

How to Cite:

Zambrano, Ángela V. H., & Martínez, M. E. M. (2022). Methodological strategies for the development of emotional intelligence in upper basic school. *International Journal of Health Sciences*, 6(S4), 2144–2158. <https://doi.org/10.53730/ijhs.v6nS4.7046>

Methodological strategies for the development of emotional intelligence in upper basic school

Ángela Verónica Hidrovo Zambrano

Pontificia Universidad Católica del Ecuador, Sede Manabí, Chone, Ecuador
Corresponding author email: ahidrovo4006@pucesm.edu.ec

María Elena Moya Martínez

Pontificia Universidad Católica del Ecuador, Sede Manabí, Chone, Ecuador
Email: mmoya@pucesm.edu.ec

Abstract--The main objective of the research was to determine the methodological strategies that guarantee the development of emotional intelligence at the level of higher basic education, according to the Ecuadorian educational reality. For this scientific work, the application of different research methods that served to guarantee an adequate informative development was extremely necessary. The analytical-synthetic methods and the descriptive method were used, where they were considerably useful in the aspects of analyzing in depth the characteristics and positive and negative elements of the methodological models, this to apply for the type of emotional intelligence and general form within Ecuadorian education. The bibliographic review was used as a technical tool, with this it was possible to collect the largest number of updated authors and their models of methodological strategies, In addition, the descriptive method for the adequate development of the investigation. 20 methodological strategies were determined with the aim of establishing the most appropriate ways to guarantee the development of emotional intelligence, where it was considered that teachers should apply it in the classroom, as a significant contribution in the student body of the upper basic level of the Ecuador and for their social and mental well-being.

Keywords--Education, Methodological Strategies, Emotional Intelligence, Teaching-Learning.

Introduction

Currently one of the most relevant issues in general education is the development of emotional intelligence in the classroom. Emotional intelligence has proven to be

one of the most important types of intelligence, since it provides benefits in a broad and significant way in the different areas and specialties that exist in the world (Fragoso, 2018).

It is necessary to know how to work with this type of intelligence to carry out a teaching-learning process appropriate to the different realities of educational institutions. Among the main characteristics that teachers must possess to adequately develop emotional intelligence in their students are empathy, generating a positive climate in the classroom and being an example in managing emotions (Fragoso, 2019). Therefore, there must be an affective and effective communication between teachers and students.

It should be noted that this concept was introduced by the psychologists Peter Salovey and John Mayer, but it was Daniel Goleman who deepened and developed it extensively. Daniel Goleman is an American psychologist, journalist and writer considered to be the father of emotional intelligence, due to his 1995 book called *Emotional Intelligence* (Casanova, 2018). This book deals with the importance of meaningfully understanding each of the emotions to understand human relationships, as well as the success of people who know how to relate precisely because they adequately develop emotional intelligence. Goleman also identifies 5 dimensions of emotional intelligence, which are: self-awareness, self-regulation, motivation, empathy, and social skills.

One of the theories that does not precisely establish emotional intelligence as a type of composite intelligence, but as a type of general intelligence is the theory of multiple intelligences, established by the psychologist, researcher, and professor Howard Gardner, published in the year 1983. The theory of multiple intelligences thus provides a different framework: students can learn to manage their difficulties. "Teaching resources and strategies are selected that can help them stimulate their intelligence, developing the most efficient ones at higher levels and drawing cognitive bridges that, taking advantage of the most developed ones, help them improve in those that present more difficulties" (Zabala, 2020, p.10). However, the same author points out that emotional intelligence is a very special and important intelligence for students and for human beings in general.

Emotional intelligence is established as the most complex type of intelligence to treat and develop, because the different emotions of the human being are managed and decisions are made differently according to each emotion (Mórtigo and Rincón, 2018). Methods that turn out to be positive for the teaching-learning process must be applied.

In European countries such as Spain and Moldova, more than two methods are widely applied to develop emotional intelligence, while in countries such as Nigeria, being a benchmark in education on the African continent, only one method is widely applied (Gilar, Pozo and Castejón, 2019). In the Latin American region, the situation is totally isolated. In Latin American countries such as Chile and Argentina, emotional intelligence is developed from the first years of secondary school, while in countries such as Colombia and Peru in the university stage, adding that it lacks effective methods (Ortiz, 2020).

Emotional education has gone through a series of significant changes over the last few years. It is evident that there is an improvement in one of the branches of emotional intelligence that is emotional understanding and the positive climate that the teacher has with his students, although the studies lack methodological strategies that have been applied and developed to the students to strengthen emotional intelligence in each of them (Sylva, 2019). However, it would be necessary to keep in mind more refined models or strategies to be able to develop the rest of the skills, in what leads to the training of teachers for student learning, at least from the secondary stage onwards.

In Ecuador there are no training plans for teachers in emotional education, and it is necessary that these types of topics are applied within teacher training, which are really very important, so that teachers can develop in their students the skills they need. They are part of emotional intelligence.

Another present problem is the few studies of emotional intelligence in the country, since there is little predisposition of institutions and teachers to develop this type of intelligence in students (Samaniego, 2021). Most teachers and those in charge of educational institutions do not be inclined to progress and improve emotional intelligence. Both the educational institutions and the representatives of the educational teaching of the Ecuadorian territory lack methodological and necessary tools for the improvement of emotional intelligence (Loor, 2018). In addition, a limited capacity for response is generated by the student in decision-making where he must apply this type of intelligence, both in class hours and in daily life.

It is realized that most teachers are not trained in topics related to the development of emotional intelligence (Zambrano, 2020). This occurs above all because teachers are unaware of their abilities and skills around this type of intelligence and the adequate teaching-learning process towards students is also conditioned, making it very difficult for there to be a positive and significant change in classrooms. classes if the same teachers have little knowledge or are totally unaware of this subject, being vital that they understand and can denote the study and development of emotional intelligence within Ecuadorian education. Given the problem exposed, the following question arises: Are methodological strategies applied at the upper basic level for the development of emotional intelligence? Precisely, the central theme of this scientific article is based on analyzing the methodological strategies for the development of emotional intelligence at the upper basic level, with the general objective of determining the methodological strategies that guarantee the development of emotional intelligence at the level of education. higher basic, according to the educational reality of the Ecuadorian territory and with the hypothesis or idea to defend that the methodological strategies guarantee the development of emotional intelligence.

Method

The research was descriptive, with a non-experimental qualitative approach. Within the applied methodology, the analytical-synthetic and descriptive methods were used for the adequate progress of the research, especially to investigate and

learn about the different types of existing strategic models and the most suitable for the development of emotional intelligence in the classroom. class. As technical tools, the bibliographic review was used, where important aspects related to the subject of study and the analysis of scientific articles of investigative relevance were considered.

For the development of this scientific article and research work, different methodologies developed by several scientific authors were considered, which focus mainly on methodological strategies, their most relevant characteristics, positive and negative aspects, advantages and disadvantages of the same, in addition, how to use them to develop properly, in this case being the emotional type. Therefore, each of these methodologies developed with their respective scientific authors are described in detail in the analysis and discussion of the results.

Discussion

To improve the educational system, especially in the classroom, it is necessary to apply methodological strategies that allow the potential development of skills in each of the students. These strategies constitute the sequence of systematically planned and organized activities, allowing the construction of school knowledge and intervene in the interaction with the communities. "It refers to pedagogical interventions carried out with the intention of promoting and improving spontaneous learning and teaching processes, as a means to contribute to a better development of intelligence, affectivity, awareness and skills to act socially" (Maridueña, 2018, page 3). In other words, the methodological strategy makes it possible to identify, through different processes, the best way to develop and enhance the skills of the individual.

For their part, Kanhime and González (2016) state that "the strategy is designed based on actions that foster a favorable environment and starts from diagnosing the level of knowledge that the pedagogical group possesses, their skills, their performance; but also of their interests, their motivations and needs to face a qualitative change in the students" (p. 8). This means that both the strategy and the methodology are important to be integrated into a single concept, since the first allows planning tactics and actions, and the other to evaluate knowledge and other essential aspects for student training. For this reason, the methodological models grant the ability to acquire different tools that access to improve the skills of students in their different types of intelligence.

Within the upper basic level, there has been a need to develop methodological strategies to improve emotional intelligence in students, because there are several evident problems in the classrooms within the different educational institutions. Therefore, it is essential to highlight the main strategic and methodological models that are currently being applied in the different countries of the world, regarding the development of emotional intelligence.

A methodological model that is considered a pioneer within the subject of emotional intelligence is the strategy by dimensions. Within this model are five key and important aspects of emotional intelligence, which are: self-awareness,

self-regulation, motivation, empathy and social skills (Goleman, 1995). In emotional self-awareness, this strategy promotes a better recognition and designation of emotions, in turn suggests a greater understanding of the causes of feelings and the affirmation of the differences between feelings and actions (Goleman, 1995).

Regarding emotional self-regulation, it includes the ability to handle situations in a moderate and flexible way, while emotional motivation provides the opportunity to self-motivate and motivate others (Goleman, 1995). Empathy is another of the key aspects of the dimension's strategy, which proposes the ability to understand and share the emotional state of the other, for example, understanding the loss of a loved one of a classmate or some type of life problem. a teacher or student (Goleman, 1995). Finally, the last dimension of this strategy is that of social ability, being the one that is knowing how to relate to others, for example, a teacher relates appropriately with students showing respect and expressing self-control and permanent security.

Another methodological model is the emotion management strategy (Cáceres, García and García, 2020), in which they point out that there are 4 fundamental components for the development of emotional intelligence, such as: emotional perception and expression, the use of emotions to facilitate thinking, understanding and analysis of emotions, and reflexive regulation of emotions. In the case of emotional perception and expression, it allows the teacher to identify what the student feels and how those around him feel. This manifestation is recognized in facial expressions, body movements, postures, voice tones, among other characteristics (Cáceres, García and García, 2020).

In the second component, such as the use of emotions to facilitate thought, represents what belongs to the abilities of each of the students to master their thoughts, in this component creativity and problem solving are considered as cognitive processes where it means that each student can, through creativity, imagine and plan how they could solve each problem that arises at a given moment. While, in the third component, the strategy models another way and a different tactic.

Within the component of understanding and analysis of emotions, it includes the study of the time and the meaning that it has taken to evaluate and improve emotions and everything that leads to the development of the emotional intelligence of the student body (Cáceres, García and García, 2020). At the same time, it analyzes the possible causes and effects that could generate the reaction or drastic change in the emotions of the students, for which it is a very valuable component because it verifies the possible assumptions of the different emotions. The fourth and last component of said strategic and methodological model analyzed is the reflexive regulation of emotions, it is mainly framed in being open and connected to the positive and negative states of each of the students, and how to treat them before or during the moment in which that this emotion is generated, in the same way that it analyzes the intrapersonal and interpersonal dimensions, stress management, adaptability and humor individually to the students.

There is another methodological model for the development of emotional intelligence, which is called emotional improvement processes. The methodological strategy by processes is a comprehensive model that allows identifying the qualities that teachers and students possess in terms of emotions (Castellanos, Coy and Ramírez, 2018), not only the student's emotions are developed but also that of the teacher. In this aspect, said strategic model proposes that teachers can express themselves openly to their students, in aspects such as feelings and emotions, in the same way that self-knowledge and self-awareness is generated for the teacher and better attention from the student body in giving it more importance to their own emotions. In such a model, it involves the issue of motivation at important moments, but above all in negative situations that may occur inside or outside the classroom (Castro, 2018).

Another strategic and methodological model that is constantly used by upper basic teachers is intra- and interpersonal development. It is the integration of two concepts in one, where the suitability of establishing personal relationships with more individuals and also the ability to know oneself is developed, using self-confidence and self-motivation (Valencia, 2020). This methodological model stimulates these processes (intra and interpersonal) in a practical way, to emotionally reach the student and make decisions appropriately. The strategic guidelines for the fulfillment of this methodological model are the following: emotional attention, emotional clarity and emotional repair (Almagro, De Las Heras, Fernández and Sáenz, 2019).

In the first strategic guideline, which is that of emotional attention, specifically the ability to recognize the feelings and emotions of students, in addition to understanding their meaning in each of their variables, that is why teachers are the main exponent in complying with this first guideline, since it is responsible for maintaining the balance with the different concerns and emotions that the students present during class hours. For its part, the guideline of emotional clarity details the sovereignty of knowing and understanding one's own and others' emotions (Almagro, De Las Heras, Fernández and Sáenz, 2019). With this, the possibility of a close encounter between the relationship of one with the other, as well as their evolutions and their thoughts, is offered. Finally, emotional repair offers the response capacity for the regulation and control of positive and negative emotions, where it is intended to considerably minimize the last mentioned.

There are other strategic-methodological models that go beyond the solution of emotional problems, this model is known as: strategy for the resolution of emotional conflicts. This strategy is one that aims to solve problems that concern situations of an emotional nature, whether in the classroom or outside of them (Caurin, Fontana and Morales, 2018).

In addition, both teachers and students are immersed, precisely where it is directly related to the teaching-learning process. The main advantage it has is that it can be used for the different educational levels (primary, secondary, third and fourth level), therefore, it presents a variability according to the age and situation that the conflict presents (Mórtigo and Rincón, 2018). The model contributes mainly to the recognition, understanding and regulation of emotions through the development of emotional skills that are manifested in the classroom.

One of the models that have been used to a greater extent today, due to the global health situation caused by the Covid-19 virus, is emotional-academic intelligence. This type of strategic-methodological model involves both the emotional and academic aspects and aims to develop emotional intelligence in students, but without neglecting educational performance (Broc, 2019). The greatest contribution generated by this model is the importance that lies in emotional intelligence, both in virtual classrooms and in face-to-face classrooms, it tries to develop emotional intelligence first and then develop academic intelligence; The scientific authors of this research consider that in order to perform academically, emotional skills must first be identified, which has repercussions on students both in the emotional and pedagogical spheres. For the proper development of this model, the use of five strategic components is required: repetition component, elaboration component, organization component, selection component and metacognitive component (Ortiz and Núñez, 2021).

The first element is key in identifying the stimuli of the students, the second in integrating the information with the emotions, the third in combining the emotion and the academic information, the fourth in selecting the most important emotional information of each one of the students and The fifth and last element, but not the least important, seeks to achieve emotional goals through the use of knowledge and decision-making in situations that can generate different emotions and reactions.

Another methodological model is that of anxiety reduction. It should be noted that "school anxiety is the set of cognitive, motor and psychophysiological reactions emitted by a person in situations in the school environment that are perceived as a threat" (Fernández and Gómez 2017, p. 43). Therefore, this disease greatly affects students, especially in the early years of high school. This model and methodological program is made up of a series of strategies used, such as: stress management, adaptability, problem solving, emotional management, assertiveness, conflict resolution and self-awareness (Julca, 2021). In each of these strategies, he proposes the intervention of social skills to considerably reduce anxiety in adolescents.

Table 1 presents the strategic-methodological models studied with their respective authors in a summarized way. It should be noted that these models are in turn the methodologies studied and analyzed in this research.

Table 1
Summary of Strategic-Methodological Models

Strategic-methodological models	Authors	Summary of content
Strategy Model by Dimensions	Goleman (1995)	Presents the term emotional intelligence in a more concrete way, in turn it is composed of five dimensions or key aspects for use in the class such as: self-awareness, self-regulation, motivation, empathy and

Management of Emotions	Cáceres, García and García (2020)	<p>social skills. Includes ways to control emotions within the classroom, both for teachers and students, in addition to containing five fundamental components: perception, emotional expression, use of emotions, understanding and analysis of emotions and reflexive regulation of emotions.</p>
Emotional Improvement Processes	Castellanos, Coy and Ramírez (2018)	<p>It allows identifying the qualities that teachers and students possess in terms of emotions. It is stipulated by five processes: feelings, emotions, self-knowledge, self-awareness, and motivation.</p>
Intra- and Interpersonal Development	Almagro, De Las Heras, Fernández and Sáenz (2019)	<p>Try to reach the student emotionally so that they can make decisions appropriately. This model is divided into three strategic guidelines: emotional attention, emotional clarity and emotional repair.</p>
Resolution of Emotional Conflicts	Caurín, Fontana and Morales (2018)	<p>It aims to solve problems that concern situations of an emotional nature, whether in the classroom or outside of them. It is combined by 3 strategic axes: recognition, understanding and regulation of emotions.</p>
Emotional-Academic Development	Ortiz and Núñez (2021)	<p>It is based on emotional intelligence, both in virtual classrooms and in face-to-face classrooms and tries to develop emotional intelligence first and then develop academic intelligence. It is subject to five components: repetition, elaboration, organization, selection and metacognitive. Proposes the intervention of social skills to considerably reduce anxiety in</p>

Decrease in Anxiety	Fernández and Gómez (2017)	adolescents. It is established by a series of strategies used, such as: stress management, adaptability, problem solving, emotional management, assertiveness, conflict resolution and self-awareness.
---------------------	----------------------------	--

Source: Own elaboration based on the cited authors

Determined methodological strategies

Once each of the methodologies and in turn strategic-methodological models of the cited authors have been analyzed, we proceed to determine the methodological strategies that guarantee the development of emotional intelligence at the level of higher basic education, based on what understood by the studied models. It should be noted that the methodologies that were previously studied served to establish which are the most appropriate strategies to use in first-year high school students, according to the characteristics of the students between the ages of 11 and 15, they were considered. all the strategic-methodological models analyzed, where each of them present advantages, solutions, and benefits in the short and long term for the development of emotional intelligence in students

Suggested methodological strategies in the classroom

According to the authors studied, in their strategic-methodological models they propose different strategies that can be used with upper basic level students. Below, Table 2 details each of them with their respective description

Table 2
Methodological Strategies suggested in the classroom

Strategies	Description
1) Let students express their feelings and emotions.	It is important that teachers allow their students to express themselves freely without any limitation, this will help in the first analysis of their emotional and sentimental situation.
2) Foster affective and emotional ties in the classroom.	As a starting point, teachers should use actions that lead to the student's affection, this entails favoring comfort issues and being open to giving their opinions.
3) Develop empathy between the teacher and the students.	It should be used above all for difficult times that students are going through in personal matters, studies, or other social aspects, this will lead to the development of the connection between teacher and student, obtaining mutual benefits in the long term.
4) Nurture the self-esteem of the	Students should be motivated to respect

- students.
- 5) Manage self-control and self-control with essential dynamics.

themselves and provide themselves with the necessary confidence to have self-esteem, contributing to the formation of their emotional identity.

It is essential to carry out dynamics that strengthen the ability to moderate and self-control oneself in the face of any complicated and adverse situation, this strategy will fundamentally contribute to self-help.
 - 6) Intervene in conflict situations between students.

These confrontations should be handled through self-regulation exercises and where both parties will contribute to the solution, the teacher being the moderator and counselor in said solution.
 - 7) Make students reflect on the different acts of conduct.

It is important to emphasize this topic to the students through practical exercises, where the students are precisely participants in it, allowing them to increase their personal reflection and their objective criteria, without being carried away solely by subjectivity.
 - 8) Teach students how to be assertive in and out of class.

It will be key for the achievement of emotional intelligence that students express their emotions in a kind, direct but appropriate way, without the need to attack or attack others, this will benefit their relationship with other people within their closest circle and also out of it.
 - 9) Instruct students how to make decisions in complex or difficult situations.

The teacher must teach through a network of options which decision is the most appropriate or convenient, thus allowing students to have different points of view and to maximize the aspect of first reasoning before acting on the spur.
 - 10) Show practical examples of possible scenarios that negatively affect emotions in students and how to solve each of them.

Practical examples will be required where the teacher points out the scenarios that may occur if something negative happens and how to solve it, this will allow the student to have a broader notion of the situations that may occur soon of his life.
 - 11) Teach different students how to motivate themselves and how to motivate others.

It is necessary that first the students are motivated with themselves, to later motivate others, this will benefit the individual and collective motivation of the class.
 - 12) Be attentive to the first sign of emotional problems in students.

It is essential that teachers pay attention and focus that attention on students who experience an emotional problem, in addition, note must be taken in the

- expressions of the students, this will contribute so that the intervention is objective and effective.
- 13) Discuss emotional issues and let them express their opinions freely. It is important that students are familiar with the subject, for that there will be debates where students show their ideas, thus allowing an integration of concepts and criteria that will strengthen the emotional identity of each of them.
 - 14) Dialogue with learners on a variety of topics so that they can develop critical judgment. These topics should be subject to the inclusion of different emotions, where it will contribute especially in the use of objectivity (reason) and subjectivity (perception) when necessary, and according to the topics that are established in class.
 - 15) Train students to first think before acting on any possible bad reaction or negative impulse management. This strategy will be transcendent because it will contribute above all to the students have the necessary strength to minimize their mistakes, as well as the control of anger and aggressiveness, which will maximize the management of their own emotions even in moments so complicated to maintain mental balance.
 - 16) Teach schoolchildren to tolerate frustration or mistakes they may have at any given time. This strategy will be of vital importance throughout the life of the students because it will have an impact on their daily actions, mainly benefiting the increase in patience and mental work by processes, without being carried away by bitterness or by a state of immediacy to the desire or aspiration to achieve a goal quickly and automatically.
 - 17) Promote resilience and fortitude to face a problem, adapt to adverse situations or overcome a traumatic circumstance. One of the main strategies is precisely this, since teachers must help their students to deal with failure or even more if it is the loss of a loved one or a situation similar to that, therefore, it will contribute significantly in the students for their mental and emotional process (acceptance, adaptation and learning).
 - 18) Be an example model as a teacher in emotional and personal issues for students to put into practice, both in the classroom and in their personal lives. Teachers must be role models for their students, which will increase the mental state of inspiration in the student body, strengthening in turn a greater relationship of respect and admiration of students towards teachers.
 - 19) Congratulate the learner every time he faces a negative situation properly. This strategy will allow students to properly develop the sense of satisfaction, in addition to expressing themselves in a grateful way and thus granting greater

20) Boosting optimism in adverse situations for learners.	personal self-recognition. This will provide students with the ability to sustain positive subjectivity, especially in their goals, aspirations, and dreams; as well as in a greater control of the adverse situation that is being faced and in the minimization of the stress for said situation that afflicts.
---	--

Source: Own elaboration from the cited authors

Based on what was analyzed, it was determined that the most recommended strategic-methodological model is by the authors Cáceres, García and García (2020), since it presents a greater depth in the subject of emotional intelligence, supports solid ideas in the components treated, explains in detail through practical examples in education and daily life, and frequently relates the use of strategies to apply them in a real way in complex or adverse situations, this model being an innovative and educational methodology with benefits for students, but also for teachers.

The methodological strategies necessary for the adequate development of emotional intelligence at the upper basic level were determined, where each of these strategic-methodological models previously analyzed served considerably as a means of guidance and support in the preparation of the research work, which are aimed at improving emotional intelligence, especially in the management of emotions through the following components: perception, emotional expression, use of emotions, understanding and analysis of emotions, and the reflexive regulation of emotions (Cáceres, García and García, 2020).

Conclusion

The methodological strategies that guarantee the development of emotional intelligence at the level of higher basic education were determined, which adhere to reality, to the emotional and sentimental characteristics presented by students of this educational and academic level. As the main strategy model, the management of emotions by the authors Cáceres, García and García was established, published in 2020, where they point out the importance of emotional intelligence in the educational and personal field, considering for the development of this type of intelligence the components of perception, expression, understanding and reflective regulation.

It was considered that teachers should apply the methodological strategies proposed so that students can adequately develop emotional intelligence in the classroom, where they perceive the emotions and expressions of students to evaluate the development of emotional intelligence individually, which will benefit their social, mental well-being and their environment, contributing them in the decision making before different adverse and conflictive situations that may arise in their daily lives, the management of emotions gives success to students in the different aspects of life, starting from home to the professional-labor field, a person who knows how to control their emotions improves inter and intrapersonal

relationships, achieving an excellent style and quality of life, and in turn providing them with long-term benefits.

References

- Almagro, BJ, De Las Heras Pérez, MA, y Sáenz López, BP (2019). Formación del profesorado y estrategias para desarrollar la inteligencia intra e inter personal en las aulas. (Página 83). *Revista de Ciencias*, 15 (1), 79-90. https://dehesa.unex.es/bitstream/10662/9805/1/1885-7019_15_1_79.pdf
- Almagro, BJ, De Las Heras Pérez, MA, y Sáenz López, BP (2019). Formación del profesorado y estrategias para desarrollar la inteligencia intra e inter personal en las aulas. *Revista de Ciencias*, 15 (1), 79-90. https://dehesa.unex.es/bitstream/10662/9805/1/1885-7019_15_1_79.pdf
- Broc Cavero, MA (2019). Inteligencia emocional y rendimiento académico en alumnos de educación secundaria obligatoria. *Revista REOP*, 30 (1), 75-92. <https://redined.educacion.gob.es/xmlui/bitstream/handle/11162/192021/Broc.pdf?sequence=1&isAllowed=y>
- Cáceres Mesa, ML, García Cruz, R., y García Robelo, O. (2020). El manejo de la inteligencia emocional en los estudiantes de Secundaria. Un estudio exploratorio en una Telesecundaria en México. *Revista Conrado*, 16 (74), 312-324. <http://scielo.sld.cu/pdf/rc/v16n74/1990-8644-rc-16-74-312.pdf>
- Cáceres Mesa, ML, García Cruz, R., y García Robelo, O. (2020). El manejo de la inteligencia emocional en los estudiantes de Secundaria. Un estudio exploratorio en una Telesecundaria en México (Página 320). *Revista Conrado*, 16 (74), 312- 324. <http://scielo.sld.cu/pdf/rc/v16n74/1990-8644-rc-16-74-312.pdf>
- Casanova, S. (2018). Resumen Inteligencia Emocional. <https://samuelcasanova.com/2018/10/resumen-inteligencia-emocional/#:~:text=Inteligencia%20Emocional%20es%20un%20libro,pero%20merece%20la%20pena%20leerlo>.
- Castellanos Sotelo, LS, Coy Pineda, GM, y Ramírez Riaño, DM (2018). “Inteligencia emocional”, una estrategia pedagógica para mejorar la convivencia escolar. *Revista Index*, 1 (23), 237-250. https://revistas.uptc.edu.co/index.php/educacion_y_ciencia/article/view/10234/8519
- Castro Tacuri, SE (2018). Procesos metodológicos para el desarrollo de la inteligencia emocional y su aplicación en las aulas de clases. [Tesis doctoral]. Repositorio Institucional – Universidad Técnica de Babahoyo. <http://dspace.utb.edu.ec/bitstream/handle/49000/5281/E-UTB-FCJSE-EBAS-000164.pdf?sequence=1&isAllowed=y>
- Caurín Alonso, C., Fontana Vinat, M., y Morales Hernández, AJ (2018). Convivencia en el ámbito educativo: aplicación de un programa basado en la empatía, la educación emocional y la resolución de conflictos en un instituto español de enseñanza secundaria. *Revista Cuestiones Pedagógicas*, 27 (3), 97-112. https://idus.us.es/bitstream/handle/11441/85463/Art_06.pdf?sequence=1&isAllowed=y
- Fernández Sogorb, A., y Gómez Núñez, MI (2017). Ansiedad escolar infantojuvenil: una revisión de autoinformes. *Revista Científica INFAD*, 1 (2), 43-50. <https://revista.infad.eu/index.php/IJODAEP/article/view/973/855>

- Fragoso, R. (2018). Retos y Herramientas Generales para el Desarrollo de la Inteligencia Emocional en las Aulas Universitarias. *Revista Científica Praxis Educativa*, 22 (3), pp. 47-55. [https://repo.unlpam.edu.ar/bitstream/handle/unlpam/3252/v22n3a05frago so.pdf?sequence=1&isAllowed=y](https://repo.unlpam.edu.ar/bitstream/handle/unlpam/3252/v22n3a05frago%20so.pdf?sequence=1&isAllowed=y)
- Fragoso, R. (2019). Qué hacen los docentes para desarrollar la inteligencia emocional en las aulas universitarias: Un estudio cualitativo. *Revista Científica Dialnet*, 12 (25), pp. 100-110. <https://dialnet.unirioja.es/servlet/articulo?codigo=7080241>
- Gilar, R; Pozo, T; Castejón, J. (2019). Desarrollando la inteligencia emocional en educación superior: evaluación de la efectividad de un programa en tres países. *Revista Científica Educación XXI*, 22 (1), pp. 161-187. https://rua.ua.es/dspace/bitstream/10045/83867/1/2019_Gilar-Corbi_etal_Educacion-XX1.pdf
- Goleman, D. (1995). La inteligencia emocional. <https://ciec.edu.co/wp-content/uploads/2017/08/La-Inteligencia-Emocional-Daniel-Goleman-1.pdf>
- Junca Sánchez, LE (2021). Eficacia del Programa de Inteligencia Emocional para Disminuir la Ansiedad en Adolescentes del Nivel Secundaria Revisión Sistemática. (Tesis de maestría). Repositorio Institucional – Universidad César Vallejo, Trujillo, Perú. https://repositorio.ucv.edu.pe/bitstream/handle/20.500.12692/74341/Julca_SLE-SD.pdf?sequence=1&isAllowed=y
- Kanhime, M., y González, W. (2016). Estrategia metodológica para lograr la evaluación desarrolladora de la matemática en la escuela de formación de profesores de Kuando, Kubango, Angola. *Revista Científica Enseñanza y Aprendizaje de las Ciencias*, 12 (1), 73-91. https://www.academia.edu/31414918/estrategia_metodologica_para_lograr_la_evaluacion_desarrolladora_de_la_matematica_en_la_escuela_de_formacion_de_profesores_de_kuando_kubango_angola
- Loor, R. (2018). Inteligencia emocional y su relación con la autoeficacia generalizada en estudiantes de la escuela de Psicología de la Universidad Técnica de Manabí, Portoviejo, Ecuador. *Revista Dialnet*, 3 (12), 284-297. <https://dialnet.unirioja.es/servlet/articulo?codigo=7183544>
- Maridueña, R. (2018). Una estrategia de orientación metodológica para fortalecer el aprendizaje del Inglés Técnico en la carrera de Ingeniería Civil. *Revista Científica Espirales*, 2 (17), 1-28. Recuperado de: <http://revistaespirales.com/index.php/es/article/view/264/219>
- Mórtigo Rubio, A., y Rincón Caballero, D. (2018). Desarrollo de competencias emocionales en el aula de clase: estrategia para la resolución de conflictos. *Revista Redipe*, 7 (2), 1-10. <https://revista.redipe.org/index.php/1/article/view/432/428>
- Ortiz Mancero, MF, y Núñez Naranjo, AF (2021). Inteligencia emocional: evaluación y estrategias en tiempos de pandemia. *Revista Científica Retos de la Ciencia*, 5 (11), 57-68. <https://retosdelacienciaec.com/Revistas/index.php/retos/article/view/356/399>
- Ortiz, R. (2020). “Relación entre Inteligencia Emocional y el Desempeño Laboral, en el sector educativo de Latinoamérica: Una Revisión Sistemática de Literatura entre los años 2015 a 2019”. *Revista Científica Educación Moderna*, 13 (4), pp. 1-57.

- <https://repositorio.upn.edu.pe/bitstream/handle/11537/25766/Ortiz%20Reyes%20Ronal%20Gustavo.pdf?sequence=1&isAllowed=y>
- Samaniego, A. (2021). Inteligencia emocional para mejorar el clima institucional de los docentes de la unidad educativa fiscal Eloy Alfaro Guayaquil, Ecuador 2020. (Tesis de posgrado). Universidad César Vallejo, Piura, Perú. https://repositorio.ucv.edu.pe/bitstream/handle/20.500.12692/61064/Samaniego_AAE-SD.pdf?sequence=1&isAllowed=y
- Sylva, M. (2019). La inteligencia emocional para la prevención y desarrollo emocional en la formación del profesorado del nivel de 3 a 5 años de educación inicial en Ecuador. (Tesis doctoral). Universidad de Barcelona, España. http://diposit.ub.edu/dspace/bitstream/2445/144412/1/MYSL_TESIS.pdf
- Valencia Corozo, E. (2020). Las inteligencias intrapersonal e interpersonal en el abordaje de las conductas disruptivas en estudiantes de la educación general básica media de la unidad educativa fiscomisional 10 de agosto, San Lorenzo, Esmeraldas. [Tesis de posgrado]. Repositorio Institucional – Universidad Pontificia Universidad Católica, Sede Esmeraldas, Ecuador. <https://repositorio.pucese.edu.ec/bitstream/123456789/2388/1/VALENCIA%20COROZO%20ELIZABETH.pdf>
- Zabala, L. (2020). Unidad didáctica para la enseñanza de nomenclatura química inorgánica basada en la teoría de las inteligencias múltiples a partir de la lúdica. (tesis de grado). Universidad Pedagógica Nacional. Bogotá, Colombia. http://repository.pedagogica.edu.co/bitstream/handle/20.500.12209/12352/unidad_didactica_para_la_ensenanza.pdf?sequence=9&isAllowed=y
- Zambrano, L. (2020). Uso de la Tecnología de la Información y Comunicación en educación virtual y su correlación con la Inteligencia Emocional de docentes en el Ecuador en contexto COVID-19. *Revista Ibérica de Sistemas y Tecnologías de Información*, 40 (12), 31-44. <https://scielo.pt/pdf/rist/n40/1646-9895-rist-40-31.pdf>