Emotional Intelligence for Teachers of the Third Millennium in Ibero-America[*]

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Abstract

Theoretical trends of teacher's emotional intelligence were analyzed using content analysis. Based on the search in databases, categories such as teacher, intelligence, and emotional education were related. It is identified that, in recent years, and after the pandemic, there has been a growing interest in the role of teachers' emotional intelligence in education. There is a need to establish a teaching role that includes emotional intelligence. Recognition of emotions improves job performance and contributes to well-being. Emotional regulation has an impact on academic performance and especially on student-teacher interaction. Finally, it is a priority to include the emotional dimension in teacher training curricula.

Keywords: social-emotional learning, emotional competencies, teacher, emotional education, school, emotional intelligence, emotional intelligence.

Introduction

Emotional intelligence is a priority in the school world, since the teacher is the protagonist in the promotion of academic and emotional competencies within the teaching-learning process, because 21st-century students, in addition to being educated to be skilled in different disciplines, need to be suitable for living and "being" in school and life. Thus, today's teachers need educational competencies that help them to guide their emotions, to build themselves, to prepare classes, and to propose didactic strategies in the development of school activities.

Emotional competencies in light of Bisquerra and García (2018) are a set of skills and attitudes necessary for well-being and are as fundamental as academic programs. Universities have graduated professionals and graduates accredited by each nation in areas of knowledge and pedagogy, however, the curricula do not oblige them to train in emotional competencies, even though a basic and middle school teacher is support in the formation of children and young people in preschool, elementary and high school.

One of the cases is that of Spain, which faces complex challenges in education, such as school dropout and the university life project of students, due to current social and cultural changes. Despite this, for a couple of decades, there has been interest in identifying and understanding the phenomenon of emotional intelligence. On the other hand, Latin

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America, with its economic conditions and its third-world character in the global positioning, has an important road to travel, regarding emotional intelligence in the field of education and its relationship with psychosocial situations, the environment, the relationship and the hierarchical structures in evolution from the vertical to the horizontal.

On the other hand, the scientific reflection that arose as a result of the pandemic by COVID 19 has contributed to relevant studies on the affective deficiencies that have been occurring, for example, due to family composition, mental health, the role of women in the workforce, and school structures. This shows that education, in all its areas, needs emotions to cement the teaching and learning processes because part of the links that are woven between people are given from the personal identity that is built between students and teachers. The relationship needs to be directed to self-esteem, and personal and social well-being (Cejudo & López-Delgado, 2017). Hence, the role of the teacher who teaches, in terms of his/her practice, is based not only on the knowledge he/she communicates but also on the interpersonal relationships that are woven in the classroom.
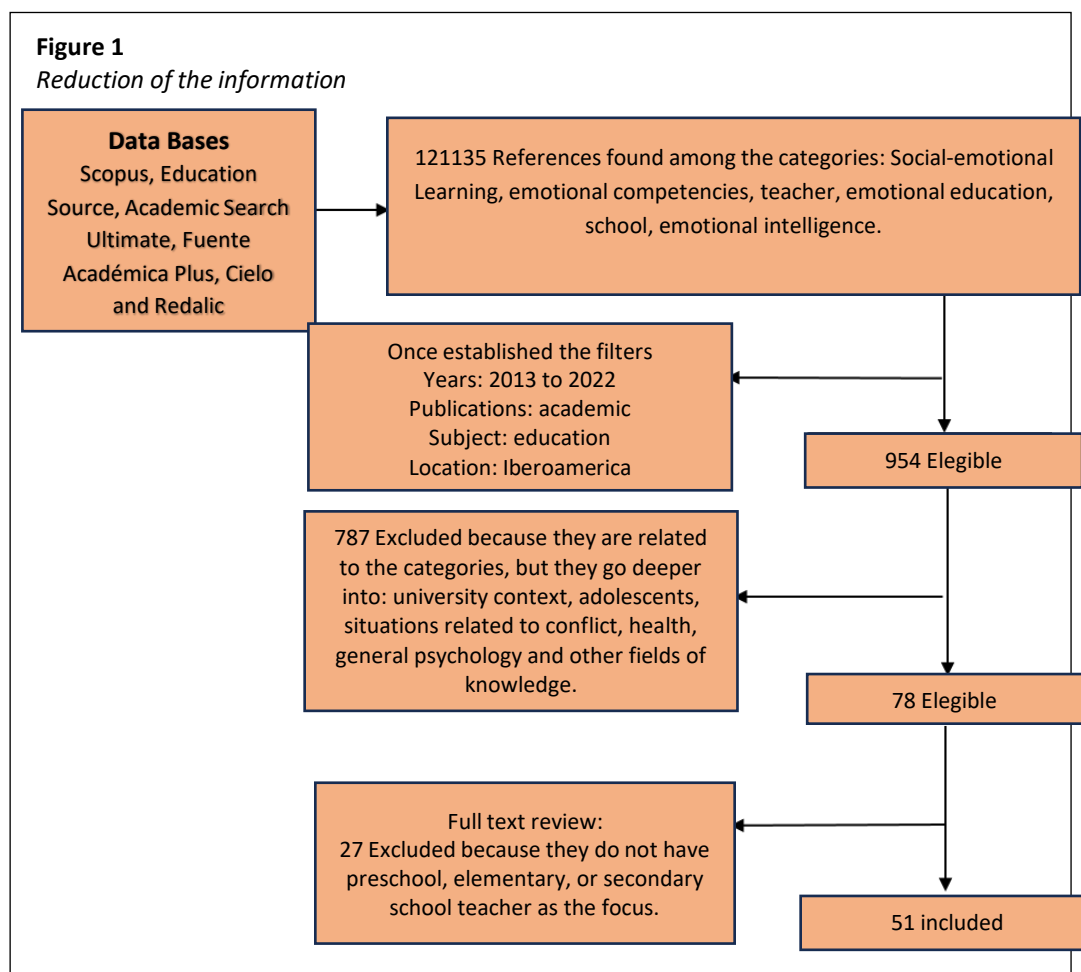
In this sense, the identity and purpose of the school are aimed at comprehensive education; there is no room for simple transmissionism. The curriculum, education in general, is called to emphasize the connection between individuals because, as expressed by the WHO (2022), humanity is going through a global crisis where loneliness, depression, stress, and suicide are on the rise. In addition, misinformation, social networks, disconnection with oneself and others, immediate gratification, low tolerance to frustration, and other current phenomena must be countered with emotional care and well-being, with emotional literacy (Chao, 2022).

Consequently, the keyword is an adaptation, taking into account that after the 1980s human intelligence has been expanding its definition, beyond an intellectual quotient towards an intelligence that contemplates the social, multiple, and emotional (García-Domingo & Quintanal, 2022). The comprehensive view of intelligence is oriented to having the capacity to face communicative conditions and to meet with others. Under this view, the school can offer an education to adapt socially and it is there where emotional intelligence becomes relevant, based on the model of Salovey and Mayer (1997), who define it as the ability to use emotions to adjust to the needs in favor of problem-solving (Fernández-Berrocal & Extremera-Pacheco, 2005). From this theoretical position, some basic skills are derived, which are emotional perception, expression, understanding, and regulation (Fernández-Berrocal & Cabello, 2021). Taking into account this framework, the studies analyzed propose that teachers inquire about their emotional intelligence.

Method

The systematic documentary review proposes to analyze the content of theoretical trends and contributions to teachers' emotional intelligence. A search was made in the databases Scopus, Education Source, Academic Search Ultimate, Fuente Académica Plus, Scielo, and Redalyc, taking into account that they were academic articles from 2013 to 2022. The area of education was filtered and categories such as teacher, intelligence, and emotional education were related.

Research focused on preschool, primary, and secondary education was included. The review only included Ibero-American research because the aim was to understand the reality in this context. The reduction, in Figure 1, delimited the analysis to 51 research studies that met the inclusion criteria. A matrix was used to classify the information, prioritizing the results, discussion, and conclusions of the different studies. The review of the bibliography had a descriptive approach to the categories of analysis (Hernández-Sampieri et al., 2014).

Figure 1
Reduction of the information

Data Bases Scopus, Education Source, Academic Search Ultimate, Fuente Académica Plus, Cielo and Redalic	121135 References found among the categories: Social-emotional Learning, emotional competencies, teacher, emotional education, school, emotional intelligence.

Once established the filters
Years: 2013 to 2022
Publications: academic
Subject: education
Location: Iberoamerica

954 Elegible

787 Excluded because they are related to the categories, but they go deeper into: university context, adolescents, situations related to conflict, health, general psychology and other fields of knowledge.

78 Elegible

Full text review:
27 Excluded because they do not have preschool, elementary, or secondary school teacher as the focus.

51 included

Results

The results are presented in four categories identified in the research analyzed. First, the emotional profile of teachers, second, emotional intelligence as a protective factor in the labor field of teachers, third, emotional competencies in the classroom, and finally, the findings regarding emotional intelligence programs for educators. The starting point in each section is the definition of concepts and, subsequently, the findings in which the identified research converge are described.

Emotional profile of the Ibero-American teacher

The teacher profile has been defined as the personal and professional knowledge, actions, routines, and skills that are evident in pedagogical practice (Hernández-Pérez & Castro-Valdéz, 2020). In education, teachers are multifaceted individuals. The diversity of tasks within the school requires them to have integral personalities. Some characteristics that teachers should have according to the studies reviewed are detailed in Table 1.

Table 1 Profile of the Iberoamerican teacher

Characteristic	Study
Affection, authenticity and vision of the future.	Berumen et al. (2016)
Emotional self-observation, emotion regulation, assertive communication of feelings, leadership, innovation and vocation.	Isaza y Calle (2017)

Self-esteem. personal balance and mental health.	Jiménez Hernández et al. (2019)
Adaptation to oneself and one's environment.	Costa et al. (2021)
Peer collaboration and emotional intelligence techniques to implement work in the classroom.	Garcia-Tudela y Marín-Sánchez (2021)
Protective skills: self-knowledge, self-regulation, motivation, empathy and social skills.	MenachoVargas et al. (2022)
Attention to the functional diversity of children and adolescents. Use of information and communication technologies.	García-Domingo y Quintanal (2022)
Versatility to attend to the variety of school tasks to respond to current social demands.	Quintana-Hernández (2022)

The holistic character, understood as an integral role, of the teaching profile, has two main branches that compose it: first, the disciplinary, knowing a specific area. The second is the personal skills that support the educational act with qualities such as adaptation, motivation, and emotional stability (Quintana-Hernández, 2022).

The articles by Isaza and Calle (2014, 2016), highlighted that identifying emotional intelligence (self-observation and expression of emotions) makes it easier for teachers to interrelate with others in the educational community. Valuing personal characteristics may be more necessary for the teacher's pedagogical exercise than even the disciplinary one (Cejudo & López-Delgado, 2017).

The perception of high emotional competencies in teachers is proportional to interpersonal relationships and educational quality (García-Domingo, 2021). Under this assertion, the teacher from his particularity analyzes the educational context in a general way and at the same time uses the global view to enrich his perception, of the exchange with peers and students, taking into account the diversity of gender, race, creed and thought in their interactions.

Among the characteristics of teachers, collaboration is prioritized as a permanent exercise to add up in favor of a common goal. There must be coherent and cohesive classroom work among colleagues (García-Tudela & Marín-Sánchez, 2021). Collaboration drives innovation and nurtures pedagogical tools for educational problem-solving given the support, mutual responsibility, and reflection of the teaching work (Krichesky & Murillo, 2018).

For its part, the research by Berumen et al. (2016) stated that postures of the twentieth century do not respond to the current social conditions of inequality. In this scenario being authoritarian and vertical is not an option. Now the communicational processes are based on empathy and relationships between equals (Quintana-Hernández, 2022). It should be clarified that the above does not detract from the recognition of the teacher as a figure of authority, teacher leadership, and even giving answers to unexpected situations, which assumes that emotional intelligence is an ontological characteristic of human training and the role of the teacher (Zuñe et al., 2021). Regarding these affirmations, Costa et al. (2021) gave relevance to the social environment and the teacher's ability to identify in context. Teaching practice starts with understanding and taking into account the environment (Aaron, 2016). However, it is appropriate to know one's own needs, the feelings that go through him/her, and a self-recognition of what is happening to him/her. Thus,

understanding emotions allows for adaptive responses since they are processed by reason, i.e., they are psychobiological phenomena (Martín & Patiño, 2021).

Teachers have the mission to be prepared for the diversity they encounter in the classroom, and to experience on a small scale what is experienced in society (family and economic crises, psychological illnesses, mental illnesses). A universal learning design that takes into account the variability of people and that combines disciplinary competencies with emotional, social, physical, and spiritual skills due to being a biopsychosocial being (Estupiñan et al., 2017), is key in the education of the new millennium.

By the way, Abarca et al. (2020) identified that with the support of personal competencies, the role of the teacher is optimized. The task of the State is to seek alternatives so that the indices of happiness and teacher satisfaction increase and this is reflected in the hard work of educating the society of the 21st century.

Emotional intelligence as a protective factor in the teaching profession

Education is a complex profession from its foundation and objectives, a space where being is accompanied. Teachers, channelers of realities, weave contexts from their pedagogical work. Given this remarkable vocation, the risk factors that cross the profession such as stress, depression, and even burnout are understood. Molero et al. (2018) conducted a study where it is concluded that there is currently an increase in anxiety disorders in teachers due to the stress of human relations with adolescents, and stressors in the classroom and social environments.

Likewise, professional burnout and low teaching enthusiasm, defined by Extremera et al. (2019) as few emotional skills, restrict the coping of the teacher's responsibilities. Another aspect of analysis in relation to the educational work is the competencies required by the tutor to identify his or her emotions and also those of the students, in favor of the relational climate required for teaching and learning (García-Domingo, 2021). Cejudo (2016) highlighted the importance of social (respect, communication, assertiveness, conflict resolution) and emotional (awareness, regulation, emotional autonomy) competencies to perform roles, responsibilities, and tasks of teachers in the teaching processes and the school context. Schutte et al. (2013) even suggest in their study that these competencies can be trained.

Emotional intelligence in this scenario is a protective factor, insofar as emotional competencies help to face day-to-day difficulties and thus the stress of the profession, which is beneficial for the teacher (Quintana-Hernández, 2022). Based on this affirmation, the bet is for the prevention of emotional situations of the educator subject such as frustration, demotivation, and conflict that deteriorate both physical and mental health. In this sense, the teacher's recognition of his or her personal, social, and professional level protects the teacher. The research by Menacho-Vargas et al. (2022) identified that the institutional climate is significantly better when teachers have emotional intelligence and Candela et al. (2020) emphasized the existence of a positive relationship between intrapersonal emotional intelligence and teacher performance.

The recognition of emotional intelligence helps to cope with daily setbacks and stress, while self-esteem prevents mental health risks. In light of this thesis, Jiménez-Hernández et al. (2019) defined job satisfaction as an attitude, emotion, and feeling that is related to personal balance, health, and the climate where work is carried out. That is, emotional skills result in the quality of life of the teacher; therefore, in the full performance of their duties and the comprehensive training of students, to engage positively in the wheel of social co-responsibility along with the state and the family.

The results of Ordaz-Villegas and Danulkán (2022) assured that there is a high percentage of teachers who self-recognize low levels of emotional intelligence in their work. Given the reality described, actions are needed to prevent job burnout from the increase of emotional intelligence such as programs based on mindfulness, for example, to respond to

the work demands of the school and enjoy the process (Andaur & Berger, 2018). Other actions are self-care, communication, asking for help, avoiding overload, and support networks. In this regard, Delgado-Bello et al. (2021) reaffirmed the direct and positive relationship between job satisfaction and perceived performance.

For example, Delgado-Bello et al. (2021) found that conflict between work and family has a negative influence on job satisfaction, increases the intention to leave the job, and affects job performance. Gabini (2020) found that the employee's emotional ties with his or her organization establish a bridge between work and family enrichment, that is, the experiences lived in one role improve the quality of life in other roles.

In the professional situation of teachers, Ordaz-Villegas and Danulkán (2022) recognized the regulation of emotions as a support to the work environment; in this case, emotional well-being interventions are the basis for continuing with school performance, which more than a job is a vocation. Figure 2 presents some protective and risk factors of the teaching profession today.

Risk Factors
-Mental disorders and illnesses
-Job burnout
-Professional burnout
-Changing and stressful environment
-Poor adaptation to classroom diversity
-Harassment, abuse or aggression
-Conflict at work

TEACHER

-Recognition of own emotions
-Regulation of teacher emotions
-Management of students' emotions
Interventions for teachers' well-being
-Job satisfaction
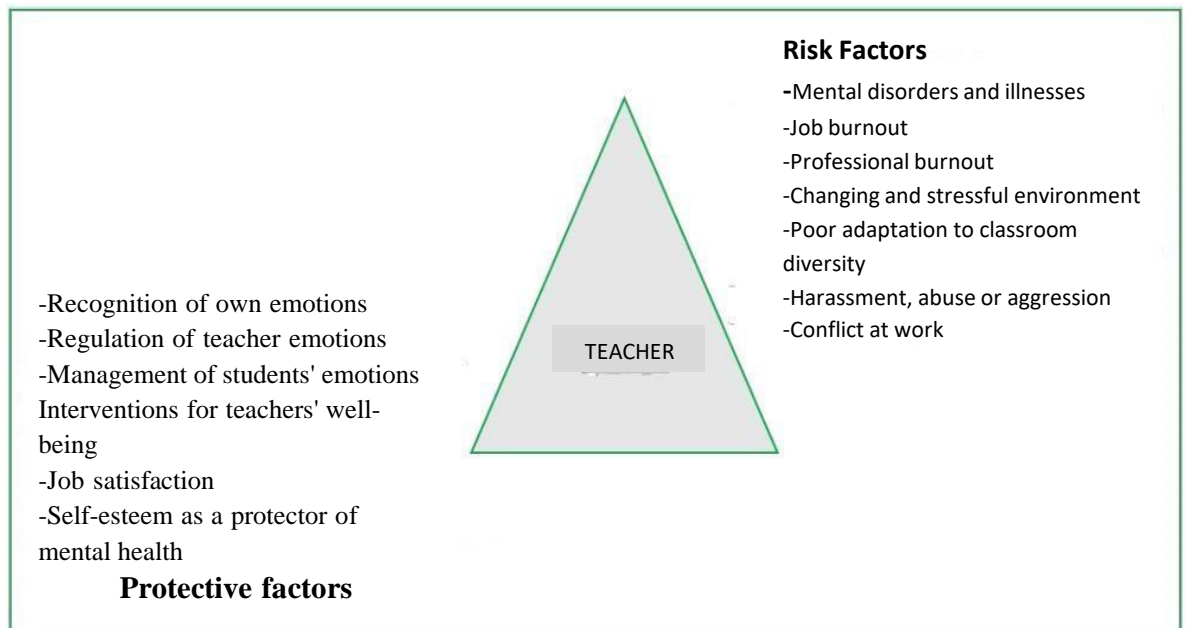-Self-esteem as a protector of mental health
Protective factors

Figure 2 Protective and Risk Factors of the Teaching Profession

Note. Los datos se apoyan en las investigaciones de Ordaz-Villegas & Danulkán (2022), Sanchez et al. (2022), Menacho-Vargas et al. (2022), Delgado Bello et al. (2021), Gonzalez-Alvarez (2020), Extremera et al. (2019), Jimenez Hernandez et al. (2019), and Molero et al. (2018).

Educators are currently affected by stress and anxiety originated by changes in society and global policies (Rodríguez et al., 2017). Considering that teaching is one of the professions most prone to generate stress in educators (Carranco & Pando, 2019), it is imperative that the teacher feels happiness for their work and can be a solid foundation in the education of the changing generations of the 21st century. It is recommended for this need, a discussion that questions and transforms public policies of protection and welfare for the servants of education and a rigorous review from diagnostics and research that document and sustain before the State, the world of the school. The challenge is to place education in the political sphere as an emotional work to propose interventions that optimize the positive labor consequences and reduce the negative ones in the strengthening of health and quality of work life (Ramírez-Sánchez et al., 2022).

Emotional competencies of the teacher in the classroom

A humanizing education prioritizes educational needs such as the recognition of others, equity, cooperation, and community relations (Jiménez-Jaimes, 2021). In the classroom

space, human beings are immersed and interact in their relationships. Menacho et al. (2022) referred specifically to factors such as emotional intelligence, emotion regulation, and empathy. The classroom climate then begins with a planning where integral growth is included. Costa et al. (2021) called it learning through emotions defined as respectful and affectionate environments of integral growth, and also argued that the emotional climate explains variations in academic performance. The teaching-learning process is based on the interaction between two people, where emotions are always present (Sanchez, 2019).

Positive classroom climates are centered on good relationships between the teacher with students, and in chain, the latter with their peers. Socialization based on emotional support provides security, warmth, and balance for learning (Barrientos-Fernández et al., 2020). The aim is then for the school to combine the attainment of disciplinary and socioemotional competencies that provoke states of well-being. However, the education equation has an additional element: family educational practices. The teacher then weaves together his emotional intelligence, that of his students, and that of the families who, even without being in the classroom, are part of the classes. The meeting points identified by the teacher make up a hidden curriculum of emotions (Mesa-Villa & Rendón-Uribe, 2020).

Emotional intelligence is emulated. If a teacher has emotional skills (awareness, self-regulation, empathy, emotional expression), he/she will feel satisfied concerning his/her classroom experience, about the warmth of his/her classes that contribute to teaching and, at the same time, is replicated among students. A motivated and motivating teacher favors learning, generates interest, and encourages students to develop socially and academically (Correa et al., 2019). This is a reason to think about the implementation of programs designed to facilitate the emotional development of students in the classroom (García-Domingo & Quintanal, 2022).

The 21st century calls for transformations in school procedures that respond to the needs of the populations served in educational institutions. Teaching in classrooms beyond content is a mission that allows facing the challenges of the new generations, including inequity, wealth distribution, and demographic growth (Isaza & Calle, 2014). Teachers who are leaders, innovators, researchers, and with vocation impact the surrounding reality. Comprehensive conversations and consensus from the emotional intelligence of the teacher deliver better experiences for students (Isaza & Calle, 2017). Learning takes place by example, teachers are a referent of relationships. Emotional intelligence provides the scope of processes in school interactions (Isaza & Calle, 2016).

The findings of two investigations indicate that the generation gap affects the teacher-student relationship. González-Álvarez (2020) found significant differences in job satisfaction expressed by teachers using a scale of 1 to 10 as follows: early childhood education 8.2, primary 8, and secondary 7.5. The study raises the question of how much the age of the students influences the dynamics of the teacher in the school. Likewise, García-Domingo and Quintanal (2022), after their study, concluded that primary school teachers seem to have greater job satisfaction than secondary school teachers. The bet is meetings between teachers, parents, and students that require sharing cultural, ideological, and symbolic interests without bias, to resize the scope, intention, and strength of school coexistence from an intergenerational dialogic model of understanding (Carvajal et al., 2020).

The question that also opens up concerning emotional competencies in the classroom is how to investigate the phenomenon under the lens of the crisis of generational relationships and roles that are occurring at the turn of the century, the ages, education, and interests of teachers and students, the sociocultural demands that humanity of the new millennium is going through, and the comprehensive and multipurpose educational practices that should be taking place in this scenario. Urosa-Sanz (2021), passes the matter through the task of reviewing the initial and continuous training of teachers, taking into account the didactic training for the planning of classes and emotional competencies in a quality professional exercise. Thus, the teaching of emotional education in preschool and even in teacher

training is urgent. Everything that happens in class is permeated by the emotional management that is given, the positive (emotional intelligence) or negative (aggressions, threats, violence) situations that happen there, contribute to or affect relationships, emotional balance, and even mental health.

All members participating in the educational act are called to strengthen themselves emotionally, especially after the pandemic by COVID 19 that resulted in different dynamics and relationships, resulting from anxiety due to isolation. Peraza (2021), proposed it as facing adversities with more resilient postures, in the pursuit of happiness. In education, it is about school emotional balance.

Emotional intelligence program for teachers

Emotional intelligence programs aim to develop skills to know and manage emotions. Figure 3 details aspects stated as favoring emotional intelligence programs for teachers based on several types of research addressed.
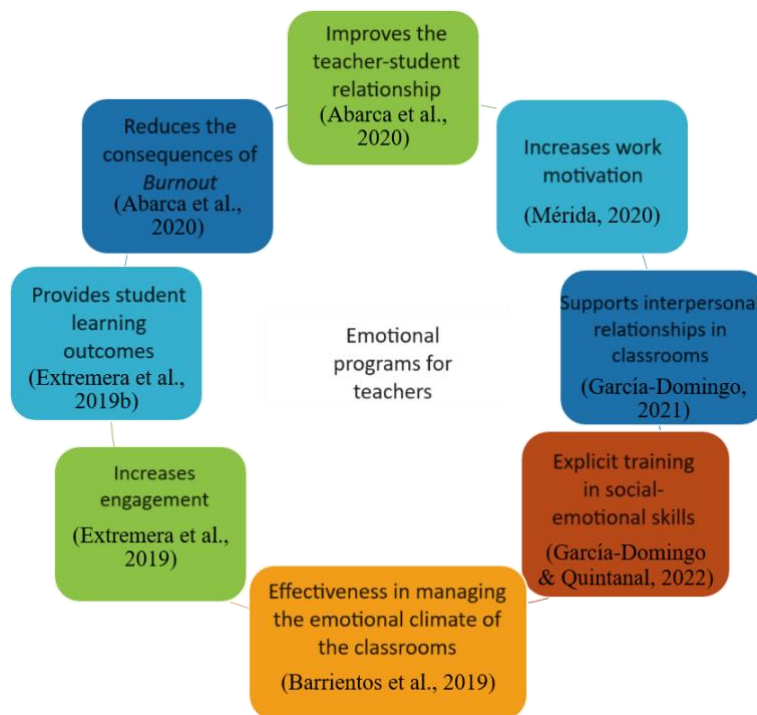

Figure 3 Enabling aspects of emotional intelligence programs for teachers

Extremera et al. (2019) studied emotional skills and collaborative work climates, in which they identified that these variables should be considered in the design of content dedicated to teacher well-being. In turn, Abarca et al. (2020) contributed with their results based on the development of evaluations and intervention programs for teachers' emotional skills, and Costa et al. (2021) identified that there is an absence of emotional competencies in teacher training curricula.

Molero et al. (2018) indicated that there is a need for more studies and programs of attention to teachers in the search for well-being. Emotional training programs with the skills of perception, integration, and emotional regulation to address work stress (Peñalva, 2017). Mérida-López et al. (2020) in turn, identified in programs for teachers that work motivation contributes to the permanence of the worker. In the case of Lozano-Peña et al. (2022), they observed that emotional competencies were neglected in the training stage, which is why they require better training, given that teachers do not feel prepared to teach them.

Emotional programs are an opportunity for teacher training (Isaza & Calle, 2014). One of the studies concluded that teachers trained in emotional intelligence effectively manage the

emotional climate of their classes, thus contributing to academic and coexistence results (Barrientos-Fernández et al., 2019). Teacher planning should promote and encourage the growth of all students, both intellectually and in emotional balance. Teacher training programs in emotional competencies should focus on proactive attitudes based on emotional awareness, social skills, and participation in cooperative processes (Juarez et al., 2021).

Extremera et al. (2019b) proposed methodological and pedagogical guidelines for the design of an emotional teacher program, Zambrano-Mendoza (2021) specified it as a learning model for teachers in training focused on motivation and emotional intelligence and García-Domingo (2021) enunciated as encouraging that the concern of teaching managers to provide tools to improve the socioemotional climate of the classrooms is on the rise.

Latin America began since the emotional turn of the 1990s, characterized by an understanding of the affective plane of the human being, to identify the emotional intelligence that gives meaning to the social and personal being. According to Isaza and Calle (2017), emotional intelligence is transformative knowledge because it gives the necessary tools to teachers to unveil the social realities of the school.

In the case of Spain, research such as Jiménez-Hernández et al. (2019), highlighted the task of this country in the search for answers to the needs of inclusive education that encompasses diversity, from reflections and even curricular updates of universities in careers to engage in teaching, from a universal learning design, that is, an approach that takes into account the variability of people from a classroom model of socioemotional learning of the adult for the student.

Research in this regard wonders how relevant it would be to train teachers in their emotions in the long term as proposed by García-Tudela & Marín-Sánchez (2021). Given that, there seems to be an emotional illiteracy that ignores the affective-based approach (Berumen et al., 2016). Such an approach presumes that the individual feels linked to the personal in every dynamic he/she performs.

Researchers García-Domingo and Quintanal (2022) were more emphatic in their recommendations. They promoted the integration of courses on emotional competencies in university curricula for teachers; in addition, to offered complementary training programs to advise future teachers. Finally, they conclude that initial and continuous emotional training is essential to face the complexity of the educational task.

In this context, a review of the Ibero-American educational systems, particularly teacher training curricula, as Spain is already doing, is a priority for teacher training in the context of the 21st century.

Conclusions

The emotional profile of the teacher is a balance between reason and emotion. The integrating character of education is given by the teacher himself. Educating by example today is more alive than ever for students. The relational dynamics of the 21st century deepen the understanding of being, in the reality of each being, in the uniqueness within the general characteristic of belonging to the human condition. However, the task is incomplete if, within the teacher profile, there is no recognition from the inside out, nor an inventory of the personal toolbox that a teacher intentionally brings into play in the educational act.

The school is the ideal setting to see, understand, and resonate in the lives of the passers-by in every hallway, courtyard, and classroom. Teachers urgently need emotional intelligence to strengthen their work competencies. Also, to armor themselves against exhausting realities, to have a full presence at the service of the community that demands

attention and that sees in the teacher a guide for the satisfaction of their needs that, in general, are not limited to the educational level, which is the reason why the teaching vocation is so complex, hopeful and altruistic.

Educators are key players in the development of students' emotional competencies. For this process to take place assertively, a teacher needs to define and foster his or her emotional skills as a priority. Emotionally competent teachers contribute to their students' learning from the knowledge, regulation, and manifestation of the emotional world that each human being has within him/herself. Ideally, each school should define its concept of emotional intelligence and include it in its curriculum for social interaction based on well-being.

In the school setting, the development of teachers' emotional competencies is as necessary as the fostering of students' emotional intelligence. It is a multipurpose task that begins with the positioning of emotional intelligence in the same hierarchy as academic competencies at all levels of education, initial, primary, secondary, and university. It is a permanent cycle where the skills for social welfare must be in line with the challenges of 21st-century society. However, this approach leaves open the question of what aspects should be included in a public policy to promote emotional education, the improvement of school processes, and the satisfaction of teachers and students.

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