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## **Theoretical Approach from the Perspective of Emotional Intelligence Based on the Teacher's Attitudinal Skills Against the Transformations of Educational Policies**

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### **ABSTRACT**

The purpose of the doctoral research was to generate a theoretical approach from the perspective of emotional intelligence based on the attitudinal competences of the teacher in the face of transformations in educational policies. Theoretically, it was based on Goleman's Theory of Emotional Intelligence (1999). In this same order of ideas, the study was framed in the interpretative paradigm with a qualitative research using the hermeneutic method. The scenario of the investigation was the AVEC schools of the Calabozo section. In addition, thirteen (13) key informants were teachers from the institutions; as an information gathering technique, the in-depth interview was used, through the interview guide as an instrument. The Atlas Ti 7.0 Program was used to analyze the information; the validity and reliability was internal. After the process, the following findings were glimpsed: there is a strong rejection of the changes in educational policies, as they do not help to improve the educational system being outside the contextual reality, also, teachers are annoyed, demotivated, and they lack training in emotional intelligence. The previous thing, gave way to the construction of the theoretical approach; which was based on the training of teachers in emotional intelligence in order to strengthen the attitude of the teacher facing changes; In addition, educational policies are needed that take into account the teacher, motivate them, that are not alone under political ideologies far from reality.

Descriptors: Emotional Intelligence, Attitudinal Teacher Competencies, Educational Policies