International Journal of Religion
2024
Volume: 5| Number 10 | pp. 937 – 944
ISSN: 2633-352X (Print) | ISSN: 2633-3538 (Online)
ijor.co.uk
DOI: https://doi.org/10.61707/tsk55s47

The Development of Emotional Intelligence as An Incident Factor in The Autonomous Learning of Higher Education Students

Abdon Anibal Yampara-Vilca[1], Carmen Miluska Alegría-Bernal[2] and Yesela Melisa Tufino-Ramirez[3]

Abstract

The main objective of the development of this scientific article is to be able to estimate the development of emotional intelligence as an influential factor of autonomous learning in higher education students, for this purpose an explanatory causal correlational non-experimental methodology was used on a population of 525 students and a population of 203 students, as the main result was a sig. less than 0.05 , mentioning under a Nagelkerke value that emotional intelligence manages to influence 71.3% on the autonomous learning of students, thus concluding that emotional intelligence allows through the correct management of emotions, the correct development of the student's autonomous learning for the development of their abilities.

Keywords: *Emotional Intelligence, Education, Development, Higher Education*

INTRODUCTION

Emotional intelligence plays an important role in education today, it is no longer a purely psychological issue, the field of education is a scenario of emotional expression with the need to pay more attention to self-education, it can become a valuable and effective tool in our lives. life. time. (Cerda et al., 2015).

At the international level, according to the United Nations (UN) 2020, the recent global pandemic has caused one of the biggest conflicts in the education system. One of the most affected areas at this stage is the emotional aspect, specifically high levels of stress. horizontal. The effectiveness of independent student learning is not high: in 2021, 70% of students will be forced to study independently. This learning was never expected to be dramatic, but performance declined more than initially expected.

According to UNICEF 2022 (United Nations Children's Fund), nationally, thousands of students were left helpless between 2020 and 2022 as their mental and emotional health deteriorated. They are victims of domestic violence or suffer severe economic crises; causing huge consequences for children's learning and happiness. Given this context, Mazur et al. (2020) argue that such activities can provide a basis for new learning experiences and improve academic autonomy. Many countries have focused on this type of training and Peru is no exception.

In addition, the transversal competencies of the CNEB (National Basic Education Curriculum) manage autonomous learning, emphasizing the importance of teaching students to think and enhancing student autonomy. Thus, for (Pegalajar, 2020) in Spain, based on the correspondence between personal learning motivation and autonomous work skills, it mentions that the development of autonomous learning strategies has a beneficial impact on the learning process of students who stand out from other students. Mentioned. Students develop skills related to self-efficacy, autonomy, friendship, play, class participation, responsibility, etc., followed by (Alipour et al, 2023), in which their study aimed to examine the correlation between emotional intelligence, self-efficacy, autonomy, motivation, play, class participation, responsibility, self-esteem, and educational skills. Academic performance and evidence suggest a positive and significant relationship between the variables studied, but self-esteem is the best predictor of academic performance. Similarly, Melguizo, Zurita, and Ubago (2021) argued that students who learn optimally will have greater emotional clarity, similarly,

[1] Universidad Andina Néstor Cáceres Velásquez, Peru, Orcid: https://orcid.org/0000-0001-7057-2053; E-mail: anibalyv@gmail.com

[2] Universidad Católica Santa María, Peru, Orcid: https://orcid.org/0000-0002-5918-9632; E-mail: calegria@ucsm.edu.pe

[3] Universidad Nacional Daniel Alcides Carrión, Peru, Orcid: https://orcid.org/0000-0003-4481-9192; E-mail: ahmadfauzi@uptm.edu.my

students who encounter negative and emotionally stressful situations will develop excessive poor knowledge and adverse developmental changes concomitant with their training. Similarly, Núñez (2021) concluded that there is a significant relationship between the variables studied, i.e., greater emotional intelligence leads to better academic performance and therefore greater motivation as the main factor. There is a study conducted by Medina and Nagamin (2019) on autonomous learning strategies for reading comprehension, which showed that if students use autonomous learning strategies and actively participate in the lesson then they will understand the text successfully. In the same way, Loaiza (2021) in his study tried to evaluate how emotional intelligence affects the ability to self-learn, which led him to draw and confirm the relationship between both variables.

Similarly, Román (2022)'s research on the self-assessment of autonomous learning students in relation to 5th grade students was also collected; The results showed a significant level, indicating the existence of a relationship between self-esteem and academic autonomy; that self-esteem affects the dependent variable. Finally, it was found that a study designed by Cansino (2023) aims to establish a relationship between neuroeducation and self-directed learning and thus improve student learning, at the end of the research it has been shown that there is a positive correlation between research variables such as the improvement of knowledge and the application of neuroeducation which is considered a methodological strategy that enhances the autonomy of learning in the student practice.

Thus, emotional intelligence is developed based on social constructivism, which is a movement and teaching approach in social sciences that emphasizes the importance of social interactions and cultural environments in the cognitive and student-centered development of students. It is the structure of learning collaboratively and through social interaction (Hinojosa & Regalado, 2020). Of course, people live and learn through culture, and education is inseparable from society (Liu, 2021). Many authors consider social constructivist theory as a key element to educate and stimulate the development of students' emotional intelligence because it is student-centered, because by working in groups Araque et al., (2018), students learn to communicate and resolve conflicts individually and collectively, developing personal and social skills, as well as metacognitive skills. reflection, self-knowledge, etc.; All these and other aspects are taken into account when developing emotional intelligence (Cerda et al., 2015). Valencia (2021) points out that sociocultural theory arises from the close relationship between cognitive and linguistic processes, emphasizing the importance of connecting the individual with society.

Therefore, within the constructivist movement, autonomous learning is considered fundamental because it develops critical thinking skills, as well as problem-solving skills, among others necessary for students to become their own builders. (Crispin et al., 2011). From this perspective, a number of organizations that promote 21st century skills have emphasized the importance of looking in detail at this type of learning to promote the development of these skills in students of different educational levels.

Crispin et al. (2011) believe that emotional intelligence is the intelligence responsible for self-understanding, the ability to access one's inner life. The first indicator that is taken into account in the intrapsychic aspect is self-awareness, that is, the ability to understand our emotions, the ability to distinguish them and the understanding of why they arise (Ugarriza et al., 2005). As for the second variable, the capacity for self-learning, it is the ability to create and sustain learning individually (Ugarriza et al., 2005). This variable is observed in many different areas of life, including: communication, interpersonal relationships, cooperation, etc., that is, in the way people treat others and how they communicate. Then, how they establish emotional bonds and how they influence each other in the name of their knowledge. Cerda et al., (2015) suggest that it is a type of learning in which the design, development and evaluation are guided by the student, who consciously decides what to learn and how to learn it, with whom and with what resources. be used to complete your mission.

Thus, the justification of the scientific article is based on the desire to enrich the knowledge about the development of the variables studied and to determine the influence of the first variable on the second, thus connoting the most relevant theories, constitutes the basis of the research. At the methodological level, the hypotheses are compared using established statistical methods. The instruments were tested for validity, validity, and reliability; Therefore, it can be used as a reference in research aimed at understanding the variables used in the questionnaire; From a practical perspective, it presents what is needed to address the issue of academic

autonomy and how certain factors determine or influence this variable, thus making new contributions to research on emotional intelligence that helps girls learn independently. This research serves as a basis for other research work and also contributes to the educational and social center.

Due to this, the main objective was to estimate the development of emotional intelligence as an incident factor of autonomous learning in higher education students, as well as specific objectives to determine the development of emotional intelligence as an incident factor of self-monitoring in higher education students, to determine the development of emotional intelligence as an incident factor of self-management in higher education students and Finally, to determine the development of emotional intelligence as an incident factor of motivation in higher education students

The general hypothesis: The development of emotional intelligence has a significant impact on autonomous learning in higher education students.

METHODOLOGY

For the methodology under study, a methodology of quantitative approach was developed, since the use of statistics through tables was used, it also had a non-experimental correlational causal explanatory design, because it sought to measure the relationship between the variables under study, in this case to see how the first variable managed to affect the second and cross-sectional because the information was collected at a single time, this study was carried out using a cross-sectional method because the data of the variables collected in the sample during the estimated period were analyzed using observational methods (Hernández & Mendoza, 2018).

The population was thus made up of 525 students of higher education, having as inclusion criteria students from 8th cycle onwards and students who attended classes regularly, and as exclusion criteria students below the 8th cycle, students with absences, in this way the sample was determined through the formula for finite population where a sample of 203 students was obtained. By means of a simple random sampling, using the survey as a technique and the questionnaire as an instrument as an object of measurement of both variables, by means of an ordinal scale, Microsoft Excel and Spss Statistics 28.0 were used for the processing of the data, in which we determined the use of ordinal logistic regression for the determination of the results and posthumous conclusion.

RESULTS

DESCRIPTIVE STATISTICS

Table 1 Level of the emotional intelligence variable and its dimensions

		Levels	n	(%)
DEPENDENT VARIABLE	Emotional Intelligence	Low	37	18.2
		Middle	114	56.2
		High	52	25.6
DIMENSIONS	D1 Intrapersonal	Low	28	13.8
		Middle	92	45.3
		High	83	40.9
	D2 Interpersonal	Low	41	20.2
		Middle	52	25.6
		High	110	52.4
	D3 Stress Management	Low	42	20.7
		Middle	119	58.6
		High	42	20.7

		Total	203	100.0

Note. Own elaboration (2024)

As the most outstanding data, it can be mentioned that the emotional intelligence variable is at a medium level with 56.2%, followed by the intrapersonal dimension was also found at a medium level with 45.3%, the interpersonal dimension at a high level with 52.4% and the stress management dimension at a medium level with 58.6%

Table 2 Level of the Autonomous Learning Variable and Its Dimensions

		Levels	n	(%)
DEPENDENT VARIABLE	Autonomous Learning	Bad boy	26	12.8
		Regular	133	65.5
		Well	44	21.7
DIMENSIONS	Self-management	Bad boy	40	19.7
		Regular	115	56.7
		Well	48	23.6
	D2 Self-Monitoring	Bad boy	32	15.8
		Regular	137	67.5
		Well	34	16.7
	D3 Motivation	Bad boy	38	18.7
		Regular	107	52.7
		Well	58	28.6
		Total	203	100.0

Note. Own elaboration (2024)

Similarly, as the most outstanding values, it can be mentioned that the autonomous learning variable is at a regular level with 65.5%, followed by the self-management dimension was also found at a regular level with 56.7%, the self-monitoring dimension at a regular level with 67.5% and the motivation dimension at a regular level with 52.7%

Table 3 Normality test for the variable

Normality Tests				
	Kolmogorov-Smirnova			
	Statistical	Gl	Gis.	Statistical
Emotional Intelligence	,150	203	,000	,925
Autonomous learning	,086	203	,001	,976

Note. Own elaboration (2024)

Through the analysis of Table 3, Kolmogorov will be chosen because it is a sample greater than 50, in the same way it is mentioned under a sig. less than 0.05 that the data do not follow a normal distribution, so it was decided to use ordinal logistic regression as a non-parametric measure.

INFERENTIAL STATISTICS

OG: Estimating the development of emotional intelligence as an incident factor of autonomous learning in higher education students

Table 4 Influence of Emotional Intelligence on Autonomous Learning

Model Fit Information					Pseudo R squared	
					Cox and Snell	0.589
Model	Logarit. Likelihood -2	Chi-square	Gl	Gis.		
Intersection only	202.855				Nagelkerke	0.713
Final	22.511	180.344	2	<0.001	Mcfadden	0.510

Note. Own elaboration (2024)

In the table there is a sig. <0.001 which leads us to reject the Ho and accept the Hg which mentions that the development of emotional intelligence has a significant impact on autonomous learning in higher education students, all supported by the Nagelkerke value of 0.713, which indicates that the independent variable influences 71.3% of the dependent variable; These data coincide with Pegalajar (2020) who mentions that autonomous learning strategies have a beneficial impact on the learning process of students, all supported by Medina and Nagamin (2019) who showed that if students use autonomous learning strategies and actively participate in the lesson, then they will understand the classes better. In the same way, this is supported by Loaiza (2020), who in his study tried to evaluate how emotional intelligence affects the ability to self-learn, confirming this relationship between the variables.

SO 1: To determine the development of emotional intelligence as an incident factor of self-monitoring in higher education students

Table 5 Influence of Emotional Intelligence on Self-Monitoring

Model Fit Information					Pseudo R squared	
					Cox and Snell	0.483
Model	Logarit. Likelihood -2	Chi-square	Gl	Gis.		
Intersection only	169.518				Nagelkerke	0.590
Final	35.562	133.956	2	<0.001	Mcfadden	0.385

Note. Own elaboration (2024)

In the same way, in the table there is a sig. <0.001, which leads us to reject the Ho and accept the Hg which mentions that The development of emotional intelligence has a significant impact on self-monitoring in higher education students, all supported by the Nagelkerke value of 0.590, which indicates that the independent variable affects 59% of the dependent variable; The data agree with Melguizo et al. (2021) who argued that students who learn optimally will have greater emotional clarity and an improvement in their self-monitoring Similarly, students who encounter negative and emotionally stressful situations will develop a poor analysis of their situation, agreeing with Araque et al., (2018), who states that students learn to communicate and resolve

conflicts individually and collectively, developing personal and social skills, as well as metacognitive, reflective and self-knowledge skills.

SO 2: To determine the development of emotional intelligence as an incident factor of self-management in higher education students

Table 6 Influence of Emotional Intelligence on Self-Management

Model Fit Information					Pseudo R squared	
					Cox and Snell	0.456
Model	Logarit. Likelihood -2	Chi-square	Gl	Gis.		
Intersection only	162.015				Nagelkerke	0.530
Final	38.570	123.445	2	<0.01	Mcfadden	0.309

Note. Own elaboration (2024)

Similarly, in Table 6 there is a sig. <0.001, which leads us to reject Ho and accept Hg, which mentions that The development of emotional intelligence has a significant impact on self-management in higher education students, all supported by the Nagelkerke value of 0.530. which indicates that the independent variable affects 53% of the dependent variable, these data are consistent with Cansino (2023) who has shown that there is a positive correlation between research variables such as the improvement of knowledge and the application of neuroeducation, which is considered a methodological strategy that enhances the autonomy of learning in student practice; all supported by Cerda et al. (2015) who It mentions that autonomous learning and assessment are guided by the student, who consciously decides what to learn and how to learn it, with whom and with what resources to be used to complete their mission.

SO 3: Determine the development of emotional intelligence as an influencing factor of motivation in higher education students

Table 7 Influence of Emotional Intelligence on Motivation

Model Fit Information					Pseudo R squared	
					Cox and Snell	0.547
Model	Logarit. Likelihood -2	Chi-square	Gl	Gis.		
Intersection only	194.655				Nagelkerke	0.631
Final	34.024	160.631	2	<0.001	Mcfadden	0.392

Note. Own elaboration (2024)

Finally, Table 7 shows a sig. <0.001, which leads us to reject Ho and accept Hg, which mentions that The development of emotional intelligence has a significant impact on motivation in higher education students, all supported by the Nagelkerke value of 0.631, which indicates that the emotional intelligence variable affects 63% of motivation. these data coincide with (Alipour et al., 2023), in which their study aimed to examine the

correlation between emotional intelligence, self-efficacy, autonomy, motivation, play, class participation, responsibility, self-esteem, and educational skills. Academic performance and evidence suggest a positive and significant relationship between the variables studied, but self-esteem and motivation is the best predictor of academic performance and supported by Núñez (2021) who mentions that greater emotional intelligence leads to better academic performance, consequently to greater motivation as the main factor.

CONCLUSION

It is possible to know that the emotional intelligence variable is at a medium level with 56.2%, likewise the autonomous learning variable is at a regular level with 65.5%, mentioning that higher education institutions should focus more on these factors since they are variables that generate significant contribution within education

It is also mentioned based on the results that under a sig. less than 0.05 in all the proposed objectives, the proposed hypotheses are confirmed, which mention that the development of emotional intelligence has a significant impact on autonomous learning, self-monitoring, self-management and motivation in higher education students, all supported by the Nagelkerke value of 0.713, 0.590, 0.530 and 0.631 which indicates that the variable emotional intelligence influences 71.3% on autonomous learning, as well as influences 59%, 53% and 63% on the dimensions of self-monitoring, self-management and motivation.

Finally, it is concluded that emotional intelligence is a determining factor which allows and manages to predict autonomous learning, since, based on the correct control and development of emotions, it will be possible to establish appropriate behaviors, behaviors and actions which will contribute to autonomous learning due to the better self-control and the ability to enhance the knowledge acquired within a space or environment.

RECOMMENDATION

As a recommendation, it is proposed to plan and carry out emotional intelligence and autonomous learning programs which allow improving the abilities of the various students, allowing them to improve the levels obtained and develop certain characteristics, optimizing potentials and allowing to give relevance and prestige to the student as well as to the institution where it develops.

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