

## **Emotional Intelligence and the Professional Capacity of Teachers in Rural Educational Institutions**

**By**

**Hermitaño Cuenca Rayda Elizabeth**

Universidad Cesar Vallejo, Perú – Lima

<https://orcid.org/0000-0003-0933-7235>

Email: [hermitanorayda300771@gmail.com](mailto:hermitanorayda300771@gmail.com)

**Carlos Alberto Villafuerte Alvarez**

Universidad Cesar Vallejo, Perú – Lima

<https://orcid.org/0000-0002-8786-077X>

Email: [villafuertealvarezc@gmail.com](mailto:villafuertealvarezc@gmail.com)

### **Abstract**

In recent years, the educational system has employed strategies to strengthen and measure teachers' emotional intelligence and professionalism due to their importance in generating the fulfillment of the development of student learning. Therefore, the objective was to establish the relationship between emotional intelligence and professional capacity in educational institutions in rural areas. The methodology was quantitative, non-experimental, and descriptive-correlational, considering a population of 80 teachers. The results infer that 70.0% of the teachers have a favorable perception of emotional intelligence and 75.0% of them have a favorable perception of professional capacity ( $r= 0.194$ ). Therefore, it is concluded that there is a relationship between emotional intelligence and professional ability.

**Keywords:** Emotional intelligence; Professional teaching ability; Education; Teaching; Learning

### **1. Introduction**

En los últimos años el sistema educativo, ha empleado estrategias para fortalecer y medir el nivel de inteligencia emocional y su capacidad de profesionalismo de los docentes, debido a su nivel de importancia para generar el cumplimiento del desarrollo del aprendizaje de los estudiantes. Por ello, el objetivo fue establecer la relación que existe entre la inteligencia emocional y la capacidad profesional en las Instituciones educativas de zonas rurales. La metodología fue de enfoque cuantitativo, de diseño no experimental, nivel descriptivo-correlacional, considerando una población de 80 docentes. Los resultados infieren el 70,0% de los docentes tienen una percepción a favor sobre la inteligencia emocional y el 75,0% de a favor sobre la capacidad profesional ( $r= 0,194$ ). Se concluye que existe relación entre la inteligencia emocional con la capacidad profesional.

### **Resumo**

Nos últimos anos, o sistema educacional tem utilizado estratégias para fortalecer e mensurar o nível de inteligência emocional e sua capacidade de profissionalismo dos professores, devido ao seu nível de importância para gerar conformidade com o desenvolvimento da aprendizagem dos alunos. Portanto, o objetivo foi estabelecer a relação entre inteligência emocional e capacidade profissional em instituições de ensino no meio rural. A metodologia foi de abordagem quantitativa, delineamento não experimental, nível

descritivo-correlacional, considerando uma população de 80 professores. Os resultados inferem que 70,0% dos professores têm uma percepção favorável da inteligência emocional e 75,0% a favor da capacidade profissional ( $r= 0,194$ ). Conclui-se que existe uma relação entre inteligência emocional e capacidade profissional.

**Keywords:** Inteligência emocional, Capacidade profissional docente; Educação, Ensino; Aprendizagem.

## Introduction

Due to the constant changes in society and the educational system, it is necessary to consider the form of the educational teaching group, where it is necessary to identify the factors that influence the work of good educators (Cejudo & López, 2017). Since human emotions describe how individuals feel, how they express themselves and how they relate to others, the factors that create a successful environment are known, which is reflected in the emotional development of the members (Menacho et al., 2022; Hernández & Ramos, 2018).

While the teacher has a precise cognitive component of emotional understanding of all the vicissitudes that may arise, with the purpose of the responsibility of others from a vision through the thoughts and actions of others (Delgado & Henríquez, 2021), part of the problem centers on the fact that teachers feel unprepared to teach emotional skills and, although they know, they do not know how to teach it or what aspects to teach. They lack teaching methods relevant to their teaching (Acosta & Martínez, 2019). Therefore, several studies have concluded that emotional intelligence and personality factors are part of the complex requirements for professional educational success.

At the global level, in the face of the health emergency resulting from the presence of the Covid 19 pandemic, in which many governments have forced the population into social isolation to cope with this lethal disease, the study of education and emotional health is being considered with great interest and of great relevance due to the psychosocial implications caused by the pandemic and collective confinement (Zysberg & Zisberg, 2022; D'Souza et al., 2022). Likewise, the decision to isolate the population was debatable since the preservation of life and integral health are a priority; however, as a result of this socio-political decision, other difficulties have arisen that have affected the emotional dimension of people, especially children, young people and the elderly (Vargas et al., 2022).

Emotional health greatly influences the performance of any activity in both adults and young people. In this sense, especially in the educational field, complex reactions have been evidenced in teachers and students, where these manifestations show a helpless and vulnerable person, which has led to the availability of emotional support strategies for students from the early years of school age (Ramsetty & Adams, 2020; Gallegos & Tinajeros, 2020). Thus, the presence of negative feelings such as depression, distress, drowning, and fear have been as infectious as the pandemic and has spread rapidly in much of the population (Kirkpatrick et al., 2022).

At the national level, the regular basic education systems of most of the nations of the continent were not prepared for the face-to-face change to the remote one in their management bodies and processes (Hernández et al., 2022). Thus, there is a gap in the student's integral development in terms of learning and the formative process. In addition, in situations of fatigue, stress, physical discomfort, and anguish as a result of adapting to a new teaching scenario such

as virtual classes and in some cases due to the loss of employment, they have turned their interest in areas away from education, causing alterations in their socioemotional world (Camacho et al., 2020).

During the time of confinement from the predisposed by Hurtado et al. (2022); Chacha (2021); Cifuentes (2020), it was essential to describe the level of the teaching process of the students in terms of the problematic situations addressed, curricular planning, methodological strategies that the teacher developed in the class sessions and in this way to identify the strengths and weaknesses to be improved in the pedagogical practice taking into account the professional teaching capacity about the cognitive, procedural, attitudinal, emotional management which is in the process of significant change.

In managing emotions, the individual must recognize and manage their feelings which will allow inciting through motivation, which will help to make decisions to evaluate and analyze the interaction between all (Reyna and Mejía, 2022). On the other hand, the management of emotions is considered the art of moderating and managing in circumstances that arise in the protagonism of the teacher (Bonilla et al., 2017). Therefore, modern schools should develop and train the socioemotional component in the educational process of children and young people (Valenzuela et al., 2021).

Consequently, in rural areas, the socioemotional problem was not prioritized, both in teachers and students and because of this perspective, the need arises to investigate and learn how emotions have influenced teachers in the execution of their pedagogical practice and how this had an impact on their professional capacity, as well as on the actions they carry out with students (Martínez et al., 2022). The training of current teachers has not predisposed teaching of emotions and instead has prioritized individualized emotionality without externalization in which sensitivity is perceived as a weakness (Mora et al., 2022).

Because of the problem identified, it was essential to ask: What is the relationship between emotional intelligence and the professional capacity of teachers in educational institutions in rural areas? Therefore, it is essential to determine the incidence between emotional intelligence and the professional capacity of teachers in educational institutions in rural areas. Therefore, the research aimed to establish the relationship between emotional intelligence and professional capacity in educational institutions in rural areas. In this way, to contribute academically about emotions and their impact on the lives of students and teachers during the social confinement that provides an opening to education and emotional health as essential axes of human behavior and development.

Regarding international studies, it is relevant to consider the research by Costa et al. (2021), who prioritize the insertion of emotional intelligence in the process of pedagogical practice and that it greatly supports the integral development that occurs when applied in the classroom. Evidence that the level of skills and attitudes is important for social development and outstanding achievement in learning development. The research conducted by Esnaola et al. (2017) focused on promoting the presence of emotional intelligence from a psycho-educational perspective, and the methodology addressed the use of measurable instruments in students. The results showed significance around the study variables; therefore, it is essential to adapt them to the educational reality.

The research conducted by Duncan (2022) on the Peruvian educational reality addressed socioemotional competencies, intelligence and emotional education as referents for improving relationships and interactions with other people. He concluded with the relevance

of deepening studies on emotions so that they can be improved and optimally controlled by people. Likewise, Lupica et al. (2022) set out to determine the relationship between virtual classes and emotional intelligence. A correlational methodology was used with the participation of high school students. The information collected showed significance between the variables. Therefore, it was possible to conclude the existence of a positive relationship and the emotional influence in the development of remote classes. Based on emotional intelligence, Goleman's (1995) theory is considered, which mentions that intrapersonal and interpersonal dual perspectives; are also understood as the ability to respond to and understand the motivations, emotions, desires and dispositions of others, while the second refers to the analysis of oneself to guide behavior (Olivares & Gamarra, 2020; Chávez, 2020). Educators develop the capacity to recognize, integrate, and regulate emotions to support student learning, performance, relationships, and health.

Emotional intelligence in the educational field employs a route of response to what an intelligent person means in which it considers at first the question: Is it innate or hereditary? As it also arises within the training process, it also wonders if it is unique or there are various forms to give validity if the intelligence tests are applied (Goleman, 2016). In this way, it can be recognized that it is important how it is structured and what aspects will evaluate either individually or collectively since, as Goleman says, everything is emphasized in the genetic endowment. Intelligence is considered a quantifiable dimension, possible to measure and score, resulting in the ordering of individuals, according to the degree of each individual compared to others. Goleman (2016) refers to the ability to recognize the individual of inherent feelings and other people, motivational action and effective management of mutual interactions in everyday life. In this sense, the educational relevance of developing learning around attitudes and knowledge of emotions will allow the necessary strengthening of individuals in society.

Likewise, it is a prioritizing dimension in human development since emotions constitute the precise components for the formation of people and for delimiting social and individual behavior (Ledoux 2016). It is important to consider that the emotional can develop outside the cerebral sphere being necessary to remember the importance of the various elements that perform functions of reception and storage of past scenes and memories in general, which tends to indicate that the emotional stage is usually activated before thought (Garcia et al., 2019; Gardner, 2014). The dimension of *Interpersonal Intelligence* is perceived by Gardner (2014) as the attitudes of a person who tends to put them into practice during interaction and links with others. The purpose is predisposed to understanding the collective world relying on skills such as empathy and mutual harmonious coexistence. It is also relevant to note that it allows the individual to establish relevant relationships through appropriate dialogue and active listening. Likewise, it is conceived as the specific way of perceiving the existing differences in others following the temperament evidenced during the interaction process (Goleman, 2016; Mortigo and Rincón, 2018).

*As for the intrapersonal intelligence* dimension, according to Cedeño et al. (2022), it involves the internal dimension of an individual and includes emotional development, feelings and the ability to manage emotions to guide behavior in society. In this way, the person tends to develop self-control by managing his or her internal world, thus showing stability in his or her emotional state and continuously strengthening his or her self-esteem. That is why convenient strategies are developed for the promotion and strengthening of autonomy and personal valuation in accordance with their needs and expectations (Goleman, 2016; Nadal Vivas, 2015). The emotional intelligence proposal emerges as a response to the demands and through experience, it has been demonstrated that emotional intelligence is necessary for

everyone in various scenarios. The theory of emotional intelligence shows an optimistic perspective of the human being; the recognition of emotional capabilities as resources of every person that can and should be developed makes emotional intelligence education a current imperative. Emotional intelligence education is an educational innovation to develop emotional capabilities that contribute to personal well-being.

Similarly, Schön's (2010) theory of reflective professional practice considers that by using problem-solving through the application of new strategies and methodologies, practice will be strengthened, and therefore considers that it is important to make decisions that allow improving the actions to be decided and to learn to face the problems that arise, but taking into account that this assessment is not certain since everything is changing, all this will allow us to develop new types of competencies that already possess. Therefore, the author identifies five forms of reflective practice; being the first is the academic one which aims to prepare teachers capable of reflecting on the subjects they teach so that they transform them into understandable structures for students, then the social efficiency that seeks to achieve effective teaching through the application of techniques produced from a reflective pedagogical practice through different points of view. In addition, it considers the development process that considers the teacher's professional and emotional development, which will allow intervening adequately in the formation of the student as a person and which determines his knowledge in practice.

The teacher's self-care practice allows for reviewing programs and intervention strategies and achieving a positive change in their communities, especially in the role of integral caregivers of young people (Ludueña et al., 2022). In addition to generating interventions in the teaching and learning processes to meet the challenges of health promotion and educational strategies, it organizes according to their characteristic activity units and familiar forms of practice, considering the dimensions of *physical, psychological and social* aspects.

For Güemes et al. (2017), *physical* changes are considered evident during growth, which are related to planning aspects, emotional control and personality development. Meanwhile, *the psychological aspect* are based on feeling, thinking and behavior. Likewise, *the social aspects* during adolescence are independence, self-image acceptance, establishing social skills and achieving the search for identity. As for the reflection of the teaching practice, this will be mainly related to decision-making in order to determine which techniques and experiences to apply in the teaching practice conceived as the need to solve a problem by setting goals towards a safe north of new learning, being the learning and teaching process that requires the development of an effective and reflective way. Similarly, their ability to make decisions will strengthen and start acting in their world achieving changes, where they are considered sources of change by understanding what can be observed and what cannot be observed.

On the other hand, in the professional teaching capacity, the learning theory and neuroscience of Escudero et al. (2017) are considered, which means that they focus on teachers' learning, habits, and behavioral patterns may be involved. However, cognitive patterns must be observed and modified. Likewise, external knowledge and wisdom of practice can be used to give meaning, purpose, and justification to teaching and other professional tasks in the context of their relationships with others. Becoming the content of academic education is empirical knowledge reflected in structured theoretical knowledge and practice. According to Venet et al. (2022), professional teaching skills constitute a set of elements related to the contents and attitudes involved in the teaching process. They are characteristic of the pedagogical professional who conducts the educational action since he/she plans, understands,

interprets and has adequate strategies to concretize the training of the individual in his/her charge through the development of relevant learning. It considers as components the *professional capacity and personal capacity*.

Thus, *professional capacity* is associated with the pedagogical role of teaching, instructing, and training a person or group of individuals in an educational system. García and Quintanal (2022) consider it as the set of faculties, and capacities that teachers possess, which help in the professional performance of the pedagogical work to develop activities that lead to the integral formation of the individual. From the perspective of Moya (2018) proposes that it is the key for teachers and schools during the development of educational work to seek to conveniently align these competencies with the demands of an inclusive, active education, according to the current times and can contribute to the effective achievement of quality education.

Regarding *personal capacity*, Bandura (1997) has been very emphatic about identifying individual strengths in the performance of a proposed action in terms of its disposition and concrete execution. Rivera (2016) mentions that it is considered a variety of resources that people possess and can develop to face a problematic situation and look for different strategies to solve or improve it.

## 2. Methodology

The research approach is quantitative because it will collect numerical precision data according to the variables (Baena, 2017). The type of study is descriptive correlational since it will address the relationship between the proposed variables since this research responds to the identified problem and leads the researcher to know it concretely (Hernández et al., 2014). The design is non-experimental since the data will not be manipulated and it will be in a single time (Palella and Martins, 2017). The population is the number of participants that assist the research process, constituting the totality of studied elements (Soto, 2015). It is composed of a census population of 80 teachers, considering as it has as a scenario the Region Pasco and the Ugel representative of the mentioned region.

Regarding the data collection technique and instrument, the survey stands out in the former case; concerning the questionnaire, it is perceived as the instrument that allows the collection of fieldwork data through validated items (Hernández and Mendoza, 2018). The emotional intelligence questionnaire was from the author Montero (2011), which was adapted according to the characteristics of the study, composed of 20 items and professional capacity 20 items (Table 1-2).

**Table 1.** *Distribution of emotional intelligence items*

<b>Dimension</b>	<b>Items</b>
Intrapersonal Intelligence	12 items
Interpersonal Intelligence	8 items

**Table 2.** *Distribution of professional capacity items*

<b>Dimension</b>	<b>Items</b>
Professional	10 items
Staff	10 items

## 3. Results

According to the descriptive results in Table 3, the emotional intelligence variable shows that 70.0% of the teachers have a favorable perception of the emotional intelligence they develop in their professional environment, 21.3% have a normal level of emotional intelligence, and 8.8% have an unfavorable perception. The dimensions of intrapersonal intelligence have high values (70.0%), regular level (18.3%) and low level (11.3%). The interpersonal intelligence dimension presents a high level (72.5%), regular level (13.8%) and low level (13.8%). Consequently, the emotional intelligence variable has a 70% approval rating from educators, who infer that they manage and develop their emotional skills.

**Table 3.** *Distribution of frequencies of emotional intelligence*

Level	V1. Emotional intelligence		D1. Intrapersonal		D2. Interpersonal	
	f	%	f	%	f	%
Under	7	8,8	9	11,3	11	13,8
Regular	17	21,3	15	18,3	11	13,8
High	56	70,0	56	70,0	58	72,5
Total	80	100,0	80	100,0	80	100,0

Table 4 of the professional capacity variable shows that 75.0% of the teachers have a favorable perception of the professional capacity they develop in their professional field; 25.0% consider a normal level on the variable. The professional dimension has a high value (32.5%), a normal level (41.3%) and a low level (26.3%). The personal dimension has a high level (90.0%), normal level (10.0%) and low level (13.8%). Consequently, the emotional intelligence variable has an approximately 60% of educators have developed their professional capacity at a high level.

**Table 4.** *Distribution of frequencies of professional ability*

Level	V3. Professional Capability		D1. Professional		D2. Staff	
	f	%	f	%	f	%
Under	0	0	21	26,3	0	0,
Regular	20	25,0	33	41,3	8	10,0
High	60	75,0	26	32,5	72	90,0
Total	80	100,0	80	100,0	80	100,0

To determine the relationship, Spearman's correlation test was applied, which shows a Rho correlation of 0.194\*\*, a value between 0.1 and 0.3, that is, a low relationship between emotional intelligence and the teacher's professional capacity. Furthermore, the intrapersonal dimension shows a Rho correlation of 0.216\*\*, a low relationship. Meanwhile, the dimension for the interpersonal dimension shows a Rho correlation of a value of 0.105\*\*\*, i.e., a low relationship.

**Table 5.** *Correlation of variable and dimensions*

	V1. Emotional intelligence	D1. Intrapersonal	D2. Interpersonal
V2. Professional capacity	,194**	,216**	,105**

## 4. Discussion

In order to demonstrate the objectives of the study, the results show that emotional intelligence is related to professional teaching ability, where they agree with Valenzuela et al. (2021); Ortiz and Núñez (2021), who conclude that there is a relationship between emotional

intelligence and professional productivity of teachers; good performance and growth are achieved because people with developed emotional skills are more productive. Likewise, Castañeda et al. (2020) refers that there is a correlation between these variables ( $r = 0.656$ ,  $p = 0.000$ ); therefore, teachers with high levels of emotional intelligence have a good perception of their professional performance.

The application of Spearman's test shows a Rho correlation with a value of  $0.194^{**}$ , which is between 0.1 and 0.3, that is, a low relationship between emotional intelligence and the teacher's professional capacity. Likewise, 70.0% of the teachers have a favorable perception of the emotional intelligence they develop in their professional environment, 21.3% have a regular level of emotional intelligence, and 8.8% have an unfavorable perception. Similarly, 75.0% of the teachers have a favorable perception of the professional capacity they develop in their professional field, 25.0% consider a regular level on the variable.

In this way, it coincides with García et al. (2018) that 54% are not committed to work, while 46% are. However, many respondents have sufficient economic stability to strengthen their professionalism. Also, Cejudo & López (2017) that the personality trait improves conflict resolution skills necessary for the performance of educational tasks. Also, Olivares & Gamarra (2020) teachers are more productive when they strengthen the capacity of their emotional intelligence and that of their students, benefiting learning outcomes.

It can be observed that the participating teachers value as moderately important the personal characteristics that make up the domain in EI, which may be more necessary for the optimal performance of a teacher's work. It is worth mentioning that Garcia (2021) noted that the correlation between teachers' age and the level of attention teachers pay to their emotions was significant ( $r=0.138$ ). That is, age and experience may be factors that can decrease rather than improve teachers' attention and emotional clarity.

The intrapersonal dimension shows a Rho correlation of  $0.216^{***}$ , i.e., a low relationship, where it has a high value (32.5%), a normal level (41.3%) and a low level (26.3%). Meanwhile, the dimension for the interpersonal dimension shows a Rho correlation of  $0.105^{***}$ , i.e., a low relationship, with a high level (90.0%), a normal level (10.0%) and a low level (13.8%).

Similarly, several studies have demonstrated the relationship between teachers' social-emotional skills and the effectiveness and quality of the teaching-learning process in the classroom. Meanwhile, teachers rate personal characteristics as important aspects in their evaluation because they are important for their professional performance. In addition, a teacher is driven to certain emotional behaviors by how the culture defines his or her role, which does not necessarily come from him or herself, which is expressed almost exclusively in rational terms and is thought of primarily in terms of perception and value.

However, this type of practice requires emotional sensitivity in the formation of relationships with others. Therefore, an alternative should be used to provide resources that contribute to better management of emotions in terms of personal growth, where it is necessary to prepare students to face situations according to context and reality.

## **5. Conclusions**

Emotional intelligence is related to teachers' professional capacity in the teaching and learning process ( $r=0.194$ ), which is why it is important to strengthen teachers' emotional skills

and competencies to enhance their professional performance and students' competencies. Therefore, schools should incorporate emotional intelligence as part of their educational strategies, both in theory and practice, to strengthen student skills.

The teacher plays a vital role in educational development because the educator provides the necessary tools to promote knowledge. Similarly, there are implicit situations, considering various emotions that somehow intervene in their educational activity. In addition, the difficulty of teaching from an emotional point of view; therefore, teachers use it as a tool to listen, nurture and empower. In addition to employing leadership in the classroom, the ability to motivate students, creativity and decision-making become essential components of classroom practice.

The challenge of assuming a reflective attitude helps teachers to recognize behaviors and practices that inhibit their potential for tolerance and acceptance, vital elements to face the differences of all students in a heterogeneous society that moves towards a community where globalization is the main goal, looking for the teacher to reflect on their daily work continuously, this will significantly influence their practice and their ability to take control over their professional life. In this sense, the educational system should not consider a perspective indifferent to emotional health, and it will result in people who cannot manage their emotional stages and be unable to help others.

## References

- Acosta, I. Y., & Martínez, M. (2019). La inteligencia emocional en la práctica educativa: la percepción de los docentes. *Revista electrónica de psicología Iztacala*, 22(2). <https://www.revistas.unam.mx/index.php/rep/article/view/70163>
- Baena, G. (2017). *Metodología de la investigación*. 3era edición Grupo editorial patria. México.
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. Freeman.
- Bonilla, R. E., Moreno, A. K. & Soler, R. N. (2017). El sentido y el significado atribuido a las emociones por el profesorado en formación de la Universidad Pedagógica y Tecnológica de Colombia. *Contextos educativos: Revista de educación*, (20), 77-93. <https://doi.org/10.18172/con.2998>
- Camacho, N., Cortez, C., & Carrillo, A. (2020). La docencia universitaria ante la educación confinada: Oportunidades para la resiliencia. *Revista EDUCARE - UPEL-IPB*, 24(3), 418–437. <https://doi.org/10.46498/reduipb.v24i3.1402>
- Castañeda, S.; Guirette, B.; Durán, H. & Arroyo, A. (2020). Relación del desempeño profesional docente y la inteligencia emocional. *Revista de la Alta Tecnología y Sociedad* 155 Vol. 12, No. 1, 2020. <https://static1.squarespace.com/static/55564587e4b0d1d3fb1eda6b/t/5ffe01a905b6f849a9906f87/1610482089931/20+Casta%3B1edaBurciaga+PUE646+ATS+V12N1+155-163.pdf>
- Cedeño, W., Ibarra, L., Galarza, F., Verdesoto, J., & Gómez, D. (2022). Habilidades socioemocionales y su incidencia en las relaciones interpersonales entre estudiantes. *Universidad Y Sociedad*, 14(4), 466-474. <https://rus.ucf.edu.cu/index.php/rus/article/view/3068>
- Cejudo, J. & López, L. (2017). Importancia de la inteligencia emocional en la práctica docente: un estudio con maestros. Importance of emotional intelligence in the teaching practice:

- A study with primary education teachers. *Psicología Educativa*, vol. 23, núm. 1, pp. 29-36, 2017. <https://www.redalyc.org/journal/6137/613765227004/html/>
- Chacha, B. (2021). El Impacto en la educación primaria tras la emergencia sanitaria ocasionada por la pandemia del COVID-19. *Internacional Journal of New Educación*, 3(2). <https://doi.org/10.24310/ijne3.2.2020.11187>.
- Chávez, G. (2020). Emotional management in professional teaching practice: the offer of continuous training at the Colegio de Bachilleres, campus 3. *Revista Ciencias y Humanidades*, Vol. XII, No. 12.
- Cifuentes, J. (2020). Consecuencias en los niños del cierre de escuelas por Covid-19: El papel del gobierno, profesores y padres. *Revista Internacional de Educación para la Justicia Social*, 9(3). <https://revistas.uam.es/riejs/article/view/12216>
- Costa, C., Palma, X., & Salgado, C. (2021). Docentes emocionalmente inteligentes. Importancia de la Inteligencia Emocional para la aplicación de la Educación Emocional en la práctica pedagógica de aula. *Estudios pedagógicos (Valdivia)*, 47(1), 219-233. <https://dx.doi.org/10.4067/S0718-07052021000100219>
- Delgado, J. & Henríquez, M. (2021). Importance of teacher self-control versus the professional role. Importancia del autocontrol docente frente al rol profesional. *Pol. Con. (Edición núm. 57)* Vol. 6, No 4. DOI: 10.23857/pc.v6i4.2545
- D'Souza, G.S., Irudayasamy, F.G., & Parayitam, S. (2022). Emotional exhaustion, emotional intelligence and task performance of employees in educational institutions during COVID 19 global pandemic: a moderated-mediation model, *Personnel Review*, Vol. 3(1), 1-22. <https://doi.org/10.1108/PR-03-2021-0215>
- Duncan, V. (2022). Competencia emocional en el profesorado de diferentes niveles educativos: una revisión de la literatura. *Investigación Valdizana*, 16(3), 131–141. <https://doi.org/10.33554/riv.16.3.1457>
- Escudero, J.; Cutanda, M. & Trillo, J. (2017). APRENDIZAJE DOCENTE Y DESARROLLO PROFESIONAL DEL PROFESORADO. *Revista de Currículum y Formación de Profesorado*, vol. 21, núm. 3, mayoagosto, 2017, pp. 83-102. <https://www.redalyc.org/pdf/567/56752489005.pdf>
- Esnaola, I., Rodríguez, A., & Antonio-Agirre, I. (2017). La medida de la inteligencia emocional en el ámbito psicoeducativo. *Revista Interuniversitaria de Formación del Profesorado*, 31(1), 53-64. <https://www.redalyc.org/articulo.oa?id=27450136009>
- Gallegos, I., & Tinajero, M. (2020). Resiliencia y demandas de política educativa durante la contingencia sanitaria. *Rlee Nueva Época (México)*, 121-142 <https://rlee.iberomx/index.php/rlee/article/view/98>
- García, B. (2021). Competencia emocional en maestros de educación infantil y primaria: fuentes de variabilidad y sugerencias de mejora. *Revista Electrónica Interuniversitaria de Formación del Profesorado*, 24(2). <https://doi.org/10.6018/reifop.450111>
- García, B., & Quintanal, J. (2022). Inteligencia Emocional como Predictor de Satisfacción en Docentes de Infantil y Primaria. *REICE. Revista Iberoamericana Sobre Calidad, Eficacia Y Cambio En Educación*, 20(4). <https://doi.org/10.15366/reice2022.20.4.003>
- García, I., Gallardo, J., & López, F. (2019). La inteligencia emocional y la educación emocional en la escuela: un estado de la cuestión a través del análisis bibliométrico de la producción científica en Scopus (2015-2019). En Marín et al. (edit), *Inclusión, Tecnología y Sociedad: investigación e innovación en educación*, 220-231. <http://hdl.handle.net/10433/7689>
- García, M.; Hurtado, P.; Quintero, d.; Rivera, D. & Ureña, Y. (2018). The management of emotions, a necessity in the educational context and in professional training. *Revista espacios* vol. 39 (nº 49) año 2018. Pág. 8. <https://www.revistaespacios.com/a18v39n49/18394908.html>

- Gardner, H. (2014). *Inteligencias múltiples. La teoría en la práctica*. Paidós.
- Goleman, D. (2016). *La inteligencia emocional. Porque es mas importante que el coeficiente intelectual*. Kairós.
- Güemes, M.; Ceñal, M. J. & Hidalgo, M. I. (2017). Desarrollo durante la adolescencia. Aspectos físicos, psicológicos y sociales. *Revista Pediatría Integral*, XXI(4), 233-244. <https://www.adolescenciasema.org/ficheros/PEDIATRIA%20INTEGRAL/Desarrollo%20durante%20la%20Adolescencia.pdf>
- Hernández, C. & Ramos, J. (2018). La Inteligencia emocional y la práctica docente en profesores investigadores. RIDE. *Revista Iberoamericana para la Investigación y el Desarrollo Educativo*, 9(17), 419-447. <https://doi.org/10.23913/ride.v9i17.387>
- Hernández, P., Sánchez, E., & Alarcón, M. (2022). La enseñanza virtual y la deserción escolar en la pandemia 2019. *Conciencia Digital*, 5(1.1), 995-1012. <https://doi.org/10.33262/concienciadigital.v5i1.1.2046>
- Hernández, R., & Mendoza, C. (2018). *Metodología de la investigación. Las rutas cuantitativas, cualitativas y mixtas*. Editorial Mc Graw Hill Education
- Hernández, R., Fernández, C., & Baptista, P. (2014). *Metodología de la investigación*. Mc Graw Hill Interamericana.
- Hurtado, R., Flores, E. J., & Barrientos, W. (2022). Pandemia, educación virtual y su impacto en la educación de la región Puno- Perú. *Ciencia Latina Revista Científica Multidisciplinar*, 6(3), 897-910. [https://doi.org/10.37811/cl\\_rcm.v6i3.2265](https://doi.org/10.37811/cl_rcm.v6i3.2265)
- Kirkpatrick, H., Wasfie, T., Laykova, A., Barber, K., Hella, J., & Vogel, M. (2022). Emotional Intelligence, Burnout, and Wellbeing Among Residents as a Result of the COVID-19 Pandemic. *The American Surgeon*, 88(8), 1856-1860. <https://doi.org/10.1177/00031348221086804>
- Ledoux, J. (2016). *El cerebro emocional*. Ariel Planeta
- Ludueña, . N., Zerpa, . M., & Cerino , S. (2022). Prácticas de autocuidado en los adolescentes en el marco de la pandemia Covid-19. *Crear En Salud*, (17). <https://revistas.unc.edu.ar/index.php/revcs/article/view/37131>
- Lupaca, M., Vivar, J., Vivar, C., Fernández, Y., Vicente, C., Camán, R., Borda, A., & Jesús, O. (2022). Inteligencia emocional y educación virtual en estudiantes de secundaria de la I. E. 3022 Lima, 2021. *Horizontes. Revista De Investigación En Ciencias De La Educación*, 6(25), 1533–1542. <https://doi.org/10.33996/revistahorizontes.v6i25.432>
- Martínez, E., Félix, E., & Quispe, R. (2022). Innovación educativa y práctica pedagógica docente en instituciones educativas rurales en el Perú en tiempos de pandemia, *Telos*, 24(1), 62-78. <https://doi.org/10.36390/telos241.05>
- Menacho, I.; Jaramillo, F.; Pérez, R.; & Zamudio, J. (2022). Emotional intelligence and its influence on the institutional climate in regular basic education teachers in times of covid-19. *Revistaavf*. [https://www.revistaavft.com/images/revistas/2022/avft\\_1\\_2022/9\\_influencia\\_inteligencia\\_emocional.pdf](https://www.revistaavft.com/images/revistas/2022/avft_1_2022/9_influencia_inteligencia_emocional.pdf)
- Mora, N., Martínez-Otero, V., Santander, S., & Gaeta, M. (2022). Inteligencia emocional en la formación del profesorado de educación infantil y primaria. *Perspectiva Educativa*, 61(1), 53-77. <https://dx.doi.org/10.4151/07189729-vol.61-iss.1-art.1234>
- Mortigo, A., & Rincón, D. (2018). Desarrollo de competencias emocionales en el aula de clase: estrategia para la resolución de conflictos. *Revista Boletín Redipe*, 7(2), 104–113. <https://revista.redipe.org/index.php/1/article/view/432>
- Moya, J. (2018). Capacidad profesional docente: una nueva visión de la Escuela. *Cuadernos de pedagogía*, 487, 82-87. <http://hdl.handle.net/11162/186657>

- Nadal Vivas, B. (2015). Las inteligencias múltiples como una estrategia didáctica para atender a la diversidad y aprovechar el potencial de todos los alumnos. *Revista de Educación Inclusiva*, 8(3), 121-136. <https://dialnet.unirioja.es/servlet/articulo?codigo=5446538>
- Olivares, A., & Gamarra, C. E. (2020). Inteligencia emocional en el sector educativo. *EDUCARE ET COMUNICARE: Revista científica De La Facultad De Humanidades*, 7(2), 44-52. <https://doi.org/10.35383/educare.v7i2.299>
- Ortiz, M.F. y Núñez, A. F. (2021). Inteligencia Emocional: Evaluación y Estrategias en tiempos de pandemia. *Retos de la Ciencia*. 2021; 5(11), pp. 57-68. Obtenido de <https://doi.org/10.53877/rc.5.11.20210701.06>
- Palella, S., & Martins, F. (2017). *Metodología de la investigación cuantitativa*. Fedupel
- Ramsetty, A., & Adams, C. (2020). Impact of the digital divide in the age of COVID. *Journal of the American Medical Informatics Association*, 27(7), 1147–1148. <https://doi.org/10.1093/jamia/ocaa078>
- Reyna, G., & Mejía, M. (2022). Manejo emocional en docentes de la Universidad Tecnológica de Querétaro de manera personal y con los alumnos durante las sesiones académicas. *CIEG, Revista arbitrada del centro de investigación y estudios gerenciales*, 55, 96-115. <https://revista.grupociieg.org/wp-content/uploads/2022/05/Ed.5596-115-Reyna-y-Mejia.pdf>
- Rivera, N. (2016). Las capacidades humanas desde la perspectiva personológica del profesional competente. *Educación Médica Superior*, 30(4), 390-398. [http://scielo.sld.cu/scielo.php?script=sci\\_arttext&pid=S0864-21412016000400015&lng=es&tlng=es](http://scielo.sld.cu/scielo.php?script=sci_arttext&pid=S0864-21412016000400015&lng=es&tlng=es).
- Soto, R. (2015). *La tesis de maestría y doctorado en 4 pasos*. Colección Nuevo Milenio.
- Valenzuela, B.; Álvarez, M. & Salgado, E. (2021). Estudio sobre la inteligencia emocional de profesores/as de la provincia de Concepción, Chile. *Revista de estudios y experiencias en educación*, 20(44), 29-42. <https://dx.doi.org/10.21703/0718-5162.v20.n43.2021.002>
- Vargas, Á.R, Vega, M.C, Águila, J.C, Vázquez, J.A, & Hilerio, Á.G. (2022). Self-Perceived Emotional Intelligence Levels in Nursing Students in Times of a Pandemic: Multivariate Representation. *International Journal of Environmental Research and Public Health*, 19(3),1811. <https://doi.org/10.3390/ijerph19031811>
- Venet, M., Panesso, V., & Cardoso, L. (2022). El desempeño profesional pedagógico: retos para el docente universitario. *Revista Mapa*, 6(28). <https://revistamapa.org/index.php/es/article/view/338>
- Zysberg L, & Zisberg A. (2022). Days of worry: Emotional intelligence and social support mediate worry in the COVID-19 pandemic. *Journal of Health Psychology*, 27(2), 268-277. <https://dx.doi.org/10.1177/1359105320949935>