

Emotional management in teachers, an analysis from experience

El manejo emocional en maestros, un análisis desde la experiencia

MEd. Leidy-Tatiana PORRAS-CRUZ. Lecturer at the Universidad Pedagógica y Tecnológica de Colombia; Teacher at the Institución Educativa Técnica Pedro José Sarmiento (leidytatiana.porras@uptc.edu.co).

Rafael-Enrique BUITRAGO-BONILLA, PhD. Associate Professor and Director of the Graduate School of the Faculty of Education Sciences. Universidad Pedagógica y Tecnológica de Colombia (rafael.buitrago@uptc.edu.co).

Abstract:

This research article analyses the emotional management of 46 teachers in the department of Boyacá (Colombia) according to their level of professional teaching experience, from the theoretical perspective of Mayer and Salovey's emotional skills. It uses a descriptive-comparative process with different perspectives across three stages: quantitative, qualitative and mixed. It also utilizes the MS-CEIT emotional intelligence questionnaire, a semi-structured interview, and an observational analysis. The results show competent development of teachers' emotional skills, but with statistically significant differences in emotional management by experience. The teachers also mention in their narratives

that the emotional management that occurs in school interactions and in the educational process has two facets: difficulties and positive emotional management. Similarly, the gestures that are part of non-verbal emotional communication that supports this skill are established. Therefore, it is concluded that emotional management as a skill decreases as experience increases, given that emotional experiences in the classroom generate stress, emotional exhaustion, and even leaving the profession.

Keywords: teacher, school, experience, pedagogy, emotional intelligence, emotional management, emotional development, teaching, knowledge, skill, training.

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Resumen:

Este artículo de investigación analiza el manejo emocional según la experiencia profesional docente de 46 maestros del departamento de Boyacá (Colombia), desde la perspectiva teórica de las habilidades emocionales de Mayer y Salovey. Para ello, se ha utilizado un proceso descriptivo-comparativo que integra distintas perspectivas en tres momentos: cuantitativo, cualitativo y mixto. También se ha hecho uso del cuestionario de inteligencia emocional MSCEIT, una entrevista semiestructurada y un análisis observacional. Los resultados demuestran que existe un desarrollo competente de las habilidades emocionales de los maestros, pero se encuentran diferencias estadísticamente significativas con respecto al manejo emocional en función de la experien-

cia. Además, los participantes mencionan en sus narrativas que el manejo emocional que ocurre en las interacciones escolares y en el proceso educativo tiene dos facetas: las dificultades y el manejo emocional positivo. De igual manera, se establecen los gestos que intervienen en la comunicación emocional no verbal que sustenta esta habilidad. De todo ello, se concluye que, con el aumento de la experiencia, disminuye la habilidad para el manejo emocional, dado que las experiencias emocionales en las aulas generan estrés, agotamiento emocional e, incluso, abandono de la profesión.

Palabras clave: maestro, escuela, experiencia, pedagogía, inteligencia emocional, manejo emocional, desarrollo emocional, enseñanza, saber, habilidad, formación.

1. Perspectives on emotional intelligence and emotional skills in school

Interest in understanding teachers' emotional skills and their influence on the attitudes, teaching, professional identity and learning has grown in the educational context (Aragundi & Coronel, 2023; Saunders, 2013). In the case of Colombia, while there has been an increase in the number of research works considering socio-emotional skills, including those of teachers, the number of studies is still small (Buitrago, 2012). For its part, Colombia's government has put in place a number of actions intended to contribute to the knowledge and handling of socio-emotional skills in the classroom, such as a digital platform created by the Intersectoral Commission

for Integral Attention to Early Childhood (CIPi) and the implementation of initiatives to address citizenship competences. Nonetheless, the actions by the government maintain the bias of the international economic control bodies (Herrera & Buitrago, 2019).

Emotional intelligence (EI) is the ability to reflect on emotions and use emotional knowledge to improve and direct one's thought with the aim of solving problems and adapting to one's environment, including four skills: (a) perceiving, evaluating, and expressing emotions; (b) generating feelings to facilitate thinking; (c) understanding emotions; and (d) regulating emotions, as well as strengthening teams and human relations (Mayer et al., 2004).

EI is related to health, subjective well-being, academic performance, and job performance (Castro-Paniagua et al., 2023). Consequently, emotional skills and EI facilitate pedagogical and educational processes, as well as relating to students, contributing to the improvement of teachers' well-being (Kotsou et al., 2019). Following this perspective, classrooms become locations where sensitivity, expression, and communication between teachers and students permeate attention and EI is associated positively with the creation of an emotional and supportive atmosphere (Kobai & Murakami, 2021; Olivares-Fong et al., 2021). In this way, teachers through their leadership shape the classroom atmosphere with gestures and bodily expression, through the hybridisation of pedagogical and academic components that generate empathy, understanding of teaching, and epistemological positions in their teaching practice (Salavera et al., 2020; Schoeps et al., 2019).

In this sense, the emotional experiences that occur in teachers' professional, social, personal, and environmental settings influence their mental state, self-regulation, and responses to stimuli. Therefore, emotional management is fundamental in teaching practice and is conceived of as the capacity to manage the intensity and duration of emotions, becoming a fundamental skill that generates resilience and flexibility in the face of the experiences, many of them adverse, that occur in teaching, and allowing personal and academic success (Gross, 1998). From a neurobiological perspective, this skill activates the amygdala

and the frontal lobes, specifically the prefrontal cortex, to contribute to processes of recognition of emotional memory (Goldsmith & Davidson, 2004).

In view of the above, EI is of vital importance for teachers as it enables them to reduce negative emotions and to influence their pedagogical practice and empathetic communication. It also entails an adaptive response that allows a state of emotional equilibrium without repressing emotions and triggering health problems (Darder et al., 2012). However, a lack of emotional regulation skills has been one of the principal reasons for which teachers display burnout and stress and leave the profession (Akin et al., 2014). The truth is that this is the most complex and difficult to achieve of the EI skills as it includes the disposition to reflect on positive and negative emotions and use them assertively (Albrecht & Marty, 2020).

As a consequence, the main aim of this research is to analyse the emotional management skills of pre-service and in-service teachers in the department of Boyacá (Colombia), from their teaching practice, to boost pedagogical reflection and contribute new findings to the field of the study of emotions and EI, in teachers and in school settings.

2. Emotional management, a pedagogical challenge

As the French educationalist Philippe Meirieu has shown throughout his work, pedagogy encompasses education, learning, teaching, and the school. Therefore,

pedagogy is the relationship between emotions and thought based on the experiences generated relating to knowledge, educational practices, and feelings. Consequently, pedagogy allows people to grow and gives them the opportunity to shape their liberty and happiness.

That said, teaching is a highly emotive and stressful job, and it is very demanding because of the wide-ranging roles that teachers perform and the learning ecosystem. As a result, teachers have a heavy workload and are continuously pressured by time, student number, limited resources, excess workload, negative working environments, the multiple requirements of management, targets and indicators, a lack of interest by students, and relations with colleagues, resulting in stress and burnout with a negative effect on self-esteem, emotional intelligence, and resilience (Koschmieder & Neubauer, 2021; Lavy & Eshet, 2018; Pluskota & Zdziarski, 2022).

According to research by Fathi and Derakhshan (2019), the prediction of the level of stress in relation to self-efficacy and emotional regulation trends is 14.2%, making it one of the largest risks that affect the health and well-being of teachers (Hernández-Amorós & Urrea-Solano, 2017). As a result, Heydarnejad et al. (2017) affirm that teachers must have a high capacity to regulate their emotional states, particularly in school contexts, to promote positive nuances in the dynamic of teaching and learning, developing their emotional skills and those of their students, which respond to professional,

personal, pedagogical, and emotional challenges (Mora et al., 2022).

As a consequence, emotional management is not only part of educational processes, but it also affects pedagogical perspectives and is also a tool for protecting against burnout, tension, stress, anxiety, and anguish (Benevene et al., 2020; D'Adamo & Lozada, 2019). For this reason, it is a pedagogical challenge that requires the creation of a system of emotional regulation with the aim of teachers managing their emotions and making use of their emotional skills through strategies that permit self-consciousness and the management of human relations through cooperation (Ellison & Mays-Woods, 2019; Pincay-Aguilar et al., 2018), links, thought, knowledge, and the school.

3. Method

3.1. Design

This study comprised a non-experimental design with a descriptive-comparative method based on a mixed focus (Guevara et al., 2020). This starts from a quantitative perspective with analysis of the different variables of the Spanish version of the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT). It then adopted a qualitative perspective (Álvarez-Gayou, 2003), with the use of a semi-structured interview. Finally, an ad hoc instrument (field work) was used, which is of particular value in the observational methodology for analysing participants' emotional non-verbal communication; consequently, this strategy is explanatory sequential

(Creamer & Reeping, 2020; Creswell & Garrett, 2008).

Using the observational methodology, the situation was described objectively on the basis of obtaining valid data and relating them to the proposed objectives, integrating a procedural criterion aimed at direct, visual, digital, and auditory collection of data about the facts and, a substantive criterion that allowed the generation of responses to various aims, integrating the qualitative and quantitative aspects (Anguera, 2020).

3.2. Sample

Non-probabilistic convenience sampling was used, giving a sample of 46 teachers from the department of Boyacá (Colombia), comprising 37 women and 9 men aged between 18 and 67 years with between 1 and 30 years of teaching experience. This was accepted as the transversal axis of emotional management in teachers and was conceptualised through knowledge and the sense of experience in educational practice (Ortega, 2021). Accordingly, the following ranges of teaching experience were established: pre-service experience; initial experience (from 1 to 5 years), searching experience (from 6 to 10 years), propositive experience (from 11 to 20 years), and reflective experience (with 21 or more years). Eight teachers with the highest and lowest emotional-intelligence level scores in the first phase were selected for the second and third phases.

3.3. Tools

The three tools used in the study were: MSCEIT version 2.0, which evaluates EI

from four specific skills: (1) perception of emotions, (2) use of emotions, (3) understanding emotions, and (4) managing emotions (Mayer et al., 2004). MSCEIT also proposes five levels ranging from *needs improvement* to *expert*. Regarding its reliability, a Cronbach's alpha coefficient of .89 was achieved in this study.

Secondly, an interview protocol based on the emotional skills category and the emotional management subcategory was used. The credibility of the protocol was based on an exhaustive theoretical review to establish the units of analysis and reduce substantiation and analysis biases. The expert judgement technique was also used, with the participation of 8 researchers from the field of education, six Colombians and two Spaniards. In addition, to ensure impartiality in the analysis, all data were treated with the same relevance. Finally, achieving an appropriation of the experiences provided by the teachers was emphasised, to achieve an adequate relationship with reality. The dependence centred on the quality of the data based on the implementation of principles of caution and coherence. Cross-checking and an external audit were also used.

Finally, the field work format was based on non-verbal emotional communication from the emotional kinesia category. Colour coding was also carried out, taking into account the classification of basic emotions proposed by Ekman (2017), establishing the predominant emotion in the responses to the 21 interview questions, and taking into account that many behaviours were simultaneous.

3.4. Procedure

3.4.1. Data collection

When carrying out this research, we had the backing of the Universidad de Boyacá and of the Institución Educativa Técnica Francisco José de Caldas in the municipality of Socotá (Boyacá), institutions linked to the research. The participating teachers signed the applicable informed consent forms, voluntarily agreeing to participate in the study. The data were collected in two different moments. First, the MSCEIT was administered on the Google Meet platform. After this, interviews were carried out with each participant and were recorded for subsequent analysis. It is important to note that the teachers who participated in the second and third phase were identified on the basis of the quantitative analyses.

3.4.2. Data analysis

The MSCEIT scores for the participating teachers were calculated using the TEA Corrige platform. After this, the quantitative analysis used the SPSS for Windows (version 26.0) computer program, making use of descriptive sta-

tistics, frequency analysis, and analysis of variance. The qualitative data were analysed using the Atlas Ti for Windows (version 7) computer program in three levels, in accordance with the approaches of Corbin and Strauss (2002): open, axial, and selective coding. Finally, we used descriptive statistics and frequency analysis for the observational analysis.

4. Results

The results of the MSCEIT test, especially for the emotional management in relation to experience variable, show a reduction in this skill as experience of teaching practice increased (Table 1 and Figure 1).

The analysis of variance by experience (Table 2) showed significant differences in emotional management ($F_{(1,45)} = 5.08$, $p < .01$, $\eta^2 = .332$).

The Bonferroni test showed that initial experience displayed differences with pre-service experience ($t = 41.82$, $p < .01$), propositive experience ($t = 40.2$, $p < .01$), and reflective experience ($t = 42.33$, $p < .01$).

TABLE 1. Emotional management in relation to experience.

Emotional skill	Experience	Mean	Standard dev.
Emotional management	pre-service experience	89.17	10.07
	Initial experience	131	.
	Searching experience	102.75	9.74
	Propositive experience	90.78	10.78
	Reflective experience	88.67	11.86

FIGURE 1. Emotional management and experience.

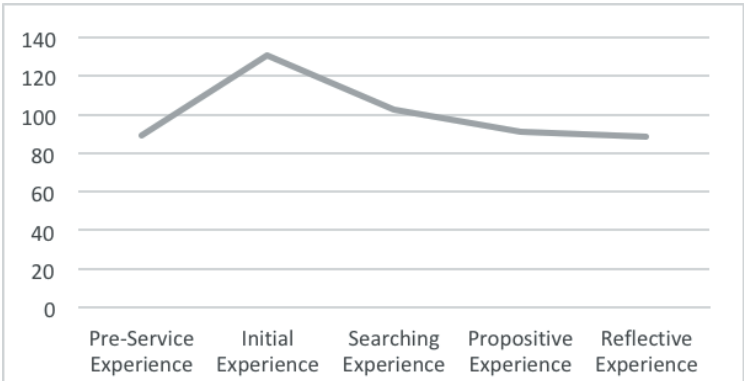


TABLE 2. Analysis of variance of emotional management by experience.

Emotional skill	<i>F</i>	<i>p</i>	<i>eta</i> ²
Emotional management	5.08	.002**	0.332

***p* < .01

Furthermore, Table 3 presents the frequency analysis of emotional management by experience and the respective chi-squared test. The levels of development of emotional management are shown here, with a competent level of emotional management being found in teachers.

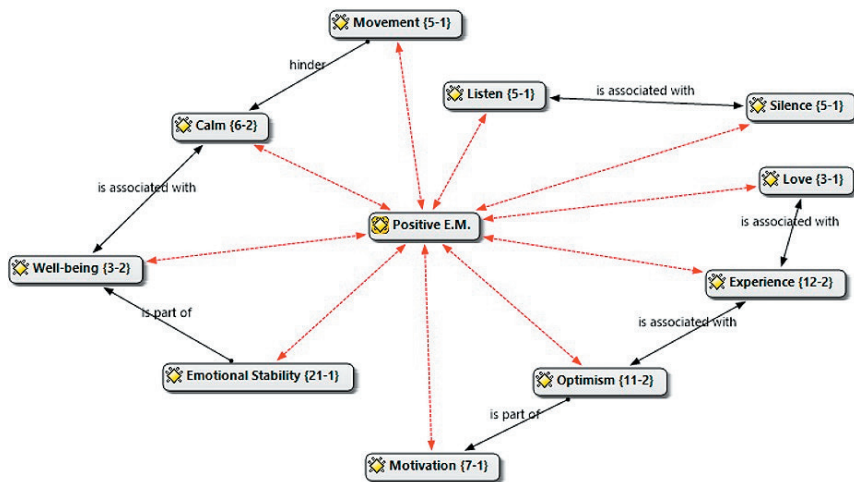
Figure 2 shows teachers’ perspectives of positive emotional management derived from analysis of their comments in the interview, which in this case referred to the personal processes that they experienced and which facilitated their perception and use of emotions.

TABLE 3. Frequencies of emotional management and chi-squared test by experience.

Experience	Needs improvement	Aspect to develop	Competent	Highly competent	Expert	Chi ²
Pre-service experience	1 4.30 %	10 43.50 %	11 47.80 %	1 4.30 %	0 0.00 %	53.17***
Initial experience	0 0.00 %	0 0.00 %	0 0.00 %	0 0.00 %	1 100.00 %	
Searching experience	0 0.00 %	0 0.00 %	3 75.00 %	1 25.00 %	0 0.00 %	
Propositive experience	0 0.00 %	4 44.40 %	4 44.40 %	1 11.10 %	0 0.00 %	
Reflective experience	1	3	5	0	0	

****p* < .001

FIGURE 2. Positive emotional management.



In this dimension, teachers emphasise strategies that permit positive emotional management, emphasising listening: “When they are very happy, I let them express themselves and speak so they can tell their classmates what makes them happy, and you listen to the things they like” (P4). Also, silence: “I think that it is the best friend you can have as a teacher, so that with this silence you can think very well about what you should do” (P2). Furthermore, motivation: “When they have low spirits like that, you try to reanimate them, take them into the yard, play a game with them, or you talk to them to see what’s happening with them” (P6). Therefore, one “important aspect is that, to have good learning, this has to go from the motivation we have as teachers and we transmit to the students, for there to be a good teaching and learning process, we all need to be motivated” (P1).

In the same direction, they highlight emotional stability: “You need a cool head” (P2). Therefore, “I try to make them feel

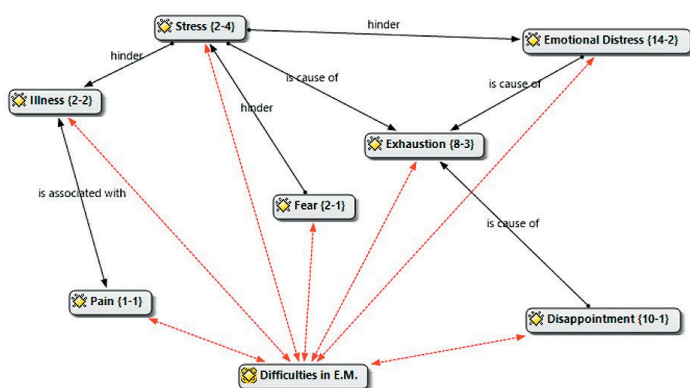
good, I hope that it is useful for their development, that if we are sad we can change the situation, that if we are happy we can stay that way, the same when there are conflicts with classmates” (P4). In this regard, another participant notes: “there is a moment when you breathe because you are getting in a bad mood, you repeat yourself three or four times and they don’t pay attention and they ask the same question again, then you have to control yourself and be okay” (P5).

Similarly, they mentioned well-being: “The most important thing is to work from ourselves, because if we are good and happy, we will be able to give the best to the students” (P1). Likewise, calmness: “Calm myself down a bit and then when you feel alright and that feeling is a bit more under control, do the activities, wait a bit, calm myself down” (P2); “When I am happy, calm, I can concentrate more on doing what I like” (P5). There is also movement: “I like to make them dynamic, play games with them in the yard or at breaktime do a game,

anything” (P6). “Now what I do is going out for a walk, when I feel that I can’t give any more, when I was with them, dancing... but sometimes I did do it thinking about myself, in how I felt, that I needed it” (P1).

Regarding difficulties with emotional management, the teachers specify that there are situations that they experience that impede appropriate management, as Figure 3 shows.

FIGURA 3. Dificultades de manejo emocional.



Emotional distress is dominant in what teachers have mentioned. In this regard, they point out that “so much complaining, sometimes you feel like your head is going to burst” (P1) and that “sometimes their bad mood also puts you in a bad mood and that time is already wasted... you don’t know what to do” (P3). With regards to stress (which is often associated with excess workload),

the management say that you have to do this, send the guides, then this causes you anxiety, when they oblige you to submit them on certain days, the stress is enormous. [...] Really preparing guides, sending them out, and marking them involves a lot of stress, also, there are parents who have no respect and call you 9 or 10 times, or at 11 at night, Saturdays, Sundays, then they drive you to the edge, because they do not understand that you are a human being and that you also need to rest. (P6)

Burnout was also identified, because “you feel bad, because you give more than 100% so that they learn and if it does not happen, then I feel like that” (P6). “The truth is that, it is an exhausting job, our workload has tripled, and I think that especially women, we are housewives, teachers and mothers, and so it is a really strenuous job, 24 hours in a day aren’t enough” (P2).

Finally, disenchantment: “The thing is, it is so difficult, as you feel very bad, you get frustrated, as though you are doing things and there are no results” (P4). “Ohh, that’s when you feel like you’ve wasted your time” (P7). “I think, I’m not sure, I feel disenchantment, a terrible sadness because you dream of many things, you long for lots of things, with the work you are doing, then when it is

not achieved, what you most feel is sadness” (P2).
ence, where a larger percentage is found for happiness and a lower one for surprise.

Complementing this, Table 4, again from a quantitative perspective, shows the frequency analysis of basic emotions by experience. Furthermore, the frequencies of the different types of gestures by experience are proposed (see Table 5).

TABLE 4. Frequency analysis of basic emotions by experience.

Experience	Basic emotions					Chi ²
	Happiness	Sadness	Anger	Fear	Surprise	
Initial experience	57	19	6	1	1	3.694
	67.9%	22.6%	7.1%	1.2%	1.2%	
Reflective experience	57	18	3	5	1	
	67.9%	21.4%	3.6%	6.0%	1.2%	

TABLE 5. Frequencies and chi-squared test for gestures by experience.

Gestures	Gender	Unexpressive	Neutral	Very expressive	Chi ²
Regulatory	Initial experience	1	55	28	.110
		1.2%	65.5%	33.3%	
	Reflective experience	1	57	26	
		1.2%	67.9%	31.0%	
Illustrative	Initial experience	0	48	36	5.599
		0.0%	57.1%	42.9%	
	Reflective experience	3	56	25	
		3.6%	66.7%	29.8%	
Adaptive	Initial experience	15	57	12	1.650
		17.9%	67.9%	14.3%	
	Reflective experience	14	63	7	
		16.7%	75.0%	8.3%	
Signs of affection	Initial experience	18	48	18	.328
		21.4%	57.1%	21.4%	
	Reflective experience	18	45	21	
		21.4%	53.6%	25.0%	

To conclude, the observational analysis of participants' non-verbal emotional expressions during the interview showed, in 168 records, that the most frequently expressed emotion was happiness, in 67.90% of them, followed by sadness in 22% while the one with the lowest presence was surprise in 1.20%. Most of the expressions had a medium intensity (low, medium, strong)

and a normal articulation (tense, normal, fluid). Finally, when considering the different types of gesture when speaking of emotional management, the ones displayed most often were found to be touching the head as an adaptive gesture, moving the body with the rhythm of verbal language as a regulatory gesture, and smiling as a sign of affection gesture (see Figures 4, 5, and 6).

FIGURE 4. Adaptive gestures.



FIGURE 5. Regulatory gestures.



FIGURE 6. Signs of affection gestures.



5. Discussion and conclusions

This study identifies important elements relating to teachers' emotional skills from analysis of emotional management, which shows that teachers with initial experience have high performance, compared with other levels of experience. In this sense, as Zabalza and Zabalza (2012) note, in the early years of teaching, the task is hard and requires absolute dedication to establish oneself in the profession and not increase the stress of responsibility, aspects that lead teachers to develop their emotional skills quickly, given that all of the emotional management strategies come into play, including those that are interwoven with their training and sensitivity.

Emotional management is also found to have an impact on well-being, job sat-

isfaction, and teacher efficacy, and so experience contributes to the construction of professional identity, becoming a challenge insofar as it predicts their participation and results (González-Calvo & Arias-Carballal, 2017; Nichols et al., 2017).

The results showed that the lowest emotional management scores were obtained by teachers with reflective experience and were associated with the idea of leaving the profession. This indicates that the teachers with lowest emotional skills often leave teaching, something corroborated by data from the research by Extremera et al. (2020) with teachers from Spain, although other studies mention that there are individual differences (Klassen & Chiu, 2011).

This is because of the underlying challenges of emotional management in teaching such as: stress, illness, tiredness, fear, pain, disenchantment, and emotional distress. Because of this, Fathi and Derakhshan (2019) suggest that these aspects explain emotional burnout, and so emotional management will have an impact on teachers' work and help prevent these difficulties by increasing positive emotions and fostering the resolution of educational challenges. From a psychopedagogical perspective then strategies must be put in place in schools to develop emotional knowledge and skills, taking into account the fact that a lack of them affects learning, and so they must be present in teacher training to achieve an adequate, enriching, and gratifying professional performance (Buitrago-Bonilla & Cárdenas-Soler, 2017).

Teachers with propositive experience described greater difficulty concentrating, reporting loss of energy and lack of sleep. A quarter of them displayed depressive symptoms (Casachia et al., 2021) because the work-related pressure that teachers face is a source of stress owing to their limited resources for dealing with it (Hopman et al., 2018). The fact is that the significant differences became evident between initial experience on the one hand and formative, propositive, and reflexive on the other in relation to emotional management. This suggests a positive relationship between emotional intelligence and professional experience.

From an interpretative emphasis, the teachers' accounts stress the emotional regulation strategies they use, which centre on responses, an aspect confirmed by the research of Jimeno and López (2019), aspects closer to emotional coping (Augusto-Landa et al., 2011). In addition to this, there are intervention programmes with favourable outcomes that include, for example, mindfulness as a strategy to facilitate emotional regulation in teachers, as they acquire awareness of their emotions and of the impact of them on their teaching practice.

However, teachers who have searching experience turned out to have more critical perceptions of pedagogical and emotional processes (Birol et al., 2009). These perceptions were related to higher emotional intelligence scores, which were also characterised by mentioning better human relations, being happier and having greater personal and workplace well-being, something confirmed by the meta-analysis by Sánchez-Álvarez et al. (2016). EI is positively related to professional resources as they have more strategies to modulate unwanted emotions and reactions (Miao et al., 2017).

That said, factors that hinder the lack of classroom management and facilitate negative relations that generate stress and fatigue in teachers are also mentioned. Because of this, attention must be paid to the body of the educator, in particular facial emotional expressions, which provide information about the teacher's identity, emotional state and behaviour (Todorov et al., 2015), and

significantly affect the quality of teaching practice and the relationships established in the classroom.

In relation to positive emotional management, its benefits stand out in relation to personal, physical, psychological, and social life and it is conceived of as an important challenge that involves many benefits (Jennings et al., 2017). In this sense, strategies such as distraction make it possible to disconnect negative emotions, functioning as a filter that blocks information and modulates responses to intense stimuli (Sheppes et al., 2014). In the same way, regulatory gestures and signs of affection, communicate security, affection, and closeness to the other (Porras, et al., 2020). With regard to the self-concepts of the teacher, three emotions stand out: enjoyment, anxiety, and anger (Frenzel et al., 2009).

5.1. Pedagogical-emotional implications

The classroom is an emotionally supportive setting for teachers and students (Braun et al., 2020; Rinner et al., 2022). However, as their teaching experience increases, teachers' emotional management falls because school dynamics permeate pedagogical and emotional processes in classrooms and the emotional leadership role that the teacher fulfils and the emotional contagion in their students affect their performance (Donker et al., 2021; Lazarides et al., 2018). It is vital to recognise that each teacher's emotional discourse reveals the concept of pedagogy and makes it possible to understand and involve their students in the narrative

of emotional experiences (Garner et al., 2019), something that fosters improvements in socio-emotional development and the creation of an emotionally supportive environment (Hoffmann et al., 2020; Vandenbroucke et al., 2018). Longitudinal studies relate these to teachers' enthusiasm and students' enjoyment of the educational process (Frenzel et al., 2018).

Therefore, school provides experiences and possibilities for emotional development and enables teachers to consider in greater depth how these relate to thinking (Buitrago, 2022), an essential aspect of pedagogy since, as Pulido (2018) notes, pedagogy refers to thinking and to production. Also, to contribute to a resilient society, to teachers' well-being, and to human development, curricula must be permeated with theories and practices referring to the development of socio-emotional knowledge and skills, as teaching and learning are both, to a great extent, based on emotional experiences, as are well-being and teacher performance (Burić & Kim, 2020).

In addition to this, emotions and the skill of emotional regulation in the virtual contexts that resulted from the Covid-19 pandemic have limited emotional expression, causing stress, boredom, and disengagement (Zhao, 2021) that result in dejection, discouragement, and finally in teachers leaving the profession, which in the first five years of teaching reaches a level of almost 50% (Gray et al., 2019). As a result, the management of negative and positive emotions results in strategies

for emotional regulation and for greater well-being (Lavy & Eshet, 2018) and, in relation to students, dialogue on emotions is a strategy for emotional co-regulation in the teacher-student relationship, establishing a safe base in the attachment relationship (Spilt et al., 2021). Finally, there is a need for emotional and pedagogical training that responds to the everyday challenges of teaching and the interpersonal relations created in the classroom.

6. Limitations

The main limitation of this study is its sample, which was shaped by the conditions of confinement resulting from the Covid-19 pandemic, which prevented face-to-face work and the use of a larger sample.

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Authors' biographies

Leidy-Tatiana Porras-Cruz. Master's in Education from the Universidad Pedagógica y Tecnológica de Colombia. Teacher in early childhood education, and lecturer at the Universidad Pedagógica y Tecnológica de Colombia.

 <https://orcid.org/0000-0002-5860-9842>

Rafael-Enrique Buitrago-Bonilla. Doctor in Music Education: A Multidisciplinary Perspective from the Universidad de Granada. Associate professor at the

Universidad Pedagógica y Tecnológica de Colombia. Director of the Postgraduate School at the Faculty of Educational Sciences. Academic coordinator of the doc-

torate in Pedagogy and Didactics and coordinator of the Cacaenta research group.



<https://orcid.org/0000-0001-7553-6473>