

Emotional Intelligence as an Ethical Way Of Living

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ABSTRACT

This research focused on the importance of Emotional Intelligence (EI) and the Ethics of Care in the teaching practice at the “Cirilo Alberto” Educational Unit in Valencia, Carabobo State, recognizing its fundamental value for educational quality and the institutional climate. The overall purpose was to generate a theoretical construct on Emotional Intelligence as an ethical way of living, serving as an axiological foundation for pedagogical practice and integral human development in holistic education. The methodology adopted was based on the interpretive paradigm, employing a qualitative approach and the phenomenological-hermeneutic method known as dialogue with reality. This approach allowed for a deep interpretation of the experiences and perceptions of the teaching staff and students, revealing training gaps in soft skills and a disconnect between curricular requirements and emotional management. The findings underscored how the lack of tools for managing frustration, conflict, and emotional diversity negatively impacts teacher well-being and the quality of the teaching-learning process. In conclusion, the study establishes the unavoidable need to adopt the proposed theoretical construct, which integrates Emotional Intelligence (EI) and the Ethics of Coexistence as mandatory and cross-cutting foundations for teacher training and development, forging professionals endowed with a pedagogical vision that is technically, humanely, and morally responsible.

Keywords: Emotional Intelligence, Ethics of Coexistence, Theoretical Construct, Teaching, Holistic Education.

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