

Impact of the emotional intelligence of the teacher and the student in the academic performance

Impacto de la inteligencia emocional del docente y el alumno en el rendimiento académico

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Abstract

Education in a changing environment deserves its study from an approach that includes all the areas that intervene in the development of the human being, especially if we consider that higher education contributes to the progress of any society. This study is aimed to determine the relationship of the emotional intelligence between the university teacher and the student based on the academic performance. The method employed is the quantitative, non-experimental, cross-sectional, and correlational analysis. The sample was determined by a simple random probability test of 223 students and 31 teachers. The main results of the study show that there is a significant correlation between the variables of academic



performance and the emotional intelligence of the student ($r = 0.226$), and the emotional intelligence of the teacher ($r = -0.390$). Therefore, the importance of constructing emotional intelligence in education is determined, highlighting the establishment of a holistic educational model that allows the integral formation of the individual.

Resumen

La educación en un entorno cambiante amerita su estudio desde un enfoque que abarque todas las áreas que intervienen en el desarrollo del ser humano, más aún si consideramos que la educación superior contribuye al progreso de cualquier sociedad. Este estudio tiene como objetivo determinar la inteligencia emocional en la relación entre el docente universitario y el estudiante en función del rendimiento académico. El método empleado es el análisis cuantitativo, no experimental, transversal y correlacional. La muestra estuvo determinada por una prueba probabilística aleatoria simple de 223 estudiantes y 31 docentes. Los principales resultados del estudio muestran que existe una correlación significativa entre las variables de rendimiento académico y la inteligencia emocional del alumno ($r = 0.226$), y la inteligencia emocional del docente ($r = -0.390$). Por ello, se determina la importancia del constructo inteligencia emocional en la educación, destacando el establecimiento de un modelo educativo holístico que permita la formación integral del individuo

Introduction

In recent years, education has been the subject of debate from various sources, questioning the quality of education and its impact on society. In this regard, Garbanzo (2007) mentions that the academic performance of university students is an essential factor when it comes to quality of education. Similarly, the analysis of academic outcomes is a solid tool to guide decision-making in higher education. In addition, the author points out that the factors that intervene in academic performance are internal and external components, both social, cognitive, and emotional. However, the evaluation of school performance refers to a particular type of educational evaluation that is characterized by the decisions that trigger its realization. It alludes to a mode of educational control with academic effects, as well as bureaucratic and administrative implications.

Performance is a function of both the teacher's evaluative behavior and the student's learning (Rodríguez and Gallego, 1992). In accordance with the above, considering all those factors related to academic performance, as well as their impact on the quality of education, it is important to consider the role of the student and the teacher within the educational act, paying special attention to the emotional characteristics that revolve around this relationship.

As stated by Fernández and Cabello (2020), emotional intelligence is truly relevant in students, because the development of empathic and tolerant behaviors toward their peers leads them to more positive relationships, with a significant decrease in aggressive behaviors. Similarly, the authors point out that students with higher levels of emotional intelligence have more academic success, because they better under-



stand and regulate unpleasant emotions. Likewise, they are can also effectively manage the complex environment in which they operate.

With regard with the work of teaching, as detailed by Extremera and Fernández (2015), the multiple social and educational demands, in addition to disobedience, threats, confrontations with the family and loss of authority, have led the teacher to the limit of his psychological resistance. Likewise, the authors detail that emotionally intelligent teachers have a greater capacity to better understand and manage the climate in the classroom, reducing the negative emotional impact derived from the lack of personal and material resources, reducing the emotional dissonance that arises. between their emotions, desires, and expectations about reality in the classroom. This is in line with Ramos and Roque (2021), who state that teachers with emotional intelligence tend to be more empathetic, thus creating a positive learning environment that influences students' academic performance. Likewise, the authors suggest mindfulness as a tool for developing socio-emotional competencies.

On the other hand, according to Casassus (2007), learning occurs as part of an emotional relationship between the teacher and the student, since an unsatisfactory learning of the students has a direct relationship with an emotional misunderstanding between the pedagogical relationship which leads to estrangement between student and teacher. As well as an overprotective relationship or abandonment by the teacher, which brings with it a feeling of frustration in their work, which in turn, generates unfounded interpretive judgments, that lead to irrelevant or counterproductive actions.

From the point of view of teaching work, according to Fonseca and Aguaded (2007), emotional intelligence is one of the pillars for the development of other intelligences, making students and adults capable. Skillful behavior being that which enhances effectiveness in educational work, improving interpersonal relationships and high esteem. Therefore, due to the mutual influence between the teacher, the student, and the academic performance, it is abundant in contributing to narrow the gap established in the need to include a holistic vision to the educational process.

Posing as a general research objective: to establish the relationship between the emotional intelligence of the teacher and the emotional intelligence of the university student on academic performance, through a quantitative analysis. The foregoing, through the application of instruments designed to measure the levels of emotional intelligence of teachers and students, with the contrast of the academic averages. This research work on the impact of the emotional intelligence of the teacher and the student with the academic performance, is developed by first raising the conceptual theoretical background, to then point out the research methods used, conduct the analysis of the results and finally they are enunciated. the conclusions and main findings.

Conceptual theoretical background

Since the mid-nineties of the last century, the subject of emotional intelligence has had an important boost, after Daniel Goleman (1995)



published his book *Emotional intelligence*, he is the one who publicized made the term public, causing a wave of information about it in the media. It is worth mentioning that the theoretical concept of emotional intelligence comes from the publication of the article by Peter Salovey and John Mayer (1990), a work that manages to unify different positions and lines of research, also considering neuroscience and clinical psychology, proposing for the first time an empirical study, using a test of emotion recognition ability.

According to Salovey and Mayer (1990), emotional intelligence refers to the ability to accurately perceive one's own emotions and those of others, in such a way that one can understand the signals that emotions send about relationships and manage one's own emotions and those of others. from others (Goleman *et al.*, 2021). In relation to the above, it is possible to recognize different studies about the concept of emotional intelligence on the educational field. Some of the most outstanding investigations related to academic performance are those of Idrogo and Asenjo-Alarcón (2021), they reviewed the relationship between emotional intelligence and academic performance in university students, and the results showed that students with higher scores in emotional intelligence tend to achieve better results in their academic performance.

In the same way, the study of Morillo-Guerrero (2022) stands out, analyzing these variables at a higher level through a correlational study. Its results refer to a non-existent relationship between emotional intelligence and academic performance. Likewise, there are studies that have included other variables, such as the one conducted by Fernández-Lasarte *et al.* (2019: 39), an analysis between academic performance, perceived social support and emotional intelligence at the university. Their results reflect a positive relationship and an influence of emotional intelligence on academic performance.

On the other hand, returning to the teaching work and the involvement of emotional aspects, Tacca *et al.* (2020) conducted a study on the emotional intelligence of the teachers and the academic satisfaction of the university students, whose results showed a positive correlation between these variables. Meanwhile, Puertas *et al.* (2018) coordinated a bibliographic review of the scientific production that emotional intelligence faces in teachers, concluding that it favors the correct performance of their profession, increasing self-realization and job satisfaction, with which it is possible to reduce the problem levels in mental health.

For his part, Ariza-Hernández (2017) proposed a study in which emotional intelligence was assessed in teacher-student relationships in a university context. The results showed that the emotions expressed by teachers affect the behavior of students and, in turn, their learning. It should be noted that, despite the number of works related to the study of emotional intelligence levels and academic performance, it can be said that most of them approach the concepts independently, either by identifying the relationship of the students' emotional intelligence with academic performance, or the practice of emotional competencies by the teacher in the classroom. Therefore, it is noted that there is no comprehensive and joint analysis of these three elements. Likewise, no measurement scales have been used to measure the levels of emotional intelligence of the teacher and the student in a specific way.



Method

It is proposed with a quantitative, non-experimental, cross-correlational approach. The following research hypotheses have been established:

- a. H1: There is a meaningful relationship between teacher emotional intelligence and student emotional intelligence on academic performance (H1: $r \neq 0$).
- b. H0: There is no meaningful relationship between the emotional intelligence of the teacher and the emotional intelligence of the university student, on academic performance (H0: $r = 0$).

Population

The present work was developed considering the students enrolled in six institutions of higher education in the state of Zacatecas, both public and private; as well as the teachers who teach in these institutions, within the face-to-face and mixed educational modalities.

Sample

For the student population, a probability sample was selected, determined by simple random sampling, considering a margin of error of 6%, with a confidence level of 95%, considering a finite population ($N=1.483$), where $n=226 \approx 223$. Meanwhile, the determination of the teaching staff sample, was determined by convenience sampling where $n=31$ subjects.

Meanwhile, the determination of the teaching staff sample was determined by convenience sampling where $n=31$ subjects, from a total population of 118 teachers. Convenience sampling allows the selection of participants who are available and accessible, as long as they represent a reasonable and diverse portion of the target population. According to Etikan *et al.* (2016), this method is valid when circumstances make it difficult to collect comprehensive data, especially in educational or social contexts where access may be restricted.

Data collection technique

The data collection technique used was a survey, specifically a Likert-type scale was chosen, which according to Lévi and Varela (2003), has the objective of measuring an attribute that serves to describe people; likewise, although the items are formally different, they have a certain homogeneity to measure the same construct.

Instruments

In this study, two measurement scales were applied: the Emotional Intelligence Scale for University Teachers (EIED) and the Emotional Intelligence Scale for University Students (EIEA) (Castañeda-Burciaga, 2018). Each instrument consists of a section that considers the description of the purpose of the research and the completion of the sociodemographic data of the participant. It should be noted that the instructions on how to fill in the instrument and the information on the confidential



and anonymous use of the data are also described. Both scales (EIEA and EIED) consists of forty-five items, presented on a Likert-type scale with values ranging from 1 to 5, where 1 means “strongly disagree”; 2 “somewhat disagree”; 3 “somewhat agree”; 4 “strongly agree”; and 5 “totally agree” (see Table 1).

► **Table 1** Details the dimensions included in both instruments.

Dimension	Reactive	Aspect that is evaluated
1	1-14	Self-awareness/intrapersonal intelligence/emotional perception
2	15-28	Self-regulation/stress management/emotional regulation
3	29-38	Motivation/general mood/emotional facilitation
4	39-45	Empathy/interpersonal intelligence/emotional perception

Source: Own elaboration.

Evaluation method

For the evaluation of the EIED and the EIEA, the scores obtained by the participant in each of the dimensions are added up, thus, obtaining the total score of the instrument (maximum of 225 and minimum of 45), with which the level of emotional intelligence of the subject was determined. According to the total score of the items, the ranges to determine the level of emotional intelligence in university students, as well as in university professors, are based on Table 2.

► **Table 2** EIED and EIEA cut-off points.

Range of scores	Categorization
45-89	Low level of emotional intelligence
90-134	Adequate level of emotional intelligence
135-179	Proficient level of intelligence
180-225	Excellent level of intelligence

Source: Own elaboration.

In the same sense, cut-off points were established to determine the levels of emotional intelligence by dimension, delimiting a categorization into three levels, which include the strata of: scarce, adequate, and good, as specified in Table 3.

► **Table 3** EIED and EIEA cut-off points by dimensions.

Score	Dimension 1	Dimension 2	Dimension 3	Dimension 4
Mínimum	14	14	10	7
Maximum	70	70	50	35
Range	18.67	18.67	13.33	9.33
Categorization	Score			



Score	Dimension 1	Dimension 2	Dimension 3	Dimension 4
Low	14-32	14-32	10-23	7-16
Adequate	33-51	33-51	24-37	17-26
Excellent	52-70	52-70	38-50	27-35

Source: Own elaboration.

The use of perceptual scales is recognized as a limitation of the method, as well as the size of the sample, since it only includes a regional sector of university students.

Procedure

The study was carried out in four phases:

- a. First phase: Contact was established with the institutions of higher education to participate, establishing the objectives of the activity, as well as the purpose of the use of the data.
- b. Second phase: On the day and time agreed upon in each institution, an open call was made in the classrooms themselves. Students and teachers who agreed to participate voluntarily were provided with the data collection instruments.
- c. Third phase: Subjects who agreed to participate completed the instruments in situ, according to the instructions provided in the instrument itself; likewise, they were also verbally informed of the purpose of the activity, as well as the confidential and anonymous use of the information.
- d. Fourth phase: After applying the data collection instruments, we proceeded to analyze the information collected through various statistical tests.

Data analysis techniques

In order to determine the reliability of the scales (EIEA and EIED), they were subjected to a reliability analysis expressed by Cronbach's Alpha. Similarly, normality tests were applied to the data. In addition, a descriptive analysis was performed on the dimensions that make up the EIEA and EIED scales. In order to confirm the hypothesis proposed for this work, correlation tests were performed between the variable of emotional intelligence and academic performance expressed in numerical grades.

Results and discussion

Analysis of socio-demographic data

On the other hand, a descriptive analysis of the information collected was conducted, through which it can be observed that, within the socio-demographic characteristics of the student population, there was a higher percentage of participation of the female gender (78%); furthermore, most of the subjects were in the age range between 18 and 20 years. However, since the participation of the mixed educational system was considered, there was also the participation of older



people, whose maximum age was 42 years. Another aspect to highlight is that the university population is mostly single, and was classified in the middle-class range as the predominant socioeconomic level; it can also be seen that 70% come from urban areas. As for the population of university professors, it is noted that there was a balanced participation between all genders.

Similarly, the age range of the was mostly between 31 and 35 years (39%); in addition to reporting “married” as the main marital status. Another fact to highlight is that the majority said they worked in more than one educational institution. Regarding the maximum level of study, the Master’s degree was the most common (51%), and the predominant professional profile was that belonging to the area of social sciences. In the same way, it is observed in terms of seniority in teaching, 39% declared having more than 11 years of teaching experience. Finally, 74% of the teachers interviewed devote between one and two extra hours to teaching.

Multivariate analysis

To establish the reliability of the instruments, the scales were subjected to an analysis expressed through Cronbach’s Alpha. According to the results, the scale addressed to the university students, obtained an alpha value of 0.810, which is interpreted as an adequate level of reliability; while, the scale addressed to university teachers, showed an alpha of 0.883 (see Table 4). According to George and Mallery (2003), an alpha value greater than 0.8 is considered good and a value greater than 0.9 is considered excellent in terms of the measurement reliability of a scale.

► **Table 4** Cronbach’s alpha grouped by battery of tests.

Reliability statistics		
Instrument	Alfa de Cronbach	N of valid items
EIED	0.883	26
EIEA	0.810	177

Source: Own elaboration

In the same way, normality tests were applied to the data, considering the total scores per scale (EIEA and EIED), the results are detailed in Table 5, which shows that, according to the Kolmogorov-Smirnov test, where $P = \text{Sig.} \geq .05$, the hypothesis of normality of the data is accepted.

► **Table 5** EIEA and EADA normality tests.

Normality tests						
	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	gl	Sig.	Statistic	gl	Sig.
Total score of EIEA	0.060	223	0.050	0.987	223	0.035
Total score of EADA	0.038	223	0.200	0.980	223	0.003

Source: Own elaboration



As part of the descriptive analysis of the dimensions that make up both scales, it was found that, for the EIEA in the first dimension, 73% of the students in the sample have an adequate assessment; that is, these students have an adequate ability to recognize their own emotions, as well as their thoughts and feelings. In the same way, according to the descriptive analysis for the EIED, in the same dimension, it is observed that 52% of the teachers evaluated were located within the category of excellent intrapersonal intelligence, with the ability to understand and recognize their states of mind, mood, in addition to possessing assertive skills. While the remaining 48% of the sample was categorized with an adequate level within the same dimension. It is worth noting that none of the participants were placed in the “scarce” category.

Regarding the assessment of the second dimension, evaluated in the EIEA, many students have adequate self-regulation to control or redirect negative impulses, as well as stress management. In the same way, the evaluation of the responses for the same dimension in the EIED, reflects that of the teachers evaluated, 77% have an excellent capacity for self-regulation, to redirect negative impulses, as well as a high level of tolerance. Similarly, these teachers can separate or address emotions according to their usefulness, while the remaining 23% positioned themselves in the “adequate” category.

The evaluation of the results in the third dimension evaluated in the EIEA shows that, in similar proportions, university students have an adequate (52%) and excellent (47%) ability to motivate themselves, with the ability to prioritize emotions in the thinking, directing their attention to the most relevant aspects, with a tendency to achieve objectives. Regarding the characterization of the responses of the third dimension in the EIED, the data shows that many teachers (81%) have a high level of motivation to achieve goals, in addition, they could approach according to their different emotional states' specific situations, also having a high level of optimism; similarly, only 19% fell in the “adequate” category. Therefore, the tendency of the evaluated group is towards the motivational aspects of happiness and optimism.

The categorization in the fourth dimension, evaluated in the EIEA, reveals that 70% of the students have an adequate level of interpersonal intelligence, that is, they have the necessary skills to understand people according to their emotional reactions, as well as such as the ability to discriminate between honest emotions, likewise, they show an adequate level of empathy. It is important to mention that, of the previous dimensions, this was the only one that showed a higher percentage (1.79%) of subjects within the “poor” category.

On the other hand, the evaluation of the responses in the fourth dimension for the EIED revealed that many teachers (61%) have an excellent level of interpersonal intelligence, which denotes a high capacity to understand others, and high level of tolerance to stress, and the ability to manage their own emotions and those of others. While 39% were located within the “adequate” category, in the same way, it is also noted that there were no participants with lower scores that could be placed in this category.

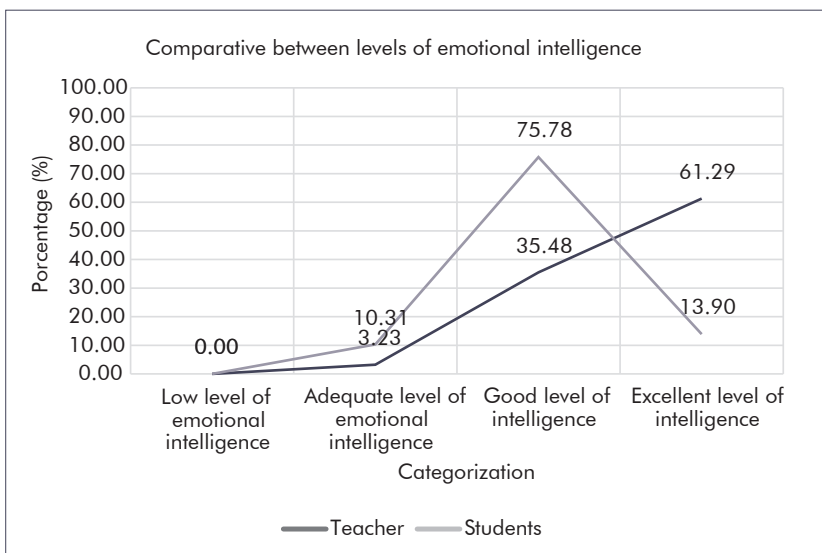
In the same sense, an analysis was conducted on the level of emotional intelligence of the students, according to the cut-off points proposed for the total score of the scale. Of the total of university students, 76%



have a particularly proficient level of emotional intelligence, while 14% showed an excellent level of emotional intelligence and the remaining 10% have an adequate level. It is worth mentioning that none of them was placed in the “low level of emotional intelligence” category, since they obtained higher scores than those indicated in this category.

Regarding the level of emotional intelligence shown by the university professor, it is possible to infer that the majority (61%) have an excellent level of emotional intelligence, while 35% were placed in the category of “very good level”, and the remaining 3% in the immediately preceding category of “adequate level”. In the same way, based on a comparative analysis between the main actors in the educational process, a comparison was made on the levels of emotional intelligence reflected by the student and the university professor (see Figure 1).

► **Figure 1** Comparison between the level of emotional intelligence of the teacher and the student.



Where neither of the two study groups had a percentage within the category “low level of emotional intelligence”, being that the bulk of the sample of university students is in the category of “very good level of emotional intelligence”, while most of the teachers are cataloged with an “excellent level of emotional intelligence”; situation that remains according to the total average score in each study group.

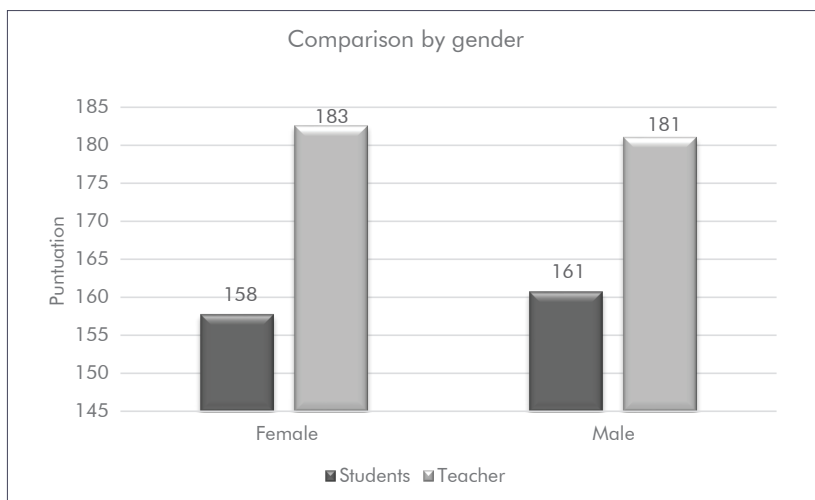
In the same way, considering the scores of the EIEA and the EIED, there is a difference between the levels of emotional intelligence of the student and the university professor, both in the study groups and in the subgroups (public and private sector). Because, in both samples, the teacher has a higher level of emotional intelligence, since the score achieved by this group in private institutions was 188 and 174 in public ones. Meanwhile, students from private sector institutions obtained an



average of 162 and those enrolled in private sector educational institutions achieved a total of 155 points on the EIEA; that is, a higher level of emotional intelligence is shown in private educational institutions.

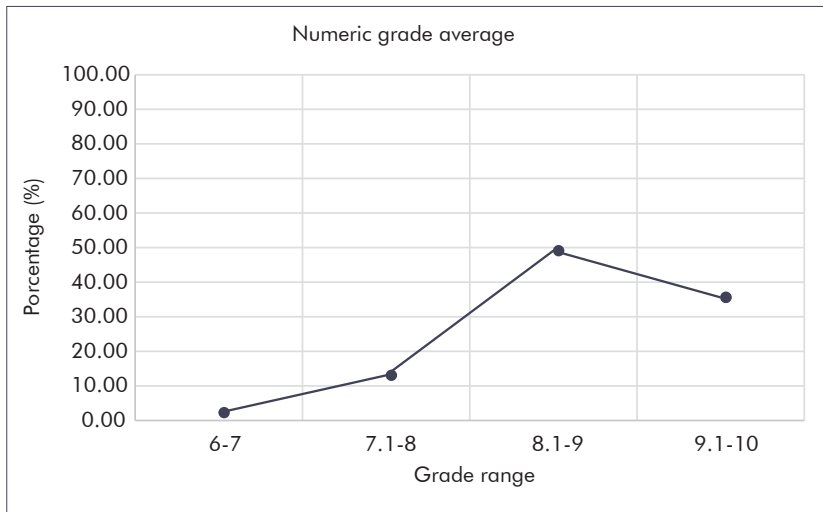
Thus, as detailed in previous paragraphs, there are differences between the levels of emotional intelligence of the samples, which are also reflected according to the characteristics of the participants, as shown in Figure 2. The average scores obtained by men and women vary in similar proportions according to their occupation, that is, whether they are students or teachers. In the case of university students, both men and women were in the “good level of emotional intelligence” category, while teachers were in the “excellent level of emotional intelligence” category for both subgroups (men and women). This reflects that the management of emotions could be improved with the maturity of the person.

► **Figure 2** Comparison between the level of emotional intelligence by gender.



On the other hand, regarding the analysis of the students’ academic average, it is possible to deduce that 49% have a grade point average between 8.1 and 9, considering a numerical grade range of 1 to 10, while 36% of the students fall within the numerical grade range of 9.1 to 10 (see Figure 3). In addition, on average, the student sample reflects an 8.6 grade.

► **Figure 3.** Average student grades.



Making a comparative analysis by public and private sector institutions, the average numerical grade corresponding to the first subgroup would be 8.39, while the average of the subgroup of students enrolled in private sector institutions would be 9. To corroborate the hypothesis proposed for this paper, correlation tests were conducted between the variable of emotional intelligence (independent variable) and academic performance expressed in numerical grades (dependent variable), remaining as follows:

H0: $r = 0$ ($\rho = 0$)

H1: $r \neq 0$ ($\rho \neq 0$)

As can be seen in Table 6, according to Pearson's correlation analysis, there is a significant bilateral correlation at the 0.01 level between the academic performance variable and the student's emotional intelligence variable ($r = 0.226$, $p = 0.001$), besides, shows a big negative linear correlation between the academic performance variable and the teacher's emotional intelligence variable ($r = -0.390$, $p = 0.030$).

► **Table 6** Correlations between variables.

Correlations				
Academic performance			Emotional intelligence of the teacher	Emotional intelligence of the student
Academic performance	Pearson correlation	1	-0.390*	0.226**
	next (bilateral)		0.030	0.001
	N	222	31	222
Emotional intelligence of the teacher	Pearson correlation	-0.390*	1	0.049
	next (bilateral)	0.030		0.795
	N	31	31	31
Emotional intelligence of the student	Pearson correlation	0.226**	0.049	1
	next (bilateral)	0.001	0.795	
	N	222	31	223

* The correlation is significant at the 0.05 level (bilateral).
 ** The correlation is significant at the 0.01 level (bilateral).

Source: Own elaboration.

According to Cohen (1992), who establishes benchmarks within the social sciences to determine how strong a correlation is, defining that for values of 0.10 there is a small correlation, values of 0.30 show a moderate correlation, while that, for values of 0.50 there is a strong correlation. Therefore, the null hypothesis is rejected; according to which, it would be able to establish that there is a moderate correlation between the variables. According to the above, it is possible to infer that there is a relationship between the levels of emotional intelligence of the students and their academic performance (Idrogo and Asenjo-Alarcón, 2021; Fernández-Lasarte *et al.*, 2019; Extremera and Fernández-Berrocal, 2015, and Ariza-Hernández, 2017). It is implicit that higher levels of emotional intelligence are associated with higher academic achievement.

Education turns out to be a concept that has adapted to the changing environment according to the characteristics of the VUCA model, created by the elements of volatility, uncertainty, complexity, and ambiguity, to which the human beings are subjected. Considering also, the inclusion of new teaching methods through virtual learning environments, or through the incorporation of education models that have been adjusted from countries with greater global dominance and that many times do not apply to all the contexts. Currently, the teaching-learning process is conceived from a bidirectional perspective, understood as a communicative process and an epistemology of dialogical exchange, with active participation of both the teacher and the student.



Therefore, when talking about education and its cognitive and emotional implications in all the activities of the essence and existence of the human being, all its mediating agents must be considered, such as the role of teachers, students, educational institutions themselves, public policies, among others. Therefore, it is relevant to reconsider the essence of the human being, in which it is possible to notice the presence of emotional traits. Therefore, defining emotions as one of the main axes of interaction and growth of society would be a paradox of existence itself. In this work, the main research objective was to establish the relationship between the emotional intelligence of the teacher and the emotional intelligence of the university students, on academic performance, through a quantitative analysis.

After the analysis of the information obtained, through the application of the instruments proposed for the present research, it is possible to affirm that, after the evaluation of the dimensions that make up the EIEA, regarding the student population, the majority was located in the four dimensions that the instrument evaluates, in the category of adequate, a situation that coincides according to the evaluation of the total score of the EIEA. Regarding the analysis of the levels of emotional intelligence of the university professors, evaluated by means of the EIED, it was observed that, for the four dimensions proposed by the scale, many of the professors were in the excellent category, a categorization that coincides with that obtained in the evaluation of the total score of the scale.

In the same way, in terms of academic performance, an average of 8.6 in numerical qualifications is observed in a range of 1 to 10. It is worth mentioning that HEIs in the private sector revealed a higher average than those in the public sector. This becomes relevant when considering that students from the private sector also showed slightly higher levels of emotional intelligence, with which an implicit correspondence is observed, where higher levels of emotional intelligence, are associated with higher academic performance. However, considering the research hypothesis (H1: $r \neq 0$), it is possible to affirm, after the correlation analysis between the variable of academic performance and the variables of student emotional intelligence and teacher emotional intelligence, that there is a significant correlation between these variables, so the null hypothesis is rejected.

It should be noted that the relationship between the variables does not necessarily express a causal relationship. Likewise, a negative linear correlation is recognized between the academic performance variable and the teacher emotional intelligence variable, thus proposing an additional line of research to recognize the factors that lead to said result. On the other hand, some limitations in the conduct of this study are recognized, and consequently, some recommendations are proposed for future researches of a similar nature. Regarding the limitations, the lack of interest of HEIs to participate in the study is identified as limiting factor, therefore, it is proposed to raise awareness among them about the impact of aspects related to emotional intelligence on the academic performance of students.

In this way, the design of new public policies that take into account these aspects will be strengthened. As a contribution of the research, the use of measuring instruments of the concept of emotional intelligence



in the educational field is proposed, with specific scales aimed at the student and the teacher, which allows a particular analysis within the teaching-learning process.

Conclusions

The importance of emotional intelligence throughout the teaching-learning process is evident, since it has an active participation that regulates the environment in which it develops. However, the intervention of other factors on academic performance reveals the need to conduct a more in-depth analysis, with which preventive measures can be established to improve student performance, as well as their inclusion in the work field through functional tools framed within emotional aspects that, which in turn, improve their quality of life.

Therefore, the creation of a holistic educational model is proposed, which allows the integral education of the individual. In the same way, the relevance of the role of emotions in education is emphasized, being as the relationship of the emotional intelligence of the teacher is highlighted, as well as the emotional intelligence of the university student on the academic performance that, although, there is no explicit causality between the variables, there is an obvious relationship between them.

Finally, the results will help to raise awareness about the importance of emotional intelligence in the teaching-learning process. It is worth mentioning that there is no attempt to detract from intelligence and cognitive abilities, since emotional and cognitive intelligence are complementary concepts, rather than different or opposed. It has been considered that inadequate management of emotional intelligence can sabotage cognitive or rational intelligence, therefore, it is necessary that the protagonists of the educational act have adequate management of emotional skills, to create an environment conducive to the learning process.

Thus, the levels of emotional intelligence can represent a predictor of the academic performance of students, therefore, it is beneficial to strengthen adaptive emotional skills that allow them to face such difficulties, considering then, emotional intelligence as a regulator of the effects of cognitive skills on academic performance.

Se declara que la obra que se presenta es original, no está en proceso de evaluación en ninguna otra publicación, así también que no existe conflicto de intereses respecto a la presente publicación.



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Semblanzas

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