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## CREATING LEARNING ENVIRONMENTS FOR FOURTH SEMESTER STUDENTS AT HIGH SCHOOL NUMBER 18

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*Rocio Tobias Castillo*

University of Guadalajara

*Irma Elizabeth del Rosario Naranjo Núñez*

University of Guadalajara

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**Abstract:** This research is made up of five chapters, in chapter I it talks about the context of Preparatory School Number 18, it is very interesting what has arisen before and after the COVID-19 pandemic, in chapter II the pedagogical approach is addressed and the problem that will be an important part for the beginning of this intervention project is raised, in chapter III, it is based on the objective, the techniques to be used, on emotional intelligence. In the fourth chapter IV is the implementation of the project to intervene through activity planning, self-assessment of emotional intelligence (Emily Sterrett Test), the achievements reached and the results obtained in this research trip and finally in chapter V it talks about the reflections made based on the information collected, as well as the areas of improvement to continue with the project.

**Keywords:** Socio-emotional skills, quantitative, qualitative, Teacher, higher secondary education.

## INTRODUCTION

This research work arises from the reflection on the importance and the demand that society demands from the teacher to improve their educational work, the process of knowledge in teaching practice, involves the analysis of some characteristics, for example it can start with teaching practice, taking into account that knowledge of the methods is also needed, both quantitative and qualitative, but given the qualities of the phenomenon to be studied, the qualitative methodology turns out to be the most viable for research, because the teaching and learning phenomenon is nuanced by essences, both of the students and the teachers.

Therefore, there is a need to understand the feelings of students through emotional intelligence, in order to avoid dropouts among students at Preparatory School number 18. Emotional education is inevitably imposed

and, when put into practice from an early age, contributes to the development of emotional capacities that help to achieve better personal and social well-being.

This research work arises from the reflection on the importance and the demand that society demands from the teacher to improve their educational work, the process of knowledge in teaching practice, involves the analysis of some characteristics, for example it can start with the educational and teaching practice, taking into account that knowledge of the methods is also needed, both quantitative and qualitative, but given the qualities of the phenomenon to be studied, the qualitative methodology turns out to be the most viable for research, because the teaching and learning phenomenon is nuanced by essences, both of the students and the teachers.

The importance of the so-called “socio-emotional skills” in education has been progressively recognized, empirical studies and systematic reviews of the literature are proposed that corroborate their impact on the improvement of reading, mathematics and science skills, as well as knowledge and metacognitions, therefore it is necessary to know the characteristics of fourth semester students of group E of the morning shift, in order to implement improvement strategies to improve their personal life.

With socio-emotional development in childhood and adolescence, the perception of themselves, schools, places of belonging and surroundings improves. Socio-emotional development and appreciation of the environment are attributed with a subsequent impact on self-esteem and skills that promote learning, while reducing emotional stress and problematic behaviors in the classroom.

Upper Secondary Education EMS at the national level through the integration of a National Baccalaureate System SNB, ensuring quality education and standardized

in knowledge and skills among the youth of Mexico, therefore a fundamental part for the development in education in Mexico whose objective is to improve educational quality, a situation that has manifested itself is school dropout by students of high school Number 18 and it is necessary to avoid it, this scenario has increased due to the impact of the COVID-19 pandemic.

The goal is to create learning environments for students, since when mental health is affected, situations such as poor academic results in some subjects, lack of motivation to continue with training, dropping out of university education and even possible mental disorders may arise. This way, it is shown that in recent years university dropouts have been increasing, not only due to academic and socioeconomic factors, but mainly due to an erroneous vocational orientation, indecision about the life project and low tolerance to frustration, all of them generated by the absence of tools that allow obtaining a favorable emotional intelligence (Rodríguez, 2019).

Due to situations such as those mentioned above, it is essential to have sufficient emotional intelligence skills that allow the ability to decide freely to become independent, without the implicit submission that the impulsive force of emotions exerts on an individual. For this reason, this intervention project aims to take a tour of the main foundations of emotional intelligence and the way in which people can take ownership of them. The type of research is qualitative, the methodology used is participant observation, the instruments are the survey and interview to have an overview of the students' personality, the strategy used is emotional intelligence.

## **CHAPTER I: DESCRIPTION OF THE PROBLEMATIC SITUATION**

### **JUSTIFICATION**

Argue the relevance and pertinence of the intervention proposal for the educational community and society in general.

It is significant to investigate the teacher's activity, because her characteristics or qualities as a person represent models or patterns to follow among students, in addition to the fact that building some of these actions allows improving the performance or academic achievement of students, through the improvement of skills, abilities and attitudes or avoiding errors that are committed consciously or unconsciously, and that at the same time are learned from some model or pattern that continues to reinforce in acting. Therefore, discovering what the teacher does in the classroom benefits her students, and also in herself, by improving her work.

The development of socio-emotional skills in the educational environment has been growing indisputably over the last twenty years. Intervention programs have been perfected and improved and efforts have been made from various methodological proposals for their foundation. Currently, there are various approaches; some involve basic education levels, others include up to upper secondary education, in this specific case the teacher will focus on this educational level which is high school or upper secondary education. Some do it as complementary programs and others as immersed programs, as is the case in Mexico. (Arias, Hincapie, & Paredes, 2020). They documented the initiatives and strategies that are implemented in Latin America and the Caribbean from the legal framework responsible for education in the countries.

## SCHOOL CONTEXT

This intervention project is carried out with respect to the emotional education of fourth semester students of group E of the morning shift of the Mathematics and Science Learning Unit II that is taught in the 4th semester of the BGC, of the Preparatory School Number 18 that is located in the Balcones De Oblatos area. Around 13,000 people live in 2,910 housing units. There are 2,216 people per km<sup>2</sup>, with an average age of 30 years and an average schooling of 8 years completed. Of the 20,000 people who live in Balcones De Oblatos, 4,000 are under 14 years old and 4,000 are between 15 and 29 years old. When the highest age ranges are analyzed, 5,000 people are counted with ages between 30 and 59 years old, and 1,400 individuals over 60 years old.

According to estimates from (Market Data Mexico, 2018), Balcones De Oblatos has an estimated economic output of MXN \$1,000 million annually, of which MXN \$610 million corresponds to income generated by households and about MXN \$390 million to income from the 440 establishments that operate there.

Additionally, it is estimated that 2,000 people work in the colony, which raises the total number of residents and workers to 20,000. Among the main companies (both public and private) with a presence in the colony is UNIVERSIDAD DE GUADALAJARA, which together with two other organizations employs about 273 people, equivalent to 71% of the total jobs in the colony. One of the problems that teachers face is the absence of some students, which causes them to fall behind. Another situation is that students work for these reasons, which leads to their desertion.

The teacher seeks that her students assimilate and do not continue dragging the prejudice that mathematics is impossible, difficult and that they will not understand,

that is why she resorts to promoting the development of socio-emotional skills and generating an adequate learning environment for them since it is of vital importance to try to unblock this concept that each one of them brings from their basic education (primary and secondary), it is sought that apart from reflecting on this situation, one of which is also a factor of desertion, they know the causes why it happens and that they have specific data to know the reality that is lived within their high school. since the students are part of the new productive generation in our country, whose goal is that there is less desertion, and that every day the young people continue to improve since the Mexico that is currently known, demands more preparation from its inhabitants.

## PROBLEM STATEMENT

Locate the problem that the teacher presents in her performance as a teacher, therefore, find some characteristics that do not allow her to improve her daily practice in teaching, since it is the continuation of the characterization. Starting from these points, it begins with the concept of problem, which is defined as:

The real problem is a need, a gap, a deficiency related to the educational system, the organizational functioning of the pedagogical institution or the teaching-learning processes. It also consists of stating clearly and concisely what is going to be investigated. The research problem is the result of problematization (Sánchez, 1993, p. 6)

As mentioned, it is necessary to locate the gap or deficiency that is occurring in the teaching-learning process, and due to the analysis already carried out, an idea of these gaps or deficiencies can be obtained. And as a result of the problematization process, the problem will be obtained, and the teacher asks the following questions: Why do the students

who are absent not attend the counseling sessions? What methods must be modified to ensure that students finish high school?

## **CHAPTER II: REFERENCE FRAMEWORK**

### **PEDAGOGICAL APPROACH**

The activity of the teacher, the way she acts in the classroom and the subjectivity between the students and the teacher, can be based on a sociological analysis based on methods, which in this case is the qualitative research method. Now, it begins with the description of a qualitative research, which:

It aims to account for meanings, activities, actions and daily interactions of different subjects, observed in a specific context or in an area of said context. Thus, the qualitative perspective is not interested in counting and measuring things, or converting observations into numbers, it is interested in asking, interpreting and relating what is observed, that is, in constructing a meaning about the problem that led us to the field of observation (Reynaga S., 2002, p. 126)

This is a research model that explains in greater depth what is intended to be achieved in the intervention of teaching practice to generate learning environments given that the central interest focuses on interpreting and relating what is observed of the phenomenon in the teacher's practice, for example, analyzing and paying attention to the actions that the teacher performs with the students, as well as the way of asking them questions, the way of correcting them, the didactics that he uses, the emotions that he projects towards them, the transmission of values, among others.

## **THEORETICAL BACKGROUND**

The role played by the Comprehensive Reform of Upper Secondary Education RIEMS is of great importance since it seeks to standardize Upper Secondary Education EMS at a national level through the integration of a National Baccalaureate System SNB, ensuring a quality education and standardized in knowledge and skills among the youth of Mexico, which are the future in this country, that is, it generates in students regarding schools and subsystems, that they discover and reflect on the context in which they develop, for this reason it is necessary that they know it so that they identify and integrate into this new society, taking into account situations outside of it, which may arise such as suspending their process in the EMS in the transition of this, could continue in another educational institution to improve the academic quality of the student, using the development of their skills, knowledge and skills that allow them to make their way in their professional career and later in the labor field.

Competence is understood as "acquiring meaning in the attribution of performance patterns in a subject, as the ability to solve a problem" (Diaz Barriga, 2006). That is, in this case, when students finish the competency-based baccalaureate, which is governed by the University of Guadalajara, they will be able to solve any situation that may arise in their personal and professional life.

Fundamental part for the development of education in Mexico whose objective is to improve the quality of education and due to this situation it is necessary to avoid dropout by students of high school Number 18 and it has increased due to the impact of the COVID-19 pandemic.

The University of Guadalajara, in order to prevent teachers, administrators, operators and students from suffering from infections due to the contingency, returned to classes



on August 10 and will be 100 percent virtual (UdeG, 2021), after the teachers returned to work as recommended by the authorities.

A large percentage of the student population stopped attending virtual classes due to the situation since they helped support their families, that is, students preferred to work since, as in the context in which high school is located, families are dedicated to commerce. Many of these families had economic difficulties and therefore their children had to help to be able to cover family expenses. 114 million children, in March 2021, were still not attending school. School interruptions have had a catastrophic impact on students' learning achievements, protection, health, mental health and their socioeconomic prospects in the future UNICEF (Health, 2021).

The return to face-to-face classes was on Monday, February 21, 2022 after 23 months of suspension, virtual and hybrid classes due to the COVID-19 pandemic (Montiel, 2022). Once in-person classes were resumed, there were still absences from students and those who had returned normally showed behaviors such as isolation from their own classmates. Part of what was experienced during the Pandemic contributes to the generation of a series of mental health problems, including increased anxiety, depression, sleep problems, increased consumption of alcohol, tobacco, drugs, substances, and situations of domestic violence (Salud, 2021).

### **CHAPTER III: CURRENT SITUATION DIAGNOSIS**

In general, the relationship between society and the high school is cordial, no serious problems have ever arisen, and the vision is positive and in the social relationship of the teacher with the student community there are elements of this type, for example: when the teacher gives a point of view on a

phenomenon and it is relevant in the group, these comments transcend to the point that for several weeks echoes of that comment continue to be heard, or when the teacher through her example imparts values and these transcend to the family or some other social context of the student.

The role of education is to prepare the individual for life. The school must fulfill the social commitment of forming the necessary qualities that allow each person to meet the demands of their time and it is in this sense that the concepts about intelligence play a prominent place as they are associated with it for a good function. It is considered that the role of the teacher must be a guide or someone who guides or directs, through the processes of learning and the development of the student. With this, introspection of the way of working in the classroom and the type of activities that are usually carried out is invited.

Regarding this concern, the research teacher took courses on mental health care that were offered in teacher training courses so that she knows the options on what has been developed in students since before the pandemic, of course we heard about depression but there is a before and after the pandemic that reached levels that the teacher did not know how to handle and interact with her students since she teaches the Learning Unit (subject) Mathematics and Science II and as is known, many of the students have a bad concept of this branch of science since they consider it complicated, difficult and stressful, it is a great challenge since, apart from the Learning Unit that she teaches, she saw her students affected with respect to their social and emotional development in relation to previous generations.

## OBJECTIVES

Generate learning environments for students, since when mental health is affected, situations such as poor academic results in some subjects, lack of motivation to continue with training, dropping out of university education and even possible mental disorders may arise. This way, it is shown that in recent years university dropout has been increasing, not only due to academic and socioeconomic factors, but mainly due to an erroneous vocational orientation, indecision about the life project and low tolerance to frustration, all of them generated by the absence of tools that allow obtaining a favorable emotional intelligence (Rodriguez, 2019).

## TECHNIQUES AND INSTRUMENTS

The technique used is participant observation “based on the observation of what happens, the participation of the researcher in the life of the community to obtain his or her vision of the events” (Yuni & Urbano, 2005).

Using surveys and interviews to obtain information. The interview is known as the “conversations or discussions, which best indicates a free, open, democratic, bidirectional and informal process, and in which individuals can express themselves as they are, without feeling tied to predetermined roles” (Wood, cited in Garcia, 1997, p. 51), on many occasions the teacher forgets that the student is a thinking being who has opinions and feelings, that is why the interview focuses on this feeling on the part of the student so that the teacher acquires another type of information in a constructive way making reference to the weak and good points that her students perceive of her.

Below is a sample of the survey that was applied to fourth semester students. 49 students out of a total of 56 students from high school Number 18 answered it on January 26, 2024.

Below is an example of the interview

applied to students in the fourth semester of high school Number 18, carried out on February 12, 2024.

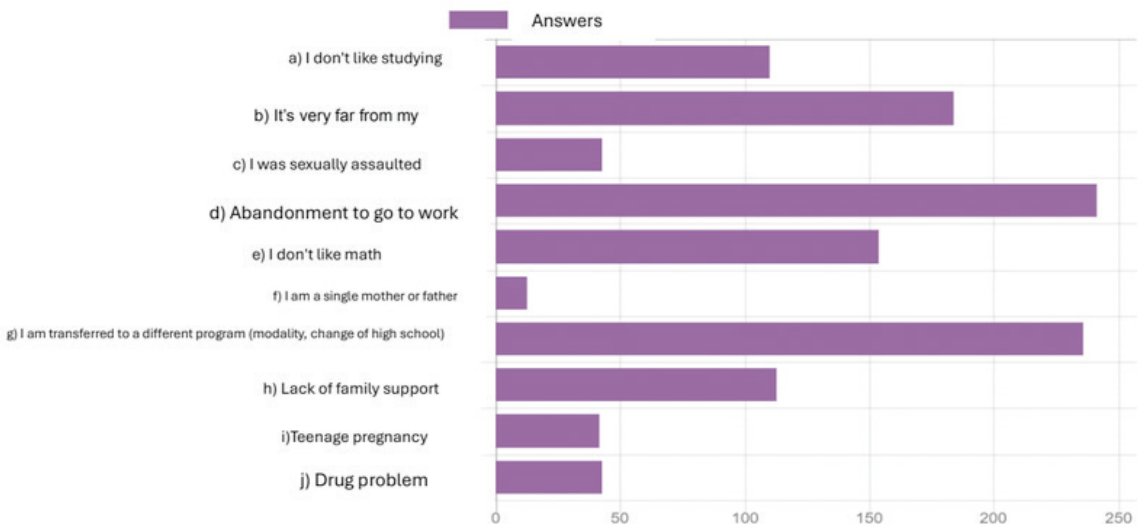
## ANALYSIS OF THE INFORMATION

From the fair to the subjective is the process of analyzing the information from the data obtained. This is how this process is carried out, that is, at this stage of the project, a complete analysis of the information collected from data collection instruments is carried out. This provides very valuable material that is linked to the following processes, since it will later allow the characterization of the practice and find the problems of the teacher's activity.

The survey was made up of 12 questions that were made on January 26th with the objective of knowing how the students were with respect to their instance in high school and to know more about them. The results, as can be seen in picture 1, about the reasons why students could leave school and one of them was due to dropping out to go to work, called the attention of the researcher teacher about another result that the survey showed is that despite being a single father or mother is no longer an impediment to leaving school or dropping out, that is something that was not contemplated. Another question on the survey was if the student considered that bad friendships are a factor for dropping out of school, it is found in Annex picture 3. The answer was that yes, it is part of the fact that it is a possible factor for dropping out of school, since 78.43% said ``YES``.

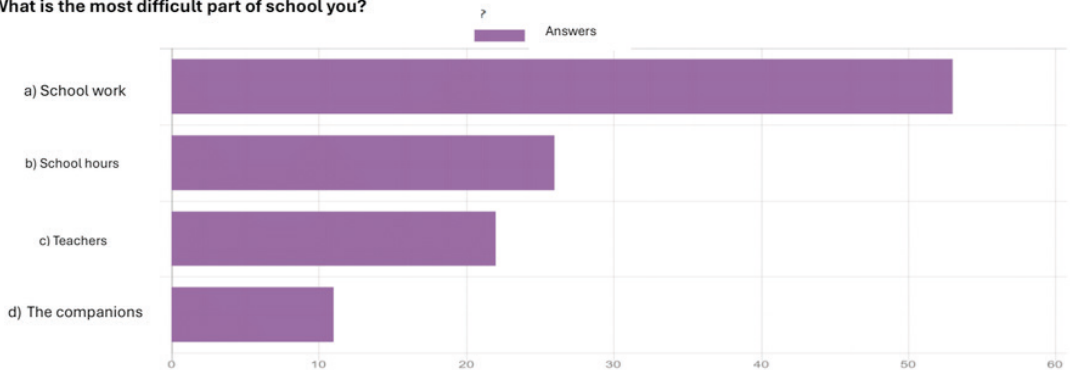
Regarding the interview question picture 2, it shows that students consider schoolwork to be the most difficult part of school. This information was very valuable since the teacher-researcher, when carrying out said instrument, considered that one of the top options would be the teachers, since many times students refer to the fact that teachers do not help them.

**Mention the reasons why you might drop out of school (three options from most important to least)**



Picture 1

**What is the most difficult part of school you?**



Picture 2

**RESULTS (DEFINE THE SPECIFIC PROBLEM OR SITUATION TO BE ADDRESSED BASED ON THE RESULTS)**

The problem that was found is *to identify possible cases, situations for which students have the intention of dropping out of school*, said situation is observed with the lack of initiative in the participation of the student, whose origin arises from absences, due to this situation, it is sought to generate adequate environments for them, thus promoting the participation of the student and achieving their permanence in high school.

The student is absent and when invited to attend a counseling session, he says that he cannot go because he works. Recalling that even though we have already returned to in-person classes, we must know the students, the possible causes that may generate in them a relationship with stress, anxiety and the same biological process of the transition from adolescence to early adulthood, due to not having an adequate management of emotional intelligence (Auerbach, et al., 2018).

Another problematic situation that could be said to go hand in hand is about emotional intelligence and how the student is influenced by his friends, since one answer



to the questions asked in the survey was: Do you consider that bad friendships are a factor for dropping out of school? Where he made a great statement that if it were a possible cause.

## CHAPTER IV: INTERVENTION. EMOTIONAL INTELLIGENCE TO TRIGGER STUDENT PARTICIPATION

The intervention project is important, because it has been shown that an improvement in the teaching practice is necessary, and the main point to intervene is Lack of initiative in student participation, because students are unaware of emotional intelligence, this causes students to often be passive entities or recipients of experience or knowledge.

Emotional Intelligence is the set of skills that allow the individual to be able to motivate themselves and persist in the face of disappointments; control their impulses and delay the desire for gratification, regulate their mood and prevent disorders from diminishing their ability to think; show empathy and maintain hope (Goleman, 2012).

The emotional intelligence proposal of the author Emily Sterrett has been taken and called the K-A-B model (for its acronym in English), which is presented below:

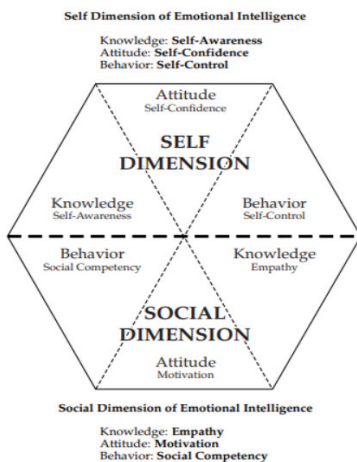


Figure1.K-A-B Model of Emotional Intelligence.  
Source: (Sterrett, The manager 'pocket guide to  
Emotional Intelligence, 2000, pág.7).

According to author Emily Sterrett, this model, composed of 6 areas, is based on the premise that a person with a high level of Emotional Intelligence must have knowledge and a positive attitude, in addition to behaving skillfully in the dimensions of the Self and the Social dimension. The Self dimension of Emotional Intelligence is related to self-acceptance and understanding and is composed of three areas:

1. Knowledge (K): Self-awareness
2. Attitude (A): Self-confidence
3. Behavior (B): Self-control

The Social dimension of Emotional Intelligence is related to experience and relationships with others and is made up of three areas:

4. Knowledge (K): Empathy
5. Attitude (A): Motivation
6. Behavior (B): Social competence

As can be seen, the lines that enclose the 6 areas of the K-A-B model are dashed in order to show that they all influence each other (Sterrett, 2000).

For mindfulness practices, meditation will be performed. Research mentions that the clinical effects of meditation are well documented in the literature. For example, it has been found to decrease anxiety and stress as effectively as relaxation (Benson, 1976).

## DESIGN

**Self-knowledge activities:** Provide activities that help students learn about themselves, their strengths, weaknesses, and emotional patterns. This may include self-assessment questionnaires, emotional journals, or visualization exercises.

## ACTIVITY RECOGNIZE MY QUALITY

- Promote students to recognize the qualities of other classmates
- Enabling people to realize the qualities they possess, previously ignored

## THE DEVELOPMENT

The teacher will begin by saying that, in daily life, most of the time people do not observe the qualities, but the defects of others. In this exercise, each person will have the opportunity to highlight a quality of a classmate.

The members will be asked to sit in a large circle and a sheet of paper will be given to each participant. Each person must write on it the quality that they believe characterizes their partner on the right.

The sheet must be completely anonymous, without any identification, it must not have the name of the person on the right or be signed. Everyone is asked to fold the sheet so that it can be collected, mixed and distributed randomly among everyone.

At the end, the teacher asks them to do a short reflection to answer the survey that is made up of five questions (Google form) Self-assessment of emotional intelligence (Emily Sterrett Test), the Moodle platform is used and consists of 30 questions.

**Mindfulness practices:** Introduce mindfulness practices into the classroom to help students manage stress and improve their concentration. Perform conscious breathing exercises, meditation, and self-awareness exercises.

The teacher gives them an explanation and an example of how to perform conscious breathing.

Students will be asked to remain silent, to feel comfortable, to not cross their arms or legs, to listen carefully to the meditation.

At the end, they are asked to reflect on where they would use this practice in their daily lives and based on this reflection, answer the survey, which is made up of five questions.

Through the skills of Emotional Intelligence that students can develop to generate learning environments and thus avoid desertion. Using surveys, self-knowledge activities, mindfulness practices.

## EXECUTION

In order to show in a general way the methodology used, **Figure 2** is presented below:

As it can be seen in Figure 2, the research teacher considered it convenient to be able to use the methodological process in two moments, in moment I, it is to let the students know how the work is going to be done, therefore it is the socialization of the entire process that is going to be carried out so that the students are informed of each of the activities to be carried out to avoid doubts on their part.

Regarding the activities, the following were considered: Activity to recognize my quality, self-assessment of emotional intelligence (Emily Sterrett Test) and perform conscious breathing exercises, guided meditation were carried out, each of them was carried out by having three classes facilitated by the teacher; that is, one class for each activity. They were carried out in person, in them topics related to empathy, social relationships, self-control, self-confidence, self-awareness and self-motivation were addressed.

Finally, the Emily Sterrett Test was applied in order to determine the change in the dimensions of Emotional Intelligence that were provided to the participants, after the participation of all the activities proposed for this research project.

Planning activities	Months			
	January	February	March	April
Socialization on emotional intelligence		■		
Activity recognize my quality		■		
Self-assessment of emotional intelligence (Emily Sterrett Test)			■	
Carry out conscious breathing exercises, guided meditation.			■	
Results				■

Execution plan: actions, those responsible, dates and necessary resources

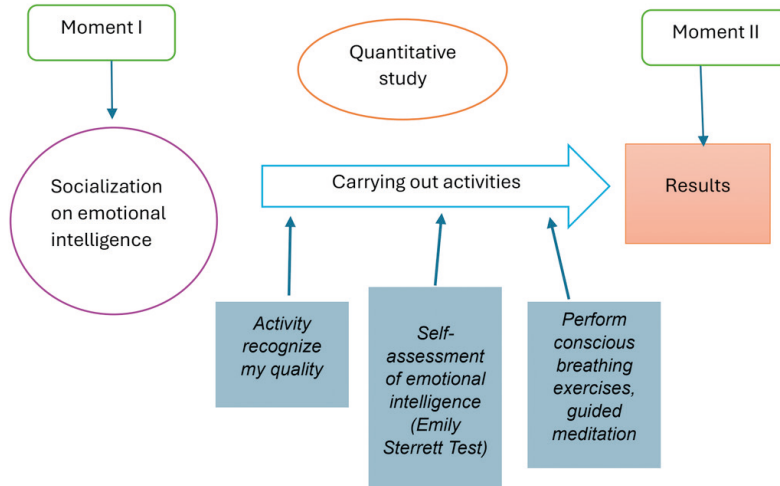
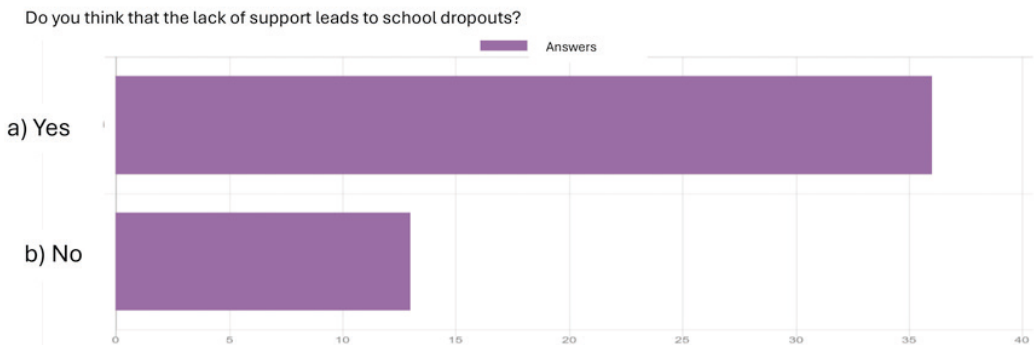


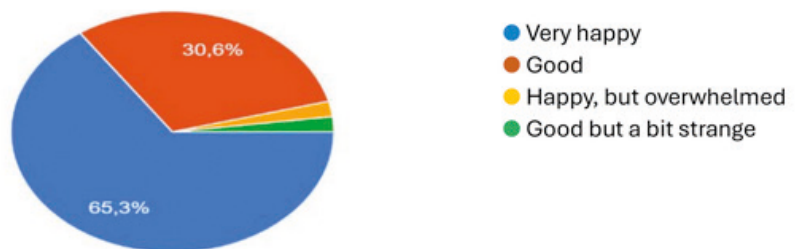
Figure 2



Picture 4

1. How does it make you feel when someone tells you about a quality?

49 answers



Picture 6

## RESULTS

Activity recognize my quality once the activity is carried out, a survey is answered on February 15, 2024 to fourth semester students of group E morning shift. Picture 4.

As it was seen in picture 4, the survey was answered by 49 students and based on the research it shows that 36% of the students, that is, 73.47%, consider that support is very important so that they feel safe to complete their stay in high school.

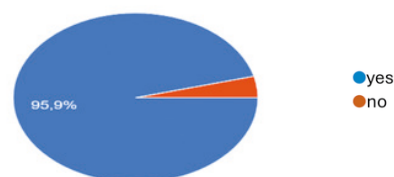
Another situation where it is shown that students are being aware of the importance of being surrounded by people who are a good influence on them and that this leads to them being better people is the question: Do you consider that the friends you currently have are a good influence on you (they help you become a better person)? It is found in Annex Picture 5, the vast majority of students answered YES, it was 77.55% and such complexion was 22.45%.

An improvement is observed after carrying out the activity recognize my quality since none of the students chose the option ``NO``, since it is essential for them as they mentioned previously that they consider the importance of being accompanied and that it is better for them to feel that they are surrounded by good people and that with this, the students achieve a pleasant and enjoyable stay during their course at High School Number 18.

In the following picture 6 shown below, as can be seen in the question and after completing the activity, the students acknowledged that they feel very happy when someone tells them a quality, 32 students said Good, 15 students said Good. In the option that shows Happy but overwhelmed, one person responded and the same happens with the answer Good but somewhat strange.

Below is shown in picture 7, regarding the activity recognize my quality,

2. Do you identify with any of the qualities that were described to you?  
49 answers



Picture 7

As it was seen in picture 7. Once they knew what a quality is, the students continued to recognize the qualities of other classmates, so that they realize the qualities they possess, until then ignored by them, 47% of the students mentioned that the qualities their classmates mentioned to them agree with what they discovered or reaffirmed regarding their qualities.

Emotional Intelligence Self-Assessment (Emily Sterrett Test), composed of 30 questions in which there are six indicators. Below are the results obtained through the methodology used by fourth semester students. It was conducted on March 11, 2024.

### RESULTS. Self-assessment test of emotional intelligence (Emily A. Sterrett)



Graph 1

The results obtained in Graph 1, were prepared by the research teacher and show the values of the averages by the students in the different areas that as shown is made up of 6 areas, being less than 20 represents, according to (Sterrett, 2000), it is an area in which students must focus and work as an opportunity for improvement since knowing that all are a strong area of improvement for them, it is observed that there is a low level of empathy that is related to the low sensitivity

towards others, that is, they have difficulties connecting with the feelings of others, to perceive their feelings, focusing on their own feelings and desires.

This attitude leads them to have difficulties in social relationships because other people can take them as selfish, this as a consequence of confinement due to the COVID 19 pandemic.

And to finish these activities, the practice of mindfulness was carried out, through meditation it was carried out on March 18, 2024, after the performance, the students were asked to do the reflection which they commented that they felt relaxed and the research teacher mentioned to them about the studies that have been carried out that it is an activity that is based on the fact that meditators seem to have a lower reaction to stress.

#### ACHIEVEMENTS REACHED

The research teacher after carrying out the intervention that was very enriching for the students and also for the teacher was to know about the importance of emotional intelligence since it could be said that it is a new concept, approximately 20 years ago, this term was totally unknown to many people, after confinement due to the COVID 19 pandemic, nothing would be the same. The teacher, through reflections that she was making thanks to this project, manages to understand the difficulties that the students are facing all the instruments that were used for the children was something new since both the teacher and her students were unaware of the Emotional Intelligence Self-Assessment Test (Sterrett, 2000), as well as meditation, they had not had any similar interaction.

Through the Emotional Intelligence Self-Assessment Test, it was possible to identify the areas of improvement for students in the six areas proposed by the Author (Sterrett, 2000),

which are: self-awareness, self-confidence, self-control, empathy, motivation, social competence.

Returning to graph 1, it can be seen that the fourth semester students, 4.E, morning shift, were in a range of 10.88-12.31, the ideal score is 20, from which it is concluded that they are above average, there is still a long way to go, it must be noted that the group is very large, the number of participants was 49 students, even having that challenge, the students responded and managed to become active participants in the activities, they were involved, there was never a refusal on their part, but quite the opposite when they knew their scores they were surprised because they expressed that feeling, *their words were I thought I was doing things well*, that part was very enriching.

Once the routine of math classes was resumed, the students gradually began to accept the learning unit or subject better. It was observed that after this intervention, a better learning environment was generated since they became more attentive and happier, they attended classes and missed fewer classes, and when they did, it was due to some illness.

The limitations that the teacher-researcher faced were the lack of more time to be able to carry out the intervention throughout the semester, since the semester ends in June and the process had to be carried out in a hurry and not at the students' times so that they could better assimilate everything they experienced with respect to the experiences of the activities programmed for this intervention project. Some topics of the learning unit were also sacrificed in this case of mathematics and science II, since the largest number of students in the group had to be counted on.



## CHAPTER V: REFLECTIONS AND SUGGESTIONS

This personal intervention project shows that conducting research is not an easy task since a lot of time must be spent on it, so it must be clear what you want to know in order to then select which method helps to satisfy that need, as well as with which elements, the techniques will be carried out and which instruments are appropriate to achieve success; This is the beginning of a great investigation that is desired to achieve, where the first thing that must be done is to know yourself, in order to then be able to intervene in that practice in an appropriate and well-founded way so that the changes and improvements will be reflected.

The development of the intervention project, the construction of the objectives was laborious, because in the end these turn out to be the guide of the work, other elements such as the theoretical foundation also turned out to be activities that required in-depth research. In addition to the fact that the search for information on emotional intelligence was complex for the research teacher since she studied a degree in mathematics and needed extensive research to be able to understand the subject and thus be able to choose activities that were appropriate for her students.

The achievements obtained for the teacher researcher is that there was a before and after with respect to the intervention carried out since the teacher at the beginning had a certain uncertainty about the absences of some students as well as that she observed little participation on their part, after the application of the instruments and the realization of the activities such as meditation was something new to implement in the classroom both for the teacher and for the students, an excellent participation and disposition on their part was observed. In the end, the creation of learning environments was fulfilled since the students are attentive and happy.

This learning process is rewarding, always productive since you learn a lot about different ways of being a better teacher. It will always be the challenge of losing the fear of a different and uncommon way of experiencing teaching.

After the selection and application of instruments such as the Emily Sterrett test, it must be taken into account that the results obtained indicate that students must continue working to improve their emotional intelligence skills, since all the values obtained were less than 20 points, which indicates the importance of an intervention to improve the level of these dimensions, so the research teacher will continue to carry out more frequent evaluations to analyze the improvements and implement more strategies.

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