

Development of emotional intelligence limited to empathy in the curricular design of postgraduate students

Desarrollo de inteligencia emocional circunscrita a la empatía en el diseño curricular de estudiantes de posgrado

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Abstract

A research carried out on postgraduate students (master's and doctorate) from institutions dedicated to the training of educational figures is presented with the intention of knowing the current state of inputs of elements of the development of emotional intelligence limited to empathy inserted in the curricular design educational. The general research was explored along three axes, with two complex variables each. In this study, the results of a single axis and its two complex variables are presented. Taking into consideration the topics related to empathy mainly because it is considered a *sine quan non* element, learning is promoted. Results and conclusions based on Univariable level are shown; the particular objective of this statistical analysis is to know the current state and predisposition of the behavior of the variables measured through central tendency. It is interesting to observe the self-perception of the study subjects in the educational field in terms of the way in which they perceive themselves emotionally, and that these emotions include an empathetic perspective.

Emotional intelligence, Empathy, Curriculum design

Resumen

Se presenta una investigación realizada a estudiantes de posgrado (maestría y doctorado), de instituciones dedicadas a la formación de figuras educativas con la intención de conocer el estado actual de insumos de elementos del desarrollo de inteligencia emocional circunscrita a la empatía inserto en el diseño curricular educativo. La investigación general se prospectó en tres ejes, con dos variables complejas cada uno. En este estudio se presentan los resultados de un solo eje y sus dos variables complejas. Teniendo en consideración los tópicos relacionados con la empatía principalmente por considerarse un elemento *sine quan non* se propicia el aprendizaje. Se muestran resultados y conclusiones basadas en nivel Univariable; el objetivo particular de este análisis estadístico es conocer el estado actual y la predisposición del comportamiento de las variables medidas a través de tendencia central. Es interesante observar la autopercepción de los sujetos de estudio en el ámbito educativo en cuanto a la forma en que se perciben emocionalmente, y que estas emociones incluyan una perspectiva empática.

Inteligencia emocional, Empatía, Diseño curricular

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Introduction

This research is carried out in two groups of educational trainers. Students from the postgraduate courses of the Escuela Normal del Estado in Coahuila, and from the Faculty of Science, Education and Humanities of the UAdeC are taken.

It is interesting to know what the respondents indicate regarding the development of emotional intelligence circumscribed to empathy that is included in their curricular designs, since emotional intelligence has been colloquially promoted as a fundamental part of the formation of human beings. However, it is evident that, although popular, it has not been entirely pragmatic in its application. Until the recent reform in teacher training schools, it is shown that students must have this development within the plans and programmes; prior to this, it remained an assumption or collective construct of what was desirable, but it was not regulated. In the case of education science graduates, the proposal is also recent and can be found in the new university educational model.

This approach to the analysis of the recognition and control of emotions; as well as those distinctive features of empathy are shown in a central tendency section.

Conceptual framework

Theoretical development of the concept of emotional intelligence circumscribed to empathy

Goleman (1995), describes a series of studies on the highest IQs in some universities and the follow-up done on the fate of the subjects in family and work environments after graduation, and notes that they were not characterised by being the most successful. Apparently, IQ alone could not explain how people achieved success and happiness. He puts forward the premise that IQ is not enough to guarantee prosperity, prestige or happiness in life, which calls into question why schools insist on developing it above all other inputs. He indicates that emotional skills play a determining role in achieving better development in all areas, and that, like the other types of intelligence, it can be underdeveloped or, on the contrary, superlative.

Goleman (1995), adds that it is necessary to know the extent of emotional development as it is fundamental to understand in a person "why he or she succeeds in life, while another with the same intellectual capacity ends up in a dead end: emotional aptitude is a meta-skill and determines how well we can use any other talent, including pure intellect" (p. 56). (p. 56) He argues that a person who knows and manages his or her own feelings deals effectively with the feelings of others and therefore has an advantage in every aspect of life. This author states that:

People with well-developed emotional skills are also more likely to be satisfied and effective in their lives, and to master habits of mind that support their own productivity; people who cannot bring some order to their emotional lives wage inner battles that sabotage their ability to concentrate on work and think clearly. (p. 57)

Goleman (1995), relates that with this reference and that of a study called Spectrum by the visionary Howard Gardner, intelligence began to diversify from a monistic theory to the multiple intelligences and with this, the emotional intelligence was weighted.

This would only be the beginning of the evolution in the transformation of intelligences made by this psychologist, who would later define interpersonal intelligence as the ability to understand others, the ability to form a realistic model of oneself and to use it to operate effectively in life.

A dichotomy begins between cognition and emotion; it becomes necessary to know the role of emotions and feelings in these intelligences and to explore the intellectual characteristics that are not orthogonal to emotionality. Although many authors insist on making a distinction between what is thought and what is felt, it is necessary to know the role of emotions and feelings in these intelligences and to explore the intellectual characteristics that are not orthogonal to emotionality.

In a complementary way to Gardner's work, Goleman (1995, pp. 64-65), points out Salovey's work, in terms of personal intelligences and a first definition of emotional intelligence in five perfectly delimited spheres:

Knowing one's own emotions. Self-awareness - recognising a feeling as it occurs - is the key to emotional intelligence. [...] the ability to control feelings from one moment to the next is fundamental to psychological insight and self-understanding the inability to notice our true feelings leaves us at the mercy of them. People who are more certain about their feelings are better guides in their lives and have a more secure sense of how they really feel about personal decisions, from who to marry to what job to take.

Manage emotions. Managing feelings so that they are appropriate is a capacity that is based on self-awareness. [...] People who lack this ability constantly struggle with feelings of distress, while those who have it developed can recover much more quickly from life's setbacks and upheavals.

Self-motivation. [...] Ordering one's emotions in the service of a goal is essential to paying attention, emotional self-control - postponing gratification and restraining impulsivity - underpins all kinds of achievement. And being able to move into a state of fluidity allows for outstanding performance in many ways. People who have this ability tend to be much more productive and effective in whatever task they undertake.

Recognising emotions in others. Empathy, another capacity that is based on emotional self-awareness, is a fundamental people skill. [Empathetic people are much more attuned to the subtle social cues that indicate what others need or want. This makes them better at professions such as teaching, sales and management.

Managing relationships. The art of relationships is largely the ability to manage the emotions of others. [...] these are the skills that surround popularity, leadership and interpersonal effectiveness. People who excel in these skills do well at anything that depends on calm interaction with others; they are social stars.

Here it is emphasised that each person has a different and variable development of the above skills, and that one can learn to improve them, even though the brain is flexible and constantly learning.

Goleman (1995), typifies emotional intelligence by gender, stating that the high IQ man is characterised by being ambitious, productive, predictable, stubborn and not concerned with himself, as well as having "a tendency to be critical and condescending, fastidious and inhibited, uncomfortable with sexuality and sensual experience, inexpressive and indifferent, and emotionally affable and cold" (p. 66). The contrast is drawn with men who have high emotional intelligence who are socially balanced, cheerful, not faint-hearted or cyclical in ideas. "They possess a remarkable capacity for commitment to people or causes, for taking responsibility and for achieving an ethical perspective; they are caring and careful in their relationships. (p. 66).

Methodology

This study is based on a quantitative approach. A Cronbach's test was carried out to guarantee the validity of the research instrument, then a frequency and percentage analysis of signalistic or respondent data was carried out to typify the extracted sample. And for this approach, a univariate analysis of central tendency and dispersion statistics was carried out.

Results

Cronbach's Alpha Analysis Result

To validate the instrument and talk about its reliability, a Cronbach's Alpha analysis was carried out. The reliability of the scale scores of the sample is 0.94 in a definitive n of 116 subjects, a value that according to the criteria of De Vellis (2003) is very good.

Frequency and percentage analysis of gender

Regarding the sex of the respondents 68.97% are female (n= 80), while the rest are male (n= 36, 31.03%).

Frequency and percentage analysis of the Institution of affiliation

With regard to this variable, the respondent was asked to indicate in which institution he/she is currently studying for a postgraduate degree or, failing that, to indicate where he/she completed his/her last postgraduate degree.

It is observed that the majority correspond to the Faculty of Science, Education and Humanities of the Autonomous University of Coahuila (FCEyH) with 78 respondents, equivalent to 67.24% and the rest to the Escuela Normal Superior del Estado (ENSE) with 38 respondents, equivalent to 32.76%.

Frequency and percentage analysis of academic level

With regard to academic level, the FCEyH offers Master's and Doctorate degrees in Educational Sciences, while the ENSE only offers a Master's degree in Education with a specialisation in Compulsory Education.

For this sample it is observed that the majority of the subjects correspond to master's degrees (n= 64, 55.17%) and the rest are doctoral students (n= 52, 44.83%).

Frequency analysis and percentage of age

The age of the subjects ranged from 22 to 66, with the most representative being 27 years old (n= 13, 11.21%).

Univariate Analysis Results

This study shows the results of the Axis Development of emotional intelligence circumscribed to empathy, of which Complex Variable 1. Emotional recognition and control and Complex Variable 2. Empathy.

The results are analysed through a study of central tendency and analysis of dispersion statistics (S, CD, Sk, K and Z score), with the aim of finding out the current behaviour of the simple variables in the context from which the sample is drawn through an analysis of the mean of means (X_x).

Univariate Analysis of Emotional Recognition and Control

This complex variable is the first of the Axis Development of emotional intelligence circumscribed to empathy; it measures the respondents' abilities with respect to their self-perceived emotional intelligence based on the approach of situations in which they identify how they would react to them. This complex variable is composed of 14 simple variables of decimal measurement with a ratio scale.

As shown in Table 1, the main variables above the upper limit are related to happiness, the postgraduate students indicate in the first instance that in a superlative way they recognise what makes them happy and demonstrate their happiness; they have developed self-knowledge, as they assume that understand what their personality is like and know what to do when they are angry.

On a regular basis they manage to communicate assertively with people who think differently from them, they are aware of their strengths, they know what they should change in the way they react, they realise what they are feeling most of the time, they know what makes them sad and what to do when this happens, they think about what they are going to say so as not to hurt people, and what to do when they are angry.

In a less pronounced way they can change their emotions when they want to and feel they can't take it anymore and cry.

The results for this complex variable show that all simple variables are answered at the high end of the scale (-Sk) by the negative value of the skewness. The kurtosis exhibits leptokurtic figures in the upper bound variables and in the regularity, while in the lower bound they are platykurtic. Most of the variables were homogeneously answered with the exception of those at the lower boundary ($CV > 33$). Only the variable feeling that you can't take it anymore and crying cannot be extrapolated to populations with similar characteristics ($Z < 1.96$) because of its Z-score value.

	n	X	S	Sk	K	CV	Z
Happy	116	8.95	1.76	-3.70	16.10	19.65	5.09
Felicida	116	8.63	1.86	-2.16	5.81	21.53	4.64
Person	116	8.58	1.93	-2.79	9.53	22.45	4.46
Angry	116	8.51	1.71	-1.86	5.05	20.06	4.99
Assertiv	116	8.39	1.58	-1.86	6.48	18.79	5.32
Fortal	116	8.39	1.82	-2.20	6.97	21.72	4.61
Change	116	8.31	1.87	-2.18	6.44	22.47	4.45
DaCuen	116	8.29	1.73	-2.39	8.56	20.86	4.79
Sad	116	8.22	2.31	-2.11	4.47	28.16	3.55
ThinkDec	116	7.74	2.39	-1.65	2.63	30.90	3.24
HacTris	116	7.73	2.27	-1.70	3.30	29.31	3.41
Angry	116	7.53	2.17	-1.52	3.16	28.84	3.47
CamEmo	116	7.05	2.72	-0.92	0.10	38.64	2.59
Llora	116	5.19	3.69	-0.12	-1.51	71.01	1.41
$X_x = 7.96$ $S_s = 0.55$ $L_S = 8.51$ $L_I = 7.41$							

Table 1 Univariate Analysis of Emotional Recognition and Control

From the above it can be inferred that with respect to emotional intelligence, which is demonstrated in the performance of skills for emotional recognition and control, postgraduate students have a high level of emotional intelligence. Most of them know how they feel and manage to control negative emotions. It is important to highlight that, although the emotional overflow is not at the upper limit or regularity is present, there are subjects who feel that they can no longer cope and simply cry or who do not manage to consciously change their emotions, which indicates that it is important that mental health and emotional intelligence are present in the curricular designs of the educational figures. It should be remembered that the work of a teacher is mostly about interpersonal relationships and it is necessary in these processes to have the best tools to react positively to emotions.

Educational contexts are not designed to generate happiness in students; on the contrary, it would seem that curricular designs are designed with the intention of making students suffer too much in order to complete their studies, and this must change. We must reconsider the purpose of institutionalised education, we must not lose sight of the fact that we are working with human beings and therefore with people who feel, think, feel emotions and react in dissimilar ways, so to the extent that they have knowledge about what they feel and the best way to express it, the socio-affective relationships that occur in educational contexts will tend to be assertive.

Univariate Analysis of Empathy

This complex variable is the second of the Axis Development of emotional intelligence circumscribed to empathy; in this section we measure the development that the subjects indicate they have with respect to the skills that denote empathy and that were measured through situations that reveal it. The Empathy variable is made up of 14 simple variables of decimal measurement with a ratio scale.

In table 2, it can be seen that more than regularly the respondents indicate that according to the way they react they agree that in the In the classroom they all have the same rights, that when someone has a problem they can imagine how they feel, that the happiness of the people around them is contagious,

They feel very much appreciated by their group of friends, they identify with the saying "I put myself in their shoes" and people look for them to tell them their things.

When they have to make decisions they regularly consider the needs of others, mistakes they make that harm others make them feel guilty, and it is very common that when a person yawns they also yawn.

Below the lower limit we find that postgraduate students who are also educational figures consider that students have the same needs as teachers, that when someone tells them a problem they feel as bad as if it were their problem, that if someone cries they feel like crying too, that they cannot say no to people who ask them for something, and that most of the problems they have are because they help others. All of the simple variables in this section were answered at the high end of the scale (-Sk).

The variables at the upper limit and the one that refers that consider the needs of others when making decisions have a leptokurtic iconic representation, the rest are platykurtic. The coefficient shows homegeometry in the upper part of the table, i.e. in the regularity and the upper limit, while in the lower limit the variables have heterogeneous behaviour in the way they were answered. Only the variable most of the problems he has are about helping others, cannot be extrapolated to similar collectives as its Z-score is less than 1.96.

	n	X	S	Sk	K	CV	Z
Law	116	9.16	1.67	-3.09	11.32	18.20	5.50
ProbImag	116	8.73	1.42	-2.43	11.51	16.29	6.14
FelCont	116	8.60	1.76	-1.97	5.13	20.44	4.89
Appreciate	116	8.37	1.81	-2.09	6.61	21.63	4.62
Shoe	116	8.36	1.86	-1.72	3.82	22.27	4.49
Tell him	116	8.31	1.98	-1.84	3.95	23.83	4.20
DeciDem	116	8.16	1.99	-1.76	3.89	24.34	4.11
Mistakes	116	7.88	2.32	-1.54	2.39	29.43	3.40
Yawn	116	7.62	2.52	-1.24	1.02	33.09	3.02
AlumNec	116	6.96	3.14	-0.92	-0.34	45.11	2.22
Probmal	116	6.92	2.44	-0.95	0.47	35.19	2.84
LlorTam	116	6.66	2.98	-0.77	-0.47	44.84	2.23
No	116	6.47	2.88	-0.70	-0.34	44.42	2.25
ProbAyu	116	5.59	3.32	-0.44	-1.12	59.30	1.69
$\bar{X} = 7.7$ $S_s = 0.6$ $LS = 8.3$ $LI = 7.1$							

Table 7 Univariate Analysis of Empathy

It can be inferred from the above that, despite the fact that the collective mostly has emotional reactions tending towards empathy, it has not managed to consolidate some that affect the process of mirror neurons, such as the case of feeling so empathetic that crying is contagious or that negative feelings such as frustration in the face of other people's problems are duplicated. However, what is most alarming is that these educational figures do not consider that their students may have the same needs as they do.

This leads to a myriad of unequal or inequitable conditions in what happens in the classroom. For example, if the teacher assumes that only he/she can deal with problems in getting to work on time, such as unexpected situations or accidents, he/she will not consider that what may happen to the students is subject to justification. There are many cases in which teachers sentence students by indicating that when they arrive at the classroom they will close the door or that, even if they have medical excuses, absences still count.

This is a violation of rights and a clear violation of justice. To be empathetic is not only to feel like the other, it is to consider rights and responsibilities as equitable. Students are both positively predisposed to empathic treatment and negatively predisposed to non-empathic treatment. It is necessary to consolidate that school environments permeate in empathy and that this is bidirectional, it is also important to consider that the teacher is a human being and therefore can make mistakes or not always react in the way that is expected.

Conclusions

Conclusions of the Univariate Analysis of Emotional Recognition and Control

It is affirmed through the study of emotional recognition and control of the postgraduate students, that they state that they have developed it significantly, especially those related to happiness. They regularly have a very accurate knowledge of what they feel in each situation and can control expressions of negative emotionality. It is concluded from this study that the development of emotional intelligence in the curricular design of educational figures is a *sine qua non* element for classroom processes that will not tend towards comprehensive and assertive success.

The need to consider the mental and emotional health of educational figures is highlighted. Finally, it is stated that, although there are few cases in which respondents indicate that sometimes they can no longer cope and cry or that they cannot change their emotions if they wish to do so. This is a focus of attention to be considered, since it is necessary to provide tools so that they can develop their reaction to the adverse or daily occurrences in the classroom in a pertinent way.

Conclusions of the Univariate Analysis of Empathy

It is concluded that this group has not fully developed their empathic characteristics and that bidirectional empathy promotes positive tendencies within school environments. An empathetic teacher is a developmentally developed teacher, as the cognitive function revealed in mirror neurons has a developmental impact.

It is stated that if the prefabricated differences in educational actors continue to be marked as if hierarchically some are worth more than others, in this case the teacher as a being of more value than the students, we will continue to have unsatisfied collectives. In this respect it can be mentioned that under neuroscientific precepts it has been corroborated that people learn more and better if they feel part of the group, valued by their alters and happy with the cognitive challenges of acquiring learning.

Traditionally, schools have undergone transformations and changes in their history, from considering the teacher as a bastion of education to the fact that nowadays pedagogical or didactic-mathematical updates focus on the student as the main element of learning itself, beyond the ancient lecture.

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