

**EST. 2021** | **EMC**  
EDITORIAL MAR CARIBE

RESEARCH BOOK

**EMOTIONAL INTELLIGENCE AND HUMAN  
DEVELOPMENT IN EDUCATION:  
LITERATURE REVIEW**

---

**EDGAR RICARDO YAURI RIVERA**  
**NORA INÉS RÍOS LAYCHE**  
**VELÚ MARIANELA VALLES MEDINA**  
**GIOVANNA MAGALI SALAZAR HERNÁNDEZ**  
**ISABEL NATIVIDAD URURE VELASCO**  
**ANDREA MERCEDES ALVAREZ RUBIO**  
**ELIZABETH NORMA CALIXTO ARIAS**

ISBN: 978-9915-9732-4-1



9 789915 973241

Emotional intelligence and human development in education: Literature review

Edgar Ricardo Yauri Rivera, Nora Inés Ríos Layche, Velú Marianela Valles Medina, Giovanna Magali Salazar Hernández, Isabel Natividad Urure Velasco, Andrea Mercedes Alvarez Rubio, Elizabeth Norma Calixto Arias

© Edgar Ricardo Yauri Rivera, Nora Inés Ríos Layche, Velú Marianela Valles Medina, Giovanna Magali Salazar Hernández, Isabel Natividad Urure Velasco, Andrea Mercedes Alvarez Rubio, Elizabeth Norma Calixto Arias, 2024

First edition: November, 2024

Edited by:

Editorial Mar Caribe

[www.editorialmarcaribe.es](http://www.editorialmarcaribe.es)

Av. General Flores 547, Colonia, Colonia-Uruguay.

Cover design: Yelitza Sánchez Cáceres

E-book available at <https://editorialmarcaribe.es/ark:/10951/isbn.9789915973241>

Format: electronic

ISBN: 978-9915-9732-4-1

ARK: [ark:/10951/isbn.9789915973241](https://editorialmarcaribe.es/ark:/10951/isbn.9789915973241)

**Non-commercial attribution rights notice:** Authors may authorise the general public to reuse their works for non-profit purposes only, readers may use a work to generate another work, provided that research credit is given, and they grant the publisher the right to first publish their essay under the terms of the licence **CC BY-NC 4.0**.

**Editorial Mar Caribe signatory N° 795 of 12.08.2024 of the Berlin Declaration on Open Access to Knowledge in the Sciences and Humanities:** we feel obliged to address the challenges of the internet as an emerging functional medium for the distribution of knowledge. Obviously, these developments may significantly modify the nature of scientific publishing as well as the existing system of quality assurance.

**Editorial Mar Caribe**

**Emotional intelligence and human development in  
education: Literature review**

**Colonia, Uruguay**

**2024**

## Authors' details

**Edgar Ricardo Yauri Rivera**

[eyaurir@unu.edu.pe](mailto:eyaurir@unu.edu.pe)

<https://orcid.org/0000-0002-6013-7733>

*Universidad Nacional Intercultural de la  
Amazonía, Perú*

**Nora Inés Ríos Layche**

[nlaycher@unia.edu.pe](mailto:nlaycher@unia.edu.pe)

<https://orcid.org/0000-0001-5945-7230>

*Universidad Nacional Intercultural de la  
Amazonía, Perú*

**Velú Marianela Valles Medina**

[vvallesm@unia.edu.pe](mailto:vvallesm@unia.edu.pe)

<https://orcid.org/0000-0002-1948-7870>

*Universidad Nacional Intercultural de la  
Amazonía, Perú*

**Giovanna Magali Salazar Hernández**

[gsalazarg@ugelatalaya.gob.pe](mailto:gsalazarg@ugelatalaya.gob.pe)

<https://orcid.org/0009-0003-9307-8914>

*Unidad de Gestión Educativa Local, Atalaya, Perú*

**Isabel Natividad Urure Velasco**

[iurure@unica.edu.pe](mailto:iurure@unica.edu.pe)

<https://orcid.org/0000-0003-0781-5117>

*Universidad Nacional San Luis Gonzaga, Perú*

**Elizabeth Norma Calixto Arias**

[ecalisto@unibagua.edu.pe](mailto:ecalisto@unibagua.edu.pe)

<https://orcid.org/0000-0002-1732-6846>

*Universidad Nacional Intercultural Fabiola  
Salazar Leguía de Bagua, Perú*

**Andrea Mercedes Alvarez Rubio**

[aalvarezr@unc.edu.pe](mailto:aalvarezr@unc.edu.pe)

<https://orcid.org/0000-0001-7605-4580>

*Universidad Nacional de Cajamarca, Perú*

### Book result of research:

Original and unpublished publication, whose content is the result of a research process conducted prior to its publication, has been reviewed by external double-blind peers, the book has been selected for its scientific quality and because it contributes significantly to the area of knowledge and illustrates a fully developed and completed research. In addition, the publication has undergone an editorial process that guarantees its bibliographic standardisation and usability.

## Table of contents

<b>Preface</b> .....	8
<b>Chapter I</b> .....	11
<b>Education and its influence on psychological development</b> .....	11
1.1 Agents involved in psychological development .....	13
1.1.1 Biological.....	14
1.1.2 Family.....	15
1.1.3 Social and peer groups.....	16
1.1.4 The educator .....	17
1.1.5 Society and culture .....	19
1.1.6 Active subject.....	20
1.2 Categories of analysis proposed by the Historical-Cultural Approach.....	21
1.3 A psychosocial perspective on the educational process and its influence on learning.....	25
<b>Chapter II</b> .....	28
<b>Education, learning and development</b> .....	28
2.1 Individual learners' differences and their influence on the educator's attention to them .....	31
2.2 Education, learning and development in Latin America .....	35
2.3 Overview of the educational landscape in Latin America .....	36
2.3.1 Historical Context of Education in Latin America.....	36
2.3.2 The impact of colonialism on educational systems.....	37
2.3.3 Current Challenges in Education and Learning.....	38
2.3.4 Socioeconomic disparities affecting access to quality education.....	38
2.3.5 The future of education and development in Latin America .....	39

2.4 Overview of the current state of education in Latin America and its impact on development .....	41
2.4.1 The Role of Technology in Education.....	41
2.4.2 The potential of digital learning platforms to enhance access and quality of education.....	42
2.4.3 Socioeconomic Factors Influencing Education.....	43
2.4.4 The impact of poverty and inequality on educational opportunities and outcomes.....	43
<b>Chapter III .....</b>	<b>46</b>
<b>Education and its influence on psychological development: Human development .....</b>	<b>46</b>
3.1 The Role of Early Education .....	49
3.2 Impact of preschool education on cognitive and emotional growth .....	50
3.3 The Influence of Higher Education .....	50
3.4 Development of critical thinking and self-identity in college students .....	51
3.5 Summary of the long-term effects of education on psychological well-being....	52
3.6 Human development and inclusive education in Latin America.....	53
3.7 Overview of Human Development and Inclusive Education in Latin America ....	53
3.8 The role of government policies in promoting inclusive education .....	54
3.9 Analysis of National Education Policies and Their Impact on Accessibility .....	55
3.10 Socioeconomic Factors Influencing Human Development and Education .....	56
3.11 Examination of Poverty and Its Effects on Educational Opportunities.....	56
<b>Chapter IV .....</b>	<b>59</b>
<b>Daniel Goleman's Emotional Intelligence: Key to Human Development.....</b>	<b>59</b>
4.1 The Concept of Emotional Intelligence .....	60
4.2 The Impact of Emotional Intelligence on Personal Development .....	61

4.2.1 How Emotional Intelligence influences self-awareness and personal growth	62
4.2.2 The importance of Emotional Intelligence in fostering effective communication and empathy .....	63
4.3 Daniel Goleman's Emotional Intelligence: key to psychosocial development ...	65
4.3.1 The Concept of Emotional Intelligence .....	67
4.3.2 Impact of Emotional Intelligence on Personal Relationships.....	68
4.3.3 Fostering psychosocial development .....	69
4.4 Daniel Goleman's Emotional Intelligence: Inclusive education .....	71
<b>Conclusion</b> .....	<b>75</b>
<b>Bibliography</b> .....	<b>77</b>

## Preface

The purpose of this book is to make the reader aware of the importance of the development of emotional intelligence (E.I.) for human development and its education in people's lives and the need to strengthen education, especially the second cycle of pre-school education. Knowing that this is a critical period, we assume that this education will positively affect the development of cognitive intelligence and success in various areas of life.

In the educational context, teachers become the main emotional guides of students, which implies acting as role models, who are able to capture, understand and regulate the emotions of their group in favor of their own emotional balance. We need teacher training to fill the educational gap in the development of skills to manage our thoughts, feelings and emotions, skills that were previously less important, but whose acquisition allows us to better understand our reality and improve our personal and professional relationships, this is human development.

For this research we have outlined four chapters, in the first one the factors that transcend in the psychological development of the being are detailed, the categories from the historical-cultural and the psychosocial perspective in educational processes. In chapter two, we look at Latin America with an emphasis on the transformation of teaching and learning, socioeconomic inequalities in the quality of education and how the future in the region is envisioned, continuing in the third chapter with the analysis of state policies, the impact of humanism at an early age, the development of critical thinking, and key aspects of inclusive education for human development. Finally, we close with the interpretation of Daniel Goleman's emotional intelligence in interpersonal relationships and how personal growth is fostered in various aspects of life.



The teacher's task and responsibility are not only to provide knowledge to the students, but also to contribute to the progress of each child and to achieve this goal, i.e. to develop the child's cognitive intelligence. In this way, by boosting their development, it is possible to contribute to the creation of a smarter and happier world. Although E.I., is becoming a popular topic, it still does not receive the recognition it deserves from an educational perspective. Because it is not just about demonstrating the importance of emotional education for children. It is worth remembering that parents, teachers, counsellors, educators... must also move from persuasion to learning skills to favour and strengthen emotional development.

At present, it is difficult to deny the idea that there are several, or at least some, intelligences or intelligent abilities, which are different from each other and contribute to social adaptation. The notion of a single intelligence associated exclusively with the understanding and assimilation of mathematics and arithmetic is discarded. In this sense, the author considers that a person's academic intelligence, their school achievements, including grade point averages and degrees obtained, is not the only way in which intelligence is manifested for life in society. This idea does not answer the question that there are people with excellent academic results and poor skills for social relationships or sports.

In his theory he highlights the role of the biological conditions of the brain and their influence on psychological development, educational efforts have to consider as much as possible, the knowledge and usefulness of these theories, as well as the flexibility and adaptability of the child's brain. Various research on intelligence and cognition suggests that there are numerous different intellectual faculties, which find expression in various spheres of life. Each intellectual competence can have a unique developmental history.

The review of neurobiology studies reveals the existence of areas in the brain that correspond to particular types of cognition. The same studies point to a neural organization that is in line with the idea of various modes of processing information. The use of this theory and its impact on the educational field is considered to diagnose the intellectual profile at an early age, which would serve as a basis to enhance their education and improve their opportunities.

A great contribution, considered by the author himself as fundamental in his theory, is the conception of human cognition as parallel processes that are independent of each other. For this reason, he has repeatedly pointed out that the multiple intelligences he proposes could actually be so many, he does not limit the number, although he has studied some of them in more detail.

Considering the complexity of the educational process in all its dimensions, it is vital to cover a considerable number of components. The first of these, the modes of learning, are related in different environments to the participating intelligences, but separate from them. The most basic form could be direct or unmediated learning.

## Chapter I

### Education and its influence on psychological development

The word program, etymologically, means the action of deciding in advance what we are going to do. Designing an educational program involves the anticipatory action of a diagnosis that will direct the actions contained in it. The author Marisela Arriaga Hernández points out: *"Students have their own learning styles and teachers have their own methods and ways of teaching that often do not adjust to the educational needs present. Therefore, it is important for the teacher to self-analyze with respect to the methodologies used and the curricular content and consider the results of the diagnosis to seek alternatives"* (2015, p. 69).

Society and culture play a conspicuous role in the formation and development of personality, *"Every function in the cultural development of the child appears... at first among men as an inter-psychic category and then within the child as an intrapsychic category"* (Vygotski, 1987, p. 200). For its part, *"Learning is more than the acquisition of the ability to think; it is the acquisition of numerous specific skills to think about a series of different things"* (Vygotsky, 1979, p. 5). From the perspective of the child's overall development, learning that focuses on developmental levels that have already been achieved is ineffective for learners. This style of education lags behind the evolutionary process instead of pointing to a new stage.

The design and subsequent application of educational activities is based on the diagnosis, but *"A diagnosis and an intervention aimed at solving the problem that arises, cannot be limited to the enumeration of the symptoms, which would be descriptive and more superficial, it must discover the causes that produce them and elaborate the possible explanations of why"* (Arias, n.d., p. 1).

This idea suggests the need to interweave the descriptive with the explanatory, only in this way can we eliminate the causes and not only the perceptible manifestations of the problem, because if the underlying causes are not worked on, but some of the symptoms could also reappear later, even more strongly. The diagnosis must be systematic and dynamic: *"What is diagnosed is a moment of development... that after a while will change"* (Pino, n.d., p. 7).

It is well known that the diagnosis of the Zone of Proximal Development is decisive for the formulation and functional execution of any educational activity. This category guides us and positions us in conditions to understand the dynamics of learning and development itself. *"The development of the personality is defined to a large extent by the subject's potentiality for the proximate realization of the capacities ... it is about the prospective movement of the subject of development in the sociocultural prospective movement"* (Fariñas, 2005, p. 61).

It is not enough to diagnose the real capacities of the subject, it is necessary to determine the possibilities of development, which processes have not been formed or are in the process of formation. The diagnosis of real development serves us to compare with other similar ones and supports the design of educational activities based on the knowledge of the student but does not explain how the development of the subject in question will be in the future. The diagnosis of the nearby area allows us to program and project with the required methods the educational activities that will facilitate this development. In this sense, we refer not only to the learning of knowledge, but also to the transformation that can occur in the moral sphere and values.

With values and morals it is no different. Their education and development are carried out thanks to social ties, their quality, previous experience and the meaning that these acquire for the subject come from the established cultural

relations. The appropriation of moral experience and the preceding codes also determine moral enrichment.

The change in the belief system occurs in multiple ways and in various ways, however, in the design of an educational program we cannot ignore the communicative elements that we use to achieve this modification. *"The degree to which a persuasive message is or is not effective depends on the motivational basis of attitudes. The individual accepts or rejects the attempt to convince him, depending on his own needs"* (Rodríguez, 2005, p. 107). It is for this premise that the initial diagnosis must be precise and organic, allowing the design of educational activities in correspondence with the individuality of the inmates, even when other actions designed from and for the group are structured.

Therefore, any educational activity, even the simplest one, demands exquisite preparation on the part of the counselor or teacher in charge. This premise is not always fulfilled in schools due to the accumulation of tasks and the dynamics of the teaching process. We cannot forget that we are all continually subjected to educational influences.

### 1.1 Agents involved in psychological development

We cannot conceive of learning as the memorization of the knowledge imparted by the educator during the class. Much less understand psychological development as the chronological increase in age that allows us to acquire new habits, knowledge and cognitive skills.

When we refer to developmental learning, we understand the formation of personological categories impregnated with complexity and multifactoriality. If we consider the cognitive-affective unit, it can be said that learning involves

development in both dimensions. It involves the formation and complexity of attitudes, capacities, skills, values, among others.

In this sense, it is coherent for us to understand *"learning as a process of acquisition of general skills that constitute effective personological resources of the student that allow him to learn and face life in its different spheres"* (Marcos, 1998, p. 8). It is precisely these spheres that often become agents of psychological development, so we shall see in a general way the consideration of them and the influence they exert.

### 1.1.1 Biological

We can understand psychological development as a complex and dynamic process, in constant flux, where numerous factors intervene, in an interrelated way. The first of these is the biological component, often minimized in educational theories that assume school activity as it develops per se. Brain structure, neural connections and biological maturation are decisive for psychological development. In the same way, diet, hormonal secretion and inherited genetics are involved.

Psychological development emerges as a result of the complex and continuous relationship between the biological and cultural components, it is doubly mediated by the cultural and social, given that these conditions, since phylogenesis, mediated the development of biological structures (Arias, 1999).

Every human being is teachable, the difference lies in the objectives set as achievable, since not all students will develop the same skills at the same levels, the particularities of the higher nervous activity and also of the entire endocrine system, constitute biological conditioning factors within the subject that mediate the interrelation of the individual with society (Domínguez, 2006).

Similarly, we find references to the plasticity and flexibility of the human brain, likewise, even that plasticity is governed by strong genetic constraints that operate from the beginning and that guide development by following certain paths rather than others (Garcés and Suárez, 2014).

### 1.1.2 Family

Another mediating agent that is decisive in psychological development is the family. Numerous studies support this statement and in fact empirical observation proves it. In those areas where families become enhancers of psychological development, learning and school performance achieve superior results. The education that gives rise to development goes beyond the school activity, in which the family intervenes, as well as at macro levels, the community and society.

The child arrives at school after spending his first years in the family. A space where the training of certain skills is supposed to facilitate learning later. The absence of these skills naturally hinders or prevents the process. For this reason, it is essential to understand the family as one of the fundamental agents to enhance development.

On the other hand, in the family, the knowledge learned at school is reaffirmed, in the first instance. The assimilation and possibly the complete understanding of the knowledge studied can take place thanks to the family, the first place where the student goes at the end of his school day, so it constitutes the space in which he clarifies any doubts about concepts not understood, due to their complex meaning, during the teaching activity.

On more than one occasion, the family holds teachers and the school responsible for the education of our children and the results achieved. In the same way, educators assume that deficiencies in educational outcome are the consequence of poor family cooperation (Martínez et al., 2020). For this reason, the premise is pointed out that among the participants in a learning community, mutual responsibility, respect, and tolerance are required (Sandoval, 2014). In this sense, not only the family and the school are considered, but also the student himself. In learning spaces, each agent must play their role in a responsible and committed way to obtain significant results.

### 1.1.3 Social and peer groups

In the same way that the family, as a social group, influences the psychological development of the child, there are other social groups and peers with the potential to intervene in the process. Children who belong to certain groups receive a significant amount of experiences from these contexts. This includes the classroom or classroom of the school. The development of subjectivity appears, therefore, from my point of view, indissolubly associated with the particularities of the life path of each man in the different social contexts in which his life immediately takes place (Fuentes, 2000).

Only when we recognize that the individual, the group, and society are the three poles of a dialectical relationship that allows for the constant exchange and actualization of relations of influence and interinfluence, will we be able to grasp the power and potential of each entity in its true context. Many times these groups have an empowering function and others act as limitations for adequate development at more complex levels. It depends on the type of relationship that is established and the predominant behavioral patterns in it (Fuentes, 2000).



Belonging to a certain group does not imply directly accepting an automatic and rectilinear determination in their individual. The individual marks his or her own existence in society through his or her activity, by indirectly accepting social experience and transforming it into his or her own values and conceptual framework. There is no other way to assimilate reality than this, that is why the active transformation of it. The human being is then perceived as a by-product of the social relations imposed by society and as a subject of those relations, as well as an active participant in the society to which he belongs.

The classroom as a variable and complex environment demands from the teacher a broad conception of the phenomena that take place in it and that are mutually interrelated. They must be able to observe the alterations from the relational point of view, which occur in their classroom, in order to achieve greater efficiency during the teaching process.

#### 1.1.4 The educator

The quality and timely adequacy of the teaching activity involves a series of variables, to achieve developmental learning. Among them, we highlight the professionalism of the teacher, which is not restricted to their pedagogical training or reduced to technical knowledge about specific disciplines for their academic specialization but needs sufficient theoretical and empirical information to allow them to build a frame of reference for the search for appropriate strategies (Sandoval, 2014).

The position of absolute knowledge is emerging as a limitation for psychological development. The psychological atmosphere in the classroom is unique because of the educator's role as evaluator. It is he who determines which answer is accepted and which is not; he is the one who has the information and

exposes a judgment of approval or rejection regarding the behavior of the students. By occupying this position of power, he has the authority to act on the basis of his knowledge, his opinions, and his norms. Current considerations on the subject assume an educator-facilitator of the process, which encourages autonomy as a way for functional learning.

One trait of teachers that seems to have significant effects on their effectiveness is their ability to inspire intellectual curiosity and intrinsic motivation to learn. In the same way, the educator must be able to create the necessary communication mechanisms with the family. Motivate the participation and commitment of the same, based on the knowledge of the family dynamics of each of its students.

Teacher personality has been studied independently or in relation to factors affecting students' mental health and personality development, but not in relation to variables affecting learning outcomes or other measures of teacher effectiveness. And this has been the case despite the fact that a teacher's personality can clearly affect how their students feel about them without necessarily affecting how effective they are as a teacher (Mares et al., 2009). Research on teacher preparation contains different variables: autonomy, professional image, working conditions, professional preparation, profile, and the context variables themselves (Sandoval, 2014).

The influence of the educator on the psychological development of the child and the processes that take place in the classroom have been widely studied. From "*the Pygmalion effect*" or "*the halo effect*", the perceptions of educators-learners, expectations, conflicts, communication to authority-autonomy, to mention a few, intervene significantly in the learning process. Carrying out an analysis of the spectrum of processes and situations, within the classroom, distorts us from the

purposes of this chapter. Only emphasize the importance of the educator in the process and the role he or she plays.

#### 1.1.5 Society and culture

The student is immersed in a cultural society. Their behavior must be in correspondence with social premises and norms, otherwise it would be considered a deviation. Thus, the persistence and consistency in the achievement of personal and group goal projects and their concordance with sociocultural demands can be appreciated (Fariñas, 2005).

In this sense, it is proposed that in the same way that teaching has driven development, culture diverts, recomposes, directs natural processes and builds with them new processes of cultural origin, the so-called higher psychological processes (León, 2007). The interinfluence between culture and the learner moves in both directions. The subject of development is firmly rooted in culture thanks to the education provided by another educator, but the educator actively works to promote his or her cultural insertion (León, 2007).

The meanings and actions that take place within the institution of the school could be referred to as part of the school culture. Each of our prototypical instances of learning tends to occur in a particular cultural context. In a traditional illiterate society, most learning is considered a requirement for survival (Elias, 2015).

To provide academic knowledge that is relevant and open to each individual's experiential culture, the school must become a meeting place where cultural elements are exposed and students' experiential cultures are recognized. These experiential cultures derive from the social scenarios in which the primary learning spaces have previously been formed, mainly the family, before entering

school (Sandoval, 2014). In the classroom, personal experience and school culture are mutually linked. After completing their institutional teaching cycle, it is expected, in theory, that the learner will be able to interpret reality using a combination of their academic and experiential learning (Elias, 2015).

#### 1.1.6 Active subject

A determining agent in the process of learning and psychological development is the subject involved. This reality is often overlooked or is supposed to be implicit in theoretical conceptions. The truth is that without the active participation of the subject in his or her own learning process, the levels of complexity of his or her development will not be very high. The active involvement of the subject during the process is defined in terms of Viera Torres (2003) as Ausubel's self because it concerns exploitation as a source of primary or earned status, that is, the kind of status that the individual gains in proportion to his or her level of achievement or competence.

Man, as a real person, is the main determinant of himself. Each one is, in part, his own project and producer. These resources promote the subject's active role, self-determination, decision-making and responsibility for their own actions and consequently their learning and psychological development. The active participation of the learner is one of the key components of knowledge. It is not enough for a person to simply absorb information from the outside world and call it knowledge, the information needs to be processed, worked on and personalized by the learner to become new knowledge (Bruner, 1969).

In addition, these agents lack theoretical and methodological value if they are perceived independently or in isolation. The boundaries between the group-the family, the culture-active subject, the educator-society (as we make so many

combinations) are confused, they are interconnected in such a way that they intervene reciprocally. For this reason, we propose to approach the fundamental categories and principles of the Historical-Cultural Approach, which are significant for the comprehensive understanding of the student's diagnosis and the lines of intervention to be followed in the design of teaching activities.

## 1.2 Categories of analysis proposed by the Historical-Cultural Approach

It is well known that the founder of the historical-cultural approach, Lev Vygotsky, dedicated a large part of his work to understanding the psychological development of children with special educational needs, the certainty about diagnoses and educational influences from the outside. Currently, the historical-cultural approach has a strong influence in the field of education, where much research has been done on its basic ideas, to give the necessary continuity and enrich the theoretical and practical elements of the new practice, through its deepening in different social and cultural contexts.

This author's legacy suggests that human processes should be studied holistically. It is crucial to understand the phenomena that have influenced the process, the qualitative changes and the mediation links. As a basis for development at more complex levels of thought, he suggests that psychic processes have a social origin and that language can mediate between the interpsychological and the intrapsychological (Vygostky, 1979).

He assumed that sociocultural learning occurs through signs or symbols, as language is the intermediary that clarifies the dialectical relationship. The close connection between language and thought, or mental activity and speech, was highlighted by Vygotsky. The main purpose of signals is their communication, which allows for social interaction and interpersonal mediation. As enduring

manifestations of humanity, speech and verbal thought play a crucial role in establishing the framework of subjectivity.

In this approach, the subject is visualized as a social being capable of more complex actions that are the result of social interaction and the ability to think related to action. Relationships with other people are indispensable for the development of personality. In this sense, it is proposed that the subject is made up of specific social experiences where he elaborates and assimilates meanings in a way that is coherent with the culture in which he is immersed (Vygotsky, 1987).

In the detailed study of his theory, one can appreciate a strong influence, although not always declared, of the theory of complexity, although he understood it as dialectic and not with the name presented. The consideration of them as psychic dimensions and considered in the context of dynamic convergence would allow us to understand a more complex representation of the investigated reality. At the very least, these dimensions must be satisfied by the complex units that are used to analyze learning.

For a unit of analysis in this field of study to be complex, it must consider not only these but also the others that the historical-culturalist approach has suggested. Learning would then be seen more as an activity of the personality than as a cognitive process.

In considering experience in our analysis, we must inexorably refer to the second complex unit for analysis, the general and the particular. The learner is forced to replicate what culture has left him as an inheritance constantly, but he does not do it mechanically; rather, it adds its own unique stamp to it, i.e., it creatively personalizes it.

We must remember that Vygotsky considered sociocultural learning as a mediator of the dialectical relationship between individual and social processes, which was possible through the use of signs or symbols, such as language. The tools used to mediate interpersonal relationships are signs. It states that a child's generalization skills correspond strictly to his or her level of development of social interaction.

To distinguish our perceptions from copies of reality, we say that they are an adequate reflection of it. Again, we can simplify the analysis of this mechanism by looking at the general or the specific, the reproductive or the creative in the learner in a disjunctive sense. To understand how the learner internalizes and at the same time personalizes culture, it is necessary to create a combinatorics by examining the nature of learning.

Personalization must be considered and worked on in learning research as a unique and unrepeatable moment for each individual. The personal meaning that the learner's expression acquires in the learning activity, the role that creativity plays in the expression and how this influences, as it allows us to know the personality of the student and the specificities of his or her learning style (Medina et al., 2017).

The axioms of the Historical-Cultural Approach are traversed by this bidirectional relationship of internalization-exteriorization. In the meantime, we believe that it finds a synthesized expression in the category Social Situation of Development (SSD), where it points out that the relationship of the child with the environment that surrounds him is unique, which implies a reconceptualization of that external reality and the ways of acting in it, highlighting that this new perception will constitute the basis for development (Vygotsky, 1987).

In this sense, he said: depending on the age of the child, the environment exerts one type of influence on his or her development because the child himself changes and changes his relationship with the situation (Vygotsky, 1979). The actual-potential and dependence-independence, as dialectical pairs for the understanding of psychological development, find expression in another category of interest for the pedagogical sciences, the Zone of Proximal Development (ZPD).

The student must be able to support learning by bringing out the best in their personality, devising new ways to move forward, and ensuring their freedom throughout the process. Nothing is better than the freedom to educate, to create and to establish oneself responsibly in the society and time in which one operates. Likewise, this kind of freedom inherently involves thinking of others as social entities and relationships with them.

To suppress creativity from learning studies is to suppress complexity, to strip and abstract activity from its generator: the individual as subject and personality. The suppression of any other of the dialectical pairs results in a basic and linear vision of learning, where elements necessary for the understanding and analysis of psychological development are lost (Bruner, 1969).

Similarly, the reality in educational contexts requires an understanding from the point of view of complexity, as several factors and systems intervene in the functional development of education and the consequent learning. The next chapter will be dedicated to the analysis of the factors that influence each other during the educational process and their influence on the human being.



### 1.3 A psychosocial perspective on the educational process and its influence on learning

The growing conviction that it is necessary to look beyond the realm of learning theories and the introduction and conceptualization of teaching processes in the social context in which they are developed, is evident when considering the empirical evidence that demonstrates the influence of these variables on the educational process. Teacher's experiences in their daily work and research findings by experts in the field of education demonstrate that a psychosocial perspective of education is necessary to address issues such as understanding school group dynamics, the impact of teachers' expectations on student behavior, values and their impact on the educational process, school conflicts, and many other issues (Bruner, 1969).

This perspective differs from the traditional one in that it constitutes a new way of understanding and analyzing educational processes from interpersonal interaction and complexity. This reality does not imply that it is the only accurate point of view to analyze the problem, however, it offers a complete vision of the dynamics in school contexts and their influence on human beings. Looking at various viewpoints or taking a multidisciplinary approach would be a successful tactic to gain a deeper understanding of a social problem such as education.

Considering a psychosocial approach to education implies knowing the social dimensions in which the different phenomena under study occur. A social psychology of education assumes all potential relationships with the people and institutions that have an impact on the education of children, adolescents and young people at the micro and macrosocial levels, including teachers, parents, educational authorities, administrative personnel, school service and many other people who are agents of the formal education process. Institutionalized, includes the non-formal and spontaneous (Bruner, 1969).

The social psychology of education would investigate the relationships between teachers, between them and their leaders, between teachers and students, and between teachers themselves in the network of subsystems that wrap the skein of threads that make up education. It would explain students' preferences for certain topics. It would also include other socializing agents such as the parents of the students who establish a link with the school through their children and with the teachers.

The neuralgic point of the psychosocial approach to education would be in what happens in the school context, we are justified in defending this idea, the first being that the role of any environmental factor varies between different age groups. Several researchers argue that a child's development actually involves a certain gradual expansion of his or her environment. Although we know that psychological development operates with a wide range of factors of all kinds, we cannot minimize the role that the environment and culture play in learning and its subsequent use.

The meteoric rise of psychological science and the understanding of educators who need the conceptual foundations of social psychology to understand the effects of the social environments in which they work, have contributed to the emergence of research with a psychosocial focus in the field of education. The teacher will remain far from understanding the reality of the teaching-learning situation without a dimension that allows him to interpret how interpersonal relationships in the classroom affect the learning behavior of students. This psychosocial perspective stands out for considering the school and even the classroom as a social system as a result of psychosocial phenomena as determinants related to learning (Bruner, 1969).

In this sense, several sub-processes and relationships are outlined that influence the configuration of the educational process as a functional and developmental activity for learning. Thus, the perceptions of the students about their teachers and vice versa, the effects of expectations on the teaching process, the problem of roles, school conflicts and the authority of the teacher, to mention a few, stand out.

The structure of roles, norms, and values that define the school as an institution is unique. The structure of roles, which includes students, teachers, institutional leaders, administrative and service personnel, among others, assumes a division of labor aimed at achieving the school's mission, which is to train students and fulfill the state mandate. This distinctive feature differentiates this institution from others and is mainly the result of the mission that society has entrusted to it, which can be an idealized goal.

The school is a hierarchically organized structure. It is governed by laws that control how time passes, the content system, its frequency and a system of evaluations, sometimes invariable, of the activities to be carried out. This situation limits the teacher's creativity while overloading the capacity of the educator, about whom we cannot forget that as a human being he has a system of relationships outside his workplace, which tends to become conflictive and demands certain extra efforts at times.

## Chapter II

### Education, learning and development

The relationship between learning and development is a widely studied and debated topic for many researchers. The complexity of the processes and systems involved in education and the influence they exert on it sometimes confuses the theoretical line to be followed to elucidate this reality. We can summarize three fundamental theoretical positions to group all the theories on how development and learning are related in the human being.

The first fragments this process, focusing on the idea that learning and child development are separate processes. The latter is understood as an entirely external product whose development was not actively undertaken. Instead of offering incentives to change the direction of development, it simply uses developmental successes. Among its main exponents are Piaget and Binet (Vygotsky, 1979).

This conception excludes the idea that the functions that are activated through learning can be developed or matured by the activity of learning. Development is emerging as indispensable for learning, but not as a result of it. The following theoretical position considers that the mere fact of learning constitutes a development in itself. All knowledge incorporated and assimilated by human beings expands the possibilities for their field of action, therefore it can be said that there is development at a more complex level.

In this position, learning involves an intellectual disposition that allows the general principles learned in the resolution of a task to be applied to a variety of different tasks, so it cannot be reduced to the formation of skills. Although learning

and development go hand in hand in every way, development is always much more integral than learning. The relationship between these two processes can be represented schematically by two concentric circles, the smaller circle symbolizing learning and the larger the evolutionary process it inspires (Vygotsky, 1979).

The assumptions of the first two theoretical positions on the temporal relationship between evolutionary and learning processes, despite the similarities between them, differ significantly. Theorists who subscribe to the primary view argue that maturation comes before learning, that instruction must come after mental development, and that evolutionary cycles precede learning cycles. Theorists of the second group, on the other hand, hold that both processes occur at the same time, learning and development coincide at all points, as two identical geometric figures coincide when superimposed.

The third theoretical view on the connection between learning and development attempts to balance the extremes of the above statements. On the one hand, there is maturation, which is directly related to the growth of the nervous system; on the other, there is learning, which is also an evolutionary process. It assumes that the two processes are mutually related and dependent on each other (Vygotsky, 1979).

From our conception, development is enhanced, it is encouraged, the learning process stimulates and advances the maturation process. The new and most important point of this theory is the extensive role it attributes to learning in the development of the child. The focus on this point leads us to a long-standing pedagogical problem, namely formal discipline and the problem of transference (Vygotsky, 1979).

Pedagogical movements that have emphasized formal discipline and insisted on the teaching of arithmetic, geometry, ancient civilizations, and "Romance languages" have worked under the premise that, even though these subjects are irrelevant to modern life, they are extremely important to the student's mental development. The veracity of this claim has now been questioned by a number of studies.

Psychology and education theorists are convinced that learning a specific answer improves any skill to the same degree. The theory that the mind is a set of capacities guided the way educators thought and acted. This theory states that if the student concentrates more on Latin grammar, he will be able to concentrate better on any task (Vygotsky, 1979).

However, we do not rule out the idea that the teaching of these apparently unnecessary subjects has been carried out by continuity or inertia. At one time the study of the "Romance languages" was very necessary because much of the literature existing at the time was written in those languages. With the passage of time, the baggage of literature increased, however, the classics, the originals were written in that language and somehow the tendency to teach those subjects that today are not perceived as necessary was maintained.

Learning is more than just learning to think; It's also about learning a variety of specific thinking skills. Learning does not affect our ability to focus attention, rather, it fosters a variety of skills to do so. This view holds that special training can only have an impact on a complete development if its components, materials, and procedures are the same in all relevant fields (Vygotsky, 1979).

## 2.1 Individual learners' differences and their influence on the educator's attention to them

The individual differences of students in educational psychology and the effects on teaching and learning have been the focus on numerous occasions during the confluence of psychological knowledge and educational practice. At the heart of the debate are the positions taken by each approach with respect to four main issues: the objectives and intentions that govern the study of individual differences, the fundamental assumptions about the nature of individual differences, the delimitation and conceptualization of the areas or dimensions of psychological functioning in which differences are present, and the causes of these individual differences.

The variety of reasons for identifying and studying differences among learners can be very diverse. In the meantime, the ultimate goal is the same, to ensure that the learning process is effective for the student and to favor their psychological development.

Fundamental beliefs about the nature of individual differences and their development have identified three major positions: static, situational, and interactionist. The static conception assumes that the unique characteristics of people are innate, as well as relatively stable and consistent across time and environments. The fundamental principle of this conception, which prevailed in the first decades of the twentieth century and which, despite no longer enjoying widespread acceptance, continues to have strong support, is the genetic predetermination of individual characteristics (Rivers et al., 2008). This approach to understanding individual differences contrasts with the situational or environmental conception, which holds that a person's unique traits depend on their environment rather than being genetically fixed or predetermined. People's

differences are no longer exclusive to them; rather, they are the result of the various contexts and circumstances in which they have existed or are currently immersed.

As is well known, the environmentalist conception of individual differences is based on classical experimental psychology, which tends to treat individual variability as a dependent, controlled or neutralized variable in experimental designs, as well as in the theories, psychological approaches and educational proposals that are situated within the framework of the behaviorist paradigm. This conception reached its historical apogee in the 1950s, but like the static conception, it still has many followers today (Rivers et al., 2008).

The third conception, known as interactionist, is opposed to the previous two. The characteristics of the students and the characteristics of the educational environment interact, so both must be considered to explain and understand school learning, according to this conception of individual differences.

In this situation, the level of intellectual development, cognitive abilities, previous specialized knowledge, strategic knowledge, objectives, study and learning methods, to mention a few, of the learner cannot be attributed solely to his or her individual characteristics in terms of the quantity and quality of the learning he or she has undertaken. Nor can they be attributed solely to the characteristics of the teaching and learning activities they carry out or the educational and instructive action of the teacher. It does not even make much sense, from the interactionist conception of individual differences, to try to determine what part of the responsibility corresponds, in the explanation of school learning, to individual characteristics and the characteristics of the educational situation.



In summary, from this point of view, the importance of personal traits, some of which undoubtedly have genetic roots, and environmental factors are recognized, although none of them totally predetermines and independently of the other, the psychological processes involved in school learning (Rivers et al., 2008).

There is no doubt that the interactionist understanding of individual differences is currently prevalent in educational psychology. What is remarkable about this situation, in addition, is that the growing acceptance of the interactionist conception of individual differences has been accompanied by a change in the purposes that govern and direct the interest in their study. In fact, it is no longer a question of analyzing and predicting the performance of students based on their personal characteristics, nor of choosing them or guiding them towards one or another formative path based on them, as would be coherent within the framework of a static conception of individual differences. The focus is on identifying and locating individual differences relevant to teaching and learning, that is, the characteristics of the students whose knowledge is being assessed (Rivers et al., 2008).

The predominance of the current position is the tendency to study in a simultaneous and integrated way, the individual characteristics that have traditionally been studied separately. To study the individual differences of students, a taxonomy of useful and relevant constructs divided into three categories is proposed:

- the one that corresponds to the cognitive field (contemplates declarative knowledge and procedural knowledge), which in turn include constructs such as general and specific mental aptitudes, intellectual abilities, domain-specific knowledge, strategies, tactics and beliefs.

- that which corresponds to the affective sphere (includes general and specific mental aptitudes).

- motivation and volition (it include mechanisms for controlling action, achievement orientation, self-orientation and that of others, professional orientation, personal styles and interests) (Rivers et al., 2008).

The main argument of the proposal is that, in response to concrete and particular teaching and learning situations, students develop aptitude complexes, which constitute mixtures or compounds of individual characteristics belonging to two or even to the three categories mentioned. This suggests that the characteristics of students in each of these categories do not have a direct, linear, and isolated impact on learning.

The three main types of personal characteristics influence learning in different but coordinated ways. While cognitive characteristics have a decisive impact on the quality of learning, emotional dimensions or characteristics have a greater impact on the quality of learning because they depend on the level of effort and persistence of the learners to complete the tasks.

In this sense, the innate dimensions or characteristics fundamentally influence the direction of effort and mastery of the learning process. The presence of these three types of components in the set of skills implemented by students in practical and specific teaching and learning situations contributes in the first place to the active participation of learners and, consequently, to learning outcomes (Rivers et al., 2008).

These ideas are summarized in an interactionist conception of individual differences and are driven not only by the idea that individual characteristics of students linked to the cognitive field are by any means the only ones that influence learning processes and outcomes. No single characteristic alone and in isolation from the others is decisive for school learning: it is rather the articulated set of characteristics belonging to the group of students that are linked to the cognitive field.

## 2.2 Education, learning and development in Latin America

In an era characterized by globalization and rapid technological advancement, the importance of a robust educational framework is paramount, particularly in the diverse context of Latin America. This region faces unique challenges, including socio-economic disparities, political instability, and cultural variations, all of which significantly influence educational access and quality. As a foundation for personal and collective growth, education serves not only as a vehicle for individual empowerment but also as a catalyst for broader social and economic development.

The interplay between learning and developmental policies is critical, as effective educational strategies must address local needs while fostering a culture of innovation and critical thinking to explore the multifaceted dimensions of education in Latin America, examining historical influences, contemporary practices, and the potential for transformative change in a rapidly evolving global landscape. Through this analysis, we will uncover the pivotal role education plays in shaping the regions future.

## 2.3 Overview of the educational landscape in Latin America

Latin America's educational landscape is characterized by a complex interplay of historical, socioeconomic, and cultural factors that influence access to quality education. Despite notable progress in increasing enrollment rates in primary and secondary education, disparities persist, particularly in rural and marginalized communities. A significant challenge remains in the quality of education provided, as many institutions face issues related to inadequate resources, poorly trained teachers, and high dropout rates.

Hilton Foundations Catholic Sisters Initiative support the development of educational leadership among women religious in the region, the overarching need for collaboration among various stakeholders government bodies, NGOs, and the private sector remains critical for sustained impact. This multifaceted approach, as highlighted by Peter Löscher of Siemens Stiftung, emphasizes that foundational partnerships are essential for enhancing educational outcomes and ensuring equitable access across the diverse landscapes of Latin America.

### 2.3.1 Historical Context of Education in Latin America

Throughout history, the educational landscape of Latin America has been significantly shaped by social, political, and economic factors, reflecting broader struggles for identity and autonomy. The region's colonial past established a hierarchical system that prioritized the educational needs of the elite while marginalizing Indigenous and lower-class populations. In response, thought leaders like Paulo Freire advocated for a more equitable education system that recognizes the capabilities of all learners, positioning education as a means to empower the oppressed.

This critical pedagogical approach aligns with Gramsci's emphasis on cultural hegemony and the potential of education to disrupt existing power dynamics (Cader and Sundrijo, 2023). Despite ongoing challenges, such as socioeconomic inequalities and political instability, recent movements towards inclusive education highlight a collective desire for transformation within the educational framework. Thus, the historical context of education in Latin America reveals a complex interplay of resistance and reform aimed at achieving social justice and equality.

### 2.3.2 The impact of colonialism on educational systems

Colonial legacies have left profound imprints on the educational systems of Latin America, often resulting in disparities that continue to affect access and quality. The examination of adult literacy rates reveals that colonialism has a long-term negative economic impact, thereby hindering educational development in formerly colonized regions. Specifically, research highlights that the colonial policies of nations such as France and Britain contributed to persistent inequalities in literacy, as these impositions created systems favoring a small elite while marginalizing broader populations.

So that, the ideas of Antonio Gramsci regarding power dynamics and knowledge dissemination are crucial in understanding contemporary educational frameworks. His thoughts express how colonial practices have shaped not only the structure of education but also the content and values imparted within it, framing knowledge as a vehicle for social change and empowerment in the post-colonial context (Cader and Sundrijo, 2023). Thus, addressing these enduring effects is essential for any meaningful reform in education across Latin America.

### 2.3.3 Current Challenges in Education and Learning

Amid the ongoing challenges faced by educational systems, access to quality learning remains a significant hurdle in Latin America. The region confronts disparities rooted in socio-economic inequalities, which often lead to uneven educational outcomes. Recent findings underscore that, despite increased prioritization of English language education in countries like Cuba, many students still lack the necessary support and resources to develop proficiency effectively.

This challenge is compounded by a lack of awareness regarding established frameworks like the Common European Framework of Reference for Languages, which could guide curricula and assessment methods (Hishamudin and Kee, 2023). The COVID-19 pandemic has exacerbated existing inequities, leaving many students without access to remote learning opportunities. A 2021 report emphasizes that the achievement of Sustainable Development Goal 4 (SDG4) is at risk without significant policy transformations and resource allocations to address these persistent issues. These factors collectively hinder the progress necessary for a more equitable educational landscape in the region.

### 2.3.4 Socioeconomic disparities affecting access to quality education

Access to quality education in Latin America is profoundly influenced by socioeconomic disparities that perpetuate inequality across various demographics. Families in low-income brackets often struggle to afford essential educational resources, such as textbooks or after-school tutoring, which can hinder a child's academic performance and long-term educational outcomes. Additionally, a low level of parental education frequently correlates with limited educational aspirations and support for children, creating a cycle of disadvantage.

According to recent analyses, racial and ethnic minorities in these regions face compounded challenges, as institutional racism can further limit access to quality schooling options. However, the reliance on public education systems, which are often underfunded in poorer areas, contributes to significant gaps in the quality of education provided. Addressing these disparities requires systemic reforms that prioritize equitable investment in education, ensuring that all children have the opportunity to succeed regardless of their socioeconomic background.

In examining the interplay between education, learning, and development in Latin America, it becomes evident that effective policy frameworks are crucial for fostering sustainable growth. Conditional cash transfer (CCT) programs have emerged as a prominent example of innovative approaches aimed at reducing poverty while simultaneously improving educational outcomes. As evidenced by (Bruner, 1969), these initiatives not only provide financial support but also incentivize families to invest in their children's education and health, thereby enhancing human capital development.

However, the success of such programs is contingent upon the availability and quality of educational services, as highlighted in (Southwell, 2024). Without adequate supply-side measures, the potential benefits of CCTs may be undermined. Therefore, a holistic strategy that integrates both demand and supply factors is essential for achieving long-term improvements in education. Ultimately, international collaboration and informed policy-making will be pivotal in realizing the full potential of educational initiatives in the region.

### 2.3.5 The future of education and development in Latin America

As Latin America confronts the pressing challenges of the 21st century, its educational landscape stands on the brink of transformation. Investments in

technology and innovative teaching methods, combined with a commitment to equitable access, promise to enhance learning experiences across diverse populations. Governments and NGOs are increasingly collaborating to implement programs that leverage digital platforms, expanding educational reach into remote and underserved communities.

Additionally, the integration of critical thinking, creativity, and socio-emotional learning into curricula will better prepare students for the demands of a rapidly changing global job market. In addition, these advancements must be undertaken with a focus on inclusivity, ensuring that marginalized groups, including Indigenous populations and those from low-income backgrounds, are not left behind. The future of education in Latin America hinges on an integrated approach that prioritizes both quality and accessibility, setting the stage for sustainable development throughout the region.

Education in Latin America is at a pivotal crossroads, influenced by various cultural, economic, and technological factors. As nations strive to enhance their educational infrastructures, the urgency to address existing disparities becomes increasingly apparent. With a massive portion of the population lacking access to quality education, innovative solutions are required to bridge the gap between urban and rural areas, as well as among different socioeconomic classes to explore the critical role that education plays in the regions development by examining current challenges, potential reforms, and the transformative power of technology.

By fostering an inclusive educational environment that emphasizes critical thinking and creativity, Latin America can potentially equip its youth with the necessary skills to thrive in a rapidly changing global landscape. Education stands as both a tool for individual advancement and a fundamental driver of economic and social progress across the continent.



## 2.4 Overview of the current state of education in Latin America and its impact on development

The educational landscape in Latin America remains a complex tapestry, reflecting both advancements and challenges that significantly influence the regions overall development. Despite notable progress, such as increased enrollment rates and investments in educational resources, disparities persist, particularly affecting marginalized communities. These inequities hinder access to quality education, perpetuating cycles of poverty and limiting economic opportunities. The emphasis on academic performance and standardized testing often overlooks the diverse cultural and socio-economic contexts within which students learn, leading to disengagement and high dropout rates.

So that, as cited in the Pardee Center Task Force Reports, there is a pressing need to formulate coherent educational policies that address these discrepancies and harness the potential of emerging social movements (Blanco et al., 2011). By integrating relevant knowledge and best practices from various sectors, as highlighted in the IDIS publication, Latin America can create a more inclusive educational framework, boosting sustainable development across the region.

### 2.4.1 The Role of Technology in Education

As educational landscapes continue to evolve, technology serves as a transformative force shaping the future of learning in Latin America. Digital tools not only enhance access to information but also foster collaborative learning environments, enabling students to engage with peers and educators across geographical boundaries. For instance, initiatives that integrate technology in the classroom allow for innovative teaching methods, supporting diverse learning styles and promoting critical thinking (Monteiro and Kisil, 2011).

The importance of partnerships is evident; as emphasized by Peter Löscher of Siemens Stiftung, collaboration between foundations, governmental bodies, and educational institutions is crucial for scaling effective educational technology solutions, thereby anchoring them for the long term. Furthermore, as noted in the Pardee Center Task Force Reports, a comprehensive approach to education reform must encompass both traditional and technological modalities, allowing Latin America to harness its intellectual potential while addressing socio-economic disparities (Blanco et al., 2011). These collaborative efforts can significantly drive educational development and improved outcomes in the region.

#### 2.4.2 The potential of digital learning platforms to enhance access and quality of education

As educational landscapes evolve, digital learning platforms emerge as powerful tools to bridge gaps in access and enhance the quality of education in Latin America. The proliferation of One-to-One computing initiatives across the region demonstrates their potential to provide each student with a personalized learning device, which leads to more engaging and tailored educational experiences (Capota and Severin, 2024). These platforms not only facilitate learning at individual paces but also allow for innovative teaching methods that can cater to diverse learner needs. Similarly, the emphasis on education workforce reform, as outlined by the Education Workforce Initiative, highlights the importance of school leadership and support staff in effectively implementing these technologies (Buckler et al., 2018). As educators become more adept at integrating digital tools, students are likely to benefit from improved educational outcomes, making digital learning platforms a vital component in shaping the future of education and development in Latin America.

### 2.4.3 Socioeconomic Factors Influencing Education

Numerous socioeconomic factors significantly shape the educational landscape in Latin America, impacting both access and quality. Financial disparities often limit students from low-income families, leading to unequal educational opportunities and outcomes. This uneven access perpetuates cycles of poverty, affecting long-term socioeconomic mobility. Along these lines, as noted in (Castillo et al., 2018), culturally aware leadership is essential; improving retention and engagement among Latino students can mitigate some negative effects of socioeconomic barriers.

Educational leaders who understand their students backgrounds can implement targeted strategies, fostering an inclusive environment that supports diverse learning needs. The legacy of the Córdoba University Reform Movement, discussed in (Patterson et al., 2020), further emphasizes the importance of student activism in addressing systemic inequities. By embracing academic freedom and encouraging advocacy, educational institutions can empower students to challenge the socioeconomic factors impeding their success, shaping a more equitable future for all.

### 2.4.4 The impact of poverty and inequality on educational opportunities and outcomes

Addressing the disparities in educational opportunities in Latin America necessitates understanding the profound impact of poverty and inequality. Economic barriers prevent many children from accessing quality education, leading to a cycle of disadvantage that perpetuates socio-economic divides. According to recent research on Conditional Cash Transfers (CCTs), such programs aim to alleviate poverty and enhance educational outcomes, yet they often reveal deeper systemic inequities in opportunity distribution. These

programs have demonstrated short-term benefits, yet the overall landscape remains precarious, with improvements failing to dismantle entrenched inequalities (Ham, 2024).

Therefore, studies indicate that social mobility in Latin America is notably low, with significant obstacles to both educational attainment and upward mobility for marginalized populations (Bouillon and Azevedo, 2024). This systemic disadvantage not only restricts immediate educational access but also stunts the potential for future economic and social advancement, underscoring the urgent need for comprehensive policy interventions.

The challenges facing education and development in Latin America necessitate a multifaceted approach to ensure a brighter future. As the region grapples with socioeconomic disparities and varying levels of educational access, the integration of innovative educational practices is crucial. Embracing new methodologies, such as those seen in organic agriculture trends, can enhance both practical skills and theoretical knowledge among students (Willer et al., 2004).

Moreover, fostering collaboration between educational institutions and industry can bridge the gap between academic knowledge and real-world applications. This is especially pertinent given the identified skills gaps in communication professions, where aligning educational training with industry demands can produce capable graduates ready to tackle contemporary challenges (Adi et al., 2018). A strategic focus on inclusive policies, adaptability, and partnerships will not only elevate educational standards but also drive sustainable development across Latin America's diverse landscapes.

In the quest for a sustainable future in education and development across Latin America, collaborative efforts emerge as a vital force for transformation. By

fostering partnerships among governments, non-profit organizations, the private sector, and local communities, stakeholders can harness diverse expertise and resources to address unique regional challenges. Initiatives that prioritize shared goals lead to innovative solutions, tailored to the cultural and socio-economic contexts of each country. Moreover, collaboration promotes inclusivity, ensuring that marginalized voices are heard and that educational reforms benefit a broader spectrum of the population.

As these alliances work to create comprehensive frameworks, they not only enhance educational quality but also significantly contribute to long-term economic development. The success of a sustainable educational landscape hinges on the commitment to cooperation, setting the stage for a thriving future where all citizens have access to quality learning opportunities and pathways for personal and communal growth.

## Chapter III

### **Education and its influence on psychological development: Human development**

Education is a fundamental pillar in the formation of the individual and its influence on psychological development is undeniable. From childhood, education is not only limited to the acquisition of knowledge, but also encompasses the development of social, emotional, and cognitive skills. As individuals grow, education becomes a determining factor for their ability to interact with the world around them, shaping their personality and their way of understanding and facing life. This process of human development is affected by multiple variables, including the family environment, the quality of education received and the social experiences lived.

One of the most relevant aspects of education in psychological development is its ability to promote self-esteem and self-confidence. Children who receive a quality education, which includes recognition of their achievements and promotion of their abilities, tend to develop a positive self-image. This is crucial, as good self-esteem is a predictor of emotional and mental well-being in adult life. Conversely, poor education, characterized by a lack of support and constant criticism, can lead to self-esteem issues that manifest in various forms of anxiety, depression, and other psychological disorders.

In addition, education also plays an essential role in the formation of social skills. Interaction with peers and educators in an educational setting provides individuals with the opportunity to learn how to communicate, collaborate, and resolve conflicts. These skills are fundamental for life in society and translate into healthy interpersonal relationships. A lack of these opportunities can result in

difficulties in establishing and maintaining relationships, which in turn can affect emotional well-being and mental health. Therefore, education is not only focused on intellectual development, but it is also crucial for social and emotional development.

Educational environments that promote emotional intelligence, where students are taught to identify and manage their emotions, contribute to healthier psychological development. The ability to regulate emotions is essential for coping with life's challenges and for resilience in the face of adverse situations. In this sense, an education that integrates the teaching of emotional skills can be a protective factor against psychological problems, providing individuals with tools to manage stress and anxiety.

Education influences psychological development through the promotion of critical thinking and problem-solving. These are key components in the formation of an autonomous and confident personality. Education that stimulates critical thinking not only prepares individuals to face academic challenges, but also enables them to make informed and thoughtful decisions in their everyday lives. This type of education fosters curiosity, creativity, and innovation, aspects that are essential in an ever-changing world. Consequently, an education that prioritizes the integral development of the individual contributes to the formation of people who are not only competent in the academic field, but also emotionally healthy and socially responsible.

Education has a profound and multifaceted impact on the psychological development of the individual. From the formation of self-esteem to the development of social and emotional skills, education is an integral process that goes beyond the mere transmission of knowledge. By providing an environment that fosters personal growth and emotional development, education becomes an

essential vehicle for psychological well-being and mental health throughout life. It is therefore essential that education systems recognize and prioritize these aspects in their pedagogical approach, thus ensuring full and balanced human development.

Throughout history, the pursuit of knowledge has played a pivotal role in shaping societal structures and individual growth. As a fundamental cornerstone of human civilization, education not only imparts essential skills and information but also fosters critical thinking and self-awareness. The interplay between education and psychological development is profound, influencing cognitive, emotional, and social dimensions of an individual's life. Explore the dynamic relationship between educational practices and their psychological impact, examining how various educational approaches can either enhance or hinder personal development.

By analyzing both traditional and progressive educational models, we can gain insight into the mechanisms through which education informs identity, resilience, and people skills. Ultimately, understanding these connections can enlighten educators and policymakers, guiding them toward more effective strategies that nurture the holistic development of future generations.

Education serves as a critical shaping force in psychological development by fostering cognitive skills, emotional resilience, and social adaptability. Through structured learning experiences, individuals acquire not only knowledge but also essential problem-solving abilities and self-regulation skills that contribute to enhanced mental well-being. For instance, research indicates that educational environments can either mitigate or exacerbate stress and stigmatization, influencing the psychological outcomes of students (Cruz-Morato et al., 2017).



Education plays a pivotal role in building social capital, which is crucial for personal identity and community engagement. Micro-entrepreneurs, for instance, display significant growth when they possess both psychological and social capital, highlighting how educational opportunities can empower individuals to transcend poverty and achieve their full potential (Kamalia et al., 2019). Therefore, education and psychological development are inextricably linked, underlining the necessity for inclusive educational practices that promote mental health and holistic personal growth.

### 3.1 The Role of Early Education

Early education serves as a critical foundation for shaping a child's psychological development and fostering their abilities to navigate social environments. It provides essential learning experiences that promote cognitive, emotional, and social skills, enhancing a child's capacity to engage with the world. According to the findings on the psychosocial impact of COVID-19 on girl child education, educational disruptions can hinder the psychological development that early education seeks to support, illustrating the severe consequences of inadequate access to learning opportunities during formative years (Mumini et al., 2023).

Moreover, the disabilities faced by professionals in physically demanding roles, such as farriers, highlight the necessity for education tailored toward addressing both practical and psychological needs (Harrington et al., 2022). By equipping children with essential skills and knowledge early on, we can foster resilience, adaptability, and a lifelong love of learning, which are crucial for personal and professional success in an increasingly complex society.

### 3.2 Impact of preschool education on cognitive and emotional growth

Early childhood education plays a pivotal role in shaping childrens cognitive and emotional development, laying a foundational framework for future learning and people skills. Engaging in structured preschool environments promotes not only academic readiness but also vital social skills such as empathy and collaboration. This is particularly crucial, as children learn to navigate complex social dynamics, establishing their identities and relationships with peers. The impact of hunger and food insecurity issues often faced by at-risk youth can further exacerbate developmental challenges, as highlighted in (Cook and Jeng, 2009).

Programs that incorporate nutritional support alongside educational curriculums are essential in mitigating these obstacles. Similarly, research indicates that adverse childhood experiences, including bullying, can hinder emotional regulation and cognitive growth, as described in (Temkin et al., 2015). Therefore, comprehensive preschool education must address both cognitive and emotional dimensions to equip children for successful futures, emphasizing the need for holistic approaches in early childhood programs.

### 3.3 The Influence of Higher Education

The environment cultivated within higher education institutions plays a pivotal role in shaping students professional identities and psychological growth. Engaging with diverse peers and faculty broadens individual perspectives, fostering essential skills like collaboration and communication. This social interaction is vital, as the university experience serves as a microcosm of professional life, where students are encouraged to navigate complex social dynamics and develop critical thinking.

According to research, specific dimensions of personality, such as openness to experience and agreeableness, are significantly impacted by the higher education setting, directly correlating with job satisfaction later in life (Rully et al., 2023). Aspects such as the relational and value-oriented components of the university's social environment can enhance self-esteem and motivation among students during their formative years (Emelyanenko et al., 2018). The influence of higher education extends beyond academic learning, playing a crucial role in the holistic psychological development of individuals.

#### 3.4 Development of critical thinking and self-identity in college students

The transition into college represents a pivotal phase in a student's life, where the development of critical thinking and self-identity comes to the forefront. As students encounter diverse ideas and perspectives, they are challenged to question their beliefs, leading to a more nuanced understanding of themselves and the world around them. This critical engagement not only promotes intellectual growth but also fosters a sense of self-awareness, allowing students to refine their identities in a supportive environment.

Research indicates that these competencies are essential for navigating the complexities of adulthood, as they enable individuals to make informed decisions and engage meaningfully in society (Rivers et al., 2008). Moreover, the college experience often serves as a microcosm for students to explore their values and aspirations, shaping their personal and professional trajectories. Thus, higher education plays a vital role in cultivating the critical thinking skills and self-identity necessary for success beyond the classroom.

The intricate relationship between education and psychological development underscores the necessity for educators to embrace evolving technologies and supportive environments. By facilitating professional development and fostering adaptive skills, technology can play a crucial role in preparing students for the complexities of modern life.

Meanwhile, as indicated in (Benjun, 2023), addressing occupational stress within the teaching profession is imperative for sustaining mental health and effectiveness. By enhancing self-compassion and promoting peer support, the educational landscape can cultivate resilience among educators, benefiting students psychological growth. Conclusively, a balanced approach that combines innovative technology and supportive practices will not only enrich educational outcomes but also positively influence human psychological development across generations.

### 3.5 Summary of the long-term effects of education on psychological well-being

The correlation between education and psychological well-being extends far beyond the immediate benefits typically associated with academic achievement. Longitudinal studies have consistently shown that individuals with higher levels of education experience lower rates of anxiety and depression, as well as greater life satisfaction. This relationship can be attributed to several factors, including enhanced critical thinking skills, better problem-solving abilities, and increased social connectivity, all of which contribute to a more resilient psychological framework. Moreover, education often serves as a pathway to improved socio-economic status, which allows for greater access to healthcare resources and supportive communities.

These elements combine to foster a sense of purpose and belonging, essential components of mental health. In summary, the long-term effects of education on psychological well-being illustrate the profound impact that learning has on emotional and social dimensions of life, providing individuals with tools for healthier, more fulfilling lives.

### 3.6 Human development and inclusive education in Latin America

In recent decades, growing awareness of the multifaceted nature of educational systems has prompted a shift toward inclusivity, particularly in the context of Latin America. This geographical region, characterized by its rich cultural diversity and socio-economic disparities, presents both unique challenges and opportunities for advancing inclusive education practices. Emphasizing the interplay between human development and education, it is crucial to understand how these factors collectively influence educational outcomes for all students, especially those from marginalized communities.

An integrated approach to human development acknowledges the importance of social, economic, and educational factors in shaping an individual's capacity to thrive. By examining the intersections of these elements, this study aims to explore the current state of inclusive education in Latin America, assessing its impact on human development while highlighting the strategies necessary to create equitable and effective educational environments for every learner.

### 3.7 Overview of Human Development and Inclusive Education in Latin America

In Latin America, human development is intricately linked to the principles of inclusive education, emphasizing the right of all individuals to access quality

learning opportunities, regardless of their socioeconomic or cultural backgrounds. The region has witnessed considerable progress in educational access; however, challenges remain, particularly for marginalized groups, including Indigenous populations and those living in rural areas.

The 2030 Agenda for Sustainable Development underscores the importance of education in achieving broader developmental goals, as articulated in The Sustainable Development Goals Report 2017, which highlights the need for equitable education systems as a cornerstone of human development (Food and Agriculture Organization of the United Nations, 2017).

Additionally, the ongoing impact of climate change poses threats to educational attainment by exacerbating existing inequalities, making climate-responsive educational strategies critical to ensuring resilience and sustainability in human development efforts (UNDP, 2016). Together, these factors reveal the multifaceted challenges and opportunities that lie ahead for fostering inclusive education within the Latin American context.

### 3.8 The role of government policies in promoting inclusive education

Government policies play a pivotal role in fostering inclusive education, particularly in regions like Latin America, where disparities in access and quality remain prevalent. By establishing legal frameworks that prioritize educational equity, governments can ensure that marginalized groups, including women, migrants, and minorities, have equal opportunities to participate in the educational process. For instance, initiatives to promote interfaith tolerance and broader community participation in urban management can enhance the inclusiveness of educational environments (Brown and Kristiansen, 2009).

So that, policies that encourage the active involvement of local stakeholders in shaping educational practices can lead to the development of tailored solutions that address specific community needs. This participatory approach not only empowers individuals but also fosters a sense of ownership among diverse populations, crucial for sustainable development. Through intentional and inclusive policymaking, governments can significantly advance human development and educational access across Latin America (Anil Sood et al., 2024).

### 3.9 Analysis of National Education Policies and Their Impact on Accessibility

National education policies in Latin America play a pivotal role in shaping accessibility to inclusive education, influencing the socio-economic landscape of the region. By prioritizing human rights principles, these policies aim to dismantle barriers faced by marginalized populations, ensuring equitable access to quality education. However, the effectiveness of such initiatives often hinges on the robust implementation of frameworks that promote active participation from all stakeholders. For instance, the ongoing UNESCO Internet Study emphasizes that the same rights upheld offline should similarly be protected online, indicating a vital connection between digital accessibility and educational.

Furthermore, the affirmation of comprehensive practices among member states highlights the necessity for collaborative efforts to address issues like security and privacy, which directly impact the inclusiveness of educational environments. Policies must be continuously evaluated and refined to foster a more inclusive society, supporting diverse learners and promoting sustainable development across Latin America.

### 3.10 Socioeconomic Factors Influencing Human Development and Education

Human development and education in Latin America are profoundly shaped by various socioeconomic factors that intertwine with broader political contexts. Economic growth, particularly when it is exclusive and uneven, contributes to disparities in educational access and quality across different regions and demographics. The presence of socioeconomic inequalities often mirrors differences in educational outcomes; for instance, wealthier areas typically boast better-funded schools and resources, while marginalized communities face systemic barriers to educational attainment.

This situation is exacerbated by historical issues such as social violence and the political climate, which can impede the allocation of resources toward education and human development initiatives. In India, a study found internal threats from social violence significantly correlate with human rights abuses, which can also reflect on educational policies and practices (Vadlamannati et al., 2008). Enhancing educational equity requires not only addressing economic inequalities but also tackling the institutional frameworks that reproduce these disparities (Yeates et al., 2015).

### 3.11 Examination of Poverty and Its Effects on Educational Opportunities

Economic disparities significantly affect educational opportunities in Latin America, creating a cycle of poverty that is difficult to escape. Many children from low-income families face various barriers, including inadequate access to quality schooling, lack of resources, and insufficient support for their educational needs. This disparity exacerbates inequality, as those in impoverished communities are often trapped in an environment that prioritizes survival over learning. Also, the lack of social cohesion, characterized by low interpersonal trust and entrenched



inequality, further complicates these issues and stifles potential progress (Ferroni et al., 2024).

Research indicates that improving educational access is not merely an issue of policy but one deeply intertwined with social structures and economic policies. Ultimately, addressing these educational gaps is crucial for breaking the cycle of poverty and fostering equitable development, underscoring the need for targeted investments and inclusive educational strategies in the region (Food and Agriculture Organization of the United Nations (FAO), 2017).

A comprehensive approach to human development and inclusive education in Latin America is essential for fostering equitable opportunities for all individuals, particularly marginalized groups. As highlighted through various initiatives and research, addressing systemic barriers such as inequality and lack of access to quality education is critical for achieving sustainable development goals. The collaboration between organizations like UNESCO and UN-HABITAT emphasizes the importance of rights-based frameworks, which can empower communities and enhance civic participation in urban planning and management (Brown and Kristiansen, 2009).

Additionally, focusing on comprehensive strategies that encompass economic, social, and cultural dimensions will not only strengthen educational outcomes but also promote a more robust civil society (Barnes, 2024). By recognizing the interconnectedness of these factors, stakeholders can cultivate an environment that champions inclusivity and growth, positioning Latin America as a model of progressive human development.

A comprehensive analysis of human development and inclusive education in Latin America reveals several key findings that highlight both progress and ongoing challenges. Notably, the region has made significant strides in increasing

access to education, yet disparities persist, particularly for marginalized groups including Indigenous and rural populations. Similarly, the quality of education often falls short, affecting learning outcomes and overall development. Recommendations for future improvements include implementing more targeted policies aimed at inclusivity, allocating resources to support teacher training, and fostering community involvement in educational processes.

Such measures can help create a more equitable educational landscape, ensuring that all children, regardless of their background, receive the education they deserve. By prioritizing inclusivity and quality, Latin America can harness the full potential of its diverse population, setting the stage for sustainable human development and socioeconomic growth in the years to come.

## Chapter IV

### Daniel Goleman's Emotional Intelligence: Key to Human Development

In recent years, the concept of emotional intelligence has gained significant attention, reshaping our understanding of human capabilities and interpersonal interactions. Unlike traditional measures of intelligence, which often focus solely on cognitive abilities, emotional intelligence encompasses the capacity to recognize, understand, and manage one's emotions as well as those of others. This multidimensional framework, popularized by Daniel Goleman, highlights the essential role that emotional awareness and regulation play in personal and professional success.

By exploring the dimensions of emotional intelligence—self-awareness, self-regulation, social awareness, and relationship management—Goleman illustrates how these skills contribute not only to individual development but also to community and organizational health. Ultimately, acknowledging the importance of emotional intelligence reveals vital insights into fostering resilience, empathy, and effective communication, all of which are crucial for navigating the complexities of human relationships in an increasingly interconnected world.

Emotional intelligence (EI) plays a crucial role in shaping human development by enabling individuals to understand and manage their emotions, as well as empathize with others. This ability enhances interpersonal relationships and fosters a supportive social environment, which is essential for personal growth and cognitive development. Goleman's framework of emotional intelligence emphasizes its multifaceted nature, which encompasses self-awareness, self-

regulation, motivation, empathy, and social skills. Research indicates that strong emotional intelligence positively impacts success in various life domains, including education and professional settings. For instance, the study on parenting styles suggests that emotional coaching significantly influences the development of emotional intelligence in preschool-aged children. As individuals develop these competencies, they become better equipped to navigate challenges, leading to healthier relationships and improved overall well-being, thereby reinforcing the foundational role of EI in human development (Sfetcu et al., 2020).

#### 4.1 The Concept of Emotional Intelligence

Among the various frameworks addressing emotional intelligence, Daniel Goleman's model stands out for its comprehensive approach to personal and social competencies. Goleman emphasizes that emotional intelligence encompasses self-awareness, self-regulation, social awareness, and relationship management, which are essential for effective leadership and interpersonal interactions. These components play a significant role not only in professional contexts but also in personal development. Research indicates that emotional intelligence fosters strong relationships between individuals, which is particularly crucial in fields like social work.

For instance, a study highlights that emotional intelligence is integral to the relationship between social workers and clients, as well as among colleagues and supervisors, ultimately leading to better outcomes in social settings (Andrijanic et al., 2014). In addition, equestrian experiences have been shown to develop assertiveness and communication skills—traits mirrored in successful leadership roles (Fransson et al., 2015). This intersection of emotional intelligence and practical experiences demonstrates its pivotal role in human development.

Emotional Intelligence (EI), as conceptualized by Daniel Goleman, encompasses a robust framework designed to enhance personal and professional interactions. Goleman's model is built upon five core components: self-awareness, self-regulation, motivation, empathy, and social skills. Self-awareness enables individuals to recognize their emotions and understand how these feelings influence their behavior and decision-making processes. This foundational skill paves the way for self-regulation, allowing for the management of one's emotional responses, which is crucial in maintaining composure in stressful situations. Motivation, in Goleman's view, drives individuals to pursue goals with perseverance and energy, fostering achievement. Empathy extends this foundation into interpersonal realms, facilitating meaningful connections through the understanding of other emotions.

Lastly, social skills enable effective communication and conflict resolution, integral for teamwork and leadership. Collectively, these components underscore Goleman's assertion that emotional intelligence is pivotal for human development in both personal and social contexts (Sfetcu et al., 2020).

#### 4.2 The Impact of Emotional Intelligence on Personal Development

Emotional intelligence plays a pivotal role in shaping personal development by fostering essential skills that enhance interpersonal relationships and self-awareness. The ability to recognize and manage one's emotions directly contributes to personal growth, as individuals become more adept at navigating social contexts and handling challenges. For instance, Goleman's framework outlines competencies such as self-management and social skills, which are crucial for effective communication and conflict resolution. The experiences of business leaders who have derived confidence, assertiveness, and emotional control from

their equestrian backgrounds highlight the practical applicability of these emotional intelligence components in real-world scenarios (Fransson et al., 2015). Thus, personal reflection, as noted in the transformative educational journeys, allows individuals to unpack their emotional histories, leading to profound self-understanding and a clearer sense of identity (Morgan et al., 2005). Thus, cultivating emotional intelligence not only enhances personal capabilities but also prepares individuals to engage with the world more mindfully and effectively.

#### 4.2.1 How Emotional Intelligence influences self-awareness and personal growth

Emotional intelligence serves as a catalyst for enhancing self-awareness, ultimately fostering personal growth in various aspects of life. By cultivating an understanding of one's emotions, individuals unlock the ability to reflect on their experiences and make informed decisions regarding their personal and professional paths. For instance, as Goleman emphasizes, the capability to manage one's emotions is critical not just in personal interactions but also in navigating challenges effectively. This reflective process often leads to self-discovery, as individuals can better grasp their motivations and behaviors in different contexts.

The interviews conducted with business leaders demonstrate that the confidence and assertiveness developed through horse experiences have profound implications for their professional lives, showing that emotional intelligence contributes to practical skills important for leadership (Fransson et al., 2015). Furthermore, the transformation that occurs through engaging with one's emotional landscape is evidenced by educators who have found new clarity and purpose in their roles, illustrating that understanding oneself can significantly shape one's identity and future endeavors (Morgan et al., 2005).

In social relationships, the ability to navigate emotions holds significant weight in building trust and understanding among individuals. Emotional intelligence, as defined by Daniel Goleman, encompasses self-awareness, empathy, and effective communication, all essential elements for fostering healthy interactions. The interplay of these competencies allows individuals to connect more profoundly; for instance, social workers often rely on their emotional intelligence to strengthen bonds with clients, facilitating better outcomes in their practice (Andrijanic et al., 2014).

Furthermore, experiences that nurture these skills, such as working with animals like horses, can enhance leadership attributes that translate well into personal and professional relationships (Fransson et al., 2015). As individuals develop confidence, assertiveness, and emotional control, they become adept at managing conflict and stress, vital for maintaining positive social interactions. Ultimately, the integration of emotional intelligence into everyday interactions is key to nurturing lasting relationships that contribute to individual and communal growth.

#### 4.2.2 The importance of Emotional Intelligence in fostering effective communication and empathy

Developing strong emotional intelligence is pivotal for enhancing communication and fostering empathy in various personal and professional contexts. When individuals are attuned to their own emotions, they can better recognize and interpret the feelings of others, which in turn facilitates clearer and more respectful interactions. This aligns with Goleman's framework, which underscores the significance of self-awareness and social awareness in building effective relationships. For instance, experiences with horses have been documented to cultivate confidence, assertiveness, and communication skills

among those engaged in equestrian activities, highlighting how emotional intelligence can be nurtured through unconventional experiences (Fransson et al., 2015).

Similarly, personal reflective practices, such as freewriting and self-examination, can lead to a deeper understanding of one's emotional landscape, ultimately enhancing one's capacity for empathy and effective communication with others (Morgan et al., 2005). Consequently, fostering emotional intelligence is not merely an individual benefit; it is essential for nurturing a more empathetic and connected society.

In exploring the transformative concept of emotional intelligence as proposed by Daniel Goleman, it becomes evident that this framework serves as a crucial cornerstone for human development, particularly within leadership contexts. Leaders equipped with high emotional intelligence are better positioned to navigate the complexities of interpersonal relationships, thereby fostering a more adaptive and resilient organizational environment. As noted, the study revealed that the understanding of emotional intelligence significantly differed among leaders, suggesting that personal experiences shape their interpretations and applications of EI in their roles (Kristjánsdóttir et al., 2022).

The recognition that self-awareness stands out as a pivotal component for effective leadership emphasizes the relevance of Goleman's model in contemporary settings. Ultimately, embracing emotional intelligence not only enhances individual capacity but also cultivates a culture of empathy and collaboration, reinforcing the idea that Goleman's principles are instrumental in shaping positive human development across various spheres of life.



Understanding and cultivating Emotional Intelligence (EI) has emerged as a pivotal element in the broader context of human development. Key components such as self-awareness, self-regulation, empathy, and interpersonal skills contribute significantly to personal and professional growth. Individuals with high EI tend to navigate social complexities more effectively and maintain healthier relationships, which can lead to an enhanced quality of life. Emotional capabilities play a crucial role in decision-making processes, allowing individuals to integrate emotions into their reasoning effectively, fostering better outcomes.

The importance of EI extends beyond individual benefits; organizations that prioritize emotional competence are often more productive and innovative. As the landscape of work and social interaction evolves, the emphasis on Emotional Intelligence becomes increasingly vital, equipping individuals not only with the tools for success but also fostering a more compassionate and understanding society. Thus, EI stands as an essential pillar in the ongoing journey of human development.

#### 4.3 Daniel Goleman's Emotional Intelligence: key to psychosocial development

Emotional intelligence has emerged as a critical component of personal and professional success, transcending traditional measures of cognitive ability. In an era where interpersonal skills are invaluable, Daniel Goleman's framework highlights the significance of understanding one's emotions and the emotions of others. His exploration of emotional intelligence reveals the intricate connections between emotions and cognitive processes, suggesting that emotional awareness can greatly enhance decision-making and relational dynamics. By advocating for emotional skills alongside academic achievement, Goleman challenges the

conventional educational paradigms, positioning emotional intelligence as equally essential for psychosocial development.

As we delve deeper into the intricacies of his theory, it becomes increasingly clear that emotional intelligence not only contributes to individual well-being but also fosters healthier societal interactions. Thus, understanding and cultivating emotional intelligence is paramount for navigating today's complex social landscape, making Goleman's insights particularly relevant in contemporary discussions on personal development.

Emotional intelligence, a concept popularized by Daniel Goleman, encompasses the ability to recognize, understand, and manage one's own emotions while simultaneously empathizing with the emotions of others. This skill is crucial in psychosocial development, as it facilitates effective communication, fosters healthy relationships, and enhances resilience in social settings. Individuals with high emotional intelligence can navigate complex interpersonal dynamics, making them adept at resolving conflicts and understanding diverse perspectives.

As noted in (Baker et al., 2020), the integration of Social and Emotional Learning (SEL) curricula in educational institutions highlights a growing recognition of the importance of emotional intelligence in supporting students' holistic development. Moreover, (Ford, n.d.) illustrates the necessity of embedding mental health support within educational frameworks, emphasizing that emotional intelligence contributes significantly to the overall well-being of students. Consequently, strengthening emotional intelligence equips individuals with essential tools for personal and professional success in an increasingly interconnected world.

#### 4.3.1 The Concept of Emotional Intelligence

Emotional intelligence (EI) serves as a pivotal component in understanding personal and interpersonal dynamics, influencing how individuals navigate their emotional landscape and interact with others. Defined by Daniel Goleman, EI encompasses self-awareness, self-regulation, empathy, and social skills, which collectively empower individuals to manage their emotions effectively while fostering healthy relationships. As indicated in research exploring wraparound services in a Midwestern school district, emotional and social support is integral to the holistic development of children, showcasing how comprehensive services can enhance emotional understanding in various settings (Baker et al., 2020).

The interplay between emotional intelligence and psychosocial development underscores the importance of equipping individuals with the tools to recognize and respond to their emotions and those of others, promoting resilience and adaptability in life's challenges. Consequently, the cultivation of EI in educational environments and beyond is crucial for nurturing well-rounded individuals capable of thriving in complex social landscapes.

Emotional Intelligence (EI), as defined by Daniel Goleman, encompasses the ability to recognize, understand, and manage our own emotions, as well as the ability to recognize, understand, and influence the emotions of others. This multifaceted concept includes five key components: self-awareness, self-regulation, motivation, empathy, and social skills. Self-awareness allows individuals to acknowledge their emotional states, thus fostering personal accountability and growth. Self-regulation aids in managing emotional responses, promoting resilience and adaptability in various situations.

Motivation, an intrinsic drive to achieve personal goals, fuels success beyond mere academic abilities, as research indicates traditional intelligence contributes only 20% toward life success (Bryant et al., 2007). Empathy enhances interpersonal relationships by fostering a deeper understanding of other feelings, while social skills facilitate effective communication and conflict resolution. Given these components, Goleman's framework emphasizes that developing EI is crucial for psychosocial development and overall well-being, aligning with the increasing recognition of EIs significance in academic and professional contexts (Dauti-Kadriu et al., 2015).

#### 4.3.2 Impact of Emotional Intelligence on Personal Relationships

Emotional intelligence (EI) serves as a cornerstone for building and maintaining healthy personal relationships. By enhancing one's ability to understand and manage emotions, EI fosters empathy, effective communication, and conflict resolution skills. For instance, individuals with high emotional intelligence can navigate difficult conversations more adeptly, as they are better equipped to recognize their own emotional triggers as well as those of others. This sensitivity to emotional states can lead to a deeper connection and mutual respect within relationships, ultimately reinforcing bonds and trust.

Moreover, the integration of support services, such as Social and Emotional Learning (SEL) programs in schools as noted in (Baker et al., 2020), underscores the importance of developing emotional intelligence from an early age. Such initiatives highlight how EI not only benefits personal connections but can also create supportive networks, promoting overall psychosocial development. Consequently, fostering emotional intelligence can yield profound and lasting impacts on personal relationships.

Developing emotional intelligence (EI) is a cornerstone of effective communication and empathy in interpersonal relationships. As individuals enhance their ability to recognize and manage emotions, they become more attuned to the feelings of others, fostering deeper connections. This understanding allows for more responsive dialogue, as emotionally intelligent individuals can tailor their communication to accommodate the emotional states of their peers.

Thus, the integration of Social and Emotional Learning (SEL) practices in educational settings, as discussed in the findings from a Midwestern School District (Baker et al., 2020), illustrates how structured support can improve empathy among students, equipping them with essential skills for navigation in complex social environments. By recognizing the interplay between personal and collective emotional experiences, those with higher emotional intelligence can cultivate environments of support and understanding, ultimately enhancing all facets of interpersonal relationships. Consequently, these skills lead to both personal and communal growth, reinforcing the importance of EI in psychosocial development (Kavanaugh et al., 2020).

#### 4.3.3 Fostering psychosocial development

In summation, the exploration of emotional intelligence as articulated by Daniel Goleman highlights its significant role in fostering psychosocial development. The understanding that emotional awareness and regulation are pivotal in shaping interpersonal relationships and personal success reinforces the necessity of integrating emotional intelligence into educational curricula. Specifically, the insights from support service providers reveal that wraparound services addressing emotional needs can substantially enhance a child's overall well-being and academic achievement, as noted in the findings about the

Midwestern School Districts approach to Social and Emotional Learning (Baker et al., 2020).

Further emphasizing the importance of personal experiences, my own journey through the Master of Social Work (MSW) program has equipped me with a holistic understanding of how emotional intelligence can be applied in practice, mirroring the competencies outlined by the NASW (Kavanaugh et al., 2020). Thus, Golemans framework serves not only as a theoretical foundation but also as a practical guide for fostering psychosocial growth.

Emotional intelligence (EI) plays a pivotal role in psychosocial development, influencing individuals capacity to understand and manage their emotions while navigating social interactions. By fostering abilities such as empathy, self-regulation, and interpersonal skills, EI equips individuals to establish meaningful relationships and cultivate resilience against stressors. This social competence enhances not only personal well-being but also contributes to healthier communities, as emotionally intelligent individuals tend to exhibit greater cooperation and conflict resolution skills.

As society increasingly recognizes the significance of EI, its implications extend beyond personal growth, shaping educational practices and workplace dynamics. Institutions that prioritize emotional intelligence training foster environments where individuals are better prepared to tackle future challenges. Ultimately, investing in emotional intelligence development can lead to a more empathetic, connected society, underscoring its critical importance for both individual fulfillment and collective progress in an ever-evolving world.

#### 4.4 Daniel Goleman's Emotional Intelligence: Inclusive education

Emotional intelligence has emerged as a vital dimension of education, emphasizing the ability to recognize, understand, and manage emotions in oneself and others. In the realm of inclusive education, this concept becomes particularly significant, as it seeks to foster an environment where all students, regardless of their backgrounds or abilities, can thrive. Daniel Goleman's framework of emotional intelligence provides a lens through which educators can enhance classroom dynamics and promote empathy, collaboration, and resilience among students.

By incorporating emotional intelligence into pedagogical strategies, educators can better address the diverse needs of learners, paving the way for more equitable and supportive educational experiences. This approach not only enriches academic outcomes but also nurtures important social skills, contributing to a holistic development that prepares students for success both in and out of the classroom. Ultimately, embracing emotional intelligence within inclusive education stands to benefit the entire learning community.

Emotional intelligence (EI) encompasses the ability to recognize, understand, and manage one's own emotions while also being attuned to the feelings of others. This concept is especially pertinent in educational contexts, where social dynamics play a crucial role in learning environments. According to Daniel Goleman, EI contributes significantly to effective communication, collaboration, and conflict resolution among students and educators alike, fostering a culture of empathy and respect.

Goleman emphasizes that enhancing emotional intelligence can lead to improved academic performance and social interactions, as students equipped with EI are better at navigating diverse environments and collaborating with peers

from various backgrounds. Also, the incorporation of EI into curricula not only supports individual development but also creates an inclusive atmosphere conducive to collective growth, aligning with contemporary educational practices that recognize the holistic nature of student success (Sims-Vanzant et al., 2007; Kavanaugh et al., 2020).

Understanding emotional intelligence is crucial for fostering inclusive educational environments, as it encompasses the ability to recognize and manage one's emotions as well as those of others. Goleman posits that this form of intelligence is integral to interpersonal relationships, enhancing not only personal well-being but also collective classroom dynamics. Particularly in educational settings, the application of emotional intelligence can facilitate more profound connections between educators and students, promoting a supportive atmosphere conducive to learning.

According to recent studies, schools that implement social emotional learning (SEL) frameworks, such as those found in Freshman Academies, have reported significant improvements in student engagement and mental health outcomes (Saint-Louis et al., 2020). As students navigate the complexities of adolescence, the cultivation of emotional intelligence equips them to build resilience and empathy, critical skills for thriving in both academic and personal spheres. Consequently, incorporating emotional intelligence into curricula is essential for nurturing a more inclusive and effective educational experience.

Emotional intelligence, as defined by Daniel Goleman, encompasses a nuanced understanding of our own emotions, the emotions of others, and the ability to manage these emotions to foster effective interpersonal relationships and decision-making. Goleman identifies five key components of emotional intelligence: self-awareness, self-regulation, motivation, empathy, and social skills.



Self-awareness refers to recognizing one's own emotional states and understanding how they influence thoughts and behavior. Self-regulation involves managing one's emotions and impulses, fostering adaptability in various situations. Motivation encompasses the drive to pursue goals with energy and persistence. Empathy, an essential aspect of building connections, involves understanding others' emotional experiences.

Lastly, strong social skills enable effective communication and relationship management. In the context of inclusive education, these components are vital for creating supportive learning environments that address not only academic needs but also the emotional wellbeing of all students, thus promoting flourishing educational experiences (Saint-Louis et al., 2020; Baker et al., 2020).

The integration of emotional intelligence into inclusive education plays a pivotal role in fostering a supportive learning environment for all students. Educators equipped with high emotional intelligence can better navigate the complexities of diverse classrooms, tailoring their approaches to meet the varied needs of students. For instance, teachers who employ techniques such as meaningful touch and words of affirmation, as recommended by Smalley and Trent (1986), create an atmosphere of unconditional support, which is essential for the emotional and academic growth of students with special needs (Bones et al., 2009).

Moreover, research has shown that special education teachers with strong emotional intelligence exhibit resilience and adaptability, enabling them to effectively manage classroom dynamics and enhance student motivation (Campos et al., 2016). Thus, incorporating emotional intelligence into pedagogical practices not only improves individual student outcomes but also cultivates a more inclusive educational framework overall.

Incorporating emotional intelligence (EI) into educational practices cultivates a supportive learning environment that is especially beneficial for diverse learners. By fostering awareness of emotions—both in oneself and others—educators can develop meaningful relationships with students, creating a classroom atmosphere rooted in trust and respect. Goleman’s framework emphasizes the importance of relationship-building, which is critical as studies indicate that strong interpersonal connections lead to enhanced academic performance and emotional well-being (Saint-Louis et al., 2020).

Moreover, the use of strategies such as restorative practices enables educators to address behavioral issues empathetically, promoting understanding rather than punishment. This approach aligns with a commitment to social justice and reinforces the notion that education should cater to all students. By prioritizing emotional intelligence, educators not only support diverse learners’ needs but also empower them to fully participate in their educational journey, as affirmed by the exploration of teacher-student dynamics that directly influence learning outcomes (Jacobs et al., 2012).

## Conclusion

In summation, the exploration of emotional intelligence within the context of inclusive education underscores its essential role in fostering both academic achievement and social development among diverse student populations. As highlighted by the findings on Freshman Academy supports, structured interventions such as Freshman Seminar programming and restorative practices facilitate students' emotional growth. These educational frameworks not only address the academic challenges faced by newcomers but also contribute significantly to their social-emotional learning (SEL) experiences.

Along these lines, the insights gained from support service providers within a Midwestern School District reveal the importance of comprehensive wraparound services in maintaining an integrated approach to student success. Thus, integrating emotional intelligence into educational practices not only enhances individual learning trajectories but also promotes a more inclusive school environment, preparing students to navigate both their academic and personal lives more effectively.

In contemporary educational settings, the integration of Emotional Intelligence (EI) fundamentally transforms practices and student outcomes, especially in inclusive environments. Educators equipped with high EI are better positioned to foster a supportive classroom atmosphere, where empathy, understanding, and emotional regulation become integral components of the learning experience. This emotional acuity allows teachers to identify and respond to the diverse emotional needs of students, including those with special needs, thereby promoting engagement and collaboration.

Additionally, students who develop EI skills are more adept at navigating social interactions and managing their emotions, which leads to improved academic performance and overall well-being. Research consistently underscores that incorporating EI training within inclusive educational frameworks not only enhances interpersonal relationships but also cultivates a sense of belonging, thereby reducing the stigma often associated with diverse learners. The strategic application of EI principles in schools can significantly elevate both teaching effectiveness and student success.

## Bibliography

Adi, A., Lwin, M.O., Macnamara, J., & Zerfass, A. (2018). Capabilities of PR professionals for key activities lag: Asia-Pacific study shows theory and practice gaps. [https://opus.lib.uts.edu.au/bitstream/10453/128335/4/OCC-127143\\_AM.pdf](https://opus.lib.uts.edu.au/bitstream/10453/128335/4/OCC-127143_AM.pdf)

Andrijanic, N. (2014). "What is emotional intelligence and how can it be used as a tool in social work?". Lund University/School of Social Work. <https://core.ac.uk/download/pdf/289949961.pdf>

Anil S., Claudio L., Harinder K., & Harinder S.K. (2024). Latin America 2040 - Breaking Away from Complacency: An Agenda for Resurgence. <https://core.ac.uk/download/pdf/6538864.pdf>

Arias, G. (1999). *Education, development, evaluation and diagnosis from the historical-cultural approach*. Digital Support. Faculty of Psychology of the University of Havana.

Arias, G. (n.d.). Diagnosis in psychology. *Cuban Journal of Psychology*. 16(3), 1-5. <https://pepsic.bvsalud.org/pdf/rcp/v16n3/05.pdf>

Arriaga Hernández, M., (2015). Educational diagnosis, an important tool to raise the quality of education in the hands of teachers. *Athens*, 3(31),63-74. <https://www.redalyc.org/articulo.oa?id=478047207007>

Baker, H. (2020). "Midwestern School District Support Service Providers\ u27 Wraparound Services". DigitalCommons@UNO. <https://core.ac.uk/download/482077202.pdf>

Barnes, H. (2024). Conflict, Inequality and Dialogue for Conflict Resolution in Latin America: The Cases of Argentina, Bolivia and Venezuela. <https://core.ac.uk/download/pdf/6248805.pdf>

Benjun, B.J. (2023). Impact of Self-Compassion and Perceived Peer Support on Occupational Stress and Mental Health of Teachers: A Literature Review. *International Journal of Research and Innovation in Social Science*.

<https://www.semanticscholar.org/paper/161e265747a45e3c9a434e2067a3a68a3f56c>  
940

Blanco, C., Espinasa, R., Gallagher, K., Helwege, A., Inclán, S., Kunz, T., Palmer, D., Robbins, D., Rooett, R., Saravia, E., & Thorhaug, A. (2011). Latin America 2060: consolidation or crisis?. <https://open.bu.edu/bitstream/2144/22900/1/LA2060TF.pdf>

Bones, G.M. (2009). "Bestowing the Blessing: Practical Strategies for Christian Educators". *Scholars Crossing*.  
<https://core.ac.uk/download/58824715.pdf>

Bouillon, C., & Azevedo V. (2024). Social Mobility in Latin America: A Review of Existing Evidence. <https://core.ac.uk/download/pdf/6441388.pdf>

Brown, A., & Kristiansen, A. (2009). Urban Policies and the Right to the City: Rights, responsibilities and citizenship. <https://core.ac.uk/download/71359973.pdf>

Bruner, J. (1969). *The Process of Education*. Cambridge: Harvard University Press

Bryant, H.C. (2007). "The Relationship Between Emotional Intelligence and Reading Comprehension in High School Students with Learning Disabilities". *Digital Commons @ Andrews University*.  
<https://core.ac.uk/download/232854874.pdf>

Buckler, A., Mittelmeier, J., Santos, C., & Wolfenden, F. (2018). Education Workforce Initiative: Initial Research. <https://core.ac.uk/download/158369423.pdf>

Cader, I.T., & Sundrijo, D.A. (2023). Critical Analysis of Neo-Gramscian Hegemony. *Journal Eduvest*, 3(8), 1435-1448.  
<https://doi.org/10.59188/eduvest.v3i8.894>

Campos, S., Chaves, C., Duarte, J., Martins, M., & Martins, R. (2016). "Emotional intelligence and quality of life in special education teachers". *Chitkara University Publications*. <https://core.ac.uk/download/80518610.pdf>

Capota, C., & Severin, E. (2024). One-to-One Laptop Programs in Latin America and the Caribbean: Panorama and Perspectives. <https://core.ac.uk/download/pdf/6374424.pdf>

Castillo, Y.A., & Maniss, S. (2018). Cultivating Contextual Attributes in the Integration of Latin@ Educational Leadership. <https://core.ac.uk/download/215493178.pdf>

Cook, J. & Jeng, K. (2009). Child Food Insecurity: The Economic Impact on our Nation. <https://core.ac.uk/download/71342087.pdf>

Cruz-Morato, M.A., García-Lizana, A., García-Mestanza, J. (2017). Social exclusion and economic growth at the European Union: can social marketing and behavioral economics help us to overcome the problem?. <https://core.ac.uk/download/214845354.pdf>

Dauti-Kadriu, M.A. (2015). "Emotional Intelligence and its Relation to Job Success". 'ILIRIA International Review (IIR)'. <https://core.ac.uk/download/387020855.pdf>

Deborah T. VanderVen, K., DeVooght, K., Kristen, E., Darling-Churchill, M., & Daily, S. (2015). Bullies in the Block Area: The Early Childhood Origins of Mean Behavior. <https://core.ac.uk/download/75782079.pdf>

Domínguez, L. (2006). Individual, society and personality. In L. Ruiz, *Thinking about personality. Selection of readings*. Havana: Félix Varela.

Elías, M.E. (2015). School culture: Approach to a complex concept. *Revista Electrónica Educare*, 19(2), 285-301.

Emelyanenko, E. (2018). The components of the social environment of a modern university affecting on a personal professional development: the experience of foreign countries. <https://core.ac.uk/download/196226242.pdf>

Fariñas, G. (2005). *Psychology, education and society. A study on human development*. Havana: Félix Varela

Ferroni, M., Mateo, M., & Payne, M. (2024). Development under conditions of inequality and distrust: Social cohesion in Latin America. <https://core.ac.uk/download/pdf/6388475.pdf>

Ford, G. (n.d.). "Changing the narrative of mental health in FE - Whose role is it anyway?". <https://core.ac.uk/download/541106436.pdf>

Fransson, J. (2015). "Leadership skills developed through horse experiences and their usefulness for business leaders". SLU/Dept. of Economics. <https://core.ac.uk/download/42953023.pdf>

Fuentes Avila, M. (2000). Subjectivity and social reality: a psychosocial model for its study. *Cuban Journal of Psychology*, 17(3), 281-287. <https://pepsic.bvsalud.org/pdf/rcp/v17n3/10.pdf>

Garcés-Vieira, M.V., & Suárez-Escudero J.C. (2014). Neuroplasticity: biochemical and neurophysiological aspects. *Rev CES Med*, 28(1), 119-132. <http://www.scielo.org.co/pdf/cesm/v28n1/v28n1a10.pdf>

Ham, A. (2024). The Effect of Conditional Cash Transfers on Educational Opportunities - Experimental Evidence from Latin America. <https://core.ac.uk/download/pdf/6259644.pdf>

Harrington, H., & Morris, G. (2022). The Farriers' Perspective of Ergonomics. <https://core.ac.uk/download/548561769.pdf>

Hishamudin, N.A.Z., & Kee, L.L. (2023). TESL pre-service teachers' perceptions toward the implementation of CEFR: Awareness, challenges, and solutions. *Anatolian Journal of Education*, 8(2), 147-160. <https://doi.org/10.29333/aje.2023.8210a>

Jacobs, J.M. (2012). "Fostering and Foreclosing Student Learning Potential: Portraits of Performativity, Emotion, and Relationality in the Classroom". Digital Commons @ DU. <https://core.ac.uk/download/217243830.pdf>

Kahu, E.R. (2013). Framing student engagement in higher education. <https://core.ac.uk/download/287026338.pdf>



Kamalia, Z., Nordin, N., Siti-Nabiha, A.K. (2019). Microfinancing Influence on Micro-Entrepreneurs Business Growth: Mediating Role of Psychological and Social Capital. <https://core.ac.uk/download/232945799.pdf>

Kavanaugh, S.P. (2020). "MSW Portfolio". ScholarWorks at University of Montana. <https://core.ac.uk/download/323031889.pdf>

Kholifah, S.M. (2019). "Effect of parenting styles on pre-school age children's emotional intelligence of tk (kindegarten) muslimat nu 1 tuban". The International Institute for Science, Technology and Education (IISTE). <https://core.ac.uk/download/234642354.pdf>

Kristjánsdóttir, E., & Vurma, E. (2022). "Emotional intelligence – Is it just about being nice? - A Qualitative Study on the Perceptions of Emotional Intelligence Amongst Leaders in a Multinational Organisational Context". <https://core.ac.uk/download/620674174.pdf>

Marcos, B. (1998). *How to facilitate learning in groups*. Digital Support. Faculty of Psychology of the University of Havana.

Mares Miramontes, A., Martínez Llamas, R., & Rojo Sabaleta, H. (2009). Concept and expectations of the teacher with respect to their students considered to have special educational needs. *Mexican Journal of Educational Research*, 14(42), 969-996.

Martínez Chairez, G.I., Torres Díaz, M.J., & Ríos Cepeda, V.L. (2020). The family context and its link with academic performance. *IE Journal of Educational Research of the REDIECH*, 11, e657. [https://doi.org/10.33010/ie\\_rie\\_rediech.v11i0.657](https://doi.org/10.33010/ie_rie_rediech.v11i0.657)

Medina Sánchez, N., Velázquez Tejeda, M. E., Alhuay-Quispe, J., & Aguirre Chávez, F. (2017). Creativity in Preschool Children, a Challenge of Contemporary Education. *REICE. Ibero-American Journal on Quality, Efficacy and Change in Education*, 15(2), 153-181.

Monteiro, H., & Kisil, M. (2011). Private Social Investment Trends in Latin America. <https://core.ac.uk/download/71359873.pdf>

Morgan, M.K. (2005). "Personal Evolution: Reflections on a Journey to Self-Understanding". ScholarWorks at UMass Boston. <https://core.ac.uk/download/229373073.pdf>

Mumini, A. (2023). Psychosocial Educational and Economic Impact of COVID-19: Implication for Girl Child Education through Social Studies in Northeast Nigeria. <https://core.ac.uk/download/568373857.pdf>

Najafpour, E. (2008). "An investigation of the relationship between emotional intelligence and job involvement in a Penang manufacturing company". <https://core.ac.uk/download/11948579.pdf>

Patterson, R. (2020). The Córdoba Reform Movement of 1918 and Ecological Systems Theory. <https://core.ac.uk/download/287648825.pdf>

Pino, J.D. (n.d.). Educational guidance and facilitation of development from the professional role of the teacher. Cuba: Digital Support. Faculty of Psychology of the University of Havana.

Rivers, A., Atienza, A., Keith, J., & Lippman, L. (2008). A Developmental Perspective on College & Workplace Readiness. <https://core.ac.uk/download/71347456.pdf>

Rodríguez, A. (2005). Study of attitudes. In Z. Bello, & J. Casales, *Social Psychology* (pp. 93-108). Havana: Félix Varela.

Rully, T., Anoesyirwan, A., & Hari, M. (2023). Big Five Personality Traits Among Lecturers and Job Satisfaction: A Case Study of Private Universities in Bogor City. <https://core.ac.uk/download/595403799.pdf>

Saint-Louis, N. (2020). "Teacher Perceptions of Social Emotional Learning Supports in Freshman Academy". Digital Commons @ East Tennessee State University. <https://core.ac.uk/download/346383541.pdf>

Sandoval Manríquez, M. (2014). Coexistence and school climate: keys to knowledge management. *Last decade*, 22(41), 153-178. <https://dx.doi.org/10.4067/S0718-22362014000200007>

Sfetcu, N. (2020). "Emotions and Emotional Intelligence in Organizations".  
<https://core.ac.uk/download/287612380.pdf>

Sims-Vanzant, C. (2007). "Emotional intelligence and leadership practices among human service program managers". USF Scholarship: a digital repository @ Gleeson Library | Geschke Center. <https://core.ac.uk/download/216983435.pdf>

Smalley, G., & Trent, J. (1986). *The Blessing*. California: Thomas Nelson Publishers

Southwell, M. (2024). Making history of education: Approaches, objects, problems. National University of La Plata. Faculty of Humanities and Education Sciences; *IdIHCS*. (Agora; 5). <https://doi.org/10.24215/978-950-34-2408-7>

Vadlamannati, K.C. (2008). Socioeconomic, Institutional & Political Determinants of Human Rights Abuse: A Subnational Study of India, 1993-2002. <https://core.ac.uk/download/211587880.pdf>

Viera Torres, T., (2003). Ausubel's Significant Verbal Learning. Some considerations from the cultural historical approach. *Universities*, (26), 37-43.

Vygotsky, L.S. (1979). *The development of higher psychological processes*. Buenos Aires: Grijalbo

Vygotsky, L.S. (1987). *Thought and Language*. Buenos Aires: The Pleiad

Willer, H., & Yussefi, M. (2004). *The World of Organic Agriculture - Statistics and Emerging Trends 2004*. <https://core.ac.uk/download/10920439.pdf>

Yeates, N. (2015). *A Hundred Key Questions for the Post-2015 Development Agenda*. <https://core.ac.uk/download/20667233.pdf>

This edition of "*Emotional intelligence and human development in education: Literature review*" was completed in the city of Colonia del Sacramento in Uruguay on 25 November 2024.

**EST. 2021** **EMC**  
**EDITORIAL MAR CARIBE**

**EST. 2021** **EMC**  
EDITORIAL MAR CARIBE

RESEARCH BOOK

**EMOTIONAL INTELLIGENCE AND HUMAN  
DEVELOPMENT IN EDUCATION:  
LITERATURE REVIEW**

---

**EDGAR RICARDO YAURI RIVERA**  
**NORA INÉS RÍOS LAYCHE**  
**VELÚ MARIANELA VALLES MEDINA**  
**GIOVANNA MAGALI SALAZAR HERNÁNDEZ**  
**ISABEL NATIVIDAD URURE VELASCO**  
**ANDREA MERCEDES ALVAREZ RUBIO**  
**ELIZABETH NORMA CALIXTO ARIAS**

ISBN: 978-9915-9732-4-1



9 789915 973241