

## **Diagnóstico de las Necesidades de Formación en Inteligencia Emocional y en Educación Inclusiva de Docentes de Educación Infantil del Municipio de Aldaia.**

*(Diagnosis of a Required Emotional Intelligence and Inclusive Education Training for Kindergarten Teachers from the Community of Aldaia)*

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### **Resumen.**

La presente investigación pretende mejorar la calidad educativa de los colegios mediante la aplicación de un programa de inteligencia emocional como medio para el desarrollo de una educación inclusiva en educación infantil. Para este propósito, diseñamos un instrumento que mida de forma válida y fiable las necesidades de formación en inteligencia emocional y educación inclusiva de los docentes, en el municipio de Aldaia. En primer lugar, validamos la forma y el contenido a través del acuerdo y consenso de 9 jueces expertos. En segundo lugar, aplicamos el cuestionario a una muestra de 31 docentes de diferentes centros escolares. Finalmente, desarrollamos la propuesta de un programa de formación en inteligencia emocional y educación inclusiva.

**Palabras clave:** inteligencia emocional, educación inclusiva, educación infantil, formación docente

### **Abstract.**

In this study, we improve the quality of education in teaching centers, by applying an emotional intelligence program as means of developing an inclusive education for kindergarten. We designed an instrument for assessing accurately, educational needs in emotional intelligence and inclusive education of kindergarten teachers belonging to the Community of Aldaia. The consistency of this instrument was conformed through the agreement of 9 expert judges. Secondly, questionnaires were administered to a sample of 31 teachers from the same teaching centers of the Community. Lastly, we proposed an emotional intelligence and inclusive intelligence-training program, adapted to the mentioned teachers' educational needs.

**Key words:** emotional intelligence, inclusive intelligence, kindergarten education, teacher training

## **1.-Introduction.**

Student academic excellence is currently linked to intelligence and will power in the social community we live in. Which resulted in the creation and application of a teaching method exclusively based on cognitive learning, putting aside societies' capacity and emotional abilities. All social communities highly contemplate socializing their individuals, specially adolescents. Thus it is imperative to focus on the idea of education, from the bosom of a family to a school, emphasizing in emotional education.

As noted in the studies of Alvarez & Santos (2001) and Bisquerra (2011), the foundations of emotional intelligence must be searched in the contributions made by psychology and pedagogy. Authors note that theories of emotion carry out a theoretical framework basing emotional education in theoretical principles. Gardner (2005) defines the idea of "Intrapersonal Intelligence" as the type that allows us to be self-aware as for "Interpersonal Intelligence" is the intelligence that helps us understand others (Arándiga, 2007; Grewal y Salovey, 2006).

However, this concept achieves the highest social recognition, in 1995 and after Goleman's "Emotional Intelligence" world-wide success. In which he defines "Emotional Intelligence" as "The capacity to be self-aware of our emotions and others', to self-motivate and to manage emotions of our own and of our relationships". From the author's view point, emotional intelligence is the ability to interact with the world taking emotions into account and binding abilities together comprising self-management, self-conscience, motivation, empathy, mental agility. Goleman relies on how children learn to manage their neural circuits. A few emotional intelligence key words must be understood (Goleman, 2006).

On the other hand, children's inclusion with special needs or from deprived ethnic minorities, migrant population, remote and isolated communities, city centers, as well as others deprived from education, should be included in strategies for inclusive education. For many centuries, disabled people were rejected and excluded from society. In this sense, Alzina (2005) highlight the term special educational needs, published for the first time in the Warnock Report, everyone has the right to education and rejection of the idea of two groups: disabled and non-disabled children. In this sense, the main purpose of assessment would be analyzing students' potential development and learning, establishing the type of education and additional resources required to obtain the appropriate response for the most inclusive environment in education. There has been a progress in society's response towards global education over the last few years. Socially, we have gone from an initial exclusion period in education to a period being under construction by the education community, defined as "Inclusive education" (Blanco, 2008). Despite we are still in a confusing period (Verdugo & Rodriguez, 2012) since many people consider the terms incorporation and inclusion to be alike, many progress has been made in the creation of an inclusive culture.

Barriers in education and participation (Stainback y Stainback, 1999) have been the aspect helping emphasize the importance of the context to determine the degree of the remaining difficulties. Needs arising from student's special disability conditions

are taken into account along with the barriers in people's learning possibilities present in the environment. However, there is a strong tendency of attributing difficulties in learning to the following variables: strong influence of educational, familiar and social environment in society's development and learning (Calvo & Verdugo, 2012; Espino & Navarro, 2012).

Booth, Ainscow & Black-Hawkins (2002) state the main purpose of education is to guarantee a quality education for students, guaranteeing their attendance, participation and learning, focusing on those who, for various reasons, are excluded or at risk of exclusion. Ainscow (2005), defines inclusion as the process by which, schools, communities, local authorities and governments attempt to reduce barriers to pupil participation and learning. Inclusion involves all children and adolescents; it is focused on attendance, participation, which includes faculty and parents, and acknowledged success results; it involves fighting any kind of exclusion; and it's considered a never ending process (Álvarez & Santos, 2003; Sandoval, López, Miquel, Durán, Giné & Echeita, 2002), by using original methodologies such as success interventions and learning communities (Flecha and Puigvert, 2002). In this sense, we have outlined learning communities as a methodology tool to achieve a real educational inclusion by using emotional intelligence, as it implies a transformation process of teaching centers so they can deal with and respond to challenges in education, surpassing academic failure and eliminating conflict through dialogue education and interactive groups (Abellán, de Haro Rodríguez & Frutos, 2010). These working methodologies are orientated towards developing inclusive schools for our students. Thus social agents should take action and become emotionally intelligent.

An intelligent educator should be well mannered and capable of educating others (Tierno, 2012), proving it accordingly in other contexts such as the familiar one (Barrutia, 2009). The intelligent educator should be persistent and tireless, with a calling, happy, aching to transfer values and to bring the best in the students. Likewise, Giné (2013) states that the actual situation at the teaching centers requires studying the training professors needs and planning training programs for a quality education, a global education. In this work, we wished to improve the quality of education among teaching centers, applying an emotional intelligence program to develop inclusive education in kindergarten.

## **2.-Method.**

### **2.1.-Participants.**

The sample was made up of 30 kindergarten teachers from several teaching centers of Aldaia. Of this sample, 18 of the participants were males, 12 were females and 9 were expert judges in charge of confirming the consistency of this instrument (4 males and 5 females). Aged between 32 and 54 years. A questionnaire was administered "ad hoc" made up for evaluating necessary training in emotional intelligence and inclusive education in Kindergarten.

### **2.2-Procedures.**

We designed a questionnaire evaluating necessary training in emotional intelligence and inclusive education in Kindergarten. Subsequently, the internal consistency of this instrument was conformed through an agreement of a Court of experts, assessing the relevance, sufficiency, coherence and clarity of each of the items. Following, we analyzed data provided by the expert judges. From their observations, appropriate alterations in questionnaires were detached for defining the final questionnaire administered to professors. Lastly, after making appropriate alterations, we administered the questionnaire to 30 kindergarten teachers from several teaching centers of the Community of Aldaia.

### 3.-Results.

Table 1 displays the correlation of the kindergarten teacher's data analysis pertaining to teaching centers of the Community of Aldaia and the results obtained.

Table 1. Correlation Age and Level of Academic Background

		Age			
		28 to 37 years	38 to 57 years	Total	
Academic background	Kindergarten Teacher	Re-counting	4	1	5
		% of total	12,9%	3,2%	16,1%
	Kindergarten-Primary Education Teacher	Re-counting	8	9	17
		% of total	25,8%	29,0%	54,8%
	Primary Education-Special Primary Education Teacher	Re-counting	1	5	6
		% of the total	3,2%	16,1%	19,4%
Total	Special Primary Education Teacher-Psycho-Pedagogy	Re-counting	2	1	3
		% of the total	6,5%	3,2%	9,7%
		Re-counting	15	16	31
	% of the total	48,4%	51,6%	100,0%	

In this table can be seen, firstly, the data related to age, sex and academic background of the respondents. In this table can be seen no statistic significant results regarding correlation between age and level of academic background. Then, we analyze the data extracted regarding the knowledge kindergarten teachers of the Community of Aldaia assert to have.

Table 2. Correlation Age and Emotional Intelligence Knowledge

	Age	Total
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			28 to 37 years	38 to 57 years	
Emotional Intelligence Knowledge	Hardly in conformity	Re-counting	1	3	4
		% of total	3,2%	9,7%	12,9%
	In conformity	Re-counting	8	9	17
		% of total	25,8%	29,0%	54,8%
	Very much in conformity	Re-counting	5	2	7
% of the total		16,1%	6,5%	22,6%	
Totally in conformity	in in	Re-counting	1	2	3
		% of the total	3,2%	6,5%	9,7%
Total	Re-counting		15	16	31
	% of the total		48,4%	51,6%	100,0%

In this table can be seen that only 4 people hardly are in conformity with having knowledge in inclusion, whereas a total of 27 people declare having knowledge in this matter. Consequently, it can be concluded that there is no correlation between age and inclusion knowledge.

Table 3. Correlation Age and Inclusion knowledge

			Age		Total
			28 to 37 years	38 to 57 years	
Inclusion Knowledge	Hardly in conformity	Re-count	3	4	7
		% of the total	9,7%	12,9%	22,6%
	In conformity	Re-count	7	7	14
		% of the total	22,6%	22,6%	45,2%
Very much in conformity	Re-count	4	2	6	
	% of the total	12,9%	6,5%	19,4%	
Totally in conformity	Re-count	1	3	4	
	% of the total	3,2%	9,7%	12,9%	
Total	Re-count		15	16	31
	% of the total		48,4%	51,6%	100,0%

As displayed in Table 3, only 4 people are totally in conformity about having inclusion knowledge, although a total of 24 people declare having knowledge in this matter. It can be confirmed that there is no correlation between age and inclusion knowledge.

Following, Table 4 displays frequencies and resulting percentage of the correlation analysis between emotional intelligence and inclusive education.

Table 4. Correlation interest in formation I. Emotional and inclusion training interest

		Interest in Emotional Intelligence Training						
			Hardly in conformity	In conformity	Very much in conformity	Totally in conformity	Total	
Inclusion Training Interest	Hardly in conformity	Re-count	1	0	0	0	1	
		% of the total	3,2%	,0%	,0%	,0%	3,2%	
	In conformity	Re-count	0	6	3	0	9	
		% of the total	,0%	19,4%	9,7%	,0%	29,0%	
Very much in conformity	Re-count	0	2	3	4	9		
	% of the total	,0%	6,5%	9,7%	12,9%	29,0%		
Totally in conformity	Re-count	0	0	2	10	12		
	% of the total	,0%	,0%	6,5%	32,3%	38,7%		
Total		Re-count	1	8	8	14	31	
		% of the total	3,2%	25,8%	25,8%	45,2%	100,0%	

In this table can be seen that except for 3,3% of kindergarten teachers, the rest of the teachers are interested in emotional intelligence and inclusive education training. Next, we will confirm results obtained from applying emotional intelligence programs in the classroom and programs to be applied if there were the necessary resources. Table 5 shows how kindergarten teachers are in conformity with applying an emotional intelligence program in the classrooms. Empirical data confirms that those who wouldn't apply an emotional intelligence program, would end up applying it if they had the appropriate resources.

Table 5. Correlation Program Application I. Emotional & Application I. Emotional with the appropriate resources

	Emotional Program I. In the classroom	Total
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				yes	no	
Emotional Program Application I. In the classroom	Hardly in conformity	Re-count	0	1	1	
		% of the total	,0%	3,2%	3,2%	
In conformity		Re-count	4	3	7	
		% of the total	12,9%	9,7%	22,6%	
Very much in conformity		Re-count	1	6	7	
		% of the total	3,2%	19,4%	22,6%	
Totally in conformity		Re-count	4	12	16	
		% of the total	12,9%	38,7%	51,6%	
Total		Re-count	9	22	31	
		% of the total	29,0%	71,0%	100,0%	

Table 6. Knowledge in I. emotional-emotional aspects information for families

				Average difference (I-J)	Typical error	Sig.	Trust rate up to 95%	Superior limit
Knowledge I.Emotional	Knowledge I.Emotional						Inferior limit	
Hardly in conformity	In conformity			-,662	,485	1,000	-2,04	,72
	Very much in conformity			-,821	,547	,870	-2,38	,74
	Totally in conformity			-2,250*	,667	,014	-4,15	-,35
In conformity	Hardly in conformity			,662	,485	1,000	-,72	2,04
	Very much in conformity			-,160	,392	1,000	-1,28	,96
	Totally in conformity			-1,588*	,547	,043	-3,14	-,03
Very much in conformity	Hardly in conformity			,821	,547	,870	-,74	2,38
	In conformity			,160	,392	1,000	-,96	1,28
	Totally in conformity			-1,429	,602	,151	-3,14	,29
Totally in conformity	Hardly in conformity			2,250*	,667	,014	,35	4,15
	In conformity			1,588*	,547	,043	,03	3,14
	Very much in conformity			1,429	,602	,151	-,29	3,14

An ANOVA was carried out for evaluating the Family variable as a dependent variable and the Knowledge of Emotional Intelligence variable, as an independent variable, for

evaluating the existence of statistically significant differences in the level families are informed according to their Emotional Intelligence knowledge level. Results displayed significant statistically differences,  $F(3,27) = 4,005$ ,  $p < 0,05$ .

To determine in which groups exist significant differences, the "Bonferroni" test was applied ( $\alpha = 0,05$ ). The results revealed a relation between groups with higher emotional intelligence and higher family information in comparison with groups that consider they lack sufficient knowledge ( $M = 5,00$ ;  $p < 0,001$  vs.  $M = 2,75$ ;  $dt = ,957$ ) and groups that consider to have knowledge ( $M = 5,00$   $p < 0,001$  vs.  $M = 3,41$ ;  $dt = ,870$ ).

#### **4.-Discussion.**

A relevant study reveals that 95% of kindergarten teachers are interested in receiving emotional intelligence training as well as a similar percentage is interested in receiving inclusive education training. Thus, 22 out of 31 teachers are not applying an emotional intelligence program in their classrooms and 9 teachers who do, are interested in continuing the training to keep on applying the program. On the other hand, we have observed that those kindergarten teachers who have a higher knowledge in Emotional Intelligence as well as in Educational inclusion are much more interested in these trainings. In this line, previous works confirm that teachers who develop inclusive education are more prepared for emotional intelligence (Berrocal & Aranda, 2008).

Results of emotional competences displayed in the classroom indicate that despite the majority's appraisal on applying intrapersonal and interpersonal intelligence, a deficiency was observed in the application of specific competences, mainly, in regarding conscience and socio emotional regulation. In this sense, a wider knowledge and interest in emotional intelligence training is related to a better counseling on emotional strategies' given to families by the teachers. Likewise, reports show that more than 95 per cent of surveys respondents are interested in inter center training. Giné (2013) previously stated the need of providing resources and strategies to families and teachers regarding emotional education in an inclusive context training programs.

Kindergarten teachers from teaching centers of the Community of Aldaia, admit to have knowledge of emotional intelligence, whereas when considering the responses of teachers, only 9,7 per cent admit to be totally in conformity with having knowledge of emotional intelligence. Likewise, a 12,7 per cent hardly are in conformity with having knowledge of emotional intelligence. In relation to knowledge on inclusive education, kindergarten teachers from the Community of Aldaia confirmed to have knowledge of inclusion. A significant 22,6 per cent revealed that teachers lack knowledge on inclusive education. Consequently, in view of these results, it can be concluded the need for teacher's training in emotional intelligence and inclusive education, applying training programs in both disciplines. Other studies support this initiative in the education and teacher training setting (Sandoval, Simon & Echeita, 2012).



Our results show an interest of 94% of teachers on receiving ongoing training. One of the suggested goals is to encourage these trainings so teachers from the same school grade can mutually enrich one another and apply strategies on emotional education in the classroom. Previous studies coincide with the importance of insisting on education and emotional training among teachers as a way to successfully educate students (Morales & Cuenca, 2010).

On the other hand, analyzing contributions made by the teachers in the questionnaires in relation to a good performance in the classroom and inclusion strategies carried out in their daily work, it can be concluded that a good emotional intelligence application is related to an inclusive education. Consequently, emotional intelligence is essential for eliminating barriers and assisting inclusive education. Likewise, Sola, López-Urquizar & Caceres (2009) offer in their research an appropriate educational response to students associated with emotional intelligence programs promoting the principle of inclusion. Only this way everyone's development is guaranteed, equity is favoured and there is a contribution to social cohesion.

For the application of an emotional intelligence program, 72% of teachers don't apply any type of program for Emotional Intelligence classroom intervention. However, results show that they would apply it, if there were the necessary resources. Many teachers don't apply in their classroom autonomy abilities nor conscience abilities nor socio emotional regulation abilities. This reflects a slanted knowledge in relation to developing intrapersonal and interpersonal emotional competences. It can be concluded that trainings on emotional intelligence need to be extended for which it's imperative to supply sufficient materials and resources. Similar studies confirm the need on programming training programs that ease those competences's job (Extremera & Fernández-Berrocal, 2003).

On the other hand, the results from the "Bonferroni" test revealed a relation between groups with higher emotional intelligence and higher family information in comparison with groups that consider they lack sufficient knowledge, indicating that teachers with a broader knowledge are capable of informing and influencing families, which revised in the theoretical foundation, are essential for early child emotional development. A consistent job in the school and in the family will mean an increase of student's emotional level. In this sense, Turnbull, Turnbull & Kyzar (2009), support the joined work between families and teachers regarding training and emotional information.

Lastly, it can be concluded, that after a theoretical revision and the analysis of the results, emotional intelligence is required for an incorporation of an inclusive education. We consider an inclusive education to be essential for improving education quality and offer a quality education for everyone. At present, there is an emotional illiteracy exhibit in many ways, take care of that need is related to the application of emotional education programs. (Giménez-Dasí, Fernández & Daniel, 2013; González, 2001; Steiner & Perry, 2002).

Emotional education is related to a comprehensive personality development of the individual, ranging from the development of emotional competences to promoting positive attitudes, social abilities and empathy. As Kluth, Biklen, English-Sand & Smukler (2007) states, ultimate purpose of teachers is improving the quality of education and consequently, having an impact on the student's learning process,

directed to improve comprehensive education and students academic results, focusing on professional competences that have a direct impact on school success, search for excellence, potential development and educative equity.

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