Socio-Emotional Skills in The Academic Performance of Portuguese Basic Education Students (Emotional Intelligence Program)

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Abstract:

Socio-emotional skills are a central element to face the problems of daily life and relate to others, becoming an essential capacity of the human being, developed educationally. We carried out a hybrid/mixed research (pre-pandemic period academic year 2019-20), modality of action research, having applied an intervention program to develop education for emotions, social skills and emotional intelligence in Portuguese children from 2 classes of the 4th grade elementary school, in order to improve their school performance and relationships between peers (educational environment). The conceptual framework was based on the analysis of the content of a range of studies on emotions, in the psych pedagogical scope, with emphasis on Salovey, Caruso and Mayer and Fernández Berrocal. The data collection techniques were as follows: sociometrist test friendship to the class (pre and post intervention); semi-structured interview with 2 teachers; participant observation; Intervention Program (7 sessions); focus-group; field notes. All ethical and legal rules were complied with in the procedures. The triangulations of the data obtained confirmed the improvement of (self) knowledge of emotions by the students, their social/emotional skills in the school performance of class and the relationships of friendship between them. We proposed socio-educational intervention guidelines to improve coexistence, with the involvement of the family and partners of the school and the emotional intelligence.

Keywords: Educate the emotions; Primary education; Socio-emotional skills; Emotional intelligence; School performance.

Introductory:

Educating emotions and developing emotional intelligence (EI), at school level, is of great importance for the educational process of students, so that they know/identify their emotional state and subjective well-being (Bisquerra; Pérez & García, 2015). The influence, positive or negative, of emotions on human thoughts, actions and decisions is indisputable, since we all have an emotional and social component articulated with the cognitive, that is, we have a mind that thinks and another that feels. After the publication of Gardner's 'Multiple Intelligences' (1983) and Goleman's 'Emotional Intelligence' (1996), the concept that each human being develops a type of intelligence spread. It is true that there are several explanatory models of intelligence, with different perspectives, for example (Bisquerra & Laymuns, 2016): at the level of psychometrics (identifying intellectual aptitudes through tests); at the biological level (intellectual capacity, psychophysiological/neuropsychological skills); at the genetic level; evolutionary level (intelligence evolves with the species – Piaget and

Vygotsky's theses); level of the inheritance-environment relationship (and with genetics); at the cognitive level (interaction of mental processes, context and capabilities, referred to by Sternberg, Gardner); at the level of bioecology; etc.

We consider EI as the ability to process emotional information, which constitutes a form of skill, which involves two basic concepts: intelligence and emotion (Bisquerra, 2016). J. D. Mayer and P. Salovey (1990, 1997) proposed the EI ability model with the aim of analysing the emotional processing of information and/or the relationship between emotion and intelligence, determining how emotions influence the decision-making process. of human decisions (Extremera & Fernández-Berrocal, 2015, p. 19). Mayer, Caruso and Salovey (2008, 2016) defined EI as the ability to perceive, use, understand and handle emotions, in order to facilitate thinking and, therefore, these authors proposed four skills: emotional perception; emotional facilitation; emotional understanding; the use and handling of emotions. We know that affective-emotional and relational factors are essential in the education of the individual, but the school has not been very concerned with education for emotions, interpersonal relationships and social skills in students, but rather with cognitive skills (Fernández-Berrocal & Extremera, 2005). For example, studies on students with learning difficulties and with different learning rhythms at school have related these difficulties to their emotional state or socio-emotional issues (Martínez; García; Montoro, 2004). These students' difficulties in learning depend greatly on the way they manage and control their emotional state and affective-emotional problems in these moments of carrying out tasks or school assessments (Alves, 2014; Vicente, 2020).

This research, using a mixed/hybrid methodology (Johnson; Onwuegbuzie & Turner, 2007) that integrates quantitative/qualitative methods, aims to understand the education of emotions, the development of emotional intelligence and social skills in a school context (Vicente, 2020). Said exploratory, cross-sectional research, carried out in the 2019-20 academic year (period: September to February, pre-pandemic phase), used material from the International Cross-Border Project 'Emotional Intelligence Program for students in the 1st Cycle of Basic Education in the region of Castelo Branco' (2012-2017), based on the Protocol between the Polytechnic Institute of Castelo Branco (Portugal) and the University of Extremadura, Faculty of Education and Crespe Research Center (Badajoz/Spain), aimed at students of the 1st Cycle of Basic Education (Program intervention sessions), to teachers (training actions) and to parents/guardians (sessions) of Castelo Branco District School Groups, having obtained very positive results (Merchán & González-Hermosell, 2012).

Based on the purposes of that Project, we intend to develop socio-emotional skills in students from two classes in the 4th year of the 1st Cycle of Basic Education (1CEB), that is, one class at Basic School 'Mina-M' and another at Basic School 'Santos-S' from the Castelo Branco School Group (AENACB), having applied an Emotional Education Intervention Program (PIEE) to them, with '7 School Situations of Analysis' (7 sessions per week lasting 2 hours), with the aim of know how to identify their emotions and those of other peers (colleagues) and also improve school performance, their interpersonal relationships and the educational classroom environment. We formulated the following objectives: To understand the importance of emotions in students' teaching-learning and the impact on their educational process; Analyse how primary school students identify, deal with and control their emotions and those of their peers; Understand the relationship between students' learning difficulties and their emotional state; Interpret PIEE sessions in the development of (socio)emotional skills of students in classes/schools; Promote education for emotions in teachers' pedagogical practice, in order to improve student learning, the pedagogical relationship and the classroom climate.

The epistemological/theoretical-conceptual framework of our study was based on emotions, socio-emotional skills and EI (models) in the educational/school context, referring to: R.

Bisquerra (2016, 2017) with other researchers; Mayer & Salovey (1990, 1997), Mayer, Caruso & Salovey (2008, 2016), Mayer, Roberts & Barsade (2008), Salovey & Grewlar (2006); Extremera & Fernández-Berrocal (2005, 2015), Fernández-Berrocal, Cabello y Gutiérrez-Cobo (2017); Petrides (2016), Zurita (2011), etc. We addressed studies related to school learning difficulties, for example, Alves (2014), Ângelo (2007), Martínez, García and Montoro (2004) and Valgôde (2016), and we also used practical research on emotions in basic education, such as Aguadez & Pantoja, (2015), Alonso-Ferres, Berrocal de Luna & Jiménez-Sánchez (2018), Celma-Pastor & Rodríguez-Ledo (2017), Filella et al. (2014), Merchán & González-Hermosell (2012), Rebollo & De La Peña (2017), Rose et al. (2017), Valenzuela-Santoyo & Portillo (2018).

Therefore, emotions are the externalization of affectivity and the expression of anyone's emotional state. They are visible in behavioural attitudes requiring teachers to capture these expressions and know what is happening with students (Brackett, Rivers & Salovey, 2011). Sometimes these perceptual manifestations are not well understood by teachers, and the contribution of other educational agents (family, school and community) is very useful, as special attention is required in the domain of emotions and coexistence (Valles Arandiga & Vallés Tortosa, 2013). It is obvious that students' learning must consider their interests and motivations, in order to carry out activities with pleasure, involving their socio-emotional skills (Bisquerra, 2017). However, there are students who express fear (making mistakes), anxiety, stress, anger and other emotional manifestations that destabilize attention/concentration in their academic performance, causing affective-emotional deficits that cannot be reconciled with their learning. (Zurita, 2011). Observation of the behaviour of many of these students, especially those with learning difficulties, indicates: constant restlessness, impulsiveness, sadness, apathy, aggressiveness (verbal, physical), lack of interest, immaturity, poor attention span, etc. All of these

problems have a (socio)emotional basis and require teaching how to (self)know and manage/control fewer positive emotions, so that these children have a more normalized educational process (Valgôde, 2016). Many of these children have a school trajectory marked by poor performance or repeated failures, with a marked devaluation of their abilities (Alonso-Ferres; Berrocal de Luna & Jiménez-Sánchez, 2018). Therefore, it is essential that students acquire self-esteem, self-confidence, autonomy and relational ease, as well as skills to communicate and manage their emotions, in addition to other skills and competencies.

The methodological structure of the article is divided into the following points: in the first point coinciding with the introduction we indicate the purposes and objectives, the issues of conceptual theoretical framework of emotions, emotional intelligence and (socio)emotional skills; in the second we explain the methodology design, data collection techniques, ethical and legal procedures; and in the last point the analysis and discussion of the data in a synthetic and substantiated way (triangulation). We intend not only to understand the perception, understanding and emotional regulation of students, based on PIEE situations, but also their impact on the educational environment, on friendship relationships, on the development of (self) knowledge, control and appreciation of their emotions and in promoting socio-emotional skills, with the aim of improving school coexistence, which requires the involvement of the family and the school's educational partners (Rebelo, 2012; Vicente, 2020).

Empirical Methodology: Design, Techniques and Procedures:

We carried out a mixed and/or hybrid investigation, based on triangulation (convergence/corroboration of various strategies) and complementarity, that is, we integrated quantitative and qualitative methods, which retain their original structures and procedures or can be adapted or synthesized to fit the purposes/objectives of the investigation (Johnson; Onwuegbuzie & Turner, 2007). We had

a sample of N=33 students, belonging to two classes of the 4th year of the 1st CEB (M=14; F=19; ages between ten and eleven years old) from two AENACB basic education schools, which had five students with special needs. special education and some students with learning difficulties. Those basic classes/schools had: suburban school 'Mina' (M) with eleven students; urban school 'Santos' (S) with twenty-two students. We use the following data collection techniques and respective instruments: Sociometric Friendship Test to understand the interpersonal relationships of students in the class, in which each student scored their classmates on a Likert scale of 1 to 5 points, in the Pre and Post phases of PIEE application; semi-structured interview with the two class teachers about emotions and the PIEE; Participant observation with recording notes and dialogue with students via 'focus group' in each class at the end of the program; application of the PIEE composed of '7 School Situations' (Image-Narrative Text-formulated questions), corresponding to seven sessions (one weekly for 2 hours) with the aim of developing (socio)emotional skills, through analysis, exploration/reflection of those situations that covered 'Emotional Perception' (ability to perceive emotions in oneself and others, as well as objects/stimuli), 'Emotional Facilitation' (ability to generate, use and feel emotions in order to communicate feelings or use them in processes cognitive), 'Emotional understanding' (ability to understand emotional information, combining emotions and analyzing how they evolve in interpersonal transitions - emotional meanings) and 'Emotional regulation' or emotional handling by the subject (ability to express feelings and model them to themselves and to other colleagues, promoting understanding). The ethical and legal rules of the protocol and the terms of free acceptance of the study subjects were complied with.

With PIEE we used the action research methodology, with the aim of improving students' emotions and developing their emotional skills and/or EI, as in the words of Máximo-Esteves (2008, p. 20) when we are protagonists action research constitutes "*a reflective process that characterizes an investigation into a specific problematic area whose practice is intended to improve or increase personal understanding*". Now, when using this methodology, we reflect on the actions (PIEE sessions) undertaken in the classroom and analyze the explanations given in the 'focus group'.

Data Analysis and Discussion:

We statistically analyzed the results of the Sociometric Friendship Test (Likert scale), with the aim of knowing the interpersonal relationships of students in the class, in the moments before and after the application of the PIEE. The semi-structured interviews with teachers allowed us, through content analysis, to value the importance of educating emotions at school and the development of EI and social skills. While the PIEE with '7 School Situations' presented to the students deserved a descriptive and interpretative analysis, crossed with ideas coming from the classes' focus group at the end. Finally, the results of the PIEE, interviews and participant observation notes were subjected to data triangulation, supported by the referenced grounded theory, allowing us to conclude that there was development of socio-emotional skills in the students under study. In summary form, we then present the analysis of the Test and the '7 School Situations' of the PIEE, highlighting the responses from the students in the classes.

Sociometric Friendship Test intertwined with other data

*-Class 4th year 1ºCEB class from 'Mina' (M). The records of field notes, documentary and participant observation and interviews with teachers confirm that the eleven students come from families with socioeconomic difficulties and low cultural levels, low-skilled professions, some of them unstructured or single-parent and with employability in jobs that prevent an adequate support in the 'family-school' relationship and therefore do not maintain contact with the regular class teacher. This school had three teachers during the school year as the head of the class requested several periods of absence and the substitutes were younger teachers who created an

educational environment in the classroom with more empathy in the pedagogical relationship. (Vicente, 2020). The class generated many conflicts of indiscipline, non-compliance with the execution of school work and disciplinary rules, lack of respect, problems in the pedagogical relationship, in addition to there being many students with learning difficulties, who isolate themselves and establish few relationships with their peers. their peers, associated with affective-emotional deficits. Hence there is hyperactivity, lack of attention and concentration in students in school activities, accompanied by some demotivation. This class has some support in (extra)curricular activities and a program aimed at school failure (one day a week).

The sociometric Friendship test was applied at the beginning of the PIEE (Pre-Test and Post-Test). We found that there was little statistical difference between the Pre- and Post-Test for the eleven students, despite there being an increase in scores corresponding to an increase in friendship relationships. We observed that many students did not pay much attention to them and were 'made fun of' by their peers due to difficulties in carrying out exercises in class and homework, which resulted in them repressing their emotions and creating fear of speaking or intervening in the classroom because they had the feeling that they are going to say something wrong (Valenzuela-Santoyo & Portillo, 2018). The friendship relationships in 'M' were oriented towards the stability with which they are created at the beginning of the school year by the students and well expressed in the choice of colleagues, during curricular activities. The differences observed were due to the PIEE (increase in the Post Test) which developed social skills and emotional self-knowledge in students. In terms of inter/intrapersonal relationships, there were students who got along better with some of their peers, such as student number 5 (gypsy ethnicity) who has few friendships, many learning and integration difficulties and, therefore, scored poorly. by colleagues, as well as students nº1 and nº8 who express low self-esteem and insecurity in learning. There are other students who are quieter,

have low self-esteem, are shy and don't show much attention and have a restricted group of friends (3 students). We observed that there are some who manage to be friends with everyone and others have their favorites (Valgôde, 2016).

*-Class 4th year 1º CEB of 'S'. Record notes, observations and data from interviews with teachers demonstrated that the 20 students come from normal families, with good cultural levels, a good relationship with the school, qualified professions and few socioeconomic difficulties. They are active and participatory students in activities and (pre)disposed to help other classmates. Students 10 (gypsy ethnicity) and 12 (mild disability, little socialized in the class) had lower scores than their classmates, while students 2, 8 and 13 had lower scores, but improved in social skills, due to being calm inside and outside the classroom. classroom, having their group of friends to play with, not opening up to having new friendships or having better relationships with other children as they do not give much to know about themselves (knowledge of others) (Izard, 2001). We noticed that the best students have more friends, but those who have learning difficulties are excluded (Filella et al., 2014). PIEE favored better openness to other colleagues, relationships and school life itself (Vallés Arandiga & Vallés Tortosa, 2013).

The results of the Sociometric Friendship Test for the two classes/schools 'Mina' (M) and 'Santos' (S) confirmed that the scores between the Pre and Post-Test inter-class are not very significant, well evidenced by the statistical test (' Mann-Whitney's U' and/or Wilcoxon's 'T') which gave a series of data with p=0.581, despite there being an increase in scores, which was due to the relationships between students being made at the beginning of the year school and/or come from previous years, with friendship groups being cohesive in their choices and interactions. Thus, there were no significant changes, since PIEE had few sessions and, therefore, did not cause a greater change in the friendship relationships between students in the classes and coexistence (Vicente, 2020).

In the analysis of intra-class Pre-Pre, friendship attitudes produced few differences in relationships within each of the classes, despite being more significant (cohesion of friendships) in the class of school 'S', to the detriment of 'M' which These are students with many learning difficulties, uncoordinated emotional levels, poor academic success tending towards failure in some cases, in addition to almost no contact between parents/family with the school and teachers. This last class presents somewhat significant differences between Pre- and Post-test (significance level $p<0.05$), due to the PIEE and our intervention. Comparing the Pre and Post-test results between classes ('M' and 'S') there are more significant differences between them, highlighting the 'Santos' school which has fewer students with learning difficulties, more support from parents/ family with teachers and school and, hence, more support from the teacher. This does not happen at 'M' as there were substitute teachers.

PIEE with '7 School Situations' to develop emotional skills

This instrument involved student analysis and interpretation of images and texts relating to 7 'Situations' of everyday school life, with questions in each situation, the answers to which were recorded and explored in a focus group. Let's look at each:

*-SITUATION 1: "*In the classroom, the students took a mathematics exam. The teacher had warned the students a few days before. Teresa had studied a lot and failed the exam, like Ruben, who didn't study at all and Clara who studied very little. Francisca and Ricardo got very good grades.*"

Each 'Mina'(M) and 'Santos' (S) student read and expressed how they felt and marked the correct answer, in addition to answering 4 questions:

-Question 1- *'How should Teresa express herself to the teacher that she had been disappointed?'* Of the five items (a, b, c, d, e) the majority of 'M' students said b)-'Teresa wanted to scream and be furious about what was wrong', followed by c)-'Teresa wanted to cry, as she felt useless, wanting to tell the teacher everything she had studied', while in 'S' the majority responded to e)-' As she had to cry and was sad, the teacher, seeing her like that, already knew what she felt and didn't need to say anything'. We found dispersion in each class/school, as not everyone thought about the same way of acting as the teacher, with greater emotional expressiveness in 'S'.

-Question 2- '*What would be the most appropriate emotion that Teresa should feel?*' The majority of 'M' and 'S' students answered 'Sadness', and it is normal to feel sad when we do not have the desired grade.

-Question 3: *'What is shame?'* While in 'M', 5 students answered -'It is a feeling produced by the fear of being made ridiculous in a certain situation', the others divided themselves into other items, those in 'S ' mostly expressed what 'Shame' meant (Mayer & Salovey, 1997).

-Question 4 – '*Francisca scored 17 points, her effort was rewarded. Therefore, Francisca was very happy and proud of herself. What do you think she thought and did?*' In 'M' 7 students answered a)-*'She thought she did very well in the exam and in the following exams she would study more'*, while those in 'Santos' mostly referred to this item a).

*-SITUATION 2:

"In the Natural Sciences class, the teacher told the students to organize themselves into groups of 4 to make a wall panel (mural) that explained the function of nutrition; the parts of the digestive system; the process of digestion; and the food pyramid. In the first question Marco belongs to the group of Maria, Filipe and José because they are his best friends and live close to each other. Pedro wants to stay with us, but he can't because there are already four of us in the group, and Pedro never does his homework. What can Marco do to stop Pedro from getting upset?

Let's look at the nine analysis questions asked by the students:

-Question 1. The majority of school students answered a) '*I tell you that you cannot be part of the group because there are already four of us.*

Agreement between colleagues on any group school tasks was valued so that in the end there would be no problems between them, as the discussions are about what some do more than others, and it is necessary to know how to divide/manage the tasks well so that no one is harmed (responses in *'focus group'*).

-Question 2-'*Pedro, said he is no longer friends with Marco. Why do you think Pedro said that?*' Majority of 'M' and 'S' said: 'Because he was angry about not being in his group'

-Question 3- '*If Pedro feels optimistic, what behavior should he have?*' The answers in 'M' were divided, while the students in 'S' mostly answered the correct item. We noted that it is important not to get angry when we cannot be in a group, as it is necessary to feel good in a group and help with tasks.

-Question 4 – '*You decide to distribute the work and find information about what to put on the wall panel (mural). Maria and José look for information about nutritional function and Filipe and Marco do the rest. They get angry because they don't agree, because some do more than others. What could you do?*' The majority of 'M' and 'S' responded c)- 'I tell them I don't agree and we distribute it differently'. They considered the importance of knowing how to divide the work between everyone so that everyone has tasks to carry out in the group and does not get angry.

-Question 5 – '*When the group met, Filipe explained that he didn't do anything because he was sick. Philip is sad, you were surprised, Mary was angry and Joseph was afraid. Who thought Filipe was lazy?*' While 'S' students answered mostly b)- 'Maria' and in 'M' only 6 students, with dispersed responses.

-Question 6 – '*Who thought that Filipe had disappointed his friends?*' While in 'S' the majority of students said c)-'José', in 'M' there was dispersion between c) and a)-'Maria'.

-Question 7 – '*Who thought there wouldn't be enough time for them to do the work and that's why they would fail?*' While school 'M' was divided

between a)-'Maria' and b)-'José', the students of ' S' were divided between a) and c)-'Philip'.

-Question 8 – '*Who thought that the work wasn't done because Filipe was really sick, since he always did his homework?*' The majority of 'M' answered c)-'José' considering that Filipe was sick. 'S' students disagreed, as they considered the majority to be Maria.

-Question 9 –'*As Maria wants to take you out of the group, what can you do to make Maria change her mind?*' The majority of 'M' responded c)-'I tell Maria that I understand her, but It's not Filipe's fault for being sick', while in 'S' they unanimously agreed with c). The students considered that the clarification was good so as not to create false opinions and, therefore, they understood that if Filipe was really sick, they would understand the situation of not being able to do the work on time.

*-<u>SITUATION 3</u>: "*Margarida won the school's story creation competition. Your friend Celia was eliminated. At first Margarida was surprised and little by little she became very happy*".

-Question 1: 'When Margarida realized that her friend Celia had been disqualified, how did she feel?' Most of the classes answered b)-'Happy and sad', as it was natural for her to have a mix of emotions about her friend having been disqualified.

-Question 2: '*What did Celia feel when she found out that she had been disqualified from the competition?*' All 'M' and 'S' students answered c) 'Sadness'.

-Question 3: '*How did Celia feel when she saw that she had lost and her friend Margarida had won?*' There was a scattering of responses, but the majority of 'S' said that 'Celia was Happy and Sad', as there were various emotions in Celia, on the one hand, liked to win, but on the other hand, she was happy to have been her friend who won.

-Question 4: '*Celia was Margarida's best friend. When Celia read Margarida's story, she thought she was very intelligent and creative, perfect and that she always wanted to be her friend*'. Six 'M' students answered a)- 'Surprise', but the majority of 'S' students answered 'I admired Margarida'.

*-<u>SITUATION 4</u>: "*Imagine that today at your school you go on a study visit to an art museum. You've never visited one and you're very excited. You and your friends wait for the bus outside the school… When you get on the bus I realize that my friend Angelo, who is always the first, hasn't arrived yet and the bus is leaving without him*".

-Question 1: '*You look out the window and your muscles tense, your breathing stops for a moment and you raise your upper eyelids while your mouth is slightly open. What do you feel?*' 'M' and 'S' students responded mostly sadness, anger, surprise and fear, the latter being more indicated in school 'S'.

-Question 2: '*When you see Angelo, your heart and breathing speed up and you really want to move and get off the bus. What do you feel?*" The students responded unanimously a)- Joy at seeing Angelo, as it is natural to feel joy when we see a friend. of children. Upon entering the 1st Gallery with 6 images, the students observed each image and expressed by highlighting the corresponding emotion: Image 1 they chose the option 'Joy'; Image 2 'Bored'; Image 3 'Fear', Image 4 'Sadness'; Image 5 'Angry/angry' and Image 6 'Anger/angry'. In the 2nd gallery there were paintings with shapes and colors that expressed an emotional state: Image 7 (cubist painting) students from 'M' said 'I don't feel anything' and those from 'S' said 'Joy'; Image 8 (impressionist painting) the opinions of the classes were divided between "A lot of joy", "Some joy", "I don't feel anything" and "Some sadness", although the 'S' students answered mostly "Joy". There were many manifestations of positive and negative emotions in the students.

-Question 3: "*After seeing the gallery, the students went to a park, where they ate a sandwich and played a little with their friends. It's time to go home*" At that moment you feel that your heart beats slower and muscle tension decreases, it is difficult to get back on the bus and you begin to remember how good it was to experience this visit. What emotion do you express?' All 'Mina'

students answered 'Sadness or Surprise', while 'Santos' students answered 'Surprise'.

-Question 4: '*How do you express to your teacher how much you enjoyed the study visit?*' The most common expression from the classes was "*I tell you it was a fantastic day and I had a lot of fun*", '*I tell you it was really good and I had fun*'.

*-<u>SITUATION 5</u>: "*Carolina is moving to another city and, therefore, I am going to a new school. She doesn't want to live in another city or change schools because she has her friends here.*"

-Question 1: '*What do you think Carolina felt when her parents told her they were going to move to another city?*' Most 'M' and 'S' students responded that Carolina felt 'Sad' and it is normal to feel sad when we move moving away from the city and leaving our colleagues, we enter a new phase where we meet new people, and at first it is difficult to adapt (Rebollo & De La Peña, 2017).

-Question 2: '*When Carolina thinks about moving to another city, she has a strange feeling because she feels restless and afraid of the new difficult situation she will face, but her fear is not excessive*'. Both groups said that Carolina felt 'Worried'.

-Question 3: '*In the following days, Carolina feels sad and after the farewell party, she thinks about what her friends did. What did you feel?*' The classes dispersed their answers but the majority indicated 'Gratitude', although the 'S' class gave their opinion in addition to 'Gratitude', 'Surprise' and 'Pride', justifying Carolina's emotional state with their arguments. (Alves, 2014; Zurita, 2011).

-Question 4: '*What emotion did Carolina feel when she left the city?*' Both groups stated that Carolina felt 'Sadness', explaining how she and her family were going to settle in the new city and how she would face the new house and her room.

-Question 5: '*Carolina settled in the new city, arrived at the new house and saw everything as negative, not liking anything. But he liked his room, it was bigger and brighter than he had before, with new furniture and toys. What was Carolina feeling?*'. The classes expressed the emotions of

'Acceptance' and 'Happiness'. 'M' students said that joy is usually accompanied by 'Enthusiasm', 'Happiness' and 'Sympathy', while 'S' students said 'Admiration', 'Happiness' and 'Love'.

-Question 6: '*Surprise is a positive or negative emotion that depends on the situation in which it occurs*'. Most 'M' and 'S' students consider it a positive emotion, which arises when something happy happens to us (Mayer, Roberts & Barsade, 2008).

-Question 7: '*What causes 'Joy? It appears accompanied by....!*' The students in the classes mentioned that we feel happy and happy when we experience a situation that produces 'satisfaction, pleasure or joy'.

-Question 8: '*Do we feel proud when we experience a situation caused by....?*' The majority of 'M' and 'S' students reported 'Satisfaction' and 'Joy and 'Happiness'.

-SITUATION 6:" Miguel *signed up for the local football team and the coach told him that next Sunday he would play his first official game. Miguel told his friend Afonso and invited him to come and see him. Afonso didn't know that Miguel was training, because if he did he would also like to play'*.

-Question 1: '*When the coach told Miguel that he would play as goalkeeper in the next game, Miguel was very surprised, because he had only been training for a short time. How did Miguel feel*?' The majority of both classes said that Miguel felt 'Surprised' and 'Joyful' (exploring emotion).

-Question 2: '*When Miguel was on the track warming up to start training, his previous emotion gave way to the enthusiasm he felt when thinking about Sunday's game. What do you think he thought and did?*' The most significant response from the classes was a)-'I think I was training very well, but I wanted to train more', but the 'S' students also said b)- 'I think I was training very well and I no longer felt like listening to the coach' and c)-'I think I wasn't training enough and I had to improve'.

-Question 3: '*The players on Miguel's team were very excited when they found out that Miguel was going to play, because he was a good goalkeeper and, therefore, they thought they would win the game. How should they express their emotion?*' Coincidence in class responses a)-'Congratulate him and hug him', because when someone has something new, or something good happens, we usually congratulate them because we are happy with that person (Petrides, 2016; Ros et al., 2017).

-Question 4: '*When Miguel, very excited, told Afonso that the coach had selected him to play, he would like him to watch. Afonso felt...!*' most of the classes said 'Proud', 'Happy' and 'Anxious'.

-Question 5: "*Afonso would also like to play football on Miguel's team. What do you think he thought?*" Both classes said b)- 'He thought he was really happy to see Miguel playing on the football field' and c)- 'He thought Miguel wanted to surprise him'.

-Question 6: '*A few minutes before the game, Miguel became uneasy, unable to remain seated in the locker room. What happened to Miguel*? The majority of the classes said: a)- 'I was nervous' and b)- 'Scared', although 'S' also indicated c)- 'I felt angry'. The situation was explored about nervousness that you felt as you were about to play.

-Question 7: "*What feeling of appreciation (esteem) and recognition do you have when you do a favor for another person or lend them something?*" Both classes they said 'Thanks', 'Recognition' and 'Satisfaction' (IZARD, 2001).

-SITUATION 7: "*Luís discovers that his parents are separating/divorcing*".

-Question 1: '*What does Luís think of this situation? He wants his parents to stay together, but without arguing'*. Both classes are of the same opinion that parents should be together.

-Question 2: '*What will Luís' behavior be?* ' The majority of the 'M' class said 'You have to talk to them and tell them how much you love them', while the 'S' class responded 'You have to talk to them and ask them to think about it and if there is another solution ', because Luís just wants a solution so that

his parents can stay together, otherwise he will become angry and sad.

-Question 3: '*What influence will the separation of his parents have on Luís' behavior?*' Most of the classes said 'He will be sad and have problems adapting to the new situation'.

Through the 'focus group' we were able to analyze and understand the importance of students listening to their classmates, teachers and/or family members, because part of emotional awareness consists of being able to evaluate and understand the feelings of others, which we can only do when we pay attention to what the other says and avoids being distracted by other things (Mayer; Caruso; Salovey, 2016). Avoid inappropriate conduct and lack of emotional control, such as changing tone of voice, agitation and anger/anger in others, as these say a lot about emotions (Ros et al., 2017). Learning to listen to others is just part of this type of skill, and it is also necessary to know how to communicate well in a clear and direct way. We know that EI corresponds to the way we live with other people, but we need the social ability to interact and relate well with others, knowing how to negotiate, persuade, lead and manage conflicts (Fernández-Berrocal, Cabello & Gutiérrez-Cobo, 2017). In other words, enabling students to be emotionally intelligent in order to take responsibility for the things they do and, therefore, they need to develop interpersonal skills, in order to trust themselves and not blame others for their mistakes (López-Cassà & García-Navarro, 2020). Socio-emotional skills imply good performance in school life and (inter)help on a personal level, knowing how to deal with emotions (Alves, 2014; Zurita, 2011).

Final Considerations:

Our research developed socio-emotional skills in students in the 1st Cycle of Basic Education due to the application of PIEE. This program produced emotional skills in them and allowed them to improve their relationships, reduce conflicts of indiscipline and disrespect towards colleagues (especially 'M') and also improve communication in class, that is, they had the possibility of self-knowledge of your emotions and those of other colleagues. Furthermore, PIEE made us interact with students and teachers, reflecting on the actions and role of education for emotions in basic education, its importance in interpersonal relationships and school coexistence, insisting on always thinking positive (Aguadez & Pantoja, 2015; Brackett; Rivers, & Salovey, 2011).

We believe that schools should promote in students: emotional skills; skills to discern the abilities of others, as well as use emotional vocabulary and expressive terms adapted to coexistence (Bisquerra & Laymuns, 2016); ability to empathize and understand the internal emotional state and its external expression, both within oneself and with others around us (Filella et al., 2014); ability to face less positive emotions with the use of self-control strategies, which regulate the intensity and duration of these negative emotional states (Bisquerra & Mateo, 2019); awareness of the structure and nature of relationships that come from degrees of immediate emotion, reciprocity and intimate form (Izard, 2001); capacity for emotional self-efficiency and awareness of feelings; analysis of social norms; constructive and responsible sense; etc. (Celma-Pastor & Rodríguez-Ledo, 2017; Rebelo, 2012).

The results obtained confirm many studies in the literature on the development of EI in basic education (Extremera & Fernández-Berrocal, 2015). We know that academic performance precedes the student's emotional performance, with a predictive capacity for students' academic success, as reported by some studies (Ângelo, 2007; Valenzuela-Santoyo & Portillo, 2018), even if there are differences between the sociocultural level of the family and the EI level of their children, as there is an impact on the development of their socio-emotional skills (Salovey & Grewlar, 2006). The relationship between students' academic performance and the level of EI, (self) knowledge and control of emotions, can overcome (some) difficulties in learning and carrying out activities, with some educational support and attention from the teacher (Alonso-Ferres; Berrocal de Luna y Jiménez-Sánchez, 2018; Martínez, García &

Montoro, 2004). Therefore, emotions influence human thoughts, just as cognitive processes are related to emotional states and, therefore, EI supposes a human potential to increase adaptation to contexts requiring a level of execution, which implies the definition of a 'new' intelligence, which allows us to understand the interrelationship of emotional capabilities with other cognitive capabilities (Mayer; Caruso & Salovey, 2016; Vicente, 2020).

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