Emotional intelligence of secondary school teachers

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Abstract

This study delves into the critical role of emotional intelligence in high school education, specifically focusing on its significance and effective management for teachers. It explores how teachers' emotional well-being influences their daily performance in the classroom, identifying key factors that can hinder the proper handling of emotional intelligence within educational settings.

The study emphasizes the necessity of employing efficient strategies to cultivate emotional intelligence, to enhance both academic outcomes and the overall classroom atmosphere. Various research tools, such as classroom observations, questionnaires, and interviews, were used to collect the information. This research involved both synchronous and asynchronous participation of educators from a district school in Bosa, Bogotá, educators working in the state and private sector, which ensured a diverse perspective. The results underline the fundamental role that emotional intelligence plays in classroom dynamics and students' academic achievement and highlight the urgent need for support and resources to strengthen educators' emotional management skills, thus enriching the teaching and learning experience. For this reason, a guide for teachers on the importance and management of emotional intelligence was produced as a final annex to this research.

Keywords: emotional intelligence, emotions, secondary school teachers, and teaching-learning process.

Resumen

Este estudio profundiza en el papel fundamental de la inteligencia emocional en la educación secundaria, centrándose específicamente en su importancia y gestión eficaz para los profesores. Explora cómo el bienestar emocional de los profesores influye en su desempeño diario en el aula, identificando los factores clave que pueden obstaculizar el manejo adecuado de la inteligencia emocional en los entornos educativos.

El estudio hace hincapié en la necesidad de emplear estrategias eficaces para cultivar la inteligencia emocional, con el fin de mejorar tanto los resultados académicos como el ambiente general del aula. Para recopilar la información se utilizaron diversas herramientas de investigación, como observaciones en el aula, cuestionarios y entrevistas. En esta investigación participaron educadores de manera sincrónica y asincrónica de una institución educativa distrital ubicada en Bosa, Bogotá, educadores que trabajan con el Estado y el sector privado, lo que garantizó una perspectiva diversa. Los resultados subrayan el papel fundamental que desempeña la inteligencia emocional en la dinámica del aula y en el rendimiento académico de los estudiantes y ponen de manifiesto la urgente necesidad de apoyo y recursos para fortalecer las habilidades de gestión emocional de los educadores, enriqueciendo así la experiencia de enseñanza y aprendizaje. Por este motivo, se elaboró una guía para docentes sobre la importancia y la gestión de la inteligencia emocional como anexo final de esta investigación.

Palabras clave: inteligencia emocional, emociones, profesores de secundaria y proceso de enseñanza- aprendizaje.

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Chapter I

Introduction

The management of emotions in the classroom plays a crucial role in the cognitive and emotional development of both students and teachers, given that they spend most of their time in this educational environment. However, it is important to note that this study focuses exclusively on the importance of teachers' emotional intelligence, as emotions, mood, and motivation play a fundamental role in the teaching-learning process.

As stated, Gil-Olarte Márquez, Brackett & Palomera, Martin. "Explicit training is necessary to acquire socio-emotional skills, which are mediated by the teacher's role, who acts as a model or reference for the student. The teacher is the person who spends the most time with children and adolescents during most of their socio-emotional development, in addition to their cognitive development" (p. 5). This quote highlights the importance of the teacher as a central figure in the educational environment, not only in the transmission of academic knowledge but also in modeling and influencing key socio-emotional skills for the comprehensive development of students.

It is relevant to highlight that according to Goleman (1998), an emotionally intelligent person is distinguished by five fundamental habits. These are paying attention to their feelings, understanding their environment while perceiving the emotions and feelings of others, adequately regulating their own emotions, maintaining a constant motivation to achieve their goals, and establishing effective communication with others while maintaining healthy social relationships (p. 37-38).

For this reason, teachers need to be aware of these elements and apply them in their daily work to manage their emotions, thus avoiding any negative impact in the classroom or their personal lives. In this context, the Colombian educational system has implemented a platform called *Contacto Maestro*, designed to provide educators with a space dedicated to promoting their well-being. This platform offers tools that encourage reflection on self-care, and mental, emotional, and physical health (Ministerio de educación nacional. Contacto Maestro. 2023). The main objective is to support educators in public schools, in both urban and rural areas, facilitating the management and control of their emotions for a more balanced and healthy life.

Consequently, it is essential to recognize that, despite providing support and access to tools to develop solid emotional skills, the teaching profession continues to face challenges in efficiently managing emotions. As pointed out by *Ministerio de Educación Pública de Costa Rica (2018)* teachers are not only limited to transmitting academic knowledge, but they also become reference models for their students. This role implies that their actions, thoughts, emotional expressions, and personal attitudes are intrinsically linked to the educational process, exerting a significant influence on motivation and shaping the identity of students through multiple interactions (p. 25).

Therefore, teachers are presented as role models, and the way they manage and express their emotions in the classroom during the teaching-learning process has a direct impact on the emotional and academic development of students. Hence, it is fundamental to provide them with the necessary support and appropriate tools to perform this role effectively, thus ensuring a healthy and conducive educational environment for the comprehensive growth of students.

Statement of the problem

Nowadays, significant emphasis has been placed on the importance of emotional intelligence and its development within the educational context. Therefore, the primary focus of this research lies in understanding how teachers' emotions influence the teaching-learning process. Henao and Marín (2019) point out the scarcity of spaces within educational institutions dedicated to reflecting on emotions and their repercussions, given the increasing level of teachers' daily workload. Consequently, it is imperative to investigate how teachers manage their emotions in the face of stressful or extreme situations that may arise in their work environment.

High school teachers encounter various difficulties, such as student discipline problems, behavioral issues, workload overload, lack of motivation for learning, apathy towards school tasks, and low academic performance, which have been identified as significant sources of stress influencing their professional performance (Extremera & Fernández-Berrocal, 2004, p. 4-5).

However, these challenges are not limited solely to the student sphere, as teachers must also deal with complicated situations originating from students' parents. These may range from families showing little interest in their children's education to those who are overly concerned, parents acting as advocates for their children, or dysfunctional families with limited resources, as noted by (González, n.d.)

It is essential to bear in mind all the above to understand that teachers' emotional intelligence can be affected by a wide variety of situations, especially when they lack adequate support or the necessary tools to effectively manage their emotions in the school environment.

Research Question

Emotional intelligence plays a fundamental role in both our personal and professional lives. As noted by Joshith (2012), cited in Extremera, N., Mérida et al.,(2019) teachers face a daily challenge when interacting in a constantly changing social environment, where they must not only regulate their own emotions but also those of their students. This ability is essential for effective performance in the classroom.

The proposed research focuses on understanding how teachers' emotional intelligence influences students' academic performance. Recognizing the importance of directly addressing this issue with teachers is crucial, as their ability to manage their own emotions and those of their students can have a significant impact on the teaching-learning process.

Given the above, the research question is: What is the importance of emotional intelligence in secondary English school teachers during the teaching and learning process?

Objectives

General Objective

To recognize the importance of emotional intelligence in secondary English school teachers and how this affects the teaching and learning process.

Specific objectives

- Investigate how emotional status affects teachers' duties in the classroom.
- Identify factors contributing to inadequate management of emotional intelligence in the classroom by teachers.
- Emphasize the importance of implementing effective strategies for emotional intelligence that secondary school teachers may need in the teaching process.

Rationale

Understanding the challenges confronting modern educators, particularly regarding emotional intelligence, is paramount. Emotions permeate our daily experiences, yet their impact and effective management often go unnoticed. By prioritizing the cultivation of emotional intelligence, aspiring teachers can create nurturing, empathetic learning environments conducive to enhanced emotional well-being for both them and their students. (Costa, Claudia., Palma et al. 2021, p. 2). This not only elevates teaching standards but also fosters a positive, enriching school atmosphere for all stakeholders involved.

The term emotional intelligence in this study is based on the author Daniel Goleman because he popularized the concept in his book 'Emotional Intelligence' in 1995 and it was a success that contributed significantly to emotional intelligence being recognized as a crucial skill for success in personal and professional life. In addition, Goleman gave great importance to emotional awareness, as it constitutes a personal competence that determines how the subject relates to oneself, and at the same time is influenced by the social factor. (Dueñas, María, n.d.) p.8.

Considering the above and its relevance in the teaching and learning process, it is evident that the concept of emotional intelligence becomes essential in the educational context. As Bisquerra (2012, cited in Hernando, 2020) points out, 'The management of our emotions is known as emotional intelligence. It is a skill that allows us to be aware of the emotions that arise, both on an individual level and those felt by other people. This awareness of emotions serves to guide thinking and the response(s) that can be given (p. 9). Hence, understanding and effectively managing emotions is essential for fostering a conducive learning environment.

This implies that emotional intelligence involves not only recognizing emotions but also developing the skills necessary to effectively manage each emotion. In the case of educators, emotions can fluctuate depending on the circumstances. As mentioned above, teachers are often faced with difficult situations that provoke different emotions, which they must learn to manage and regulate to remain effective in their role.

Considering this, teachers must receive adequate support and resources to facilitate the regulation of their emotions. This is crucial for fostering a positive emotional environment in the classroom and ensuring that the teaching-learning process is not adversely affected. Furthermore, teachers should be afforded optimal working conditions to carry out their duties with dedication and responsibility. It is essential to remember that teachers serve as role models for their students, as articulated by the Ministry of Education (MEN) in 2005: "For students, the teacher is an example of life, an image of authority and respect. In other words, he/she is a reference in the consolidation of their own identity." Consequently, teachers must possess proficient emotional management skills to maintain a motivational atmosphere in the classroom and cultivate positive relationships with their students.

Taking everything into account, the primary objective of this research is to elucidate the emotional experiences and challenges faced by secondary school educators, particularly about their emotional intelligence. By gaining insight into the realities of this profession, we aim to contribute to a deeper understanding of the importance of emotional intelligence in the teaching profession.

Chapter II

Theoretical framework

Emotional intelligence

Emotional intelligence, as described by Hernando Durán in 2020, is a skill that allows us to be aware of the emotions that arise, both on an individual level and those felt by others. Recognizing this, the importance of fostering emotional intelligence among educators becomes evident. As Fernandez and Extremera also point out, emotional intelligence is a crucial skill for teachers to cultivate. They postulate two main reasons: firstly, classrooms serve as an outstanding model for social-emotional learning, exerting a significant influence on students. Second, research indicates that competent levels of emotional intelligence enable educators to cope more effectively with daily challenges and work-related stress in the educational environment.

Building upon these insights, Daniel Goleman's framework delineates five fundamental categories of emotional intelligence essential for fostering harmonious relationships with others and ourselves. Each category will be explored in detail subsequently.

Table 1

The emotional intelligence framework

Self-awareness
Awareness of our own internal states, resources, and intuitions (See chapter 4).

Emotional awareness: Recognizing one's own emotions and their effects.
Proper self-appraisal: Knowing one's strengths and weaknesses.
Self-confidence: Confidence in the assessment we make of our capabilities and ourselves.

Self-regulation
Control of our states, impulses, and internal resources (See chapter 5).
Self-control: Ability to adequately manage emotions and conflicting impulses.
Reliability: Fidelity to the criteria of sincerity and integrity.
Integrity: Assuming responsibility for our performance.
Adaptability: Flexibility to face changes.
Innovation: Being comfortable and open to new ideas, approaches, and information.

Motivation
The emotional tendencies that guide or facilitate the achievement of our goals (See Chapter 6).
Achievement motivation: Striving to improve or meet a certain criterion of excellence.

Commitment: Seconding the objectives of a group or organization. Initiative: Readiness to act when the occasion arises.
Optimism: Persistence in achieving objectives despite obstacles and setbacks.

Empathy
Awareness of the feelings, needs, and concerns of others (See Chapter 7).
Understanding others: Having the ability to understand other people's feelings and points of view and taking an active interest in their concerns.
Service orientation: Anticipating, recognizing, and satisfying customer needs.
Leveraging diversity: Taking advantage of the opportunities provided by different types of people.
Political awareness: Ability to become aware of the emotional currents and underlying power relations in a group.

Social skills
Ability to induce desirable responses in others (See Chapters 8 and 9).
Influence: Use effective persuasion tactics.
Communication: Deliver clear and compelling messages.

Leadership: Inspiring and leading groups and individuals.
Catalyzing change: Initiating or directing change.
Conflict resolution: Ability to negotiate and resolve conflicts.
Collaboration and cooperation: Being able to work with others in pursuit of a common goal.
Team skills: To be able to create group synergy in the achievement of collective goals.

Note: Own translation based on Goleman, D. (1998). La práctica de la inteligencia emocional p.19.

Emotional self-awareness

Emotional self-awareness serves as a cornerstone for personal growth and development, enabling us to recognize and understand our emotions alongside the various behavioral patterns they trigger. As articulated (Paitán & Ramírez. 2019), "Self-awareness is the ability to know and recognize our emotions which will allow us to be aware of our weaknesses and strengths to regulate and manage them, so that we can lead a full life taking into account what emotions we are feeling, why we are feeling them and how they affect our behavior" (p.14).

Given this perspective, it becomes imperative for educators to not only grasp the essence of this concept but also familiarize themselves with the subcategories delineated by Goleman within this skill. These subcategories include emotional awareness, adequate self-esteem, and self-confidence. Such awareness equips teachers with the tools necessary to effectively identify

and navigate their emotions, thereby directly enhancing their performance and the quality of their teaching. (p.19).

Self-regulation

This dimension holds significant importance as it pertains to how individuals navigate their inner world, ultimately benefiting both themselves and others. As described by Paitan and Ramirez, "Self-regulation is conceived as the ability to analyze our environment so that from it we can manage and regulate our emotions, thoughts, and motivations through personal strategies and tools to adapt to our environment and be able to achieve our goals optimally" (p.15).

The emotional self-regulation of teachers significantly shapes the classroom's emotional climate. When educators effectively manage their emotions, they foster a more positive and secure environment, thereby enhancing student learning and participation. Consequently, it becomes imperative for teachers to cultivate self-control, reliability, and adaptability in managing their emotions and thoughts. Additionally, they should seek information or support materials to aid in regulating the emotions they encounter in their daily work. This proactive approach ensures that their emotions do not negatively influence student performance and interpersonal relationships.

Motivation

According to Goleman, this category encompasses achievement, motivation, commitment, and optimism, all of which are linked to recognizing every endeavor made in various activities (p. 19). In the realm of education, motivation fosters resilience and cultivates a positive, proactive mindset to confront the challenges that may arise within the classroom.

Individuals with high emotional intelligence are driven to achieve their goals and adept at managing their behaviors and emotions to attain success. Thus, motivation holds paramount importance in teaching, exerting a substantial impact on teacher performance, teaching quality, and the learning experience of students. Motivation catalyzes commitment and passion in the teaching profession. Motivated educators demonstrate heightened dedication to their work, thereby exhibiting greater enthusiasm and fervor in imparting knowledge and skills to their students.

Paitan and Ramirez. 2019. (p.17).

Empathy

This skill is essential in every human being and every situation. Empathy is the ability to understand and share another person's feelings, as well as the ability to put yourself in their shoes, understand their perspectives, and respond sympathetically. Empathy involves more than simply recognizing the emotions of others; it also involves experiencing an emotional connection and showing a compassionate response. This is why Goleman mentions concepts such as understanding others, service orientation, embracing diversity, and political awareness. (p.19).

In teaching, empathy plays a fundamental role as it contributes significantly to the success of teaching and the overall well-being of students. Empathy enables teachers to connect emotionally with their students, and to understand students' needs, experiences, perspectives, and emotions creating a stronger and more positive connection, which facilitates the learning process as Goleman says, "Empathy is essential as an emotional compass that helps us to better manage and perform our work" (p.78).

Social skills

Goleman elucidates social skills as the capacity to foster constructive relationships with one's surroundings while adeptly managing emotions within these interactions, given their profound impact on individual lives (p.19). Social skills stand as pivotal attributes for educators, exerting a direct influence on the quality of instruction, classroom dynamics, and rapport with students, colleagues, and parents.

Teachers must possess robust social skills akin to those delineated by Goleman. These encompass effective communication, an indispensable tool for conveying information, elucidating concepts, and nurturing positive connections. Additionally, leadership, inspiration, influence, conflict resolution, teamwork, and collaboration are imperative for proficient teaching and the cultivation of a supportive and cooperative learning milieu. These competencies empower educators to forge meaningful connections, adeptly manage classroom dynamics, and contribute to the holistic development of their students. (p.84).

Emotional education in public schools in Colombia

Colombia's public schools are overseen primarily by the Ministry of Education (MEN), which is responsible for formulating national education policy and for promoting the development of competitive, quality education. As part of its responsibilities, the MEN is tasked with providing teachers and students with informative, pedagogical, or transformative support materials or tools. To accomplish this, the entity offers teachers a platform known as *'Contacto Maestro'*. This platform was designed to provide information and activities aimed at promoting the well-being and healthy lifestyle of teachers nationwide. It covers topics such as emotional health,

physical well-being, emotional recognition, and building healthy relationships. (Ministerio de educacion nacional. Contacto Maestro. 2023)

The Ministry of Education recognizes that emotional well-being directly influences the quality of teaching and the educational environment in general. Mental health in Colombia is defined by Law 1616 of 2013 as a dynamic state that is expressed in behavior and daily interaction, allowing individuals and communities to deploy their emotional, cognitive, and mental resources in daily life, work, relationships, and contributions to the community (Sarmiento, p.19).

Despite MEN's emphasis on supporting teachers' emotional well-being, there are controversies surrounding education in public schools in Colombia. Sarmiento highlights that teachers experience significant discomfort in their daily work due to various environmental factors, including tensions, pressures, and situations arising from students, parents, the education system, and the broader community (Sarmiento, p.17).

Given these challenges, teachers are expected to excel in emotional intelligence to ensure it does not influence students' learning experiences. Thus, it becomes crucial for teachers to recognize and apply the five categories of emotional intelligence. By doing so, they can better manage their emotional states and overcome any discomfort and exhaustion they may face in their roles.

Classification of Emotions

Emotions are essential components of the human experience, playing a vital role in various aspects of our lives, such as perception, decision-making, social interactions, and environmental adaptation. Marta Rapado Castro (2015) describes emotions or feelings as reactions that provoke changes in our state of mind, which can manifest themselves in various ways and with

different intensities depending on each individual. These emotions can be categorized as positive, such as joy, happiness, and satisfaction, and negative, such as fear, anger, and anxiety, depending on the events that trigger them and their effects on our body and mind.

Our social context, personality, past experiences, and current situations are determinants of the configuration and intensity of our emotions. Especially in the case of negative emotions, these can originate from previous learning or past situations. However, it is possible to unlearn these negative associations or to replace them with more positive ones. “Knowing and recognizing our own emotions is the first step toward effective management and control”. (Castro, p. 12-13)

The components of Emotion

According to Castro, emotions have three main components: the cognitive, the physiological, and the behavioral (p. 14).

Cognitive

This involves everything we think about in a given situation. Emotions are closely linked to cognitive and thought processes. Our thoughts and beliefs can influence how we experience and understand our emotions.

Physiological

Emotions are often accompanied by changes in the body, such as increased heart rate, accelerated breathing, sweating, and dilated pupils, among others. These physiological responses are automatic and can vary depending on the type and intensity of the emotion experienced.

Behavioral

A linear association is observed between the attitude and behavior that people display and the emotion they are experiencing at that moment. Our emotions influence our decisions and how we relate to our environment

The function of emotions

Emotions play a vital role in individual adaptation and survival. They serve as alarm signals that alert us to our environment and allow us to connect with our inner needs and desires, as well as to understand the impact others have on us. These emotional responses not only distinguish us from other living beings, but also characterize us as unique individuals, as our personal experiences, values, and beliefs influence how we perceive and respond emotionally to different situations. Ultimately, emotions provide us with invaluable guidance in navigating the world around us and making decisions that promote our well-being and development. (Castro, p. 14)

As mentioned above, emotions can be divided into positive and negative reactions, according to the situation that we are facing. To find out how they £are categorized, see the following tables.

Table 2

Emotions that we might have in positive situations

Joy	Harmony	Amazement	Surprise
Relief	Interest	Excitement	Compassion
Love	Intrigue	Calm	Trust
Longing	Satisfaction	Security	Curiosity

Attachment	Enthusiasm	Affection	Optimism
Patience	Courage	Passion	Pleasure
Desire	Temperance	Euphoria	Tenderness
Solidarity	Plenitude	Hope	Empathy

Note: Own translation based on Castro, M. (2015). *La ansiedad: estrategias prácticas para manejarla paso a paso*. p. 30.

Table 3

Emotions that we might have in negative situations

Boredom	Indignation	Anger	Guilt
Humiliation	Apathy	Irritation	Existential Emptiness
Impatience	Dissatisfaction	Fear	Frustration
Impotence	Insecurity	Shame	Envy
Anguish	Disgusting	Confusion	Sadness
Indifference	Repudiation	Contempt	Mistrust
Anxiety	Mourning	Pain	Despair
Solidarity	Resentment	Hate	Jealousy

Note: Own translation based on Castro, M. (2015). La ansiedad: estrategias prácticas para manejarla paso a paso. p. 31.

Emotions and teachers

There has been a prevailing notion that upon entering educational institutions such as schools, universities, or institutes, individuals, both teachers and students alike, are expected to leave their emotions and personal problems behind at home. The belief follows that within these environments, concerns would dissipate, allowing for a focus solely on academic pursuits. However, reality paints a different picture, as emotions are an integral part of the learning process and can significantly impact the performance of educators in the classroom.

In this context, emotional intelligence emerges as a crucial factor. Understanding emotional education is paramount to cultivating appropriate emotional competencies. Emotional education is conceived as a pedagogical process aimed at nurturing emotional competencies that extend beyond academic realms to encompass broader aspects of life. Key components of emotional education include emotional awareness, emotion regulation, motivation, socio-emotional skills, and achieving a state of flow (Bizquerra, 2005).

Given the pivotal role educators play in shaping the next generation, teachers bear the responsibility of fostering emotional intelligence among their students. By doing so, they equip students with the necessary tools to navigate socio-emotional challenges they may encounter in their future endeavors. It's important to acknowledge that students spend a significant portion of their formative years within the classroom environment. Consequently, teachers assume the role of not only imparting academic knowledge but also serving as exemplars of emotional intelligence.

However, it's essential to recognize that the onus of complete emotional intelligence and socio-emotional development should not solely rest on teachers. Extremera and Fernández-Berrocal (2004) underscore the importance of a collaborative effort in fostering emotional intelligence and socio-emotional growth, highlighting the role of both educators and the broader educational ecosystem.

The role of the teacher in a foreign language classroom

According to Jeremy Harmer (1998) , foreign language teachers play a pivotal role and bear diverse responsibilities, including the planning and scheduling of objectives, content, assessment procedures, and evaluation criteria, in conjunction with students; adopting a positive and magnanimous attitude towards students' efforts and work; offering engaging and varied activities to attain clearly defined objectives; maintaining order and discipline in the classroom while not overlooking the necessity for students to communicate and actively participate; fostering motivation for organized work within a relaxed atmosphere; exhibiting consistent interest and motivation before students, notwithstanding the daily classroom routine; fostering positive rapport among students and between teacher and students; making students cognizant of the necessity for individual study and work at home, extending beyond daily classroom activities; and acknowledging learners' successes without unduly criticizing their failures. Feedback stands as a significant component of learning theories. Learners are required to be informed or shown how they are learning and to receive evaluative judgments from teachers regarding their performance.

The role of English teachers assumes fundamental significance, as they establish conducive conditions for student learning. Consequently, their efforts contribute to the development of students' communicative competencies, and they are also charged with creating a conducive environment in which students actively participate throughout their learning journey. Nonetheless,

to achieve this, emotional factors, which wield substantial influence or consequences in the teaching-learning process, must be taken into account. As asserted by García (2012), student learning is directly impacted by how teachers manage their emotions and self-perceptions, as well as the impression they make upon their students, thus emphasizing that each attitude adopted by the teacher will exert either a positive or negative influence during the teaching process (p. 12).

Literature Review

For this research project, we consider the emotional intelligence of secondary school teachers, since the main objective of our research starts from here. Therefore, in this literature review, we will show you different studies that have been carried out and share the same research idea, which is why they were taken into account throughout the process:

According to Costa, Claudia., Palma et al. (2021) in their study on Emotionally Intelligent Teachers - Importance of Emotional Intelligence for the Application of Emotional Education in Classroom Pedagogical Practice, which was based on the importance of the emotional intelligence of teachers to teach emotional education to students. It is necessary to establish that emotion as the basis of action is a very important premise as it allows us to understand that all human actions are based on emotional responses. Teaching emotional education requires previous teacher training; however, during the search and selection of relevant sources of information for this research, it was possible to verify that the development of emotional competencies is quite absent in the curricula and teacher training programs. In addition, it is emphasized that teachers must have knowledge of their own emotions and know how to self-regulate, to subsequently be able to educate and guide their students emotionally, using their tools.

This is very important because, in Colombia, the Ministry of Education provides different guides aimed at students for teachers to use in their classes on social-emotional competencies, however, it is necessary that a teacher first knows how to manage his or her own emotions before using these tools.

As Paitan and Ramirez (2019) mention in their research project on the importance of the emotional intelligence of teachers in the teaching and learning process, emotional intelligence is directly involved in the social and cognitive development of the individual, additionally highlighting important categories such as self-knowledge, which is the ability to know and recognize our emotions which will allow us to be aware of our weaknesses and strengths to regulate and manage them, so that we can lead a full life taking into account what emotions we are feeling, why we are feeling them and how they affect our behavior.

These authors also mention that self-regulation is conceived as the ability to analyze our environment so that from it we can manage and regulate our emotions, thoughts, and motivations through personal strategies and tools to be able to adapt to our environment and to be able to fulfill our objectives optimally. Social awareness is defined as the ability to establish good interpersonal relationships. The regulation of interpersonal relationships, emotional education, emotional intelligence in educational centers, and the emotional intelligence of the teacher, an emotionally intelligent teacher automatically becomes the ideal prototype that his students wish to achieve since, through him, students will obtain skills such as reasoning, ease of expression and above all will have the ability to regulate all kinds of events that may occur in the teaching process.

All of this demonstrates the need to develop emotional intelligence in teachers, as it is directly involved in the academic achievement of students; furthermore, the practice of emotional

competencies allows teachers to live in harmony with the different agents in their educational community.

Similarly, Barrientos, Sánchez, and Arigita (2019) in their research on the emotional training of teachers and the management of the classroom environment, found that when teachers have adequate emotional management strategies, they can effectively solve the problems and conflicts generated in their classrooms and argue that teachers who create a positive classroom climate based on the promotion of good emotional and social support produce an appropriate reaction in their students. In addition, they tend to feel more confident in their ability to learn.

On the other hand, teachers need to be trained in specific social-emotional skills that help them to positively manage their classroom climate. If they have good emotional training, they tend to feel satisfied with their classroom management because they create appropriate interactions with their students and thus generate a warm and safe environment that facilitates the teaching-learning process.

In this sense and as mentioned above, it is important that teachers can gesture their emotions in the best way so that it does not damage the teaching-learning process, also the self-regulation of emotions allows them to have the proper approach to interact with students allowing the classroom to be a safe and peaceful place.

Another relevant research was conducted by Palomera, Gil-Olarte and Brackett entitled *¿Se perciben con inteligencia emocional los profesores? Posibles consecuencias para la calidad de la enseñanza*. They used the recognized questionnaire Trait Meta Mood Scale (TMMS; Salovey et al, 1995). It is a 24-item questionnaire (Spanish version, adapted by Fernández-Berrocal et al., 1998) designed to assess the behavioral tendencies and perceptions that people have

about their capacity to attend to emotions, the clarity with which they perceive these emotions, and their capacity to repair their emotional states.

The emotional attention scale includes items such as "I usually spend time thinking about my emotions"; the emotional clarity scale includes items such as "I can often define my feelings"; and the third scale, aimed at assessing emotional repair, includes items such as "Even though I feel bad, I try to think about pleasant things". Subjects are asked to rate each of the statements about themselves on a Likert scale of 1 to 5 representing their degree of agreement with each of them. (P. 7-8).

Chapter III

Methodological framework

Type of Research

The type of study chosen for the research is qualitative research because, as Herrera (2017) explains, it is "a category of research designs that derive descriptions from observations that take the form of interviews, narratives, field notes, recordings, audio and video transcripts, written records of all kinds, photographs, films, and other artifacts". This type of research is also divided into five phases: problem definition, work design, which refers to understanding all the main steps involved in research, data collection, data analysis, which consists of unraveling the structures to give rise to interpretation, and finally reporting and validating the information, which is to show and explain each finding.

Within the same type of research, techniques such as observation are used to analyze a situation to obtain more precise information within a given context, the interview, makes it possible to investigate a given problem based on a list of topics that the interviewer plans for the interviewee, and the questionnaire, which is a technique developed to measure the opinions of a group.

These research tools have been designed to present the information collected throughout the study, as the observation allows us to analyze how teachers manage their emotions in the classroom, the interview also allows us to examine the teachers in more detail, taking into account several important questions related to the central research topic, and finally, the survey, which allows us to know how teachers feel according to several questions.

Context and population

This study targeted English secondary school teachers, including those working in public schools such as the District Educational School located in Bosa, Bogota, and some other teachers who work with the State in Tocancipa, Cundinamarca. Additionally, two teachers working in the private sector have participated in this research. The study's participants were selected based on a connection with a relative of one of the research members who works at the public school. Three teachers from this institution actively participated in the research. Among the other participants, two graduated from El Bosque University in 2020 and 2022, respectively, and both are currently employed in private schools. Conversely, two other teachers are presently working within the public sector in schools located in Tocancipá, Cundinamarca. One of these teachers graduated in 2011 and obtained a master's degree in 2021, while the other graduated in 1992.

For example, two instruments, namely class observation, were employed in a District Educational School located in Bosa, Bogota.

The availability of various materials within classrooms can significantly influence the learning process. These materials include a whiteboard, laptop, desks, chairs, toilet paper, eco-friendly garbage cans, and a materials closet.

It's noteworthy that these instruments were implemented across three different grades (fifth, sixth, and seventh) at this educational institution, where an average of 39 students were present in each classroom. Additionally, other instruments, such as interviews and questionnaires, were administered asynchronously via a Google Forms link. It is important to mention that these instruments were applied to private-sector teachers and State teachers.

Research instruments

Three measurement instruments will be taken into account for the respective data collection that will be very important for the research. Therefore, the following will explain how each of them will be carried out**:**

Table 4

Instruments used for data collection

Questionnaires	The following questionnaire will be used, recognized for its use in research on emotional intelligence, designed by Salovey and Mayer, which considers aspects such as emotional perception, understanding of feelings, and emotional regulation. It is composed of 24 items.	The population will be secondary school English teachers belonging to public schools located in Bosa, Chia, and Bogotá.
Interviews	Different questions were posed to the English teachers so that they could tell more about how they manage their emotions during their work and the difficult experiences that they have had to deal with and that in some way have affected their emotional state.	
Classroom Observation	It is desired that during the data collection, it will also be possible to make classroom observations to analyze the behavior of the teachers during their lessons.	

These instruments were applied in a District Educational School located in Bosa, Bogota. on 23 February with teachers.

Questionnaire

1. I pay a lot of attention to feelings.

2. I usually care a lot about how I feel.

3. I usually spend time thinking about my emotions.

4. I think my emotions and moods are worth paying attention to.

5. I let my feelings affect my thoughts.

6. I think about my moods constantly.

7. I often think about my feelings.

8. I pay close attention to how I feel.

9. I am clear about my feelings.

10. I can often define my feelings.

11. I almost always know how I feel.

12. I usually know my feelings about people.

13. I often become aware of my feelings in different situations.

14. I can always tell how I feel.

15. I can sometimes tell what my emotions are.

16. I can understand my feelings.

17. Although I sometimes feel sad, I usually have an optimistic outlook.

18. Even when I feel bad, I try to think of pleasant things.

19. When I am sad, I think of life's pleasures.

20. I try to think positive thoughts even when I feel bad.

21. If I think about things too much, complicating them, I try to calm myself down.

22. I blame others for my mistakes.

23. I try to be in a good mood.

24. I have a lot of energy when I feel happy.

25. When I am angry, I try to change my mood.

Note: For this questionnaire, people were able to choose for possible answers that are: Nada de acuerdo, algo de acuerdo, bastante de acuerdo, muy de acuerdo y totalmente de acuerdo. The interpretation of data is with some scores that are the results of all questions.

Interview Questions

1. Feeling an emotion is inevitable (joy, fear, sadness, anger...) and everyone knows that this cannot be changed. The most advisable thing is that each of us should let that emotion invade us and be able to manage it consciously and correctly (Hernández, M. 2015. Thinking with the heart and feeling with thought: analysis of emotions and reason. University of La Laguna) Do you know how to manage strong emotions? If so, how do you handle them?

2. Strong emotions often change our attitudes and ways of thinking, and as teachers, this affects performance when teaching (Extremera Pacheco, N., Mérida López, S., & Sánchez Gómez, M. (2019). The importance of teachers' emotional intelligence in the educational mission: impact in the classroom and recommendations of good practices for training. *Voces De La educación, 74-97.* Do you know of any techniques that help you control them? Which ones? If not, do you think every teacher should learn some?

3. In the classroom, teachers constantly face difficult situations that alter their emotional state. As a teacher, what difficult situations have you faced and how have these situations in turn affected your emotional state? Briefly explain the situation you faced.

4. Every human being has personal, family, academic, work, and social responsibilities. Therefore, apart from their daily work, teachers have a personal life that is also surrounded by many emotions. Have your emotions, due to personal, family, or other problems, ever affected your daily work as a teacher? According to that, at any time did you receive any support or material from the institution to help you control or manage your emotions?

5. The classroom is usually a place where both teachers and students spend most of the time during the school year; the teacher's duty is to create an environment conducive to learning. How much do you think the classroom environment influences your teaching methodology?

6. Sometimes it is difficult to establish a good relationship with some courses when teaching the class, this generates discomfort in both the students and the teacher. What techniques do you use in this type of situation to improve the management and development of the class?

7. Capturing the attention of students, keeping them motivated during all classes, and generating in them the desire to actively participate in class, among others, are the challenges that a teacher commonly must face in the classroom, one of the most important challenges is the management of the group and its behavior (Esquerre Ramos, L. A., & Pérez Azahuanche, M. Á. (2021). Challenges of teaching performance in the 21st century: a view of the Peruvian case. *Revista Educación, 45(2), 1-21.)* Thus: What factors do you think influence the behavior of academic acts?

8. A few years ago the world experienced a global pandemic where one of the most affected professions was teaching, during this time teachers not only had to reinvent themselves to teach their classes but also had to deal with the stress and uncertainty of living for the first time

with a global situation like this (Gervacio Jiménez, H., & Castillo Elías, B. (2022). Socioemotional impacts, strategies and teaching challenges at the high school level during COVID-19 confinement. RIDE. *Revista Iberoamericana para la Investigación y el Desarrollo Educativo*. *12(24)* How much did this pandemic affect your emotional and work status? Briefly explain your experience.

9. In recent years technology and social networks have considerably increased their use, in the case of social networks this has become an instrument of social interaction that contributes to social identity and in many cases to social approval (Del Prete, A., & Redon Pantoja, S. (2020). On-line social networks: Spaces for socialization and identity definition. *Psicoperspectivas, 19(1), 86-96)*. Knowing this, how do you consider that social networks and technology affect everyday life?

10. The institution where you currently work, in addition to being your workplace, becomes your home, the place where you live, share, and express your emotions. How do you think your workplace manages to provide support for the management of your emotions?

Note: For these questions, we discussed the most important subjects that impact or affect emotions during the teaching process.

Classroom Observation

For this research instrument, the key point is to observe a complete class of some teachers, in that way, the data recollection will be based on the emotional behavior and development of the class with the teacher's performance. With this instrument, the research seeks to delve into the intricate dynamics of the classroom environment, aiming to uncover the nuances of emotional expression and interaction between teacher and students. By closely examining the myriad

emotions that a teacher must navigate during a typical class, the study aims to shed light on the complexities of classroom management and the potential challenges that arise daily.

Justification

Questionnaire

To understand the purpose and advantages of this instrument it's important to know first how this instrument was applied during the research in a District Educational School located in Bosa, Bogota, educators working with the state and private sector, certainly, questionnaires are easy to apply because they could be developed without any direct contact between the interviewer and interviewee. Therefore, in this research, the instrument was used as virtual as face-to-face during the research. This method facilitates the obtaining of data. Moreover, questionnaires have the purpose of getting information in a systematic and ordered way about the population who are in research, which means that during the investigation some variables of data can affect the result of the research (Meneses, 2016, p. 8). In this specific case this research the questionnaire was implemented with questions about facts, attitudes, and feelings, the development of this instrument was designed with the idea to collect as much information as possible about the personal domain of secondary school teachers about emotions and how this affect their performance during the development of the class, besides some questions were addressed to attitudes to discover how prepared are teachers in terms of control and manage during the class with some aspects that can change their spirit state. Hence, the questions that are in the questionnaire were close fact questions to know better the opinions, knowledge, and information of some teachers, these questions help with the research in terms of it is more direct to know more accurate the answers and information gathered because it asked questions that don't have space for doubts such as a personal opinion or something similar. Finally, since it is social research, the results were

obtained with perspectives of education and life that can help to deduce some other aspects that are not directly involved with the purpose of the research.

Interview

Teachers' emotional intelligence is an important factor, in developing a proper learning and teaching process. For this reason, the present research focused on three fundamental instruments that allowed us to explore and understand how secondary school teachers in public, and private schools are handling emotional intelligence from their perspective.

The interview was the first research instrument since it is a very flexible technique as mentioned by Piza Burgos, N. D., Amaiquema Marquez, F. A., & Beltrán Baquerizo, G. (2019). The interview provides information permeated by the participant's points of view. That is, the information gathered during the interview is influenced or permeated by the perspectives, opinions, and experiences of the interviewee. The questions are tailored to the participants, the information obtained is broader than when limited to a written response and can capture gestures, tones of voice, perceptions, sensations, and feelings that provide information.

With this in mind, this instrument was established as an effective means of analyzing in more depth how teachers at this school manage their emotions during the performance of their duties. The interview methodology allowed us to explore not only teachers' formal emotional management practices and strategies but also to gain a more holistic understanding by diving into the subjective experiences and individual perspectives of each participant. This holistic approach is valuable in capturing the complexity of emotional intelligence in the educational context, considering the diverse ways in which teachers interpret and deal with emotions in their daily work.

Classroom Observation

With this instrument, we seek to find a pattern of social behavior during a daily activity such as teaching classes as a teacher in a public school. One of the advantages obtained in the research when collecting data with this instrument is that it can obtain quality descriptions in a real environment about what you are investigating. In addition, there will be direct interaction with the environment and the investigated population, improving the interpretation of the data. In this case, the observation was carried out in a way that could be observed and later participated more actively in the research site. This means that during the data collection in the observation of the classes, no comments were made about being able to deliver at the end of this project some help cards for teachers when they find themselves in an intelligence situation. One of the most important advantages of the field diary is that the researcher can improve the theoretical-practical interpretation by making adequate follow-up with the population and the place of the research, in this case, as it is an environment that continually changes, it helps to realize how each time the environment in a classroom changes not only in the teacher but also in the students because other variables affect their emotional development. This field diary has the advantage that, since it is a variable social environment, it helps us understand which variables or aspects change the results during the research. (Martínez, 2007, p. 2- 3).

Chapter IV

Data Analysis

This was followed by the analysis and categorization of the three instruments used in the research.

Questionnaire Analysis

The instrument used was the Trait-Meta Mood Scale (TMMS-24), developed by Fernández-Berrocal, Extremera, and Ramos (1998). This version is an adaptation to Spanish of the Trait Meta-Mood Scale (TMMS-48), created by Salovey, Mayer, Goldman, Turvey, and Palfai (1995). The TMMS-24 is a self-assessment questionnaire of perceived emotional intelligence. Although it maintains the same structure as the original scale, it has reduced the number of items from 48 to 24 in its Spanish version. These 24 statements are rated on a 5-point Likert-type scale (where 1 equals "I do not agree at all" and 5 equals "I strongly agree").

The TMMS-24 contains three key dimensions of Emotional Intelligence, each with eight items (per category), including Emotional Attention, Clarity, and Emotional Repair. In the following, we will examine the analysis of the results of the questionnaire, which is divided into the three categories mentioned above.

Categorization of the questionnaire analysis

1. Emotional attention: this category takes into account whether the participants can appropriately attend to their feelings. According to the results of the teachers' questionnaire, it is observed that: teachers are aware of their emotions and moods. However, an important observation

emerges many of them allow these emotions to influence their thoughts and actions. While acknowledging their feelings, some teachers may face difficulties in separating their emotions from their thought processes, which may affect their decision-making and performance in the classroom. According to Goleman, self-regulation involves the ability to manage one's emotions, thoughts, and behaviors effectively in a variety of situations (p. 48). This skill is crucial for teachers, as it enables them to remain calm and make objective decisions even in stressful or challenging situations.

2. Clarity: This category takes into account whether the participants understand their emotional states. According to the results of the teachers' questionnaire, it is observed that:

Teachers show a clear recognition and understanding of their feelings. However, a notable gap emerges about the appropriate expression of these emotions. Despite their inner understanding, many teachers may find it difficult to express their emotions constructively and effectively in the educational environment. Considering this aspect, it is suggested that teachers may have low emotional awareness, as mentioned by Goleman in his category "Self-awareness". According to this category, people endowed with this competence can identify the emotions they are experiencing and understand why they feel them (Goleman, p. 32). This finding suggests the need to provide additional tools and resources to strengthen emotional expression skills among educators, which could contribute to a healthier and more conducive school climate for learning.

3. Emotional repair: this category takes into account whether the participants can regulate their emotional states appropriately. According to the results of the teachers' survey, it is observed that:

Teachers, even when experiencing feelings of sadness or discomfort, make a conscious effort to maintain optimistic thoughts and a positive attitude in the educational environment. This behavior reflects their commitment to the emotional well-being of their students and their dedication to maintaining a positive and motivating learning environment. According to Goleman, a person with good emotional intelligence is motivationally aware, that is, focused on the ability to pursue goals with passion and determination, even in times of adversity (p. 175).

However, it is important to recognize that this practice can create an additional emotional burden for teachers, as they may feel the need to hide their emotions to maintain a positive countenance in front of their students. For this reason, it is essential to provide them with a safe space and supportive resources so that they can manage their emotions healthily and effectively, thus ensuring their emotional well-being while continuing to provide an enriching learning environment for their students.

According to the results, it is also observed that some teachers make a conscious effort to change their mood when they experience feelings of anger, while others may face difficulties in doing so. According to Goleman, self-control is a fundamental skill for managing our emotions and conflicting impulses appropriately (p. 49). This skill not only allows us to manage our emotional reactions in times of frustration or anger but also helps us maintain a positive and productive work environment. It is therefore important to provide teachers with tools and resources to strengthen this skill, which will enable them to deal with different emotional challenges.

The results obtained reveal that most teachers do not tend to blame others for their own mistakes. This finding is very interesting, since, as Goleman points out in the category of "Self-

regulation", the importance of trustworthiness is highlighted. According to this perspective, people with good emotional intelligence have integrity and responsibility; they can admit their own mistakes and do not engage in pointing out the unethical actions of others (p. 53).

This behavior shows a high degree of emotional and ethical maturity on the part of teachers, which can have a positive impact on the school environment and interpersonal relationships within the educational setting. Fostering and promoting this culture of responsibility and honesty in the school community can contribute not only to the professional growth of teachers but also to the holistic development of students, who learn by example and are influenced by the behavior of their educators.

Interview Analysis

Table 5

Interview outcomes obtained

Research	**Participant**	**Instrument of recollection**	**Unit's examples**
Emotional Intelligence of secondary school teachers	First State teacher (bachelor title in 2011 and master in bilingual education in 2021)	Virtual and face-to-face interviews	1. The important part is to know what produces in ourselves every emotion and we can define how to act in each one. 2. "Breathing techniques". 3. "Usually, an emotional change in class used to be caused by one student that shows inadequate behavior… in

			this situation our emotional intelligence skills are put to the test". 4. "In the school, there are some institutional meetings and the school gives some opportunities to assist with psychological meetings… but for every 100 students there is 1 psychologist". 5. "The classroom environment is one of the most important points for improving the development of the class". 6. "In my case, I didn't feel so affected by the change since I was used to it… in my emotional state I had to learn to bear the lockdown". 7. "Although I must say that there is a little more work missing and disposition by part of the school, they offer some spaces and times to integrate and work meetings of emotions".
Emotional Intelligence of secondary school teachers.	Private sector teacher (Bachelor title in 2022 of El Bosque University)	Virtual interview	1. "Yes, breathing techniques." 2. "Mindfulness". 3. "It depends because in some cases some students show sadness when their grades are low

			and in other cases when one student argues with other classmates… in some cases the help of many teachers is necessary ". 4. “The school recommends some psychology dates”. 5. “In the classroom there should be a good environment that promotes trust in students”. 6. “I was working in a school in a town and I had to resign”. 7. “There are established support networks among colleagues… it is good to know that the work environment lends itself to sharing experiences”.
Emotional intelligence of secondary school teachers.	Second State teacher (Bachelors title in 1992)	Virtual interview	1. “With full attention”. 2. “Mindfulness”. 3. “Not yet because having a good attitude always allows us to keep peaceful relations”. 4. “During tough moments only my friends were keeping an eye on me, the school was absent” 5. “The environment of class influences in a high percentage to be able to share knowledge” 6. “The lack of oxygen allowed me to jog in my house next to a window and did other activities” 7. “With continuing education”

Table 6

Categorization of the interview analysis

Important information to take into account	Categorization	Conclusion
1. Taking the three participants, the only one who had preparation or who had a subject, about emotional intelligence, during the academic formation was the first State teacher. The other two teachers did not have any classes during their academic formation about emotional intelligence. **2.** First State teacher was the only one who was able to make the interview face-to-face, so he completed the virtual interview (in Google Forms) and took his answer. Through the face-to-face interview, we discussed his most highlighted answers. **3.** For the virtual interview (google Forms) we created 10 questions for this instrument to gather information.	**1. Deal with strong emotions:** In this category, the common point is that all teachers said the importance of realizing what is happening with their emotions, depending on the emotion. It can cause a reaction inside the way of thinking and the brain, so this process starts with the amygdala, goes through the limbic system, and finally generates an action in the behavior. For that reason, it is opportune to say that each emotion works differently in human behavior. Montañés. (2005). **2. Techniques to control emotional status.** Working as a teacher, like in any other job, on some days is hard because as humans there are good and bad days.	Regardless of the information gathered in this research and the different academic preparation among the three different participants with this instrument, it is important to conclude the importance of emotions and the gesture itself during the learning process in the teacher role. Hence results, teachers who only have a bachelor's title have less emotional intelligence, and in most cases when is necessary to use it, they react from their values and own perspective. Moreover is evident that these teachers do not know specific subjects or topics about emotional gestures, which causes that now to solve problems, sometimes they are not prepared to do them. On the other hand, the teacher who has a

Although, at the moment to recollect the information we realized that only seven questions were appropriate for our research, then we decided to analyze data from a virtual interview of only seven questions. The questions that were not taken into account are the following: 6. Sometimes, it is difficult to establish a good relationship with some courses when teaching the class this generates discomfort in both the students and the teacher. What techniques do you use in this type of situation to improve the management and development of the class? 7. Capturing the attention of students, keeping them motivated during all classes, and generating in them the desire to actively participate in class, among others, are the challenges that a teacher commonly has to face in the classroom. One of the most important challenges is the	In the case of these three teachers, all of them mention a technique to control emotions to help their role as teachers. Two of them said to practice mindfulness, which is a process where it is important to be conscious, pay attention, and remember the purpose of actions and feelings that affect human behavior. On the other hand, one teacher mentioned that they practice breathing techniques depending on emotional status, sometimes this method helps to calm or to activate the person. Mañas., Franco, Gil, M. & Gil, C. (2014). **3. Difficult situations and emotional intelligence** The classroom is a place where teachers so students can experience some difficult situations, in most cases, students deal with problems such as a bad grade, a discussion with another classmate, problems with the class, etc.	master title and had a class about emotional intelligence during his academic preparation showed a complete domain about how to use emotions during work as a secondary school teacher, not only is knowledge important but also experience plays an important role during his performance. It is significant to mention that emotions are a reaction of one stimulus in the brain and depending on how the emotion is treated; it can generate a bad or good result for the problem. For that reason, a teacher is considerably qualified for emotional intelligence development for their own and students' well-being in the school, even more so in secondary school students where emotions take an important role. Furthermore, the issue with public and private schools with psychological support is worrisome because it is not

management of the group and its behavior. (Esquerre Ramos, L. A., & Pérez Azahuanche, M. Á. (2021). Challenges of teaching performance in the 21st century: a view of the Peruvian case. *Revista Educación*. 45(2), 1-21.) What factors do you think influence the behavior of academic acts? 9. In recent years, technology and social networks have considerably increased their use, in the case of social networks. This has become an instrument of social interaction that contributes to social identity and in many cases to social approval. (Del Prete, A., & Redon Pantoja, S. (2020). On-line social networks: Spaces for socialization and identity definition. Psicoperspectivas, 19(1), 86-96). Knowing this, how do	In these situations, the emotional intelligence of the teacher is important to encourage the student. Two teachers mentioned that they dealt with some problems where the first approach with the student was to talk with the student and try to be empathic with the emotions involved there. In one case, the teacher tried to solve the problem alone, but it was impossible, and the intervention of more teachers in the problem. As a result, the participants acted in a good way because they tried to solve the problem, first listening to the students before giving a possible solution, second being emphatic with the emotions that students were feeling at that moment, and finally giving a good solution for the problem. Sutton, Mudrey-Camino, & Knight (2009)	enough to know about emotional intelligence, is also essential to have a professional psychologist in schools to guide students and teachers with the management of emotions. The main duty of the teacher is teaching and helping students through the learning process, regrettably, many people think that being a teacher is the same as a babysitter. The analysis demonstrates a lack of supporting networks in terms of psychology in private and public schools, as the first State teacher said: “By every 100 hundred students there is one psychology”, this amount only shows that the education system must improve. Eventually, education nowadays has changed due to a lockdown in 2020. This stage marks education and lifestyle for everyone, and since that, time teachers have had to dis-

you consider that social networks and technology affect everyday life?	**4. Emotions in the workplace** School is the place where the teacher spends most of the time during the week through the complete year, it causes emotional problems. Educational institutes need to have a psychologist there who can help teachers and students with this kind of problem. All participants said that in their workplace it does not count with the proper psychological counseling and in some cases, they have to seek help by themselves. Ropain, Orozco & Gonzáles, (2011).	cover new ways to create interactive classes. In this case, research shows that the impact of the pandemic was on one part good but on the other side difficult to bear because some teachers had to resign and the other two teachers could try new things in their lives. In conclusion, emotional intelligence is important not only for education but also for daily living. It influences how the preparation for future teachers in Colombia does not have a subject about emotions, there are more and more emotional management problems in schools for teachers and students, and this affects the learning process and above all the self-development as a person in a society. In addition, in schools, it is necessary the use more psychologists and more disposition from educational institutes to handle the emotional problems that appear with frequency in classrooms.
	5. The importance of the environment in the classroom The classroom is the place that lends to interact with other people and learn. For this reason, as a teacher one of the duties is to create a good environment for the development of the learning	

	process because this can affect the performance of students. All participants agreed with the fact that the classroom is one of the most important instruments for the class. Sutton, Mudrey-Camino, & Knight (2009)	The lack of this profession in a school provokes that teachers in many cases have to supply this role to help students with emotional problems, making the role of teacher tougher. If the teacher who tries to help students does not have proper emotional intelligence, such as in most cases, instead of improving the situation it will make it worse.
	6. COVID impact on education and lifestyle Pandemic time was a stage that nobody expected, and this affected the education and lifestyle of people. In terms of education, the challenge for teachers and students was difficult because in most cases, both were not prepared to exchange face-to-face classes for virtual classes; teachers had to learn other ways to teach in virtual classes. On the other hand, long lockdowns produced some emotions that people were not used to handling such as anxiety, desperation, sadness, impotence, etc. All	

	participants said that the pandemic time changed their lifestyle. As a result, the teacher who is prepared in emotional intelligence was able to live this stage more calmly, and the second teacher who graduated from El Bosque University dealt with difficult situations, for instance, resigning her job in a town, and the teacher who obtained her title in 1992 only said that she could do other activities. Gervacio & Castillo Elías (2022).	
	7. School and its tools to gesture emotions Schools must be prepared to supply teachers and students with psychological support. Talking about teachers is interesting to realize how some of them do not mix personal life with their job, but a teacher needs to be prepared to gesture emotions to give students the best learning	

	process. All participants mentioned what is the route in their respective educational institutions to help them with emotional problems; unfortunately, the backing of schools is not the best because teachers prefer to solve problems by themselves or with their friends. Ropain, Orozco & Gonzáles, (2011).	

Class Observation Analysis

Fifth class A:

1. From the first moment of observation of the teacher, discomfort is noted in her body language. It is observed that during her class she only focuses on the children in the front; Although a little attention is paid to the children in the back, more focus is on the front. (This is due to two children sleeping in the back).
2. The teacher knows how to recognize moments when the class gets out of control; giving silent orders or drawing attention. This is done respectfully and effectively. She raises her hand making a fist so that the students can observe her and make due silence.

3. It is evident that the teacher focuses only on asking the students themselves if they have doubts, this may denote a possible comfort (comfort zone) on the part of the teacher; leaving aside the others who have doubts or have something to contribute.
4. It can be seen how the teacher uses techniques to encourage student competence and thus be able to carry out the activity more quickly.
5. It is noted that the teacher has different class routines that allow her to jump from one point to another. This is due to the multiple tools it uses such as papers with students' names, guessing games, competition activities, etc.
6. Use a good tone of voice when getting students' attention.
7. Although he has a good tone of voice, a state of tension can be evident in his body language and it can mean that he gets upset when he is interrupted (by the students).

Materials in the classroom:

- Whiteboard
- Computer
- Desks
- Chairs
- Toilet paper
- Garbage cans (eco-friendly)
- Materials closet
- Number of students: 39 students

Sixth class B:

From the beginning, it is noticeable that the teacher has good control of the class, and her maternal handling of the students can be seen. During class, some students with special needs

may be evident, which presents a challenge for the teacher. This was because he had to explain the topic while he was in the care of said student.

1. It is evident that the teacher encourages the participation of all students, which allows her to easily manage the class and explain the topic.
2. Halfway through class, it can be seen that the teacher's body language denotes stress and annoyance. This is due to the multiple interruptions of the students with special needs.
3. It is notable how the teacher, through very specific questions, gets students to think critically about social issues or their environment.
4. At the end of the class, the teacher indicates that the student with special needs suffers from autism. Something for which she admits she is not prepared since the student's right to education must prevail even if the institution is not prepared.

Materials in the classroom:

Whiteboard.

Computer.

Desks.

Chairs.

Toilet paper.

Garbage cans (eco-friendly).

Materials closet.

Number of students: 39 students.

Seventh Room B.

1. The coordinator introduced us to the teacher before entering the room and told her about the observation we were going to make. It can be evident in the body language, and annoyance at knowing that her class will be reviewed. Even when the coordinator indicates the principles of the review and its purpose.
2. In the first minutes of observation, you may notice a lack of class management. This was due to the disorder and activities of the students, who were not carrying out the activities. For example: students were found sleeping, playing on their cell phones, chatting, and doing push-ups in the back of the class.
3. The topic to be discussed was not stated. The activity is only addressed by indicating that they use the present continuous.
4. It can be seen that he goes through the groups of positions (groups composed of 4 students), leaving the other students without attention, even when they have doubts.
5. The needs of students with visual problems are not recognized. This is evidenced by 3 students in the back of the room who could not see the instructions on the television in the front.
6. It can be seen that the teacher is dedicated to reviewing the work of the students with greater command of the language.
7. His body language indicates discomfort when receiving questions from students.
8. Use the board to give instructions instead of saying them, hoping students will notice the board.
9. Does not show interest in explaining the topic to students at a basic level.
10. The few students whose doubts are clarified are refused participation when presenting their work. Which indirectly causes obvious demotivation.

11. Ignores students who call her using the word “teacher” (since it would be the command to get the teacher's attention)
12. Errors are evident in the teacher's pronunciation and grammar. Noticing this, he takes a defiant attitude towards students' questions or their participation.
13. At the end of the class, carry out an activity in the hope of being able to evaluate the students' perceptions and opinions regarding the class.

Materials in the classroom:

Whiteboard.

Computer.

Desks.

Chairs.

Toilet paper.

Garbage cans (eco-friendly).

Materials closet.

Number of students: 39 students.

Triangulation

Triangulation involves employing three distinct instruments to gather data in a research endeavor. For this particular project, questionnaires, interviews, and observation have been chosen as the designated instruments. Opting for the triangulation method serves as a means of validating the various instruments employed. This method is particularly pertinent in qualitative research, as underscored by Roulston (2018), who emphasizes the importance of researchers ac-

knowledging both the limitations and advantages of their chosen methodologies. Thus, by adopting triangulation, this research project stands to benefit significantly, as it aids in identifying patterns across interviews, questionnaires, and observations.

Moreover, triangulation plays a crucial role in ensuring the reliability of our instruments. Through the meticulous collection and examination of data, we can ascertain a consistent pattern, thereby offering a resolution to the initial problem posed by this project. By considering multiple perspectives, as noted by Machum (2022), the likelihood of error is minimized, resulting in findings that are both valid and reliable. This approach fosters a deeper understanding of the research problem, steering us away from erroneous conclusions and bringing us closer to uncovering the truth within the collected data.

The triangulation was carried out through the following table that shows different categories that generalize and explain the importance of the in-depth analysis that was carried out throughout the research, taking into account the method proposed by Goleman and explained above.

Table 7

Main codes obtained in the triangulation

Common codes	Importance
Development of Emotional Intelligence	This category emphasizes the importance of cultivating emotional intelligence skills among educators to improve both the school climate and academic performance. Additionally recognizing the need to understand, express, and regulate emotions effectively, teachers require resources and tools to strengthen their emotional intelligence.

Expression and Communication of Emotions	Clarity in expressing and communicating emotions is crucial for teachers in the educational setting. The challenges of teaching can evoke a wide range of emotions in educators, from satisfaction to stress and frustration. Teachers need to be able to recognize, understand, and express these emotions effectively, as it not only influences their emotional well-being but also their ability to relate to students, collaborate with colleagues, and maintain a positive learning environment. Providing support and tools for emotion management is essential in helping
Techniques to control emotional status	Proper emotional management is crucial for preventing burnout and enhancing teachers' well-being, which directly influences their ability to teach effectively. To achieve this, educators can employ techniques such as mindfulness and the development of emotional intelligence skills. These practices enable them to stay focused and manage stress and negative emotions, thus fostering a positive and healthy learning environment in the classroom.
Emotions in the workplace	Teachers need to pay attention to emotions in the workplace because they have a direct impact on the learning environment, mental health, well-being, and the example they set for their students. Recognizing and managing emotions appropriately not only improves the classroom climate but also promotes communication that is more effective and strengthens relationships.

Chapter V

Findings and conclusions of results

Development of emotional intelligence

One of the purposes of this research is to check the level of preparation that teachers have regarding emotional intelligence. For this reason, through the collection instruments, it was possible to demonstrate the management of emotional intelligence in teachers from both public schools and private schools.

Analyzing the three collection instruments such as class observation, questionnaire, and interview, it was evident that the development of emotional intelligence and how it is applied within the classroom by the teacher affects the teacher's performance. The information analyzed shows that academic preparation and the place where they study generates a change in the development of the emotional intelligence of teachers, for example, teachers who only have a bachelor's degree have limited knowledge about the management of emotions. Furthermore, in most cases, the teachers did not have a class on emotional intelligence due to their time at the university. For this reason, it is difficult for them to manage their emotions when faced with a situation where emotional management is important. On the other hand, the only teacher who has a master's degree from another country handles topics on emotional intelligence more fluently, allowing this teacher to perform better when having a conflict, whether personal or with a student about emotion management.

In fact, during the observation of classes it was evident that when teachers begin to feel emotions that generate negative reactions, this affects their performance and changes their state

of mind not only toward the development of the class but also towards their treatment of the students. These acts also generate discomfort in students and compromise the learning process.

Expression and communication of emotions

Considering the importance of emotional intelligence, it is also necessary to understand how emotions are expressed and how they are communicated by teachers, whether in the classroom or with a trusted person. In this way, with the analysis of the three instruments such as class observation, questionnaire, and interview, they demonstrated that the expression and communication of emotions are important for teachers but in some cases, they do not know how to do this process.

The analysis showed that for teachers who work in public schools and private schools, expressing their emotions and communicating them with someone else is important for their personal and professional development; however, most teachers often do not know how to do it or Sometimes they try to repress the emotions that make them seem sensitive or vulnerable. For this reason, it is recommended for educational institutions to have a professional psychologist within their institutions so that they can guide both students and teachers with emotional problems, among others. To add, teachers prefer to tell a friend before expressing or communicating their emotional problems in the workplace. This can cause long-term problems, since repressing an emotion for a short term will cause the person to feel comfortable with themselves for a short time but then that same emotion will reappear in the future with more consequences.

To conclude, expressing our emotions always generates relief in our bodies and minds, and as human beings, we are always linked to emotions in our daily lives. For this reason, working as a teacher often exhausts people emotionally because you are always working with people

and the fact of being empathetic is almost unfathomable. In this way, evidencing the lack of communication of emotions on the part of teachers, it is recommended to better manage this problem, since it not only affects performance in the classroom but also personal development. Seeking help from a professional psychologist is a good option.

Techniques to control emotional status

Taking into account the general objective of this research, this category will focus on how teachers in public and private schools manage their emotional state through different techniques during their work. With the help of the three collection instruments such as class observation, questionnaire, and interview, it was demonstrated that teachers use different techniques to regulate their emotional state depending on what they feel. Furthermore, it is important to mention that the teachers who participated in the research used techniques such as mindfulness, deep breathing, or self-recognition only with emotions that caused negative reactions such as anger, stress, anxiety, discomfort, etc.

It is a fact that teachers always experience different emotions during their work because each group of students is different, for this reason, it is always important to know how to regulate emotions when facing a situation that alters the mood. In some cases, the teachers participating in the research showed that they knew certain techniques to improve their mood. The first and most important thing is that they first identify which emotion they have to control and that way they can act. However, it is important to highlight that not every time they carry out this process because they simply reach a limit of tolerance, whether due to fatigue, sadness, indisposition, etc. Causing them to sometimes act by scolding, punishing, or in some cases ignoring the students.

On the other hand, some teachers do not know the techniques to control their moods and simply get upset with a situation that disturbs their mood. An example experienced during the data collection of this research was when a teacher at the District Educational School located in Bosa, Bogota was somewhat displeased by the fact that we were there, and when the students started to bother him, he simply ignored them and only addressed the students who were paying attention. The teacher did not use any technique to control the evident stress and this compromised the students' learning process.

Regardless of this situation, techniques to control emotional state help improve teachers' perception of comfort and relaxation in the classroom, although unfortunately, some teachers do not know them and this harms their performance while teaching.

On the contrary, some teachers do not know the techniques to control their moods and simply get upset with a situation that disturbs their mood. An example experienced during the data collection of this research was when a teacher from the Bosa School was somewhat displeased by the fact that we were there, and when the students started to bother him, he simply ignored them and only addressed the students who were paying attention. The teacher did not use any technique to control the evident stress and this compromised the students' learning process.

In conclusion, techniques to control emotional state help improve teachers' perception of comfort and relaxation in the classroom, although unfortunately some teachers do not know them and this harms their performance while teaching.

Emotions in the workplace

School is the place where the teacher spends most of the time during the week throughout the year, this generates emotional problems. Educational institutes must have a psychologist who can help both teachers and students with these types of problems. All participants said that they do not have adequate psychological counseling in their workplace and in some cases, they have to seek to help themselves. In the interview, we have the first State teacher who mentions that "At school, there are some institutional meetings, and the school gives some opportunities to help with psychological help... but for every 100 students there is 1 psychologist."

From the class observation in our field diary, the teacher from the Sixth B classroom personally mentioned to us that a monthly workshop on emotions and topics is given to the teachers, but not all the time they focus on important topics such as emotional intelligence, hence the school "treats" them and they did not it as the teacher mentions.

In the last category of the surveys, when looking at the results, it can be seen that in the last category of the surveys, you can see very well that when having problems at work, the respondents do not blame others for their mistakes, this is very important in the workplace and more so in teachers, this should not be applied because fosters an environment of responsibility and growth. When respondents do not blame others for their mistakes, they demonstrate a growth mindset and a willingness to learn from experiences.

This approach is especially crucial in education, where teachers play a critical role in developing students not only academically, but also emotionally and socially. By not blaming oth-

ers for their mistakes, teachers model behavior that promotes personal responsibility and emotional self-control. This can inspire students to take responsibility for their actions and learn from mistakes rather than looking for external blame.

Furthermore, by adopting an attitude of personal responsibility, teachers create an environment of trust and mutual respect in the classroom. Students feel more confident admitting their own mistakes and seeking help to correct them, which fosters a collaborative and supportive learning environment.

In summary, the lack of blaming others for errors among the teachers surveyed is a positive indicator of a healthy organizational culture and a commitment to personal and professional growth. This is essential in the educational field, where we seek to cultivate social and emotional skills as well as academic skills in students.

Chapter VI

Conclusion

To start with, in this chapter, we would like to clarify that this Qualitative research is focused on the importance of Emotional Intelligence of Secondary School Teachers. Considering this, we built this investigation to answer the next question: What is the importance of emotional intelligence in secondary English school teachers during the teaching and learning process? In that way, we developed the whole investigation.

Once the question was posed, the objective was to recognize the importance of emotional intelligence in secondary English school teachers and how this affects the teaching and learning process. We have decided to highlight the importance of this research and its relevance in educational settings, as it also mentions Mendoza, that all procedures related to classroom management and the achievement of academic goals are necessary. (2020).

For this reason, we decided to use 3 different research methods (instruments) to compare different kinds of versions and perspectives in teachers. We decided to use Interviews, questionnaires, and classroom observation.

Interview instrument: Interviews are an invaluable tool for research, as they allow us to obtain direct data and enrich the study with perspectives from relevant people in the field. The use of interviews as part of the methodology demonstrates a rigorous approach to research. It shows that you are willing to collect data from multiple sources and consider a variety of perspectives at work. Interviews can provide context to data. By speaking directly with people involved in the topic, you can better understand the environment in which the research takes place.

By speaking directly with people involved in the topic, we could better understand the environment in which the research takes place since they provided us with all the information on emotional intelligence when teaching a class and being in it.

To conclude with this category, it was evident that the teachers we observed in classes do not pay as much attention to their emotions as they should. Teacher emotional intelligence plays a crucial role in the learning environment and the emotional well-being of students. A teacher who cultivates and practices emotional intelligence not only improves his effectiveness as an educator but also contributes significantly to the academic and emotional success of his students. When observing teachers, we can certify that the teacher's ability to recognize, understand, and regulate her own emotions is fundamental. An emotionally intelligent teacher can handle stress, frustration, and other challenges constructively, allowing them to remain calm and make effective decisions in the classroom.

Finally, after reviewing the surveys, it was noted that the use of emotions in the teachers surveyed was affected since when reading the question, they did it several times and they seemed to think deeply before responding. This suggests that the question about the use of emotions in the classroom generated a significant emotional response in the teachers surveyed. This finding highlights the importance and relevance of the topic of emotional intelligence in teaching.

The need to reflect before responding may also indicate that teachers are aware of the importance of emotions in the educational process and are carefully considering how they integrate emotions into their teaching practice. They may be evaluating their approach and looking for ways to improve how they use emotions to foster a positive and supportive learning environment for their students.

The results underscore the importance of continuing to explore and promote emotional intelligence in teacher training and the continuing professional development of educators. Furthermore, they suggest that there is a growing interest and awareness among teachers about the impact of emotions in the classroom, which may be a promising starting point for implementing strategies and programs that encourage greater emotional competence in the educational field.

During this research, we noticed the importance of socio-emotional intelligence and how this one influences classes more specifically how these skills are important for teachers and how they develop these characteristics around their environment, to develop their classes.

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Annexes

Guide: Educator's Guide Emotional Intelligence

Appendices

Appendix A. Letter of consent District School in Bosa, Bogota.

Consent District Educational School- Bosa, Bogotá.

Appendix B Interviews collected

Interview Answers

Answers interviews Google forms

Interview face-to-face recording

Recording

Appendix C Questionnaire

Questionnaire answers