roles, such as regularization of their emotions and self-esteem (Nieto et al., 2020); giving great value to the aspect of physical preparation: corporeality, health, motor skills, corporeality, healthy, motor pa (De la Cruz & Cruzata, 2017).

4. Conclusions

Emotional intelligence is a collection of empathetic, assertive, self-knowledge, impulse control, and goal-setting qualities that enable a person to behave in a healthy, prosocial manner.

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 within their competence. Peers are a cornerstone that motivates and reinforces emotional intelligence.

However, emotional intelligence manifests in cognitive and social actions, physiological reactions, and voice changes that indicate various moods in the relational context. These states of mind must be studied and taken into account to find solutions for inappropriate peer relationships, especially in the school context, to effectively deal with bullying and its actors. Emotional intelligence is equally important in social connections and academic success, to the degree that a child's mental health will enable him to function with serenity, calm, and

continue to succeed in a healthy environment.

Lastly, virtuality poses new socialization issues, where kids, parents, and instructors must develop adaptive personal communication methods to allow virtual media interaction and where emotional intelligence plays a distinct role. social isolation-dominated.

References

- [1]. Cáceres, M. L., García, R., & García, O. (2020). El manejo de la inteligencia emocional en los estudiantes de secundaria. Un estudio exploratorio en unatelesecundaria en México. *Conrado*, 16(74), 312–324. http://scielo.sld.cu/scielo.php?pid=S1990-86442020000300312&script=sci_arttext&tlng=en
- [2]. Puertas, P., Ubago, J. L., Arrebola, R. M., Padial, R., Martínez, A., & González, G. (2018). Emotional intelligence in training and teaching labor performance: A systematic review. *Revista Espanola de Orientacion y Psicopedagogia*, 29(2), 128–142. <https://doi.org/10.5944/reop.vol.29.num.2.2018.23157>
- [3]. Gavín-Chocano, O., & Molero, D. (2019). Estudio sobre inteligencia emocional, calidad de vida y relaciones interpersonales de personas con discapacidad intelectual. *Psychology, Society & Education*, 11(3), 313–327. <https://doi.org/10.25115/psye.v10i1.2078>
- [4]. Gardner, H. (2001). Estructura de la mente. la teoria de las inteligencias multiples. In Publicado por Basic Books, división de Harper Collins Publisher Inc., Nueva York (Issue 9). Sexta reimpression (FCE, Colombia).
- [5]. Bermejo, C. Ferrándiz, M. Ferrando, M. D. Prieto y M. Sáinz, A. (2018). EQ-i:YV. Inventario de Inteligencia Emocional de BarOn: versión para jóvenes (7-18 años). In Madrid: TEA Ediciones (Issue EQ-i:YV. Inventario de Inteligencia Emocional de BarOn: versión para jóvenes (R.).
- [6]. Goleman, C. C. (1995). *Inteligencia Emocional*.
- [7]. Delgado, L. A., Mendoza, M. E., & Reinoso, B. X. (2018). Incidencia de la inteligencia emocional en el rendimiento academico de los estudiantes univercitarios. *III*, 35–54.
- [8]. Extremera, N., & Fernández-Berrocal, P. (2004). The Role of Students' Emotional Intelligence: Empirical Evidence (Vol. 6, Issue 2). <http://redie.uabc.mx/vol6no2/contenido-extremera.html>
- [9]. Hammoumi, O. El, Benmarrakchi, F., Ouherrou, N., Kafi, J. El, & Hore, A. El. (2018). Emotion Recognition in E-learning Systems. 2018 6th International Conference on Multimedia Computing and Systems (ICMCS), 1–6. <https://doi.org/https://doi.org/10.24215/18509959.27.e10>
- [10]. Bosquez, V., Zans, C., Baldassarri, S., Ribadeneyra, E., Valencia, G., Barragan, R., Camacho-Castillo, Á., Shauri-Romero, J., & Camacho-Castillo, L. (2018). La computación afectiva: emociones, tecnologías y su relación con la educación virtual. *Revista de Investigación Talentos*, 5(1), 95–104. <file:///C:/Users/Juan/Downloads/35-Texto del artículo-115-6-10-20190924.pdf>
- [11]. Chen, L., Mao, X., Xue, Y., & Cheng, L. L. (2012). Speech emotion recognition: Features and classification models. *Digital Signal Processing: A Review Journal*, 22(6), 1154–1160. <https://doi.org/10.1016/j.dsp.2012.05.007>
- [12]. Amorim, M., Anikin, A., Mendes, A. J., Lima, C. F., Kotz, S. A., & Pinheiro, A. P. (2021). Changes in vocal emotion recognition across the life span. *Emotion*, 21(2), 315–325. <https://doi.org/10.1037/emo0000692>
- [13]. López-Pérez, B., & Pacella, D. (2021). Interpersonal emotion regulation in children: Age, gender, and cross-cultural differences using a serious game. *Emotion*, 21(1), 17–27. <https://doi.org/10.1037/emo0000690>
- [14]. Lagattuta, K. H., & Kramer, H. J. (2021). Advanced emotion understanding: Children's and adults' knowledge that minds generalize from prior emotional events. *Emotion*, 21(1), 1–16. <https://doi.org/10.1037/emo0000694>
- [15]. Paine, A. L., Fahey, K., Anthony, R. E., & Shelton, K. H. (2021). Early adversity predicts adoptees' enduring emotional and behavioral problems in childhood. *European Child and Adolescent Psychiatry*, 30(5), 721–732. <https://doi.org/10.1007/s00787-020-01553-0>
- [16]. Muñoz, M. (2017). Desarrollar la inteligencia emocional para prevenir el acoso escolar. *EA, Escuela Abierta: Revista de Investigación Educativa*, 20, 35–46. <https://doi.org/10.29257/EA20.2017.04>
- [17]. Kondratenko, A. B., Rudinskiy, I., Kondratenko, B. A., & Ja, O. (2021). Desarrollo de la inteligencia emocional: tecnologías modernas necesarias en la formación de los estudiantes. *Journal of Physics: Serie de Conferencias PAPEL*, 1691(012143), 1–6. <https://doi.org/10.1088/1742-6596/1691/1/012143>

- [18]. Longa, L. Della, Dragovic, D., & Farroni, T. (2021). *In touch with the heartbeat: Newborns' cardiac sensitivity to affective and non-affective touch*. *International Journal of Environmental Research and Public Health*, 18(5), 1–18. <https://doi.org/10.3390/ijerph18052212>
- [19]. Gautam, M., Tandon, M., & Bajpai, A. (2020). *Relevance of emotional intelligence for happiness and well-being in the era of artificial intelligence*. *Journal of Critical Reviews*, 7(12), 471–475. <https://doi.org/10.31838/jcr.07.12.84>
- [20]. Lovos, E., & Aballay, L. (2021). *Deserción Académica y Emociones en Ambientes E-learning*. *Revista Iberoamericana de Tecnología En Educación y Educación En Tecnología*, 27, e10. <https://doi.org/10.24215/18509959.27.e10>
- [21]. Alenez, A. M. (2020). *The relationship of students' emotional intelligence and the level of their readiness for online education: a contextual study on the example of university training in Saudi Arabia*. *II Hayka*, 22(4), 89–109. <https://doi.org/10.17853/1994-5639-2020-4-89-109>
- [22]. Ramya, C. S., & Gupta, D. (2017). *An emotionally intelligent tutoring system*. *Proceedings of Computing Conference 2017*, 18(20), 1099–1107. <https://doi.org/10.1109/SAI.2017.8252228>
- [23]. Ñaupas, H., Valdivia, M. R., Palacios, J. J., & Romero, H. E. (2018). *Metodología de la investigación cuantitativa-cualitativa y redacción de tesis*. In Ediciones de la U (Ed.), *Journal of Chemical Information and Modeling* (5a ed.).
- [24]. Hernández-Sampieri, R., & Mendoza, C. P. (2018). *Metodología de la investigación - Las rutas cuantitativa, cualitativa y mixta*. In McGraw-Hill (Ed.), *Mac graw hill education*. https://books.google.com.mx/books?hl=es&lr=&id=5A2QDwAAQBAJ&oi=fnd&pg=PP1&dq=metodologia+de+la+investigacion+roberto+sampieri&ots=TjTgUWUoE5&sig=4pB9KOGUjaydxelH8eCVCpcKJKw&redir_esc=y#v=onepage&q&f=false%0Ahttps://d1wqtxs1xzle7.cloudfront.net/64018215/M
- [25]. Hernández, R., Fernández, C., & Baptista, P. (2014). *Metodología de la investigación* (McGraw Hill Education (ed.); 6a ed.).
- [26]. Reads, C. (2020). *Cómo elaborar una REVISIÓN SISTEMÁTICA* (Issue February). <https://doi.org/10.13140/RG.2.2.31465.85608>
- [27]. Segura, L. Estévez, J. Estéves, E. (2020). *Empathy and Emotional Intelligence in Adolescent Cyberaggressors and Cybervictims*. *Scopus*, 2–14. <https://doi.org/10.3390/ijerph17134681>
- [28]. Ferres, M. A., Berrocal, E., & Jiménez, M. (2018). *Estudio sobre la inteligencia emocional y los factores contextuales en estudiantes de cuarto de educación primaria de la provincia de Granada*. *RIE*, 36(1), 141–158. <https://doi.org/10.6018/rie.36.1.281441>
- [29]. Kondratenko, A. B. Rudinskiy, I. D. Kondratenko, B. A. Kravets, A. J. (2020). *Emotional intelligence development: necessary modern technologies in students training*. *Scopus*. <https://doi.org/10.1088/1742-6596/1691/1/012143>
- [30]. Mamani-Benito, O. J.-Z., Brousett-Minaya, M. A., Ccori-Zúñiga, D. N., & Villasante-Idme, K. S. (2018). *La inteligencia emocional como factor protector en adolescentes con ideación suicida*. *Duazary*, 15(1), 39–50. <https://doi.org/10.21676/2389783X.2142>