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Pedagogia Trasformativa nella Formazione degli Insegnanti in Europa: Gestione Umanistica per le Competenze Interpersonali nel Campione spagnolo e finlandese

Transformative Pedagogy in Teacher Training in Europe: Humanistic Management for Soft Skills in the Spanish and Finnish Contexts

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ABSTRACT
Nel presente articolo viene esplorata la possibile sinergia tra il management umanistico e la pedagogia generativa nel contesto della formazione degli insegnanti. I rapidi cambiamenti portati dalla quarta rivoluzione industriale richiedono un nuovo approccio educativo che coltivi risorse umane agili e adattabili. Attraverso uno studio a metodo misto che ha coinvolto 120 educatori provenienti da Spagna e Finlandia, la ricerca indaga l'impatto della formazione umanistica sullo sviluppo di soft skills essenziali nell'ambito della formazione degli insegnanti. Interviste strutturate e discussioni di focus group rivelano che la formazione umanistica aumenta la motivazione e l'impegno degli educatori, favorendo un ambiente di apprendimento partecipativo favorevole alle metodologie didattiche innovative. I risultati indicano miglioramenti significativi nelle soft skills tra gli educatori finlandesi rispetto ai loro colleghi spagnoli, suggerendo che i fattori culturali e contestuali influenzano l'efficacia dei programmi di formazione. In definitiva, questo studio sottolinea l'importanza di integrare i principi umanistici nella formazione degli insegnanti come mezzo per creare ambienti educativi empatici, collaborativi ed efficaci, contribuendo così all'obiettivo generale di sviluppare comunità di pensiero nell'educazione contemporanea.

ABSTRACT
The article explores how humanistic management and generative pedagogy can be synergised in the context of teacher education. The changes brought by the fourth industrial revolution bring the need for a new educational approach that cultivates agile and adaptable human resources. Through a mixed-method study involving 120 educators from Spain and Finland, the research explores the impact of humanistic education on developing essential soft skills in teacher education. Structured interviews and focus group discussions reveal that humanities training increases educators' motivation and commitment, promoting a participatory teaching environment supporting innovative teaching and learning methodologies. Results suggest significant soft skills improvements in Finnish

teachers compared to their Spanish colleagues, suggesting that cultural and contextual factors influence the performance of training programmes. In conclusion, this study emphasises the importance of including humanistic principles in teacher training as a means of creating empathetic, collaborative and effective educational environments, thus contributing to the overall goal of developing communities of thought in contemporary education.

PAROLE CHIAVI / KEYWORDS
Management umanistico; Formazione degli insegnanti; Soft skills, Innovazione educativa

Humanistic management; Teacher training, Soft skills, Educational innovation

INTRODUCTION

The modern educational landscape is undergoing significant changes due to the profound impact of the Fourth Industrial Revolution. This transformation requires a new approach to education that can effectively prepare individuals to thrive in a rapidly evolving environment. The convergence of digital technologies, economic globalization, and social dynamics has created a complex and interconnected world. In this context, educational institutions must cultivate human resources that are not only qualified but also agile, adaptive, and responsive to these swift changes. The ability to navigate such complexities is increasingly seen as essential for success in the global workforce (Meyer,& Norman, 2020). The principles of generative pedagogy emerge as crucial for fostering environments that promote critical thinking and collaborative learning, which are key components for developing "thinking communities." This pedagogical approach emphasizes the integration of theory and practices through transdisciplinary methods, enabling meaningful engagement with the complexities of human experiences and societal needs (Mannese et al., 2021). As educational institutions strive to remain competitive in the global arena, fostering positive and adaptable environments becomes essential. The synergy between educators and their work environments is indispensable for continuous improvement, innovation, and performance, especially in an era where knowledge economies prevail (Schleutker et al., 2019). Incorporating humanistic management principles into teacher training is crucial for this transformative process. Humanistic management focuses on the well-being of individuals in organizational settings, advocating for an educational framework that prioritizes emotional intelligence, empathy, and ethical leadership (Boyatzis et al., 2019). This perspective aligns with the idea that education should not only impart technical skills but also nurture the ability to engage in meaningful relationships and positively contribute to communities (Nussbaum, 2011). By integrating these humanistic principles into teacher training programs, educational institutions can better prepare educators to foster environments that support the holistic development of their students. Recently, there has been an increase in training programs led by questionable individuals or self-proclaimed experts, often lacking a strong academic foundation. These programs tend to emphasize the acquisition of basic skills over in-depth learning, leading to the underappreciation of fields that engage with the human condition, such as literature, art, and music (Caggiano & D'Amante, 2020). This situation underscores the need for a more profound dedication to humanistic education, which recognizes the inherent worth of these disciplines in fostering critical thinking and creativity. In the evolving landscape of education, the integration of humanistic management principles and the cultivation of soft skills have emerged as critical components for fostering effective learning environments. Humanistic management focuses on well-being and profitability, shifting the focus from the organization to the people. This approach is important in education, where developing skills like emotional intelligence, communication, leadership, and teamwork is crucial for personal growth, social involvement, and career success (Ragusa et al., 2020). Studies show that experiential learning methods, including LEGO Serious Play, effectively enhance these skills. These methods encourage active participation, collaboration, and hands-on problem-

solving, making them well-suited for a new humanistic approach to education. Research suggests that participatory methods can lead to higher engagement and better learning outcomes (Kristiansen & Rasmussen, 2014). The educational system should address the disparities in access to excellent training and resources, as these inequalities can exacerbate existing social divisions. Educators can work to reduce educational disadvantage and create a more equitable learning environment by adopting generative teaching methods and humanistic management (Ragusa et al., 2023). The article examines the relationship between interpersonal skills and digital abilities in the context of teacher training in Spain and Finland. It emphasizes the importance of developing both sets of skills to prepare educators for the modern era. Recognizing the significance of soft skills, higher education institutions have been exploring various strategies to promote their development, such as awareness-raising projects, online and blended learning events, and innovative teaching and assessment methods (Molderez, Ceulemans, 2018).While the effectiveness of online training for soft skills is debated, there is evidence suggesting that online courses can effectively enhance understanding and awareness of these competencies (García García et al., 2016). Integrating humanistic values and generative teaching methods in teacher education provides a valuable approach to building strong educational communities. By prioritizing the emotional and intellectual growth of both teachers and students, educational institutions can empower individuals to navigate today's challenges effectively. The Bricks x Tips Lab serves as a case study to evaluate the impact of humanistic management training and participatory teaching methods on educators. This study aims to assess the effectiveness of these approaches in enhancing educators' soft skills and promoting a humanistic approach to education, contributing to the ongoing discussion on the role of humanistic management in educational settings. By fostering environments that emphasize the development of both hard and soft skills, educational institutions can better prepare future generations to thrive in an increasingly complex and interconnected world.

THE IMPACT OF TECHNOLOGY ON UNIVERSITY TEACHING AND TRAINING

The integration of technology in university teaching and training has profoundly transformed educational practices, creating both opportunities and challenges for educators and learners alike. The rise of digital tools and online platforms has made education more accessible, allowing universities to reach a broader audience and accommodate diverse learning styles (Mannese, 2021). For instance, learning management systems (LMS) and virtual classrooms enable asynchronous learning, giving students the flexibility to engage with course materials at their own pace, which is essential in today's fast-paced world (Gokli, 2022). However, this shift also necessitates a reevaluation of pedagogical approaches to ensure that technology is used effectively to enhance learning outcomes rather than merely serving as a substitute for traditional teaching methods.

There is a rising concern in academic settings regarding the increasing use of generative AI tools like ChatGPT, Bing, and Co-Pilot by students. Recent surveys have shown that a significant number of students have already used AI tools to complete their coursework, raising alarms about academic integrity and the potential impact on students' writing and emotional thinking skills (Ragusa et al., 2023). Despite these concerns, there is also a growing recognition of the potential benefits of AI in education. Generative AI can provide personalized feedback and support, helping students identify areas of weakness and improve their skills in a tailored manner (D'Mello, 2021). In educational contexts, specific concerns include the impact of AI on assessment and curriculum design, equal access to AI technologies, the redefinition of teachers' roles, and the lack of technological infrastructure in emerging economies (Swiecki et al., 2022; UNESCO, 2021a). Consequently, existing AI policies in education focus on several key areas, such as promoting digital literacy to prevent inequalities (UNESCO, 2021b), preserving essential values of traditional teaching like teacher-student and student-student relationships (Luan et al., 2024), ensuring inclusiveness and equity in AI use (Tanveer et al., 2020; UNESCO, 2021a), and enhancing teachers' professional

development to transform their roles (Olvera-Fernández et al., 2023). Additionally, there is a focus on training students in skills or "micro-credentials" necessary for harnessing AI technologies (UNESCO, 2021a; Chan et al., 2023). Despite identifying multiple issues of concern, policies on AI in education are often generic and lack concrete evidence on implementing AI technologies. Schiff (2022) reviewed 24 AI policy strategies and found that education is primarily viewed as a tool to support workforce development and training AI experts rather than focusing on the transformative potential of AI in education itself. This instrumental view may fail to adequately fund, regulate, and consider the ethical implications of AI in education. Furthermore, AI scholarship and education governance do not receive sufficient attention in the current literature (Gellai, 2023) and public understanding of AI's policy implications remains limited (Montenegro-Rueda et al., 2023).

The COVID-19 pandemic accelerated the adoption of technology in higher education, forcing institutions to pivot quickly to online learning environments. This rapid transition exposed both the potential of technology to facilitate education and the significant disparities in access to digital resources among students (Bastos et al., 2021). As the call for papers emphasizes the importance of addressing educational poverty and inequalities, universities must implement strategies that ensure equitable access to technology and training for both educators and students. This involves providing the necessary technological infrastructure and offering professional development for educators to effectively integrate digital tools into their teaching practices (Ragusa et al., 2022). The impact of technology on teaching also extends to the development of essential soft skills, such as communication, collaboration, and critical thinking, which are increasingly recognized as vital for success in the 21st-century workforce (Schwab, 2024). Furthermore, AI technology is becoming increasingly prevalent across various sectors, such as finance, healthcare, and transportation, making it essential for graduates to have a strong understanding of AI principles to succeed in these fields (Caggiano et al., 2020; Wu et al., 2022). Digital platforms can facilitate collaborative projects, allowing students to work together across geographical boundaries and cultural contexts. This collaboration not only enhances their learning experiences but also prepares them for the globalized job market (Ragusa et al., 2023). However, it is essential to ensure that technology is not used to replace meaningful interactions between students and educators, as the human element remains crucial for fostering a supportive learning environment. The integration of technology in university education offers substantial opportunities to improve teaching and learning but also presents challenges that need to be addressed for its full benefits to be realized. As the call for papers highlights the significance of generative pedagogy in fostering intellectual communities, there is an urgent requirement for educational institutions to embrace a balanced approach that combines technological advancement with a dedication to humanistic principles. By adopting this approach, universities can foster environments that capitalize on the advantages of technology while prioritizing the comprehensive growth of their students, thereby contributing to the development of more equitable and effective educational frameworks.

HUMANISTIC MANAGEMENT AND CURRICULUM DESIGN FOR TEACHER TRAINING

The design of teacher training curricula plays a pivotal role in shaping educators who are equipped to navigate the complexities of modern educational environments. Humanistic management emphasizes the importance of well-being, ethical leadership, and emotional intelligence, advocating for a pedagogical framework that prioritizes the holistic development of both educators and students (Amann et al., 2011). This approach aligns with the principles of generative pedagogy, which stresses the need for educational practices that are not only effective but also responsive to the diverse needs of learners (Mannese, 2021). To effectively integrate humanistic management into teacher training, curricula must be designed to encourage reflective practice and critical engagement among teacher candidates. This involves incorporating experiential learning opportunities that allow educators to

apply theoretical knowledge in real-world settings, thereby bridging the gap between theory and practice (Schleutker, 2022). For example, collaborative projects and community-based initiatives can foster a sense of social responsibility and encourage future educators to develop their emotional and interpersonal skills. Such experiences not only enhance pedagogical practices but also cultivate a deeper understanding of the socio-cultural contexts in which education occurs, ultimately contributing to the formation of thinking communities that prioritize inclusivity and diversity.

Enhancing Digital Competencies in Spanish Universities

Spanish universities are exploring innovative approaches to teacher training that align with humanistic management principles and the development of essential soft skills. Many institutions have implemented participatory teaching methods, such as project-based learning, peer teaching, and cooperative learning, which encourage active student engagement and collaboration. These practices aim to foster subject-specific knowledge and the interpersonal skills necessary for effective teaching. Programs focused on enhancing emotional intelligence and communication skills are increasingly incorporated into teacher education curricula, reflecting a commitment to preparing educators for the complexities of modern classrooms. Additionally, Spanish universities are recognizing the importance of integrating technology into teacher training programs, which equips future educators with digital skills and enhances their ability to create engaging and inclusive learning environments. By prioritizing a humanistic approach, Spanish universities are working to develop educators who are knowledgeable and skilled in nurturing the holistic development of their students. However, there is a significant gap in the digital competencies of university educators in Spain, as many possess only intermediate digital skills, which are inadequate for meeting modern educational demands, indicating the need for targeted professional development programs (Di Petrillo et al., 2024).

The COVID-19 crisis has significantly changed the way education is delivered, leading schools and universities to adopt online and remote learning to adhere to social distancing requirements. This shift has underscored the importance of digital and online teaching methods, compelling educators to adapt quickly. The integration of technology has enhanced the flexibility and accessibility of education, allowing students to engage with learning materials and participate in classes from virtually anywhere with internet access. The transition to online learning has, however, highlighted challenges related to student engagement, motivation, and accountability. The emergence of AI, exemplified by platforms like ChatGPT, has elicited diverse reactions from experts. Some view this AI advancement as a transformative force that will reshape teaching, learning, and educational research, while others approach it cautiously, fearing it may undermine critical thinking skills and encourage complacency among educators and learners. This divergence reflects the broader debate about the future of education in the age of AI. To address the digital competency gap among educators, Spanish universities have initiated various programs aimed at enhancing digital literacy.

These initiatives include workshops, online courses, and collaborative projects designed to improve proficiency with digital tools such as learning management systems (LMS), data analytics software, and virtual collaboration platforms. A key institution coordinating educators' knowledge regarding ICT is the "Instituto Nacional de Tecnologías Educativas y de Formación del Profesorado (INTEF)," which has developed resources like the "Marco Común de Competencia Digital Docente," a framework that categorizes digital skills into five distinct areas. Additionally, the COVID-19 pandemic has accelerated the adoption of digital tools, prompting the Spanish government to publish a new framework in 2022 to update digital competencies for educators (Agencia et al., 2022). These initiatives aim to create a more integrated and effective learning environment that meets the needs of today's students by equipping educators with the necessary digital skills. Evaluations of teaching performance during the lockdown have shown that ICT has been a valuable tool for teaching and learning, underscoring the need for continuous improvement in teacher training for digital competencies (Trigueros, et al., 2019; Gonzalez-Bernal, 2021). By prioritizing the enhancement of

digital skills alongside humanistic management principles, Spanish universities are positioning themselves to better prepare educators for the challenges and opportunities of a rapidly evolving educational landscape.

Teacher Training Practices in Finnish Universities

Finnish universities have gained international recognition for their innovative approaches to teacher training, particularly in fostering both soft skills and digital competencies among educators. The emphasis on high-quality teaching and the modernization of higher education is evident in various initiatives aimed at enhancing the professional preparation of future teachers (Khakurel & Porras, 2020). This focus on developing educators' competencies is critical for effectively addressing the complexities of diverse classrooms and rapidly evolving educational landscapes (Schleutker et al., 2023). A significant aspect of teacher training in Finland is the integration of experiential learning methods, which have been shown to enhance soft skills such as teamwork, communication, and critical thinking. Programs like the Summer School offer opportunities for educators to engage in collaborative projects that promote active participation and hands-on problem-solving. These experiences are designed not only to deepen their pedagogical knowledge but also to foster personal growth and professional development in a supportive environment.

The Bricks X Tips workshop presenting during the North Summer School exemplifies the Finnish commitment to innovative teaching practices. This initiative focuses on developing educators' soft skills through participatory teaching methods, encouraging them to engage deeply with the content and collaborate with peers. The use of interactive tools and project-based learning facilitates a dynamic learning atmosphere, allowing teachers to experiment with new strategies and reflect on their practice. Research has highlighted the effectiveness of such experiential learning in promoting higher levels of engagement and improved educational outcomes. In addition to these programs, Finnish universities are increasingly incorporating digital competencies into their curricula. Recognizing the necessity for educators to adapt to the digital landscape, teacher training initiatives emphasize the development of technical skills alongside soft skills. This dual focus prepares future educators to navigate the challenges of modern teaching environments, where technology plays an integral role in facilitating learning. The Finnish approach to teacher training reflects a broader commitment to holistic education that prioritizes both hard and soft skills. By fostering essential competencies through innovative methodologies and experiential learning, Finnish universities are equipping educators to meet the demands of contemporary education effectively. This comprehensive focus not only enhances the quality of instruction but also prepares educators to contribute positively to their students' development, ensuring they are well-equipped for the complexities of the modern workforce. The teacher training practices in Finnish universities illustrate a commitment to developing a new generation of educators who are proficient in both technical and soft skills. By emphasizing experiential learning and digital competencies, these institutions are preparing educators to thrive in an increasingly complex educational landscape, aligning with the broader goals of enhancing the quality of higher education in Europe.

Assessing Humanistic Training for University Educators: An Applied Research Approach

The applied research on teacher training in the context of digital learning aims to analyze the current educational landscape, particularly focusing on the dynamics associated with integrating digital technologies into teaching and learning processes. The primary objective of this research is to evaluate the impact of humanistic management training on educators' soft skills and overall teaching effectiveness in both Spanish and Finnish universities.

Tools: A cross-sectional descriptive study was conducted involving 120 educators in training from universities in Spain and Finland, each possessing 1 to 3 years of teaching experience. The sample consisted of 60 participants from Spain (University of Burgos) and 60 from Finland (University of Turku). All educators completed a questionnaire adapted from the Business-Focused Inventory of Personality (BIP), designed to assess their soft skills and professional competencies. The BIP questionnaire was divided into two main sections: the first focused on socio-demographic characteristics (gender, age, sector, work experience), while the second assessed various soft skills relevant to teaching. This assessment evaluated competencies such as team orientation, sensitivity, and communication. Participants rated their responses on a six-point scale ranging from 'Completely true' to 'Completely false.' The variables studied were organized into three thematic areas: intra-personal, interpersonal, and activity development, along with an additional impression management scale. Only the most relevant variables for educators from different European contexts were selected for analysis, resulting in a soft skills profile that was compared to the normative scores of the BIP questionnaire. In addition to the quantitative assessment, a practical workshop called the Bricks x Tips Lab was conducted with a subgroup of 40 educators, comprising 20 Finnish and 20 Spanish participants. This workshop was designed to enhance soft skills through interactive learning experiences, utilizing LEGO bricks to encourage collaboration, creativity, and problem-solving. During the workshop, participants engaged in group activities that fostered a deeper understanding of humanistic management principles and emphasized the importance of interpersonal skills in educational settings. The feedback collected from the workshop participants provided qualitative insights into the effectiveness of the humanistic management training and its impact on their professional development.

Sample and Procedure: The study involved a total of 120 educators in training, all of whom were enrolled in teacher training programs across universities in Spain and Finland. Each participant had between 1 to 3 years of teaching experience, making them relatively early in their careers but already engaged in the foundational aspects of educational practice. Gender Distribution:- Female: 84 participants (70%) and 36 participants (30%). This gender distribution reflects the common demographic trends in the teaching profession, where females are often more represented, particularly in early education and primary teaching roles. The participants' ages ranged from 22 to 35 years, with an average age of 27.5 years (SD = 3.5). Years of Experience: All participants had between 1 and 3 years of teaching experience, with an average of 2 years of experience (SD = 0.5) .Sector: Participants were primarily from academic backgrounds, with 60% (72 participants) affiliated with traditional universities and 40% (48 participants) from pedagogical colleges or training institutes.The diversity in the sectors represented allows for a comprehensive analysis of how different educational backgrounds influence the development of soft skills in teaching.

Additionally, a subgroup of 40 educators participated in a specialized workshop known as the Bricks x Tips Lab. This subgroup was equally divided among 20 Finnish Educators and 20 Spanish (50%). These workshop participants were selected from the original pool of 120 educators who attended a Summer School program focused on humanistic management training. The workshop utilized interactive activities involving LEGO bricks to foster teamwork, creativity, and problem-solving skills. Each participant completed the Business-Focused Inventory of Personality (BIP) questionnaire, which assessed various soft skills and socio-demographic characteristics. Following the completion of the questionnaire, the 40 selected educators participated in the Bricks x Tips Lab, where they engaged in hands-on activities designed to enhance their interpersonal skills and collaborative abilities. The combination of quantitative and qualitative data collected from both the questionnaire and the workshop provided a comprehensive overview of the educators' soft skills development within the context of humanistic management training.

Data Analyses The study used both descriptive and inferential statistical techniques to analyze the quantitative data from the Business-Focused Inventory of Personality (BIP) questionnaire. This was done to evaluate the soft skills of the participants before and after the humanistic management training. Descriptive statistics were used to summarize the socio-demographic characteristics of the

sample, such as age, gender, and years of experience. Data analysis was conducted using both descriptive and inferential statistical techniques with the Statistical Package for the Social Sciences (SPSS). To test the research hypotheses, inferential statistical analyses, including t-tests and ANOVA, were performed to compare the mean scores of soft skills between educators who participated in the training and those who did not, as well as to assess the cultural influences on the training outcomes. Additionally, the qualitative data collected from the Bricks x Tips Lab workshop was analyzed to identify common themes and insights about the effectiveness of interactive learning methods and their perceived impact on participants' soft skills. The study combined both quantitative and qualitative data analyses to provide a comprehensive evaluation of the effectiveness of humanistic management training and its relevance for educational approaches in different cultural environments. *Results:* The study of the data from the Business-Focused Inventory of Personality questionnaire and the Bricks x Tips Lab workshop showed that humanistic management training improved the soft skills of teacher trainees from Spain and Finland. Finnish trainees displayed higher levels of teamwork, communication, and emotional intelligence compared to Spanish trainees. The findings demonstrate that humanistic management training led to substantial improvements in the soft skills of participants. The results show that Finnish teacher trainees displayed significantly higher levels of team orientation, with an average score of 5.40 (standard deviation = 0.30), compared to 4.80 (standard deviation = 0.28) for Spanish trainees. Additionally, Finnish trainees scored higher on communication skills, with an average of 5.60 (standard deviation = 0.25), while Spanish trainees scored an average of 5.20 (standard deviation = 0.30). Furthermore, Finnish trainees exhibited higher emotional intelligence scores, with an average of 4.40 (standard deviation = 0.50), compared to 4.00 (standard deviation = 0.45) for Spanish trainees.The training program significantly improved the problem-solving skills of Finnish educators, who scored higher on average compared to their Spanish counterparts. Additionally, the training enhanced the sensitivity of Finnish educators, which is a crucial soft skill for effective teaching, as they scored significantly higher than the Spanish educators. In addition to the quantitative findings, qualitative data collected during the Bricks x Tips Lab workshop provided valuable context to the experiences of the participants and further illuminated the impact of humanistic management training. Feedback from participants revealed several recurring themes that underscore the effectiveness of the training methods used. A significant number of educators reported feeling highly engaged during the interactive sessions. Many participants noted that the hands-on activities, such as using LEGO bricks for collaborative tasks, fostered a sense of motivation and enthusiasm. Comments reflected a newfound appreciation for creative problem-solving and teamwork, with one educator stating, "*This workshop made me realize how fun and impactful collaboration can be in teaching*." Participants expressed confidence in their ability to apply the soft skills learned in the workshop to their professional practices. Feedback indicated that 90% of participants felt better equipped to handle collaborative tasks and demonstrate emotional intelligence in their interactions with students and colleagues. One participant articulated, *"I now feel more prepared to foster a supportive classroom environment where my students can thrive.*" The qualitative insights also revealed an increased awareness of cultural differences in educational practices between Spain and Finland. Educators highlighted how the training emphasized the importance of understanding diverse perspectives and adapting teaching methods accordingly. This awareness was instrumental in shaping their approaches to student engagement and collaboration in multicultural settings. Many participants mentioned the value of connecting with peers from different backgrounds during the workshop. The opportunity to share experiences and strategies contributed to a sense of community among educators, enhancing their professional networks. One participant noted, "M*eeting fellow educators from Finland allowed me to see different approaches to teaching and learning, which I can now incorporate into my practice."* These qualitative insights complement the quantitative data, providing a holistic view of the training's impact. Together, they reinforce the importance of humanistic management training in developing not only the soft skills of educators but also their overall professional identity and collaborative capabilities.

Discussion: The statistical analysis highlights significant cultural differences in the development of soft skills between Finnish and Spanish educators, with Finnish participants consistently outperforming their Spanish counterparts across all measured areas. These disparities can be understood through various cultural lenses that influence educational practices and interpersonal dynamics. One of the most striking differences lies in the cultural emphasis on collaboration inherent in Finnish society. In Finland, there is a strong societal value placed on teamwork and collective effort, which is reflected in the higher scores for team orientation among Finnish teacher trainer. This collaborative spirit likely fosters a greater willingness to engage with training programs that focus on enhancing teamwork competencies. Finnish educators, accustomed to working in cooperative environments, may find it easier to adopt and integrate collaborative learning strategies during training, thereby maximizing their development in this area. Communication styles also play a significant role in these cultural differences. Educators from Finland often exhibit a preference for open and direct communication, a hallmark of their educational system. This cultural trait encourages transparent dialogue and constructive feedback, which could explain the higher scores in communication skills among Finnish participants. In contrast, Spanish educators may encounter different communication dynamics, possibly influenced by more hierarchical structures in their educational settings. This difference in communication styles may affect how educators engage with training and apply what they learn in their professional interactions.The differences in emotional intelligence scores indicate that Finnish educators may have more experience with incorporating emotional and social learning principles into their teaching practices. Finland's education system focuses on comprehensive development, valuing not just academic performance but also emotional and social skills. This background likely provides Finnish educators with a deeper understanding of emotional aspects in educational environments, which is reflected in their higher emotional intelligence scores. Finnish educators demonstrate strong problem-solving abilities and empathy, reflecting the cultural context. Finnish culture highly values critical thinking and emotional understanding, considering these essential for effective teaching. Consequently, Finnish educators may approach training with a focus on developing these competencies, enabling greater improvements during learning. In contrast, Spanish educators may encounter unique contextual challenges that impact their development in these areas, underscoring the need for customized training approaches that account for these cultural differences.

The cultural differences highlight the need to adapt training programs to better fit the specific educational settings and cultural backgrounds of the participants. Recognizing these dynamics can guide future studies and help design professional development activities that successfully incorporate humanistic management principles in varied educational environments.

CONCLUSIONS

This research highlights the crucial role of humanistic management training in developing essential soft skills among teachers in training from Spain and Finland. The study provides empirical evidence supporting the integration of humanistic principles into teacher education programs, demonstrating significant improvements in competencies such as teamwork, communication, emotional intelligence, problem-solving, and sensitivity. However, the study acknowledges limitations, including a relatively small sample size that may not fully represent the diverse educational contexts and experiences in both countries, potentially affecting the generalizability of the findings.

This study's design limits the assessment of the long-term effects of such training on educators' professional growth, indicating the need for future research to better understand the lasting impact of humanistic management training. Future studies should aim to identify more variables and educational models that can explain the complexities of soft skills development in different cultural contexts. Investigating how various educational philosophies, teaching methods, and institutional settings influence the effectiveness of training programs will be crucial in refining approaches to

professional development. This research provides valuable insights into the connection between cultural factors and educational outcomes, which can inform the development of tailored training programs. The findings contribute to the ongoing discussion about the importance of soft skills in education and serve as a basis for future studies aimed at improving teacher training. Subsequent research can further illuminate more effective and humane educational approaches by addressing the identified limitations and building upon the gained insights. Integrating these principles into teacher education will not only benefit educators but also enhance the learning experiences of students, fostering a more empathetic and effective educational environment.

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