Article

Teachers' perceptions of an emotional education program: a qualitative study

Percepção de professores sobre um programa de educação emocional: um estudo qualitativo

Percepción de los profesores sobre un programa de educación emocional: un estudio cualitativo

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ABSTRACT

Emotional education is of paramount importance for the integral development of the human being. The objective was to analyze the perceptions of teachers about the impacts and changes in behavior after carrying out an emotional education program with children enrolled in early childhood education. Five teachers participated who performed an emotional education program in early childhood education with children from 3 to 5 years old from a private school located in Rio Grande do Sul. A semi-structured online interview was used to collect data and the responses were analyzed using Bardin's content analysis. The teachers highlight the importance of an emotional education program and the ludic help in this process. The children showed improvement in learning and interpersonal relationships. It is concluded that an emotional education program in early childhood education has an educational and preventive purpose, allowing children to know about emotions and be able to evaluate and have more assertive behaviors in everyday situations.

Keywords: Teachers. Early childhood education. Emotions. Emotional intelligence. Qualitative study.

RESUMO

A educação emocional é de suma importância para o desenvolvimento integral do ser humano. Objetivou-se analisar as percepções de professores sobre os impactos e as mudanças de comportamento após a realização de um programa de educação emocional com crianças matriculadas na educação infantil. Participaram cinco professoras que realizaram um programa de educação emocional na educação infantil com crianças de 3 a 5 anos de uma escola particular localizada no Rio Grande do Sul. Utilizou-se uma entrevista semiestruturada on-line para coletar os dados, e as respostas foram analisadas pela análise de conteúdo de Bardin. As professoras destacam a importância de um programa de educação emocional e de o lúdico auxiliar nesse processo. As crianças apresentaram melhora na aprendizagem e no relacionamento interpessoal. Conclui-se que um programa de educação emocional na educação infantil tem uma finalidade educativa e

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preventiva, possibilitando às crianças conhecerem sobre as emoções e serem capazes de avaliar e ter comportamentos mais assertivos em situações do cotidiano.

Palavras-chave: Docentes. Educação infantil. Emoções. Inteligência emocional. Estudo qualitativo.

RESUMEN

La educación emocional es de suma importancia para el desarrollo integral del ser humano. El objetivo fue analizar las percepciones de los docentes sobre los impactos y cambios de comportamiento tras la realización de un programa de educación emocional con niños de educación infantil. Participaron cinco docentes que realizaron un programa de educación emocional en educación infantil con niños de 3 a 5 años de una escuela privada ubicada en Rio Grande do Sul. Se utilizó una entrevista en línea semiestructurada para recopilar datos y las respuestas se analizaron mediante el análisis de contenido de Bardin. Los profesores destacan la importancia de un programa de educación emocional y la ayuda lúdica en este proceso. Los niños mostraron una mejora en el aprendizaje y las relaciones interpersonales. Se concluye que un programa de educación emocional en educación infantil tiene una finalidad educativa y preventiva, permitiendo que los niños conozcan las emociones y puedan evaluar y tener conductas más asertivas en situaciones cotidianas.

Palabras clave: Docentes. Educación infantil. Emociones. Inteligencia Emociona. Estudio cualitativo.

INTRODUCTION

The importance of emotional expression was first realized by Charles Darwin. The naturalist described that it had an influence on the survival and adaptation of species, with the specimen with greater fitness having more opportunities to reproduce, thus preserving the beneficial mutations for its species (SBIE, 2019). Since Darwin's evolutionary theory, it is understood that even if emotional manifestations have cultural influences, there are expressions, especially facial expressions, that are innate, both for humans and for chimpanzees and other primates (Miguel, 2015).

Many researchers and theorists have studied and improved on this concept over the years. However, it was in 1990 that Peter Salovey and John Mayer published an article that conceptualized emotional intelligence (EI), bringing great repercussion around the world (SBIE, 2019). EI was described as an inter- and intrapersonal capacity, noting that those who possess qualities such as negotiation and empathy can achieve success more easily (Goleman, 2012).

The first EI practices showed that people had the ability to identify emotions through shapes, faces, colors and also investigated how they understood characters' emotions. It was between 1994 and 1997 that the term became popular, a period in which Daniel Goleman published his book entitled *Emotional Intelligence* (1996), causing a change in the concept of EI, which then began to encompass aspects of personality. Currently, debates about EI focus on the contributions it offers to understanding the individual's well-being and academic and professional success (Tessaro and Lampert, 2019; Carvalho, 2020; Queirós *et al.*, 2021).

In this sense, schools play an active role in the emotional development of children and young people, as it is a process greatly influenced by the environment. Emotional education (EE) in schools is already practiced as a curriculum subject in some countries, for example, the United States, Singapore, Malaysia, Hong Kong, Japan, Korea, United Kingdom, Australia, New Zealand and Africa, being named as A Science of the Self or Emotional Literacy. On the other hand,

other schools offer it as programs related to creative conflict resolution, development, and social competence (Goleman, 2012).

EE must go beyond developing skills in students, but also getting them to know themselves emotionally, enabling children to deal with symptoms of stress and anxiety, reduce aggressive behaviors, among others (Santos, 2018; Mira-Galvañ and Gilar-Corbi, 2020). Furthermore, developing socio-emotional skills in childhood is an alternative to generating resilience and reducing the possibility of developing mental disorders in adolescence and adulthood. EE has been shown to be an influential instrument of social change, developing empathetic, collaborative, and more humanitarian characteristics in individuals (Caminha, Caminha and Dutra, 2017).

Once the teacher is able to recognize students' emotions, they will create a fertile and accessible bond for great interaction (Osher *et al.*, 2020). To do this, strategies must be organized and materials appropriate to the age groups of each class must be used, for example, when working with younger children, it is important to use tools that can embody emotions (Instituto Ayrton Senna, 2019). Therefore, qualifying teachers in their emotional sphere through training programs is highly recommended, as well as being a need noted by them (Goldberg *et al.*, 2019).

The relevance of knowing emotional education programs and the perception of teachers on the topic is highlighted, as it is understood that children who recognize and express what they feel learn to deal with everyday situations in a healthier way, also implying the way how you will manage your feelings in adulthood (Osher *et al.*, 2020; Souza, Ferreira and Souza, 2021). Therefore, the present study aimed to analyze teachers' perceptions about the impacts and changes in behavior after carrying out an emotional education program (EEP) with children enrolled in early childhood education.

METHODOLOGY

This is qualitative and exploratory research (Sampieri, Collado, and Lucio, 2013). The participants were selected based on the criteria of convenience, that is, five teachers participated in the research who carried out an EEP with children aged 3 to 5 years enrolled in early childhood education, in a private school located in the northern region of Rio Grande do Sul. The criteria of inclusion were: teachers who had trained in the Pedagogy course, over 18 years of age, and who worked in an EEP with students enrolled in early childhood education in 2019. Teachers who did not accompany the class during the entire school period were excluded. In order to preserve the anonymity of the participants, their names were changed to the letter "P". The numbers correspond to the numerical identification of each participant, as shown in Chart 1.

Chart 1 – Characterization of the participants.

Participant	Age	Marital status	Training time	Specialization	Children's age
P1	37	Married	15 years	Clinical and Institutional Psychopedagogy	5 years
P2	30	Married	5 years	Children's education and Early years	3 years
P3	45	Married	15 years	Children's education and Early years	3 years
P4	44	Married	10 years	Literacy	5 years
P5	44	Married	8 years	Clinical and Institutional Psychopedagogy	4 years

Source: Elaborated by the authors.

To achieve the objective of this research, an online semi-structured interview was used. The online interview was carried out synchronously, that is, the researcher contacted each participant in a chat room and carried out the interview while both were online. In this format, the conversation happens more naturally, it is possible to analyze elements such as the participant's emotional state, there is greater interaction between them, and the issues can be better discussed (Flick, 2017).

We chose the Zoom Meeting application, which provides its users with a high standard of privacy, thus guaranteeing the confidentiality of the research. Meetings cannot be monitored or stored by the application, unless requested by the meeting provider. If you choose to record the conversation, the speaker is responsible for obtaining the consent of the participants and Zoom also has a tool that indicates when recording is activated. Therefore, in the Free Consent Form, it was clarified how the research would take place before the interviewee's consent (*ibidem*).

The researcher contacted the school management to present the research objectives. The school director and coordinator authorized the study to be carried out. Afterwards, approval was obtained from the Ethics Committee through Certificate of Presentation and Ethical Assessment (CAAE) 32362920.4.0000.5319, opinion number 4,109,961.

Subsequently, the researcher made telephone calls to the early childhood education teachers informing them about the objective of the research and invited them to participate. Upon acceptance, the interviews were scheduled and carried out, individually, via the Zoom platform. On the scheduled date, the objectives of the study were revisited and the participants' doubts were clarified. Furthermore, issues such as confidentiality, preservation of the participants' identity and guarantee that the study results would only be used for research purposes were reinforced. All participants were informed that the interview would be recorded and that, after analyzing the transcripts, the files would be deleted. Data collection took place in July 2020. Each interview lasted approximately 40 minutes.

The interview was composed of the following guiding questions: what are emotions?; what do you think about the inclusion of EE in the school curriculum?; how was the EEP carried out with the children in your classroom? how old were they? what were their reactions?; did you notice changes in the children after completing the program? which ones?; how important are emotions in a child's learning process?; do you easily perceive your own emotional signals?; do you believe it is necessary to know and develop your own emotional competence to practice your profession?

The interviews were transcribed reliably, and the data were analyzed using the content analysis method proposed by Bardin (2011). Content analysis is characterized as a set of communication analysis techniques and its objective is to achieve specific knowledge about the conditions of production or reception of these messages. This method has three stages: pre-analysis; content exploration; and treatment of results, inference and interpretation. The first stage involves the organization, that is, the choice of documents to be used in the formulation of hypotheses and objectives and the development of indicators that help in the interpretation of the final results. Content exploration is the phase in which the material already chosen in the pre-analysis is used and coding, enumerations and rules for classifying the material covered are defined. In the last stage, the separation of the data that will be used in the analysis is carried out, it is also the moment when the critical survey of the content is carried out (Bardin, 2011).

RESULTS AND DISCUSSION

From the data analysis, five categories were listed, namely: Conceptualizing emotions; Perception about the inclusion of emotional education in the school curriculum; Strategies for carrying out emotional education program with children in your classroom; Changes in children and teachers after completing the program: working on their own emotions.

CONCEPTUALIZING EMOTIONS

This category sought to investigate how early childhood education teachers understand the concept of emotions. All participants associated emotions with feelings, according to the statements:

> P2 - *For me, emotion is what moves us on many days, because, like this, if we are well, everything is fine, we can work and do everything we have to do, but when something is not right, we are sad with something, that something happened, it seems that you don't have that enthusiasm to do things.*

> P3 - *Emotions are what we feel, they are our feelings, like if I am happy, if something gives me joy, it is a feeling, it is an emotion.*

> P4 - *For me, it's the inside of the person, it's the feeling, what the person feels. Many times, people are unable to express what they are feeling and, sometimes, they need assistance, help to demonstrate their feelings.*

The meaning of the word "emotion" may seem irrefutable, however, when having to explain it, one realizes that it is not a simple task (Roazzi *et al.*, 2011; Miguel, 2015). Even if people use the same expressions when trying to define it, it does not mean that the understanding is the same (Roazzi *et al.*, 2011). It is necessary to understand that emotion is no longer perceived as a single reaction, but rather a process that involves multiple variables. In this sense, emotion can be defined as a complex and ephemeral condition that arises in experience, through emotional characteristics, which lead to changes in various fields of mental and physical functions, preparing individuals for action (Miguel, 2015). Emotional expression reflects how the individual perceives and relates to the world (*ibidem*).

In each emotion, the organism presents three reactions: one at the psychological level, the other at the physical level, and the third at the behavioral level. At the first level, there is an emotional psychological experience, which can be agitation or slowness. On a physical level, the body experiences internal reactions during emotional changes, and the person may feel their heart beat faster and breathing increase. Another reaction that emotion determines is the change in behavior, with a tendency to approach or move away from the object that produces the stimulus (Santos, 2000). Furthermore, emotion refers to a feeling and its different thoughts, psychological and biological states, and a series of predispositions to behave (Goleman, 2012).

Although emotions and feelings are part of a homogeneous cycle, they are distinct processes (Damásio, 2012). Emotions are responsible for characterizing behavior in the face of some event, which may be unexpected, for example, the person becomes emotional and shows it clearly and can be noticed through one or more of the three levels of reactions (Hilário, 2012). On the other hand, feelings are the perceptions of what happens in our body and mind when an emotion is ongoing. In relation to the body, feelings are images of actions and not actual actions. Although certain feelings are connected to emotions, many are not, as all emotions result in feelings, but not all feelings result from emotions (Damásio, 2012).

Furthermore, emotions precede feelings because, in biological development, that was the order in which they came. Emotions are established through simple reactions that promote the survival of organisms and were easily accepted through evolution. The feeling of emotion, in its purest sense, refers to the idea that the body functions in a certain way. According to this definition, the word "idea" can be replaced by "thought" or "perception" (Damásio, 2011). Physiological and motor responses also adapt to thoughts generated by a series of reactions (Mendes, 2016).

PERCEPTION ABOUT THE INCLUSION OF EMOTIONAL EDUCATION IN THE SCHOOL CURRICULUM

This category encompassed the teachers' perception about the inclusion of EE in the school curriculum. The participants highlighted the importance of having EE at school, according to the following statements:

> P2 - *Very good. The importance of working on this emotion from a young age so that the child can identify what they are feeling. If she got mad at her colleague because he took the toy, she needs to understand that it's normal to be mad. It's normal to feel angry, but we have to know how to deal with it so that everything is okay, so that the child doesn't end up hitting their classmate.*

> P3 - *I think it's very important, socio-emotional education is a way of teaching them how to deal with frustrations. We have always worked on hugging, apologizing, and this is all focused on emotions.*

> P4 - *I think it's very valid, very valid, because I realize, after we started this project at school, this work of working on emotions with children, the evolution it has had, both in the way children express their feelings more.*

EE appears in the school environment as an instrument capable of modifying behaviors, where students learn through practice and training, thus regulating their emotions (Andrade, Andrade, and Leal, 2019; Possebon and Possebon, 2020). It is known that emotion is an inherent component of thought, action, motivation, communication and that, through action, it becomes fundamental for relevant learning, considering that students and teachers need to be involved in the educational process so that this is attractive and successful. Taking emotions into account in the educational process means creating human development, which does not focus exclusively on grades, but which places the individual at the center of the discussion in all their importance and sentimentality (Mendes, 2016; Pérez and Filella, 2019).

In this sense, a relationship is expected from the school that improves self-knowledge through emotional regulation to the extent that it is reflected in the individual's integral development (Andrade, Andrade, and Leal, 2019). EE in the school environment aims, above all, to be preventive and aims for the student to develop skills that help in identifying and controlling emotions. Children who have this preparation are healthier and exhibit good academic performance, better relationships with other people, have fewer conduct problems and are less prone to violence (Mendes, 2016; Pérez and Filella, 2019; Mira-Galvañ and Gilar-Corbi, 2020; Strahan and Poteat, 2020). Therefore, teachers cannot expect students to simply reflect and understand the material, but it is also necessary to provide learning situations in which students are able to feel the content studied. Through emotional education, one can live in a calmer and more connected way to the world, as controlling emotions collaborates with the union of sensitive and rational nature (Andrade, Andrade, and Leal, 2019; Barrios-Tao and Pena Rodrigues, 2019).

STRATEGIES FOR CARRYING OUT AN EMOTIONAL EDUCATION PROGRAM WITH CHILDREN IN THE CLASSROOM

This category sought to understand the way teachers carry out the EEP. From the statements, it can be identified that the majority used conversation or games, focusing on something more playful, according to the reports below:

P1 - I always tried to start in a different way, do a circle or make a song to introduce, the stories are poems, narrations and songs. We have this resource to start the class in a different way, you know?

P2 - Storytelling always has healthy attitudes and unhealthy attitudes, so, generally, the character starts with an unhealthy attitude, takes the toy without asking to borrow it, then there is a fight, but then they realize that this is not cool and change their attitude, you know? And so the children could understand. Socio-emotional education is a lot of exchanging, writing a letter for a colleague, making cards, playing together, playing a cooperative game.

P4 - In each class I had, I worked on a type of emotion. And there was always a chat circle, conversations, and everyone could express themselves, analyze what was worked on in the reading, in the story, and everyone could talk, express their emotions.

P5 - For example, if you are going to work on kindness, there is a story, and then there are all the characters, there are animals from the living forest, there are several animals, and these animals talk, they have feelings, anyway, and then there is the story, you tell the story and the whole lesson has a story and has music. We download music on our cell phones, sing, dance, it's very fun, right? And, generally, there is activity or painting, making masks with them, some artistic activity together, right? So, there's the story, the music, the games, and the activity.

The play is extremely important for the mental health of individuals, being an element of knowledge and self-regulation of emotions (Andrade, Andrade and Leal, 2019). Playing requires attention from parents and educators, as it is a space where children express themselves in the most genuine way (Modesto Silva and Fukui, 2020). It is understood that the inclusion of play in the education of emotions is essential, as it helps to understand the conflicting experiences that arise when people interact. In this way, it is possible to build knowledge and allow children to think to find more assertive behavior according to their needs, putting their creativity into practice in the face of adverse situations (Andrade, Andrade and Leal, 2019).

To achieve more effective teaching, it is essential to offer new methodologies that are innovative and enjoyable. Playfulness, in early childhood education, has proven to be one of the main techniques that help promote differentiated and quality learning for children. Although it requires careful planning in its execution, playful activity is a very dynamic resource that provides effective results in education (Modesto, Silva and Fukui, 2020). Children learn when they associate their way of seeing with their way of thinking and feeling, therefore, practice through experiences is the best methodology to make children exercise their thoughts and feelings (Andrade, Andrade and Leal, 2019).

When the teacher uses playfulness, it allows the student to modify their vision based on new experiences that favor the creation of a more reflective and enhanced worldview, relating the past with the different realities of life (*ibidem*).

Games with pedagogical objectives benefit the teaching and learning process, making students more aware of their role in society and also providing excellent results in school performance. Playful activities, associated with student motivation and interest and teacher mastery, enable new ways of teaching and learning (Carmo and Cintra, 2018; Modesto, Silva and Fukui, 2020).

CHANGES IN CHILDREN AFTER COMPLETING THE PROGRAM

This category refers to the changes perceived in children after carrying out the EEP. The most noticeable changes were the identification of positive and negative attitudes, sharing toys and being kind to classmates and teachers, according to reports:

> P1 - *We can notice the difference in children's attitudes, we talk a lot about kindness, sharing, respect, so the sooner you do, the more positive results you will find ahead.*
> P2 - *It's a learning experience that doesn't just happen there, because we learned something for life. We see that it has results, you know?*
>
> P3 - *When not everything happens the way it is, they are unable to express themselves or simply deal with what is happening, and, when there is socio-emotional education, it is a way of teaching them to learn how to deal with frustrations.*
>
> P4 - *After we, at school, started this project, this work of working on emotions with children, the evolution it had, both in the way children expressed their feelings more [...] And I realized that those shyer children, more reserved, over time, they managed to express themselves more, they managed to talk more, from sharing toys, playing in the yard, you know? They have evolved a lot.*

The statements indicate an improvement in interpersonal relationships and the expression of their feelings, which is in line with the literature showing that working on emotions in the classroom improves students' social and emotional skills inside and outside of school and also their ability of learning (Goleman, 2012). Skills such as dealing with anger and frustration, developing empathy, improving a sense of humor, and greater willingness to learn are developed in EE programs at school (Pérez and Filella, 2019). Learning about emotion self-regulation and problem-solving skills helps children manage aggression and protects against behavioral problems, as well as the development of psychiatric disorders (Bonfatti *et al.*, 2021).

A survey carried out in the municipal network of the city of Queimadas, in Paraíba, showed results on the impacts of the training program in EE. Most teachers reported behavioral changes in students who were aggressive and shy (Possebon and Possebon, 2020). Also, a study with public kindergarten students in the city of Portalegre showed that most children learned to identify and recognize emotions, showing good development and emotional balance. It can be said, then, that, in this case, children have an emotional development corresponding to their age and that this will contribute to the future (Catarreira, 2015).

Students who can control their emotions present more adaptive behaviors and improve academic performance (Usan Supervia and Salavera Bordas, 2018), for example, attitudes such as remaining calm during tests or activities and respecting the opinion of others, which facilitates communication and positive interaction with others (Medeiros and Moura, 2020). In this sense, a study carried out with a third-year class of basic education in Portugal, which evaluated the effectiveness of an emotional regulation program carried out by teachers, showed that students were more aware of their abilities and difficulties, that is, greater self-efficacy academic and emotional, which ended up reflecting a more welcoming and favorable environment for work and learning (Esteves, 2011).

TEACHER: WORKING ON THEIR OWN EMOTIONS

This category covered the recognition and management of their own emotions by teachers. All teachers recognize the importance of working on their emotions to develop EEP with children, according to the following narratives:

P2 - *When we are well, we can be better for everyone and, as a teacher of early childhood education, it is also important for us to be well, because they copy a lot of what we do and they also notice when we are not well and so it's important. And, as I told you, last year, I tried to go to therapy, because, when we are not well, we cannot be a good teacher, with the little ones, having the patience, but also the firmness that is necessary, right?*

P4 - *I think it is very important, because the teacher, in fact, has to feel good about herself to be able to transmit this to the children.*

P5 - *The teacher has to be well to do her job, because she actually transmits all of this to the child.*

EE programs help teachers in their daily practice, contributing to the promotion of care related to mental health in schools (Motta and Romani, 2019). The classroom can be a welcoming environment or not, this will depend on how the teacher deals with their emotions and those of their students. Teachers need to learn to evaluate their emotions, as ignoring affectivity can increase crises and conflicts in classes (Mendes, 2016). In this interaction between teacher and student, there is emotional contagion, that is, an influence on the teacher's emotional state, through an involuntary repetition of gestures, tone of voice or facial expression (Goleman, 2012). It is understood that educators would also need to use this contagion, with the aim of improving interpersonal relationships in the classroom, as the more synchronous they are with students, the greater their involvement and interest in studying (Mendes, 2016).

Some children arrive at school with emotional and social needs, and this presents the teacher with a great challenge. At the same time as they need to teach students, they also need emotional preparation to manage their own emotions. Only then will they be able to assist in the emotional awakening of their students. Therefore, it is an emerging need to develop teachers' emotional competence, considering frustrations and problems in their profession (Silva and Silva, 2009). Empathy, the ability to understand what others feel, is linked to the interpretation of non-verbal signals arising from other people's emotional expression and the knowledge of one's own emotions. This skill is important in social relationships, as it is through emotional reading that individuals better understand the people they interact with (Goleman, 2012).

It is considered that, for any individual, but especially for teachers, it is essential to understand the concepts related to emotions, feelings and affectivity, as they have the essential skills for emotional awareness and understanding (Mendes, 2016). Education is a process that aims at the development of society and must pay attention to the biological and social needs of beings during their lives, even if, along this path, they will suffer some influences from the environment. Several demands are imposed on teachers, as they perform a social and personal service, and they must have numerous skills and knowledge. However, the relationship between teacher and student establishes a new dynamic of intense interpersonal relationships, not limited to just the representation of different roles (Silva and Silva, 2009).

In the context of developing work with emotions in the classroom, teachers from a public school in Bahia reported difficulties in understanding, dealing with and managing their emotions and those of their students. However, most teachers realize the importance and need to develop and know how to deal with their emotions so that they can help their students (*ibidem*). Furthermore, teachers at a private school in Maranhão state that working with emotions is essential in the learning context, understanding that the greater the knowledge about oneself, the greater the ability to manage one's emotions and control adverse situations, helping the student (Silva, 2018).

FINAL CONSIDERATIONS

The results demonstrated an improvement in learning and interpersonal relationships. In the school environment, the inclusion of an EEP proved to be very important, as it helps individuals from a young age, for example, to identify and know how to act in adverse situations or even in everyday life. They also indicate an improvement in emotional and social skills at school, as students found it easier to identify their emotions, demonstrated respectful attitudes when interacting with each other, shared their toys and kindnesses with classmates and teachers and showed greater tolerance for frustrations. EE presents the teacher with a great challenge, as they need to teach students at the same time that they also need preparation. Therefore, there is a need to develop the emotional competence of teachers, evaluating the problems of their profession.

To carry out EEP, one of the techniques included in early childhood education, which has proven to be very important, is play. Activities that use this technique help to provide differentiated and quality learning for the child. In the education of emotions, it is essential because it helps in understanding the conflicting experiences that arise in interactions between individuals. Through this, it is possible to create new knowledge and make children think to find more assertive behavior according to their needs, putting their creativity into practice in the most varied situations. In this sense, a relationship is expected from school that improves self-knowledge through emotional regulation, which will reflect on the individual's integral development.

This study was limited to teachers who work in the private education network. For future research, it is suggested to investigate how public schools work on emotional education with children. It is also important to investigate what changes parents noticed in their children after carrying out the EEP.

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