Emotional intelligence as a strategy to strengthen resilience

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Abstract---With the arrival of multiple intelligences and specifically the contribution of Goleman, on emotional intelligence, opens a door to the analysis of the importance of the development of this ability or skill, allowing the human being to develop the ability to face problems, giving way to Strengthening resilience, which is presented as the ability to recognize the feelings of oneself and others, this is a topic that is investigated as part of personal recovery from misfortunes, reaching a degree of learning of emotions. The objective of this work is to analyze the contribution of Daniel Goleman on Emotional Intelligence and its relationship with resilience at different times and from thinkers in the field of scientific research. This bibliographic review was developed, analyzing degree theses, doctorates and scientific articles from the last years, in addition to the information from scientific texts in the development of conceptualizations. The analytical and deductive methods were used to make an exhaustive analysis of the information, arguing the main ideas for the development of this section, reaching the convergence of opinions in the development of the discussion and which leads to the conclusions in which both variables they contribute to the improvement of the educational process.

Keywords---Emotional intelligence, strengthening of resilience, educational process.

I. INTRODUCTION

Since the emergence of multiple intelligences, constantly preparing pedagogues, didactics, analysts of educational processes and teachers have changed their way of approaching human learning presented by Gardner's theory (Escamilla, 2014), who announced, that each person has one or more talents that make them acquire knowledge in various ways and that are exposed in their affirmations. Goleman and Gardner converge in their ideas of defining the types of multiple intelligences beyond the IQ, which until the 1980s was what defined the cognitive ability of people, Gardner began the debate and research that has analyzed the reality that each person learns differently, showing that an individual can be excellent in some areas despite not having the same quality in others (Goleman, 2015). Linked to multiple intelligences is Emotional Intelligence (IE), which is nothing more than the ability to recognize your own feelings and those of others, establishing that these abilities to adapt emotions to situations in the environment allow you to guide cognitive processes to achieve goals (Goleman, 2012).

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For Goleman, each different emotion that an individual experiences predisposes him to prepare for new situations, creating guidelines to face new realities, allowing the adequate resolution of the problems to which he is exposed throughout his life. The emotional compilation of experiences has a high survival value, integrating itself into the nervous system in the form of innate and automatic tendencies (Goleman, 2015). When talking about the intellect (Demera & Pazmiño, 2020), they relate it to the functionality of EI, presenting skills such as self-control, containment, handling of emotions and the ability to calm down are characteristics that end with enthusiasm and pleasure for what is done, characteristics necessary to achieve goals. He also affirms that with the application of appropriate methods, emotional skills can be learned and perfected.

EI, linked to different states of mind in the educational work environment, was studied by (Veloso, Cuadra, Antezana, Avendaño, & Fuentes, 2013), in which the emotional levels of 117 special education teachers were assessed. The researchers used measurement instruments as a scale of life satisfaction, subjective happiness and resilience, concluding that the variable that was most correlated in the measurements was the ability of people to adapt to adverse situations. The ability to perceive, assimilate and manage emotions, in addition to detecting and interpreting the emotions of others, demonstrate a higher level of resilience, proposing this individual as a better problem solver. Within the individual characteristics of resilience, the "I" is raised in relation to the ability to relate, initiative, humor, creativity, morality, introspection and independence according to (García, Mateu, Flores, & Gil, 2012). These same authors refer to the results of the terrorist attacks of September 11 in New York, where 95% of the population presented at least one symptom of Post-Traumatic Stress Disorder while the other percentage showed it after 2 years, In their analysis they affirm that resilience is decisive in overcoming psychological problems, despite the consequences occurring in the short or long term.

The least favorable part of human behavior is the one that leads him to make negative decisions for his personal, family, professional improvement or as a member of a community. It is necessary to self-regulate emotions, the constant pressure of everyday life leads to apathy, behavioral changes with the appearance of pathologies such as depression, anxiety and violence that affect the daily living of any human being in their immediate and mediate environment (Guilera, 2006). In Ecuador, those involved in educational processes, from the research of the end of degrees or masters, present as a means to improve learning results the application of educational models based on multiple intelligences. Regarding emotional intelligence, many investigative works are valued, most of them aimed at education, such as that carried out by students of the Educational Psychology degree at the Pontifical Catholic University of Ecuador (PUCE), who propose a psychoeducational tool to develop skills emotional related to academic success (Rojas & Ruiz, 2019).

In their research they used a sociodemographic file, a test on emotion regulation and a learning assessment table, concluding that negative and prolonged emotional states influence the ability to focus attention, memory and concentration, achieving positive results in the academic and social fields. From another perspective, members of the Faculty of Philosophy and Letters of the Technical University of Manabí, made an assessment of the impact of EI on the academic performance of undergraduate students, considered the relationship between development of self-awareness, psychological well-being and meaningful learning which will be reflected with the increase in the personal and professional level in the future of new professionals (Delgado, Mendoza, & Reinoso, 2018).

Manabí, is a province that has experienced events where the intrinsic part of its inhabitants has been tested, such as droughts, floods, earthquakes such as the one of April 16, 2016, the COVID 19 pandemic, social and cultural problems, which raise how extreme situations can get the best of the human being. In Manta, an investigation was carried out where social development in conjunction with the experience is positive to cope with losses, where the equality and union of people with respect to tragedies, create ties of strength that can be explained from resilience (López, Pibaque, Rodríguez, & Merchan, 2017). Emotional intelligence and resilience are two concordant themes, since both seek to foster the growth of emotional resources to improve the capacities of the individual to achieve comprehensive well-being (Santos, 2013). In teaching practice, students with personal, social, economic and psychological problems are evident at all educational levels and in various fields. The purpose of this research is to analyze emotional intelligence and how it can strengthen resilience in students who are going through the adolescence stage, which entails the passage through this period of life and they have also experienced extreme situations that they must face and save.

II. MATERIALS AND METHODS

In this study, a bibliographic research was carried out. The analytical and deductive methods were used, from which it was possible to disaggregate the contribution of Daniel Goleman on the knowledge of emotional intelligence and its singularities; analyze the information from scientific texts that are the basis of current knowledge and therefore support the conceptualizations of variables and veracity of this research; and lastly, it allows the discussion and conclusions on the educational process and its relationship with the development of the variables set out in this work to be developed.

III. ANALYSIS AND DISCUSSION OF RESULTS

3.1 Emotional intelligence

Emotions have long been thought of as a dangerous part, where control must be exercised or they control the person. In psychiatry, obsessive disorder generally occurs in individuals with fear of their emotions, which lead a human being to imbalance and control of their actions. On the other hand, emotions are also seen in a positive way, because it allows being sensitive to situations, experiences, experiences, conflicts, they serve to empathize with others according to (Fernández & Ramos, 2016). This contrast of meaning has made it a recurring theme in research that seeks to respond to man's behavior.

Emotional intelligence is the ability to accept and consciously manage emotions, taking into consideration the importance it has in the decision-making of an individual (Arrabal, 2018). Gardner describes intelligences in an a-moral way, proposing that they can be operated for good or for evil. While Goleman focuses on the education of emotional intelligence and its application as behavior change (Antunes, nd). With the analysis of emotional intelligence, a stage begins in which many investigative works affirm that emotions influence the steps that a human being takes throughout life, hence its importance to develop it. Goleman (2012), carries out an analysis in his work *Emotional Intelligence,* from the following fronts as detailed in figure 1.
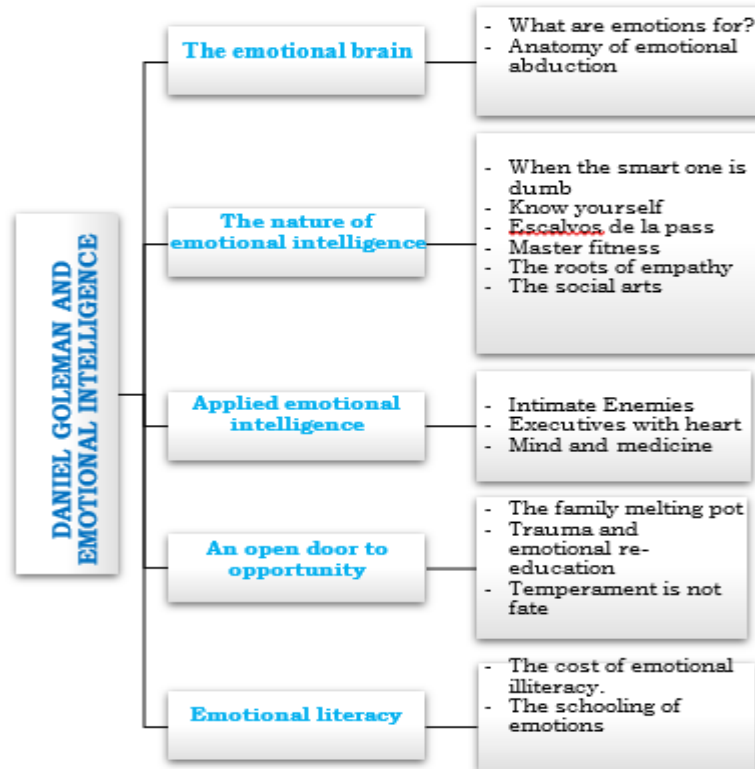
Figure 1. Goleman and Emotional Intelligence

When talking about the emotional brain, Goleman presents as a preamble a series of situations where he tries explain the anger, fear, happiness, love, which are man's own feelings and that arise from extreme situations. When talking about the brain and its structure, he makes a reference to its formation and describes how the emotional centers emerge from the brain stem and points out the fact that the emotional brain is much earlier than the rational one, despite being a derivation of it, clarifying This explains the authentic relationship that exists between thought and feling (Goleman D., 2012).

In the section: The nature of emotional intelligence, the author proves his thesis that you are not so good, nor that bad, and that depending on the circumstances a person may act in one way or another. A person despite educating himself in values and laying the foundations of good and evil, he keeps deep within him that natural part that he inherited from the human species at the beginning of life. This leads us to think that sometimes emotions can lead a person to demonstrate the worst of himself, since reasoning is blocked (Goleman D., 2012).

Applied emotional intelligence, here exposes the feelings of the genres, how they have evolved over the years and how the roles have changed, taking as an example the experiences and consequences of divorce, its transition in the emotional part. Coming to describe how abandonment affects a man differently than a woman. The man is not prepared for criticism neither before nor now, here many feelings merge that in the woman are better overcome (Goleman D., 2012).

An open door to opportunity, Goleman introduces himself to the consequences of childhood events, determined that they are more positive if the environment is one of harmony and respect, but clarifying that it is not decisive in the success of a person. Many successful human beings did not have good childhoods and it can be concluded

that the development of emotional intelligence can be formed by consequences or events. The human being is complex and at the same time impressive that there are no specific rules of what will happen to a person that future from the experiences of childhood (Goleman D., 2012).

Emotional literacy is a section in which Goleman relates emotions to education, referring to attacks in schools by young people who are harassed or mentally disturbed, to early sexual practices, unwanted pregnancies and the increase in the index of drug use at all social levels of students. It contributes that the educational system is concerned only with the academic part, neglecting the emotional part, ensures that the areas that have deteriorated the most are: marginalization or social problems, anxiety and depression, attention or reasoning problems and crime or aggressiveness. When he states the schooling of emotions, he does so out of the need for the commitment of all parties involved in education, students, family, school and society (Goleman D., 2012).

3.2 Resilience

The effectiveness of interpersonal relationships is based on the quality of communication and also on the ability to understand what happens to other people, this has long been called empathy (Cyrulnik & Ploton, 2018). Forés & Grané (2012), relate empathy with forgiveness, for the ability to understand the reasons of the other, determining it as both cognitive and affective ability with respect to others. Comparing the terms resilience and empathy (Blázquez, 2014), he provides that the first is the ability to resist blows and overcome them and get up to move on; on the other hand, the second is the necessary condition to belong and operate a group of people.

Most of the writings of psychologists and psychiatrists speak of resilience from trauma recovery, for other authors such as (Siebert, 2007), this word means "to build in adversity", according to their criteria, professionals should direct the development of this part of the human being to fit into the convulsed and difficult world in which many live. This author promotes the development of resilience to maintain health, improve analytical skills, strengthen confidence, improve self-esteem, and acquire the ability to turn accidents into successful events.

When talking about the characteristics of resilience (García, Mateu, Flores, & Gil, 2012) they are proposed in direct relation to the "I" as can be seen in figure 2.
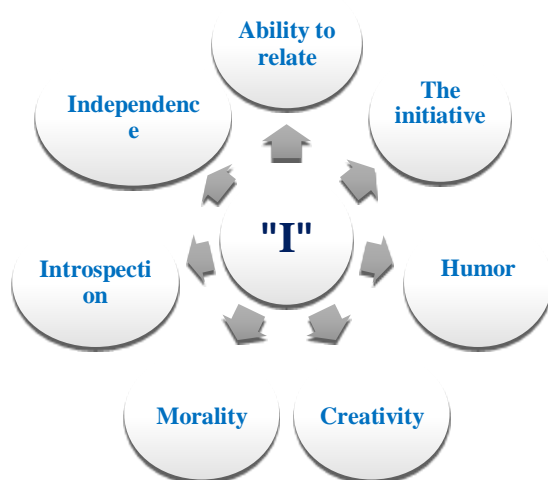

Figure 2. Characteristics of resilience

Each of the characteristics by themselves can also define a resilient person as stated (Echeverría, 2014) who proposes to resilience a systemic and dynamic character that depends on the person and their environment, in addition, it is dynamic because it occurs in a space temporary as a result of a balance between risk factors, protectors and the personality of each individual.

The school continuously promotes resilience, especially in the actions of accompanying students with deficits in academic performance or in cases of bullying, also in the development of self-esteem and in enhancing social skills, one of the skills that has most It is difficult to implant, it is to ask for help in moments of risk, generally it is not easy for a student to speak of mistreatment or abuse, since in adolescence they have not yet developed the communication skills or discernment of the rights they have as human beings (Yaria, 2005).

Regarding the relationship between EI and resilience, there are various opinions, affirmations, disagreements, some authors such as (Rubio, 2016), state that a resilient person does not necessarily have developed EI, in his research he analyzes the constructs, resilience and life satisfaction, finding a positive correlation with self-esteem, self-perception of health, self-realization, self-efficacy, meaning of life, stress management and social support; and a negative correlation with depressive symptoms and anxiety according to various rating scales. From other edges these two skills are correlated, the similarity in the results they present despite having different characteristics as shown in figure 3, where EI is more active and resilience is passive.
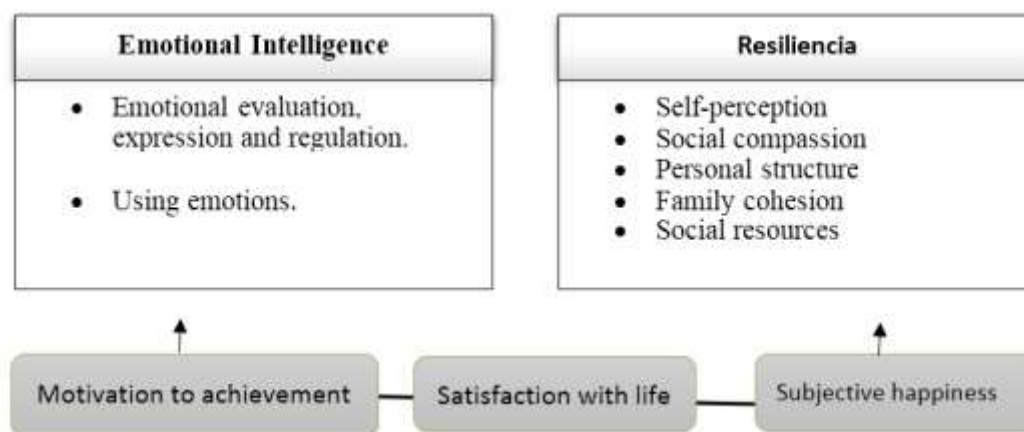

Figure 3. Relationship between EI and resilience

Source*: (Núñez & Luzarraga, 2017).

3.3 Educational process

The process is a phenomenon where the teacher and the student establish a communication bridge, where the teacher is the facilitator of opportunities and of the learning process in the classroom and cannot exist without the other party that is the student. The speaker learns and teaches at the same time, since in educational action, both are considered from the democratic point of view, as subjects and not the student as the object on which the action of educating falls Freire (1997) cited by (Felpeto, Fernández, Lago, Soto, & Vidal, 2014).

It can also be defined as the result of the social relations that exist between the actors that participate and is directed in a systemic and efficient way, part of the search for the resolution of a social problem that is developed

through the generation of content with the collaboration of methods and techniques to achieve an end (Bernal, et al., 2019). To achieve a balance in the educational process, the participation of the family is necessary, it is in the home where the balance between attachment and authority is established, which is reflected in the development of the student in the classroom and in overcoming difficulties (Celorio, San Andres, Rodríguez, & Pazmiño, 2019).

The development of- *knowhow* that UNESCO proposes among its pillars to improve education and health worldwide promotes educational psychology applied in a practical and less theoretical way to bring the cognitive part closer to emotional development Belykh (2018), presents the educational process from a cognitive, developmental and positive approach with a potential model for teaching praxis that must focus on a well-based Curriculum Plan and a class planning that contains true contributions to the promotion of competences for the lifetime. Collaborative work in the classroom is one of the methodologies most used in the educational process, based on the participation of all members of a group seeking the same goal (López, Pazmiño, & San Andrés, 2020). To develop this educational process, the predisposition of the members is necessary since it is based on communication, so EI plays an important role in the application of educational methods. The components of the educational process are presented in figure 4, where the particular characteristic of each one is detailed.
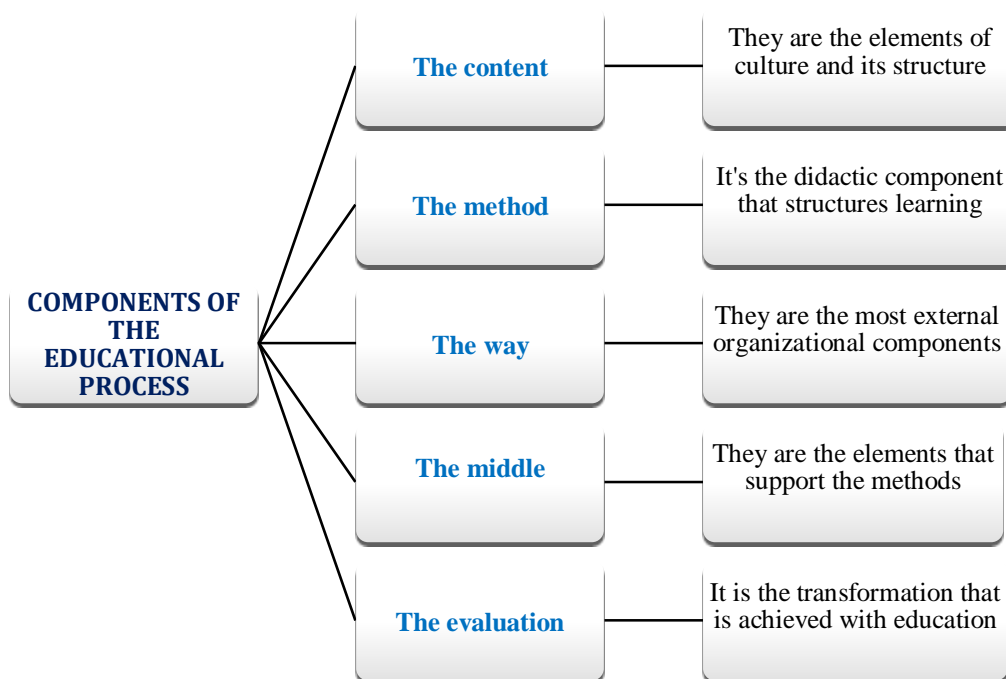

Figure 4. Components of the Educational Process

Knowledge about emotional intelligence and resilience are topics that have been investigated in various educational and social settings. In table 1, under the items: type of publication / year, author or authors, title of the research, conclusions and contribution, thesis type research and scientific articles are presented, carried out in various years from 2017 to 2019. In table 1, different related research on emotional intelligence and resilience managed by different authors are observed.

5971

Table 1: Research on Emotional Intelligence and Resilience

TITLE	CONCLUSIONS	CONTRIBUTION
Emotional Intelligence, Family and Resilience: A Study in Adolescents in the Region of Murcia (Galindo, 2017)	From the application of the RESI-M Scale 362 students conclude that personality factors: awareness with self-discipline; extraversion with sociability, dynamism and assertiveness; openness with spontaneity and creativity; Kindness with trust and empathy are positively associated with resilience in adolescence, while the neocritical factor with hostility, depression, social anxiety, impulsiveness and vulnerability does so negatively (Galindo, 2017).	The family has always fulfilled and will fulfill the most important role in the formation of a subject's personality. Within educational programs, the application of IE personality rating scales are necessary to design strategies that improve educational processes and teach young people to face difficulties; Furthermore, it is a reliable tool for detecting high-risk subjects (depressive, aggressive, with psychological pathologies), which can represent a risk for themselves and their environment.
Resilience assessment in children, adolescents and youth. Analysis of the psychometric properties of the Child youth resiliecne measure scale (CYRM-32) (Llistosella, 2018)	The CYMR-32 scale is an alternative, with excellent psychometric properties, to measure resilience in Spanish children, adolescents and youth at risk, It also serves to measure the effects of educational programs to promote resilience (Llistosella, 2018).	Evaluation is important to assess the purposes of a process, to know the levels of resilience, the application of instruments for evaluating emotions is a point to consider in educational processes, which would project education to the next level in regards to recognize emotional problems in students.
Emotional intelligence in primary education and its relationship with academic performance (Valenzuela & Portillo, 2018).	A correct handling of emotions is essential for a good academic performance from analyzing: Emotional perception, understanding and emotional regulation, where the emotional factor is determining. The school is the medium that marks the personality and its development from the experiences with which they coexist (Valenzuela & Portillo, 2018).	Students in the process of training need to acquire emotion management skills. An adolescent who knows himself intrinsically, can control his impulses and achieve cognitive levels that project him to excel. Educating in emotions is a necessity of educational programs that seek educational excellence.

Resilience and emotional intelligence: complementary concepts to empower the student (Belykh, 2018).	Determining that EI and resilience are complementary, the positive approach to resilience as a moment of empowerment and personal transformation constitutes a valuable resource of empowerment for the student to develop in a highly changing world (Belykh, 2018).	The curriculum prepares for the future, the student who has the most weapons with which to face the challenges of coexistence, is the one who achieves success. Being resilient is a skill that needs to be achieved to finish educational processes and reach the job goal that every young person aspires to in the future after so many years of study.
Emotional intelligence and resilience in children aged 10 and 11 from two educational institutions in Lima (Pedraglio, 2019).	There is a statistically significant relationship when developing EI from an early age to learn to recognize, understand and manage emotions (Pedraglio, 2019).	The context in which children operate is decisive, to achieve a greater capacity for self-understanding. The earlier resilience skills are developed, the positive results will be evident.

The development of EI raises the various forms of human behavior, from the perspective of the need to potentiate this intrinsic ability or skill. In search of giving answers to inexplicable situations of human aptitudes, the logic remains without answers. With analysis of *Emotional Intelligence* Goleman's, shows that the actions of people, especially at an early age, are reactively more harshly, precisely because of this lack of delimitation of personality. Analyzing EI, in relation to resilience, leaves many authors and readers a clear dissociation of these two realities that manage emotions and that are always present with eventualities in life. Both characteristics are present in the majority of people, but they are perfected or implanted at an early age and their strengthening is required to be perfected in the stages of schooling.

Highly relevant research proposes that teachers work on their EI and their resilience, in this way they will be prepared to face the challenges of the classrooms where they work daily with different personalities, problems and situations, of which they are an indirect part, but who better than the teacher to train, not only in the cognitive part; but also educate behavior. Classrooms crowded with cases in which the actions of the teacher make the difference of the future of a young person in a state of vulnerability. Educating for the consequences of natural disasters, pandemics, terrorism and all situations that cause the breakdown of the inner being, is also part of teaching.

From the neurological scientific perspective, women present a more advanced development in the field of resilience, their biological training makes them more assertive in identifying problems in others, which is why in most of the investigations they are presented as more resilient. How psychic traumas are overcome and how can one advance in the face of adversity? With integrity, patience and will that translate into this word that will be heard for a long time, resilience. How to know ourselves internally? With the development of EI, which all human beings possess and which can be developed according to experts.

IV.   CONCLUSIONS

The development of Emotional Intelligence is a wonderful field where you can analyze and discover the reason for human behavior regarding emotions, it is a story of real experiences and situations where psychological analysis explains the different reactions of the human being, when finds himself immersed in adverse situations. Encourage the development of emotional intelligence and resilience in adolescence, by exposure to feelings and situations of this stage of life in which personality is strengthened and eventualities are magnified. It is here that situations seem extreme and personality traits have yet to be defined. Both emotional intelligence and resilience must be part of the set of skills that must be fostered in students, within the educational process to improve their development in the classroom. Resilience is located in EI's research line and it is proposed to design and apply emotional education programs to favor the development of emotional competencies.

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