

ESTUDIOS DE CASO DE LA INTELIGENCIA EMOCIONAL EN LOS ESTUDIANTES DE GRADO DE EDUCACIÓN

CASE STUDIES OF EMOTIONAL INTELLIGENCE IN EDUCATION DEGREE STUDENTS

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RESUMEN

Se trata de una investigación sobre inteligencia emocional llevada a cabo en dos casos de estudio con alumnas universitarias españolas de los Grados de Educación mediante un proyecto con carácter innovador en el que se les introdujo a contenidos de inteligencia emocional, se trabajaba la inteligencia emocional en el aula de forma transversal identificando las emociones, se les animó a apuntar un diario de notas sobre el clima emocional del aula, a identificar en obras audiovisuales las emociones vividas en el lenguaje corporal junto a los tipos de inteligencia hallados en los personajes, así como la relación de la inteligencia emocional con la inteligencia social con respecto a la expresión y la empatía. Queríamos hacer esta investigación para comprobar la eficacia de las actividades docentes y el interés de las alumnas sobre esta cuestión con el fin de vertebrar con posterioridad un proyecto de innovación sobre inteligencia emocional que fuera financiado. La herramienta de investigación usada ha consistido en un test para que autoevaluaran la inteligencia emocional antes y después de aplicársele la metodología docente para que se conocieran, y en una entrevista semiestructurada que recogía datos cuantitativos y datos cualitativos y de la que extraemos datos.

PALABRAS CLAVE: inteligencia emocional; educación superior; alumnus; clima de aula; emociones; estudio de casos; identificación; expression; gestión emocional.

ABSTRACT

This is an investigation on emotional intelligence carried out in two cases of study with Spanish university students of the Degrees of Education through a pilot project of innovation in which they were introduced to emotional intelligence content, emotional intelligence was worked on Classroom transverse identifying emotions, they were encouraged to write down a diary of notes on the emotional climate of the classroom, to identify in audiovisual works the emotions experienced in body language along with the types of intelligence found in the characters, as well as the relationship of emotional intelligence with social intelligence. We wanted to do this research to verify the effectiveness of the activities and the interest of the students on this issue in order to structure an innovation project on emotional intelligence that

was financed. The research tool used was a test to self-assess the emotional intelligence before and after applying the teaching methodology so that they knew each other, and in a semi-structured interview that collected quantitative data and qualitative data and from which we extracted data.

KEYWORDS: emotional Intelligence; student's higher education; environment classroom; emotions; case studies; identification; expression; emotions' management.

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1. INTRODUCTION

After several studies by Peña (2012, 2014, 2015, 2018) on emotional intelligence, the scholar deemed it appropriate to implement an innovative project on this issue in Education students. To illustrate emotional intelligence, we begin with an approach to the concept and, furthermore, we link this term to the training of future teachers. It was in the mid-20th century when various research studies started to emerge, aiding in the conceptualization of the term. "In Spain, despite the study of emotional intelligence being a recent aspect, scientific research is experiencing increasing academic development" (Sánchez, 2014, p. 193).

Clearly, we can find multiple and diverse definitions of intelligence and, specifically, of emotional intelligence. In the origins of the conceptualization of the term, we find the work carried out by Salovey and Mayer (1990), who stated that "emotional intelligence is a subset of social intelligence that involves the ability to recognize feelings and emotions, both one's own and others', discriminate between them, and use that information to guide thinking and actions" (p. 185). A few years later, in 1997, they expanded the concept and stated that emotional intelligence is:

the ability to perceive, assess, and express emotions accurately; the ability to access and/or generate feelings that facilitate thinking; the ability to understand emotions and emotional knowledge; and the ability to regulate emotions, promoting emotional and intellectual growth (p. 4).

In his early studies, Reuven Bar-On (1997) established that emotional intelligence "is a set of abilities, competencies, and skills that, from its non-cognitive condition, influence an individual's ability to succeed in the demands or pressures generated by the environment in which they develop" (p. 36-37). The impetus for the concept of emotional intelligence and its recognition outside the scientific community is attributed to Goleman (1995). Undoubtedly, despite being studied for decades, emotional intelligence has recently gained unprecedented popularity. "An increasing number of scientific studies are being published that confirm the close relationship between emotions, thinking, and decision-making of individuals" (Pedrera and Revuelta, 2016, p. 71).

It is worth noting that this type of intelligence promotes "the learning of social and emotional skills, allowing children to face situations, increase emotional self-control, self-regulate, generalize learning to the personal and social sphere, improve academic grades, etc." (Peña, Díez, and García, 2012, p. 27). Emotional intelligence consists not only of possessing certain aptitudes but much more: "this concept appeals to the development of people's emotional capacity, personal, emotional, and social enrichment that in turn affects well-being" (Sánchez, 2016, pp. 45-46). We are currently in a moment of profound change in how we interpret interpersonal relationships, "whether in the academic, organizational, or educational environment. The emphasis on the development of emotional competencies for both individual and professional team training is becoming increasingly evident" (Sánchez, 2014, p. 191). Furthermore, the development of emotional intelligence contributes to one of the fundamental principles of education, according to the Spanish Organic Law 2/2006, of May 3, which is to provide quality education to all citizens, combining quality with educational equity, as well as the holistic development of individuals' personalities (Peña, Díez, and García, 2012, p. 29). Fernández de Bobadilla, Peña, and Parra (2014) state that "emotional intelligence has acquired a prominent place among professional competencies" (p. 534). Competencies that must be acquired throughout the training process of future teachers and will be required of them when they become educators in the classroom. Undoubtedly, "it is interesting to analyze emotions and their impact on the teaching-learning process (...) as it allows us to understand and analyze the emotional state of students" (López de la Serna and Castaño-Garrido, 2018, p. 304). Therefore, if our intention is for future teachers to put this competency into practice, these authors suggest that "to access emotional intelligence, we believe it is convenient to first emphasize the use of emotional intelligence techniques in the training of university students to become aware of their own emotions, identify them, and self-regulate them" (Fernández de Bobadilla, Peña, and Parra, 2014, p. 536). It is evident that "with the development of a theoretical model, it is necessary to evaluate the emotional dimensions presented by this model through a measuring instrument" (Pedrera and Revuelta, 2016, p. 75), as we will analyze in the following section.

2. OBJECTIVES

To present an innovative teaching project through a case study to groups of Education students, focusing on the introduction of emotional intelligence regarding the identification of the five emotions, their expression, and management. Presenting the mixed research on the emotional intelligence of these students and the effectiveness of this intervention.

3. METHODOLOGY

This research is of a mixed nature, including both quantitative aspects through closed-ended questions and qualitative aspects through open-ended questions in a semi-structured interview. Additionally, it is supported by participant observation conducted by the teacher who implemented the emotional intelligence project.

The purpose of this research is to understand the application of emotional intelligence in the professional educational field through two case studies following the implementation of an innovative emotional intelligence intervention in early childhood and primary education classrooms. Specifically, we aimed to raise awareness among students about the importance of emotional intelligence in both personal and professional life, enabling them to identify and express emotions through experiential learning. Furthermore, we intended to introduce them to emotional management by capitalizing on natural opportunities that arise in the classroom in a cross-cutting manner.

In these two case studies involving groups of Education students, mixed data (including both qualitative and quantitative data) were collected through a semi-structured interview. The mixed data were analyzed together to draw minor conclusions about the two cases. Another objective was to evaluate the identification and emotional management skills of future teachers. To achieve this, students were provided theoretical instruction through lectures, documentation shared on the online platform, and a personal test on emotional intelligence, which allowed them to self-assess their abilities. Through this test, they had concrete examples of actions that determined their level of identification and emotional management skills (Peña, Díez, & García, 2012, p. 23).

Regarding the sample, comprised of 58 students, it should be noted that the research focused on undergraduate students pursuing degrees in Primary Education and Early Childhood Education in both in-person and semi-in-person modalities.

Table 1. Description of the sample: Titration.

	Nº participants
Degree in Early Childhood Education	15
Degree in Primary Education	14
TOTAL	29

Source: own elaboration.

Table 2. Descripción de la muestra: Modalidad.

	Nº participants
Semi-attendance mode	18
Face-to-face mode	11
TOTAL	29

Source: own elaboration.

If we consider the information presented in Table 1, we can see that we have reached a total of 29 students, with 15 belonging to the Early Childhood Education degree and 14 to the Primary Education degree. Regarding the study mode, it is worth noting that 18 students were enrolled in the semi-in-person modality, while 11 belonged to the in-person modality.

Furthermore, it is important to highlight our concern in collecting a significant qualitative sample to delve deeper into the experiences and perceptions of the students. While we understand that the collection of quantitative data is insufficient on its own, when combined with the qualitative data, it sheds some light on the qualitative aspects and is in harmony, as we will see, with this research. The data collection technique used was a semi-structured interview, consisting of closed-ended questions (addressing the quantitative part of the research) and an open-ended question (allowing for the collection of qualitative information). As mentioned before, this mixed method approach enables us to integrate data of diverse nature and scope. To conclude the methodological section, it is worth noting that the IBM SPSS Statistics 21 software package was used for the treatment of quantitative data. The information was organized according to the categories outlined in the questionnaire, establishing the different variables.

4. RESULTS

We will now present some of the key results obtained from the semi-structured interview on Emotional Intelligence. Regarding the quantitative results, we will begin with the analysis of sociodemographic data (gender, age, degree program, and study mode). We will then proceed with the analysis and interpretation of data related to feelings towards emotional intelligence (such as keeping a journal of class emotional climate, identifying group emotions, engaging in emotion-related practices, considering trusted individuals to seek advice from, number of friends, and previous experience with emotional intelligence tests). Finally, we will conclude the analysis with comments and suggestions provided by the students regarding the conducted activities and their experiences with emotional intelligence.

In the first section of the analysis, we will delve into the gender aspect, as depicted in the following figure (Figure 1).

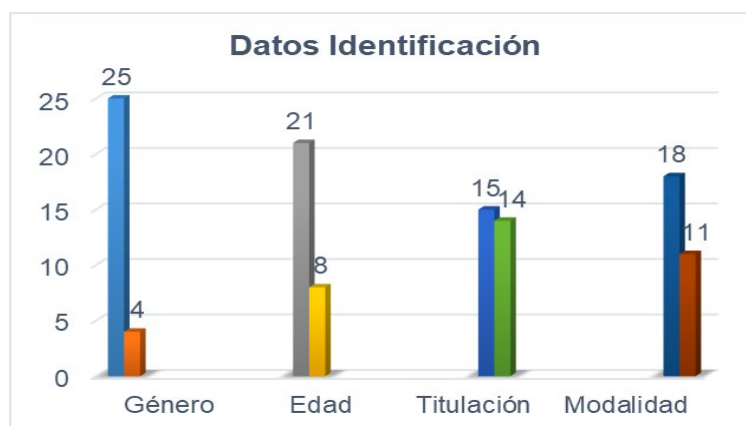


Figure 1. Identification data of the participating sample.

According to Figure 1, the gender distribution of the research participants is predominantly female, with 25 women (86.20% of the total of 29 participants) and only 4 males (13.80% of the total). This data can be justified by the fact that, as we will see later, women are the majority in education-related degree programs.

Next, we will analyze the data related to the age of the participants. Based on the information obtained in this research, the age ranges were divided into two cohorts: 18-23 years and 23-50 years. The majority of students enrolled in these degree programs (72.4% of the total) fell within the 23-50 age range, with 21 out of 29 participants selecting this option. On the other hand, only 8 participants (27.59% of the total) indicated that they were in the 18-23 age range while studying these degrees.

Moving on, we will delve into the degree programs pursued by the participants at the time of data collection. Regarding the degree programs in which the participating students were enrolled, we can confirm that 15 out of 29 students (51.72% of the total) were studying Early Childhood Education, while 14 out of 29 (48.27% of the total) were enrolled in Primary Education. As we can see, there are no significant differences in terms of the participation of the sample between both degree programs. Additionally, as shown in the figure, we refer to the study mode in which the participants were enrolled. In this regard, a high percentage of the data-producing sample (62.07%) was enrolled in the semi-in-person mode, with 18 out of 29 student participants completing the questionnaire in this option, while the remaining students were enrolled in the in-person mode (37.93%). So far, we have described and interpreted the sociodemographic and identifying data of the participant sample in this research. Based on the provided information, we can confirm that the majority of the sample consists of women aged between 23 and 50, studying the Early Childhood Education degree program, specifically in the semi-in-person mode.

Next, we will analyze the data related to feelings towards emotional intelligence. We will begin with the analysis of keeping a journal of notes and its influence on the emotional climate of the class. This information is depicted in Figure 2.



Figure 2. Data on the development of an emotional climate diary.

Specifically, in response to the question "How has keeping a journal of notes about the emotional climate of the class helped you?", participants could choose from various response options:

- A. By observing people more than before and noticing more details of body language and emotions of others.
- B. By learning to keep a journal of notes.
- C. By giving more importance to my emotions.
- D. By identifying my emotions.
- E. By recognizing that I have those emotions.
- F. By managing them (e.g., telling a joke when feeling stressed during an exam).
- G. I have found help in two of the previous responses.
- H. I have found help in three of the previous responses.
- I. I have found help in four of the previous responses.
- J. I have found help in all of the above (in the five).
- K. None of the above responses applies to me.

Thus, we can affirm that 6 out of 29 participants (20.68% of the total) selected option A; 2 participants (6.89%) chose option G; likewise, 2 participants selected option I; and 2 participants identified with option K. On the other hand, 1 participant (3.44% of the total sample) selected option D, and another participant chose option J. Finally, none of the participants selected options B, C, E, F, or H. For these participants, keeping a journal did not help them develop these skills.

Next, we will analyze the results obtained in the category regarding the identification of emotions in the classroom, as shown in Figure 3 below.

Identificación emociones clase

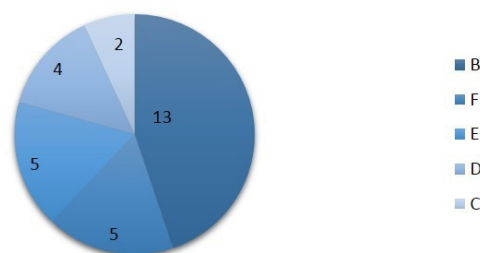


Figure 3. Facts about identifying emotions in class.

So, in response to the question "the fact that the teacher during class or tutorials identified the group's emotions when they occurred," participants could choose from various response options, including:

- A. It has helped me understand that everyone has emotions that respond to a situation.

- B. It has helped me understand that everyone has emotions, but we also collectively catch emotions (for example, during exams, the whole class gets very nervous and scared).
- C. It has helped me identify what fear, anger, surprise, sadness, and joy are.
- D. It has helped me in two of the responses (not one).
- E. It has helped me in all of the above.
- F. None of the above responses applies to me.

Taking into account the information presented in the previous figure, we can confirm that 13 out of 29 participants (44.82%) chose option B. With a considerable difference, 5 subjects (17.24% of the total) selected option E, and another 5 chose option F. On the other hand, 4 participants (13.79%) have chosen option D, while only 2 respondents (6.89% of the total) identified with option C. Finally, none of the participants selected option A, so we can assume that they did not feel reflected in this option.

Next, we will delve into the practice of watching videos and recognizing emotions in children. The data for this question is reflected in the following figure (Figure 4).

Elaboración prácticas emociones

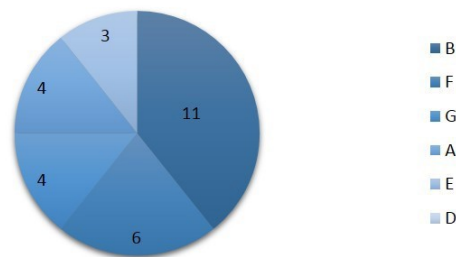


Figure 4. Data on the development of practices on emotions.

In response to the question related to practicing by watching videos and recognizing emotions in children (individual and group practice with advertising commercials), participants could select from different response options, including:

- A. It has helped me better recognize the 5 emotions and their combinations in children.
- B. It has helped me recognize the above and also determine the type of multiple intelligence each child has (for example, if they are greatly moved by music, it may indicate musical intelligence).
- C. It has helped me identify my emotions.
- D. It has helped me identify my emotions and acknowledge that I have them.
- E. It has helped me identify, recognize, and better manage my emotions.
- F. It has helped me in all of the above.
- G. None of the above responses applies to me.

If we look at the data shown in figure number 4, the option most chosen by the participants in this research has been option B selected by 11 out of 29 subjects (37.93% of the total). The second most indicated alternative by the respondents has been option F chosen by 6 subjects (20.68%). Furthermore, 4 out of the 29 participants (13.80%) chose option A; another 3 (10.34%) pointed out response E. However, 4 selected option G. Finally, only 1 participant (3.44%) identified with response D. Similarly, none of the subjects selected option C, so we can confirm that they did not feel recognized with this alternative. When asked if they considered emotional intelligence to be a key factor in children's education, the entire sample unanimously answered affirmatively.

Next, we are going to explore the students' opinion regarding whether they tend to be a person others trust and seek advice from (Emotional Intelligence). This information is captured in figure number 5, which we will present next.



Figure 5. Data on whether they are considered trustworthy.

In response to the question regarding whether they consider themselves a person to trust and to whom friends turn for advice (Emotional intelligence), the subjects had several response options: yes, no, and sometimes. More specifically, 17 subjects (58.62%) selected the option "Too much!", while 12 (41.37%) indicated the option "Sometimes." As we can see, there is a significant difference between the two alternatives.

Next, we will find out how many friends the participant subjects have, with a particular emphasis on social intelligence. The collected information is illustrated in the following figure 6.



Figure 6. Facts about the friends they like to have.

In response to the question about the number of friends they like to have (social intelligence), participants could select from different response options, including:

- A. Only two best friends.
- B. Two groups of friends (from school and from class).
- C. Three groups of friends (from school, from the institute, and from class).
- D. More than three groups of friends (from daycare, from school, from summer, from the institute, from class, from a hobby, from a group, etc.).

More specifically, taking into account the information shown in figure #9, we can state that 11 out of the 29 participants (37.93%) selected option B, which represents having two groups of friends. Eight subjects (27.58%) chose option D, indicating having more than three groups of friends. Additionally, 6 respondents (20.69%) identified with option A, having only two friends, while 3 (10.34%) selected option C, representing three groups of friends. Finally, a single student (3.44%) identified with the option "I struggle to make friends," which was not listed as one of the answer choices in the questionnaire. However, we considered it as a relevant and significant data point. Out of the 29 participants, 7 individuals are either overly selective or have difficulties in making friends.

Lastly, they were asked about their concern regarding emotional intelligence. Specifically, they were questioned about whether or not they had taken an emotional intelligence test. The responses are reflected in the following figure.

Preocupación por la inteligencia emocional

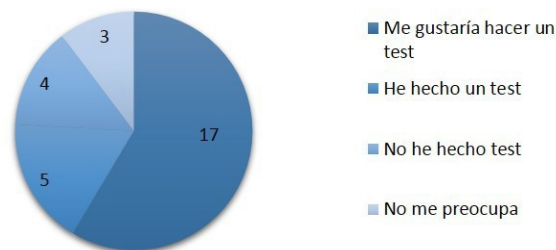


Figure 7. Facts about the concern for their EQ.

To the question related to whether or not they have taken an emotional intelligence test to assess their level, the subjects could choose between 2 response options. However, as we will see in the process of analysis and interpretation of results, the students identified additional alternatives. The option "yes, I have taken a test" was selected by 5 out of the 29 respondents (17.24%), while the alternative "I would like to take a test" was marked by 17 out of the 29 (58.62%). As we can see, there is a significant difference between those who have actually taken an emotional intelligence test to know their level and those who intend to do so or would like to. On the other hand, 4 subjects (13.80%) identified with the option "no, I haven't taken a test," while 3 respondents (10.34%) indicated "not concerned about it."

In this regard, we can confirm that there are fewer students who have not taken a test or are not concerned about it compared to those who are interested in taking the test or have already done so. Taking into account the information collected in this second set of questions, we can highlight that approximately 38% of the students state that it has helped them recognize emotional intelligence and also determine the type of multiple intelligence each child possesses (for example, if they are greatly moved by music, it may indicate musical intelligence). Likewise, almost 59% of the students consider themselves a trustworthy person and are concerned about their emotional intelligence, even stating their interest in taking a test, while approximately 38% confirm having two groups of friends.

Lastly, the questionnaire offered participants an open-ended question to comment or suggest what they would have liked to do more regarding emotional intelligence. Naturally, as it was an open response with qualitative data, we had to categorize the information. Specifically, four categories were created: the first category includes students who expressed a desire to conduct more tests related to emotional intelligence; the second category consists of students who mentioned wanting to engage in more activities related to emotional intelligence; the third category highlights the importance of emotional intelligence, and finally, the last category indicates a need to learn more about this type of intelligence. Regarding the first category, based on the contributions of the participants, we can state that 7 out of the 29 participants (24%) mentioned that they would have liked to have conducted more tests related to emotional intelligence. Specifically, they mentioned:

- (...) *conduct emotional intelligence tests for children in a school.*
- (...) *have worked more on the type of emotional intelligence.*
- (...) *have been able to take tests to understand our emotional intelligence and better manage it in the future.*

Regarding the second category, we can highlight that students recognize the importance of engaging in activities related to emotional intelligence. In this regard, they stated:

- *The importance of emotional intelligence in communication and relationships with others.*
- *I would love for emotions to be integrated into the curriculum in schools and early childhood education centers because from there, we can manage the development of learning to achieve better academic and non-academic outcomes.*
- *I would have liked to do an activity that helped me understand this intelligence better, as well as define and work on it within myself, as I consider it essential to then know how to work on it in children.*

The third category is related to the importance of emotional intelligence. Thus, students acknowledged that:

- *I would have liked to engage in more practical activities on emotional intelligence in the classroom because I consider it important.*

- *We need to educate people with heart, not just productive machines. I would dedicate my teaching to this important aspect to discover each child's hidden talents and maximize their potential, so that they can lead a peaceful and happy life.*
- *I would have liked to have a deeper understanding of any programs being implemented in primary schools regarding emotional intelligence education.*

On the other hand, some students pointed out some difficulties in implementing projects in the classroom that involve working on emotional intelligence (EI). In this regard, they observed that:

- *Emotional intelligence is quite challenging to work on at this age, especially considering the limited class hours available. Therefore, I believe it would be sufficient to discuss the theory and encourage students to explore the topic on their own.*
- *Considering that in the blended learning mode, not as many activities can be carried out compared to in-person classes.*

Furthermore, regarding the qualitative results gathered through participant observation in class, it was discovered that students recognized emotional intelligence as an important sphere of personal benefit. They also acknowledged that they had received no prior training on identifying, expressing, or managing emotions in previous educational levels. Most of them acknowledged the need to improve in this aspect, especially after knowing the results of the emotional intelligence self-assessment test. They also recognized the need to improve in another area, social intelligence, which is closely connected to emotional intelligence, such as making more friends and expressing their emotions as a way to self-regulate.

5. DISCUSSION

Both the qualitative and quantitative data from these case studies indicate a growing interest in understanding emotional intelligence and its application among future early childhood and primary education teachers when presented with this reality and made applicable to them. This finding can be connected with previous research by Peña, which also discovered a positive predisposition towards emotional intelligence among university students and teachers (Suberviola, 2011). Furthermore, the conclusions of these case studies align with the relevance of emotional intelligence for university students (Niño, García, & Caldevilla, 2017; Morales, Giménez, & Morales, 2018), as well as the need for this training to enhance communication competence and address conflicts detected within classroom coexistence (Sánchez Cobarro, 2016; Mira, Parra, & Beltrán, 2017). It is worth noting that face-to-face interaction is found to be more conducive to the development of emotional intelligence compared to the semi-presential teaching format, where physical presence and collaborative work in the classroom are possible. In the case of semi-presential teaching, the use of videos for emotional identification and case studies for emotional management can be employed.

6. CONCLUSIONS

Therefore, some of the most relevant minor conclusions from these case studies can be reached after concluding this part of the research. The participation has been predominantly female (86.2%), with ages ranging from 23 to 50 years old (72%). As we can observe, these individuals have a high level of maturity given their age while pursuing university studies, which likely motivates them to learn more about their own emotional intelligence. In this regard, they are students of the Degree in Early Childhood Education, in the semi-presential modality. The quantitative results show that the students have an interest in emotional intelligence, both for self-awareness and professional preparation, a finding that was also confirmed through participant observation in the classroom and qualitative comments. On the other hand, when asked about the classroom climate journal, 20% of the sample considered that this task led them to observe their classmates more than before, their emotions and to become more aware of their own emotions. Similarly, 45% of the students expressed that when the teacher identifies the emotions of the students, it helps each individual perceive and understand their emotions and how they are transmitted to the rest of the group. Specifically, they gave examples of how they feel before an exam and how this feeling/emotion spreads in the classroom group. Furthermore, 38% of the students believe that engaging in practices that involve perceiving emotions helps them recognize them. On the other hand, when asked about their personal situation, 58% of the participants consider themselves to be a trustworthy person with whom others can share their emotions. Specifically, when questioned about the types of friends they like to have, there is a disparity in responses, with 38% stating that they have 2 groups of friends (from high school and the current class) and 27.5% stating that they have up to 3 groups of friends (school, high school, and current class). Finally, when it comes to questions related to their emotional intelligence, 58% of the participants confirm that they would like to take a test to assess their emotional intelligence, while only 18% of the sample has taken an emotional intelligence test despite being offered the opportunity. In this sense, it is noteworthy that the majority of participants had not taken a test to measure their emotional intelligence, yet they showed great interest in knowing these aspects about themselves in order to apply them in the classroom later on. This could be due to a lack of attention to the instructions provided by the facilitating teacher or a lack of resources to find free online tests, despite their interest.

Hence, the participants highlight that in this project, aspects such as emotional identification are worked on in the classroom, which helps them identify their own emotions. Regarding the qualitative data collected through open-ended questions, it is worth noting their eagerness to learn how to identify emotions, to better understand themselves through tests, the importance they unquestionably attribute to emotional intelligence, and their interest in delving deeper into this subject. Regarding the qualitative information collected by the teacher, the interest shown by the students in understanding emotional intelligence in a more practical and applied way, in order to improve self-management and self-knowledge, as well as the need to develop empathy towards others' emotions, were notable. Connected to this idea, they also expressed a desire to make more friends, understanding the benefits of sociability in their personal development and the necessity of becoming experts in humanity if they pursue a career in teaching.

In conclusion, this study indicates that, despite implementing an innovative emotional intelligence project, this emotional competence was only minimally introduced through the activities conducted, and there is still much to be done regarding the identification, expression, and management of emotions, as recognized by the participating students. It was also acknowledged by the students that they needed to enhance their social skills. Therefore, Education students demonstrated perceptiveness and requested more activities and practical training on emotional intelligence. It was deemed appropriate to carry out a subsequent innovation project. This leads us to believe that, although there is a commitment to the development of these socio-emotional competences within the educational field by both teachers and students, there is still a long way to go. It is necessary to provide teacher training and implement specific and practical teaching interventions in this regard, starting from the early stages of education for the learners. Additionally, it should be noted that the best form of learning is vicarious, and teachers who educate Education students should experience it themselves rather than merely explaining it theoretically. This makes it easier for learning to occur through imitation or modeling. Furthermore, conducting similar research to the one at hand not only helps bring emotional intelligence closer to teachers but can also establish the foundations for an educational system that facilitates personal and professional development for the entire teaching community, positively influencing individual emotional well-being and, in turn, contributing to the culture and lifestyle of society.

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