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Diagnosis of Emotional Intelligence and Occupational Behavior in School Children

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ABSTRACT

This research is oriented to determine the possible influence that could exist between emotional intelligence and occupational behavior in a group of elementary school students of a public educational institution. Due to the objective pursued, a quantitative approach was adopted at a descriptive correlational level following a field design, using as instruments the implementation of the Occupational Self-Assessment for children and the Test based on Emotional Intelligence of the human occupation model. The results allow concluding that approximately 48% of participating students present incompetence in occupational behavior, which prevents reaching the motivation for doing, which impedes the stabilization of daily activities and the realization of occupations. Additionally, they present difficulty in both variables under study, so it was possible to verify the existence of the relationship between emotional intelligence in occupational behavior, since the lack of self-control, self-awareness, self-knowledge, and motivation, among many others, limits the assertive decision making, the way of doing things and therefore their acting

KEYWORDS: Emotional intelligence, motivation, self-control, decision-making, occupational behavior.

Introduction

The United Nations Children's Fund (hereinafter UNICEF) is an international organization dedicated to guaranteeing humanitarian aid and support to children around the world, then its main objective is to promote the defense of the rights of infants, ensuring basic needs to contribute to their development, where physical and psychosocial factors are essential so it could be said that this is a dynamic and influential process. When focusing on psychosocial development, it should be clarified that this consists of the cognitive, social and emotional process of the infant that results in a continuous interaction between the child and its environment as it grows (Gamboa, 2016; Prato *et al.*, 2018). Higher cognitive processes, including emotions, depend on the biological maturation of the central nervous system and the brain, as a consequence the child requires a minimum of physical well-being as a precondition for both mental and emotional processes to be performed.

Several factors affect the integral development of the infant, such as economic deprivation, low birth weight, malnutrition and the family environment itself. Therefore, when children suffer deprivation or limitations of a social, biophysical and environmental nature, their performance will be limited as they grow, contributing to the presence of negative indicators in their evolution.

The quality of stimulation that the child receives from his or her family and social environment also affects brain and biological development in the first years of life. Several authors affirm that the learning capacity, well-being and health throughout life depend to a great extent on the development of the child during early childhood. According to the World Health Organization (WHO), for infants to obtain physical growth and optimal psychological development, it is essential to have affectionate care, with adequate nutrition that guarantees good health; additionally, learning should be stimulated in the first years of life given its significant contribution in obtaining better results in the educational process that allow guaranteeing active participation in the Society (Castro, 2017).

In various reports issued by the Ministry of National Education (Mineducación), the development of research aimed at determining the effects of emotional intelligence in the various aspects of the student's educational process is recognized as a weakness at the national level (Gamboa, 2019). It is in this scenario where this pedagogical inquiry is developed, with which it is expected to identify the possible influence of emotional intelligence in the occupational behavior of a group of schoolchildren whose ages range between 7 and 9 years old and who are enrolled in a public institution of the city in the second to fourth grades of Primary Basic Education.

Then, this research focuses on two theoretical components, on the one hand, Gary Kielhofner's Human Occupation Model, and on the other hand, Daniel Goleman's Emotional Intelligence Theory. Taking into account the importance of these topics for the fulfillment of occupational performance, the starting point is the model of human occupation through which people are seen as a dynamic and open system, through which occupational behavior is recognized as an organizing process.

Spontaneous activity is a fundamental aspect of all living beings, in which, as one ascends the phylogenic scale, more elaborated actions are generated, which eventually lead to an occupation. Therefore, the action of the systems of the human being is required for the creation and sustainability of its organization, so it could be said that the organization in the human system is based on action. For all the above mentioned, occupational behavior is recognized as the human expression of the organizing action, but, thanks to the internal organization of each person, it turns out to be unique.

Regarding occupational behavior, the following aspects are highlighted: it comes from choices that are executed based on various motives, it presents periodicity that triggers a pattern, and, finally, it expresses the underlying capacity, since its execution requires a broad list of mental and physical skills (Vanegas *et al.*, 2022; Vanegas & Gamboa, 2022a).

The Human Occupation Model conceptualizes man as a system composed of three components: volition, habituation and performance, which are necessary to explain how occupational behavior is chosen, organized and executed.

Each component is an organized and interrelated set of patterns and processes that have a coherent purpose. Thus the purpose of the volition component is to select Occupational behavior, while that of the habituation component is to determine the organization of Occupational Behavior and that of the Performance component is to enable the skillful performance of Occupations. All these components have their internal organization but are held together and interrelated within the larger totality of the human system in a hetero-hierarchical relationship. Thus, Occupational Behavior is seen as simultaneously influenced by the alloy of Volition, Habituation and Performance, which provides a systemic and dynamic explanation of Occupational behavior (Carrasco, 2004, p. 4).

Occupational behavior is the consequence of the balance between environmental and personal factors, allowing an increase in the sense of self-awareness and effectiveness in the skills present in the schoolchild, so it is vital to teaching them to organize and manage a pattern that allows an adequate structuring, motivation and performance of school demands to promote competence in these activities, in the psycho-emotional management and in the context in which it develops.

The human being is an integral being and therefore cannot be seen as a biopsychosocial being, and taking into account the themes of this research it is worth mentioning the importance of the psychological and emotional area in school performance as it allows schoolchildren to organize, motivate and choose to do, according to the theorist Goleman (1995) who exposes the importance of emotional intelligence, defining it as “the ability to recognize our feelings and the feelings of others, as well as the knowledge to manage them” (p. 10). Following the same author, it is recognized how the correct management of emotions can strengthen and help to improve professional performance, and how the absence of it could have an impact on the intellect of human beings. In this case, it would refer to how the lack of emotional intelligence could affect or influence school performance. Goleman (1995, cited in Villavicencio (2019) states that

the success of a person does not depend on intellect or academic studies, but on his or her emotional intelligence, which according to the author is the ability to recognize one's feelings and those of others, to manage emotions well and have more productive relationships with those around us, and emphasizing that we are not born with emotional intelligence, but that we can create, nurture and strengthen it through our knowledge. We can also appreciate it in our ability to do things, our skills, to perform well in everyday life situations, work, relationships, family, study and others. (p. 47)

The same author assures that success is not only due to people's intellect but also to the proper management of emotions. The proper management of emotions increases self-awareness and facilitates the choice of skills that make frustrations and pressures more tolerable, which leads to the improvement of the capacity for teamwork, contributing to social growth and the level of motivation, and providing leadership and greater possibilities for success and personal development.

Emotional intelligence facilitates the person to make decisions and attitudes that are directly related to their occupational performance, consequently, with better management of emotional intelligence, better occupational performance is expected. It could be stated that the educational center is one of the channels through which the child learns and is affected in all aspects that make up his personality, so it is expected that, in the educational process, students should acquire the skills to be more emotionally intelligent, providing them with elementary emotional skills that protect them from the negative effects or risk factors.

Consequently, many problem children are deficient in occupational performance and are labeled as different, when in fact their problem is emotional in nature and not cognitive as is often claimed. This emotional instability manifests itself as an inability to manage their emotions and impulses. Therefore, if they do not achieve a sense of well-being, it is very difficult for them to find a balance, no matter how rational the situation may be.

Emotional intelligence can be improved through strategies whose expected results could be among many others: increased academic performance, progress in interpersonal relationships and improved self-esteem; this directly favors the students and the academic level of the institution as well as the expectations and interests of parents.

Therefore, the five fundamental bases that Goleman (1995) highlights to achieve an efficient emotional intelligence will be analyzed:

- a) Knowing emotions and feelings, or self-awareness corresponds to people who are certain that their emotions tend to guide their lives better since they know the reality of their feelings.
- b) Learning to manage them or self-control, self-awareness is a basic competence that facilitates the control of each individual's feelings.
- c) Learning to create one's motivations, or emotional leverage emphasizes that managing one's emotional life is essential to ensure creativity and motivation.
- d) Learning to recognize them in others or empathy, people with this quality usually understand what others require.
- e) Learning to manage relationships, or social skills corresponds to people who are socially recognized as stars, given their success in relationships with others.

Goleman (1995) recognizes that most of the crimes committed by people or social misfortunes such as indiscriminate killings are the product of emotional clumsiness, of foolishness within families, communities or societies, and people's desperation. Then, the need for people and educational centers to start working on the so-called emotional intelligence, which, according to the author's philosophy, corresponds to the recognition and management of our feelings and those of others, becomes evident.

Finally, given the characteristics of the population that is the object of this research, the social and emotional development of children between the ages of 7 and 9 years old has the following characteristics: a) they wish to carry out activities on their own and without help, in case they need help, they do it with children of the same age and gender, but an adult must always be present to support them in the development of the activity; b) they need the establishment of rules and limits that demarcate the scope of their actions; c) they are opening up to the recognition of other people's needs, but still have difficulties in understanding the feelings of others; d) they require support and guidance in the expression of their emotions when they experience episodes of anger and worry; e) they require parental support, manifested in expressions of affection, love, approval and attention.

According to the model of human occupation during infancy, an extensive transformation of volition, habituation and performance capacity occurs. These changes allow the child to emerge as an occupational being with personal ways of doing, thinking and feeling. Childhood occupation is unique in nature and serves as a foundation for later competence.

Volition. As children experience doing things, their causality, interests and values emerge. Volitional changes in early childhood are mainly activity choices and then progress to occupational choices that allow them to adopt personal projects such as learning to play a musical instrument or particular activities such as joining a sports school. Initially, occupational choices are often assisted or supervised by parents, who provide children with the foundation for projects, habits and roles. Play is an important vehicle through which the child develops a sense of personal causality (Bundy, 2002). Personal causality begins with children's awareness that they can make things happen. The desire to affect the environment becomes a strong motive and manifests itself in the child's play. Children's awareness of their capabilities is gained through engagement with the environment in play, in social interaction, and eventually in other occupational spheres. Initially, children's sense of their capabilities is very general. Through children's experiences of failure and success, the child's knowledge of ability and sense of efficacy become more complex and precise. Cultural messages about values influence the child from the earliest years of life. Adult approval or disapproval of actions guides the child's knowledge of the social value of doing certain things.

Habituation. The infant's main roles are that of player and family member. Parents and others consider play to be the child's normal job. The role of the player has its expectations, such as when parents specify where and with what objects children can play. In addition, in socio-dramatic play and structured play, play is a means of role testing. The role of being part of the family surfaces when parents expect and value the contributions of children who contribute to household routines such as performing small chores, picking up toys, or taking charge of their self-care. As childhood progresses, the range of roles increases to include the role of pupil and the role of friend and member of different children's groups. Biological rhythms provide the main constant patterns of the child. Environmental rhythms allow the child to internalize basic routines of daily living. Over time, the child has an increasing ability to organize behaviors to achieve self-care tasks and routines. Moreover, children discover that repetition is a source of security, predictability, and comfort. Many habits that will be lifelong resources are acquired in infancy. While the main influence on habits is the family routine, the child is affected by each new occupational setting, such as kindergarten or school (Kielhofner, 2004).

Performance ability undergoes a remarkable transformation as the child gains experience, especially from play. During infancy, the increasing competence to interact with the environment leads to the desire and ability to seek out new experiences. As children's capacities increase, their world expands. This process leads to exposure to environments that further impact their capacity development. As children acquire the ability to integrate past, present, and future and to imagine themselves in an unfolding story, they begin to narrate parts of their lives and select meanings from stories (Vanegas & Gamboa, 2022b).

According to Arnold Gesell's maturation theory, it is said that skills appear when the child reaches the appropriate state of maturity. Development is governed from within and occurs when the biological schedule is awakened (Kielhofner, 2004).

Methodology

The main characteristics defined in this pedagogical research work are as follows.

Research characteristics

Arias (2012) states that “the level of research refers to the degree of depth with which a phenomenon or object of study is approached” (p. 23). The present research, due to its characteristics, is adjusted to the descriptive correlational level since its purpose is to determine the degree of relationship or association (non-causal) existing between two or more variables (p. 25), which in this case corresponds to determining the degree of association existing between emotional intelligence and the occupational performance of the schoolchildren in the sample under study.

Following the same author, the design corresponds to “the general strategy adopted by the researcher to respond to the problem posed” (p. 6), then it is stated that this work followed a field design, since the data collection is obtained directly from the research subjects, which are the schoolchildren that make up the sample.

Materials and methods

The process carried out in this research was structured in three phases, which are described as follows.

Phase I. Diagnosis

It focuses its attention on the processes of obtaining the sample and data collection. Since the population is made up of underage schoolchildren, permission was obtained from the parents of each of the children in the educational institution. In each grade there were between 28 and 30 children, then after almost two months of meetings with teachers and parents in meetings organized by the institution, it was possible to guarantee a sample size of 29 children distributed as follows: nine children in the second grade, while in the third and fourth grades, ten children per grade were included. Once the sample was consolidated, two questionnaires were applied, which were adapted from the Occupational Self-Assessment for Children and the Test based on Emotional Intelligence (Keller *et al.*, 2006; Goleman, 1995).

Phase II. Processing

Once the data were obtained, the responses were digitized and then processed using SPSS version 25 statistical software to perform two types of analysis: a univariate report on each of the questionnaires used and bivariate analysis of the possible correlations between the characteristics of the two instruments.

Phase III. Analysis and discussion

Based on the results derived from the statistical processes, a discussion of these results is proposed, to provide information to the educational institution that will allow the design of strategies oriented to the promotion of emotional intelligence and competence in occupational behavior in schoolchildren from 7 to 9 years of age.

Population and sample

As already mentioned, the population is finite and consisted of 88 students enrolled in the three courses. Non-probabilistic sampling was applied to it under the voluntary sampling technique, which allowed obtaining an average coverage level of approximately 32%.

Results and discussion

The descriptive data associated with each of the variables of interest in this research are presented below, then for simplicity of interpretation, only percentages rounded to the next integer are reported.

Regarding the demographic characteristics of the participants, Table 1 shows that male gender is predominant, with an age of 8 years, almost equal participation for the grade they are currently attending and with a strong predominance of strata one and two of the housing characteristics where the students reside, then these students have difficulty accessing resources that would facilitate the development of quality education. It is recognized that many of them attend school only in the interest of receiving the food ration provided by the School Feeding Program, given the economic difficulties they experience in their homes, as described in the work of Niño-Bautista *et al.* (2019), which highlights the contribution of this program to ensure at least one balanced meal a day in the child population from the lowest strata.

Table 1

Demographic profile of informants

| Feature | Response options | Percentage |
|-----------------------|------------------|------------|
| Biological gender | Female | 43% |
| | Male | 57% |
| | Total | 100% |
| Chronological age | 7 years | 10% |
| | 8 years | 57% |
| | 9 years | 33% |
| | Total | 100% |
| Current grade level | Second | 32% |
| | Third | 34% |
| | Fourth | 34% |
| | Total | 100% |
| Socioeconomic stratum | One | 40% |
| | Two | 50% |
| | Three | 10% |
| | Total | 100% |

Emotional Intelligence

This test allows the identification of the characteristics in the following dimensions: self-awareness, self-control, emotional achievement, empathy and social ability, which are evaluated on a Likert scale with four levels that have been reduced to two levels of occurrence (Never and Always) to facilitate the identification of tendencies.

Dimension of Self-Awareness

From the results shown in Table 2 and associated with the dimension of Self-awareness, it can be highlighted that: a) On average, at a general level, opinions are divided regarding the various aspects

highlighted in this dimension of the questionnaire, but they are more evident in aspects such as feeling sad for no reason, feeling criticized by others and experiencing a feeling of inferiority so they always want to win; b) Students state that they frequently recognize when they perform an activity properly and that in their lives they see their parents as an example to follow. With less intensity, but favorably, they accept themselves as they are, highlighting that with dedication they achieve their goals; c) More than 70% of the students reject being victims of unjustified punishments or not accepting their mistakes. Goleman (cited in Roca, 2013) states that “self-awareness is the awareness of one’s own emotions (...) it is the fundamental emotional skill, the foundation on which other emotional skills such as self-control or self-motivation are built” (p. 181). Concerning this dimension, its influence on the communicative process in children is highlighted, “problems in nonverbal communication often inhibit the child’s social interactions, hence the importance of identifying and transmitting one’s own emotions” (Bello-Dávila *et al.*, 2010, p. 40).

Table 2

Results of the Self-Awareness Dimension of Emotional Intelligence

| Appearance | Occurrence | |
|---|--------------|---------------|
| | <i>Never</i> | <i>Always</i> |
| I know when I do things right | 10% | 90% |
| If I put my mind to it, I can be better | 33% | 67% |
| I want to be like my parents | 14% | 86% |
| I forget abuse easily | 62% | 38% |
| I am a good loser | 33% | 67% |
| I like the way I am | 33% | 67% |
| I don't know why I get sad | 57% | 43% |
| I feel less when someone criticizes me | 52% | 48% |
| The most important thing for me is to win | 52% | 48% |
| They punish me for no reason | 76% | 24% |
| I would like to be someone else | 77% | 23% |
| I blame others for my mistakes | 90% | 10% |
| Average | 49% | 51% |

Self-control Dimension

From the results shown in Table 3 about the various items associated with the dimension of Self-Control, it can be highlighted that: a) On average, at a general level, six out of ten students surveyed reject the statements mentioned in this dimension, for example, they state that they are very tolerant so they do not experience anger in trivial situations such as being stared at or having their objects taken, they reject experiencing feelings of loneliness or distress when they are importunate, but recognize that they do not show their anger, do not tell their school experiences at home, hide when they feel afraid or simply prevent being offended; b) The students vehemently recognize that they seek help when feelings of insecurity arise, but that they are autonomous in the selection of their clothing; c) Finally, opinions are divided on how to deal with difficulties if they exist. Bello-Dávila *et al.* (2010) affirms that self-control is associated with the adequate management of disturbing emotions, highlighting that “among the most common emotional problems in children are the management of anger and sadness, which interfere with their academic performance and personal well-being” (p. 40). In this group of students, the concealment of feelings has been identified, which in the future could generate serious problems at a personal or academic level that could even lead to dropping out of the educational system (Hernández-Dávila & Díaz-Abdala, 2017; Duarte *et al.*, 2018).

Table 3
Results of the Self-Control Dimension of Emotional Intelligence

| Appearance | Occurrence | |
|--|------------|------------|
| | Never | Always |
| I converse when I do poorly in school | 57% | 43% |
| When I am insecure, I look for support | 10% | 90% |
| I am easily disappointed | 67% | 33% |
| When I get angry I show it | 71% | 29% |
| I clarify problems when there are problems | 52% | 48% |
| I choose my clothes | 19% | 81% |
| I feel bad when they look at me | 86% | 14% |
| I dislike having my toys taken | 71% | 29% |
| When I'm afraid of someone, I hide | 67% | 33% |
| I avoid being treated badly | 61% | 39% |
| I feel lonely | 84% | 16% |
| I feel anguish when I am bored | 85% | 15% |
| Average | 61% | 39% |

Dimension of Emotional Achievement

In this dimension, it was possible to identify two major trends in the opinions given by the students surveyed, which can be verified in the data reported in Table 4. At least 70% of the cases show positive feelings of responsibility towards their parents, their studies, themselves and their homework; therefore, they reject the idea that they should be forced to finish their homework. They mention that their opinions are not taken into account at home in six out of ten cases. It should be noted that this dimension is oriented toward the organization of emotions to put them at the service of achieving objectives, so that “children with high levels of motivation expect to succeed and are not afraid to set high goals” (Bello-Dávila *et al.*, 2010, p. 40).

Table 4
Results of the Emotional Use dimension of Emotional Intelligence

| Appearance | Occurrence | |
|--|------------|------------|
| | Never | Always |
| I feel excited to study | 19% | 81% |
| I feel confident and secure in my home | 19% | 81% |
| My parents tell me they love me | 19% | 81% |
| I consider myself lively | 29% | 71% |
| If they say something good about me, I am happy and accept it. | 19% | 81% |
| My opinion is important at home | 62% | 38% |
| I get sad easily | 76% | 24% |
| I leave my homework unfinished | 85% | 15% |
| I do my homework only with the help | 66% | 34% |
| If I am interrupted, I no longer want to act | 81% | 19% |
| I hate rules | 76% | 24% |
| I need to be forced to do my homework | 81% | 19% |
| Average | 53% | 47% |

Empathy Dimension

This dimension, like the previous one, allows us to identify two major trends in the opinions given by the students (Table 5). At least 60% of them state that they agree with their knowledge, posture and support for their peers when they are facing difficult moments; in contrast with the rejection in 70% or more of the cases, of situations such as spending a lot of time alone, expressing discriminatory actions

to peers because of their age, size or skin color, among others. This dimension is associated with the recognition of emotions experienced by other people, then from the results obtained, it could be affirmed that in this group of students traits of social discrimination are not yet observed, since “socially rejected children do not make a good reading of the emotional signals of others” (Bello-Dávila *et al.*, 2010, p. 40), which does not correspond to this group of students.

Table 5
Results for the Empathy dimension of Emotional Intelligence

| Appearance | Occurrence | |
|--|--------------|---------------|
| | <i>Never</i> | <i>Always</i> |
| I know when a friend is happy | 29% | 71% |
| I know how to help those who are sad | 19% | 81% |
| If a friend gets sick I visit him | 52% | 48% |
| I help my colleagues when I can | 33% | 67% |
| I trust people easily | 76% | 24% |
| I like to listen | 38% | 62% |
| It bothers me when a colleague cries | 61% | 39% |
| When someone has a flaw, I make fun of them. | 81% | 19% |
| I dislike playing with small children | 86% | 14% |
| I dislike people of a different color | 81% | 19% |
| People are bad | 81% | 19% |
| I spend only, for a long time | 76% | 24% |
| Average | 59% | 41% |

Social Ability Dimension

The average percentages continue to show the divided opinions exhibited by the students surveyed regarding the various items considered in this dimension (Table 6). It is highlighted as positive aspects that the surveyed students affirm that they enjoy the company of their friends and classmates in different social scenarios such as school or outside of it. In addition to these aspects, the conciliatory tone they claim to have when solving problems. In this sense, Cabello (2011) states that “both family and school activities as socializing elements in the subject's life, which is why the need arises in Early Childhood Education to develop a fundamental aspect of development: affectivity” (p. 179).

Table 6
Results for the Social Ability dimension of Emotional Intelligence

| Appearance | Occurrence | |
|--|--------------|---------------|
| | <i>Never</i> | <i>Always</i> |
| I show love and affection to my friends | 29% | 71% |
| I like to talk | 14% | 86% |
| I solve problems without fighting | 33% | 67% |
| I like to have visitors in the house | 19% | 81% |
| I like to do things in a team | 19% | 81% |
| I find it easy to make friends | 43% | 57% |
| I dislike groups of people | 76% | 24% |
| I prefer to play alone | 81% | 19% |
| It is difficult to understand people | 86% | 14% |
| I am afraid to show my emotions | 81% | 19% |
| If I show friendship people take advantage of me | 81% | 19% |
| Average | 58% | 42% |

Occupational Self-Assessment Questionnaire for Children

This questionnaire is structured in two steps that seek to answer the questions: how do I perform the activity? and how important is it to perform certain activities? The activities are listed and the student selects from four response options the best level of response that fits in each case. Table 7 shows the percentage of favorability observed in the students in the two levels of evaluation suggested by the instrument.

Table 7

Report of favorable results of the Occupational Self-Assessment Questionnaire.

| Activity | I do it very well | Very important to me |
|---|-------------------|----------------------|
| I keep my body clean | 100% | 100% |
| I dress myself | 100% | 81% |
| As without help | 100% | 90% |
| I use money to buy things for myself | 95% | 85% |
| I complete my work | 86% | 81% |
| I get enough sleep | 85% | 90% |
| I have enough time to do what I like | 85% | 76% |
| I take care of my things | 90% | 81% |
| I move my body from place to place | 100% | 86% |
| I choose the things I want to do | 90% | 90% |
| I keep my concentration on what I have to do. | 100% | 81% |
| I finish what I do without getting tired too soon | 95% | 90% |
| I do things with my family | 95% | 100% |
| I do things with my friends | 100% | 100% |
| I do things with my classmates | 100% | 81% |
| I follow the classroom rules | 100% | 90% |
| I finish my work on time in the classroom. | 67% | 71% |
| I do my homework | 95% | 100% |
| I ask my teacher when I need it | 90% | 76% |
| I get others to understand my ideas | 90% | 71% |
| I think about how to do things when I have a problem. | 81% | 81% |
| I keep doing things, even if they become difficult. | 95% | 62% |
| I can calm down when I feel upset | 100% | 85% |
| I make my body do what I want to do. | 100% | 57% |
| I use my hands to work with things | 100% | 90% |
| Average | 94% | 84% |

From the table above it can be highlighted that at least eight out of ten students surveyed state that they do all the activities mentioned in the questionnaire well, highlighting the following activities for their correct execution in all students: a) those relevant to the activities of grooming, eating and dressing; b) independence of movement; c) maintaining concentration in the execution of activities; d) compliance with rules that facilitate the performance of activities inside and outside the school; e) control of emotions in a state of alteration; and f) total control of each part of their body in the development of tasks.

In addition, for the degree of importance that the students surveyed give to the various activities mentioned in the questionnaire, the following stand out: a) for all of them, personal hygiene is very important, along with activities with family and friends; b) the rest of the activities listed are relevant

for at least six out of every ten students in the sample; c) the other activities listed are relevant for at least six out of every ten students in the sample; and d) the students' hygiene is very important..

Analysis of association between instruments

To identify the degree of association existing between two qualitative variables, contingency tables were constructed for each of the items of the Emotional Intelligence Test with each of the items of the Occupational Self-Assessment Questionnaire for Children, to perform the Chi-Square Test of independence, where the null hypothesis ratifies the independence of the variables analyzed, in contrast to the alternative hypothesis, which recognizes the possible correlation between them. The decision criterion for the acceptance of the null hypothesis was that the significance level should be greater than 0.05.

At a general level, 1475 evaluations were carried out, finding independence in 1460 of them and in 15 of them the existence of a correlation between the items of both questionnaires was identified, then Table 8 refers to those correlated.

Table 8

Report of correlated items of both instruments.

| Emotional Intelligence Test Items | Occupational Self-Assessment Questionnaire for Children | Significance level |
|---|---|--------------------|
| I don't know why I get sad | I complete my work | 0.028 |
| | I follow the classroom rules | 0.049 |
| I converse when I do poorly in school | I think about how to do things when I have a problem. | 0.022 |
| When I get angry I show it | I complete my work | 0.032 |
| When I'm afraid of someone, I hide | I think about how to do things when I have a problem. | 0.021 |
| | I finish my work on time in the classroom. | 0.048 |
| I avoid being treated badly | I think about how to do things when I have a problem. | 0.007 |
| My opinion is important at home | I think about how to do things when I have a problem. | 0.028 |
| I get sad easily | I follow the classroom rules | 0.008 |
| I need to be forced to do my homework | I complete my work | 0.038 |
| I trust people easily | I think about how to do things when I have a problem. | 0.016 |
| I spend a long time alone | I think about how to do things when I have a problem. | 0.042 |
| I show love and affection to my friends | I complete my work | 0.001 |
| | I finish my work on time in the classroom. | 0.045 |
| I am afraid to show my emotions | I think about how to do things when I have a problem. | 0.015 |

Conclusions

Intelligence is linked to the ability to choose the best options in the search for a solution. In any case, intelligence appears to be related to the capacity to understand and elaborate information to use it appropriately. After characterizing emotional intelligence in schoolchildren from 7 to 9 years of age, it was possible to identify that there are difficulties in the management of emotional intelligence, which limits the ability to recognize one's own and others' feelings, manage them and have the basic ability to discover emotions and feelings, recognize them, manage them, create one's motivation and manage personal relationships.

During the research, occupational behavior was characterized in schoolchildren, where it was evidenced that almost half of them present incompetence in occupational behavior, which prevents them from achieving motivation for doing, organizational action, thus facilitating regularity and pattern in daily activities and the skillful performance of occupations.

It was also possible to determine the relationship between emotional intelligence and occupational behavior in some aspects of both questionnaires, for example, at least one item of each dimension of emotional intelligence was correlated with one of the following four items of the Occupational Self-Assessment Questionnaire for Children: I complete my work, I think about how to do things when I have a problem, I finish my work on time in the classroom and I follow the rules of the classroom. So it can be intuited that the occupational theme was seen by the students specifically in the academic setting given their affinity with the relevant aspects.

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