

# Effectiveness of school internships on the emotional well-being of english students

## Efectividad de las pasantías escolares en el bienestar emocional de estudiantes de inglés

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### Abstract

This study shows that school internships significantly enhance the emotional well-being of primary school English students. By using practices like the didactics of doing and the pedagogy of listening, emotional intelligence and overall well-being improve, demonstrating their effectiveness in education.

**Key words:** school internships, emotional strengthening, emotional intelligence, primary education.

### Resumen

Este estudio muestra que las pasantías escolares mejoran significativamente el bienestar emocional de los estudiantes de primaria en inglés. Al utilizar prácticas como la didáctica del hacer y la pedagogía de la escucha, mejoran la inteligencia emocional y el bienestar general, demostrando su efectividad en la educación.

**Palabras clave:** pasantías escolares, fortalecimiento emocional, inteligencia emocional, educación primaria.

## 1. Introduction

The development and evolution of students' personalities are significantly influenced by the concept of emotional resilience, a dynamic and essential trait in contemporary society. Emotional resilience encompasses the ability to perceive, evaluate, and effectively express emotions—both one's own and those of others—adapting behavior accordingly (Goleman, 2000). This capability is not static but rather continuously shaped by the societal milieu and cultural contexts in which individuals find themselves. Goleman (2000) provides a compelling illustration of this phenomenon with a case study involving a nine-year-old boy at a local school who, succumbing to emotional pressures and social influences from his peers, engaged in destructive behavior by vandalizing school property. This example vividly demonstrates how emotions can serve as powerful motivators

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for actions, underscored by the profound impact of life experiences and cultural surroundings on behavioral outcomes.

Emotional Intelligence (EI) emerges as a pivotal concept in understanding how individuals manage their emotions, complementing traditional Intelligence Quotient assessments by offering a holistic perspective on human capabilities (Mayer & Salovey, 1997). While initial studies began in the early 20th century, the concept of EI has undergone significant reevaluation amidst critiques of postmodernity, particularly in light of prevalent societal issues such as loneliness, aggression, bullying, low self-esteem, and familial breakdowns among students (Greenspan, 1997). These behaviors underscore the urgent need for enhancing emotional awareness and regulation to promote the overall well-being of students.

Mayer and Salovey (1997) define EI as a subset of social intelligence, encompassing the ability to recognize, understand, and manage both one's own and others' emotions. This includes the capacity to discriminate between emotions, utilize emotional information to guide thinking and behavior, and effectively navigate interpersonal relationships. Goleman (2000) expands on this framework, emphasizing essential EI skills such as self-motivation, resilience in the face of adversity, impulse control, mood regulation, empathetic understanding, and the ability to sustain cognitive function amidst emotional challenges. These skills are not only crucial for personal development but also play a pivotal role in shaping a supportive and emotionally intelligent educational environment that nurtures student growth and well-being.

In the educational context, the internship is an observational practice that allows teachers to reflect, gain new experiences, and improve their praxis (MINEDU, 2014). However, Malpica (2013) points out the resistance of some teachers to this practice due to their individual teaching methods. Despite this, educational practices have a strong correlation with learning outcomes. Yabar (2013) recommends promoting internships as an incentive to improve pedagogical practice, while Imbero (2002) identifies five models of continuous training that support internships: individually oriented training, observation evaluation, development and improvement of teaching, training, and inquiry or research.

Elder and Paul (2012) propose conducting reflective critical dialogues with analytical and evaluative questions to reflect and draw conclusions. Vygotsky (1982) also affirms that people engaged in reflective dialogue not only reproduce this dialogue internally but also personalize and adapt it to their own context, favoring appropriate creative reproduction.

The contexts described above highlight the need to improve the emotional component to enhance students' performance through pedagogical practices such as school internships. The research question posed is: How do school internships strengthen the emotions of 5th-year students in a private educational institution in the district of San Juan de Lurigancho, 2022? This research provides an understanding of the methods, principles, and theories related to the study variables and contributes new teaching and learning methods or strategies (Drumond, 2019).

The general objective of this research is to determine how school internships strengthen the emotions of 5th-year students in a private educational institution. The main hypothesis states that school internships significantly strengthen these students' emotions (Darder & Bach, 2006). To this end, a literature review on emotional strengthening and school internships has been conducted, finding studies that establish a positive relationship between emotional intelligence and academic performance in various areas (Romero *et al.*, 2022; Mata, 2021).

Noriega's (2022) study shows that emotional intelligence programs can help secondary school students develop this skill. Additionally, Calderón & Azabache-Alvarado (2018) concludes that emotional education strategies improve young people's emotional intelligence. Furthermore, Suárez and Vélez (2018) highlight the importance of childhood and adolescence in acquiring emotional habits fundamental to personal development.

Finally, Bisquerra (2003) proposes that important aspects of emotional intelligence include emotional regulation and autonomy. Internships are considered an effective way to develop skills in context, introducing students to

real practices and rituals of the work environment and connecting theoretical knowledge with practical situations (Jacinto and Millenaar, 2007; Lasida, 2004).

This comprehensive research approach not only allows for understanding the importance of emotional intelligence in the educational field but also how pedagogical practices such as internships can strengthen students' emotions, thus improving their academic and personal performance.

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## 2. Methodology

This is an applied study, aimed at obtaining knowledge about existing elements to contribute to more complex studies and solve specific problems (Hernández & Mendoza, 2018).

The research level is descriptive observational. This level allows the researcher to use previous knowledge to formulate more valuable questions and describe material characteristics of a group, person, or phenomenon affected by the inquiry process (Valderrama & Jaimes, 2019).

The methodological approach is quantitative, characterized by the testing and verification of hypotheses through numerical evaluation processes. The data obtained will be used to test the research hypotheses (Sánchez, 2019).

The study design is experimental in its pre-experimental version, characterized by the implementation of a pretest and a posttest to analyze real situations with variable manipulation (Hernández & Mendoza, 2018). A non-probabilistic intentional sampling was used to select the sample of 54 students from the "A" and "B" classrooms of the fifth grade of primary education. The method employed was observation, and the device used was an observation sheet with a rating based on the Likert scale.

The collected data were tabulated in programs like Excel and Word to obtain the statistical section. The Mann-Whitney U test was used to determine the level of association of the application of the educational internship. The research development was based on the General Research Regulations proposed by Universidad César Vallejo. Informed consent was obtained from the participants, who agreed to participate in the evaluation and use their results in the research. The protection of the persons, dignity, identity, and human freedom, as well as the protection of the physical and psychological integrity of the participants, were respected.

In summary, this applied study of a descriptive observational type with a quantitative approach and pre-experimental design aims to test hypotheses about the importance of interoperability in the modernization of the state in Latin America. The sample of 54 students was evaluated through observation, and the data were analyzed using appropriate statistical techniques, following strict ethical considerations (Hoyuelos, 2009).

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## 3. Results

Here are the inferential results obtained from the questionnaire administered to the surveyed students. Due to the nature of the variables evaluated by the instruments used, the statistical method of Mann-Whitney U was chosen. This methodology allows determining the influence of school internships on strengthening emotions in students belonging to the "A" and "B" classrooms of the 5th grade of primary education.

The formulation of two hypotheses distinguishes school internships from the emotional strengthening of primary education students. According to the null hypothesis ( $H_0$ ), the implementation of school internships during the year 2024 will not have a significant impact on the emotional strengthening of students in a private educational institution. In contrast, the alternative hypothesis ( $H_1$ ) holds that school internships significantly influence the emotional strengthening of these students. To evaluate these hypotheses, appropriate statistical methods such as the Mann-Whitney U test will be used, allowing the identification of significant differences between the group of students participating in the internships and the group that does not.

Data visualization will be carried out through bar charts and frequency tables, facilitating the identification of patterns and differences in students' responses. The results obtained from the test statistics will provide a clear interpretation of the effectiveness of school internships in strengthening students' emotions. This

methodological approach will allow informed decisions regarding the implementation of these practices in the educational field, providing a solid foundation for future improvements in the educational strategy aimed at the emotional well-being of students.

**Table 1**  
Mann-Whitney U: School Internships  
and Emotional Strengthening

	<b>Emotional Strengthening Pretest</b>	<b>Emotional Strengthening Post test</b>
U (Mann-Whitney)	441,000	300,500
W (Wilcoxon)	906,000	765,500
Z	-,134	-2,247
Sig. asintótica(bilateral)	,893	,025

The table presents statistical results from Mann-Whitney U and Wilcoxon tests comparing emotional strengthening scores before and after school internships. Before the internships, both groups showed similar levels of emotional strengthening, as indicated by a Mann-Whitney U value of 441,000 and a Wilcoxon W value of 906,000, with no statistically significant differences ( $p > 0.05$ ).

However, following the internships, substantial changes were observed. The Mann-Whitney U value decreased to 300,500, and the Wilcoxon W value decreased to 765,500, indicating a significant increase in emotional strengthening scores post-internship ( $p = 0.025$ ). This asymptotic significance level suggests less than a 2.5% probability that these results occurred by chance, underscoring the robustness of the findings.

These results imply that school internships had a meaningful impact on enhancing students' emotional resilience. The significant difference observed post-internship highlights the effectiveness of these practical experiences in positively influencing students' emotional well-being, demonstrating the tangible benefits of integrating such opportunities into educational settings.

**Table 2**  
Mann-Whitney U: The Image of a Virtuous  
Child and Emotional Strengthening

	<b>Emotional Strengthening Pretest</b>	<b>Emotional Strengthening Post test</b>
U (Mann-Whitney)	341,000	300,500
W (Wilcoxon)	806,000	765,500
Z	-,132	-2,145
Sig. asintótica(bilateral)	,791	,021

Table 2 presents the results of Mann-Whitney U and Wilcoxon tests comparing emotional strengthening scores before and after school internships, focusing on the image of a virtuous child. Initially, the pretest data showed no statistically significant differences between the groups, with Mann-Whitney U and Wilcoxon W values of 341,000 and 806,000 respectively, and p-values greater than 0.05 ( $p = 0.791$ ). This indicates that both groups started with similar levels of emotional strengthening before the internships.

However, following the internships, notable changes were observed. The Mann-Whitney U value decreased to 300,500, and the Wilcoxon W value decreased to 765,500, accompanied by a significant decrease in p-values to

0.021. This suggests a significant increase in emotional strengthening scores post-internship, with less than a 2.5% probability that these changes occurred by chance.

These findings indicate that school internships had a positive and significant impact on enhancing students' emotional resilience. The significant difference observed in the posttest underscores the effectiveness of internships as a beneficial intervention to promote the emotional well-being of students, highlighting the value of practical experiences in educational settings.

**Table 3**  
Mann-Whitney U: Didactics of Doing  
and Emotional Strengthening

	Emotional Strengthening Pretest	Emotional Strengthening Post test
U (Mann-Whitney)	245,000	200,300
W (Wilcoxon)	707,000	654,700
Z	-,128	-1,247
Sig. asintótica(bilateral)	,681	,012

The lack of significant difference in the pretest suggests that the groups started with similar levels of emotional strengthening before applying the didactics of doing. However, the significant difference found in the posttest suggests that the didactics of doing had a positive and significant effect on the emotional strengthening of the students.

Table 3 presents results from Mann-Whitney U and Wilcoxon tests assessing emotional strengthening scores before and after applying the didactics of doing. Initially, the pretest data indicated no statistically significant differences between the groups, with Mann-Whitney U and Wilcoxon W values of 245,000 and 707,000 respectively, and a p-value of 0.681, suggesting similar baseline levels of emotional strengthening.

Following the intervention with the didactics of doing, significant changes were observed. The Mann-Whitney U value decreased to 200,300, and the Wilcoxon W value decreased to 654,700, with a corresponding decrease in p-value to 0.012. This indicates a significant increase in emotional strengthening scores post-intervention, with less than a 1.2% probability that these changes occurred by chance.

These findings demonstrate that the didactics of doing had a positive and significant impact on enhancing students' emotional resilience. The significant difference observed in the posttest underscores the effectiveness of this educational approach in fostering emotional well-being among students. This highlights the value of active and experiential learning methodologies in educational settings, emphasizing their role in improving students' emotional competence and overall development.

Table 4 presents results from Mann-Whitney U and Wilcoxon tests comparing emotional strengthening scores before and after applying the pedagogy of listening. Initially, the pretest data indicated no statistically significant differences between the groups, with Mann-Whitney U and Wilcoxon W values of 5451,000 and 915,000 respectively, and a p-value of 0.754, indicating similar baseline levels of emotional strengthening.

Following the intervention with the pedagogy of listening, significant changes were observed. The Mann-Whitney U value decreased to 400,600, and the Wilcoxon W value decreased to 874,700, with a corresponding decrease in p-value to 0.002. This significant asymptotic significance level suggests less than a 0.2% probability that these changes occurred by chance.

**Table 4**  
Mann-Whitney U: Pedagogy of Listening  
and Emotional Strengthening

	<b>Emotional Strengthening Pretest</b>	<b>Emotional Strengthening Post test</b>
U (Mann-Whitney)	5451,000	400,600
W (Wilcoxon)	915,000	874,700
Z	-,253	-3,358
Sig. asintótica(bilateral)	,754	,002

These findings demonstrate that the pedagogy of listening had a positive and significant impact on enhancing students' emotional resilience. The significant difference observed in the posttest underscores the effectiveness of this educational approach in fostering emotional well-being among students. This highlights the value of active listening and empathetic engagement in educational settings, emphasizing their role in improving students' emotional competence and overall development.

### 3.1. Discussion

The primary objective of this research was to determine how the implementation of school internships influences the emotional strengthening of primary school students in a private educational institution in 2024. This study is based on the theories of Bisquerra (2001), who details the stages of emotional development, and demonstrates that infants can recognize emotions from a very early age. Additionally, Bericat (2012) argues that emotions are not innate but constructed over time through neurological processes influenced by the environment.

The results of this research indicate that the implementation of school internships has a significant impact on the emotional strengthening of students. This finding is consistent with previous studies, such as Noriega (2022), which determined that emotional intelligence programs significantly improve students' emotional skills. Specifically, the inferential data showed that the variable "School Internship" had a significance value of  $0.025 < 0.05$ , confirming its positive effect on students' emotions. This supports the idea that practical experiences allow students to connect and apply their theoretical knowledge, strengthening their emotional and social development.

In analyzing the influence of constructing the image of a virtuous child, the results showed a significance value of  $0.021 < 0.05$ , indicating a significant difference between the control and experimental groups. This finding aligns with Malpica (2013), who emphasizes the importance of daily observation of students to identify and enhance their potential. The internship practice, focused on observation and the development of investigative skills, helps teachers build a positive image of the child, promoting their integral and emotional development.

The contrast with previous studies is also evident in the didactics of doing, where the results showed a significance of  $0.012 < 0.05$ , indicating its significant impact on emotional strengthening. These results are congruent with Noriega (2022), who highlighted the effectiveness of didactics in improving emotional intelligence. The didactics of doing facilitates the practical application of knowledge, allowing students to assimilate content more quickly and effectively, which is reflected in a strengthening of their emotions and social skills.

Regarding the pedagogy of listening, the results indicated a significance value of  $0.002 < 0.05$ , demonstrating its significant influence on students' emotions. This finding coincides with Romero *et al.*, (2022), who highlighted the positive relationship between emotional intelligence and academic performance. The ability to listen actively

is essential for both students and teachers, promoting effective communication and an educational environment conducive to emotional development.

Comparing these findings with previous research, a consistency in the results underscores the importance of emotional intelligence in the educational field. Mayer and Salovey (1997) describe emotional intelligence as the ability to perceive, value, and express emotions, as well as to regulate and use them to promote emotional and intellectual growth. Goleman (2001) adds that the ability to motivate oneself, persist in the face of disappointments, control impulses, and show empathy are critical skills.

However, despite the similarities in results, this research is distinguished by its specific focus on school internships as a tool to strengthen the emotions of primary school students. Previous studies, such as those by Jacinto and Millenaar (2007) and Lasida (2004), have shown that internships are an effective means to develop skills "in context," introducing students to real-world practices and rituals of the workplace. This research confirms and expands these findings by demonstrating that internships not only develop practical skills but also have a significant impact on students' emotional strengthening.

In conclusion, the results of this research corroborate the importance of school internships in strengthening students' emotions, aligning with previous studies and providing new evidence of their effectiveness in the educational context. This underscores the need to implement well-structured internship programs supported by a pedagogy of listening and the didactics of doing to promote the holistic development of students.

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#### 4. Conclusions

Firstly, the research conclusively demonstrates that the application of school internships significantly influences the emotional strengthening of primary school students. The results obtained from the inferential analyses support this conclusion, showing significant differences between the control and experimental groups. These findings underscore the effectiveness of internships as a pedagogical tool that not only facilitates the acquisition of practical knowledge but also contributes to the emotional development of students (Petrides *et al.*, 2004), enhancing their ability to recognize, value, and express their emotions.

Secondly, the study confirms the validity of previous theories on emotional development and emotional intelligence, such as those proposed by Mayer and Salovey (1997) and Goleman (2001). This aligns with the theory that emotional intelligence is an essential component for academic and personal success and can be developed through specific educational experiences.

Furthermore, the results indicate that specific components of internships, such as constructing the image of a virtuous child, the didactics of doing, and the pedagogy of listening, have a positive and significant impact on the emotional strengthening of students (Malaguzzi, 2011). Each of these elements contributes in a distinct but complementary manner to emotional development, highlighting the importance of a comprehensive approach that combines various pedagogical strategies. Daily observation and attention to the individual needs of students are fundamental to maximizing the emotional benefits of internships.

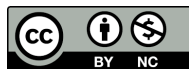
Finally, the research highlights the need for educational policies that systematically integrate school internships into the primary education curriculum (Arellano & Cerda, 2006). Given the demonstrated positive impact on students' emotional development, it is imperative that educational systems recognize and value these practices as essential components of the educational process. Implementing well-structured internship programs supported by a pedagogy of listening and the didactics of doing will not only improve academic performance but also foster healthier and more balanced emotional development in students, better preparing them for future challenges.

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