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**ANÁLISE DAS COMPETÊNCIAS INTERPESSOAIS  
AUTOCONTROLE E AUTOCONSCIÊNCIA DE ALUNOS DO 8º E  
9º ANOS DO ENSINO FUNDAMENTAL**

**María Verónica Santana Sales**

Universidad Internacional Iberoamericana (Brazil)

[projetecmv@gmail.com](mailto:projetecmv@gmail.com) · <https://orcid.org/0000-0003-1340-471X>

**Maria Aparecida Santos e Campos**

Universidad Internacional Iberoamericana (Brazil)

[maria.santos@unini.edu.mx](mailto:maria.santos@unini.edu.mx) · <http://orcid.org/0000-0001-7190-5438>

**Resumo.** Estudo qualitativo descritivo busca investigar o domínio da autoconsciência e do autocontrole dos alunos de duas instituições de Ensino Fundamental de Sergipe: a privada tem programa de desenvolvimento da inteligência emocional e a pública não dispõe deste benefício. O objetivo: analisar a autoconsciência e o autocontrole em alunos alfabetizados sob a perspectiva da inteligência emocional e alunos não alfabetizados emocionalmente. Método quali-quantitativo descritivo e correlacional enfocando a inteligência emocional e gerenciamento das emoções. A amostra não probabilística compôs-se de 104 estudantes. Instrumentos pesquisa e análise de dados: utilizou-se o questionário (Medida de Inteligência Emocional - MIE). Os dados foram tabulados e apresentados em análise descritiva. Resultados: Constatou-se que nas duas competências emocionais os inquiridos da Escola Tancredo Neves apresentam ligeiro resultado positivo comparado ao Colégio Atena. Entretanto, observa-se, no panorama geral, tanto no domínio da autoconsciência quanto no autocontrole, que os resultados em ambas instituições, em vários aspectos apontam muitos dos questionados com pouca capacidade para lidar bem com as emoções. **Conclui-se** que quanto ao grupo que se beneficiam do programa de desenvolvimento emocional se faz necessário um olhar mais criterioso no que se refere as suas respostas emocionais, visto que tais resultados tendem a se manifestarem na forma de padrões de pensamentos, sentimentos, comportamentos e influências, ou seja, não se pode ignorar o que interfere tais comportamentos, o que exige uma maior conscientização e envolvimento por parte dos pais e gestores da educação das componentes emocionais.

**Palavras-chave:** Inteligência emocional; emoções; autoconsciência; autocontrole

## **ANALYSIS OF INTERPERSONAL SKILLS SELF-CONTROL AND SELF-AWARENESS OF STUDENTS IN THE 8TH AND 9TH YEARS OF ELEMENTARY SCHOOL**

**Abstract.** A descriptive study seeks to investigate the mastery of self-awareness and self-control in students at two elementary school institutions in Sergipe: the private one has an emotional intelligence development program, and the public one does not have this benefit. The objective: to analyze self-consciousness and self-control in student's literate from the perspective of emotional intelligence and students not emotionally literate. Qualitative-quantitative descriptive and correlational method focusing on emotional intelligence and emotion management. The non-probability sample consisted of 104 students. Research instruments and data analysis: we used the questionnaire (Emotional Intelligence Measure - EIM). The data were tabulated and presented in descriptive analysis. Results: It was found that in the two emotional competencies the respondents of Tancredo Neves School present slight positive result compared to Atena College. However, it is observed, in the general panorama, both in the domain of self-awareness and self-control, that the results in both institutions, in several aspects, point many of the respondents with little capacity to deal well with emotions. We conclude that regarding the group that benefits from the emotional development program, it is necessary to have a more careful look at their emotional responses, such results tend to manifest themselves in the form of patterns of thoughts, feelings, behaviors, and influences, that is, we cannot ignore what interferes with such behaviors, which requires a greater awareness and involvement on the part of parents and managers in the education of emotional components.

**Keywords:** Emotional intelligence; emotions; self-awareness; self-control

### **Introduction**

Emotional issues seem to be intrinsically linked to the academic and professional performance of individuals and, in this process, all actions held in the school environment tend to influence the improvement or not of students' behavior. The school curriculum is supposedly developed in a planned and intentional way; however, it seems that practices related to the development of emotional intelligence (EI) are not reflected or prioritized; they do not seem to be important in the formation of the individual.

It is evident the diversity of behavioral profiles in individuals, in schools, with learning difficulties and lack of emotional control, and there is little evidence of programs aimed at the development of emotional intelligence in schools, especially in public institutions. It seems urgent to become aware of the need to include in the school curriculum programs that contemplate and prioritize the training and emotional development of students.

It is understood that cognitive and emotional processes are not opposites; they are linked to academic development. Thus, emotional learning goes beyond the cognitive dimension that requires individuals to have the ability to identify and regulate their own emotions. In this aspect, Machado (2020) points out that:

Emotions, as part of the echoes that resonate in what, for centuries, has been tried to fix as a form of individualizing identity, are configured and expressed through a constant dynamic between biological and physiological factors and mimics, gestures, attitudes, and cadences typical of a space that, if seen as universal,

prevent us from perceiving that immense multiplicity that is often untranslatable between distant territories.

The influence of emotions was strongly addressed by Goleman (2012) and classified into interpersonal (self-control, self-awareness, and self-motivation) and intrapersonal (empathy and sociability), which involves the self and the other. Thus, it is understood that being emotionally intelligent is not only about being more skilled in identifying, understanding, and regulating one's own emotions but also those of others. Therefore, emotional intelligence is fundamental to establish and maintain quality interpersonal and intrapersonal relationships.

Given its scope, it is understood that the exaltation in the development of emotions should therefore be part of the school curriculum from early childhood, yet in the early stages of schooling, the child's development is what underpins its future and emotional issues must be taken into account because, according to Santana Sales and Campos (2021, pg. 164), "although it may seem that emotions are part of our genetic heritage, it is developable and moldable, so it is a matter of choice, one can manage them and take turns." They are therefore essential for life and constitute the basis or necessary condition for their progress in the different dimensions of their development.

Given this vehemence, the objective of this study was to analyze self-awareness and self-control in emotionally literate students from the perspective of emotional intelligence and non-emotionally literate students from the 8th and 9th grades of the Atena School and Tancredo Neves School; the former being a private institution, contemplated by the emotional intelligence development program; and the latter a public school and not part of the programs that contemplate emotional growth.

Given the breadth of the dimensions associated with the concepts of emotional intelligence and emotional competencies, self-control and self-awareness are integral to this research. And in these domains are the focus of the research that directly addresses the question of student behavior in the two educational institutions.

Emotional intelligence (EI) is distinguished as a competence that allows individuals to recognize and regulate their own emotions, to be self-motivated, empathetic, and sociable. The perception of emotions is considered an important skill and the basis for the development of other skills related to emotional intelligence (Mayer and Salovey, 1997). However, according to Mayer et al. (2002), it is not developed if the individual does not learn to respect feelings and does not possess the ability to pay attention, register, and decipher emotional messages, including through facial expressions.

They are associated with significant events, which establish the responses and reactions to the situations faced by the individual, and depending on how he/she faces them, these responses can be positive or negative. They can be identified from facial expressions (Carocho, 2018). When emotional intelligence is well developed, it favors and facilitates development in all areas of the individual's experience, whether with oneself, in the family, at school, and in society as a whole, above all, the fullness of emotional and cognitive competences, which as has been said

Mayer, Salovey, and Caruso (2000, pg. 267) emphasized that Emotional Intelligence (EI) represents "the ability to perceive emotions, assimilate them from

feelings, evaluate, and manage them." In this line, Siqueira and Santillo (2019, pg. 12) state that emotional intelligence consists of "the ability of the human being to identify emotions and feelings in oneself and in others and, when it comes to oneself, to be able to control them and manage to maintain an emotional balance and coherent with reality." For Modolon and Vitor (2020, pg. 14), emotional intelligence is

the ability to face and successfully resolve emotionally uncertain situations, such as conflicts. It is to assimilate the control and management of emotions, putting them to work in our favor. Not letting them command our actions and thoughts, making us make inadequate or irrational decisions. Emotional intelligence is nothing more than the ability to know our neighbor through our feelings and to know ourselves.

In this context, Le Breton (2019, pg. 146) states that "emotions translate the affective resonance of the event in a way that is comprehensible to the eyes of others," without individualized origin, it is an inference resulting from personal learning and identification. For the author, "emotion is the sensitive definition of the event as experienced by the individual, the immediate and intimate existential translation of a value confronted with the world."

Therefore, it is understood that to be emotionally intelligent is to be able to recognize one's own emotions and understand how they influence thoughts and behavior as well as to have the ability to control one's own feelings and impulses, understand the emotions of others, and be sociable.

According to Santana Sales and Campos (2021, pg. 163), "emotional intelligence is framed in the primacy of facing uncertain situations, such as conflicts, frustrations, losses, and even successes, assimilating, regulating, and managing emotions on one's own account in making rational and appropriate decisions." Therefore, having self-awareness and self-control over one's feelings consists of taking control of emotions, "by not letting them rule our actions and thoughts, making us make inadequate or irrational decisions." Emotional intelligence is nothing more than the ability to know the other through feelings and to know oneself (Modolon and Vitor, 2020, pg. 14).

When considering emotional intelligence through the bias of the domains consisting of knowing oneself, controlling oneself, motivating oneself, recognizing emotions in others, managing relationships. Amestoy (2020, pg. 4) reiterates that:

The understanding of emotional intelligence is related to the knowledge of the pillars that constitute it: self-awareness, self-management, self-motivation, empathy, and relationship management. This capacity is associated with intrapersonal relationships, corresponding to the individual and interpersonal relationships, which are established with the group.

As already mentioned, this study is limited to the analysis of self-awareness and self-control, domains inherent to intrapersonal intelligence.

The interpersonal intelligence of which Goleman (2012) speaks, consists of the individual's capacity to enter into his own emotions, which is produced through the ability to discriminate and name feelings "translate them through symbolic concepts; to achieve, through this understanding, to guide and conduct his own behavior; to understand his own fears and desires as well as his own history, to symbolize and understand complex feelings" Bridges, (2020, pg. 20). Intrapersonal intelligence encompasses the dimensions of self-awareness, self-motivation, and self-control.

Damasio (2010) states that self-awareness refers to an intuitive process, to being aware of something; therefore, the most approximate and general definition is the mental state in which a person recognizes his own existence (feels himself) and what exists in his environment. Therefore, this study focuses on self-awareness, self-motivation, and self-control in 8th and 9th grade students from two schools in Sergipe, Brazil.

Self-awareness is the ability to know oneself and, consequently, the effects that one's emotions can cause in others, being the attention paid to what one feels. In this sense, it is possible to be aware of feelings at the exact moment they occur (Goleman, 2012) and, not being subject to the dominance of emotions, supports self-reflection. However, the author considers that "in this self-reflective awareness, the mind observes and investigates what is being experienced, including emotions" (pg. 70). However, by having the competence of self-awareness well developed, the individual better recognizes and designates his or her own emotions as well as has a greater capacity to understand what he or she feels and its cause.

In this characteristic, Amestoy (2020) highlights self-awareness as the basis of emotional intelligence and according to him, it is through self-awareness that the individual exercises the ability to set aside negativity, neutralizing it and maintaining self-reflection in the face of tribulations.

In this sense, it is reflected that the individual endowed with full self-awareness is able to deeply understand his own emotions, strengths and weaknesses, has firmness, recognizes reality and possibility, does not have floating dreams, in short, knows himself, evaluates himself, does not betray himself.

Hansen et al. (2018, pg. 6) state that "self-awareness is the first component of emotional intelligence. Self-awareness means a deep understanding of one's emotions, strengths, weaknesses, needs, and drives. Self-awareness is neither overly critical nor truly hopeful."

According to Santana Sales and Campos (2021, p. 164), "self-awareness encompasses the person's capacity to be aware of his own consciousness and thus be able to recognize himself, read his emotions at the exact moment they occur or later through self-reflection"; thus, it is understood that self-awareness is produced through the mastery of thought management in the observation and investigation of one's own experiences, especially emotional ones.

As for self-control, according to Goleman (2015, pg. 16), "it is an ongoing inner conversation, it is the component of emotional intelligence that frees us from being prisoners of our feelings."

Discussing theories and studies of self-control, Batista and Tourinho (2012, pg. 257-258) state that:

Emotional self-control has been discussed mainly in the form of cognitive theoretical orientations, but it can be interpreted with the concepts of Behavior Analysis, resulting in an elaboration that places it in the same terrain (that of behavioral relations) in which societies find themselves.

In this perspective, regarding self-control, Oliveira et al. (2020) consider that it is still urgent for individuals to achieve, on a daily basis, learning that favors the control of

emotions, peaceful, calm, balanced, and judicious resolution of conflicts for a good coexistence at work and in the social environment.

Thus, according to (Goleman 2015, pg. 16), self-control consists of self-management, self-regulation, thought management, among other attributes, "self-control is a continuous inner conversation, it is the component of emotional intelligence that frees us from being prisoners of our feelings."

In this context, Santana Sales and Campos (2021, p. 165) argue that "self-control or management of emotions refers to the subject's ability to control his or her emotions and inherent manifestations, consists of thinking before acting, and consists of self-management, self-regulation." Thus, it can be stated that the exercise of self-control consists of the ability to regulate emotions, resolve conflicts, maintain balance, among others.

## **Methodology**

### ***Design***

Descriptive and correlational quali-quantitative study focused on emotional intelligence and emotion management. As for the approach, it is a quali-quantitative research characterized by the use of quantification, both in the collection of information and in its treatment by statistical means, it emphasizes objectivity, and mathematical language is used to expose the causes of the facts.

### ***Sample***

This non-probabilistic study was composed of 8th and 9th grade students from two educational institutions, being 57 from the Atena School and 47 from the Tancredo Neves School, in the municipality of Sergipe, Brazil. The criteria for selecting the educational institutions and the population were based on the availability of students at the desired school level, the welcome, the willingness of the students to participate in the research, and the difference in the school curriculum with respect to the emotional development programs.

### ***Inclusion criteria***

It was decided that the student should be enrolled and attending school, should not suffer from any disease that could compromise the research, have the informed consent signed by the parents or guardians through the free consent form allowing their participation in the study, and the approval of the schools to conduct the study.

### ***Research instrument***

The MIE (Measured Emotional Intelligence) questionnaire by Siqueira, Barbosa, and Alves (1999) was used. The MIE instrument was prioritized because it is a validated measure for use in human research, it contemplates the interests raised by the problem, is appropriate for the research population, and consists of 59 scalar items, with four points each (1- never; 2- sometimes; 3- many times; 4- always), evaluating five factorial dimensions. However, in this study, only the 10 items that measure self-control were used, that is, the ease or difficulty to manage one's feelings, handle and regulate emotions, thoughts, and behaviors is investigated. We applied questionnaires composed of 10

questions, 6 of positive connotation and 4 of negative connotation in scales (always, many times, sometimes, and never), for a universe of 104 students from the Elementary School of Tancredo Neves School and Atena School. The data were tabulated and subjected to a simple statistical analysis. At the time of data collection, the researcher went to the schools, as previously agreed, at class time, in the presence of the regular teacher, each student was given a questionnaire, the informed consent form in an envelope with a pen.

### **Data analysis**

The data were tabulated and analyzed in descriptive statistics and the quantitative rip if it stipulated numbers and percentages to quantify the variables studied. Regarding the nature of the methodological objectives, this research is considered descriptive since it seeks to describe the characteristics of a certain population or a certain event, being used in this study (GIL, 2008). Furthermore, for this purpose, it takes into account what Santos (2012, pg. 4) states, "In the data interpretation phase, the researcher needs to return to the theoretical referent, seeking to substantiate the analysis, giving meaning to the interpretation." Thus, the analysis of the quali-quantitative aspects of the research, as well as the results, will be presented in descriptive statistical data and presented in graphs and tables.

The research was approved by the Ethics Committee of Plataforma Brasil and by the Ethics Committee of the Universidad Internacional Iberoamericana - UNINI.

## **Results and discussions**

As for the sociodemographic data, the question referring to data on the gender of the participants can be seen in Table 1.

Table 1

*Sociodemographic data of the students of the two participating schools (gender).*

<b>Participants of Atena College</b>	<b>NO.</b>	<b>%</b>	<b>Participants of Tancredo Neves School</b>	<b>NO.</b>	<b>%</b>
<b>Male</b>		43,9	<b>Male</b>		51,1
<b>Female</b>		56,1	<b>Female</b>		48,9

**Total number of participants in the study 104**

Regarding the gender factor (male, female), there was a greater presence of females at Atenea College, although the values show that this prevalence is small, presenting almost parity between the sexes. This result shows a significant balance with respect to gender, which denotes austerity with respect to this variable.

Table 2

*Sociodemographic data of the students of the two participating centers (age).*

<b>Sample age</b>	<b>distribution</b>	<b>12 years</b>	<b>13 years</b>	<b>14 years</b>	<b>15 years</b>	<b>16 years</b>	<b>17 years</b>
<b>Tancredo School</b>	<b>Neves</b>	0	2	29	3	12	1
<b>Atena College</b>		24	7	24	0	0	2

In the analysis of Table 2, referring to the distribution of the sample by age, the largest number of respondents is found in the interval corresponding to the age range between (12 and 14) years in both centers. In addition, it should be noted that the (17) age group is the smallest since it constitutes only 2.9% of the total sample.

There is parity between the ages of the students in the two schools, which shows that most of the students are within the expected age range for these grades, but there is a notable deviation from the norm in the Tancredo Neves school, represented by students between 16 and 17 years of age.

Once the general data (age, sex) of the sample have been characterized, the following results of the questionnaire will be addressed.

As already highlighted, in this study, it is important to analyze self-control, being the ability mentioned by Goleman (2015), which consists of self-management and is an intimate and constant dialogue that gives freedom to the individual not to be imprisoned to feelings and self-awareness, taken as the person's ability to be aware of his own feelings and thus be able to recognize himself, read his emotions, and self-reflect them. Thus, Goleman (2012, pg. 70) considers that, "In this self-reflective awareness, the mind observes and investigates what is being experienced, including emotions."

When dealing with self-control, Tamayo (2006) presents three behaviors that the individual can use and that reflect self-control or the absence thereof; passive, which represents inhibited, introverted, frustrated, and anxious behavior; aggressive, behavior in which the subject humiliates, is explosive, harasses the other, is authoritarian; and assertive, which according to the author, is viable in which the individual has his own choice, understands, recognizes and defends his rights, respects the emotions of the other.

Table 3

*Results of the Atena School and Tancredo Neves School self-control competition.*

<b>Self-control</b>	<b>Atena College</b>		<b>E.E. Tancredo Neves</b>	
	Often and always	Sometimes	Often and always	Sometimes
<b>Control of disturbing feelings</b>	47,4%	52,6%	55,3%	44,7%

<b>Curbs impulses in a conflict situation</b>	28,1%	71,9%	65,9%	34,1%
<b>Speak your mind</b>	36,8%	63,2%	36,2%	63,8%
<b>Reacts to aggression</b>	43,9%	56,1%	34%	66%
<b>Makes decisions based on impulses</b>	50,9%	49,1%	36,2%	63,8%

It is observed that of the 57 respondents from Atena School, in the items that inquire about the control of disturbing feelings and the restraint of impulses, items with positive connotations, less than half present a good performance in this competence, calling attention to the lack of impulsive control, that is, only 28.1% control their impulses. As for talking about what occurs to them and reacting to aggression, an item with a negative connotation, these students present more than 50% of self-controlled aggressive reactions and 49.1% in impulsive decision making. As can be seen, 50.9% act impulsively. Of the 47 students surveyed at the Tancredo Neves School, in the items investigating the control of disturbing feelings and restraint of impulses, it is observed that more than half present themselves as self-controlled. As for speaking what comes to mind, reacting to aggression, and making decisions based on impulses as can be observed, they also appear balanced since, in these items, the alternatives, never and seldom, are favorable.

Given these results, it can be observed that respondents need to learn to develop emotions since, according to Cury (2012 pg. 41), "when we are offended, assaulted, pressured, coerced, or rejected. Otherwise, emotion will always abort reason. The immediate consequence of this lack of emotional defense is that we react irrationally and unifocal, and not multifocal."

It is observed that the mastery of the participants in the research, here, is not very high; however, the individuals of the Tancredo Neves School show better self-control capacity, compared to those of the Atena School. Given this scenario, it is corroborated with what Sousa (2021) says when mentioning the need for the individual to have control and emotional mastery so that coherent actions that favor relationships flow.

There is a perceived absence of emotion regulation and management. It is known that emotions are moldable and, according to Berra (2018), it is necessary for the individual to make emotionally intelligent decisions, which is a virtue. In this thinking, self-criticism is fundamental because, according to Cury (2015, pg. 107), "the code of self-criticism is the code of one who self-evaluates, weighs his actions, judges his behaviors, adjusts, self-corrects, reflects on his reactions, conjectures with himself."

From the bias of the act impulsively approach, Cury (2019, pg. 62) states that the individual does not allow himself to be contradicted.

We are addicted to reacting when someone contradicts us. Action and reaction are great for physics but terrible for human relationships. Those who are impulsive or react without thinking, in addition to failing to protect their own emotions, will turn their memory into a social wastebasket and destroy their best relationships.

In the fact that the individual does not manage thoughts, for Cury (2015, pg. 115), "Whoever prides himself on saying everything he thinks, hurts the one who should be loved the most. He has not deciphered the language of self-control." It is inferred that the control of emotions does not come from genetic inheritance nor is it negotiable, its acquisition is through training and development of mastery, management, and regulation.

In this perspective, according to Santana Sales and Campos (2021, pg. 175), focus that "emotional intelligence can be worked on and developed, and it is by choosing to learn to manage emotions that the improvement and refinement of self-control occurs."

From this perspective, Cury (2019, pg. 41) warns that, "Whoever gravitates around problems and does not learn to make an introspective stop to think before reacting makes of small barriers insurmountable obstacles, of small difficulties, of unsolvable problems, of small disappointments, a sea of suffering."

It is perceived that the instinctive trigger of reaction is always armed, ready to fire in conflictive situations, which can trigger suffering; however, as already mentioned, emotions can be molded, character can be changed, reformulated. Berra (2018, pg. 11) highlights that:

The formation of character is constituted when the constancy of the practice of good habits that must be in harmony with reasoning is carried out. These habits, when correctly acquired, constitute virtue and, therefore, allow the subject to act with wisdom, acting well when facing actions or relating to pleasure and suffering.

Reacting to insults in an aggressive manner is characteristic of a lack of emotional intelligence. Managing and regulating emotions is the solid basis for controlling impulsive reactions. It is wise to exercise silence and tolerance.

In this sense, regarding self-control, corroborating with other authors, de Oliveira, de Figueiredo, & Dutra (2020) warn that self-control is a developable skill and, according to Santana Sales and Campos (2021), the emotionally self-controlled individual gets around situations, reverses bad feelings, resinify feelings, builds himself, perfects his own character.

Table 4

Results of the self-awareness competition at Atena School and Tancredo Neves School

Self-awareness								
Schools		Atena			Tancredo Neves			
Response options:		Often always	and	Sometimes never	and	Often always	and	Sometimes never
<b>Evaluates their own feelings</b>		77,2 %		22,8 %		80,9 %		19,1 %
<b>Cares about how you feel</b>		59,6 %		40,4 %		68,1 %		31,9 %
<b>Recognizes feelings</b>	<b>conflicting</b>	40,3 %		59,7 %		51 %		49 %

<b>Identifies feelings</b>	42,1 %	57,9 %	57,4 %	42,6 %
<b>Avoids reflecting on what he/she thinks</b>	31,6 %	68,4 %	42,6 %	57,4 %

In this emotional competence, it can be observed that of the 57 respondents in the Atena School, in the items that inquire about self-knowledge, how the respondents evaluate and understand their feelings, how they recognize and interpret themselves, a good number of the respondents are competent in this competence as can be observed in a 77.2%. In terms of caring about how they feel, the figure is lower. As for recognizing feelings and identifying them, less than half of the respondents scored well in this competency. As for avoiding reflecting on what they think, 31.6% of these students do so, which does not look good. Of the 47 students surveyed at the Tancredo Neves School in the items that investigate the evaluation of one's own feelings and concern for them, a large percentage is perceived as exercising this ability. Regarding the items of recognition of contradictory feelings and identification of them, it is observed that slightly more than 50% affirm that often and always. As for the avoidance of reflecting on what one thinks, 42.6% affirm that they always or often do this reflection.

Therefore, it does not seem interesting to avoid reflection on what one thinks. The reflection of thought is the vigilance of acts. And since thoughts are ours, if we take care to reflect on them, "with greater or lesser difficulty, we can nourish them, direct them, expand them, reduce them, or reject them."

In the competence of self-knowledge, it can be concluded from the survey results that in the evaluation of their own feelings, both educational institutions showed results above 50% in the final sum. When observing the items by individual educational institution, the respondents of the Tancredo Neves School present a significantly positive disparity compared to the Atena School scenario.

It is well known that the evaluation and understanding of feelings requires interest in self-knowledge, self-interpretation, care for one's own emotions, so to explain the importance of emotions Gardenswartz (2012, pg. 27) states:

Emotional intelligence is the ability to assess and understand feelings and use their energy productively. In addition to understanding, it involves specific actions to recognize feelings, understand them, express them verbally, and then apply their energy effectively. Emotions are not so tame to deal with.

It is understood that worrying about the "I" is a way to lead one's own vital itinerary. Taking care of feelings, avoiding the rescue of frustrations is the step to manage emotions. Convergent, Cury (2019, pg. 72) states:

To manage emotion, we must quickly doubt our disturbing thoughts, doubt the unhealthy content of our emotions. We must question the reasons for our reaction, criticize our anxiety, demand to be free at that moment. Finally, we must use the tool of silence, internalize ourselves and rescue the leadership of the "I." If the "I" does not doubt and criticize the sick theatrical plays that are staged in the mind, it will become a victim of its own emotional disturbances.

## Conclusions

The competencies of emotional intelligence direct the individual's behavior and involve aspects of awareness of feelings, the ability to control them, to motivate oneself positively, to be empathetic, altruistic, and sociable, encompassing intrapersonal and interpersonal relationships.

The research, now argued, was concerned with analyzing **the** interpersonal skills: self-control and self-awareness of 8th and 9th grade students at Tancredo Neves School and Atena College and, finally, comparing possible differences through data analysis between students at Tancredo Neves School not emotionally literate; and those at the public school, Atena College, who are enrolled in emotional development programs in terms of the domains of these emotional skills.

Through the analysis of the data, it was verified the proximity in terms of the gender factor, with a slight prevalence of the feminine; as for the age distribution, the percentage is higher between (13 and 14 years) since the schooling, in both institutions, was given to students in the eighth and ninth year of Basic Education.

In the analysis of self-control, an ability that reflects the capacity that the individual has to control his emotions and related manifestations, involving impulses, reactions as well as the mastery of his own feelings. In the general scenario, it can be observed that both institutions show a large number of respondents lacking self-control; however, the participants of the Tancredo Neves School showed a slight advantage in this emotional component in comparison with the respondents of the Atenea School, reflecting a better emotional balance.

Regarding self-awareness, a competence marked by self-reflection, and which acts as an investigator of our experiences, including emotional ones, considered by Amistoy (2020) as the foundation of emotional intelligence, it is concluded, in what presents the results of the research, that in the evaluation and understanding of one's own feelings and in the self-dialogue about what one feels, the two educational institutions show a very close coincidence in the final result.

Self-awareness, in both schools, is the competency that, in general terms, gives the best results. Thus, they demonstrate maturity in caring about themselves, having control over themselves, self-evaluating, being aware of different aspects of the self, including traits, behaviors, and feelings. However, the number of students who do not perform well in their emotional competencies is considerably high. This well-developed skill has knowledge about what one feels and how these emotions positively or negatively affect one's performance in the individual's professional and personal context. It is also evident that the Tancredo Neves School population reflects, albeit subtly, better emotional development.

Although a considerable number of the subjects investigated showed difficulties in exercising self-control and being self-aware, the results indicated that many of them had learned and developed emotional competencies in their lives, yet the school that presented the best result did not include emotional development programs. However, this result does not affirm that these methods are ineffective or unnecessary, for the research did not refer to the factors influencing the results. In this sense, the continuity of the study becomes relevant to investigate other aspects derived from the emotional behavior of these individuals.

Therefore, the reasons for human behavior cannot be ignored; on the contrary, greater awareness and involvement on the part of parents and educational managers is necessary to apply emotional components in the school curriculum.

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