

**[Translated article]**

**The development of emotional intelligence in adolescents**

**El desarrollo de la inteligencia emocional en los adolescentes**

Elder Javier Hernández Corrales<sup>1</sup>

E-mail: [elder@uniss.edu.cu](mailto:elder@uniss.edu.cu)

 <https://orcid.org/0009-0001-7037-8485>

Midiel Marcos Mendoza<sup>1</sup>

E-mail: [mmarcos@uniss.edu.cu](mailto:mmarcos@uniss.edu.cu)

 <https://orcid.org/0000-0002-3503-6201>

José Norberto Del Valle Marín<sup>1</sup>

E-mail: [josen@uniss.edu.cu](mailto:josen@uniss.edu.cu)

 <https://orcid.org/0000-0002-5244-3888>

<sup>1</sup>Universidad de Sancti Spíritus “José Martí Pérez”. Sancti Spíritus, Cuba.

---

**How to cite this article (APA, Seventh Edition)**

Hernández Corrales, E. J., Marcos Mendoza, M. y Del Valle Marín, J. N. (2024). El desarrollo de la inteligencia emocional en los adolescentes. *Pedagogía y Sociedad*, 27(70), 3-24. <https://revistas.uniss.edu.cu/index.php/pedagogia-y-sociedad/article/view/1823>

---

**ABSTRACT**

**Introduction:** Adolescents face tensions and emergency situations in their daily lives. They present negative manifestations, from their emotional deficiencies, that must be educated. The development of emotional intelligence focuses on the prevention of risk factors in the classroom and in the relationships with others, an imperative of current education.

**Objective:** To propose educational guidance actions for the development of emotional intelligence in adolescents of "Ramón Leocadio Bonachea" Basic Secondary School of the municipality of Sancti Spíritus.

**Methods:** Research methods and the emotional intelligence technique are used, corresponding to the theoretical, empirical and statistical-mathematical levels.

**Results:** Limitations in the expression of the development of emotional intelligence in students and deficiencies in the attention of teachers were revealed. That is why guidance actions are proposed, which allow the development of emotional intelligence, from the professional functions of psychopedagogists.

**Conclusions:** The proposed educational guidance actions are based on the origin and structure of emotional intelligence, on the development of adolescents and on the functions of the psychopedagogists in the school context. They correspond to the characteristics of adolescents; the role of the psychopedagogue as a counselor and advisor is revealed.

**Keywords:** counseling; educational actions; educational guidance; emotional intelligence; intelligence; psychological research

## RESUMEN

**Introducción:** Los adolescentes enfrentan tensiones y situaciones de emergencia en su vida cotidiana. Presentan manifestaciones negativas, desde sus carencias emocionales, que deben educarse. El desarrollo de la inteligencia emocional se centra en la prevención de factores de riesgo en el aula y en las relaciones con los demás, imperativo de la educación actual.

**Objetivo:** Proponer acciones de orientación educativa para el desarrollo de la inteligencia emocional en adolescentes de la Escuela Secundaria Básica "Ramón Leocadio Bonachea" del municipio de Sancti Spíritus.

**Métodos:** Se utilizan métodos de investigación y la técnica de inteligencia emocional, correspondientes a los niveles teórico, empírico y estadístico-matemático.

**Resultados:** Se revelaron limitaciones en la expresión del desarrollo de la inteligencia emocional en estudiantes, y carencias en la atención de los

docentes, por lo que se proponen acciones de orientación, que permiten el desarrollo de la inteligencia emocional, desde las funciones profesionales del psicopedagogo.

**Conclusiones:** Las acciones de orientación educativa propuestas se sustentan en el origen y estructura de la inteligencia emocional, en el desarrollo del adolescente y en las funciones del psicopedagogo en el contexto escolar. Se corresponden con las características del adolescente, se revela el papel de orientador y asesor del psicopedagogo.

**Palabras clave:** acciones educativas; asesoramiento; inteligencia; inteligencia emocional; investigación psicológica; orientación educativa

### Introduction

The concept of emotional intelligence (EI) appeared for the first time developed in an article published by Daniel Goleman (1995). However, it was relegated for five years until Mayer et al. (1999), with an unquestionable commercial vision and common sense, turned these two words into a fashionable term when they published their book "Emotional Intelligence", which has been the best-selling book in the social area in the world.

Today, the concept of emotional intelligence refers to a set that complements the traditional concept of intelligence, emphasizing the emotional, personal and social contributions within intelligent behavior.

Emotional intelligence is a way of interacting with the world, which takes into account feelings and encompasses skills such as: impulse control, self-awareness, motivation, enthusiasm, perseverance, empathy and mental agility, which form character traits such as self-discipline, compassion or altruism, necessary for a good and creative social adaptation.

In the bibliographic search carried out, authors who studied emotional intelligence (EI) were found, such as: Goleman (1995), Mayer et al. (1999), Fragoso-Luzuriaga (2022), Zambrano-Zambrano and Triviño-Sabando (2022), Moreira Sánchez et al. (2023), Ruiz-Ortega and Berrios-Martos (2023), among others, who have characterized and proposed actions to stimulate its development.

It is important to emphasize that all people solve their tasks differently, depending on their psychological structure, in which their reasoning, their intelligence, has a significant place; from the approach of dialectical materialism. It is considered that intelligence is associated with success, which to some extent is obtained in the performance of an action, so its study covers different edges. It is in the interest of this work to address emotional intelligence.

There are several reasons why it is advisable to develop the education of emotions in the school environment. It is possible to establish the correlation between emotional intelligence and aggressive behavior in students, interpersonal relationships, psychological well-being, levels of anxiety and self-esteem, learning problems, absenteeism, consumption of toxic substances and school performance, among others.

The consequence of the lack of emotional management (lack of control, emotional lability, lack of empathy, lack of communication skills, etc.) explains the aggressiveness and behaviors of harassment and abuse among students, which leads to risk behaviors such as delinquency, anorexia, drug use, among others.

This same conflict, in turn, generates inability to develop emotional intelligence, thus expressing the old cause-effect dilemma and vice versa.

As a result of the research carried out by the main author of this article for his Scientific Research Work, the following deficiencies could be observed:

- Expression of aggressive behaviors in a group of adolescent students sampled from secondary education.
- Affectations in the interpersonal relationships of the group.
- Bullying behaviors of some students over others, as well as mistreatment.
- Affective deficiencies in students of the group.

The aforementioned considerations lead to the formulation of the following objective: to propose educational orientation actions for the development of emotional intelligence in adolescents of the “Ramón Leocadio Bonachea” Basic Secondary School in the municipality of Sancti Spíritus.

## **Theoretical framework or conceptual references**

The formation of the integral personality, which leads to the formation of healthy, efficient and mature human beings, constitutes an important task for the pedagogical groups in schools, which means conceiving it in the unity of the motivational-affective and cognitive-instrumental spheres. Within this integrality, emotions occupy an important place, which must be learned to control in the internal psychological world of each student and in interpersonal relationships.

Developing emotional intelligence from the first years of life is a priority in order to become aware of emotions and understand the feelings of others, which will provide greater possibilities for personal development. This training focuses on the prevention of risk factors in the classroom and in relationships with others, as well as on the improvement of academic grades and school performance. Likewise, it increases the levels of well-being, psychological adjustment and the satisfaction of interpersonal relationships of students.

The guiding work performed by educators and in particular, the specialists in Pedagogy Psychology, is based on the full unity of the affective and the cognitive, as an indispensable principle of Marxist psychology, and the adequate socialization and incorporation of the new generations to society, is a task of first order that must be fulfilled in all centers and educational levels.

In educational institutions, students need resources and psychological tools to face situations that did not exist years ago (the influence of mass media, technological development, modernization of society, high levels of risk in the same educational centers, school conflicts, in the family), for this they must be educated emotionally through educational agents, especially the school and family.

Emotional intelligence determines the way each person relates to and understands reality, taking into consideration attitudes and feelings. In the functional system of the personality of the individual, emotional security is an essential factor, to achieve it, an effective development of the areas that take their individual actions as a basis for the actions of others is required, as it happens in the subject-object and subject-subject relationship.

The antecedents of emotional intelligence have to be sought in works dealing with intelligence and emotion. These are the two basic components of emotional intelligence, which as a descriptor is being used only since the second half of the 1990s.

Emotional intelligence has been defined and redefined by various authors. Mayer et al. (1999) explain how emotional intelligence can be conceived (in at least three ways) as: “cultural movement (...); personality trait (...) and mental ability (...)” (pp. 269-273).

They also define:

Emotional intelligence as a personality trait means that it is considered important for adapting to the environment and succeeding in life. This conception has implied being successful in life and has been present in personality psychology (Meyer et al. 1999, p. 171).

The conceptualization of emotional intelligence as a mental ability related to the processing of emotional information is perhaps the most relevant aspect, since it implies emotional education in a psycho-pedagogical orientation framework for prevention and personal and social development. (Meyer et al. 1999, p. 172)

There are several definitions of emotional intelligence, among them the one offered by Goleman (1995) highlights, which defines it as: “the ability to recognize one's own feelings and those of others, to motivate and to adequately manage relationships” (p. 21).

Similarly, Mayer et al. (1999) define it as: “a characteristic of social intelligence that includes a set of capabilities that explain individual differences in the way of perceiving and understanding emotions” (p. 368).

For Baron (2010), “it is a set of competencies and skills that determine how effectively individuals understand themselves, understand others, express their emotions and cope with the demands of everyday life” (As cited by Fragoso-Luzuriaga, 2015, p. 116).

The idea of Mayer et al. (2001) is shared, when expressing the presence of five phases to understand the study of emotional intelligence. These phases show the transformations achieved in the conceptualization of emotional intelligence,

from 1900 to the present. Authors such as Mayer et al. (1999) retook Howard Gardner, creator of the theory of multiple intelligences, and Roberto Sternberg, author of the triadic theory of intelligence based on information processing, as inspiration for their work.

These authors showed how emotional intelligence is integrated with three skills: “(...) emotional perception and appreciation; emotional regulation and the use of emotional intelligence, which led them to propose a first model on the components of emotional intelligence” (p. 132).

It is important to keep in mind in emotional intelligence the establishment of interpersonal relationships among students, since those who have insufficient emotional development, relate less well with their peers. The higher their emotional intelligence, the better the social relationships among peers, the better they adapt well to the environment and the more supportive the friendships. This is expressed with greater emphasis in adolescents, those who have more friends or a greater amount of social support, greater satisfaction with the relationships established in society, present more abilities to identify emotional expressions and behaviors, and have more emotional intelligence.

Emotional education is an indispensable complement to cognitive development and a prevention tool, since many problems in school have their origin in this area. This education aims to help and facilitate people to discover, know and regulate them. When considering the importance of the study activity, it is essential to know the needs and characteristics that stand out in adolescents, since it is not only their intellect that goes to school, but all of them, with their anxieties and joys and above all with a thriving need and eagerness to know the world and make it their own.

Attention to emotions should be a priority for the improvement of the teaching-learning process, just as it is for physical and mental health.

In the implementation of emotional intelligence in the school, the following should be taken into account:

1. Detect cases of poor performance in the emotional area.
2. Recognize own emotions and those of others.

3. Classify them, keeping in mind feelings, moods, among other affective experiences.
4. Modulate and manage emotionality.
5. To develop tolerance to daily frustrations.
6. Prevent drug use and other risky behaviors.
7. To adopt a positive attitude towards life.
8. Prevent interpersonal conflicts.
9. Improve the quality of school life.

To achieve this, the figure of psychopedagogists is necessary, to address the process effectively for themselves and for the students. It is necessary that they becomes a model of balanced emotional coping, empathic skills and serene, reflective and fair resolution of interpersonal conflicts, as a source of learning for adolescent students.

Psychopedagogists, from the fulfillment of their professional functions, in particular the educational orientation, should keep in mind the following aspects in the design of actions that stimulate the development of emotional intelligence:

- Insight into adolescent needs, motivations, interests and goals.
- Helping students to set personal goals.
- Facilitation of decision-making processes and personal responsibility.
- Personal guidance to the adolescent.
- Establishing a positive emotional climate, offering personal and social support to increase students' self-confidence.

### **Methodology**

In order to verify the initial state of the formulated problem, methods, psychopedagogical techniques and their corresponding instruments were applied to a sample of 30 eighth grade students of the "Ramón Leocadio Bonachea" Basic Secondary School in the municipality of Sancti Spíritus. Document analysis, interview, survey and observation of the adolescents' behavior in the activities carried out in the center were applied. In addition, an inventory of emotions, adjusted by the authors.



The methodology followed was the review of the educational project of the eighth grade group number 1. This was followed by a survey of teachers who work with this group, as well as observations of activities carried out by the students, such as classes and others that make up the daily schedule, such as recesses and work in the library. We also interviewed the school's psychopedagogue to gather criteria on the development of emotional intelligence in the group sampled and the work he carries out in this regard.

Finally, the emotional intelligence test was applied to the adolescents in the group, which is based on Goleman's (1995) five competencies of emotional intelligence, focusing on three of them, and considering two questions for each competency, in simple language so that the adolescents could understand and answer according to their reality.

After processing the information obtained from the application of the methodological instruments and the psycho-pedagogical technique, the methodological triangulation was carried out, which led to the results that are evaluated as follows.

## **Results**

In the review of documents, particularly the group's educational project, carried out with the aim of verifying the inclusion of topics related to the development of emotional intelligence in the planned guidance actions, it was found that the center has educational guidance planning documents, including: summary of indicators of preventive work, educational guidance strategy and student records in guidance and follow-up work. However, they did not include the educational needs of adolescents in indicators of the development of emotional intelligence.

The following results were obtained in the observations of different activities: in the indicator where manifest behaviors of teachers were observed that denote special attention to the socio-affective development of adolescents, 60% of these teachers almost always perceive the needs, interests and objectives of their students; although they never establish the causes for which they experience different emotions. In a general sense, they develop emotional intelligence in their students, but not intentionally. They establish an assertive

communication in the adequate management of the emotions they experience; they perceive the non-verbal expressions related to sadness and anger, which favors the development of enriching interpersonal relationships based on the organization of group work.

It was encouraging to note in practice that teachers, even empirically, use emotional intelligence indicators to improve behavioral norms in their mission of integrally educating their students.

An interview was conducted with the center's psychopedagogue in order to analyze the level of knowledge about the researched topic and how it is integrated into their daily work. The following result was obtained: he knows, applies and recognizes that the development of emotional intelligence is as important as learning mathematics and reading; he defends the need to channel the education that enhances, rescues and prevents the best of each one for the sake of personal well-being and that of others.

The psychopedagogue also emphasizes the mastery of healthy and enriching personal resources that allow a fuller existence, which implies multilateral development, that is, intellectual, socio-affective and moral.

It has conceived in its strategy of attention to student diversity, both directly and indirectly, actions directed to the affective sphere, even if they do not intentionally go towards the development of emotional intelligence, they are related to the control and management of emotions, as well as the creative solution of conflicts.

In the survey applied to teachers with the objective of determining their perception about the importance of emotional intelligence in the process of formation of adolescents, the following results were obtained: their emphasis on the participation of emotions as protagonists in the intelligent solution of tasks imposed by life, 60% have information about the subject, but do not include it in their self-preparation and 40% have no information about the subject.

100% of the teachers surveyed are able to perceive the needs, interests and goals of their students almost always; 80% almost always establish the causes for which their students experience different emotions and 20% never. 100% almost always develop enriching interpersonal relationships based on the

organization of the group work. 80% refer to the psychopedagogue as a strategy to solve the students' deficiencies and 20% make notes in the student's file.

With respect to the emotional intelligence test, the purpose of which was to identify the development of emotional intelligence in the adolescents selected in the sample, questions were asked in simple language, so that the adolescents could understand and answer according to their reality. The results were as follows:

- In the element of self-awareness, 58% of the adolescents have not developed this aspect; they have not learned to perceive their emotions, to accept them, in short, they are not aware of their emotional states.
- In 63% of the students in the aspect of self-control, an acceptable development could be observed, which helps them to react moderately to problematic situations of conflict, fulfillment of tasks and proposed goals. There is a lower percentage of 37% who fail to demonstrate emotional self-control.
- As for social skills, 67% of the adolescents sampled demonstrate some characteristics in these skills; however, 33% show deficiencies.

In general, most of them are not aware of their emotions, a situation that should be taken into account by the psychopedagogue of the center to help students develop awareness of their emotional states, perceiving them as an element that will help them in the development of their personality.

It was detected that among the adolescents sampled there is difficulty in emotional control; they cannot channel their emotions adequately. Emotions such as anger and aggressiveness are manifested constantly and in different situations, thus conditioning a negative way of acting.

These data show that students require stimulation to improve interpersonal relationships and manage conflicts.

The diagnosis of the initial state allowed identifying the following strengths and weaknesses:

**Strengths:**

- The educators have knowledge of the subject treated, and although empirically, they contribute to the development of emotional intelligence in the students.
- The psychopedagogue develops his guiding function on the basis of the educational needs of the student population, controlling the work sessions to the orientation and follow-up work.
- The investigated adolescent age is characterized for being a period in which physical reactions are replaced by verbal reactions, which favors the psychopedagogical work based on their socio-affective development.

**Weaknesses:**

- In spite of the work carried out by the psychopedagogue at the center, there are no guidance actions in favor of the development of emotional intelligence in adolescents.
- Guidance actions aimed at the development of emotional intelligence come into the lives of these students with a certain delay, since in the period in which they are, they have established ways of acting that lack adequate emotional control.

The above results demonstrate the need for the design and application of guidance actions that promote the development of emotional intelligence in adolescents.

In the proposal of actions to be carried out, different theoretical, philosophical, pedagogical, didactic and psychological foundations, among others, were taken into account. The psychological foundations are based on the historical-cultural approach, not only in its essential postulates about the social situation of development and the inclusion of the term experience, but also from the theory of the formation by stages of mental actions, taking as a unit of analysis the action in the process of transformation of external actions into mental actions, and emphasizing the guiding part of the action.

The concept of guidance actions is valued, based on the close relationship between these and the communication of the group (and of each adolescent), in order to facilitate the assumption of new roles and links that place the

adolescent in a developmental situation with respect to the expression of emotional intelligence.

The essential characteristics of the proposal are objectivity, since it is based on the diagnosis of the selected sample; flexibility, since it makes it possible to make changes according to the implementation of each guiding action, and includes new elements, as the results are systematically evaluated. It also has a developmental character, since it promotes the personal development and growth of the selected students, as well as the group, participants in the proposal, mediated by the work in groups, as well as creativity and inclusiveness, which allow working with adolescents who have different personal characteristics.

The general objective of the proposal is aimed at developing emotional intelligence in eighth grade adolescents of the selected basic secondary school, from the improvement of behavioral norms and interpersonal relationships, as well as at strengthening values, preventing and correcting negative modes of action from a psychopedagogical perspective for an adequate formation of the personality. The proposed actions are as follows:

### **1. Create a mindset of self-awareness.**

A key component to developing emotional intelligence is the ability to recognize and understand your character, moods and emotions, and to do so you must:

- Learn to look at yourself objectively, know your strengths and weaknesses.
- Keep a diary to know precisely how you have been feeling and analyze trends.
- Understand what you like and motivate yourself to develop your projects.
- Take it easy. Give yourself a break and provide space for yourself, allowing you to slow down your emotions and thoughts.

### **2. Develop emotional intelligence through motivation**

The drive to improve and achieve goals is a fundamental factor in developing emotional intelligence, as it allows them to be prepared for opportunities and life situations. They are encouraged to:

- Create their goals. Imagine where they want to be in a few years, define what they like and how they can get there, that will help them get an energetic and positive attitude about themselves.
- Be realistic. Lean on themselves, their new goals, understand how to reach them step by step. When they reach their goals, have the confidence to go further.
- Think positive and stay motivated in every situation. See problems and setbacks as learning opportunities.

### **3. Be a more empathetic person**

Empathy is the ability to understand the emotions of others, to see that everyone has feelings, fears, desires, goals and problems. To be empathetic they must allow their experiences to blend with those of another subject and respond in an emotionally appropriate manner. Generating empathy with the people around will help develop emotional intelligence if the steps below are followed:

- Listen and understand what the other is saying, put aside prejudices, skepticism and other problems.
- Create an approachable attitude and attract others with a good personality.
- Put oneself in the “other person's shoes”. Gain some perspective on what others may feel and think from their experience.
- Open up to other people. Listen and connect with the people they have around them in their group.

### **4. Develop social skills**

Social skills are necessary for the development of emotional intelligence, as they help to interact with other people's emotions effectively. The following should be encouraged:

- Observe someone with good social skills, define something you would particularly like to improve and learn from it.

- Practice, relate and improve aspects that you find you need to change.

### **5. Learning to self-manage**

If people is self-aware, they will be able to execute self-management and take responsibility for their own behavior and well-being, control explosive and impulsive emotions and enable them to develop emotional intelligence appropriately. It is suggested to guide them to:

- Change the routine. Manage their emotions in a way that contributes to improve their emotional intelligence, depending on how to keep their mind busy in some activity or hobby.
- Create a schedule and stick to it, as well as push themselves to achieve small goals and objectives, both individually and as a group.
- Channel energy into planned individual and group activities that require their attention and let out overwhelming emotions.

### **6. Discover what part of themselves they want to improve**

The first step to improve emotional intelligence is to identify that something must change, self-awareness, self-regulation, motivation, empathy and social skills, are some of the elements that can be changed. For example, they can learn to distinguish what they feel and why they do it, increase the ability to express feelings correctly and boost learning, among others.

More attention should be paid to the above factors to identify what you want to improve. For example, if they have their social skills in good condition, but a low concept of self-regulation, they should try to work on the latter. On the other hand, if they have low motivation, but good self-regulation, they should try to work on what is missing. It is important to start from the individual diagnosis of each student, as well as group diagnosis, determining potentials and weaknesses, as well as the design of actions that facilitate transformations in behavior.

### **7. Evaluate themselves, measure and develop their emotional intelligence.**

Contemplating the aspects that involve EI and recognizing what 'level' they are at, their self-diagnosis, is fundamental for their development, as this will allow them to identify possible improvements. To this end, there are tests that

allow them to identify the state they are in and what they need to improve. One of these tests is the emotional quotient inventory; in other cases, you can find online tests such as tests based on skills, traits, competencies and behaviors that will indicate whether they need to learn emotional skills.

### **8. Learn about emotional intelligence**

To develop EI it is advisable to learn about it, an evaluation will allow choosing which factor requires work. Depending on this, it is possible to choose related exercises to strengthen each area. For example, if you find that you have low communicational aspects, you can improve them through organizational training.

They should work on analyzing what is obtained with the development of EI, and understand that they should:

- Improve leadership skills.
- Obtain greater motivation for the study and a better management of comments and criticism in a positive way.
- Improve communication and identification of non-verbal interaction signals such as tone, facial and body expression, among others.
- Generate the development of organizational skills and manage time efficiently.
- To stand out for their group performance with a high working, mobilizing and participative spirit, from the design of group actions, based on group dynamics techniques.

### **9. Actions of self-regulation of emotional intelligence**

The adolescent should incorporate the components of this type of intelligence in their daily life, supported by exercises that strengthen their qualities and skills, paying attention to developing self-motivation, productivity, commitment to themselves and what they do, confidence, flexibility, empathy and communication, under the guidance of teachers and the guidance and counseling work of the psychopedagogue.

The qualities to be explored, from their metacognition to develop emotional intelligence are performed independently, in many cases they are trained to



increase emotional well-being and affective awareness on a daily basis, either in the study, in relationships or in other aspects.

### **10. Practicing the identification of emotions**

They are encouraged to identify the most frequent emotions, as well as develop awareness about what they remember feeling throughout the day. If they want, they can write it down in a list and name each one of them to know themselves better. Then, they should practice analyzing why they felt that. How many negative or positive aspects or emotions did they find? Which one affected them the most? What was its cause? Once they have answered these questions, they should avoid judging, just concentrate on remembering or if they do it in the moment, they should write honestly. These actions should be performed in moments such as:

- When someone bothers you or uses harsh words against you, avoid reacting immediately; if possible, remove yourself from the situation and take some time to sort out the feelings and thoughts that may have arisen in order to respond appropriately.
- If you find yourself in interpersonal conflicts, carefully analyze the other person's point, understand what factor allowed the person to say or behave the way they did, observe how their attitude changes as they begin to empathize.

These and other similar actions will be proposed by the psychopedagogue in group or individual activities, in the work of the psychopedagogical office or during his work of educational guidance in the group, accompanied by the teachers, whom he advises in this sense.

## **Discussion**

This article coincides with Chávez-Martínez and Salazar-Jiménez (2024), as well as Naushad (2022), in stating that the complexity of the interactions between emotional intelligence, academic stress and academic performance is an element to keep in mind with adolescents at the junior high school level, where Naushad (2022) also suggests keeping in mind the influence of the family environment on these variables. A matter to be considered in the work for the development of emotional intelligence.

It is important for the psychopedagogists to take into account these previous aspects in their orientation work. This should be aligned with the integral development of the personality of the subjects with whom they interact and contribute to the personal and social wellbeing of the subjects, a valid issue in the attention to the development of emotional intelligence in adolescents as it has been analyzed.

It was appreciated that the results obtained in the diagnosis made coincide with Zambrano-Zambrano and Triviño-Sabando (2022), as in their research these authors recognize, “(...) the low level to identify and manage emotions in students (...) (p. 139)”, similar to what has been analyzed in this article. This leads to raise the need for the intervention of psychopedagogists in their task of advising teachers in this direction.

In the study and diagnosis carried out, it was noted that the relationship between emotional intelligence and self-esteem of adolescents should be taken into account. We share this criterion given by Vicente-Martínez (2024), when highlighting the importance of considering feelings in daily life, when something pleasant or unpleasant happens to them, which leads to the expression of joy, pain, happiness or sadness, in conclusion, when they have emotions, of a short period of time, and from there they manage to express their feelings.

In agreement with Fragoso-Luzuriaga (2022), the teaching work whose main objective or goal is to teach is very important. That is why this author recognizes that emotional intelligence is basically related to the role of the teacher, since this approach is based on the ability to reduce fear in students. Thus, school and family must work together for the development of emotional intelligence, and where, it is added, psychopedagogists play an important coordinating role from their work as counselors and advisers.

For this reason, in this article, psychopedagogical counseling to teachers is considered so important, focusing first on guidance for their own development of emotional intelligence and secondly, psychopedagogical counseling to prepare them in the design and implementation of the actions proposed in this article.

In summary, we share the criterion of Mikulic et al. (2023), when highlighting the relevance of the:

(...) emotional intelligence construct, considering the outstanding value that is currently given to the role of emotions and feelings in the different areas of people's lives, and which is reflected in the diversity of existing publications. (p. 8)

## Conclusion

The origin and structure of emotional intelligence is important, as well as the importance of its development as the basis of current education, and the relationship between the socio-affective development of adolescents and the functions of the psychopedagogue in the school context.

The educational guidance actions designed to provide a solution to the problem posed correspond to the psychological characteristics of adolescents, focused on their own personal development, as well as that of the group, and the leading role from metacognitive exercises.

Psychopedagogists, based on the exercise of their professional functions, essentially educational guidance, are supported by the actions proposed to promote independence and self-regulation in the personality of adolescents, but also psychopedagogical counseling to teachers, in their preparation for the development of emotional intelligence.

## References

- Chávez-Martínez, A. L., & Salazar-Jiménez, J. G. (2024). Relación entre inteligencia emocional y rendimiento académico en adolescentes: aportes para la práctica educativa. *RECIE. Revista Caribeña de Investigación Educativa*, 8(1), 145–165.  
<https://doi.org/10.32541/recie.2024.v8i1.pp145-16>
- Fragoso-Luzuriaga, R. (2015). Inteligencia Emocional y competencias emocionales en educación superior, ¿un mismo concepto? *RIES. Revista Iberoamericana de Educación Superior*, 6(16), 110-125.  
<https://www.scielo.org.mx/pdf/ries/v6n16a6.pdf>
- Fragoso-Luzuriaga, R. (2022). Inteligencia Emocional en las aulas universitarias: prácticas docentes que promueven su desarrollo. *Zona*

Próxima, (36), 49-75.

<https://rcientificas.uninorte.edu.co/index.php/zona/article/view/11822/214421445560>

Goleman, D. (1995). *Emotional intelligence*. Bantam.

Mayer, J. D., Caruso, D. & Salovey, P. (1999). Emotional intelligence meets traditional standards for an intelligence. *Intelligence*, 27, 267-298.

Mayer, J. D., Perkins, D. R., Caruso, D. R. & Salovey, P. (2001). Emotional intelligence and giftedness. *Roeper Review*, 23(3), 131–137.

Mikulic, I. M., Aruanno, Y., Casullo, G. L., García-Labandal, L. & Albornoz, O. (2023). Inteligencia emocional en Argentina: una revisión sistemática de las investigaciones de los últimos 10 años. *Escritos de Psicología*, 16(1), 7-14. <https://revistas.uma.es/index.php/espsi/article/view/15130/17186>

Moreira Sánchez, J. L., Delgado-Cobeña, E. I., Moreira Sánchez, Y. K., Briones-Ponce, M. E. & Molina-Santana, C. L. (2023). Fundamentos teóricos de la Inteligencia Emocional en la labor docente. *MQRInvestigar*, 7(1). 1843-1859. <https://www.investigarmqr.com/ojs/index.php/mqr/article/view/241/936>

Naushad, R. B. (2022). Differential effects of socio-economic status and family environment of adolescents on their emotional intelligence, academic stress and academic achievement. *IJERI: International Journal of Educational Research and Innovation*, (17), 101-120. <https://www.upo.es/revistas/index.php/IJERI/article/view/5148/6279>

Ruiz-Ortega, A. & Berrios-Martos, B. (2023). Revisión sistemática sobre inteligencia emocional y bienestar en adolescentes: evidencias y retos. *Escritos de Psicología*, 16(1), 15-32. <https://revistas.uma.es/index.php/espsi/article/view/16060/17050>

Vicente-Martínez, Y. (2024). La importancia de la autoestima y el desarrollo de la inteligencia emocional en los adolescentes. *Con-Ciencia Serrana, Boletín Científico de la Escuela Preparatoria Ixtlahuaco*, 6(11), 20-21. <https://repository.uaeh.edu.mx/revistas/index.php/ixtlahuaco/article/view/11954/11041>

Zambrano-Zambrano, Y. V. & Triviño-Sabando, J. R. (2022). La Inteligencia Emocional, fundamentos teóricos y su influencia en el ámbito educativo. *Revista Científica Multidisciplinaria Arbitrada YACHASUN*, 6(11), 137-147. <https://editorialibkn.com/index.php/Yachasun/article/view/243/415>

---

### Conflict of interest

The authors declare that they have no conflicts of interest.

---

### Authors' contribution

**E.J.H.C.:** Conformed research report on the development of emotional intelligence. Elaborated and applied the educational orientation actions designed.

**M.M.M.:** Carried out the bibliographic search for the elaboration of the written report, provided criteria related to the theoretical basis of the methodology and reviewed the report for its presentation.

**J.N.D.V.M.:** Provided criteria related to the approach used and offered his assessments to improve the final text.

---

*Pedagogía y Sociedad* publishes its articles under a [Licencia Creative Commons Atribución-NoComercial-SinDerivar 4.0 Internacional](#)



<https://revistas.uniss.edu.cu/index.php/pedagogia-y-sociedad/>:  
[pedagogiasociedad@uniss.edu.cu](mailto:pedagogiasociedad@uniss.edu.cu)

/