EMOTIONAL INTELLIGENCE AND COLLABORATIVE WORK IN HIGH SCHOOL STUDENTS: THEORETICAL ANALYSIS

[1]Luis Carmelo Fuertes-MEZA, [2]Johnny Félix Farfán-PIMENTEL, [3]Janet Meluzka García-RIVEROS, [4]Amparo Rosa Montellanos-SOLÍS

[1,2,3,4]Universidad César Vallejo, Perú

Corresponding author: Johnny Félix Farfán-PIMENTEL

Universidad César Vallejo, Perú

Email: jfarfanp@ucv.edu.pe

Abstract:

The purpose of this article is to analyze the influence of emotional intelligence on collaborative work in high school students. The teaching-learning processes that are generated in the student in a given educational context, through cooperative work and the collaboration of the entire educational community generate an improvement in student learning in a quality and comprehensive education. In this way, working cooperatively with our students should be valued in the educational community to achieve the goals of the competencies foreseen in our educational system. At present it is relevant to find strategies for the change of an active methodology making use of our emotional intelligence using emotions as the main axis in addition to teamwork in order to solve challenging situations proposed by the teacher or problematic situations of their context. We will also learn about the four pillars of emotional intelligence, such as knowledge, aptitude, depth and emotional alchemy, which are related to understanding our emotions, self-regulation, empathy for others and social skills. Finally, significant contributions are made on emotional intelligence and collaborative work.

Keywords:

Emotional Intelligence; Cooperative Work; Interpersonal Skill.

INTRODUCTION

This article addresses emotional intelligence and collaborative work at the secondary level of regular basic education; Emotional intelligence as a construct constitutes the psychological development of emotions that is directly related to some basic skills that are based on the recognition of other people's and own feelings for thought and action (Puertas, et al., 2018). Likewise, it is the ability to recognize one's own feelings and those of others that includes five basic dimensions: self-awareness, self-regulation, motivation, empathy and social skills (Goleman, 2003). Consequently, emotional intelligence seeks an approach in the understanding of the relationship between emotion and reason and results from a development or advance in intelligence theories and in recognition of the fact that emotional regulation appears associated with the satisfaction of demands that The new social conditions impose successful performance in different areas of action (Bello, 2019). In this regard, Cáceres et al. (2018) cites Salovey and Mayer (1990) in their research where they define emotional intelligence as: the ability to correctly identify and translate personal and other emotional signs and

events, elaborating them and producing processes of emotional direction, thought and behavior effectively and appropriately to personal goals and environment. That is, the individual through her abilities accesses her emotions in the synchronization and integration of their experiences.

Emotional intelligence is characterized by self-knowledge of our emotions, which allows us to react differently to the same situation, in addition to taking into account the self-control of emotions that help other people not control our lives; Another important characteristic is the constant motivation that implies mastering certain life situations and focusing emotions on clear objectives, we also have empathy and social skills (García, 2021). In the same way, the importance of the development of competences in the field of teaching practice is evidenced in the development of learning experiences that can have significant repercussions in the professional field, the teacher must know the management of these emotional competences (Serrano et al., 2018). Likewise, emotional intelligence is an individual protective resource against stress as it helps regulate moods (Herrera Paico et al., 2021).

This research work will be carried out by reviewing the literature of scientific and academic journals, in order to carry out the systematization of the theoretical, epistemological and axiological bases of the development of critical thinking (Deroncele-acosta et al., 2020) of the emotional intelligence and its influence on collaborative work in high school students. The methods used were analysis - synthesis and inductive-deductive in 28 articles. For the epistemological and axiological foundation, it is based on analysis, synthesis of different articles with related relevant information (Deroncele-acosta et al., 2020), to then arrive at the generalizations that allow determining the influence of emotional intelligence in cooperative work, from the method of generalizations - abstraction (Márquez-Sandoval et al., 2014) searched in the database of different journals such as Scopus, EBSCO, ProQuest and Scielo.

METHOD

A literature review is a term that is often used by students when working on a thesis, thesis, or dissertation. Lecturers and researchers are also fluent in using this term because academic life is very close to the behavior of literature review. We will definitely do a literature review or literature review. For example, when we start to understand a new research topic, follow new research trends, and understand the state-of-the-art research topic. The literature review does not only mean reading the literature, but rather towards an in-depth and critical evaluation of previous research on a topic. Literature Review is a critical and in-depth evaluation of previous research (Shuttleworth, 2009).

RESULTS AND DISCUSSION

In research carried out by Cooper and Sawaf (1998) cited by (Flores, et al. 2018), they determine four pillars to separate emotional intelligence from the field of psychological analysis and philosophical theories, placing them in the field of direct knowledge, study and application. These pillars are: (i) First pillar is given by emotional knowledge, which creates a space of personal efficiency and trust, through emotional honesty, emotional energy, awareness, feedback, intuition, responsibility and connection; (ii) Second pillar, emotional aptitude, forms the authenticity of the individual, his credibility and flexibility, expanding his circle of trust and ability to listen, handle and make the best of constructive discontent; (iii) Third pillar, emotional depth, explores ways to shape your life and work with its potential, being the purpose of supporting with integrity, commitment and responsibility; and (iv) Fourth pillar, emotional alchemy, allows us to understand our creative instinct and the ability to flow with problems, pressures and compete for the future, building capacities to perceive

hidden solutions and new opportunities. Consequently, each one increases his emotional intelligence, changes the form of this energy and this changes his experience of work, life and social relationships. It is for this reason that carrying out cooperative work seeks for each member of the group to contribute knowledge in order to enrich the project under management. That is why cooperative work should be understood as a process that is carried out in a group and the participants do it voluntarily and among equals in order to achieve the same purpose, it is characterized by the treatment established by the members of the group during the work phase with the aim of reaching agreements on a common response and taking responsibility for the consensus (Rus et al., 2019). Similarly, group work strengthens the teaching-learning process where competencies, abilities and skills are developed in order to make cooperative work effective (Arias, 2017). In addition, teacher training is enriched by the active methods of project-based learning and cooperative learning (Molina, 2020). Therefore, people who work collaboratively are capable of having a good attitude towards other people, as well as understanding that working as a team is learning something to continue growing and enriching their own lives and strengthening their skills.

In this sense, people capable of working cooperatively not only have a good attitude towards their peers, but also understand that learning is something that is done every day and that the way to achieve it is through other people, and that it is necessary to work every day side by side with colleagues to continue growing and enriching their own lives and those of others in all competitions (Rus et al., 2019). Therefore, the objective of this research is to know the relationship between emotional intelligence and cooperative work in students at the junior high school level. According to Constantino & Espada (2020), they developed an investigation with the purpose of analyzing the channels of the development of emotional intelligence of the styles in the learning experience in secondary school. A quasi-experimental crossover study was carried out with a population of 86 students, the statistical technique of Spearman correlation was applied to contrast the development channels in groups, which shows that emotions interact in the brain with the experiences acquired during life. that produces physiological reactions that are associated with emotions. Likewise, De Caso et al. (2019) in their research aimed to verify the influence of an emotion training on academic performance in students, whose population was 44 participants, who were divided into two groups, one control and the other experimental, the results obtained confirm that emotional intelligence is not directly related to academic performance and suggests that specific evaluations of academic performance be developed that are adapted to the level of the students and that their application should be given before and after the training of their emotions. In this regard, Domínguez (2019) in his research aimed to determine the relationship between emotional intelligence and teacher performance with a total of 61 teachers, with a quantitative approach, cross-sectional correlational descriptive design, the survey technique, the Observation and interview, the SPSS v.25 software was used for statistical analysis, yielding a high positive correlation (.747) between emotional intelligence and teaching performance and with significance of (p = .00 <.05). In addition, the emotional intelligence variable reached a reliability of .954 according to Cronbach's Alpha.

In addition, Abarca, et al (2020) in their research used the emotional intelligence scale and the Burnout questionnaire to a population of 294, they reached the conclusions that teachers who have a higher degree of EI will be able to satisfactorily manage the demands work and having a better relationship with the staff of the educational community as well as (Serrat et al. 2018) show a negative and significant correlation between EI skills and burnout. In the same way, García, (2021) in his research aimed to clarify the management of EI and evaluate its effectiveness of the strategies in the management of the impression that students use with a population of

71 students, the results show us that there is a correspondence between the handling of printing strategies and the students' skills in emotional intelligence. This research contributes to the definitions of emotional intelligence from a discursive approach to empower women and girls and work in favor of gender equality.

In the same way, Luy-Montejo (2019) in his research aimed to identify, analyze and compare the effect of problem-based learning on emotional intelligence, he had a sample of 48 students, he used the emotional intelligence inventory test as diagnostic evaluation, then he applied the ABP method in a period of 16 sessions to the experimental group and the measurements were carried out with the same Bar-On test as a final evaluation, the results have shown that there was a significant influence of project-based learning and development of emotional intelligence, concluded that intrapersonal capacity can be developed in the application stages of ABP. On the other hand, Olcina-Sempere et al. (2019) through an investigation of cooperative work and the collaboration of the educational community and the teaching-learning processes are reflected in an improvement in the learning that is generated within the classroom, therefore, it implies motivating the students in different ways. students in order to achieve educational quality and comprehensively. In the conclusions he made (Olcina-Sempere et al. 2019) he shows us that cooperative learning experiences seek to value, among others, the cognitive and metacognitive development of students, involving the change of their thought processes, providing them with learning strategies and teaching them to make decisions and that cooperative learning practices consider common values in order to solve challenging situations proposed by the teacher.

In the same way, Rojas et al. (2019) proposes the work through an active methodology with the aim that students achieve new competences to face this changing society. This research analyzed cooperative work in the development of interpersonal skills in the construction of knowledge among peers, emphasizing teamwork, the rubric was used to analyze how students perceive the development of interpersonal competence through cooperative work. Teamwork is important as a methodological tool in the classroom, developing a series of competencies within the student's training. It should be noted that Rojas et al. (2019) used group work as a methodological tool in order to achieve and exercise in student's skills that they must acquire in their formative stage, for this they must work, develop and strengthen other skills such as knowing how to communicate their ideas, resolve conflicts, analyze proposals and reach agreements. Likewise, Juárez-Pulido et al. (2019) in their research had the purpose of incorporating the active methodology and that they conceive learning as an active and dynamic process in which the students become the protagonists of it. That is why Cooperative Learning constitutes an active methodology in which students work in small groups to maximize their learning, favoring the development of their social competence, inclusion and the reduction of bullying. By virtue of the conclusions of Juárez-Pulido et al. (2019), states that cooperative learning is an active learning methodology with a growing interest since the end of the 20th century and the beginning of the 21st century, whose benefits it brings to students are academic, cognitive, psychological and socio-educational, among others. It also highlights that the cooperative methodology in small groups allows students to acquire skills that are currently in high demand in the labor market such as leadership, critical capacity, communication, teamwork, division of tasks, decision-making and conflict resolution.

CONCLUSION

In summary, emotional intelligence is related to self-knowledge of our emotions, self-control, motivation, empathy and social skills as manifested (García, 2021), in the same way, (Puertas, et al., 2018) refer us that emotional intelligence is directly related to some basic skills; Similarly (Goleman, 2003), emotional intelligence includes five

dimensions such as self-awareness, self-regulation, motivation, empathy and social skills. While Flores al et (2018) determines emotional intelligence in four pillars in the field of direct knowledge such as: emotional knowledge, emotional aptitude, emotional depth and personal alchemy. Therefore, emotional intelligence finds an approach between emotion and reason through intelligence theories (Bello, 2019). Our emotions interact directly in the brain through the experience of each individual (Constantino & Espada, 2020), in addition, the higher the degree of emotional intelligence the personal relationship with the members of the educational community increases (Abarca et al, 2020), for this we must empower women and men in favor of gender equality (García, 2021). In these times of pandemic it is worth highlighting the collaborative work of all educational communities, that is why each member of the group must provide knowledge in order to enrich a management project and that each member performs it voluntarily and among peers to achieve the same goal, such as consensus, common responses among others (Rus et al., 2019), Similarly (Arias, 2017) agrees that cooperative work strengthens the teaching-learning process; therefore, the importance of taking into account teacher training for the application of active methods such as PBL in accordance with cooperative learning (Molina, 2020).

According to the reviewed literature, emotional intelligence can provide new data and allow the construction and improvement of pedagogical theoretical models. For this reason, the intervention of emotional intelligence factors in secondary education has become necessary. The relationship between emotional intelligence and cooperative work shows that teamwork contributes positively to the increase of the construct through the development of social skills in students that are positively reinforced. Likewise, the application and benefits of the cooperative strategy allow students to acquire skills for teamwork and enhance educational perspectives at school, enable decision-making, division of tasks, assume a critical position, generate coordination for teamwork, conflict resolution and the development of autonomy and comprehensive training of the student.

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