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## Early stimulation and emotional intelligence and its incidence in communication learning at the initial level

### Abstract

*It had the purpose of establishing the incidence of early stimulation and emotional intelligence on communication learning in children of the initial level using a quantitative methodology, whose study was basic-substantive and explanatory level with an undetermined population of the Comas district- Lima and a stratified random sample of 384 children and 123 informant teachers. The results and conclusions indicated the very strong influence of these variables on communication learning, according to the R2 of, 950 with a statistical significance of, 000, demonstrating the high incidence of early stimulation and emotional intelligence on the development of communication in children, highlighting the importance of the good exercise of the profession, where planning.*

**Keywords:** Early-stimulation; emotional-intelligence; communication learning

### Introduction

Both education and play are universal rights for children to achieve full and comprehensive education; those immediately responsible are parents, who create spaces for their cognitive/psychological/emotional/social development. When this is not done, they arrive at school with serious difficulties that delay their learning. From this perspective, the mission of parents and teachers is to promote and develop children's capacities through so-called early stimulation so that they can promote and develop their sensory organs; the teacher creates the situations and conditions for learning.

The teacher creates the situations and conditions for learning. This stimulation ensures that the children receive adequate preparation in good time so that they can develop properly; however, in reality, serious deficiencies can be found in training, reflected in the deficit of coordination (fine and gross) or in the inadequate use of language, which has repercussions on the learning of communication as attention and motivation.

Previous studies indicate that early stimulation is a determining factor for sensory-motor development and child growth, as well as being significant for learning, where the area of

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proximal development is shown as the beginning of this process, which was demonstrated through the Wilcoxon test with statistical significance (Guillén, Rojas, Formoso, Contreras and Estevez, 2019); Likewise, early stimulation is preferable to children under five years of age because brain development and synaptic activity occur at this age, developing speech, thinking and learning abilities (Hernández, Vizcaíno, Barrón and Muñoz, 2019).

It has also been possible to establish their effectiveness for child development by enhancing their brain activities and promoting and developing cognitive, linguistic, motor and social functions (Ramos, Pincay, Llanos and Vinueza, 2019). It is also a preventive activity for psychomotor and language development (Calle, 2019). It also benefits the development of phonological awareness for language development; thus, it guarantees good communication, preventing language disorders (Escobar and Loaza, 2019).

Early stimulation is understood as the set of activities and actions to generate experiences in children to enhance their capabilities (Montenegro, 1998) and through play (Goñi, 1994) or programs to contribute to the overall development of children (Antolin, 2006) from a scientific perspective and to meet their needs (Verdezoto, 2011).

Educational processes, understood as social facts, provide people with the means and resources to successfully face life from an early age, preparing them to develop their potential and turn them into balanced, adaptable and useful people. Therefore, it is essential to establish in children a stimulation from the integral perspective; that is, both in the cognitive, physical and emotional.

The execution of exercises that stimulate the movements and development of the senses, nourishing their vitality, freedom and individuality, under the principles proposed by the educators (Montessori-Decroly-Froebel-Pestalozzi) in the learning centered in the children, under the development of the activities and games, should be taken as a foundation.

In social development, which begins when there is adaptation and interaction with other children, the child matures cognitively and develops his or her social abilities, achieving diverse motor, cognitive and sensitive functions. Emotional development will determine temperament and behavior. Easy: good mood, predictable; difficult: irritable, unpredictable; slow: moody, little attention (Grace and Baucum, 2009).

Cognitive development occurs over time and becomes increasingly complex. Social development, which is achieved through interaction with other children and adults both

inside and outside the home, makes it possible to consolidate the child's integral formation.

From all the above, lies the importance of early stimulation because it allows the development of the brain, confirmed by neuroscience and technology that shows the proliferation of dendrites through increased synaptic connections in the prenatal stage (Rivera, 2008 and Jaimes, 2008).

Among the dimensions or components of this variable are considered: (a) Motor area, which includes the development of the body as a result of neurological development (Pereira, 2011), allowing the child to touch objects, paint, draw and knot with his or her hands (Verdezoto, 2011); (b) Language area, where the child develops the ability to articulate, decode and articulate the various linguistic signs in order to be able to relate to other people (Ordoñez and Tinajero, 2010), as well as communicate with the environment by developing comprehension skills in expression and gestures (Verdezoto, 2011); c) Socio-affective area, where people develop interrelationship skills with others due to the social nature of people (Pereira, 2011); this area includes diverse socialization experiences according to norms of coexistence (Verdezoto, 2011); and d) Cognitive area, which implies the development of intelligence, specific skills and abilities (Pereira, 2011) allowing understanding and being able to adapt to different situations through the use of thought (Verdezoto, 2011).

Emotional intelligence is defined as capacities referred to the feeling, understanding and control of the affective states to maintain their balance (Goleman, 1995), it allows to interact with other people besides facing conflicts, strengthening the affective bonds and developing human relations. It is developed with age and experience (Salovey and Mayer, 1990); therefore, from childhood it is important to establish the emotional habits that will govern life. The expression was first used by Peter Salovey and John Mayer, in 1990, defining it as "the ability to control and regulate one's emotions in order to solve problems peacefully, obtaining well-being for oneself and for others" (p. 20).

On the other hand, Cooper and Sawaf (1997) affirm that it is an aptitude, a source of energy of information and relations. For BarOn (1997), it is the set of emotional/personal/interpersonal skills that allow to adequately face the demands of the context.

Fluid intelligence is that where memory skills are linked to inductive reasoning and speed in spatial relations that are involved in learning. Crystallized intelligence, referring to the skills and cognitive learning of people throughout their lives, allows them to analyze and solve problems. This is complementary to fluid intelligence (Goleman, 1995).

In contrast, Sternberg developed the triarchic theory whose center is the development of cognitive processes, where information is coded, stored and combined. Contextual intelligence, referring to adaptation to the environment, complemented with experiential intelligence, allows for the development of information processing skills. Conceptual intelligence allows for problem solving (Núñez, Novoa, Majo and Salvatierra, 2019).

Emotion is being able to feel the various changes in the body, followed by perceptions and feelings (James, 1991). These are responses of a chemical and neuronal nature that play a regulatory role for the conservation, in most cases, of life (Damasio, 2001); in other words, it produces sensory information whose consequences are the neuropsychological responses to external or internal events (Bisquerra, 2003; Leung, & Chan, 2016).

Likewise, Bisquerra (2003) states that emotions present three categories: 1) neurophysiological, which are uncontrollable actions, for example, tachycardia; therefore, relaxation is recommended; 2) behavioural, which through gestures people's emotional state is recognized; and 3) cognitive, where the emotional state is labeled as anger or fear.

On the other hand, Salovey and Mayer (1990) proposed a model called by four phases, characterized by the perception that is the capacity to identify the diverse physiocognitive correlates; the assimilation that allows the adoption of different points of view; the reasoning that facilitates the processing of information and labeling of emotions; and, finally, the regulation that is the handling of emotions without falling into repression.

The model proposed by Baron (1997) differs from cognitive intelligence because social-emotional intelligence changes with age, understanding and expressing itself with others, developing interpersonal skills as well as personal and social management for change. This determines a person's success (Bar-On and Parker, 2000). Its inventory comprises 133 items, multifactorial: intrapersonal, interpersonal, adaptability or adjustment, stress management and general mood.

Goleman's model (1995), on the other hand, measures intellectual abilities (IQ) which, however, are not guaranteed to solve life's problems. He then introduces the Emotional Coefficient (EC) which measures the capacity for self-motivation and self-control. It comprises the following components: self-awareness, self-regulation, self-motivation and empathy.

In reference, learning in communication is that which allows the efficient handling of language for the production of messages, using non-verbal resources such as information technology; therefore, communication skills are

the basis of learning in other areas (Ministry of Education, 2019).

Communication has two components: linguistic (exchange of information whether oral or written) and non-linguistic (Gutiérrez, 2009). The first refers to the relationship between the sender and the reader in an asynchronous way, whose paths may be paper or hypertext. The second refers to gesture language that is performed in a synchronous or asynchronous way (videos).

Among the main components or dimensions of communication are the following: (a) oral expression and comprehension, which allows the development of the ability to speak, expressing oneself fluently and clearly or understanding what one hears, where students develop skills such as exposing, arguing or debating; (b) text comprehension, which involves developing the ability to read, understanding and elaborating textual meanings at their various levels of reading comprehension; and (c) text production, which allows the ability to write for the dissemination of ideas (Ministry of Education, 2019; Lobão, & Pereira, 2016).

However, the success of this learning is linked to the various factors involved in the process; for example, we have endogenous factors which, according to Woolfolk (2000), are the development of the person (cognitive-emotional) as a result of maturation or the conflicts generated by interpersonal relations; reading skills, which involve knowledge of the language in its various aspects, which includes intrapersonal relationships: learning and memory, cognitive work techniques, learning style, motivation and self-concept; finally, biological and psychological factors. Exogenous factors would be environmental, contextual, pedagogical, economic and social factors.

From this perspective of the study variables, the research has allowed an exhaustive review of the literature and an academic evaluation of both early stimulation and emotional intelligence in language development. This is why we proposed to establish the objective of determining the incidence of early stimulation and emotional intelligence in the learning of communication in children less than five years of age. The general hypothesis was that early stimulation and emotional intelligence influence the learning of communication in children under five years of age.

## Method

The method used was the hypothetical-deductive method which, according to Corbetta (2007), allows observations and analyses to be carried out to demonstrate the hypotheses raised according to the data collected in the field. For this, a research of the basic substantive type was carried out because the analysis of the concrete

reality is made, in this case, the district of Comas, Lima (Arias, 2012).

It was also explanatory because it sought to demonstrate the causes that generate the phenomenon (Epiquién and Diesta, 2013) which, for the case in point, was carried out *ex post facto*. Its design was not experimental because there was no manipulation of variables; rather, it was

analyzed as the facts were presented, that is, in a transversal manner.

The variables worked were operationalized in the following tables: Table 1, where early stimulation is understood as the activities and learning conditions offered to the child (Pereira, 2011).

**Table 1.**  
*Independent variable: Early Stimulation*

Dimensions	Indicators	Ítems	Measurement scale
<b>Motricity</b>	Develops balance/control.	1 - 10	Yes = 1 No = 0
	Develops the drawing of the human figure/colour.		
	Coordination arm / hand.		
<b>Language</b>	Uses vocabulary	11 - 16	
	Communicates		
<b>Cognitive</b>	It solves problems.	17 - 29	
	Draw.		
	Develops thinking in mathematics.		
<b>Socio-affective</b>	Security of emotions.	30- 39	
	Works as a team.		
	Independence and autonomy.		

In table 2, emotional intelligence is defined as the various traits that will influence emotions and their interpersonal relationships

in addition to allowing for the confrontation of various situations that arise (Ugarriza and Pajares, 2005).

**Table 2.**  
*Independent Variable 2: emotional intelligence*

Dimensions	Indicators	Ítems	Scale
<b>Self-awareness</b>	It recognizes emotions.	1 to 12	Yes = 1 No = 0
	Becomes aware		
<b>Self-control</b>	It commits	13 to 24	
	Recognizes capabilities		
	Emotion control.		
<b>Motivation</b>	Volunteer	25 to 36	
	Optimistic		
	Identifies thoughts/feelings		
<b>Empathy</b>	Perceive the feelings	37 to 48	
	It relates in an authentic way		
<b>Social Skill</b>	Work as a team	49 to 60	
	Does not generate conflicts		

In Table 3, learning in communication, includes the development of students'

communication skills, verbal/non-verbal (Ministry of Education, 2018).

**Table 3.**  
*Dimensions and Indicators of the Dependent Variable: Learning in Communication*

Dimension	Indicators	Ítems	Scale
<b>Expresion and comprehension oral</b>	Responde a lo que se indica.	1 to 5	Yes= 1 No = 0
	Reconocimiento de palabras		
	Asociación de sonidos.		
	Realización de lectura		

<b>Understanding of texts</b>	Image/signal identification.	6 to 11
	Understanding/answering questions.	
	Follow directions	
<hr/>		
<b>Text production</b>	It produces drawings/texts.	12 to 18
	Copies texts.	

The study population defined as all the cases presented, for the case of the Comas-Lima district, is indeterminate and a stratified random sample of 384 five-year-old students (2019) from the initial level (Hernández,

The techniques used to collect information were surveys; the instruments were questionnaires, whose informants were the children's teachers, the first instrument being from the Ministry of Education (early stimulation); the second instrument from Nelly Ugarriza and Liz Pajares; and the third , the data have been kept confidential for ethical reasons.

**Results and discussion**

The results of the early stimulation variable present 1.3% in the low level, 32.0% in the moderate level and 66. 7% strong; in the motor dimension, it presents 5.2% in the low level, 33.3% moderate level and 61.4% strong; in the language dimension, it presents 11.8% in the low level, 32.7% moderate level and

Fernández and Baptista, 2014) has been used. The informant population consisted of 123 teachers of the initial level of the selected educational institutions.

instrument from the Ministry of Education, adapted by the author of this research. The validity was carried out by experts and its reliability yielded the following data: KR20: 0.828, 0.878 and 0.863, respectively, means that it is of a high level. Finally

56.6 strong; in the cognitive dimension, it presents 2.6% in the low level, 39.9% moderate level and 57.5% strong level; in the socio-affective dimension, it presents 2.0% in the low level, 9.2% moderate level and 88.9% strong level.

**Table 4.**  
*Levels of early and dimensional stimulation*

Levels	Early Estimulation		Motricity		Language		Cognitive		socio-affective	
	f	%	f	%	f	%	f	%	F	%
Weak	5	1.3%	20	5.2%	45	11.8%	10	2.6%	8	2.0%
Moderated	123	32.0%	128	33.3%	125	32.7%	153	39.9%	35	9.2%
Strong	256	66.7%	236	61.4%	213	55.6%	221	57.5%	341	88.9%
Total	384	100.0	384	100.0%	384	100.0	384	100.0	384	100.0

Source: Own elaboration

These results show that the development of motor skills must be reinforced in students, requiring the greatest work and specialization of the teacher. Activities should be reformulated in order to generate and empower children's capacities, as stated by Montenegro (1998); likewise, play and recreational games should be promoted, as recommended by Goñi (1994). This will generate the development of skills and abilities that will enable children to solve problems; but the activities proposed should be student-centred; they will also strengthen social capacities, including emotional development, as stated by Grace and Baucum (2009). They will also enable the development of the brain, as stated by Rivera (2008) and Jaimes (2008).

inadequate level, 33.3% at the inadequate level and 50.3% at the adequate level.

The results of the emotional intelligence variable indicate 2.0% in the inadequate level, 43.8% in the inadequate level and 54.2% in the adequate level; in the self-awareness dimension, it presents 4.6% in the inadequate level, 45.1% in the inadequate level and 50.3% in the adequate level; in the self-control dimension, it presents 5.9% in the inadequate level, 46.4% in the inadequate level and 47.7% in the adequate level; In the motivation dimension, it presents 3.9% at the inadequate level, 36.3% at the inadequate level and 59.5% at the adequate level; in the empathy dimension, it presents 7.2% at the inadequate level, 44.4% at the inadequate level and 48.4% at the adequate level; in the social reality dimension, it presents 16.3% at the

**Table 5.**  
*Levels of emotional intelligence and their dimensions*

Levels	Emotional intelligence		Self awareness		Self control		Motivation		Empathy		Social skill	
	f	%	F	%	f	%	F	%	f	%	f	%
Inadequate	8	2.0%	18	4.6%	23	5.9%	15	3.9%	28	7.2%	63	16.3%
Unsuitable	168	43.8%	173	45.1%	178	46.4%	141	36.6%	170	44.4%	128	33.3%
Adequate	208	54.2%	193	50.3%	183	47.7%	228	59.5%	186	48.4%	193	50.3%
Total	384	100.0%	384	100.0%	384	100.0%	384	100.0%	384	100.0%	384	100.0%

Source: Own elaboration

The results show the tendency towards inadequate and unsuitable levels, which is evident when children still do not present control or balance of their emotional and psychic states, as stated by Goleman (1995); however, these processes are developing as children mature with their new experiences, as stated by Salovey and Mayer (1990). Hence, the importance of establishing habits; therefore, it is necessary to work with children since the sample indicates that about 50% lack maturity in this process. On the other hand, the children, in their learning process, are maturing and the learning acquired will

allow them to solve problems and, therefore, to work in their context.

The results of the communication learning variable show 3.3% at the inadequate level, 47.7% at the inadequate level and 49.0% at the adequate level; in the oral expression and comprehension dimension, 13.1% at the inadequate level, 35.3% at the adequate level and 51.6% at the adequate level; in the text comprehension dimension, 28.8% at the inadequate level, 34.0% at the inadequate level and 37.3% at the adequate level; in the text production dimension, 4.6% at the inadequate level, 35.3% at the inadequate level and 60.1% at the adequate level.

**Table 6.**  
*Levels of learning in communication and dimensions*

Levels	Communication learning		Speaking and listening		Comprehension of texts		Production of texts	
	F	%	f	%	f	%	F	%
Inadequate	13	3.3%	50	13.1%	111	28.8%	18	4.6%
Unsuitable	183	47.7%	136	35.3%	130	34.0%	135	35.3%
Adequate	188	49.0%	198	51.6%	143	37.3%	231	60.1%
Total	384	100.0	384	100.0%	384	100.0	384	100.0

Source: Own elaboration

The results show that 50% of the students have developed inadequate levels of communication in its three components, making it difficult to learn other skills, according to the Ministry of Education (2019) since the development of these communication skills is fundamental to learning. Hence, the demand that a child must have to express himself well, understand texts or be able to judge them; this will depend on how he has achieved his personal development both at home and at school, according to Woolflik (2000).

The results of the general hypothesis test indicate, Pearson's R2 with an index of ,950; a predictive capacity of ,000 for early stimulation and ,002 for emotional intelligence, a direct and strong 95.% index of learning in

communication, being corroborated by the Anova Summary of ,000, showing that the variables are aligned. The specific hypothesis test-1, according to Pearson's R2 with an index of .430; a predictive ability of .028 for early stimulation and .137 for emotional intelligence, indicates a direct and moderate incidence of 43.% on learning in oral expression and comprehension, being corroborated by the Anova Abstract of .000, demonstrating that the variables are aligned.

The specific hypothesis test-2 indicates that Pearson's R2 with an index of .402; a predictive capacity of .001 for early stimulation and .972 for emotional intelligence has a direct and moderate indication of 40.2% on learning in text comprehension, being corroborated by the Anova Abstract of .000, demonstrating that

the variables are aligned. The specific hypothesis test-3 indicates that Pearson's R<sup>2</sup> with an index of .490, a predictive capacity of .000 for early stimulation and .654 for emotional intelligence, has a direct and

moderate index of 49.0% on learning in text production, being corroborated by the Anova Abstract of .000, demonstrating that the variables are aligned.

**Table 7.**  
*General and specific hypothesis testing*

Hypothesis	Variables	R <sup>2</sup>	Sig.	Summary Anova
General hypothesis	Early stimulation*emotional intelligence influences learning in communication	,950	,000 ,002	,000
Specific Hypothesis -1	Early stimulation*emotional intelligence influence learning in oral expression and comprehension	,430	,028 ,137	,000
Specific Hypothesis -2	Early stimulation*emotional intelligence influences learning in text comprehension	,402	,001 ,972	,000
Specific Hypothesis -3	Early stimulation*emotional intelligence influence learning in text production	,490	,000 ,654	,000

a. Predictors: (Constant), Emotional Intelligence, Early Stimulation

b. Dependent variable: communication learning; oral expression and Comprehension, text comprehension; text production

The general hypothesis is demonstrated since early stimulation and emotional intelligence influence learning in communication at strong levels, as indicated by the logistic regression test. This is consistent with the research of Guillén, Rojas, Formoso, Contreras and Estevez (2019) that highlighted the importance of early stimulation in the child's sensory-motor development and growth as well as in the development of speech, thinking and learning abilities (Hernández, Vizcaino, Barrón and Muñoz, 2019).

Other research has also proven the effectiveness of enhancing brain activity and promoting cognitive, linguistic, motor and social functions in child development, as demonstrated by Ramos, Pinca, Llanos and Vinuesa (2019). The work of Escobar and Loaiza (2019) demonstrated how early stimulation develops phonological awareness and thus ensures good communication in children.

Likewise, emotional intelligence is essential to social and mental well-being because it allows them to regulate their emotions, enabling them to understand their environment, especially their educational environment, as stated by Puertas, Zurita, Chacon, Castro, Ramirez and Gonzalez (2020). Complementarily, the work of Marco, Sánchez and García (2018) shows how emotional intelligence has allowed collaborative work in the family.

The results showed how each of the independent variables has significantly influenced the development of communication. The work carried out shows the high level of

incidence of both variables on the development of communication.

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