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Relationship Between Emotional Intelligence and Meaningful Learning in BGU Students

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Abstract---*The research called the relationship between emotional intelligence and learning styles in educational centers. Its objective was to identify the relationship between emotional intelligence and meaningful learning in BGU students from the “Manta” Educational Unit in the province of Manabí. A quantitative, qualitative, and descriptive approach was adopted to generate information based on the results obtained during the Bar-On ICE: abbreviated NA questionnaire implementation. The following hypotheses were tested: H_a = There are important differences in significant learning between the students who show evidence of having developed emotional intelligence and those who have not. H_o = There are no important differences in significant learning between the students who show evidence of having developed emotional intelligence and those who have not.*

Keywords---*intelligence emotional, meaningful learning, students, relationship*

Introduction

In the diversity of the educational system, emotional intelligence is an important aspect of research. Considering its foundations and impact on students from an affective and motivational point of view, the development of emotional intelligence is a complex issue to address, even more so when talking about young people who have difficulties in achieving meaningful learning. Hence the importance of investigating the impact of emotional intelligence on meaningful learning which is fundamentally expressed through students' lack of motivation for learning (Huang & Chiu, 2015; Angela, 2014).

In a study carried out by Molero et al. (2020), it is indicated that a significant percentage of students who have adequately developed their emotional intelligence produce highly positive effects on their learning, improving their

emotional and social skills, giving them the ability to learn to face the academic difficulties that arise daily in class, as well as regulate their emotions (p. 89).

The research adopted a qualitative, quantitative, and descriptive approach. Its objective was to identify the relationship between emotional intelligence and meaningful learning in BGU students from the “Manta” Educational Unit in the province of Manabí. At the same time, answer fundamental questions such as: What are the emotional reasons that cause low meaningful learning? What impact do methodological strategies based on emotional intelligence have on the students of this institution? And what is the level of significant learning of students who do not present little development of emotional intelligence, compared to those who do show adequate development? (Briz-Ponce et al., 2017; Van Dinther et al., 2011)

In this sense, it is considered that the research linked to the relationship between emotional intelligence and meaningful learning in BGU students from the “Manta” Educational Unit, emphasizes that fundamentally the teacher must work on aspects of emotional intelligence, called emotional, interpersonal, intrapersonal, adaptability, stress management, mood and positive impression. Determine how your students develop their learning in a more meaningful way (Saldarriaga-Zambrano & Reyes-Ávila, 2024; Mendoza-Rodríguez et al., 2024).

At the same time, the research sought to test the following hypotheses: H_a = There are important differences in meaningful learning between the group of students who show evidence of having developed emotional intelligence and the students who have not developed emotional intelligence. H_o = There are no important differences in significant learning between the students who show evidence of having developed emotional intelligence and those who have not.

Materials and Methods

The research adopted a quantitative, qualitative, and descriptive approach. The methodologies used were related to the inductive method, through which the information collected is organized and analyzed, to conclude the particular scope of the problem raised until reaching the general one. At the same time, these methodologies were also related to the deductive method through which the current situation of the teaching-learning process in BGU students of an educational institution in the city of Manta, province of Manabí, was evidenced. The level of research was descriptive and longitudinal with a quasi-experimental design (Junco & Cotten, 2012). Data collection was carried out through the implementation of the abbreviated Bar-On ICE: NA questionnaire, which was made up of 30 items and contributed to the evaluation of the emotional intelligence (EI) of the students involved.

Analysis and Discussion of the Results

Emotional intelligence

Educators observe daily that their students, in addition to differing in their academic level, also differ in their emotional abilities. These emotional differences have not gone unnoticed by their parents, nor by the rest of their classmates, nor by science. In the last decade, science has demonstrated that this range of personal skills decisively influences the student's psychological adaptation in class, their emotional well-being, and even their academic achievements and future work (Pacheco & Berrocal, 2004).

Developing Emotional Intelligence in people is essential for achieving personal fulfillment and happiness; If it is conceived that in education the focus should be on the comprehensive training of students, it is necessary to understand that to achieve this it is necessary to start from their characteristics, to provide them with resources, experiences and learning opportunities that favor transversal acquisition of skills for life and well-being (Navarro et al., 2020).

The adolescent's decisions and actions in difficult situations seek to solve and improve social relationships in the educational field; since it expresses self-regulation and empathy, focusing on the development of emotional intelligence. The adequate ability to manage emotions depends on the student on how he directs his emotional intelligence, both in inter- and intrapersonal relationships, being a fundamental piece to achieving success not only in educational institutions but also the social and personal aspects can be addressed (Torres et al., 2021).

An appropriate socio-familial context characterized by continuous and timely attention by parents to the needs of adolescents is very favorable for adolescents. By living in such a context, adolescents have a greater development of their abilities to identify and respect their own emotions and those of others, which causes them to be more proactive and show a positive attitude toward the various circumstances they face (Iñipe & Vásquez, 2023).

Emotions are certain stimuli or impulses that provoke actions and reactions in a subject within a certain context. If transferred in the context of the educational field, the emotions that occur or are provoked in the classroom such as happiness, love, admiration, surprise, empathy, compassion, or sadness can trigger greater participation and involvement of students in the classroom (Pimienta & Trinidad, 2023).

Emotional Intelligence is a type of intelligence inherent to the educational process since there must be a balance between the academic and the emotional for this first process to be effective; Depending on how the student feels will influence how much he or she manages to learn. The lack of emotional intelligence (EI) causes problems in the students, reducing their academic performance (García-Hermoso et al., 2021).

Emotional Intelligence (EI) is defined as the ability to recognize, understand, and understand the emotions and feelings of oneself and others, and use that information in knowledge to guide one's thoughts and actions. In the field of education, EI develops two skills, the first refers to the ability to recognize emotions in oneself and one's peers, and the second implies that students can use knowledge of themselves to solve problems and increase interaction in social contexts (Tituaña, 2022).

Emotional intelligence brings together the essential skills towards sustainable progress, which aims to create the world we want. This implies the human's ability to progress satisfactorily towards their established objectives, allowing effective management of emotions and better adaptation to different situations (Goleman, 2019). Likewise, BarOn (1997), details that emotional intelligence includes one's own emotional and social traits that help a person adapt and face the instances and influences of society. Likewise, our cognitive intelligence is a characteristic element in the success of our existence, clearly helping with our frequent comfort and state of mind.

In a study carried out by Molero et al. (2020), it is indicated that, after carrying out the data analysis, it was concluded that 90% of the implementations produce high positive effects on students, improving their skills. emotional and social, providing them with the ability to learn to face the academic difficulties that arise daily in class, as well as to regulate their emotions (p. 89).

At the same time, Mamani (2023), points out that it is essential that teachers in their role of pedagogical practice necessarily develop emotional intelligence to be able to understand the student since the link of authentic affection will be a scaffolding so that the child can self-reflect on their act, self-regulating their emotions in front of their peers, creating a harmonious and respectful climate, which allows reversing the current situation of education and contributes to improving educational quality (p. 456).

Meaningful learning

For a long time, it was considered that learning was synonymous with behavioral change because a behavioral perspective of educational work dominated; However, it can be stated with certainty that human learning goes beyond a simple behavior change, it leads to a change in the meaning of experience. To understand educational work, it is necessary to take into consideration three other elements of the educational process: teachers and their way of teaching; the structure of the knowledge that makes up the curriculum and how it is produced, and the social framework in which the educational process is developed (Ausubel et al., 1976).

Educational psychology tries to explain the nature of learning in the classroom and the factors that influence it, these psychological foundations provide the principles for teachers to discover for themselves the most effective teaching methods, since trying to discover methods by " Trial and error" is a blind procedure and, therefore, unnecessarily difficult and uneconomical (Ausubel et al., 1976).

Meaningful learning is that in which ideas expressed symbolically interact in a substantive and non-arbitrary way with what the learner already knows. Substantive means non-literal, which is not verbatim, and non-arbitrary means that the interaction does not occur with any prior idea, but with some specifically relevant knowledge already existing in the cognitive structure of the learning subject (Moreira, 2012).

The existence of a cognitive structure is essential and, when this does not exist, we must resort to previous organizers. The cognitive structure is a complex organization of knowledge schemes, where new ideas and information can be understood, transformed, stored, and used to the extent that relevant or inclusive concepts are sufficiently clear and available in the cognitive structure of the subject and serve, in this way, "anchoring" new ideas and concepts (Lara & Lara, 2004).

Meaningful learning is the central element of the teaching and learning process where the student learns the content when he can analyze and interpret its meaning. For this reason, it is necessary to deepen knowledge through active participation in the classroom, applying dynamic and interactive methods and techniques that attract the student's attention. In this sense, virtual environments often play an important role in the educational process (Moreira et al., 2021).

Meaningful learning should be considered as an indicator of socioemotional well-being, which is directly and indirectly related to emotional intelligence. Educational institutions should encourage positive aspects such as self-confidence, empathy, and kindness to improve students' mood and adaptability. Therefore, the implementation of measures aimed at improving emotional intelligence in the educational field will have beneficial effects on both meaningful learning and emotional well-being (Bardales & Cabrera, 2023). A Bar-On ICE questionnaire was applied: abbreviated NA, Adapted from Bar-On & Parker (2018). In Table 1 you can see the skills and their description.

Table 2
Description of skills

Dimension	Description
Emotional	It is the ability to identify, understand, and respond to emotions in oneself and others in a healthy way.
Interpersonal	They involve understanding the emotions, ideas, and context of those around us
Intrapersonal	Ability to accurately describe and explain one's own emotions and feelings
Adaptability	Ability to learn to accept change.
Stress management	Ability to better cope with difficulties
mood	They correspond to emotions
Positive impression	Create a favorable image of yourself

In the first scenario, the abbreviated Bar-On ICE: NA questionnaire was implemented among the students involved. In a second scenario, a reading comprehension exercise was carried out on the control group made up of 10 students (Evidence of development of emotional intelligence), using a selected reading. At the same time, a reading comprehension exercise was carried out on the experimental group made up of 10 students. (They do not show adequate development of emotional intelligence) using the same reading. The population was made up of students from the "Manta" Educational Unit of the city of Manta, province of Manabí. The sample was made up of a total of 20 third-year students of the Unified General Baccalaureate (GBU).

As well as the proposed hypotheses were verified: H_a = There are significant differences in significant learning between the group that shows adequate development of EI and the students who do not show adequate development of EI. H_o = There are no significant differences in significant learning between the group that shows adequate development of EI and the students who do not show adequate development of EI.

The arguments for which the research was carried out were related to behavioral problems and the impact on the significant learning of BGU students from the "Manta" Educational Unit. To implement the abbreviated Bar-On ICE: NA questionnaire, as an instrument that allows assessing Emotional Intelligence (Table 1). For this purpose, 30 aspects were chosen that grouped dimensions related to emotional, interpersonal, intrapersonal control, adaptability, stress management, general mood, and positive impression of 20 students (Table 2).

According to the Bar-On model, general intelligence is composed of cognitive intelligence and emotional intelligence. High-functioning people are successful and emotionally healthy; these are those who possess a sufficient degree of emotional intelligence. This develops over time, changes throughout life, and can be improved with training and therapeutic intervention. Emotional intelligence is combined with other important determinants of a person's ability to succeed in coping with environmental demands, such as basic personality traits and intellectual ability (Bar-On & Parker, 2018, p. 10). Figure 1 shows the emotional aspect according to the result of the questionnaire applied to BGU students.

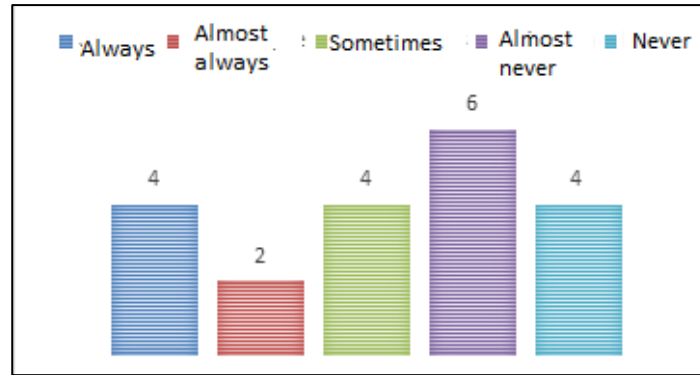


Figure 1. Emotional aspect

Figure 2 shows the results of the interpersonal aspect, according to the questionnaire applied to BGU students

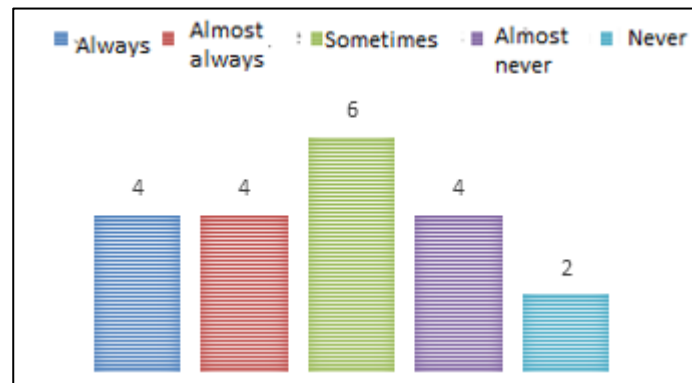


Figure 2. Interpersonal aspect

Figures 3 and 4 show the intrapersonal aspect and adaptability.

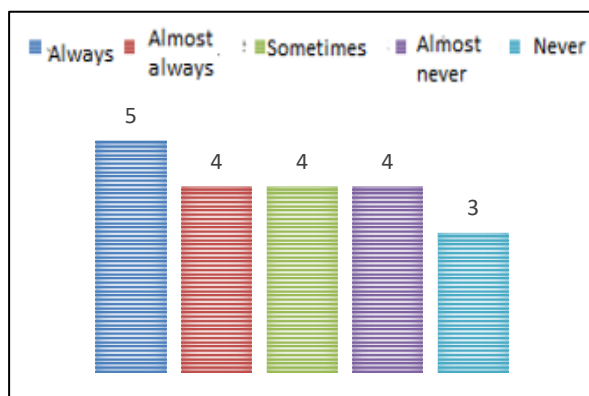


Figure 3. Intrapersonal aspect

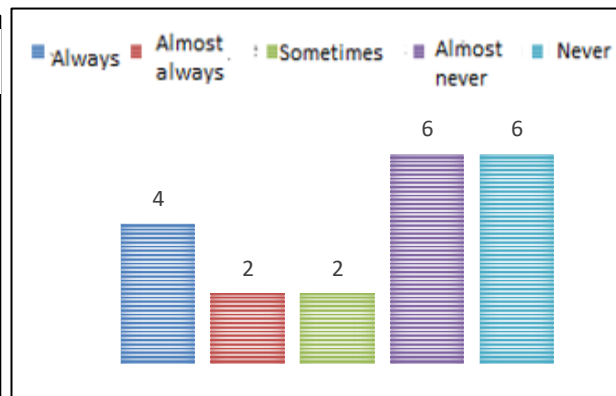


Figure 4. Adaptability aspect

Figures 5 and 6 show the stress management and mood

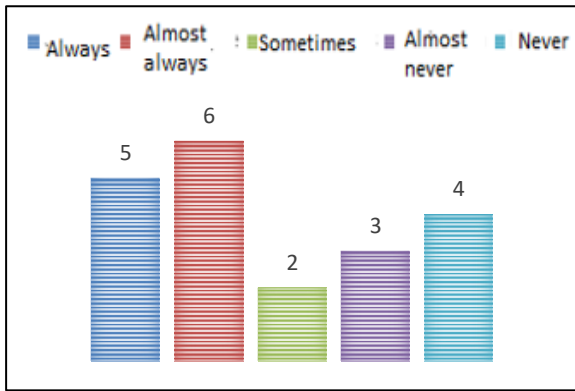


Figure 5. Stress management aspect

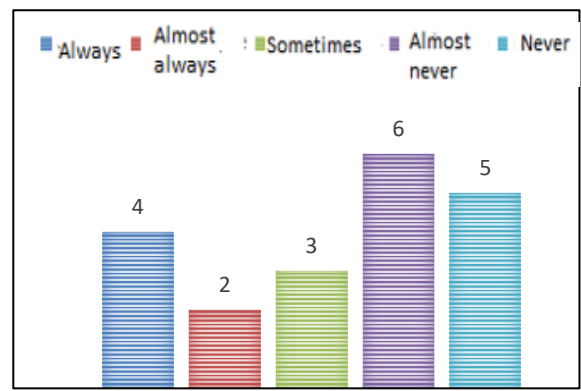


Figure 6. Mood aspect

Figure 7 shows the positive impression aspect.

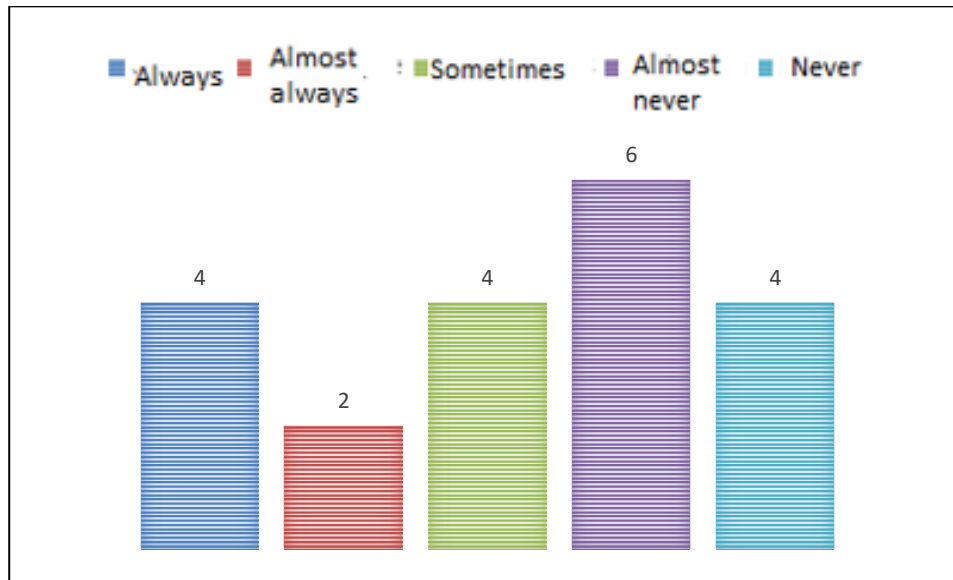


Figure 7. Positive impression appearance

By contrasting these quantitative results with the qualitative analysis based on the implementation of the abbreviated Bar-On ICE: NA questionnaire to the 20 third-year BGU students of the Manta Educational Unit of the city of Manta in the province of Manabí, it is assessed aspects related to Emotional Intelligence. The personal development of capabilities is verified, such as: Emotional, interpersonal, intrapersonal, adaptability, stress management, mood, positive impression, and inconsistency index.

This link is established for multiple reasons, among them, because emotions influence the ability to reason, memory, decision-making, and the attitude to learn. Therefore, emotions are considered to be part of the meaningful learning process. In this sense, EI is a characteristic element in the success of individual existence, clearly helping with frequent comfort and mental state. In this regard, [Quinto et al. \(2023\)](#), point out that the evaluation of practices and strategies to promote student well-being through emotional intelligence in the classroom is of great importance. Some of these practices and strategies may include fostering emotional self-awareness, teaching emotional regulation skills, and creating a supportive and empathetic environment among students (p. 4733).

Therefore, this research focused on identifying aspects related to Emotional Intelligence. The personal development of capabilities of BGU students in the “Manta” Educational Unit is verified. In this way, determine the

affectation of executive functions and, where, this type of affectation limits and conditions the significant learning of students. In a first scenario, the abbreviated Bar-On ICE: NA questionnaire was implemented among the students involved. This exercise had the purpose of identifying essential skills based on elements of emotional intelligence.

By evidencing these quantitative results with the qualitative analysis based on the implementation of the abbreviated Bar-On ICE: NA questionnaire to the 20 third-year BGU students of the Manta Educational Unit. The information obtained determined the degree of development of essential skills in aspects such as emotional aspects, where a majority segment of students considered that they rarely achieve this proficiency. At an interpersonal level, a majority segment indicated that they only sometimes manage to have that degree of sufficiency. When asked about their intrapersonal development, a majority segment considered that they always do it. Regarding the development of the skill of adaptability, a majority segment of students do it rarely or never. Regarding the development of stress management, a majority segment almost always does it. Mood rarely and positive impression rarely (Martins et al., 2010; Austin, 2005).

In a second scenario, it was evaluated whether there is a relationship between emotional intelligence and meaningful learning in BGU students. As well as, it was investigated whether the development of emotional intelligence contributes and motivates the student to achieve meaningful learning. Verify that if by promoting student well-being through the emotional intelligence of motivation in the classroom, active participation of students is achieved. According to Lara & Pulido (2020), the purpose of implementing methodologies for learning reading comprehension is based on investigating the importance that it occupies in school practice and the relationship that is obtained in the emotional configuration of the student during the process. formative (p. 26).

For this, an exercise was proposed through which the level of reading comprehension was evaluated under the inferential reading method related to an excerpt from the novel “Juyungo” by the Ecuadorian author Adalberto Ortiz. In this regard, Herazo (2015), indicates that inferring constitutes the implicit reading of the text and requires a high degree of abstraction. The objective of inferential reading is the elaboration of conclusions and is recognized by inferring additional details, inferring main ideas not explicit in the text, inferring sequences of actions related to the theme of the text, inferring cause and effect relationships, and predicting events about the reading, and interpret figurative language from the literal meaning of the text.

It is worth mentioning that, without a doubt, one of the most noble tasks of the teacher is the teaching of reading, teachings that will forever mark the future of the students. Therefore, the purpose of the research is to determine whether by involving aspects of emotional intelligence there can be significant learning in reading comprehension and, consequently, in other areas of knowledge. Whether you have reading difficulties or not, that does not mean you have to stop trying, you have to face it now from your reality because apart from the fact that there are many weaknesses for students to read, there is also no justification for not doing so. Table 2 shows the results of the reading comprehension test.

Table 2
Results of the reading comprehension test

N.	Experimental group		N.	Control group	
	Score Pre-test	Score Post-test		Score Pre-test	Score Post-test
GE1	4	5	GC1	4	6
GE2	4	6	GC2	3	6
GE3	4	6	GC3	3	5
GE4	4	6	GC4	5	6
GE5	3	5	GC5	3	5
GE6	4	5	GC6	2	6
GE7	3	6	GC7	3	4
GE8	3	5	GC8	3	4
GE9	2	5	GC9	3	6
GE10	4	6	GC10	3	4
Average	3.51	5.50	Average	3.20	5.25

Source: Results of reading comprehension test

By analyzing the information obtained based on the implementation of a pre and post-test related to the significant learning of reading comprehension in the GBU students of the Manta Educational Unit. The results obtained based on the pre-test carried out suggest that when calculating the average of the control group, an average of 3.20 was determined in its evaluation. When calculating the average of the experimental group, an average of 3.51 was obtained in the evaluation. The data obtained show that there was no significant difference between both groups

when evaluating the levels of reading comprehension. The analysis of the results obtained at the post-test level shows the same trend, that is, an average of 5.25 evaluation was obtained for the control group, while for the experimental group, an average of 5.50 evaluation was obtained. Therefore, a significant difference between both groups could not be evidenced. Table 3 shows the group indicators.

Table 3
Group indicators

	Identification of groups	N.	Media	Standard deviation	Mean standard error
Post-test analysis	Experimental Group	10	5.50	0.5270	0.1756
	Control Group	10	5.25	0.9189	0.2905

Source: Post-test analysis results

When analyzing the differences obtained with the implementation of a post-test regarding the exercise through which the level of reading comprehension was evaluated under the inferential reading method related to an excerpt from the novel “Juyungo” by the Ecuadorian author Adalberto Ortiz. At the control group level, an average of 5.25 was calculated, showing a standard deviation of 0.9189 and a mean standard error of 0.2905. On the other hand, the calculation made it possible to show that, for the experimental group, an average of 5.50 was calculated, yielding a standard deviation of 0.5270 and a mean standard error of 0.1756. In Table 4 you can see the differences (the control and experimental groups)

Table 4
Differences (control and experimental groups)

Evaluations	Independent sample analysis						
	Levene's test of equal variance		t test for equality of means				
	F	Significance	t	gl	Say (bilateral)	Significant difference	Standard error difference
Equal variances are assumed	0.559	0.154	1.32	27	0.030	0.598	0.263
Equal variances are not assumed			1.32	25.14	0.031	0.597	0.263

Source: Knowledge test, participating groups

In the information related to the independent sample t-test, the main values do not show a significant difference in the parameters established for the evaluation, they mark a value of 0.030 at the Significance level (bilateral). In the aspects related to the significant differences, 0.598 was recorded and the standard error difference was recorded at 0.263. At the same time, the results of Levene's equality of variance test had a significance of 0.154. It should be considered that the aspects that help to indicate the variance between the control group and the experimental group indicate that it can be considered significant when the largest level of p requires less difference between the aspects analyzed ($p < 0.05$). Consequently, there is no significant difference between the post-test evaluations of the students involved. The result of the student's t-test p -value = 0.030; Which means that the null hypothesis is rejected and the alternative hypothesis is accepted. Consequently, there are significant differences in meaningful learning in the group that show adequate development of EI.

Discussion

Paul Ekman (1934 - 2021), maintains that emotional intelligence, depending on its nature or condition, affects human behavior, because it positively impacts people's mood, generating emotional well-being. This condition of well-being favors the performance of activities such as reflecting, deciding, thinking, and learning, among others. Fundamental emotions correspond to situations where happiness, surprise, sadness, disgust, anger, and fear are involved. They are processes where the human brain goes through an adaptation process regardless of the environment in which they were generated.

Exemplifying the level of the relationship between emotional intelligence and the significant learning of inferential reading in BGU students. Teaching reading is one of the noblest activities that the teacher must develop, however, over the years a lack of interest has been observed, especially in students. [Noro \(2018\)](#), points out that to educate it is essential to define what is human and how it should be human. The greatest richness in both definitions ensures the best education because it will translate into a commitment to a comprehensive proposal. Education is impoverished and betrayed if it categorically circumscribes and limits the vision of man and his possibilities of development (p. 1).

In this context, the investigation revealed an important aspect that relates to the difficulty that many students have in learning, with the existence of possible problems at the level of demotivation caused by the presence of negative emotions, forming a scenario where capital is affected. psychological and well-being of the student. In this sense, by asking questions such as: Are there significant learning differences between the group that shows adequate development of emotional intelligence and its counterpart? To the exposed problem, a fundamental contradiction arises between the urgent need to adequately develop the various aspects of emotional intelligence in the BGU students of the Manta Educational Unit, related to meaningful learning, and partial or total ignorance of the subject from the teachers ([Brackett et al., 2004](#); [Nelis et al., 2009](#)).

This circumstance caught the attention of the researchers when they confirmed that through the development of executive functions such as, for example, the Emotional dimension, the student acquires the ability to identify, understand, and respond to emotions in oneself and others. in a healthy way. Within this order of ideas, if the student improves stress management it means that he can cope better with difficulties. Adapting to change and therefore creating a favorable self-image. In this sense, the incorporation of inferential reading exercises in the proposed reading had the purpose of developing the ability to use cognitive intelligence and emotional intelligence to motivate and develop meaningful learning in students. According to the Bar-On model, people who function well, are successful, and emotionally healthy are those who have a sufficient degree of emotional intelligence and, therefore, a better level of analysis.

When posing the hypothesis: $H_a =$ There are significant differences in learning between the group that shows adequate development of EI (Control) and the students who do not show adequate development of EI (Experimental). Its verification is positive, since the information collected through the abbreviated Bar-On ICE: NA questionnaire showed that a significant segment of students always requires the development of executive functions, such as: Emotional, interpersonal, intrapersonal, adaptability, stress management, mood, and positive impression to achieve meaningful learning.

Conclusions

With the implementation of the abbreviated Bar-On ICE: NA questionnaire as an ideal method to evaluate the executive functions of emotional intelligence, it was possible to demonstrate the degree of development of essential skills in aspects such as emotional where a majority segment of students He considered that he rarely manages to have that sufficiency. At an interpersonal level, a majority segment indicated that they only sometimes manage to have that degree of sufficiency. When asked about their intrapersonal development, a majority segment considered that they always do it. Regarding the development of the skill of adaptability, a majority segment of students do it rarely or never. Regarding the development of stress management, a majority segment almost always does it. Mood rarely and positive impression rarely.

The research related to emotional intelligence and meaningful learning in BGU students from the “Manta” Educational Unit, allowed us to verify through the implementation of a pretest on inferential reading, that the average of the control group was 3.20 in its evaluation. While the average of the experimental group was 3.51 in the evaluation. The data obtained show that there was no significant difference between both groups when evaluating the levels of reading comprehension. The analysis of the results obtained at the post-test level shows the same trend, that is, an average of 5.25 evaluation was obtained for the control group, while for the experimental group, an average of 5.50 evaluation was obtained. Therefore, a significant difference between both groups could be evidenced.

The data obtained corroborate the alternative hypothesis, $H_a =$ There are significant differences in significant learning between the group that shows adequate development of EI (Control) and the students who do not show adequate development of EI (Experimental). This reaffirms the concept that, by developing emotional intelligence, the student becomes motivated and can even improve the level of significant learning in any area of knowledge.

When testing the proposed hypothesis, the data collected allowed us to demonstrate, through the implementation of a reading comprehension test using the inferential reading method, that the probability value $p=0.030$; which means that the H_0 is rejected and the H_a is accepted. Consequently, a significant difference is evident since

developing emotional intelligence improves the level of significant learning in the BGU students of the “Manta” Educational Unit of the city. from Manta.

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