

UNIVERSIDAD NACIONAL DE EDUCACIÓN

Enrique Guzmán y Valle

Alma Máter del Magisterio Nacional

ESCUELA DE POSGRADO



Thesis

Emotional Intelligence and Andragogic Learning Process of the Students

From the English Competency Course at San Ignacio de Loyola

University, 2018

Presented by

Emily Nohelia GUEVARA CHUMPITAZ

Adviser

Rogil SANCHEZ QUINTANA

To qualify for the Academic Degree of Master of
Science in Education with a mention in Teaching

English as a Foreign Language

Lima – Perú

2020

Emotional Intelligence and Andragogic Learning Process of the Students
From the English Competency Course at San Ignacio de Loyola
University, 2018

I want to dedicate this research to my family, which each member has been and is a big bless in my life, due to their help and love, I have been able to finish this study stage.

Recognition

In first place, I want to thank God because He placed wonderful people on my way who helped me with this thesis.

The same way, I want to thank to all the professors of the Graduate school of the National University of Education Enrique Guzman and Valle. It gave me the opportunity to train as a professional and I received tools to develop this thesis from it.

Besides, I want to thank my professor Rogil Quintana, because he encouraged me in the development of this research.

Table of contents

Cover	i
Title.....	ii
Dedication.....	iii
Recognition.....	iv
Table of contents	v
List of tables	vii
List of figures	ix
Resumen	xi
Abstract.....	xii
Introduction	xiii
Chapter I. Problem statement	1
1.1 Determination of problem	1
1.2 Formulation of problem	4
1.3 Objectives	5
1.4 Scope and relevance of the research.....	6
1.5 Limitations of the investigation.....	7
Chapter II. Theoretical framework	8
2.1 Research background.....	8
2.2 Theoretical bases	13
2.3 Definition of key terms	28
Chapter III. Hypothesis and variables	31
3.1 Hypothesis	31
3.2. Variables.....	32
3.3. Operatinal definition of variables	33

Chapter IV. Methodology	34
4.1. Research approach	34
4.2. Type of research	34
4.3. Research Design	34
4.4. Population and sample.....	34
4.5. Techniques and instruments for data collection	35
4.6. Statistical treatment of data	37
Chapter V. Results	38
5.1. Validity and reliability of instruments.....	38
5.2. Presentation and analysis of results	41
5.3. Hypothesis test.....	57
5.4. Discussion of results.....	62
Conclusion	66
Recommendations	68
References.....	70
Appendixes	74
Appendix A: Consistency matrix	75
Appendix B: Instruments	78
Appendix C: Reliability values by sub-components and emotional intelligence component	91
Appendix D: Data Normality Test	105
Appendix E: Validation Format by judge criteria	109

List of tables

Table 1. Operationalization of variable: emotional intelligence.....	33
Table 2. Instrument data sheet	33
Table 3. Cronbach's alpha coefficients for the Inventory EQ I version of Ugarriza, (2011) and applied version	40
Table 4. Emotional intelligence level of sample	41
Table 5. Emotional intelligence level: intrapersonal dimension.....	42
Table 6. Emotional intelligence level: interpersonal dimension.....	43
Table 7. Emotional intelligence level: adaptability dimension.....	44
Table 8. Emotional intelligence level: stress management dimension	45
Table 9. Emotional intelligence level: mood dimension	46
Table 10. Andragogic learning level of english language	47
Table 11. Andragogic learning level of english language: auditive comprehension dimension	48
Table 12. Andragogic learning level of english language: oral expression dimension	49
Table 13. Andragogic learning level of english language: reading comprehension dimension ...	50
Table 14. Andragogic learning level of english language: writing expression dimension.....	51
Table 15. Emotional intelligence level and andragogic learning level of the english language results	52
Table 16. Emotional intelligence level and auditive comprehension level of the english language results	53
Table 17. Emotional intelligence and oral expression level of english language results	54
Table 18. Emotional intelligence level and reading comprehension level of english language results	55

Table 19. Emotional intelligence level and written expression level of english language results	56
Table 20. General hypothesis test	58
Table 21. 1 Specific hypothesis test.....	59
Table 22. 2 Specific hypothesis test.....	60
Table 23. 3 Specific hypothesis test.....	60
Table 24. 4 Specific hypothesis test.....	61

List of figures

Figure 1: Youth according to maximum educational level.....	2
Figure 2: Emotional intelligence components.	14
Figure 3: Andragogy principles.	18
Figure 4. Progression towards heutagogy.	20
Figure 5. Andragogy purpose.	21
Figure 6. Emotional intelligence of sample	41
Figure 7. Emotional intelligence level: intrapersonal dimension	42
Figure 8. Emotional intelligence level: interpersonal dimension	43
Figure 9. Emotional intelligence level: adaptability dimension	44
Figure 10. Emotional intelligence level: stress management dimension.....	45
Figure 11. Emotional intelligence level: mood dimension	46
Figure 12. Andragogic learning level of english language	47
Figure 13. Andragogic learning level of english language: auditive comprehension dimension	48
Figure 14. Andragogic learning level of english language: oral expression dimension.....	49
Figure 15. Andragogic learning level of english language: reading comprehension dimensions.....	50
Figure 16. Andragogic learning level of english language: writing expression dimension....	51
Figure 17. Emotional intelligence level and andragogic learning level of the english language results	52

Figure 18. Emotional intelligence level and auditive comprehension level of the english language results	53
Figure 19. Emotional intelligence and oral expression level of english language results	54
Figure 20. Emotional intelligence level and reading comprehension level of english language results	55
Figure 21. Emotional intelligence level and written expression level of english language results	56

Resumen

El objetivo general de esta investigación fue determinar la relación entre la inteligencia emocional y el proceso de aprendizaje andragógico de los estudiantes del Curso de Competencia en Inglés de la Universidad San Ignacio de Loyola, año 2018. Se utilizó una metodología cuantitativa, con un nivel descriptivo y un diseño no experimental, manejando una unidad de muestra de 30 estudiantes pertenecientes a dos secciones del Curso de Competencia en Inglés. Para la recolección de datos se utilizó el Inventario de Cociente Emocional Bar-On que consta de 133 ítems que fue adaptado al Perú por Ugarriza (2001), y una prueba que evaluó la comprensión auditiva, la comprensión lectora, la expresión escrita y la expresión oral. Los resultados mostraron que existe una relación directa y significativa entre las variables inteligencia emocional y el aprendizaje andragógico del idioma inglés, es decir, a mayor nivel de inteligencia emocional, mayores son las posibilidades de tener un mejor desempeño en el aprendizaje del idioma inglés. Las conclusiones indicaron que existe una relación directa entre la inteligencia emocional y el aprendizaje andragógico del idioma inglés en las dimensiones de comprensión auditiva, expresión oral, comprensión de lectura y expresión escrita.

Palabras clave: *Andragogía, aprendizaje del inglés, inteligencia emocional.*

Abstract

The general objective of this research was to determinate the relationship between emotional intelligence and the andragogic learning process of the students of the English Competency Course of the San Ignacio de Loyola University, year 2018. It was used a quantitative methodology, with a descriptive level and a non-experimental design, handling a sample unit of 30 students belonging to two sections of the English Competency Course. For the data collection was used the Bar-On Emotional Quotient Inventory which consists of 133 items that was adapted to Peru by Ugarriza (2001), and a test that evaluated auditive comprehension, reading comprehension, written expression and oral expression. The results showed that there is a direct and significant relationship between the variables emotional intelligence and andragogic learning of the English language, that is to say, the higher emotional intelligence level, the greater are the possibilities of having a better performance in the learning of the English language. The conclusions indicated that there is a direct relationship between emotional intelligence and andragogic learning of the English language in the dimensions of auditive comprehension, oral expression, reading comprehension, and written expression.

Keywords: *Andragogy, English learning, emotional intelligence.*

Introduction

Education is essential in all human being life, from its informal an even more in formal perspective. In recent times, it has specialized to cover throughout the life stages and special requirements in all that is necessary. One of the new formal education models is the Andragogy which has as a main objective the adult education with its characteristics and requirements.

In this sense, this work is presented where it was developed the study of the correlation between emotional intelligence and the andragogic learning process based on the problem detected in reference to the sample unit. This was formed by English students from English Compentency Course at San Ignacio de Loyola University, year 2018. They only do not study; many of them work and have various occupations and realities. Consequently, they express to be exhausted; therefore, it affects their performance in learning a foreing language.

This investigation structure was developed in five chapters. In Chapter I, it is presented the problem statement, the problem formulation, the research objectives and the importance or scope of research. Then in Chapter II, it is showed the national and international background, theoretical basis, and definition of terms. To follow Chapter III, it is made up of hypothesis and variables. Chapter IV is the methodology that included the approach, type, and design of research, population and sample, techniques and instruments for data collection, statistical treatment and ethical aspects. Finally in Chapter V, it was showed the results obtained, the discussion, conclusions, recommendations, references and appendices.

After the corresponding hypothesis testing, we have concluded that there is a direct and significant relationship between the variables emotional intelligence and andragogic learning of the English language, that is, at a higher emotional intelligence level there is a better chance of having better performance in learning the English language.

Chapter I. Problem statement

1.1 Determination of problem

Education, from the humanistic perspective, is seen as a complex process of formal and socialising training, which is developed progressively along with educational, historical, political contexts and according to each country's realities. Therefore, it is important to highlight, that besides this, it cannot be denied that in the last year's enormous efforts have been done in order to adapt the curricula and the educational praxis due to its constant search of improvement, including the diversification and adaptation to certain realities from basic to higher education.

Part of this adaptation to the new times is the introduction of the andragogy, leaving aside the postulate that education is only for children and youth. It gives way to adults as part of permanent education, at international level with the appearance of the neologism in 1983 by Alexander Kapp. Obviously, this term makes specific reference to an education where the student is an adult; therefore, all theoretical and practical aspects are focused on this principle.

The assertion of andragogy learning is used, whose main characteristics are according to Solana et al. (2006) the student is the one who leads his own learning, takes responsibility for it, and evaluates himself (p.87). In turn, this type of learning occurs in an environment of diversity where experience is the source of adult's identity, who recognises the need to learn and train, as well as the appropriation of tasks in order to achieve his academic objectives. Another characteristic is that there is a great self-motivation and self-confidence. This type of educational level has been growing and developing in most countries around the world, consequently, Alonso (2012) emphasises that the starting point is constituted by the Second World Conference on Adult Education, proposed by UNESCO and held in Montreal in 1960. In

this opportunity, the results are summarised the formulation of common objectives to introduce Adult Education, according to special features of each country and teacher's awareness, to theorize about andragogy and justify its use in adults' learning process (p.20)

In Latin America, andragogy started with literacy and leveling programmes to compensate for the different realities and little by little until now it has reached great strength with the creation of the Inter-American Federation for Adult Education, an organization that is in charge of the theory and praxis of andragogy.

Peru is in the same way is, where it has emerged the need of this type of education and it became institutionalised in 1976, at San Marcos University and Garcilazo de la Vega University. Nowadays, statistics indicates that by 2012 the population from 18 to 35 years old does not have higher education as it is indicated in the following figure:

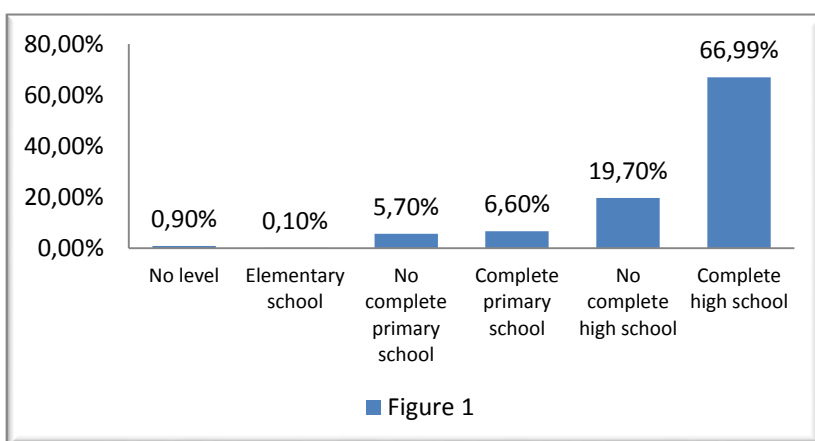


Figure 1. Youth according to maximum educational level

Source: Lavado and Martínez (2014)

As a result, an average of 66.99% of young people only reach to conclude high school, and it is estimated that each year, an average of 400,000 youth finishes school. 74% look for a job, however, today there is a new trend in Peru, which has been gradually giving way to the

inclusion of the andragogic methodology, which is palpable in institutions that favour adult education, emphasising the programmes that are special in terms of syllabus and schedules, for people who work, giving the opportunity to continue higher education (Lavado and Martínez, 2014).

In this sense, one of the andragogy programmes, that takes place in Peru, specifically at San Ignacio de Loyola University, is the English competency course whose aim is to develop the skills that are essential to reach the level of English required to obtain the Bachelor's degree. These students are mainly over 30 years old, and fulfil andragogical learning processes. Through this, they get a basic learning of the essential aspects in English, such as oral comprehension, writing expression, reading comprehension, and oral expression. All these elements are compulsory for the approval of the English Competency Course at San Ignacio de Loyola University

However, it has been demonstrated that, in groups of adults, who own the same academic and even socioeconomic conditions, there is a vital factor that makes the difference for language learning, and is to stick to the different circumstances and events that are experienced daily, taking into account things such as self-concept, motivation, social skills, adaptability and management of emotions.

This, in turn, means to reflect on the educational andragogy concept: Why are there students that have a better adaptation than others when it comes to various circumstances and new learning, particularly with respect to English? It refers directly to the linking of emotional intelligence with the learning of a second language, highlighting that the group of students from the English competency course, not only dedicate themselves to study, but also work and have different occupations, realities and problems and this cannot be disassociated with their

learning process, under the postulate of the holistic and complex that is the human being. As a result, many students in this group express being exhausted, having difficulties in their personal lives, and even on the verge of falling asleep during class, and it leads to have low performance and difficulty in learning, in which the grammar subject is the most evident. Bearing in mind the above mentioned, this research is presented, whose main purpose is to analyse the relationship between emotional intelligence and the andragogy learning process of the students from the English competency course at San Ignacio de Loyola University, 2018.

1.2 Formulation of problem

1.2.1 General problem.

What is the relationship between emotional intelligence and the andragogic learning process of the students from the English competency course at San Ignacio de Loyola, 2018?

1.2.2 Specific problems.

SP1. What is the relationship between emotional intelligence and andragogic learning of the listening comprehension of the students from the English Competency Course at San Ignacio de Loyola University, 2018?

SP2. What is the relationship between emotional intelligence and andragogic learning of the oral expression of the students from the English Competency Course at San Ignacio de Loyola University, 2018?

SP3. What is the relationship between emotional intelligence and andragogic learning of the reading comprehension of the students from the English Competency Course at San Ignacio de Loyola University, 2018?

SP4. What is the relationship between emotional intelligence and andragogic learning of the writing expression of the students from the English Competency Course at San Ignacio de Loyola University, 2018?

1.3 Objectives

1.3.1 General objective.

Determine the relationship between emotional intelligence and the andragogic learning process of the students from the English competency course at San Ignacio de Loyola University, 2018.

1.3.1 Specific objectives.

SO1. To describe the relationship between the emotional intelligence and andragogic learning of the auditive comprehension of the students from the English Competency Course at San Ignacio de Loyola University, 2018.

SO2. To identify the relationship between the emotional intelligence and andragogic learning of the oral expression of the students from the English Competency Course at San Ignacio de Loyola University, 2018.

SO3. To describe the relationship between the emotional intelligence and andragogic learning of the reading comprehension of the students from the English Competency Course at San Ignacio de Loyola University, 2018.

SO4. To establish the relationship between the emotional intelligence and andragogic learning of the oral expression of the students from the English Competency Course at San Ignacio de Loyola University, 2018.

1.4 Scope and relevance of the research

1.4.1 Theoretical relevance.

The challenge of this research is the exploration of the problem presented in the English proficiency course at San Ignacio de Loyola University, in reference to the relationship between emotional intelligence and the andragogic learning process of students. It is presented from a theoretical point of view as a new research of great importance and it focuses on the collaboration with new elements of science teaching to facilitate a more complex, updated and prospective vision in reference to andragogic learning, from the description and identification of the main elements of the learning process, and the description of the students' level of emotional intelligence.

1.4.2 Practical relevance.

This research constitutes a practical contribution because it serves as a precedent for future work in the area that combines aspects of science teaching and andragogy specifically. Furthermore, it should be taken into account that in Peru there is little scientific research on this subject. Likewise, it opens up an approach that transcends traditionalism and submerges the mystery of the individual, in his or her intimacy, in terms of preventive and educational alternatives.

1.4.3 Methodological relevance.

Likewise, from the methodological perspective, a series of systematic steps were followed to achieve the objectives of the same, and it was based on several theories, in this sense, it serves as a basis and background for similar studies.

1.5 Limitations of the investigation

1.5.1 Geographical limitations.

The field work was carried out at the Universidad San Ignacio de Loyola in Lima, Peru.

1.5.2 Time constraints.

This work was carried out in 2018.

1.5.3 Resource constraints.

The research was financed by the author of the thesis.

Chapter II. Theoretical framework

2.1 Research background

2.2.1 International background.

The first, Öznacar, Şensoy and Satılmış (2018) conducted a research called *Learning Styles and Emotional Intelligence Levels of University Teacher Candidates*. The purpose of this research was to analyse the learning styles of future teachers in terms of emotional intelligence. The methodology used was quantitative, the study group of this research is composed by 406 candidates for university professors who were studying at the Faculty of Education in the academic year 2016/2017, the instruments used for data collection were: The Grasha-Reichman learning style scale prepared by Grasha-Reichmann (1994) and whose Turkish version was adapted by Sarıtaş and Süral (2010) was used to measure the learning styles of candidate students to become professors. The results showed that there is a significant relationship between the subscales of learning styles and the subdimensions of emotional intelligence. The conclusions indicate that there is a significant and positive relationship among almost all subdimensions of the learning style, close to all sub-dimensions of emotional intelligence and the independent learning styles of students who have the ability to plan their own goals and objectives.

The second, Cifuentes (2017) work in a research called *The influence of emotional intelligence on the mathematical performance of secondary school students*. The application of an emotional education psycho-pedagogical intervention programme, that has as purpose to establish the degree of emotional intelligence and academic performance of the students of the mentioned institution. The methodology utilised was under the quantitative approach and quasi-experimental type; the study simple was chosen by a non-probabilistic simple, intentional and

the number of students were 156. The results show that the students presented an adequate level of emotional intelligence and their performance was 6 points on average, on a 1-10 scale.

Among the conclusions, it is highlighted that it was possible to identify the emotional intelligence degree, and academic performance. However, it could not have been verified the significant relationship between the two study variables.

The third, Sánchez (2017) investigated throughly a research called *Obstacles in learning English as a foreign language in two groups of the Bogotana population*, whose main purpose was to describe as obstacles, the emotional factors that in one way or another have greater influences on the process of learning English as a foreign language. The methodology used was quantitative, descriptive and exploratory; it was worked with a sample composed by 60 students, with a range of ages of 45-60. The results showed that the students have not been educated to handle the negative emotions properly that emerge from unpleasant experiences in the English language learning process. Therefore, this becomes an obstacle when acquiring knowledge. The conclusions indicate that the emotional intelligence is a very significant element when it comes to English language learning in adults.

The fourth, Goodwin (2016) directed a research called *Assessing the relationship between emotional intelligence and online students' achievements*. The purpose of this research was to establish the correlation between emotional intelligence and student achievements. The methodology utilised was quantitative - correlational type. The data was collected electronically, using an online survey. The non-probabilistic sample consisted of 198 undergraduate students enrolled in an online business program at a Texas university. The results show that emotional intelligence skills can be used to predict students' success in online businesses. The conclusions indicate that emotional intelligence can be taught and integrated

into the curriculum, as well as the development of emotional intelligence skills can work as a support to the education and teachers training.

Finally, Flores and Delgado (2015) developed a study titled *Andragogic pedagogical strategies to motivate the English language acquisition in students from 30 to 50 years old at Ecuador Binational Language Centre, whose general objective was to motivate English learning in adults from 30 to 50 years through effective andragogic pedagogical strategies.*

The methodology is under the qualitative paradigm as instruments and data collection techniques, so that observations, interviews and surveys are utilised. The results show that many adult learners study English due to extrinsic motivation, but not for intrinsic motivation. The conclusions describe that teachers are well prepared and students are involved and motivated due to the necessity of being successful in their studies and work.

2.2.2 National background.

To start, Ipanaqué (2018) developed a research described as *Emotional intelligence and self-regulation of learning in economics students from a Peruvian university, 2017* whose main purpose was to set the relationship between emotional intelligence and self-regulation of learning in university students. The methodology used was descriptive quantitative; a sample of 186 students of the 6th cycle of economy was chosen and for the data collection, questionnaires were employed. The results revealed that only 16% of the simple show a high level of emotional intelligence, 47 % average and 36% low. The conclusions indicate that there is a positive relationship between emotional intelligence and self-regulation of learning, since it proves that a high level of emotional intelligence is really important when it comes to learning processes.

Following, Reyes and Carrasco (2014) developed a work called *Emotional Intelligence in students of the National University of the Centre of Peru, 2013*, whose main purpose was to determine the emotional intelligence level in nursing students of a university. The methodology was under the quantitative approach, it was a descriptive and non-experimental type; the study unit was comprised by 195 students, in order to obtain the data, an emotional intelligence test formulated by Bar-On, which consists of 133 items to measure the level of emotional intelligence of each student, was utilised. The results show there is a low level of achievement from students in terms of that adaptability, stress and interpersonal management. The conclusions indicate that there is a significant apathy when it comes to the emotional intelligence development.

Furthermore, López (2017) developed a study called *Teaching styles in higher education and the comprehension of texts written in students of the Basic English II course of the third cycle of the specialty of English of the National University of Education Enrique Guzmán y Valle, 2017*, where he aimed the search for the relationship between the understanding of written texts and higher education styles. The methodology used was with a quantitative approach, of a descriptive correlational type, with a non-experimental, cross-sectional design, a sample of 36 students studying basic English was handled, for the data collection the application of two questionnaires was used, one For each variable. The results showed that 50% of the teaching styles in higher education are regular and 80% have a high level of comprehension of written texts. Therefore, it is concluded that there is a significant correlation between the understanding of texts written in English and higher education styles

To continue, Valenzuela (2017) carried out a study called *Reading literary texts in English and reading comprehension in students of the language-English specialty of the 2012*

promotion of the National University of Education Enrique Guzmán y Valle, which had as its purpose analyze the relationship between reading comprehension and reading literary texts in the English language. The methodology used was the quantitative paradigm, with a type of study applied, handling a correlational design, with the use of a sample unit of 18 English-language students from a university in Lima. For the data collection, two questionnaires were handled. The results indicate that there is a significant relationship between reading comprehension and reading literary texts in English.

Zambrano, Vivas and Owner (2017) elaborated a research article described as *The importance of English language learning and knowledge in higher education*. The general objective was to know the utility of learning English in higher education. The methodology was quantitative – descriptive type. The results indicate that learning English and the strengthening of its mastery in university education is the most importance, due to the fact they allows new opportunities when graduating and enables to search numerous bibliographies in this language. The conclusions indicate that in Peru, many universities have established the insertion of this language in their curricula, since they have taken into consideration that this language allows students to relate to other cultures.

To finish, Castro (2016) elaborated a research entitled *Emotional intelligence and metacognitive skills in university students of general studies*, whose main objective is to establish whether there is a correlation between the emotional intelligence construct and the metacognitive skills in students with higher education from “San Martín de Porres” University. The methodology corresponds to the quantitative paradigm, students’ type, with the use of a questionnaire for each variable. The results demonstrated that there is a significant relationship

between the studies constructs in the sample studied. The conclusions indicate the relevance of emotional intelligence in university students, for the metacognitive skills development.

2.2 Theoretical bases

2.2.1 Emotional intelligence.

Emotional intelligence is known as the skills that a person has, from the perspective of motivation, social skills, adaptability, self-concept and emotions management, to deal with different situations and events that are experienced regularly. It is also emphasised that emotional intelligence has as a fundamental characteristic of having a stable emotional state and a holistic balance at a physical, social, spiritual, biological and mental level. In a nutshell, it can be affirmed that emotional intelligence is the aptitude that allows individuals to handle emotions, moods, which will emerge subsequently in external behaviours.

Therefore, it is important to know the principles of emotional intelligence because it is necessary to be aware of your own emotions, as well as the others, in order to develop a positive mental health, a general balance and to be trained to manage stress, and problematic scenarios that arise depending on each subjective case with the use of cognitive and social skills as a tool.

2.2.1.1 Emotional intelligence components.

The transcendental components of emotional intelligence are generally the ones worked by BarOn (2002) which are five in total: Interpersonal, adaptability, stress or tension management, intrapersonal and general mood. These interact with each other, for the personal development of the individual, which are delimited between the person's skills and the skills in regard to other people. See figure number 2.

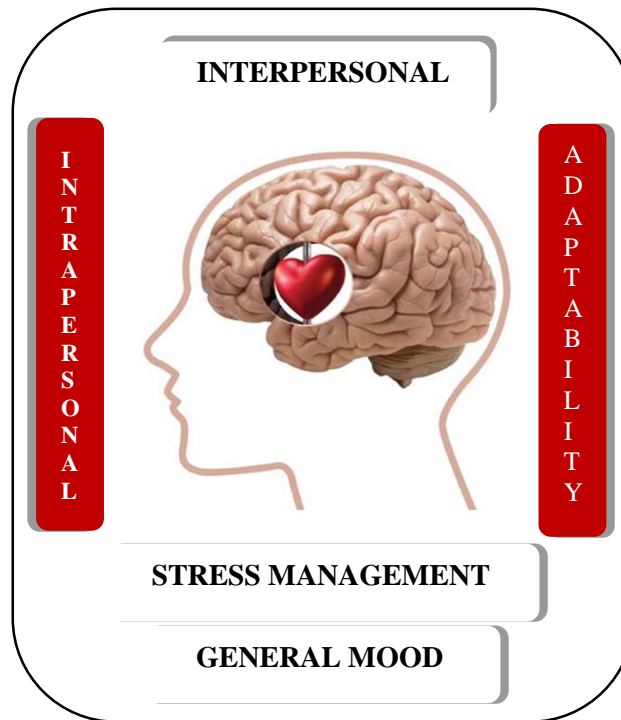


Figure 2. Emotional Intelligence Components.

Source: Adapted by BarOn (2002)

In addition, it can be indicated that the intrapersonal component is specified as the ability to display knowledge of ourselves, through the process called self-analysis, based on self-knowledge, from an emotional perspective, all of aspects related to self-esteem, self-realization, security, and independence. This type of intelligence admits to develop certain actions, which lead to behave in a certain way.

In reference to the interpersonal component, it is the one that is manifested in regard to other people, the social bond with the environment, the empathy management and social responsibility, which refers to the commitment of the members of a community, among themselves, in relation to society. In the case of the adaptability component, it is the human ability to adapt themselves to the different contexts and changes, which implies the

development of an attitude towards adjustment and adaptation to new media and situations; likewise, it includes the solution of problems and flexibility.

With respect to stress or tension management, it is comprised the maintenance of healthy and manageable parameters in conflicting situations that produce stress, in its different degrees, changes or challenges. It also includes tolerance in context of tension, and the control of emotional elements, which are related to the impulse.

On the other hand, within the components, the general mood is presented. It is based on the disposition from the emotional aspect at a specific time, which differs from emotions. Due to the fact it is not temporary, it manifests itself in a prolonged way, structured from the psyche, it is evaluated based on optimism and happiness.

2.2.1.2 Emotional intelligence theories.

Over the years, different theories regarding emotional intelligence have emerged, which reveal the approaches and trends that are followed by numerous authors throughout the historical course. The term remains imprecise and there is no agreement to provide unique statement of the same, based on this, there are some theorists that cover the subject in its most important points.

In this way, psychometric theories can be represented, which deal with paradigms that have been created from measuring the emotional intelligence. It is handled as something intrinsic from the behaviour and not from the person as well as a unique variable for the elaboration of measuring instruments. The theories are founded on the data analysis obtained thanks to the questionnaires and tests, in which it is taken into account the mental age, intellectual coefficient, the G factor or general intelligence, primary mental attitudes and

structures of intellect. Generally speaking, it can be classified into monolithic approach, factorial approach and hierarchical approach.

Thus, in reference to this archetype of theories, it is highlighted that since it is necessary the management of emotions from the anthropological point of view, it is essential to make it a fundamental part of the various research and paradigms, with the diagnosis management from the different study groups, through the application of instruments such as tests, inventories, questionnaires. One of the most well-known the set of Emotional Intelligence inventories was from Bar-On (2002), which has been adapted to the different age groups and characteristics, providing data in relation with emotional intelligence levels, according to dimensions established as the model for each inventory, emphasising important elements such as intrapersonal and interpersonal characteristics, stress management, self-control, and other dimensions that will shape a profile which delimits this construct based on the management of emotions.

Hence, it cannot be left out the theoretical father of emotional intelligence. In 1995 Daniel Goleman, an American psychologist, published a book called Emotional Intelligence, in which he narrates that this is the ability to identify emotions and feelings, not only from others, but themselves, as well as it establishes that intelligence can be organized in 5 capacities: knowing their own emotions and feelings, managing them, identifying them, creating their own motivation, and managing relationships, emphasising that human beings responds to certain circumstances, including physiological responses (Goleman, 2012).

In the same way, Goleman describes the Emotional Intelligence characteristics, where elements of great importance such as the ability to persevere despite possible adverse or frustrating situations, stress management and impulse control, stand out. It is also highlighted

the management and control of impulses, constant self-motivation, state of mind regulation and keeping interpersonal relationships by practising empathy. All these main characteristics are the ones that a person with emotional intelligence should have.

Likewise, it is taken into consideration that all this theory revolves around the following question: Why are there people who adapt better than others to various circumstances of life in everyday life? Which makes reference that this type of intelligence is based on self-concept, control of impulses, as well as to maintain or prevalence of a state of emotional balance, which in turn will lead to empathy; in terms of social skills as well as preserving a rational attitude, controlling their impulses.

2.2.2 Andragogic learning

2.2.2.1 Andragogy: conceptualization.

Andragogy is defined in a general way as the science of adult education. It is regarded as an adult, a person with a biological, social and psychological maturity, who has passed the adolescence stage and behaves with a sense of responsibility. In fact, a person that also has autonomy, and in terms of education, he is responsible for their own learning since he has the ability to understand and acquire knowledge.

2.2.2.2 Andragogy principles.

Andragogy emerges as a discipline, gradually, leaving aside the bias of exclusive education for children and young people. Currently, it is conceived as one that develops the historical, social, psychological, philosophical, and organizational aspects of education in adults which is based on three principles as it can be observed in figure number 3.

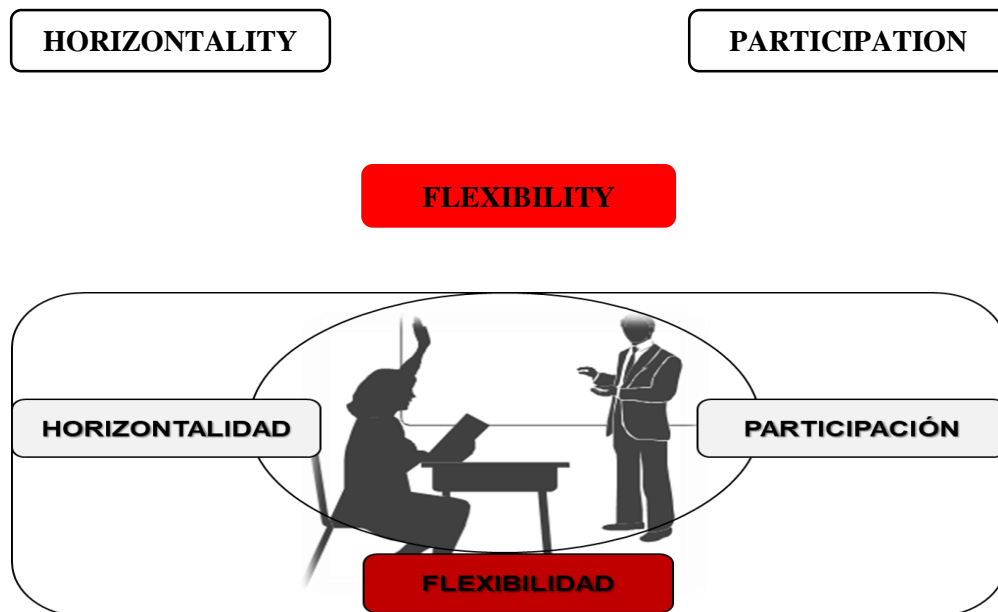


Figure 3. Andragogy Principles.

Source: Self-elaboration

In this sense, andragogy is governed by these principles, where horizontality refers specifically to the similarity of qualitative conditions and characteristics between the students and the facilitator or professor, such as experience, and adulthood. The participation requires that an adult should be beyond a receiver, it involves to have the ability to interact with other students, exchanging their impressions and experiences in order to strengthen their knowledge, as well as being autonomous when making decisions. In terms of flexibility, it mainly refers to adults who are under this type of study, have family, responsibilities and work, so that the periods for learning must be appropriate to the skills, time and attitudes.

2.2.2.3 Andragogy theories.

Among the models and theories that support andragogy, a Venezuelan named Félix Adam stands out, with his work called *Andragogy: Science of Adult Education*, with UNESCO'S approval; in which he makes a proposal for an educational model, based on

andragogy as an instrument of emancipation, not only at a group level, but also at an individual level.

In the same way, he conceived education as the tool for human liberation, as he emphasises in one of his thoughts “*The man is a being that is, he never stops learning and he never stops being, he is a project that it is built every day and he transform himself according to the energy component of his essence*”. There are many who have tried to explain the theoretical sources of andragogy and according to Jiménezthey can be pointed out (2009):

- Classical Models: They are the ones that mainly refer to the behaviour, in reference to learning, as it is the case of Skinner, up to the humanism of Lewin as the foundation of adult learning.
- Models according to adults’ characteristics: Here we will find Cross andragogy theory (1981) as well as Knowles (1980).
- Models according to adult life’s situation: These are McClusky theory (1974) and Knox competency theory (1987).
- Models according to consciousness: it can be found Freire Theory which it is reflected in the pedagogy of the Oppressed (1974).
- Self-regulating learning models: Kenyon (2000) highlighted his proposal of heutagogy theory, which was very relevant since it postulates that the andragogy learning is determined by own learners, which makes self-studying closer. It also suggests the following structure as the educational path:

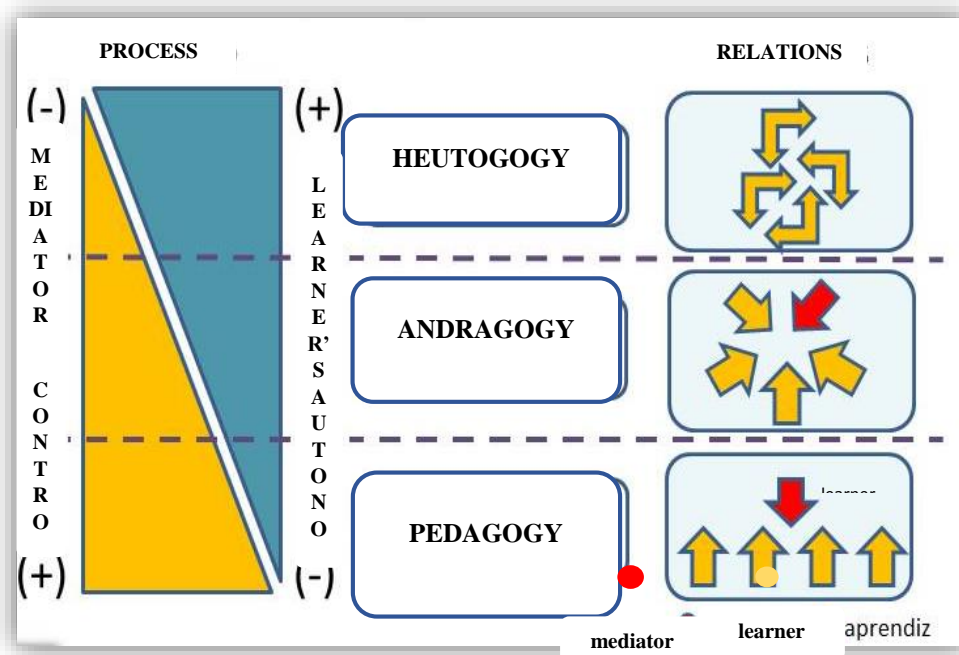


Figure 4. Progression towards heutagogy.

Source: Gargicevich (2017).

The Figure 4 points the progression towards heutagogy, in other words, towards self-determined learning. It occurs when people guide their own learning according to their conditions and interests, and it is posed as a pyramid that represents the steps of a person through their formal education. It starts with the pedagogy, where the mediator, the educator, has more control in the learning process. In this, there is less or almost nothing of autonomy when learning. In the second part of the pyramid, there is the andragogy, which is the educational process based on adults' peculiarities, in which the mediator participates in the andragogical learning process, in cooperation with the learners. Finally, the top of the pyramid is the heutagogy, which is the posture to be followed by the andragogy, in which there are relationships of total self-determined learning.

- Sociocultural learning models: Here we can mention Wertsch (1993), the working knowledge theory from Yinger (1991), the ecological model of Sundstrom, Meuse and

Futrell (1990), the adult education social model, where there are several specialists such as Medina (2001) and Flecha (1997).

Some adult education theories have been described and it is important to highlight that the most current models have a constant trend towards inclusion of new information technologies as intermediate resources in this type of education, specifically in the teaching and learning processes.

2.2.2.4 Andragogy purpose.

Andragogy pursues the same purpose of education. In a study carried out, 32 educators from Communication Sciences faculty at San Carlos University from Guatemala, who taught courses in the publicity are, were inquired. Among the questions, they were asked what was the purpose of andragogy, which arose the following results in figure 5.

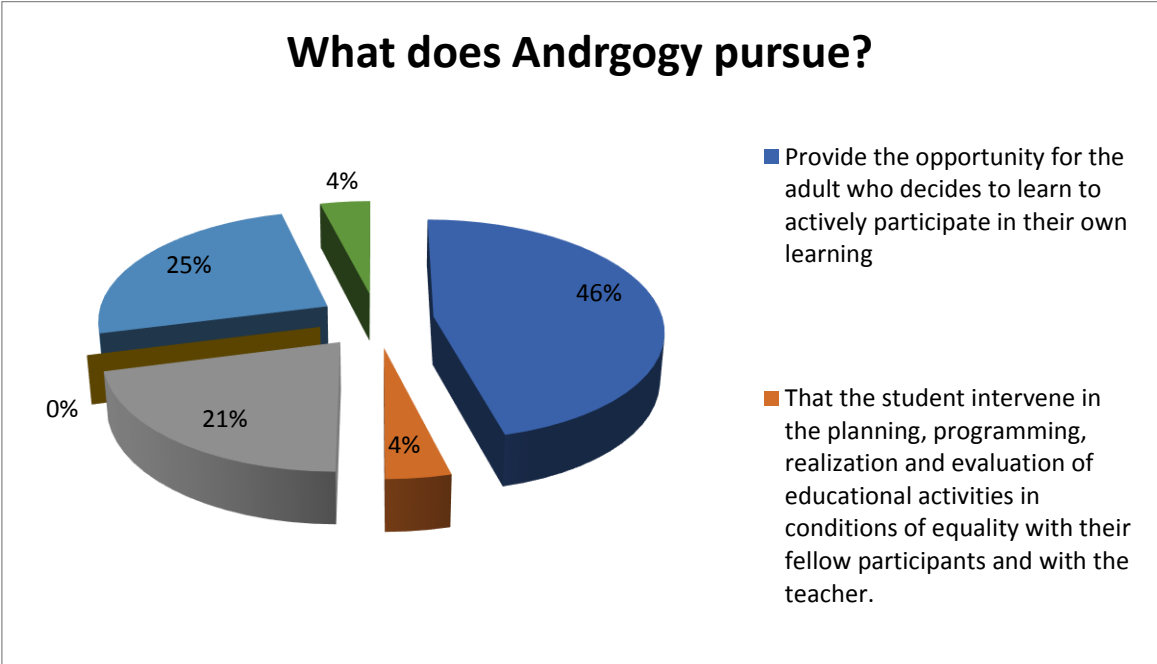


Figure 5. Andragogy Purpose.

Source: García (2013)

In the figure above, it is summarized graphically some of the purposes of Andragogy, where it is stood out the opportunity to integrate and develop the learning processes in adults, as well as it allows the adult, in their formal education insertion, to become part of this through participation are making and in the decisions making process that fall to their own education.

2.2.2.5 Dimensions of English androgical learning of the English competency course.

The English Competency Course is design to achieve students have a domain on the essential aspts of English language. For which since andragogical elements, itprovides the tools to acquire as a particular way with regard to oral comprehension, writing expression, reading comprehension and oral expression.

Therefore, students who acquiere this level of English should be able to understand the main ideas of a speech, particularly issues related to their enviroment and profession or ocupation. They also understand English vocabulary of habitual use which expresses feelings, events, desires among others.

Besides, students must participate in daily conversations with English native speakers, and write texts about topics of interest and known by students, in a simple way expressing opinions and experiences. Thus, they achieve a level where they posses intermediate skills of English language proficiency. Consequently, it will be based on each of the main dimensions that are fundametals for the learning of this foreing language.

Auditive comprehension.

The auditive competence of the English language has been estimated as that ability to interact orally and engaging in a conversation that is not simulated, a real one. The different theorists, who have researched on the development of the oral skill in English as a foreing

language, emphasize oral competence such as understanding the information or message that is heard from a speaker.

In this sense, information processing must be carried out to construct the meaning and at the same time make an interpretation of the discourse as such, specifically in English. This since it is a different language from the mother tongue, the translation of the words and the context must be learned and managed in which they are used, as described by Brenes (2011) who points out that oral comprehension allows the construction of communication. It is an active interpretation of what is being heard, and in the same way gives a coherent and immediate response, so it considers oral comprehension as an active and dynamic process. Therefore, it is conceived as a process that has requirements for the recipient, who receives the information through speech in English, one of these is the perception, identification, classification, organization and correlation in a coherent way the data that is offered orally, that in conjunction with their previous knowledge of the language and experiences obtain the new knowledge and adequate understanding of the message that is provided. Hence, it is produced through the receiving sense that is the ear and subsequent mental processing of the data reported by the speaker to the receiver or listener, creating an abstract image that gives meaning to the data, which can be of any kind. Definitely, it is important to emphasize that oral comprehension is considered by the National Curricula Design, as one of the linguistic skills that must be developed in the specific area of English, and refers to it as the interpretation of the oral text. This involves not only the linguistic component, but also sociological, attitude, prescriptive and especially cognitive aspects, which help to produce the codification of the phonological chain that leads toward interpretation (Minedu, 2019).

Auditive comprehension is related to comprehension because these two skills have as a requirement the reception and interpretation of messages in English. Although, it is necessary to point out that they are different, but at the same time they have some symbiosis According to Amaguaña (2012) “the Oral comprehension is the receptive ability, for which silence and attention of the listener are necessary according to their purposes ”(p. 52). For this reason, the student must remain attentive to what he hears for the correct understanding. The indicators of oral comprehension are the following:

- *Comprehension of specific information:* It is the ability to understand highlights of the topic or message that is heard and that the sender wants to transmit, pronounced in language.
- *Comprehension of general information:* It is the competence that the recipient must have to understand the message in general, as all the information is heard, as well as the establishment of general summary and even conclusions.

Oral expression.

Oral expression consists in the ability to express ideas, feelings and emotions orally, in the presence of different interlocutors, and in diverse communicational contexts, clearly and fluently, with the use and management of nonverbal and verbal resources from language. In this sense León (2014) points out that “oral expression is a skill practiced by humanity to issue concepts, ideas and terms with specific meanings” (p.48).

Likewise, oral expression is conceptualized as the competence to manifest through the word, but not written but spoken. This capacity or competence develops gradually during social interaction, through the oral issuance of messages, to communicating effectively. Thus, it is an important element in the communication process, covering vocabulary, pronunciation, grammar

in English, which serve as tools for the production of information, the expression of ideas and opinions, as well as silences and interventions according to what it is.

In this sense, González (2009) emphasizes that “oral expression is part of the four linguistic abilities for learning a language. Obviously, for optimal execution of communicative competence, oral expression is generally considered one of the most complex skills”(p. 23).

- This is because the one who *Fluency*: It is the competence to express the language in a spoken way, with coherence and spontaneity.
- *Pronunciation*: It consists of the issuance of sentences so that they are understandable to the interlocutor, including sounds, word connection, accentuation, as well as intonation.
- *Grammar correction*: It is the set of rules with which the correct use of words in terms of the formation of sentences and messages is based and regulated.
- *Grammar correction*: It is the set of rules with which the correct use of words in terms of the formation of sentences and messages is based and regulated, emits the message must do so in a short space of time, think and respond appropriately to the one who is your interlocutor.

Indicators of oral expression are:

Reading comprehension.

Reading is an action and reflection that accompanies the majority of people in the world knowledge and of the essence of man. It is the correlation between the text and the reader, which serves for the integral formation, the relations of cultural and social type through the improvement of the skills to understand and express ideas. It also allows the assessment of the environment, emotions, circumstance and different perceptions on particular topics.

Comprehension involves the reconstruction of meanings by the reader, which through the execution of cognitive operations, treats to make sense to the elements that it has previously

offered to access the text. This process is dynamic, it is done when the reader establishes the coherence links between knowledge that has in his mental structure and the new ones that the text gives him (Romeu, 2007).

In this sense, comprehension is an important element in all language learning. This states is when are made the meanings about the reading in English, learning the main ideas of the text and making a relationship with its meaning. Therefore, it is showned that reading comprehension is the interation between the text and the reader, which thinking, symbols, letters, words, among others, are implicit, so it is a complex process of comprehension and reading. Some important indicators regarding reading comprehension are the following:

- *Literal level:* Describes the ability to remembre events or situations as they are in the text, so that, the content is identified, capturing the immersed elements in a specific way, remembering the reading and aspects of competences of content comprehension and abstraction.
- *Inferential level:* It is the ability to make a reasoning of the content of the reading, making reflections and conclusions. The reader recognizes what he has read, recognizing the ideas that stand out, and can also carry out the inference process and relate the previous knowledge to the new ones.
- *Critical assessment level:* It is the final step in reading comprehension, it is conceived as a stage that demands a process of constancy, thoroughness, reflection and meditation that leads to the general comprehension of the text, that consists of the penetration through detail, and even the action of retaking the same work repeatedly to achieve greater understanding, understanding and reflection around it. It requires the student to understand

the signs, the language including the formulation of hypotheses based on the text, showing that he generally comprehension what he read.

Writing expression.

Writing expression in English implies the process to write in a foreign language in an appropriate manner, to express feelings, ideas and emotions with the written words. Thus, it is necessary domained a series of knowledge and operations, because of the writing expression from a language different tan mother one implies some essential knowledge to develop fluidly and with the gramatical rules, a text in English (Salvador, 2000).

It is of great importance to point out that written expression is a process that can be classified as a complex that demands of the apprentice, cognitive abilities, and an adequate psychomotor development, for the production of adequate form in English the appropriate knowledge of the system of signs and grammar rules specific to the language, in addition knowing how to combine and contextualize words and ideas. The indicators of the written expression are mainly the following:

- *Planning:* This process is directly related to the elaboration of a plan for writing a text, which includes the search for necessary information specifically in its memory, also from other external sources. It can even give the objective and the plan to be carried out.
- *The transcript:* Refers to the placement of words on paper, and which in turn is consistent with the planning done. In addition, the written must be formally correct according to grammatical and legible rules, so this process includes syntactic requirements, graphic, semantic, contextual and textual
- *The review:* This process involves the process of rereading, and editing.

2.3 Definition of key terms

Andragogy: It is the science of adult education, it is understood as an adult, a person with the biological, social and psychological maturity. It is also someone who has passed the adolescence stage and behaves with a sense of responsibility; an individual that also has autonomy, and that, in terms of education, he is responsible for their own learning since he has the ability to understand and acquire knowledge.

Andragogical Learning: The acquisition of a series of knowledge is thus called, which are obtained mainly through formal education, specifically in adult education, with the main characteristic being the autonomy and responsibility of their own learning.

Learning: It is the acquisition of knowledge, which is acquired mainly through formal education.

Emotional self-knowledge: It is the ability to recognise and understand their own feelings with the sincerity and personal commitment to accept facts and possibilities.

Emotional Quotient: It is the measurement of emotional intelligence, which in turn, it is comprised a group of skills, abilities and competencies that determine the individual behaviour. According to Goleman, it is the ability to register their own emotions as well as the others; it is the ability to motivate themselves and handle relationships properly.

Reading comprehension: Understanding is an important element in language learning, since it is when the meanings of what is read in English are elaborated, apprehending the most important ideas of the text, and in turn make a relationship with its meaning. Therefore, it is pointed out that reading comprehension is the interaction between the text and the one that reads, where thought, symbols, letters, words, among others are implicit, and so it is a complex process of comprehension and reading.

Education: It is a complex process of formal and socializing training, which has been developed gradually in cooperation with educational, historical and political contexts according to the realities of each country.

Emotions: These are affective states that an individual experience, according to the circumstances he/she experiences.

Teaching: It is an interaction activity by means of educational resources, where a professor or a facilitator transmits their knowledge to students.

Student: It is the learning or apprentice in an academic context.

Written expression: The written expression in English, implies to carry out the process of writing in a foreign language in an appropriate way, to express with the written word emotions, ideas, and feelings, for which the mastery of a set of operations and knowledge is necessary, this because the written expression of a language other than the mother tongue implies a set of knowledge necessary to be able to develop fluently and with the respective grammar rules, a written in English

Oral expression: It consists of the ability to express ideas, feelings and emotions orally, in the presence of different interlocutors, and in various communicational contexts, clearly and fluently, with the use and management of nonverbal and verbal resources from language.

Training: it means all the knowledge that a person or a group of people have on a specific subject.

English: It is a non-phonetic language called the universal language since millions of people use it daily in a large part of the world and it is almost an essential requirement in many economic and academic sectors.

Emotional Intelligence: These are the skills that a person has from the self-concept perspective, motivation, social skills, adaptability and management of emotions in order to overcome different circumstances and events that are experienced.

Chapter III. Hypothesis and variables

3.1 Hypothesis

Hypotheses are defined as assumptions that refer to the possible correlation between the variables of study, which are formulated by answering tentatively the research questions. Arias (1999) describes that “the hypotheses are derived from the theory, in other words, they do not emerge from simple imagination, but from existing knowledge that serves as support.” (p.48)

Likewise, these will lead the research, indicating the researcher where he should start to prove and verify by using data collection instruments. Therefore, the formulation of hypotheses is important when it is required to establish causal correlations among variables as well as association.

3.1.1 General hypothesis.

There is a correlation between emotional intelligence and the andragogy learning process of the students from the English competency course at San Ignacio de Loyola University, 2018.

3.1.2 Specific hypothesis.

SH1. There is a significant relationship between emotional intelligence and the andragogy learning process of the auditive comprensión of students from the English Competency Course at San Ignacio de Loyola University, 2018.

SH2. There is a significant relationship between emotional intelligence and the andragogy learning process of the oral expression of students from the English Competency Course at San Ignacio de Loyola University, 2018.

SH3. There is a significant relationship between emotional intelligence and the andragogy learning process of the reading comprehension of students from the English Competency Course at San Ignacio de Loyola University, 2018.

SH4. There is a significant relationship between emotional intelligence and the andragogy learning process of the writing expression of students from the English Competency Course at San Ignacio de Loyola University, 2018.

3.2. Variables

Andragogy: Is defined in a general way as the science of adult education. It is regarded as an adult, a person with a biological, social and psychological maturity, who has passed the adolescence stage and behaves with a sense of responsibility. In fact, a person that also has autonomy, and in terms of education, he is responsible for their own learning since he has the ability to understand and acquire knowledge (Gargicevich , 2017).

Emotional intelligence: Is known as the skills that a person has, from the perspective of motivation, social skills, adaptability, self-concept and emotions management, to deal with different situations and events that are experienced regularly. It is also emphasised that emotional intelligence has as a fundamental characteristic of having a stable emotional state and a holistic balance at a physical, social, spiritual, biological and mental level. In a nutshell, it can be affirmed that emotional intelligence is the aptitude that allows individuals to handle emotions, moods, which will emerge subsequently in external behaviours (BarOn, 2002).

3.3. Operatinal definition of variables

Table 1

Operationalization of variable: emotional intelligence

Variable	Dimensions	Indicators
Emotional Intelligence (Independet Variable)	Intrapersonal	Self - understanding
		Assertiveness
		Selfconcept
		Self realisation
		Independence
	Interpersonal	Empathy
		Interpersonal Relationships
		Responsability Social Problem solutions
	Adaptablity	Reality test
		Flexibility
Stress Management	Stress tolerance	
	Impulse Control	
General Mood	Hapiness	
	Optimism	

Source: Own authorship.

Chapter IV. Methodology

4.1 Research approach

This study has been done under the quantitative approach. It is important to mention that in this paradigm the research collects numerical data related to the problematic that is been studied. Subsequently, it is applied into the analysis through related statistical processes (Hernández, Fernández and Baptista 2006)

4.2 Type of research

The research is at a descriptive level due to the fact that it searches to specify on the community, organisations, group of people or events. Likewise, it resorts a correlational design since it allows establishing the correlation among the variables of the study.

4.3 Research design

Considering the authors Hernández, Fernández and Baptista (2014), a research design is conceptualized as “the plan or strategy that is developed in order to obtain the information that is required in a research” (p.120). The design used in this study is non-experimental due to the fact that a priori manipulation of the categories or constructs is not taking into account. It is used a cross-sectional type of design because the data is collected in a single moment, having the intention of describing the variables and their incidence, so that the reality is emphasized. Subsequently, the data is analysed in a single and determined moment (Hernández, Fernández, and Baptista, 2006).

4.4 Population and sample

4.4.1 Population.

Tamayo (2007) defines the population as “the total of a phenomenon of study, which includes the whole units of analysis or the population groups that comprises such phenomenon

and it must be quantified a determined study, that integrates a set of entities that participate a specific characteristic” (p.176). In the same way, Balestrini (2006) proposes that the population is defined as “ finito or infinite set of people, cases or elements that have the same characteristics” (p.137). In this particular case of the research, the population comprises the entirety of students from the English competency course at San Ignacio de Loyola University, 2018, that is to say, 76 students as a whole.

4.4.2 Sample.

In the sample case, the same author Balestrini, (2006) states that “the sample corresponds to the subset drawn from the population through sampling techniques, whose study serves to infer characteristics of the entire population” (p.141). Additionally, Sabino (2014) specifies the sample as: “a part of the whole that we call the universe and that serves to represent it” (p. 83). The study sample was determined through a non-probabilistic, intentional sampling that is provided according to Otzen and Materola (2011) when “the subjects are chosen according to the convenient accessibility and subjects’ proximity to the researcher” (p.230). It is based on these characteristics that the case managed a sample of two sections of the institution: each section has 15 students, so that 30 students was the sample.

4.5 Techniques and instruments for data collection

According to Hernández, Fernández and Baptista (2016), the data analysis techniques refer to: “data are collected through questionnaires, interviews, attitude scales, observation, focus groups or other methods that must be analyzed to answer the research questions and approve or disapprove if they were established” (p 252). The information was collected based on the study variables, using a survey as a technique and as instruments of a questionnaire for each construct.

In the case of the andragogic learning variable, in the English learning, oral comprehension, reading comprehension, written expression and oral expression are taken as a reference for evaluation. It was evaluated by a specific test carried out within the English Competency Course of the San Ignacio de Loyola University

Regarding the variable emotional intelligence, it is important to highlight that the most commonly used instrument to measure emotional intelligence is the Bar-On Emotional Quotient Inventory which consists of 133 items. Those items has been adapted to Peru by Ugarriza (2001) for people of 15 years and more. The instrument integrates theoretical, empirical and psychometric-type technical elements, it is called emotional inventory Bar-ON ICE: NA - abbreviated, which has the same as the original 133 items, a Likert response scale of 5 points, also the emotional intelligence score can be obtained in five dimensions:

- Interpersonal
- Adaptability
- Stress Management
- Intrapersonal
- General Mood

The reliability of the instrument reported an alpha coefficient of 0.93 for the total inventory. In the validity, it was used the factorial analisis to make the constructor validity and the internal consistency method, these results were favorable.

Table 2*Instrument data sheet.*

Instrument validation sheet: Emotional Intelligence is the Bar-On Emotional

Author:	Rouven Bar-On
Source:	Cánada
Peruvian	Nelly Ugarriza
Adaptation	
Administration	Individual or collective
Duration	30 to 40 minutes
Objective	Measuring emotional intelligence

Source: Ugarriza (2011)

4.6 Statistical treatment of data

The research results were deployed through statistical tools, by means of a tabulation system, which provided the processing and analysis of all items contained in the compilation of information. In this system, the data was grouped by categories associated with study variables. The data obtained was arranged and processed using Excel and SPSS 23 programmes. It was applied descriptive analysis techniques frequently, descriptive statistics. The normality test of the data was evaluated and it was utilized the correlation analysis.

Chapter V. Results

5.1 Validity and reliability of instruments

The validity of an instrument is defined as the analysis that enables to verify if it achieves to measure with precision and clarity the variables which it was designed (Carrasco, 2017). In this research, we used two instruments. The first, BarOn Emotional Quotient Inventory (EQI) adapted to Peru by Ugarriza (2001) used to get information on emotional intelligence variable. The second, a rubric for the evaluation of the skills of listening comprehension, oral expression, reading comprehension and written expression of own elaboration was used to andragogical learning variable.

In the first case, BarOn EQI, utilized to measure the emotional intelligence variable, the validity was made in the original version, made by Ugarriza (2001). It was used the second order confirmatory factorial analysis technique, based on a sample of 2249 teenagers, 15 years old and older. According to Ugarriza (2001) the results indicate that “the chi-square test to verify the fit of the model was significant, thus it verifies the 5 to 1 factorial structure proposed by BarOn” (p.147). Hence, the adaptation made by the author guarantees that the instrument measures what it aspired to measure for the Peruvian case.

In the second case, the rubric, used to evaluate the competencies of auditory comprehension, oral expression, reading comprehension and written expression in order to measure the variable andragogical learning of the English language, was validated through the expert judgment using a validation format for which it is presented in appendix section. The experts gave their verdict which is detailed in table 4. The result is an average score of 100% which allows concluding that the instrument of evaluation rubric can be applied to the sample, measuring the variable appropriately.

Reliability is a statistical property which has an instrument to reproduce the same results, when it is applied repeatedly to the same measurement group (Carrasco, 2017). Likewise, the measurement of the reliability of the BarOn EQI instrument was performed by Ugarriza (2011), with the help of the Combrach alpha statistic. Mentioned statistic is suitable for instruments in categorical response scales. In this sense, the author found a reliability value of 0.93 for the total inventory, and values between 0.71 to 0.91 for its dimensions, therefore the instrument can be considered with high internal coherence (Table 2).

In the case of the present investigation, the Combrach alpha coefficient was calculated for the sample of 30 students studied, which revealed similar values to the validation of Ugarriza (2011), being between 0.80 and 0.93 for each component. In conclusion, the high reliability of the instrument is confirmed (Table 3 and Appendix 3).

Table 3

Cronbach's alpha coefficients for the Inventory EQ I version of Ugarriza, (2011) and applied version

Sub-component /component	Ugarriza (2011) Versión	Applied version
Total	0.93	0.97
Self-Comprehension	0.73	0.78
Asertiveness	0.66	0.52
Selfconcept	0.85	0.76
Self-realization	0.76	0.70
Independence	0.57	0.89
Intrapersonal	0.91	0.93
Empathy	0.70	0.75
Relationships	0.76	0.72
Social relationships	0.72	0.81
Interpersonal	0.86	0.91
Problem solving	0.60	0.80
Reality test	0.72	0.92
Flexibility	0.48	0.78
Adaptability	0.77	0.93
Stress Tolerance	0.78	0.60
Impulse Control	0.85	0.91
Stress Management	0.86	0.88
Happiness	0.78	0.74
Optimism	0.79	0.76
Mood	0.86	0.88

Source: Appendix 3 and Ugarriza (2011)

Regarding the reliability of the instrument of the andragogical learning variable of the English language, because of its evaluative nature, Cronbach's alpha coefficient cannot be applied. Oviedo and Campo Arias (2005) stated that the Cronbach alpha coefficient can not be

used in instruments that measure the degree of prior knowledge or training of a particular subject. It is also not possible to use it in instruments whose response scale is qualitative or open, as is the case of this research, where the teacher evaluates the degree of andrological learning of the English language student in its dimensions of listening comprehension, oral expression, reading comprehension and written expression.

5.2 Presentation and analysis of results

5.2.1 Descriptive results.

Table 4

Emotional intelligence level of sample

Level	Rank	Frequency	Percentage
Low	<450	19	63,3
Mediu m	450-493	5	16,7
High	>493	6	20,0
Total		30	100,0

Source: Own authorship.

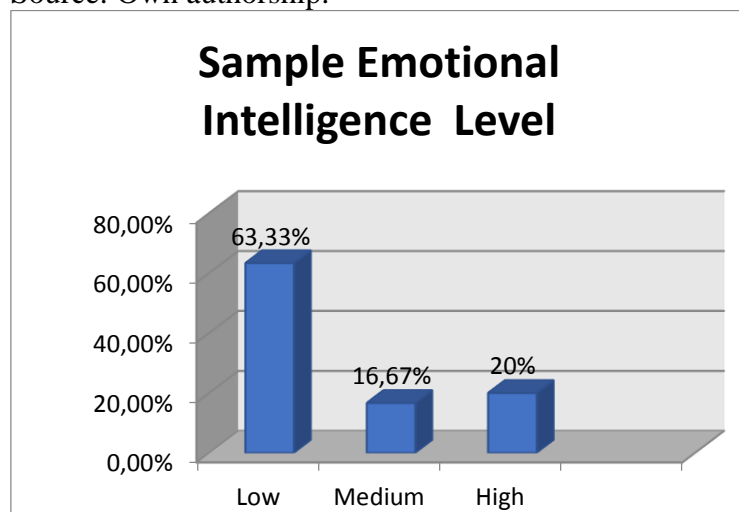


Figure 6. Emotional intelligence of sample

Source: Own authorship.

The results of the classification of the sample depending on the level of emotional intelligence show that 63.3% (19) of the students were in a low level of emotional intelligence,

then 20% (6) of the students were found with a high level of emotional intelligence and finally 16.7% (5) of the cases were classified as a low level of emotional intelligence. Likewise, the estimation of the average showed a value of 428 points, being in a low level of emotional intelligence level (<450 points).

Table 5

Emotional intelligence level: intrapersonal dimension

Level	Rank	Frequency	Percentage
Low	<158	29	96,7
Medium	158-175	1	3,3
Total		29	96,7

Source: Own authorship.

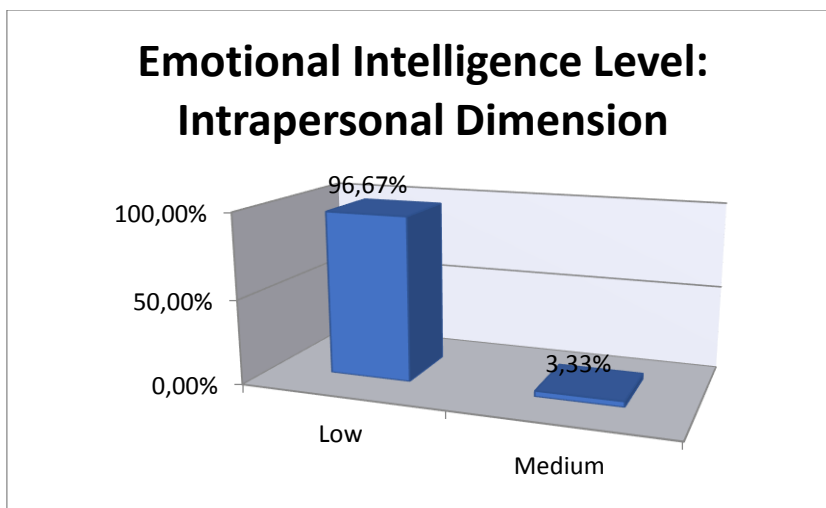


Figure 7. Emotional intelligence level: intrapersonal dimension

Source: Own authorship.

In the intrapersonal dimension, the results show that 96.7% (29) of students have a low level of intrapersonal emotional intelligence. Likewise, only 3.3% (1) of the cases were classified in a medium level. Thus, No students were found with a high level of intrapersonal emotional intelligence. The trend reflected above is corroborated by estimating the average,

which stood at 124 points, ranking in the range of a low level of intrapersonal emotional intelligence (<158).

Table 6

Emotional intelligence level: interpersonal dimension

Level	Rank	Frequency	Percentage
Low	<99	6	20,0
Medium	99-108	14	46,7
High	>108	10	33,3
Total		30	100,0

Source: Own authorship.

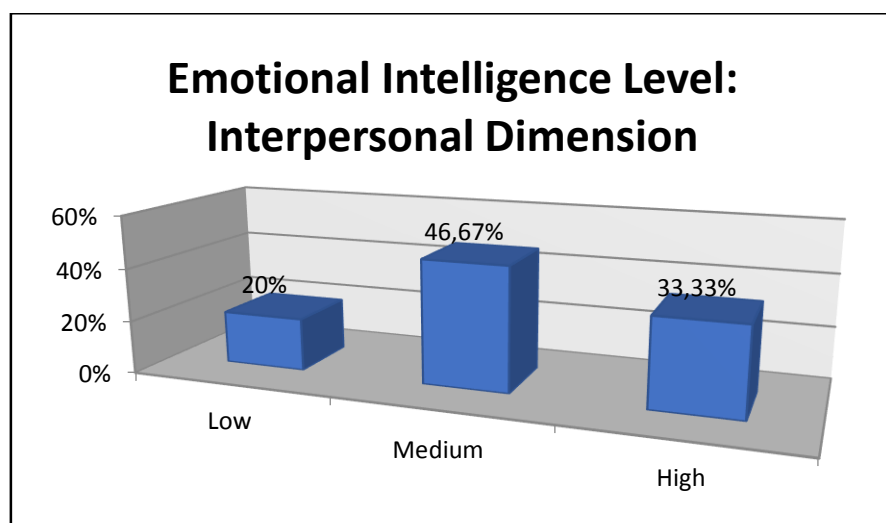


Figure 8. Emotional intelligence level: interpersonal dimension

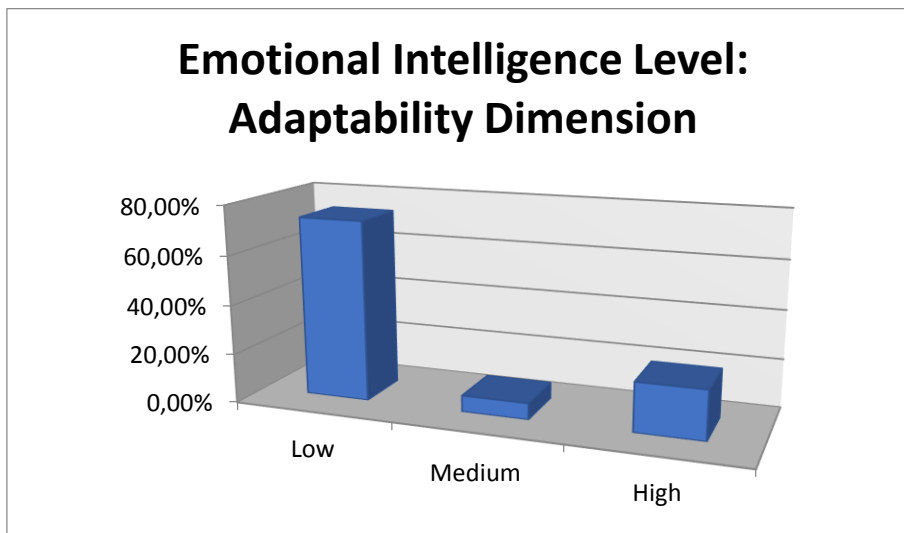
Source: Own authorship.

In the case to the interpersonal dimension, the results indicate that 46.7% (14) of the sample is in médium level. In second place, it is founded 33.3% (10) of the students are in a high level. Finally, 20% (6) of the sample have a low interpersonal intelligence level. In the same way, the average was 101.9 points, classifying in a level of average interpersonal emotional intelligence (99-108).

Table 7*Emotional intelligence level: adaptability dimension*

Level	Rank	Frequency	Percentage
Low	<96	22	73,3
Mediu m	96-106	2	6,7
High	>106	6	20,0
Total		30	100,0

Source: Own authorship.

*Figure 9. Emotional Intelligence Level: Adaptability Dimension*

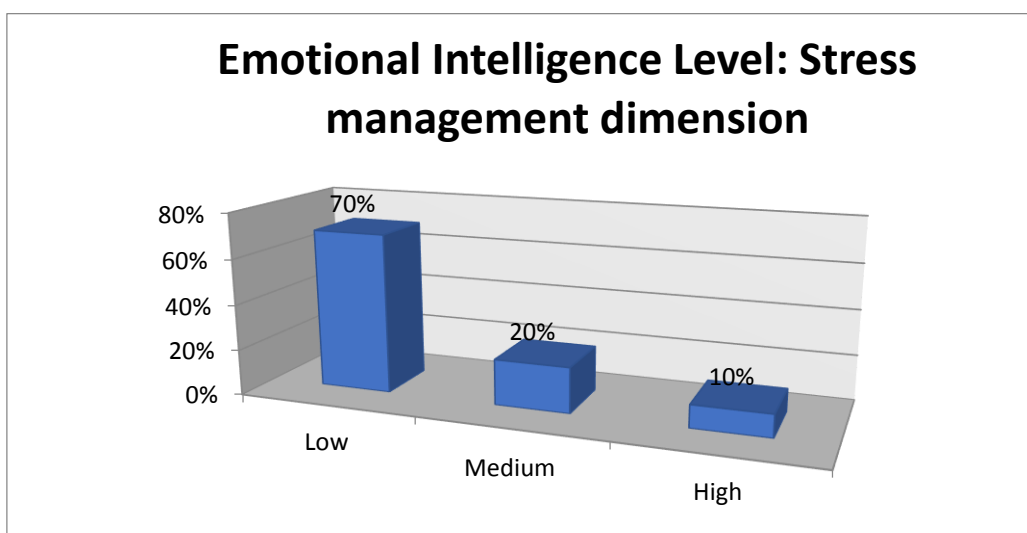
Source: Own authorship.

At the time to analyze the emotional intelligence level in the adaptability dimension, it gets that 73.3% (22) of the sample present a low level. In second place, there is a 20% (6) of students who have a high level. At least, 6,7% (2) of the cases have medium level. Therefore, the average of this dimension was established in 83,3 points which makes to classify in the low Rank of emotional intelligence (<96).

Table 8*Emotional intelligence level: stress management dimension*

Level	Rank	Frequency	Percentage
Low	<66	21	70,0
Medium	66-75	6	20,0
High	>75	3	10,0
Total		30	100,0

Source: Own authorship.

*Figure 10. Emotional Intelligence Level: Stress management dimension*

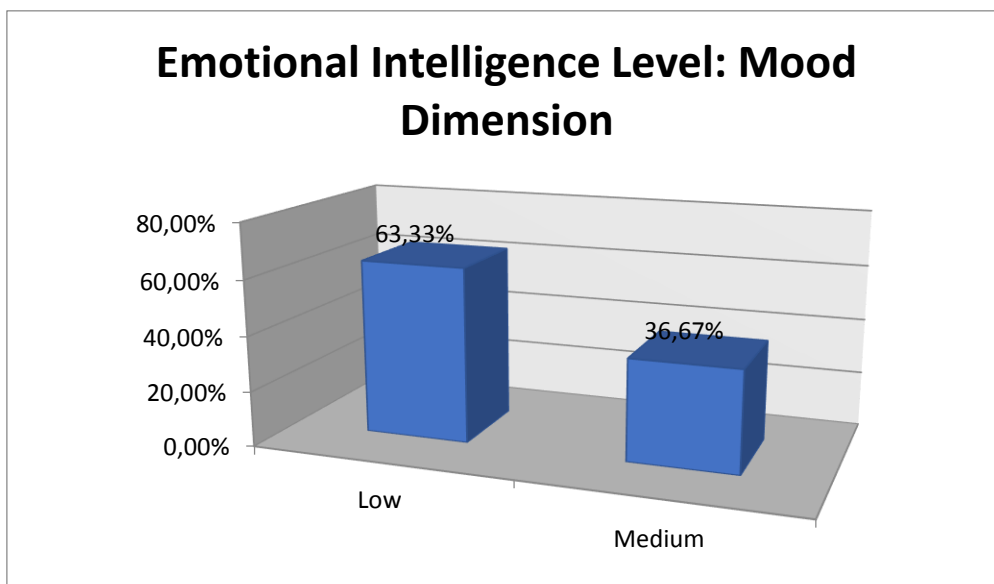
Source: Own authorship.

Regarding the emotional intelligence level in its stress management dimension, the tabulated results showed that 70% (21) of the students have a low level of emotional intelligence. Following, only 20% (6) of the cases reported a medium level of intelligence. Finally, it was found that 10% (3) of the cases have a high level of intelligence. The trend is corroborated by estimating the average, which was 57.2 points, classifying emotional intelligence related to stress management at a low level (<66).

Table 9*Emotional intelligence level: mood dimension*

Level	Rank	Frequency	Percentage
Low	<69	19	63,3
Medium	69-77	11	36,7
Total	>77	30	100,0

Source: Own authorship.

*Figure 11. Emotional Intelligence Level: Mood Dimension*

Source: Own authorship.

To this dimension, the results indicate that 63.3% (19) of the sample of students, stood at a low level of androgogic learning of the English language in their dimension of mood.

Besides, 35.7% (11) is classified as a medium level of learning in that dimension

Table 10*Andragogic learning level of English language*

Level	Rank	Frequency	Percentage
Low	<10	7	23,3
Medium	10-17	21	70,0
High	>17	2	6,7
Total		30	100,0

Source: Own authorship.

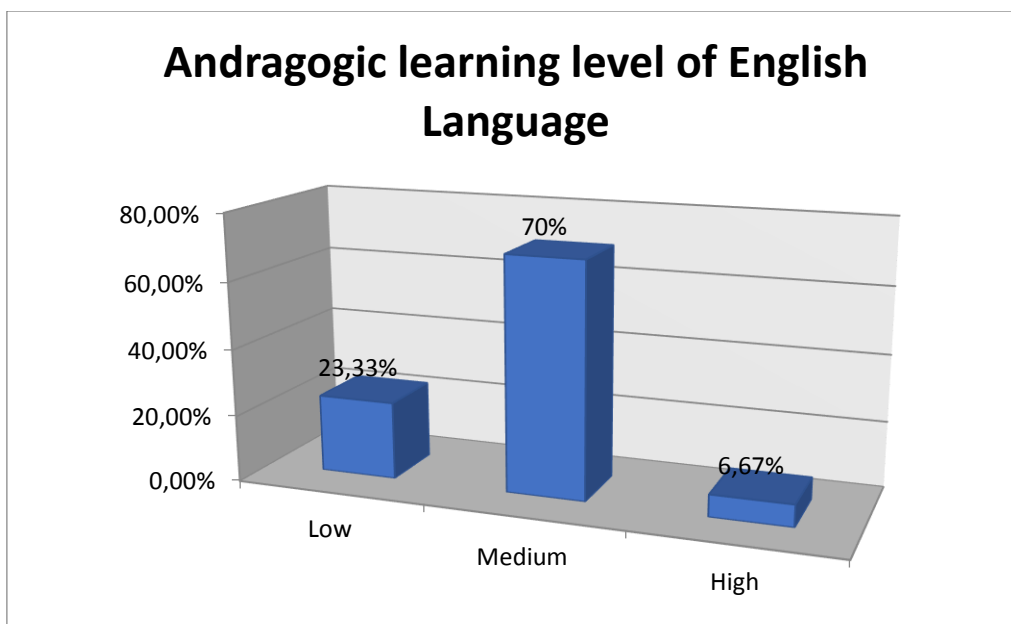


Figure 12. Andragogic learning level of English Language

Source: Own authorship.

The results indicate that 70% (21) of the sample is in an andragogical learning medium level of English Language. 23% (7) of the students showed a low level. To finish, 6,7% (2) of the sample only are in a high level. So that, the average according to the results obtained is 13,7 points, standing in a middle andragogic learning range (10-17).

Table 11

Andragogic learning level of English language: auditive comprehension dimension

Level	Rank	Frequency	Percentage
Low	<10	7	23,3
Medium	10-17	23	76,7
Total		30	100,0

Source: Own authorship.

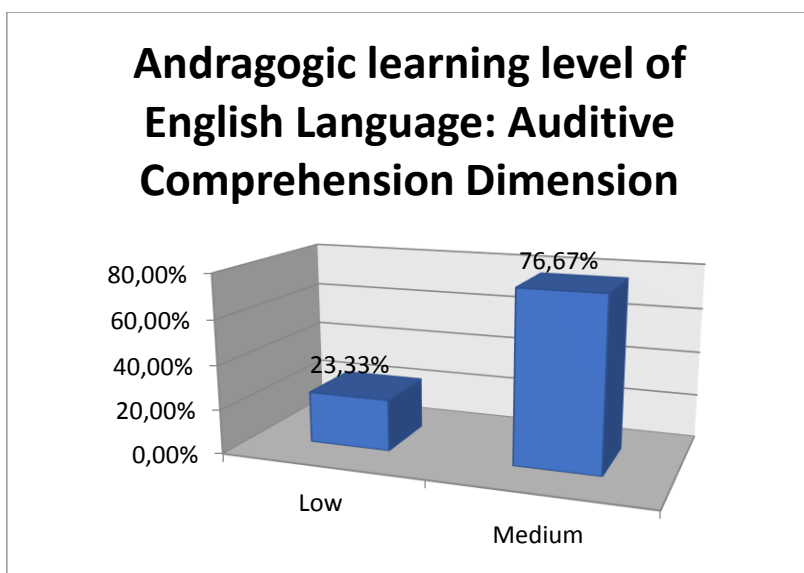


Figure 13. Andragogic learning level of English language: auditive comprehension Dimension

Source: Own authorship.

In the andragogic learning level of the English language in its auditive comprehension dimension, the findings reveal that 76.7% (23) of the students have a medium level of learning. Likewise, only 23.3% (7) of the cases reported a medium level of learning. No cases were found with a high level of andragogic learning of the English language in its auditive comprehension dimension. The trend of frequencies in the auditive compression dimension is verified by estimating the average, which was 13.63 points, being classified at a medium level (10-17).

Table 12

Andragogic learning level of English language: oral expression dimension

Level	Rank	Frequency	Percentage
Low	<10	5	16,7
Medium	10-17	18	60,0
High	>17	7	23,3
Total		30	100,0

Source: Own authorship.

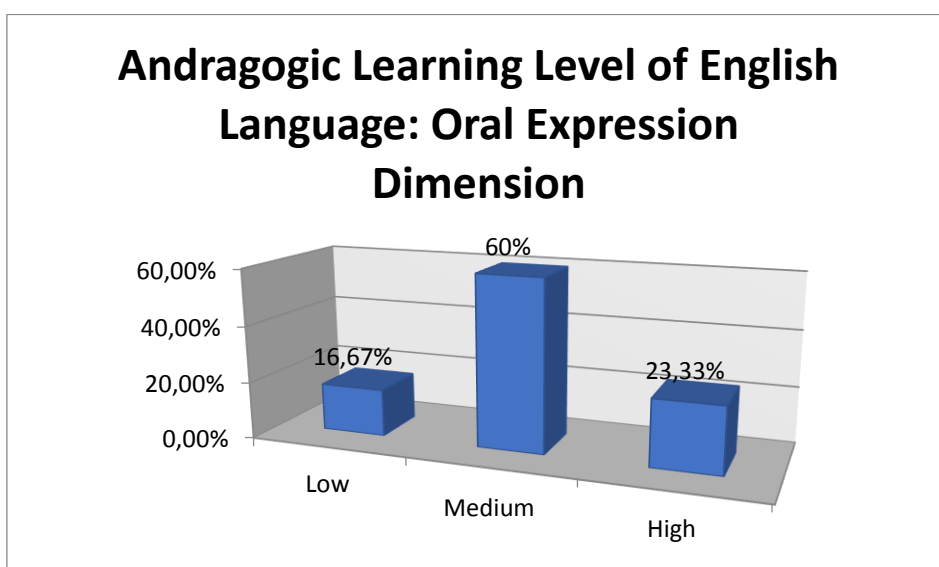


Figure 14. Andragogic learning level of English language: oral expression dimension

Source: Own authorship.

In the momento to study the andragogic learning level of the English language in its oral expression dimensión, it is evident that 60% (18) of the students have a médium learning level. Following, it was found that 23,3% (7) of the cases reported a high level. Finally, it was shown that 16.7% (5) of the sample is at a low learning level. The tendency of frequencies in the dimension of oral expression is verified by estimating the *average*, which was located at 13.63 points, being classified at a medium level (10-17).

Table 13

Andragogic learning level of English language: reading comprehension dimension

Level	Rank	Frequency	Percentage
Low	<10	9	30,0
Medium	10-17	21	70,0
Total		30	100,0

Source: Own authorship.

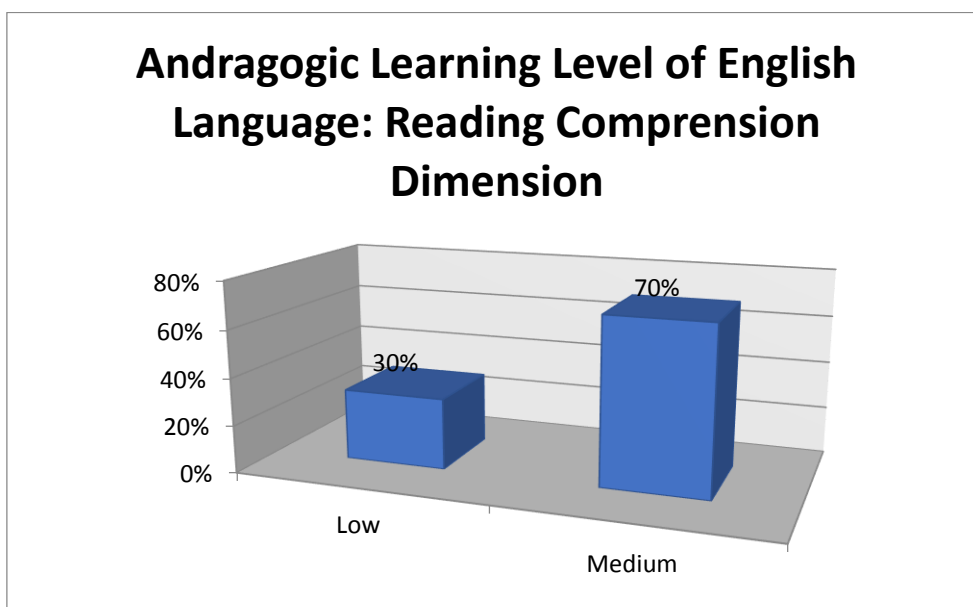


Figure 15. Andragogic learning level of English language: reading comprehension dimension

Source: Own authorship.

In the andragogic learning level of the English language in its reading comprehension dimension, it is founded that 70% (21) of the students have a médium learning level. Besides, It was found that the remaining 30% (9) reported a low learning level in that dimension. No cases of the reading comprehension dimension were found at a high level. The tendency of frequencies in the reading comprehension dimension can be corroborated by estimating the average, which was located at 12.43 points, being classified at a medium level (10-17).

Table 14

Andragogic learning level of English language: writing expression dimension

Level	Rank	Frequency	Percentage
Low	<10	6	20,0
Medium	10-17	17	56,7
High	>17	7	23,3
Total		30	100,0

Source: Own authorship.

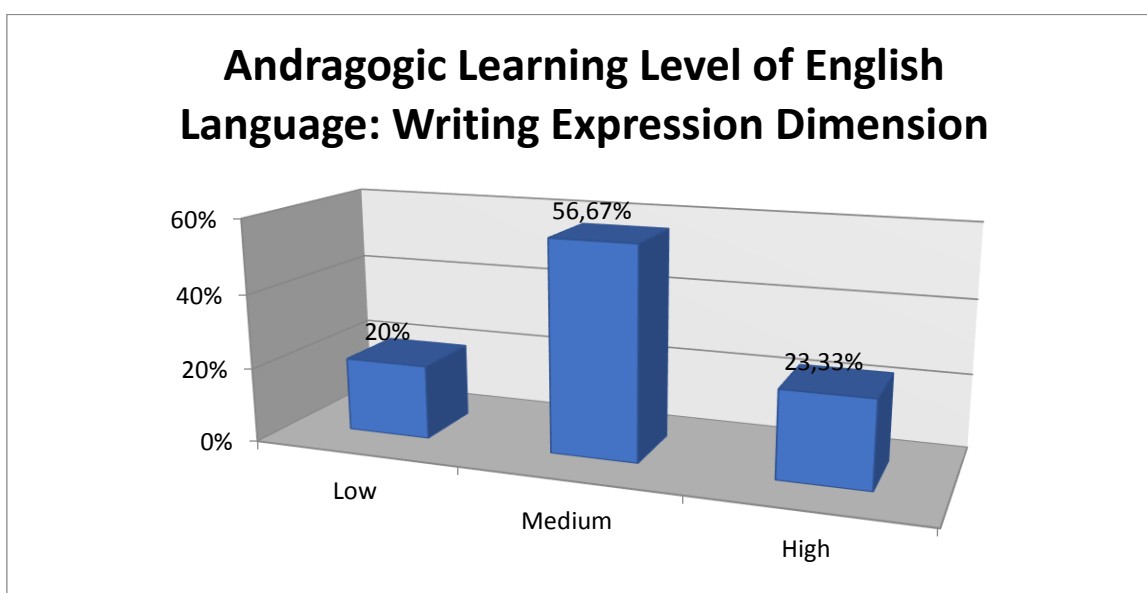


Figure 16. Andragogic learning level of English language: writing expression dimension

Source: Own authorship.

At the time to typify the andragogic learning level of English language in its writing expression dimension, it was revealed that 56.7% (17) of the students possess a medium learning level. In a similar order, it was found that 23.7% (7) reported a high learning level in that dimension. Finally, it was found that 20% (6) of the cases have a low level of learning. This tendency is also expressed when estimating the average of the andragogic learning score of the English language in its writing expression dimension, which was located at 12.43 points, being classified at a medium level (10-17).

General objective results.

Table 15

Emotional intelligence level and andragogic learning level of the English language results

		Andragogic learning level					
		Low		Medium		High	
Emotional intelligence Level		Count	% del total	Count	% del total	Count	% del total
	Low	7	23,3%	12	40,0%	0	0,0%
	Medium	0	0,0%	5	16,7%	0	0,0%
	High	0	0,0%	4	13,3%	2	6,7%
Total		7	23,3%	21	70,0%	2	6,7%

Source: Own authorship.

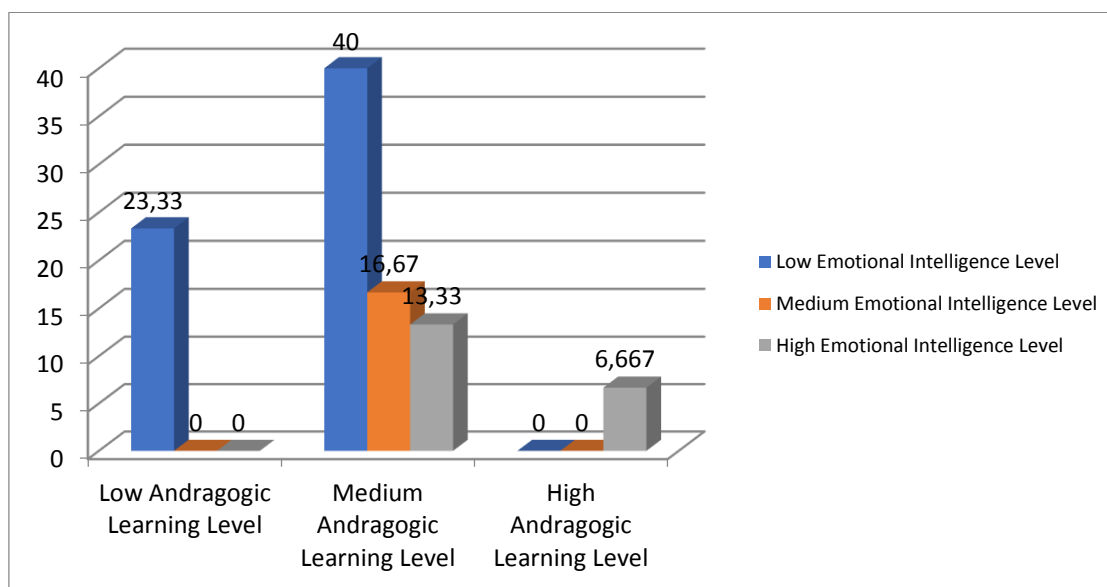


Figure 17. Emotional intelligence level and andragogic learning level of the English language results

Source: Own authorship.

The associated results to the general objective indicate that 23,3% (7) of the students that have a low andragogic learning of English language are standed in a low emotional intelligence level. On the other hand, 70% (21) of the students who have a medium andragogic learning level of English. This 70% is formed by 40% (12) stood at a low emotional intelligence level, 16.7% (5) have a medium emotional intelligence level and 13.3% (4) bet on

a high emotional intelligence level. To finish, 6,7% (2) of the estudents with high andragogic learning level has a high emotional intelligence level.

Specific objective 1 results.

Table 16

Emotional intelligence level and auditive comprehension level of the English language results

		Auditive comprehension level					
		Low		Medium		High	
		Count	% del total	Count	Count	% del total	Count
Emotional intelligence Level	Low	7	23,3%	12	40,0%	0	0,0%
	Medium	0	0,0%	5	16,7%	0	0,0%
	High	0	0,0%	6	20,0%	0	0,0%
	Total	7	23,3%	23	76,7%	0	0,0%

Source: Own authorship.

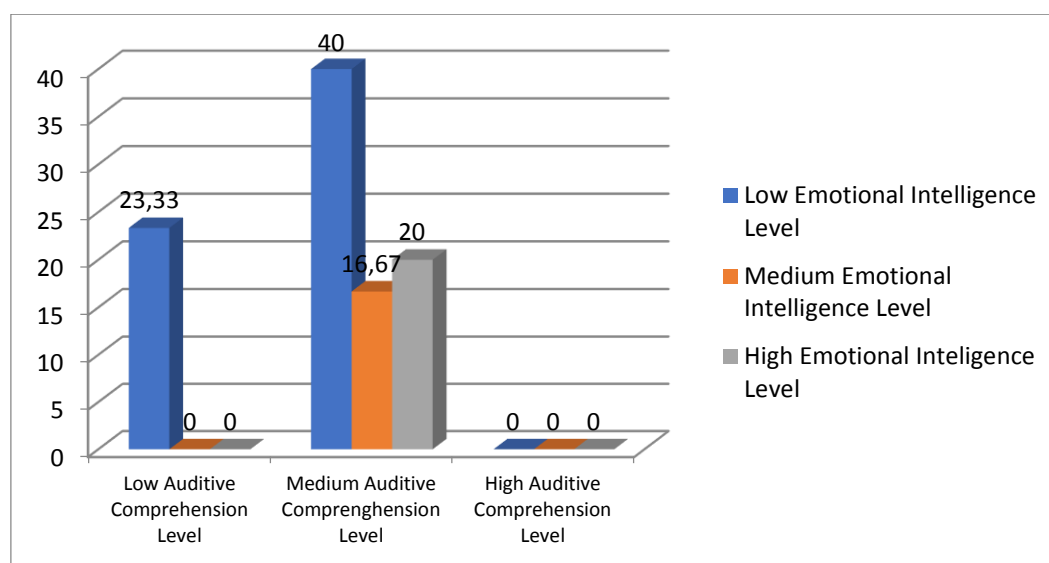


Figure 18. Emotional intelligence level and auditive comprehension level of the English language results

Source: Own authorship.

To check the results associated to the specific objective number one (1), it is evident that 23.3% (7) of the students, who have a low level of androgynous learning of English in their auditive comprehension dimension, are entirely located in a low level of emotional intelligence.

However, 76.7% (23) of the students have an medium andragogic learning level of English in the auditive comprehension dimensión. This 76.7% is divided in 40% (12) stood at a low emotinal intelligence level, 16.7% (5) have a medium emotional intelligence level and 13.3% (4) bet on a high emotional intelligence level. Likewise, no cases were reported with a high andragogic learning level in its auditive comprehension dimension.

Specific objective 2 results.

Table 17

Emotional intelligence and oral expression level of English language results

		Oral expression level					
		Low		Medium		High	
Emotional intelligence Level	Low	Count	% del total	Count	Count	% del total	Count
	Medium	5	16,7%	14	46,7%	0	0,0%
	High	0	0,0%	4	13,3%	1	3,3%
	Total	0	0,0%	0	0,0%	6	20,0%
		5	16,7%	18	60,0%	7	23,3%

Source: Own authorship.

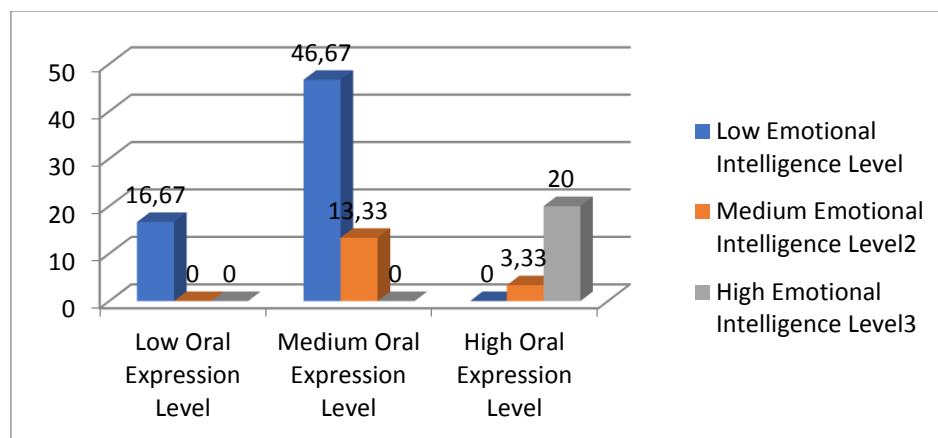


Figure 19. Emotional intelligence and oral expression level of English language results

Source: Own authorship.

The findings of the specific objective 2 show that 16.7% (5) of the students who have a low andragogic learning level of English in its oral expression dimension, all are located in a lowemotional intelligence level. Also, 60% (18) of the students have an medium andragogic

learning level of English in the oral expression dimension. This 60% is comprised in 46.7% (14) is located in the low emotional intelligence level and 13.3% (4) have a medium emotional intelligence level. Finally, in the group of 23.3% (7) of the sample that stood at a high level of English language oral expression, 20% (6) have a medium emotional intelligence level and 20% (6) bet on a high emotional intelligence level.

Specific objective 3 results.

Table 18

Emotional intelligence level and reading comprehension level of English language results

		Reading comprehension level					
		Low		Medium		High	
		Count	% del total	Count	Count	% del total	Count
Emotional intelligence Level	Low	9	30,0%	10	33,3%	0	0,0%
	Medium	0	0,0%	5	16,7%	0	0,0%
	High	0	0,0%	6	20,0%	0	0,0%
	Total	9	30,0%	21	70,0%	0	0,0%

Source: Own authorship.

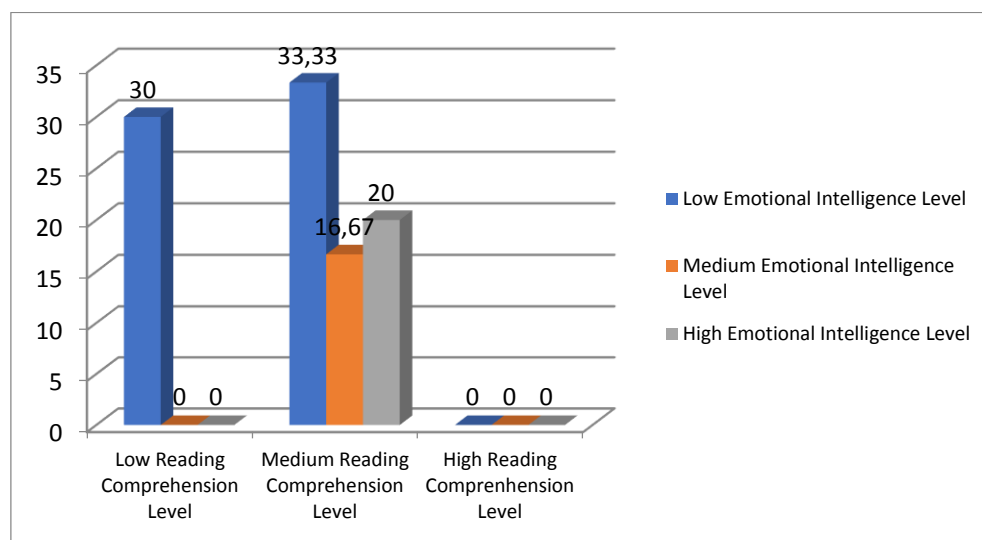


Figure 20. Emotional intelligence level and reading comprehension level of English language results.

Source: Own authorship.

The results of the specific objective 3 show that 30% (9) of the students who have a low level of androgynous learning of English in their reading comprehension dimension, all are located in a low level of emotional intelligence. Likewise, of 70% (21) of the students who have an average level of androgynous learning of English in the reading comprehension dimension, 33.3% (10) is located in the low level of emotional intelligence, 20% (6) have a high level of emotional intelligence and 16.7% (5) have a medium level of intelligence. Finally, there are no cases with a high level of high reading comprehension.

Specific objective 4 results.

Table 19

Emotional intelligence level and written expression level of English language results

		Written expression level					
		Low		Medium		High	
Emotional intelligence Level	Low	Count	% del total	Count	Count	% del total	% del total
	Medium	6	20,0%	13	43,3%	0	0,0%
	High	0	0,0%	4	13,3%	1	3,3%
	Total	6	20,0%	17	56,7%	7	23,3%

Source: Own authorship.

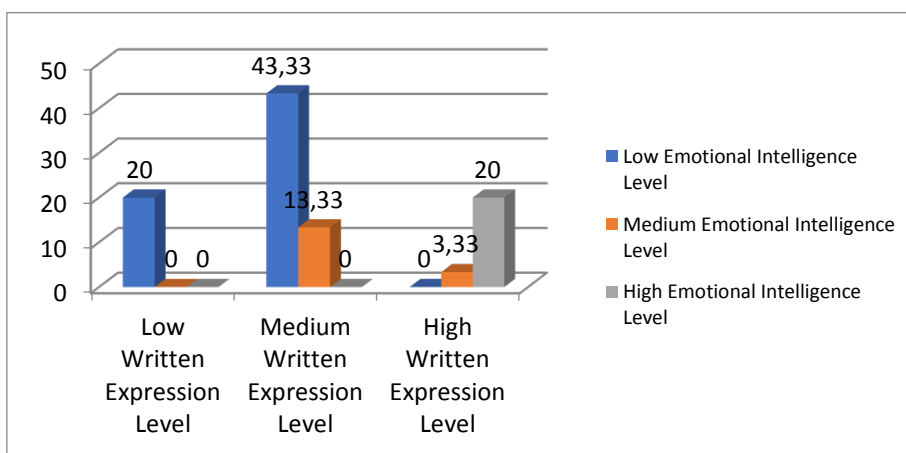


Figure 21. Emotional intelligence level and written expression level of English language results

Source: Own authorship.

The results of the specific objective 4 show that 20% (6) of the cases that have a low andragogic learning level of English in its dimension of written expression, all are located in a low emotional intelligence level. Likewise, 56.7% (17) of the students have a medium andragogic learning level of English in the written expression dimension. The previous group is conformed by 43.3% (13) with low emotional intelligence level and 13.3% (4) medium emotional intelligence level. Finally, students with a high andragogic learning level of English language in its written expression dimension, represent 23.3% (7) of the cases, which 20% (6) have a high emotional intelligence level and a single case with a medium level of emotional intelligence.

Hypothesis test

The data normality was evaluated through Shapiro-Wilk test because of the sample is less than 50 cases. It revealed non-normality of data at 5% significance in most of the items. Therefore, tests of association are performed by non-parametric tests, specifically the correlation coefficient Spearman's Rho, which is a test nonparametric to measure the association between pairs of variables. It not follows a normal distribution or which is measured on an ordinal scale or continuous (Minitab, 2019). These results are shown in appendix 4.

General hypothesis test.

Table 20

General hypothesis test

		Emotional intelligence level	Andragogic learning level	
Rho de Spearman	Emotional intelligence level	Correlation Coefficient	1,000	
		Sig (bilateral)	,527**	
		N	,003	
	Andragogic learning level	Correlation Coefficient	30	30
		Sig. (bilateral)	,527**	1,000
		N	,003	.

** . The correlation is significant to level 0,01 (bilateral).

Source: Own authorship.

Since the bilateral statistical significance of Spearman Rho is less than 0.05, it is concluded that there is a significant relationship between the emotional intelligence level and andragogic learning level of English, so that, a higher emotional intelligence level in students hopefully higher andragogic learning level of English language. The magnitude of 0.527 indicates a moderate relationship between these two variables.

Specific hypothesis test 1

Table 21*1st. Specific hypothesis test*

			Emotional intelligence level	Auditive comprehension level
Rho de Spearman	Emotional intelligence level	Correlation Coefficient	1,000	,409*
		Sig (bilateral)	.	,025
		N	30	30
	Auditive comprehension level	Correlation Coefficient	,409*	1,000
		Sig. (bilateral)	,025	.
		N	30	30

*.The correlation is significant to level 0,05 (bilateral).

Source: Own authorship.

The results indicate that the bilateral statistical significance of Spearman Rho is less than 0.05. Therefore, it is concluded that there is a significant relationship between the emotional intelligence level and andragogic learning level of English in its auditive comprehension dimension, that is to say, the higher emotional intelligence level in students, the higher the andragogic learning level of the English language is expected in the auditive comprehension dimension. The magnitude of 0.409 indicates a moderate relationship between these two variables.

Specific Hypothesis Test 2.

Table 22*2nd. Specific Hypothesis Test*

			Emotional intelligence level	Oral expression level
Rho de Spearman	Emotional intelligence level	Correlation Coefficient	1,000	,769**
		Sig. (bilateral)	.	,000
		N	30	30
	Oral expression level	Correlation Coefficient	,769**	1,000
		Sig. (bilateral)	,000	.
		N	30	30

** . The correlation is significant to level 0,01 (bilateral).

Source: Own authorship.

The results indicate that the bilateral statistic significance Rho de Spearman is less than 0,05, there upon, it concluded that there is a significant relationship between the emotional intelligence level and andragogic learning level of English in its of oral expression dimension. Hence, a higher emotional intelligence level in students is expected higher andragogic learning level of English language in the dimension of oral expression. The magnitude of 0.769 indicates a high relationship between these two variables.

Specific Hypothesis Test 3

Table 23*3rd. Specific hypothesis test*

			Emotional intelligence level	Reading comprehension level
Rho de Spearman	Emotional intelligence level	Correlation Coefficient	1,000	,486**
		Sig. (bilateral)	.	,007
		N	30	30
	Reading comprehension level	Correlation Coefficient	,486**	1,000
		Sig. (bilateral)	,007	.
		N	30	30

** . The correlation is significant to level 0,01 (bilateral).

Source: Own authorship.

The bilateral significance of the Spearman Rho statistic is less than 0.05, it is concluded that there is a significant relationship between the emotional intelligence level and the andragogic learning level of English in its reading comprehension dimension. Consequently, the greater emotional intelligence level in students is expected to be higher in the andragogic learning of English language in the dimension of reading comprehension. The magnitude of 0.486 indicates a moderate relationship between these two variables.

Specific Hypothesis Test 4

Table 24

4th. Specific Hypothesis Test

		Emotional intelligence level	Written expression level
Rho de Spearman	Emotional intelligence level	Correlation Coefficient	1,000
		Sig (bilateral)	,768**
		N	,000
			30
	Written expression level	Correlation Coefficient	,768**
		Sig. (bilateral)	1,000
	N	,000	
		30	30

** . La correlación es significativa al nivel 0,01 (bilateral).

Source: Own authorship.

The results indicate that the bilateral significance of the Spearman Rho statistic is less than 0.05. Therefore, it is concluded that there is a significant relationship between the emotional intelligence level and the andragogic learning level of English in its written expression dimension, that is, the higher the level of emotional intelligence in the students, the higher the andragogic learning level of the English language in the written expression dimension is to be expected. The magnitude of 0.768 indicates a high relationship between these two variables.

5.3. Discussion of results

1. This research was oriented to determine the relationship between emotional intelligence and the andragogic learning process of the students of the English Competency Course at San Ignacio de Loyola University during the year 2018. In this sense, the results suggest that there is a clear correspondence of the relative frequencies of the students, between the level of low and high emotional intelligence, with the low and high andragogical learning level respectively. This frequency relationship is not reported for middle level students of andragogic learning. In this regard, the general hypothesis was proved where there is a significant relationship between the variables ($Rho = 0.527$, $p < 0.05$). As the emotional intelligence level increases, the andragogic learning level androgynous of the English language is increased; nevertheless, this relation is in moderate level. These results also coincide with those obtained by Sánchez (2017) who reported that emotional intelligence is an important factor for English language learning in adults. In this sense, Gomez (2018), also found that Colombian adults learned more English as a foreign language when they have positive emotions in relation to the learning process and when it is carried out in an environment that fosters empathy, because it gives them motivation to continue the process. Likewise, the postulates of Sánchez (2017) are corroborated, who concluded that students have not been educated to properly handle negative emotions, lag behind in the learning process. The existence of significant and positive correlations between the two variables is also consistent with the results obtained by Ipanequé (2018) who stated that a good level of emotional intelligence is very important in the learning processes. Another relevant factor is the motivational one, which is linked to the emotional intelligence dimension. About this, Flores and Delgado (2015) found that many adult students study English for extrinsic motivation, but

not for intrinsic motivation. These results confirm the postulate that it is possible to predict the success of students based on their emotional intelligence level, so it is vital that the English teacher develops strategies according to the age and emotional characteristics of the group of students.

2. The first objective set out was to describe the relationship between emotional intelligence and andragogic learning of the listening comprehension of the students of the English Competency Course of the University San Ignacio de Loyola, year 2019. In this order of ideas, the findings at the level of relative frequencies suggest that there is a correspondence between students with a low andragogical learning level of English in the auditive comprehension dimension and who have a low emotional intelligence level. This relationship is not reported at the frequency level for medium and high level students of androgynous learning. The specific hypothesis was also proved when it postulated that there is a significant relationship between this pair of variables ($Rho = 0.409$, $p < 0.05$). That is, as the emotional intelligence level increases, the andragogic learning level of the English language in its dimension of listening comprehension increases too. However this relationship is moderate-low. In this regard, Flores and Cedeño (2016) found that listening comprehension of English should be strengthened among students of a Peruvian university institute, through didactic strategies that generate significant learning, for example: free practices and use of audiovisual tools.

3. The second objective was to identify the relationship between emotional intelligence and andragogic learning of the oral expression of the students of the English Competency Course at San Ignacio de Loyola University, year 2018. In this order of ideas, the results at the relative frequency levels suggest that there is a correspondence between those students who

have a low and high androgynous learning level of English in the oral expression dimension and the low and high emotional intelligence level, respectively. This relationship is not reported at the frequency level for medium level students of andragogic learning. In the same way, the specific hypothesis that affirmed that there is a significant relationship between this pair of variables ($Rho = 0.769$, $p < 0.05$) was confirmed. As the emotional intelligence level increases, the level of andragogic learning of the English language in its dimension of oral expression increases, this relationship is strong and positive. In this sense, Gómez (2018) showed that there is an increased in the oral expression competence, when positive emotions are encouraged in Colombian university students, demonstrating that there is an improvement in the willingness to communicate both orally and in writing in English as foreign language.

4. The third objective was focused on identifying the relationship between emotional intelligence and andragogic learning of the reading comprehension of the students of the English Competency Course of the San Ignacio de Loyola University, year 2019. In this sense, the results to Relative frequency level indicates that there is a correspondence between those students who have a low androgic learning level of English in the reading comprehension dimension and the low emotional intelligence level. This relationship is not reported at the frequency level for medium and high level students of andragogic learning in the reading comprehension dimension. In this order of ideas, the specific hypothesis was confirmed that stated that there is a significant relationship between this pair of variables ($Rho = 0.486$, $p < 0.05$). That is why, as the emotional intelligence level increases, the andragogical learning level of the English language also increases in its reading comprehension dimension. However, this relationship is moderate and positive. In this regard, Zambrano, Vivas and Dueña (2017) also indicated that learning English as a foreign language is a fundamental requirement today

for the improvement of professional and personal competitiveness, opening the possibility of accessing the reading of the numerous bibliography in that language.

5. The fourth objective was focused on identifying the relationship between emotional intelligence and andragogic learning of the written expression of the students of the English Competency Course at San Ignacio de Loyola University, year 2018. In this order of ideas, the results at the level of relative frequencies suggest that there is a correspondence between those students who have a low and high andragogic learning level of English in the dimension of written expression and the low and high emotional intelligence level, respectively. This relationship is not reported at the frequency level for medium level students of andragogic learning. In this sense, the specific hypothesis was confirmed, it stated that there is a significant relationship between these variables ($Rho = 0.768$, $p < 0.05$). As the emotional intelligence level increases, the andragogic learning level of the English language in its written expression dimension does it too, this relationship is strong and positive. López (2017) revealed that 80% of the sample of university students of a Peruvian university have a high level of understanding of written texts, but not in other listening or oral skills. In this sense, Leiva et al., (2014) reported that “Written communication is an essential part of learning a foreign language. Its use together with the other linguistic and communicative skills constitute a crucial element for the achievement of communicative competence” (p. 20). Therefore, it is essential to include teaching strategies that project writing as a relevant process in the classroom

Conclusion

1. In reference to the relationship between emotional intelligence and the andragogic learning process of the students of the English Competency Course at San Ignacio de Loyola university, year 2018, it is concluded that there is a direct and significant relationship between the variables emotional intelligence and andragogic learning of the English language, that is, at a higher emotional intelligence level there is a better chance of having better performance in learning the English language.

2. According to the relationship between emotional intelligence and andragogic learning of the auditive comprehension of the students of the English Competency Course at San Ignacio de Loyola University, it was concluded that there is a significant relationship between the variables. In fact, As the emotional intelligence level increases, the andragogic learning level of the English language in its listening comprehension dimension increases, however this relationship is moderate-low.

3. In the identification of the relationship between emotional intelligence and the andragogic learning of oral expression, it was concluded that there is a significant relationship between these variables. That is, as the emotional intelligence level increases, the andragogic learning level of the English language increases in its oral expression dimension, this relationship is strong and positive.

4. With respect to the relationship between emotional intelligence and andragogic learning of reading comprehension, it was concluded that there is a significant relationship between the variables. As the emotional intelligence level increases, the andragogic learning level of the English language in its reading comprehension dimension increases; however, this relationship is moderate and positive.

5. Regarding the relationship between emotional intelligence and andragogic learning of students' written expression, it was concluded that there is a significant relationship between the variables. As the emotional intelligence level increases, the andragogic learning level of English language is increased in its written expression dimension increases; this relationship is strong and positive.

Recommendations

1. The study revealed that at a higher level of emotional intelligence there are more possibilities of having better performance in English language learning, in this sense it is recommended to work holistically with the participants of the course, without partializing to the academic aspects only, because As visualized they are inherent in emotional intelligence. The study that at a higher level of emotional intelligence there is more chance of having better performance in English language learning, in this sense it is recommended to work holistically with the participants of the course, whitout partializing to the academic aspects only, because as visualized are inherent in emotional intelligence.

2. On the relationship between emotional intelligence and andragogic learning of auditive comprehension, it is recommended to strengthen this competence. It is necessary giving tools adapted to the group that help improve performance in relation to listening comprehension in English and emotional intelligence.

3. In the same way, the relationship between emotional intelligence and the andragogic learning of oral expression, it is recommended to use resources based on the CITs, which are available to students to help through exercises and readings, to improve the domain of oral expression.

4. In the case of the relationship between emotional intelligence and andragogic learning of reading comprehension, it is recommended to employ techniques and strategies that encourage the development of this competence, such as the extraction of main ideas, characterization of characters, or abstracts of the readings made.

5. Regarding the relationship between emotional intelligence and andragogic learning of students' written expression, it is recommended taking into account that written communication

is an essential part of learning a foreign language. Because of that the implementation of activities that imply constancy in the practice of written expression is relevant.

References

- Arias, F. (1999). El proyecto de investigación. Fideas G. Arias Odón.
- Alonso, P. (2012). Andragogía como disciplina propulsora de conocimiento en la educación superior. *Educare*, 15-26.
- Balestrini, M. (2006). *Como se elabora el proyecto de investigación*. Consultores Asociados. Caracas.
- Bar-On, R. (2002) “*Bar-On Emotional Quotient Short Form (EQ-I: Short): Technical manual*”. Toronto: Multi-Health Systems.
- Castro, R. A. (2016). Inteligencia emocional y habilidades metacognitivas en estudiantes universitarios de estudios generales. Master's thesis. San Martin de Porres University, Lima – Perú. Taken from de: <http://bit.ly/2npbFKt>.
- Carrasco, S. (2017). *Metodología de la investigación científica. Pautas metodológicas para diseñar y elaborar el proyecto de investigación*. Lima. Editorial: San Marcos.
- Cifuentes (2017). *La influencia de la inteligencia emocional en el rendimiento matemático de alumnos de educación secundaria. Aplicación de un programa de intervención psicopedagógica de educación emocional*. Master's thesis. Camilo José Cela University. Madrid, España.
- Flores y Delgado (2015) Estrategias pedagógicas andragógicas para motivar la adquisición del idioma inglés en estudiantes de 30 a 50 años de edad en el Centro Ecuatoriano Norteamericano. Postgraduate Thesis. Laica Vicente Rocafuerte de Guayaquil University. Guayaquil, Ecuador.

- García, E (2013). La Andragogía como proceso educativo en la escuela de ciencias de la educación. Master's thesis. San Carlos de Guatemala University. Guatemala.
- Gartzia, L., Aritzeta, A., Balluerka, N., y Heredia, E. B. (2012). Inteligencia emocional y género: más allá de las diferencias sexuales. *Anales de Psicología/Annals of Psychology*, 28(2), 567-575.
- Goodwin (2016). *Evaluar la relación entre la inteligencia emocional y los logros de los estudiantes en línea*. Master's thesis. University-Corpus Christi.
- Gargicevich, A. (2017). Heutagogía una oportunidad para potenciar la extensión. Espacio para el análisis crítico y la innovación de la extensión rural. Taken from <http://redextensionrural.blogspot.com/2017/07/heutagogia-una-oportunidad-para.html>.
- Goleman, D. (2012) *“El cerebro y la Inteligencia Emocional”*. Editorial Kayros. Barcelona.
- Gómez, E. (2018). Estrategias para fortalecer la inteligencia emocional y mejorar la habilidad oral en inglés como lengua extranjera (Master's thesis, La Sabana University).
- Hernández, R.; Fernández, C. y Baptista, P. (2006) *“Metodología de la investigación”*. México: McGraw-Hill.
- Ipanaqué (2019). Inteligencia emocional y autorregulación del aprendizaje en estudiantes de economía de una universidad peruana, 2017. Master's thesis. Cesar Vallejo University. Lima, Perú.
- Jiménez, R. (2009). La educación de personas adultas en el marco del aprendizaje a lo largo de la vida. Madrid: National Long Distance University.

- Lavado y Martínez (2014). La transición de la escuela al trabajo: análisis de la oferta y demanda de empleo de jóvenes sin estudios superiores universitarios en zonas urbanas. *Economía* 37 (74) 41-94.
- López (2017). Estilos de enseñanza en educación superior y la comprensión de textos escritos en los estudiantes del curso Inglés Básico II del tercer ciclo de la especialidad de Inglés de la Universidad Nacional de Educación Enrique Guzmán y Valle, 2017. Master's thesis. Enrique Guzmán y Valle National Education University. Lima, Perú.
- Núñez, M. T. S., Fernández-Berrocal, P., Rodríguez, J. M., y Postigo, J. M. L. (2008). ¿Es la inteligencia emocional una cuestión de género? Socialización de las competencias emocionales en hombres y mujeres y sus implicaciones. *Electronic journal of research in educational Psychology*, 6(2), 455-474.
- Oviedo, H., y Campo-Arias, A. (2005). Aproximación al uso del coeficiente alfa de Cronbach. *Revista colombiana de psiquiatría*, 34(4).
- Öznacar, Şensoy, Satılmış (2019). Estilos de Aprendizaje y Niveles de Inteligencia Emocional de los Candidatos a Profesor Universitario. *Eurasia J Math Sci and Tech Ed* 14(5), 1837-1842.
- Sabino, C. (2014). El proceso de investigación. Caracas: Editorial Episteme.
- Sánchez (2017). Obstáculos en el aprendizaje del inglés como lengua extranjera en dos grupos de población Bogotana. Tesis de postgrado. Francisco José de Caldas District University. Bogotá, Colombia. Take from:
<http://repository.udistrital.edu.co/bitstream/11349/6611/1/Rold%C3%A1nS%C3%A1nchezGuiomarAndrea2017.pdf>.

- Solana et al. (2006). *Educación visiones y revisiones*. México: Siglo XXI. Recuperado de:
<https://books.google.com.pe/books?id=od98gemnhvwc&pg=pa86&dq=andragogia&hl=es419&sa=x&ved=0ahukewim3yrd0fddahvewfkkhakfcfe4chdoaqhhmay#v=onepage&q=andragogia&f=false>.
- Tamayo, M. (2007). *El Proceso de la Investigación Científica*, México: Limusa, Noriega Editores.
- Ugarriza, N. (2001) “*La evaluación de la inteligencia emocional a través del inventario de BarOn (I-CE) en una muestra de Lima Metropolitana*”. *Persona*, (004), 129-160.
- Ugarriza, N., & Pajares-Del-Águila, L. (2005) “*La evaluación de la inteligencia emocional a través del inventario de BarOn ICE: NA, en una muestra de niños y adolescentes*”. *Persona*, (008), 11-58.
- Valenzuela (2017). *Lectura de textos literarios en inglés y comprensión lectora en los estudiantes de la especialidad lengua-inglés de la promoción 2012 de la Universidad Nacional de Educación Enrique Guzmán y Valle*. Master's thesis. Educación Enrique Guzmán y Valle National University. Lima, Perú.
- Zambrano, Vivas, Dueña (2017). *La importancia del aprendizaje y conocimiento del idioma inglés en la enseñanza superior*. *Dominio de las Ciencias* 3 (1) 759-771.

Appendixes

Appendix A: Consistency matrix

Problems	Objectives	Hypothesis	Variables	Dimensions	Methodology
General problem	General objective	General hypothesis			
What is the relationship between emotional intelligence and the andragogic learning process of the students from the English competency course at San Ignacio de Loyola, 2018?	Determine the relationship between emotional intelligence and the andragogic learning process of the students from the English competency course at San Ignacio de Loyola University, 2018	There is a correlation between emotional intelligence and the andragogy learning process of the students from the English competency course at San Ignacio de Loyola University, 2018.	Emotional Intelligence	<ul style="list-style-type: none"> • Interpersonal • Intrapersonal • Adaptability • Stress • Management • General Mood 	<p>Research approach Quantitative</p> <p>Research type Descriptive research</p> <p>Research design Correlational design</p> <p>Research method Descriptive research method</p> <p>Techniques and instruments of data collection Questionnaire, knowledge test</p> <p>Population and sample Population:76 students Sample: 30 students</p>
Specifics problems	specific objective	Specific hypothesis			

<p>SP1. What is the relationship between emotional intelligence and andragogic learning of the listening comprehension of the students from the English Competency Course at San Ignacio de Loyola university, 2018?</p>	<p>SO1. Describe the relationship between the emotional intelligence and andragogic learning of the auditive comprehension of the students from the English Competency Course from the San Ignacio de LoyolaUniversity, 2018.</p>	<p>SH1. There is a significant relationship between emotional intelligence and the andragogy learning process of the auditive comprensión of students from the English Competency Course at San Ignacio de Loyola University, 2018.</p>	<p>Andragogic Learning</p>	<ul style="list-style-type: none"> • Auditive Comprehension • Reading Comprehension • Writen Expression • Oral Expression
<p>SP2. What is the relationship between emotional intelligence and andragogic learning of the oral expression of the students from the English Competency Course of the San Ignacio de Loyola University, 2018?</p>	<p>SO2. Identify the relationship between the emotional intelligence and andragogic learning of the oral expression of the students from the English Competency Course at San Ignacio de Loyola University, 2018.</p>	<p>SH2. There is a significant relationship between emotional intelligence and the andragogic learning process of the oral expression of students from the English Competency Course at San Ignacio de Loyola University, 2018.</p>		
<p>SP3. What is the relationship between emotional intelligence and andragogic learning of the reading comprehension of the students from the</p>				

<p>English Competency Course at San Ignacio de Loyola University, 2018?</p>	<p>So3. Describe the relationship between the emotional intelligence and andragogic learning of the reading comprehension of the students from the English Competency Course at San Ignacio de Loyola University, 2018.</p>	<p>SH3. There is a significant relationship between emotional intelligence and the andragogic learning process of the reading comprehension of students from the English Competency Course at San Ignacio de Loyola University, 2018.</p>
<p>SP4. What is the relationship between emotional intelligence and andragogic learning of the writing expression of the students from the English Competency Course at San Ignacio de Loyola University, 2018?</p>	<p>So4. Establish the relationship between the emotional intelligence and andragogic learning of the oral expression of the students from the English Competency Course from the San Ignacio de Loyola University, 2018</p>	<p>SH4. There is a significant relationship between emotional intelligence and the andragogic learning process of the writing expression of students from the English Competency Course at San Ignacio de Loyola University, 2018.</p>

Appendix B: Instruments

EMOTIONAL INVENTORY

BarOn Form applied by Ugarriza (2001)

Introduction

This questionnaire contains a series of short sentences that allow you to describe yourself. To do this, you must indicate what extent each of the sentences listed below is true. You have to answer according to how you feel, think or act most of the time.

There are five answers to each phrase.

1. Never it is my case
2. Rarely it is my case
3. Sometimes it is my case.
4. Many times it is my case.
5. Always it is my case.

Instrucciones

Read each statement and select ONE of the five alternatives, which is the most appropriate for you. You selecte the number (from 1 to 5) that correspond to the answer that select according your case. Mark the number with a cross.

If some of the phrases, it is not related with you, you equally have to answer taken into consideration how you will feel, think or act in that sotuation. You realize that some phrases do not give you the necessary information; although you are not sure, you must select the answer the most appropriate for you. There are not right or wrong answers. Answer honest and sincerely aaccording how you are, Not how you would like to be or others. There is not time limit, but work with quickness and be sure to answer ALL the statements please.

1. To overcome the difficulties, I act step by step.
2. It is difficult for me to enjoy the life.
3. I prefer a job which someone told me everythig I have to do.
4. I know how to face the most unpleasant problems.
5. I like people who I know.
6. I treat to get better and give the best sense to my life.
7. I can express my feelings easily
8. I treat to be realist, I do not like to dream awake.
9. I recognize my emtions easily.
10. I am not able to show affection.
11. I feel sure of myself in the majority of the situations.
12. I have the sensation that something is not good y my head.
13. I have problema to control when I get angry.
14. It is difficult for me to start new things.
15. When I face a difficult situation I like to get all the possibe information about it.
16. I like to help people.
17. It is hard to me to smile
18. I am not able to understand how other people feel.

19. When I work with other person, I trust more in his ideas than mine.
20. I believe I can control in difficult situations.
21. Really, I do not know why I am a good person.
22. I am not able to express my ideas.
23. It is difficult to share my personal feelings with others.
24. I do not have confidence myself.
25. I think I have lost my head.
26. I am optimistic in the majority I do.
27. When I start to talk it is difficult to stop it.
28. In general, it is difficult for me to adapt.
29. I like to have a general view of problems before to look for solutions.
30. I do not bother to take advantage of others, especially if they deserve it.
31. I am a happy and optimistic person.
32. I prefer others to make decisions for me.
33. I can manage stress situations without getting nervous.
34. I think good of people.
35. I do not understand how I feel.
36. I achieve few things lately.
37. When I am mad at someone I can tell him.
38. I have had strange experiences that I can explain.
39. I am friendly.
40. I respect me.
41. I do very rare things.
42. I am impulsive, and it brings me problems.
43. It is difficult to change my opinion.
44. I am good to understand the people's feelings.
45. The first thing when I have a problem is to stop and think.
46. People find it hard to trust me.
47. I am happy with my life.
48. It is difficult to make decisions myself.
49. I cannot endure stressful situations.
50. I do not do bad things in my life.

51. I do not enjoy what I do.
52. It is difficult for me to express my personal feelings.
53. People do not understand my way of thinking.
54. Generally, I hope the best thing.
55. My Friends trust me their intimacies.
56. I do not feel good about myself.
57. I perceive strange things that people do not see.
58. People tell me that I get down my voice tone.
59. It is difficult to adapt me in new situations. .
60. When I try to solve a problem I analyze all the possible solutions and then I select the best one for me.
61. I support it and I help a child who look for his parents, even though I have to do something in that moment.
62. I am a fun person.
63. I am aware about how I feel.
64. I feel it is difficult to control my anxiety.
65. Nothing disturbs me.
66. I am not very excited about my interests.
67. When I am not agree with someone I am able to tell him.
68. I fantasize and lose about what it is happening around me.
69. It is hard to me to be nice with others.
70. It is hard to me to accept myself.
71. I feel as I am out of my body.
72. It is important to me what others can happen.
73. I am impatient
74. I can change my old customs.
75. It is hard to select the best solution when I have to solve a problem.
76. If I could break the law without to pay the consequences, I do it in some situations.
77. I am depressed.
78. I know how to keep calm in hard situations.
79. I have never lie.
80. In general, I feel motivated to continue, even when things are hard.
81. I try to continue and develop things that amuse me.
82. It is hard to me to say no although I have the desire to do it.

83. I get carried away by my imagination and my fantasies.
84. My closest relationships mean so much as to my friends.
85. I fell happy with the kind of person I am.
86. I have powerful reactions that are difficult to control.
87. In general, It is difficult to make changes in my daily life.
88. I am aware of what is happening, even I am upseted
89. To solve a situation, I analize all the existing possibilities.
90. I am able to respect others.
91. I am not happy with my life.
92. I prefer to follow others that are a leader.
93. I can face the dissagreeable situations of the life.
94. I have never break the law.
95. I enjoy things that interets me.
96. I can tell others what I think easily.
97. I tend to exaggerate.
98. I am sensible feeling of others.
99. I keep good relations with others.
100. I happy with my body.
101. I am a strange person.
102. I am impulsive.
103. It is difficult to change my custom.
104. I consider that it is important to be a cytizen who respet the law.
105. I enjoy my vacations and weekend days.
106. In general, I have a positive attitude, even though I have problems..
107. I have tendency to depend other.
108. I believe in my capacity to manage the hardest problems.
109. I do not feel embarrassed by anything I have done so far.
110. I try to make the most things that I like and enjoy me.
111. Others think that I do not assert myself, that I lack firmness.
112. I am able to stop to fantasize to get contact with the reality.
113. Others think that I am a sociable person.
114. I am happy with my phisycal body.

115. I have strange thoughts that others do not understand.
116. It is difficult to describe what I feel.
117. I have a bad character. .
118. In general, I locked when I think in differents ways to solve problems.
119. It is difficult for me to see people suffer.
120. I like have fun.
121. It seams that I need others.
122. I get anxiousness.
123. I do not have bad days.
124. I try no to hurt others feelings.
125. I do not have a good idea about what I want in the life.
126. It is hard for me to enforce my rights.
127. I am not realistic.
128. I do not relate to my friends.
129. Making a balance on my posituve and negative points, I feel good myself.
130. I have the tendency to exploit easily.
131. If I were forced to leave my current home, it could be difficukt to adapt again.
132. In general, when I start something new, I feel that I will fail.
133. I have answered sincerely and honestly to the previous statements.

Scale

Dimension	Bajo	Medio	Alto
Intrapersonal	Menor a 158	158 a 175	Más de 176
Interpersonal	Menor a 99	99 a 108	Más de 109
Adaptability	Menor a 96	96 a 107	Más de 106
Stress Management	Menor a 65	65 a 75	Más de 76
Mood	Menor a 69	69 a 77	Más de 78
EIT	Menor a 452	452 a 495	496 o más

English competency course

Progress test

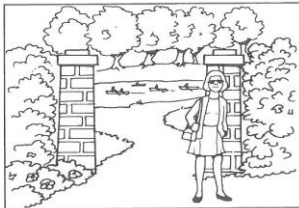
Name :

Date : ____/____/2019

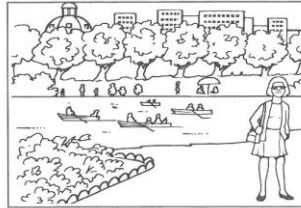
I. LISTENING (5 POINTS) <https://www.youtube.com/watch?v=vJOMz-05X1Q>

PET LISTENING PART 1 .For each question there are three pictures and a short recording. Choose the correct picture and put a tick (✓) in the box below it. (5 POINTS)

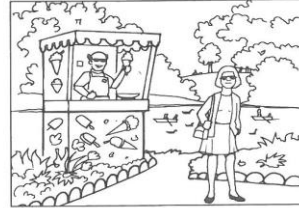
1. Where will the girls meet?



A



B



C

2. Which chair does the man want?



A

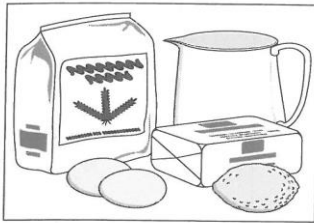


B

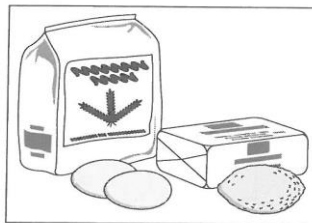


C

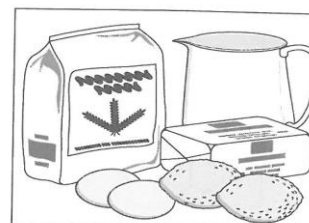
3. Which picture shows what the girls need?



A



B



C

4. Which picture shows what happened?



A



B



C

5. What is Sara's mother doing?



A



B



C

II. READING

Pet Reading Part 1. Look at the text in each question. What does it say? Mark the correct letter A, B or C. (5 POINTS)

1. - **A** The college secretary will post students their essays on Friday.

B Students may hand in their essays after Friday if they can prove illness.

C Unless your essay is due by Friday, you do not need to reply.

To: All students

From: College Secretary

Monday 6 May

Can I remind you that all essays are due this Friday. No late work will be accepted unless accompanied by a doctor's letter.

2. - **A** Take the tablets regularly until the bottle is empty..

B Take one tablet every day until they are finished..

C Take three tablets after meals until you feel better.



3.-Kim suggests

- A meeting at the football match.
- B going to Ben's house later.
- C playing on his brother's computer.

Ben,

Why not bring your new game round tonight. We can use my brother's PC. I'm playing football until 7.00, so any time after that.

Kim

4.-A John can deliver the sofa if the time is convenient.

B Anyone wanting this sofa must pick it up this week.

C Call John with advice on how he can transport his sofa.

FREE SOFA ***(Owner moving back to New Zealand)***

Must have transport – collect from John any evening this week. Phone 452611 to arrange a suitable time.

5.-The hire charge covers all the costs

Aincluding fuel and insurance.

B Except insurance.

Capart from fuel.

<p>BOAT HIRE Insurance included Fuel extra No hidden charges</p>

III. Writing

Pet writing part 2. Write a very short note, only 35 – 45 words. Some friends from India are going to visit Lima and have asked you to recommend a restaurant here. Include the following 3 points:(5 POINTS)

- Say which restaurant your friends should go.
- Explain why you are recommending the restaurant.
- Suggest what they could eat and drink there.

IV. Speaking: Answer the following questions:(5 points)

1. How often do you drink coffee?
2. Where did you go on your last vacation? What did you do?
3. Have you ever visited Mexico? Which countries have you visited?
4. What can you do very well?
5. Why do you study English? Do you like it?

Appendix C: Reliability values by sub-components and emotional intelligence component

Self-Understanding

Case Processing Summary

		N	%
Case	Valid	30	100,0
	Excluded	0	,0
	Total	30	100,0

- a. Deletion by list is based on all procedure variables.

Reliability Statistics

Conbrach Alpha	Number of Elements
,779	9

Scale: Asertiveness

Case Processing Summary

		N	%
Case	Valid	30	100,0
	Excluded	0	,0
	Total	30	100,0

- a. Deletion by list is based on all procedure variables.

Reliability Statistics

Cronbach Alpha	Number of Elements
,518	7

Scale: Selfconcept

Case Processing Summary

		N	%
Case	Valid	30	100,0
	Excluded	0	,0
	Total	30	100,0

a. Deletion by list is based on all procedure variables.

Reliability Statistics

Conbrach Alpha	Number of Elements
,759	9

Scale: Self Realisation**Cases Processing Summary**

		N	%
Case	Valid	30	100,0
	Excluded	0	,0
	Total	30	100,0

a. Deletion by list is based on all procedure variables.

Reliability Statistics

Cronbach Alpha	Number of Elements
,704	9

Scale: Independence**Cases Processing Summary**

		N	%
Case	Valid	30	100,0
	Excluded	0	,0
	Total	30	100,0

a. Deletion by list is based on all procedure variables.

Reliability Statistics

Cronbach Alpha	Number of Elements
,887	7

Scale: Intrapersonal Dimension**Cases Processing Summary**

		N	%
Case	Valid	30	100,0
	Excluded	0	,0
	Total	30	100,0

a. Deletion by list is based on all procedure variables.

Reliability Statistics

Cronbach Alpha	Number of Elements
,933	41

Scale: Empathy**Cases Processing Summary**

		N	%
Case	Valid	30	100,0
	Excluded	0	,0
	Total	30	100,0

a. Deletion by list is based on all procedure variables.

Reliability Statistics

Cronbach Alpha	Number of Elements
,751	8

Scale: Relationships**Cases Processing Summary**

		N	%
Case	Valid	30	100,0
	Excluded	0	,0
	Total	30	100,0

a. Deletion by list is based on all procedure variables.

Reliability Statistics

Cronbrach Alpha	Number of Elements
,720	10

Scale: Social Responsibility**Cases Processing Summary**

		N	%
Case	Valid	30	100,0
	Excluded	0	,0
	Total	30	100,0

Reliability Statistics

Cronbach Alpha	Number of Elements
,812	10

Scale: Interpersonal Dimension**Cases Processing Summary**

		N	%
Case	Valid	30	100,0
	Excluded	0	,0
	Total	30	100,0

a. Deletion by list is based on all procedure variables.

Reliability Statistics

Cronbach Alpha	Number of Elements
,917	28

Scale: Problem Solving**Cases Processing Summary**

		N	%
Case	Valid	30	100,0
	Excluded	0	,0
	Total	30	100,0

a. Delition by list is based on all procedire variables.

Reliability Statistics

Cronbach Alpha	Number of Elements
,805	8

Scale: Reality Test**Cases Processing Summary**

		N	%
Case	Valid	30	100,0
	Excluded	0	,0
	Total	30	100,0

a. Delition by list is based on all procedure variables.

Reliability Statistics

Cronbach Alpha	Number of Elements
,915	10

Scale: Flexibility

Cases Processing Summary

		N	%
Case	Válido	30	100,0
	Excluded	0	,0
	Total	30	100,0

a. Delition by list is based on all procedure variables.

Reliability Statistics

Cronbach Alpha	Number of Elements
,780	8

Scale: Adaptability Dimension

Cases Processing Summary

		N	%
Case	Valid	30	100,0
	Excluded	0	,0
	Total	30	100,0

a. Delition by list is based on all procedure variables.

Reliability Statistics

Cronbach Alpha	Number of Elements
,930	26

Scale: Stress Tolerance

Cases Processing Summary

		N	%
Case	Valid	30	100,0
	Excluded	0	,0
	Total	30	100,0

a. Delition by list is based on all procedure variables.

Reliability Statistics

Cronbach Alpha	Number of Elements
,595	9

Scale: Impulse Control**Cases Processing Summary**

		N	%
Case	Valid	30	100,0
	Excluded	0	,0
	Total	30	100,0

a. Deletion by list is based on all procedure variables.

Reliability Statistics

Cronbach Alpha	Number of Elements
,910	9

Scale: Stress Management Dimension

Cases Processing Summary

		N	%
Case	Valid	30	100,0
	Excluded	0	,0
	Total	30	100,0

a. Deletion by list is based on all procedure variables.

Reliability Statistics

Cronbach Alpha	Number of Elements
,882	18

Scale: Happiness

Cases Processing Summary

		N	%
Case	Valid	30	100,0
	Excluded	0	,0
	Total	30	100,0

a. Deletion by list is based on all procedure variables.

Reliability Statistics

Cronbach Alpha	Number of Elements
,741	9

Scale: Optimism**Cases Processing Summary**

		N	%
Case	Valid	30	100,0
	Excluded	0	,0
	Total	30	100,0

a. Deletion by list is based on all procedure variables.

Reliability Statistics

Cronbach Alpha	Number of Elements
,766	8

Scale: Mood**Cases Processing Summary**

		N	%
Cases	Valid	30	100,0
	Excluded	0	,0
	Total	30	100,0

a. Deletion by list is based on all procedure variables.

Reliability Statistics

Cronbach Alpha	Number of Elements
,876	17

Scale: Bar-On Total**Cases Processing Summary**

		N	%
Case	Valid	30	100,0
	Excluded	0	,0
	Total	30	100,0

a. Deletion by list is based on all procedure variables.

Reliability Statistics

Cronbach Alpha	Number of Elements
,979	130

Appendix D: Data Normality Test

	Shapiro-Wilk		
	Statistic	df	Sig.
2	.612	30	.000
5	.413	30	.000
7	.843	30	.000
9	.656	30	.000
23	.809	30	.000
35	.713	30	.000
63	.594	30	.000
88	.807	30	.000
116	.709	30	.000
Self-Understanding	.754	30	.000
22	.621	30	.000
37	.404	30	.000
67	.716	30	.000
82	.629	30	.000
96	.829	30	.000
111	.785	30	.000
126	.752	30	.000
Assertiveness	.839	30	.000
11	.617	30	.000
24	.759	30	.000
40	.683	30	.000
56	.788	30	.000
70	.827	30	.000
85	.604	30	.000
100	.795	30	.000
114	.354	30	.000
129	.568	30	.000
Selconcept	.790	30	.000
6	.666	30	.000
21	.612	30	.000
36	.700	30	.000
51	.765	30	.000
66	.347	30	.000
81	.656	30	.000
95	.837	30	.000
110	.726	30	.000
125	.757	30	.000
Self Realisation	.624	30	.000
3	.657	30	.000
19	.804	30	.000
32	.783	30	.000

48	.347	30	.000
92	.672	30	.000
107	.839	30	.000
121	.736	30	.000
Independence	.934	30	.064
Intrapersonal	.753	30	.000
18	.872	30	.002
44	.702	30	.000
55	.684	30	.000
61	.717	30	.000
72	.727	30	.000
98	.707	30	.000
119	.741	30	.000
124	.736	30	.000
Empathy	.702	30	.000
10	.790	30	.000
23	.727	30	.000
31	.778	30	.000
39	.746	30	.000
55	.275	30	.000
62	.625	30	.000
69	.689	30	.000
84	.461	30	.000
99	.743	30	.000
113	.797	30	.000
Relationships	.792	30	.000
16	.275	30	.000
30	.709	30	.000
46	.801	30	.000
61	.632	30	.000
72	.621	30	.000
76	.821	30	.000
90	.621	30	.000
98	.413	30	.000
104	.359	30	.000
119	.638	30	.000
Social			
Responsibility	.602	30	.000
Interpersonal	.676	30	.000
1	.567	30	.000
15	.275	30	.000
29	.452	30	.000
45	.631	30	.000
60	.652	30	.000
75	.837	30	.000
89	.468	30	.000
118	.859	30	.001
Problems Solving	.612	30	.000
8	.701	30	.000

35	.664	30	.000
38	.738	30	.000
53	.624	30	.000
68	.710	30	.000
83	.814	30	.000
88	.633	30	.000
97	.774	30	.000
112	.792	30	.000
127	.792	30	.000
Reality Test	.901	30	.009
14	.778	30	.000
28	.592	30	.000
43	.722	30	.000
59	.717	30	.000
74	.849	30	.001
87	.781	30	.000
103	.737	30	.000
131	.809	30	.000
Flexibilidad	.942	30	.105
Adaptability	.955	30	.229
4	.675	30	.000
20	.617	30	.000
33	.520	30	.000
49	.713	30	.000
64	.753	30	.000
78	.846	30	.001
93	.812	30	.000
108	.769	30	.000
122	.874	30	.002
Stress Tolerance	.746	30	.000
13	.718	30	.000
27	.700	30	.000
42	.759	30	.000
58	.828	30	.000
73	.774	30	.000
86	.636	30	.000
102	.785	30	.000
110	.665	30	.000
117	.740	30	.000
Impulse Control	.885	30	.004
Stress			
Management	.953	30	.198
2	.612	30	.000
17	.623	30	.000
31	.727	30	.000
47	.275	30	.000
62	.841	30	.000
77	.697	30	.000
91	.663	30	.000

105	.580	30	.000
120	.663	30	.000
Happiness	.838	30	.000
11	.275	30	.000
20	.643	30	.000
26	.275	30	.000
54	.729	30	.000
80	.651	30	.000
106	.795	30	.000
108	.685	30	.000
132	.738	30	.000
Optimism	.635	30	.000
Mood	.741	30	.000
EIT	.813	30	.000
Auditive			
Comprehension	.720	30	.000
Oral Expression	.873	30	.002
Reading			
Comprehension	.917	30	.023
Written			
Expression	.922	30	.031
Note	.906	30	.012

Appendix E: Validation Format by judge criteria

UNIVERSIDAD NACIONAL DE EDUCACIÓN

Enrique Guzmán y Valle

"Alma Máter del Magisterio Nacional"

INFORME DE VALIDACIÓN DE INSTRUMENTO POR JUICIO DE EXPERTO

I. DATOS GENERALES:

- a. Apellido y Nombre(s) del informante: Cumpa Amikaspata, Nando Rebeca
 b. Cargo e institución donde labora: Coordinadora "Center for Language Studies" - Universidad San Ignacio de Loyola
 c. Nombre del instrumento: Progress test
 d. Autor del instrumento: Emily Nohella GUEVARA CHUMPITAZ
 e. Tesis: Emotional intelligence and andragogic learning process of the students from the English competency course at San Ignacio de Loyola University, 2018

II. ASPECTOS DE VALIDACIÓN:

INDICADORES DE EVALUACIÓN DEL INSTRUMENTO	CRITERIOS Cualitativos Cuantitativos	Deficiente (51 - 60)	Regular (61 - 70)	Buena (71 -80)	Muy Buena (81 -90)	Excelente (91-100)
1. CLARIDAD	Está formulado con lenguaje apropiado.				85	
2. OBJETIVIDAD	Está expresado en conductas observables.				85	
3. ACTUALIDAD	Adecuado al avance de la ciencia y la tecnología.				85	
4. ORGANIZACIÓN	Existe una organización lógica variables e indicadores				88	
5. SUFICIENCIA	Comprende los aspectos en cantidad y calidad.				88	
6. INTENCIONALIDAD	Adecuado para valorar aspectos referidos al tema.				85	
7. CONSISTENCIA	Basado en aspectos teóricos científicos y pedagógicos del área.				85	
8. COHERENCIA	Entre las variables, dimensiones e indicadores.				85	
9. METODOLOGÍA	La estrategia responde al propósito de la investigación.				85	
10. PERTINENCIA	Adecuado para tratar el tema de investigación.				85	
PROMEDIO DE LA VALORACIÓN CUANTITATIVA						

III. OPINIÓN DE APLICABILIDAD: AplicableIV. PROMEDIO DE VALORACIÓN: 85%Lugar y fecha: Lima 19 agosto 2019DNI N° 26724001 Teléfono N° 981538182


Firma del experto informante

UNIVERSIDAD NACIONAL DE EDUCACIÓN

Enrique Guzmán y Valle

"Alma Máter del Magisterio Nacional"

INFORME DE VALIDACIÓN DE INSTRUMENTO POR JUICIO DE EXPERTO

I. DATOS GENERALES:

- a. Apellido y Nombre(s) del informante: Dávila Silvestre Silvia
 b. Cargo e institución donde labora: Coordinadora -> Center for Language Studies
Universidad San Ignacio de Loyola.
 c. Nombre del instrumento: Progress test
 d. Autor del instrumento: Emily Nobeña GUEVARA CHUMPITAZ
 e. Tesis: Emotional intelligence and andragogic learning process of the students from the English competency course at San Ignacio de Loyola University, 2018

II. ASPECTOS DE VALIDACIÓN:

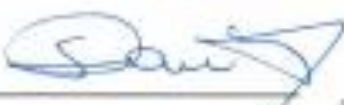
INDICADORES DE EVALUACIÓN DEL INSTRUMENTO	CRITERIOS		Deficiente (51 - 60)	Regular (61 - 70)	Buena (71 - 80)	Muy Buena (81 - 90)	Excelente (91 - 100)
	Cualitativos	Cuantitativos					
1. CLARIDAD	Está formulado con lenguaje apropiado.					88	
2. OBJETIVIDAD	Está expresado en conductas observables.					86	
3. ACTUALIDAD	Adecuado al avance de la ciencia y la tecnología.					86	
4. ORGANIZACIÓN	Existe una organización lógica variables e indicadores.					87	
5. SUFICIENCIA	Comprende los aspectos en cantidad y calidad.					88	
6. INTENCIONALIDAD	Adecuado para valorar aspectos referidos al tema.					85	
7. CONSISTENCIA	Basado en aspectos teóricos científicos y pedagógicos del área.					86	
8. COHERENCIA	Entre las variables, dimensiones e indicadores.					87	
9. METODOLOGÍA	La estrategia responde al propósito de la investigación.					88	
10. PERTINENCIA	Adecuado para tratar el tema de investigación.					89	
PROMEDIO DE LA VALORACIÓN CUANTITATIVA						87	

III. OPINIÓN DE APLICABILIDAD: Es aplicable

IV. PROMEDIO DE VALORACIÓN: 87%

Lugar y fecha: Lima, 16 de Agosto 2019

DNI N° 40596427 Teléfono N° 974411050


Firma del experto informante

UNIVERSIDAD NACIONAL DE EDUCACIÓN

Enrique Guzmán y Valle

"Alma Máter del Magisterio Nacional"

INFORME DE VALIDACIÓN DE INSTRUMENTO POR JUICIO DE EXPERTO

I. DATOS GENERALES:

- a. Apellido y Nombre(s) del informante: Vázquez Anticona Rosa
 b. Cargo e institución donde labora: Directora Centro for Language Studies - Universidad San Ignacio de Loyola
 c. Nombre del instrumento: Progress test
 d. Autor del instrumento: Emily Nebella GUEVARA CHUMPITAZ
 e. Tesis: Emotional intelligence and andragogic learning process of the students from the English competency course at San Ignacio de Loyola University, 2018

II. ASPECTOS DE VALIDACIÓN:

INDICADORES DE EVALUACIÓN DEL INSTRUMENTO	CRITERIOS		Deficiente (51 - 60)	Regular (61 - 70)	Buena (71 - 80)	Muy Buena (81 - 90)	Excelente (91 - 100)
	Cualitativos	Cuantitativos					
1. CLARIDAD	Está formulado con lenguaje apropiado.					82	
2. OBJETIVIDAD	Está expresado en conductas observables.					84	
3. ACTUALIDAD	Adecuado al avance de la ciencia y la tecnología.					83	
4. ORGANIZACIÓN	Existe una organización lógica variables e indicadores					88	
5. SUFICIENCIA	Comprende los aspectos en cantidad y calidad.					86	
6. INTENCIONALIDAD	Adecuado para valorar aspectos referidos al tema.					85	
7. CONSISTENCIA	Basado en aspectos teóricos científicos y pedagógicos del área.					86	
8. COHERENCIA	Entre las variables, dimensiones e indicadores.					87	
9. METODOLOGÍA	La estrategia responde al propósito de la investigación.					89	
10. PERTINENCIA	Adecuado para tratar el tema de investigación.					88	
PROMEDIO DE LA VALORACIÓN CUANTITATIVA						85.8	

III. OPINIÓN DE APLICABILIDAD: Es aplicable.

IV. PROMEDIO DE VALORACIÓN: 85.8

Lugar y fecha: Lima, 20 de Agosto 2019

DNI N°: 42276860 Teléfono N°: 949276480



Firma del experto informante

UNIVERSIDAD NACIONAL DE EDUCACIÓN

Enrique Guzmán y Valle

"Alma Máter del Magisterio Nacional"

INFORME DE VALIDACIÓN DE INSTRUMENTO POR JUICIO DE EXPERTO

I. DATOS GENERALES:

- a. Apellido y Nombre(s) del informante: Cruz Barrera Zúñiga Roxana
 b. Cargo e institución donde labora: Docente de inglés - CPEL Universidad San Ignacio de Loyola
 c. Nombre del instrumento: Progress test
 d. Autor del instrumento: Emily Nohelia GUEVARA CHUMPTAZ
 e. Tesis: Emotional intelligence and andragogic learning process of the students from the English competency course at San Ignacio de Loyola University, 2018

II. ASPECTOS DE VALIDACIÓN:

INDICADORES DE EVALUACIÓN DEL INSTRUMENTO	CRITERIOS Cualitativos Cuantitativos	Deficiente	Regular	Buena	Muy Buena	Excelente
		(51 - 60)	(61 - 70)	(71 - 80)	(81 - 90)	(91 - 100)
1. CLARIDAD	Está formulado con lenguaje apropiado.				87	
2. OBJETIVIDAD	Está expresado en conductas observables.				85	
3. ACTUALIDAD	Adecuado al avance de la ciencia y la tecnología.				86	
4. ORGANIZACIÓN	Existe una organización lógica variables e indicadores				88	
5. SUFICIENCIA	Comprende los aspectos en cantidad y calidad.				87	
6. INTERCIONALIDAD	Adecuado para valorar aspectos referidos al tema.				85	
7. CONSISTENCIA	Basado en aspectos teóricos científicos y pedagógicos del área.				86	
8. COHERENCIA	Entre las variables, dimensiones e indicadores.				85	
9. METODOLOGÍA	La estrategia responde al propósito de la investigación.				87	
10. PERTINENCIA	Adecuado para tratar el tema de investigación.				85	
PROMEDIO DE LA VALORACIÓN CUANTITATIVA					86.1	

III. OPINIÓN DE APLICABILIDAD: E. aplicable

IV. PROMEDIO DE VALORACIÓN: 86.1

Lugar y fecha: La Molina, 20 de Agosto 2019

DNI N° 88185693 Teléfono N° 924731639



Firma del experto informante