

The Formation of Human Qualities for Life in Teachers: A Review of Scientific Literature

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Abstract

The purpose of this article is to analyze the literature of the last five years to provide a perspective on the development of qualities for life in teachers. The research design is a literature review with a qualitative approach in which the systematic literature review technique was used in Scopus, Scielo, Redalyc, Dialnet, Proquest, Erih Plus, DOAJ (Directory of Open Access Journals), Latindex, the library and the Universidad César Vallejo. The systematic literature review was based on the PRISMA methodology, with inclusion criteria for selection: publications based on a scientific methodology, by a single author or by several authors, published from 2019 to 2023 and as keywords: human qualities for life, human skills, competencies and/or skills. The exclusion criteria ruled out publications from before 2019, without reliable or significant results for this research, which are duplicates and/or have an inconsequential abstract. It was possible to identify in the last five years 17 scientific publications on the development of qualities for life in teachers: six have been published by a single author and 11 collectively, three correspond to 2019, four to 2020, six to 2021 and four to 2022. It was concluded that the issue of the development of qualities for life in teachers is a social and educational phenomenon widely spread worldwide that has generated the interest of several researchers in the last five years.

Keywords: *Human Qualities for Life, Human Skills, Teachers, Integral Education, Holistic Development.*

Introduction

For some time, studying the formation of human qualities for life has been of interest to teachers, philosophers and other professionals (Camacho & Morales, 2020). For example, in the research conducted by Perez (2019) in Spain points out that, these qualities are knowledge, attitudes, emotions and skills that allow developing in students a scientific, ethical, social and personal mind in order for them to be critical, disciplined and creative in their daily lives. However, society increasingly promotes individuality, competition and anti-values that do not favor the development of human qualities for life, therefore, the integral formation of students is a challenge for teachers, especially because they must first develop these qualities.

At the regional level, the same problem is observed, since Juarez et al. (2021) in their research conducted in Peru determined that most teachers show attitudes that do not allow the development of an adequate emotional climate in the classroom and apply methodological strategies that do not contribute for students to cultivate qualities for life. In Ecuador, López Vera et al. (2020) also indicate that changes in the implementation of educational quality standards and in the curriculum are intended to achieve the development of qualities for life in students. However, these authors point out those teachers do not know how to apply quality standards. Therefore, the development of qualities for life in students is not satisfactorily achieved.

Finally, the study conducted by Calle (2022) in Cuenca - Ecuador determined that social isolation, applied by the health crisis originated by the COVID-19 pandemic, has caused students of all educational levels to develop negative attitudes such as anger, crying and frustration. All this challenges teachers to train students in knowledge, emotions, emotional intelligence and emotional competencies. Especially, when considering

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that these skills are developed through experiences to obtain affective and assertive relationships. Therefore, it is important that teachers first cultivate these qualities and then help their students to develop them.

In view of the above, it is necessary for teachers to develop qualities for life that contribute to the integral formation of students. Therefore, and in the face of the problematic reality presented, the following problem arises: What publications of the last five years have worked on the development of qualities for life in teachers? In addition, we propose as general objective: to analyze the literature of the last five years that allows us to have a perspective on the development of qualities for life in teachers and as specific objectives: to identify the scientific publications on the development of qualities for life in teachers made by a single author or collectively by year of publication during the last five years; to list the university of affiliation of the scientific publications on the development of qualities for life in teachers made in the last five years and to list the countries where research on the development of qualities for life in teachers has been carried out by year of publication.

This research is theoretically justified because its objective will contribute to understanding the subject of study and contributes to the literature by carrying out an analysis in which the results of different studies of the last five years are integrated. Thus, it allows resolving possible contradictions between studies and highlighting relevant aspects on the development of qualities for life in teachers. In addition, it is methodologically justified by using inclusion and exclusion criteria to select the publications that support the literature review, contributing to comply with scientific rigor.

It should be noted that this literature review is justified from the praxis because it allows knowing the views of the authors of the analyzed publications on the development of qualities for life in teachers. Likewise, this work will help other researchers to know the possible solutions proposed by the authors of the studies analyzed for the problem posed. In addition, it is convenient and possible to carry out this research because we have access to databases for the literature review. Finally, from a social perspective, this work is relevant because it contributes to present solutions to a problem that affects society and worries educators, philosophers and sociologists.

Research Methodology

The qualitative approach in research is used to obtain a deep and detailed understanding of social, cultural or human phenomena through the collection and analysis of non-numerical data in a flexible and adaptable manner according to the specific needs and characteristics of this study (Jiménez et al., 2022). This essential characteristic of qualitative research contributed in this literature review to maintain a reflective and careful approach throughout the research process to ensure the quality and validity of the results.

In the same sense, the research design applied corresponds to a systematic literature review which, according to García Peñalvo (2022) must be clear in its objectives, in its selection and review methods, and in its findings, for which it must explain how the primary studies were selected, how the results were evaluated and how the data were interpreted. Hence, in this work, the systematic literature review was used to provide reliable information about the data and the analysis performed so that other researchers can replicate them.

This systematic literature review was based on the factors of the PRISMA (Preferred Reporting Items for Systematic Reviews) methodology, which according to Park et al. (2022) aims to support authors in optimizing the information presented in their systematic review and meta-analysis papers. Therefore, the systematic literature review in this research allowed careful examination of the data collected to identify patterns, emerging themes and significant relationships. Consequently, it was possible to interpret the data in an in-depth manner to obtain a rich and contextualized understanding of the development of life skills in teachers.

In order to select different sources such as scientific articles, books, guides and other research in the following databases: Scopus, Scielo, Redalyc, Dialnet, Proquest, Erih Plus, DOAJ (Directory of Open Access Journals), Latindex, the library and other databases of Universidad César Vallejo, inclusion and

exclusion criteria were considered. Among the inclusion criteria, it was considered that the publications were based on a scientific methodology, had been made by a single author or by several authors, had been published from 2019 to 2023 and finally, that among their key words were the terms human qualities for life, human skills, competences and/or skills. While, among the exclusion criteria, it was considered that research published before 2019, publications that do not present reliable or significant results for the objectives of this research, those that are plagiarism and/or that have an inconsequential summary would be discarded.

Then, to avoid bias in the extracted data, a search strategy was applied that involved the use of various terms and Boolean operators considering the category of the research question in each of the information sources. The terms and Boolean operators used were the following:

Human qualities for life

Human skills

Teaching competencies

Teaching skills

Teaching skills

Values

Human qualities for life and teaching

Human qualities for life and teachers

Human and teaching skills

Human skills and teachers

Human qualities or human abilities

Human skills or competencies

Human abilities or skills

Human qualities or teaching skills

Teaching competencies or teaching skills

Life and teaching skills

Life skills and teachers

Values and teachers

Below is the process for selecting the studies based on the above:

In the first phase, a general search was carried out in the aforementioned databases, applying the various different parameters proposed in the search strategy, which allowed us to obtain a significant number of studies (See table 1). From these studies, those that were considered most significant for this research were selected according to the inclusion and exclusion criteria already indicated.

Table 1. Number of Documents Consulted

Source	Number of Files
Scopus	4
Scielo	8
Redalyc	5
Dialnet	8
Proquest	3
Erih Plus	4
DOAJ	2
Latindex	4
César Vallejo University Library	1
Total	39

Source: Review Results

In a second phase, the studies that were selected in the first filtering went through a first reading, which made it possible to delete those works that were duplicates or copies, that were inconsistent in the summary or that their information was not relevant to the present investigation.

In the third or final phase, the screened studies underwent a second reading, in which all publications that were not scientific, that did not present consistent arguments in their conclusions, or that had not been developed with the necessary scientific basis were discarded (See table 2).

Table 2. Number of Texts Included

Source	Scanned files	Files included
Scopus	4	2
Scielo	8	7
Redalyc	5	2
Dialnet	8	5
Proquest	3	2
Erih Plus	4	2
DOAJ	2	2
Latindex	4	4
César Vallejo University Library	1	1
Total	39	27

Source: Review Results

Results and Discussion

In order to be able to analyze the results of this research and generate a discussion based on them, this section has been divided into the following subheadings, taking into account the specific objectives set.

Scientific publications on the development of qualities for life according to author and year of publication.

From the systematic review of literature carried out, it has been possible to identify 17 scientific publications on the development of qualities for life in teachers, of which, six have been published by a single author and 11 collectively in the last five years. Likewise, three of these scientific publications correspond to 2019, four to 2020, six to 2021 and four to 2022.

These data allow us to infer that, since 2021, interest in researching the development of qualities for life has grown and that research on this topic is carried out mostly by a group of authors, which agrees with what was stated by Bolaños (2020), who states that the study of this type of qualities. Which include emotions, is a topic that is generating great interest among researchers worldwide and that responds to the different needs that arise in today's society.

University affiliation of scientific publications on the development of qualities for life in teachers in the last five years

The publications selected in this research on the development of qualities for life in teachers in the last five years are affiliated with the following universities:

Chimborazo Polytechnic Higher School

University of Malaga

National University of Education UNAE

National University of San Martin

Cesar Vallejo University

Technical University of Machala

Regional Autonomous University of Los Andes

“Marta Abreu” Central University of Las Villas

Simon Bolivar University

Andean Bolívar University

Central University of Ecuador

Japan Higher Institute of Technology

National Autonomous University of Mexico

Alfonso X the Wise University

These results show that teachers from universities around the world are intensely interested in researching and publishing on the development of qualities for life in teachers.

Countries where research has been carried out that has addressed the topic of developing qualities for life in teachers according to year of publication

Listed below are the countries where research has been carried out on publications that have addressed the topic of developing qualities for life in teachers during the last five years:

Spain: 2019, 2021 and 2022

Ecuador: 2019 to 2022

Peru: 2021

Cuba: 2021

Colombia: 2020

Bolivia: 2021

Mexico: 2020

From these results, it can be inferred that the interest in research on the development of qualities for life in the last five years has reached a global level, because research on the matter is being published in countries around the world.

Discussion Based on The Results

Now, based on these results, it has been determined that an education based on qualities for life is required that comprehensively trains students, due to the changes made in the exit profile of the Ecuadorian high school graduate (Espinoza and Campuzano, 2019). This exit profile according to the 2016 Curriculum must include the values of justice, solidarity, and innovation (Ministry of Education, 2016). This shows how important it is for teachers in Ecuador to carry out an education that helps them develop qualities for life in their students. As evidenced in the Comprehensive Human Development Guide proposed by the Ministry of Education of Ecuador (2021), which indicates the need to prioritize the development of life skills, through which the Ecuadorian national educational system seeks to prevent violence by enhancing the emotional skills of students.

In that same sense, Machado et al., (2021), in their study carried out in the province of Chimborazo in Ecuador, point out that the current Constitution establishes in article 27 that the human being must be the center of education and that must guarantee its holistic development. Therefore, it is imperative that teachers be able to develop educational processes that integrate qualities for life, with the aim of comprehensively training students. This coincides with what was stated by Alsina et al. (2019), Aldrup et al. (2020), Brady (2020), Montenegro (2020), Ribosa (2020) and Rico & Ponce (2022), who point out that teaching practice, by significantly connecting the most subjective aspects of the teacher with those external elements that favor their educational praxis, must contribute to the development of a comprehensive education of the subject.

Therefore, it is necessary for teachers to first develop qualities for life, which include values, attitudes, emotions and skills. What is indicated agrees with Pérez (2019) cited in the introduction of this article, who points out the need for teachers to develop qualities for life in order to contribute so that students build not only knowledge, but also develop cognitive and affective capacities, which help them make decisions in situations of uncertainty that require solving problems within the framework of an increasingly changing society. Likewise, Andreopoulou & Moustakas (2019), Díaz, et al. (2020), García (2020), Londoño and Mejía (2020) agree with what is indicated by Pérez (2019), as they point out that the qualities for life that teachers have managed to develop have a positive influence on the cognitive and affective development of the students.

Another of the studies selected in this systematic review is the article by Morales et al., (2021) in which a bibliographic review was carried out based on doctoral theses and scientific articles published from 2010 to 2020, in journals and databases such as SciELO and Google Scholar. The main keywords were considered: life skills, health promotion, students and medical education. From this study, the authors determined gaps in the theory, related to the topic of study, concluding that there are deficiencies in the study of life skills, due to which, they propose new reflections for possible future research. The results of this study methodologically supported the development of this research.

The study carried out by Troya et al. (2022), reaffirms the above by proposing that holistic learning that promotes the development of solidarity as a human value can be achieved using ancestral knowledge such as Taptana Cañari, which is a didactic resource that can be used to teach Mathematics and at the same

time promote the development of values. In this way, this study shows that it has been possible to cultivate values in students; however, it is necessary to expand research to develop qualities for life in teachers and thus achieve comprehensive development of the human being.

In the same way, Becerra Romero (2020) in his article titled “Promotion of life skills in students of a training institution for work and human development in the city of Barranquilla. Colombia”, determined that it is necessary to formulate strategies that allow identifying the elements and characteristics necessary to promote life skills. What is indicated also agrees with Cárdenas (2019), Fierro and Carbajal (2019), Glejzer Nemecio et al. (2019), McConnell (2019), Palomera et al. (2019), Bolaños (2020), Cangalaya (2020), Luna et al (2020), Juarez et al., (2021), López (2021), Ministry of Education of Peru (2022) who emphasize the need for Teachers consider strategies for the development of qualities for life in order to help their students also exercise these types of qualities until they are able to develop them.

Additionally, this result is closely related to the work of Peñafiel Salazar et al. (2020) who developed and implemented an educational guide on life skills with adolescents, through which students increased their self-knowledge, developed decision making, emotional management, empathy, and their own life project. In other words, it was possible to promote the development of qualities for life.

On the other hand, the study by Zambrano Mendoza (2021) managed to determine the existence of a deficiency in teachers on how to develop skills such as empathy and active listening, therefore, in that publication it is recommended that teachers seek to implement a method of learning that includes motivation and strategies for skill development. Reaffirming what was indicated by Morales et al (2021) and Becerra Romero (2020) cited in the introduction regarding the need to look for alternatives that allow teachers to develop qualities for life. Furthermore, Herrera & Buitrago (2019), Rivero (2019, Rodríguez et al. (2020), ratify the idea of using the socio-emotional skills of teachers in the school environment, to promote the development of students' life skills through the implementation of educational strategies.

In another line of thought, Ávila (2019) and Bueno (2022) in their study on the relationships between life skills and educational quality determined that this type of relationship occurs naturally in the context when education is guides the development of life skills beyond the classroom. In this way, individuals are transformed not only to improve quality but also to become accountable, which would change the evaluation predispositions regarding the correlation between competencies and quality. Thus, these authors contribute with a new term that is related to qualities for life: educational quality, which can open a new line of research.

Given the need for teachers to be trained in qualities for life, the requirement to identify the training needs of teachers that are related to these qualities also becomes evident. In this sense, Pérez (2019) points out that the relationship between these qualities and self-knowledge, emotional skills and communication styles generate an empathetic relationship. Furthermore, it is equally important to know what type of strategies teachers can use to manage these aspects during the teaching-learning process. Given this, Cabascango Trávez (2021) points out that, in the Ecuadorian educational system, significant shortcomings are observed because educational policies do not contemplate comprehensive plans that are aimed at improving the quality of education. For this reason, the development of qualities for life in teachers emerges as a training need to achieve better educational quality that must be considered when designing educational policies.

Above all, by understanding that skills or qualities for life contribute to teachers reflecting on their own professional practice consciously, with the purpose of ensuring that their students, when making decisions, are able to sustain their actions in a reflective manner. (Moreno et al., 2020). That is to say, the relevance of the development of qualities for life in teachers transcends because it not only favors the improvement of teaching practice, but also influences the way in which students direct their own lives. Consequently, it is necessary that teachers during their initial training be instructed to cultivate these qualities for life (Maldonado & Soto 2021). Since, according to Barrera (2021), qualities for life are competencies that allow the individual to organize their life in a healthy and balanced way, with the purpose of living experiences that produce satisfaction or happiness.

In this, same line of thought, Manso (2019) and Maldonado et al., (2021) affirm that the training of university teachers must consider three dimensions: attitudes, values and emotions to develop practical, harmonious and comprehensive thinking. In other words, higher education must consider qualities for life when training teachers. Finally, what Pérez (2022b) proposes is assumed, who mentions that qualities for life, also called practical thinking, are ways that human beings develop to understand complex systems and direct their actions. Therefore, teacher training must provide the necessary conditions that allow the knowledge, attitudes, values and beliefs of future teachers to be transformed through experimentation and dialogue in a process in which they must unlearn to learn to build these qualities to life individually and in groups.

Now, in their training, teachers present needs that are related to self-knowledge, the development of emotional skills, the formation of communication styles that allow them to form empathetic relationships and help them manage these aspects within the framework of the process of teaching-learning that they develop with their students (Barrientos Fernández et al., 2019). In short, it is evident that the problem surrounding the development of qualities for life in teachers is a social and educational phenomenon developed worldwide that has generated the interest of several researchers from various universities. However, as indicated by Juárez et al., (2021), Calle (2022), Morales et al (2021) and Becerra Romero (2020) cited in this article, it is also evident that this problem requires that alternatives be proposed solution, related to the strategies used by teachers in the teaching and learning process.

Conclusion

By analyzing the literature of the last five years, it was determined that the problem surrounding the development of qualities for life in teachers is a social and educational phenomenon widely spread worldwide that has generated the interest of several researchers in the last five years.

When carrying out the systematic literature review of the last five years, it was determined that seven articles were indexed in the Scielo database, five in Dialnet, four in Latindex, two in Scopus, two Redalyc, two in Erih Plus, two in DOAJ , two in Proquest and one in the library of the César Vallejo University.

Likewise, it was possible to identify 17 scientific publications on the development of qualities for life in teachers, of which, six have been published by a single author and 11 collectively in the last five years. In the same way, three of these scientific publications correspond to the year 2019, four to 2020, six to 2021 and four to 2022. Thus showing that, since 2021, interest in research on the development of qualities for life and that research on this topic is carried out mostly by a group of authors.

On the other hand, the list of the universities of affiliation of the scientific publications on the development of qualities for life in teachers carried out in the last five years showed that 14 universities worldwide have developed research on the topic under study.

In the same way, it is concluded that research has been carried out in seven countries that have addressed the topic of developing qualities for life in teachers from 2019 to 2022, which shows that worldwide the topic is generating great interest among academic community.

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