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Emotional Management in Academic Performance in the Area of Language in Students of An Educational Institution in Valledupar

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Abstract

This article is part of a broader research project, which aims to analyze emotional management in the academic performance of sixth-grade students of the Alfonso López Educational Institution in Valledupar. The study is framed in the positivist paradigm and adopts a quantitative, non-experimental, cross-sectional and descriptive field approach. Two Likert-type instruments were applied within the non-experimental design, allowing the analysis of the variables in their natural state without the intervention of the researcher. The data were collected at a single time, directly from the empirical experience, guaranteeing their authenticity and validity. The results showed that teachers do not promote joy as a tool for adaptation or implement playful activities to improve the mood of students, as for students, they do not always use strategies to manage their learning or enhance their talents and skills.

Keywords: Emotions, Self-Control, Strategies, Academic Performance, Social Skills.

Introduction

It is necessary to highlight the approach to variables such as emotional management and academic performance of Valledupar students, whose fundamental objective is focused on determining their relationship and how this can favor or affect their optimal integral development.

As for the methodological framework, it contains an exposition of the nature of the study, the sources of information, the techniques used and the methodology used for the analysis of the data. Likewise, the strategies considered to access the proposed objectives are described, results analysis is made to deepen, all the premises obtained from both the theoretical bases and the judgment of the population are presented, the proposed strategies are shown and the conclusions and recommendations derived from the study are developed. There is singular importance in the face of the need to respond to the personal, social, socio-affective, and socio-occupational academic situations of young people, in this sense, the educational system must implement strategies that allow the development of cognitive and emotional skills, effective accompaniment that favors the generation of preventive strategies against risky behaviors young people are

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currently forced to assume various situations problems, conflicts and obstacles that can generate stress and demotivation in which basic tools or skills to face them deserve. Consequently, a firm commitment must be made to the strengthening of management, which positively impacts emotional and social management, as well as academic performance, it is common to evaluate student learning only based on academic results, leaving aside the potentiating formation of the being, it is essential to recognize that the human being also has a set of emotional skills that establish a close link between personality, emotions and cognition. Feelings, in accordance with stress management, Blanco et al (2021) denote the incorporation of emotional management programs for students in order to regulate behaviors associated with stress or anxiety that are reflected in the manifest behaviors of emotionality and academic performance, in the same way, in the field of interpersonal dynamics. the research of Puertas-Molero et al. (2020) supports the idea that strong relationships between peers benefit academic performance as part of the development of better structure in emotional processes of projection in the field, The complexity of the interactions between emotional management, academic stress, and academic performance is highlighted by Naushad (2022), who suggests the influence of the family environment to promote the nexus of estates, as one of the fundamental links for the effectiveness of emotional stability and academic performance for the transformation process.

The teaching and learning processes are extremely complex, since they contemplate the result of multiple factors that are reflected in combination with aspects of the students' personality, the educational model tends to detract from or minimize the importance of emotional aspects, making it difficult for them to enhance these skills in students so that they can face challenges effectively.

In this sense, in order to understand the problem raised, it is relevant to mention that, with the emergence of constructivism and the impact of the theory of multiple intelligences immersed in emotional management, a new debate has been opened in the pedagogical field, this has allowed to review the role of emotions in the integral formation of students. It is highlighted as an aspect in the formation of the individual as well as academic education in the environment there are conflicts between peers, low tolerance to frustration and aggressive communication, characterized by insults and disqualification, in addition, in the academic field, it is reflected in the absence of adequate habits of study, organization and concentration, as well as in a low ability to relate new knowledge with existing ones, poor reading comprehension and difficulties in self-regulation of learning, all this generates apathy, demotivation, low performance, disinterest and conformism.

Problem Statement and Justification

From a scientific perspective, this work is relevant because it updates research in this area, considering new strategies to strengthen emotional skills in the educational context. In this sense, Borja et al. (2021) highlight that students' skills, attitudes, motivation, and expectations can significantly influence their academic achievements. Therefore, it is essential to evaluate strategies that promote better academic performance, focusing attention on the socio-emotional aspects of learning, which, in recent years, have aroused special interest among experts in pedagogy and psychology.

Likewise, the integration of emotional education in the school environment represents a holistic vision of student development, recognizing the close relationship between emotional well-being and academic performance. Along these lines, emotional education not only provides tools to identify, understand and manage emotions, but also encourages self-acceptance and the

development of optimal emotional intelligence. According to Rodolfo Acosta and José Alfonso Hernández (2020), adolescents with adequate intelligence and emotional management have the ability to analyze their environment before acting, thus avoiding impulsive behaviors that may affect others.

On the other hand, from the teaching perspective, Chaparro and Suescun (2020) show that students' academic performance is strongly influenced by their socio-emotional state, since group perception and self-esteem can interfere with their learning processes. In addition, the change in school dynamics can generate frustration, which has a direct impact on their performance. In this sense, social and emotional learning in education contributes to the reduction of behavioral problems, an improvement in academic achievement, and the strengthening of self-esteem and self-efficacy. According to Repetto (2010), these competencies must be developed in a systemic way with the participation of parents and teachers, since they are acquired and reinforced in daily coexistence.

In terms of its practical impact, this study takes a preventive and human development perspective, addressing emotional challenges before they become more serious problems. In this way, by learning to value themselves and trust their abilities, students will be better prepared to face both academic and personal challenges, which will result in a significant improvement in their overall well-being. Consequently, cultivating emotional education not only favors the development of resilient and self-confident individuals, but also provides them with tools to manage their lives effectively. This not only benefits their school performance, but also prepares them for adult life, promoting healthy interpersonal relationships and constructive social participation (Acosta & Hernández, 2020).

On the other hand, this research is justified in its contribution to the construction of more inclusive, diverse and equitable school environments. In this sense, Rita Guerrero and Mariana Sangoy (2018) highlight that the socio-affective development of students is key to improving both their emotional well-being and their academic performance.

From the theoretical point of view, this study is based on the integration of concepts of emotional intelligence and academic performance in the educational context, allowing the validation and deepening of existing theories. In addition, it provides an empirical basis for practical interventions and facilitates a theoretical contrast between different authors specializing in the subject. Thus, this analysis will allow the generation of new interpretations that contribute to the enrichment of knowledge in this field.

Methodologically, the study is approached from a quantitative, positivist, non-experimental, cross-sectional and descriptive approach. To this end, two Likert-type instruments will be designed, which will be applied to a sample of 71 students and 23 teachers. The questionnaire will be structured according to the variables of the study with their respective dimensions and indicators, validated by the Cronbach's Alpha technique and by experts in the area. Once the results are obtained, a pedagogical proposal will be developed that will contribute to strengthening the emotional management of students and, consequently, to improve their academic performance.

In practical terms, the relevance of this research is evidenced by the fact that the findings will allow us to understand how the relationship between emotional intelligence and academic performance can guide educators in the implementation of more effective and optimal training strategies. In this sense, Vivas et al. (2017) highlight that emotional management is a key factor

in academic performance, underlining the need to educate emotions as an essential element for personal and social development. These authors argue that, if a society manages to get its members to properly manage their emotions, it will be laying the foundation for a more just, equitable and harmonious coexistence.

In short, this study represents a significant contribution to the educational field, since it will allow the assessment of new pedagogical guidelines aimed at emotional management and its impact on academic performance. At the same time, it responds to the need for a more comprehensive education that contemplates not only cognitive development, but also the personal, emotional and social growth of students. All these considerations are in line with contemporary approaches to education and psychology, such as constructivism and humanism, the relevance of this research lies in its contribution to the understanding and approach of current challenges in educational institutions, which, in many cases, have prioritized cognitive aspects over emotional development. By recognizing the importance of socio-emotional management in education, progress is made towards the construction of higher quality teaching, which not only prepares young people for academic life, but also provides them with tools for their integral development and emotional well-being.

Methodology

Research Design

From a methodological perspective, this study is approached from a quantitative, positivist, non-experimental cross-sectional, descriptive field approach. To this end, two Likert-type instruments are developed, which will be applied to a sample made up of 71 students and 23 teachers. In this sense, the questionnaire is designed based on the development of the variables with their respective dimensions and indicators, which will be validated using Cronbach's Alpha technique and the review of experts in the field. Once the results have been obtained, a pedagogical proposal will be developed that will contribute to enhancing the emotional management of students, with the purpose of continuously improving their academic performance and preparing them to face the challenges of the present and future.

For the development of this research, the positivist paradigm has been sectioned, with a quantitative, non-experimental, cross-sectional and descriptive approach. It should be noted that the design of the research guides the way forward to answer the questions raised in the study. Along these lines, Hernández, Fernández, and Batista (2012) define it as the plan or strategy used to answer the questions of the research.

On the other hand, Salkind (2004) argues that non-experimental research is that which is carried out without deliberately manipulating the variables in their natural context, thus allowing their subsequent analysis. In this particular case, the data will be collected in the sixth grades of the Alfonso López de Valledupar Educational Institution. Likewise, the study is cross-sectional since the information will be collected at a single time. In this regard, Hernández et al. (2014) propose that this type of research collects data in a single instant and time. Similarly, Hurtado and Toro (2005) explain that their objective is to understand the phenomena at a specific time in order to subsequently propose improvements.

In relation to the design of the research, it is framed within the non-experimental, cross-sectional and field studies. In this sense, Hernández et al. (2014) state that the non-experimental design allows the researcher to investigate the incidence and values in which one or more variables are manifested, without manipulation on their part. Additionally, Chávez (2007) points out that non-

experimental research is characterized by the fact that the researcher only describes and measures the phenomena studied without altering the factors involved in the process.

As for the sample, it is made up of 71 students and 23 teachers, who will serve as references in the development of the research. The distribution of the sample will be presented below:

Group	Quantity
Students	71
Teachers	23

Table 1. Study Sample

On the other hand, the survey is defined as "a set of techniques aimed at systematically gathering data on certain topics related to a population through direct contact with the individuals or groups of individuals that make up the population studied" (p. 189). In this sense, research instruments, according to Chávez (2007), are the means used by the researcher to measure the behavior or attribute of variables. Among these instruments is the questionnaire, which can be structured or unstructured and contains a set of items with their respective answer alternatives.

Following this line, Hernández, et al. (2014) highlight the importance of the questionnaire in research. In this study, this instrument will be aimed at both students and teachers, and will reflect the defined variables, along with their dimensions and indicators. This questionnaire is composed of 54 items, structured on a Likert scale with five answer options:

- always (S),
- almost always (CS),
- sometimes (AV),
- almost never (CN) and
- never (N),

In this way, the application of this instrument will allow obtaining relevant information for the analysis and formulation of pedagogical guidelines aimed at improving the emotional management of students and, consequently, their academic performance.

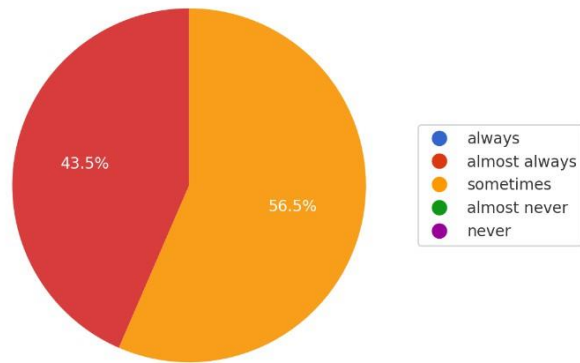
Results and Discussion

To identify emotional management competencies in academic performance in students in an educational institution in Valledupar

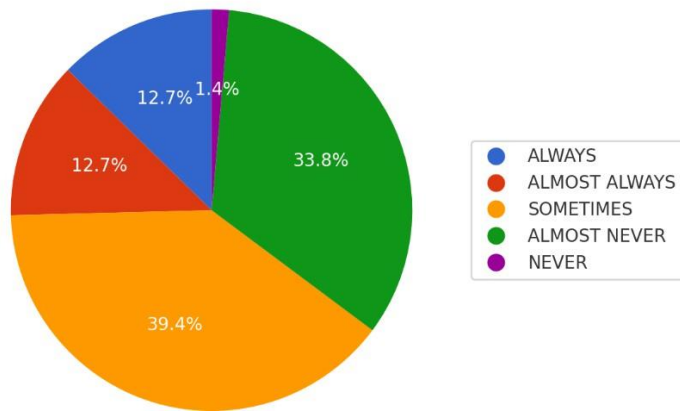
The objective of the instrument is to measure through the dimension Emotional management competence with the indicators empathy, emotional regulation, self-awareness, assertiveness and self-knowledge and emotions such as joy, anger, fear, sadness, surprise and disgust also the factors of academic performance, study skills, organization, reading comprehension, types of performance of the results of the teaching and student sample corresponding to performance academic and emotional management respondents teachers and students.

Students

54. Do you consider there are barriers that hinder institutional organizational learning?
23 responses

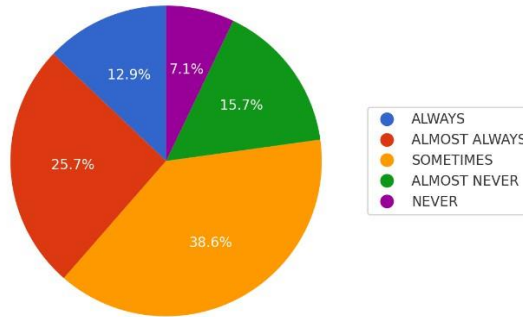


2. Do your teachers at the institution maintain a process of opportunities when proposed goals are not achieved.
71 responses



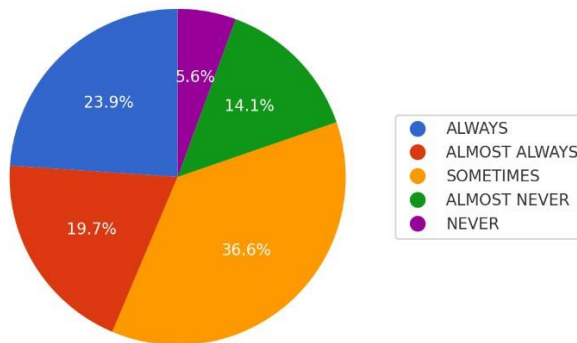
4. EMOTIONAL REGULATION

Do your teachers promote participation to encourage decision-making about your emotions?
70 responses

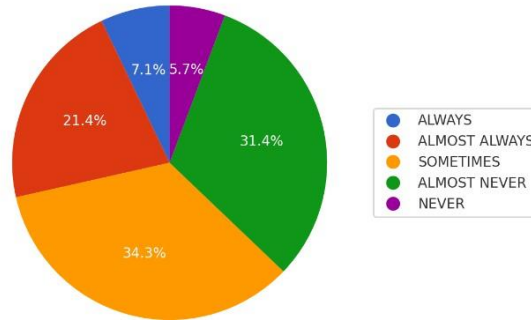


16. EMOTIONS - JOY

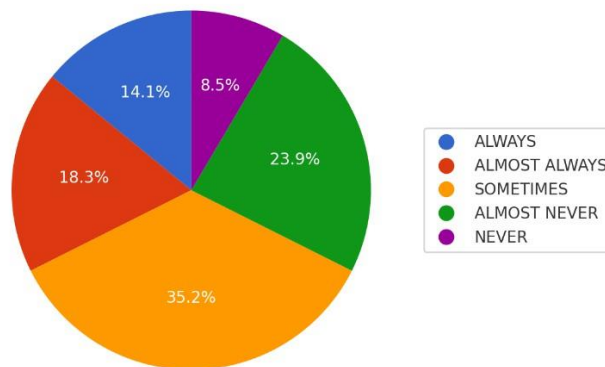
Do your teachers create reflective spaces in the school context that encourage sharing information for building healthy coexistence?
71 responses



24. Does your teacher design strategies to mitigate fear, blocks, and allow expression of talents, innovations, and personal adaptations in the academic environment?
70 responses

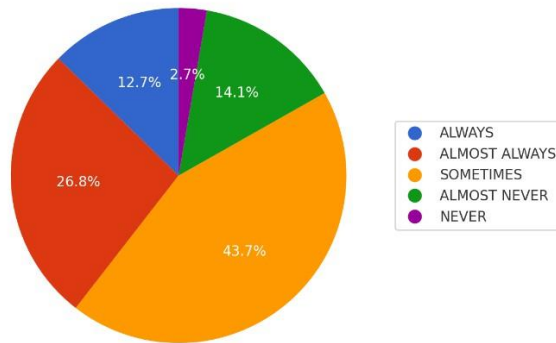


26. Do your teachers implement playful pedagogical dynamics as a preventive strategy for common problems in the classroom?
71 responses



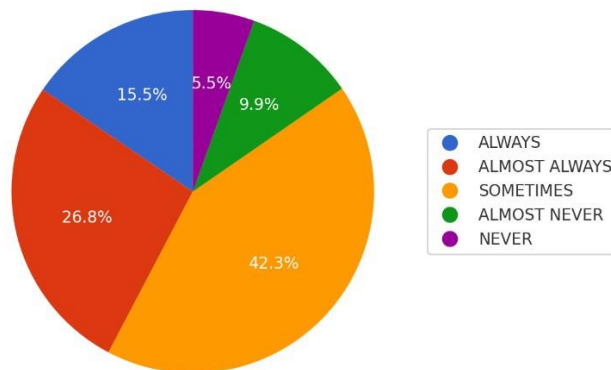
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35. Do you design strategies through which you adapt to the teaching-learning process?
71 responses

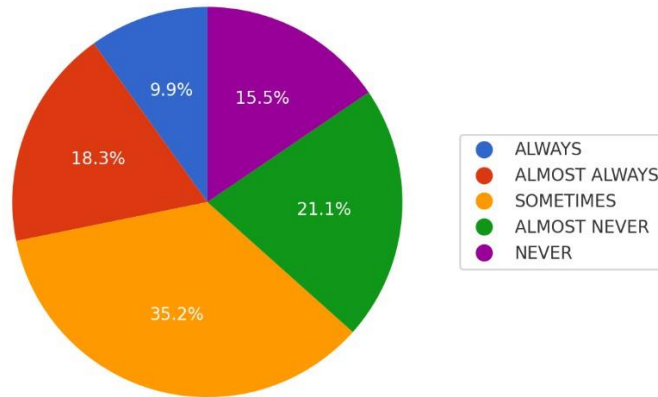


37. ORGANIZATION

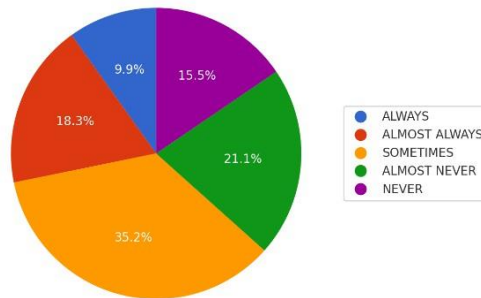
Do you distribute and manage your time in a methodical and regulated way?
71 responses



39. Do teachers conduct initial assessments to identify learning styles and implement adaptations for better learning outcomes?
71 responses



39. Do teachers conduct initial assessments to identify learning styles and make adaptations to enhance learning?
71 responses



Discussion

Based on responses in emotional management, the highest values are sometimes and almost always found, which indicates that it is necessary to generate strategies on this topic, to motivate the student to identify empathic processes, be more aware of emotional regulation, self-awareness and emphasize topics such as life project for self-knowledge, generate strategies on a day-to-day basis, thus contributing to comprehensive training processes.

The answers obtained in the survey of teachers related to emotions show the importance of not trivializing emotions and giving tools, to be able to make a better management in them, since the answers coincide with almost always, sometimes and those related to always were lower than the others, showing 17 answers that agree that strategies are almost never generated to identify the emotion related to disgust.

The results related to factors of academic performance teachers should emphasize and prioritize training in study skills, organizational processes, promotion and implementation of activities

with reference to reading comprehension, and self-regulation skills, for the best performance, incentives should be established in these sections to increase their potential.

The responses to the instrument applied to teachers agree that they must offer various tools for greater individual and social performance, taking into account the types of learning and the intelligences contained in students, for the better adoption of forceful methodological strategies and in this way awaken the focused interest in learning, with the dynamics of the population's knowledge and its most frequent ways of learning.

The use of interactive spaces is merited, for more social learning among peers or equals, making use of more dynamic techniques and processes adaptable to the student population.

The answers of almost never and never were not evident, but in almost always and sometimes, it refers to encouraging the different types of performance in which the teacher must participate with awareness, more opportunities, for construction and training.

These results show that students sometimes use the tools offered by teachers to face the possible situations that arise in the academic environment, they do not assume responsibility for their own learning or actively seek information and opportunities to improve, they reject the use of strategies that highlight learning styles related to their own talents, skills and aptitudes.

It was also made visible that students allow processes of acquiring knowledge, skills and aptitudes through observation, interaction and collaboration with other people, at a social, cultural, natural level, attending pedagogical recreational activities and participating in spaces of interaction, learning among peers to facilitate the understanding of certain concepts.

Sometimes they actively and effortfully participate in the improvement in the performance of their tasks, good relationships, actions and collective results, as well as the effects of the good environment, also at certain times they consider that there are barriers that impede institutional organizational learning.

These results agree that teachers should offer various tools for greater individual and social performance, taking into account the types of learning and the intelligences contained in students for better adoption of forceful methodological strategies and thus awaken focused interest in learning.

These results are similar to the studies carried out by Pizarro (2019), who showed that there is a moderate positive correlation between emotional intelligence and therefore emotional management with academic performance, which is why he recommended carrying out activities for students to acquire the development of management and emotional intelligence. Therefore, the results also differ with Guerrero and Sangoy (2018), who expressed that the academic performance of students is focused more on attention, cognitive processes and learning estimates, in the same way, Albán and Calero (2017), denote that important external factors such as culture, the family, school environment and, of course, internal factors such as emotional state, taking into account that academic performance has not been studied directly, since the studies that have been carried out are more correlated in conjunction with other constructs.

That is why it is necessary to generate pedagogical guidelines that account for strategies based on Bloom's taxonomy, auditory, visual and kinesthetic learning styles incorporating multimodal and different topics to take into account multiple intelligences with gamification processes, learning landscapes with their adjustments and flexibilizations attending to the cognitive and personality spheres for emotion management in an integral way for process paths optimal and

comparable as well as the activation of metacognitive playful exercises for interactionism.

Conclusions

The research *Emotional Management and Academic Performance in students of an educational institution in Valledupar* was developed from the objectives of the study and the instruments applied to the selected sample.

First, regarding the objective of **identifying emotional management competencies in academic performance** in Valledupar students, the results indicated that teachers, on certain occasions, use empathy, emotional regulation, self-awareness, assertiveness, and self-knowledge to promote emotional intelligence in students. Although this approach favors the school climate as a protective environment for students, it was evident that students have difficulties in complying with the guidelines and norms established in the internal regulations. In addition, they expressed low confidence in teachers to express their emotions and live together in an environment of peace.

On the other hand, in relation to the objective of **describing the emotions that intervene in the academic performance** of students, the results reflected that, at certain times, teachers consolidate both their own emotions and those of the students. However, this situation can generate demotivation in students, affecting the achievement of their educational goals. Similarly, students expressed that, most of the time, they experience emotions such as anger, fear, and sadness. Also, sometimes, they feel surprised and reject certain situations within the institution.

Regarding the objective of **characterizing the factors of academic performance** in grade 6 students, it was observed that teachers, on some occasions, work on the development of skills necessary for academic success. However, the lack of adequate organization prevents students from acquiring reading habits and strengthening reading comprehension and emotional self-regulation, fundamental aspects to balance their emotions and improve their academic performance. For their part, students consider that they maintain good academic performance, since they claim to have reading comprehension skills.

Likewise, in relation to the objective of **distinguishing the types of academic performance** in students, the results indicated that, at specific times, they have managed to stand out thanks to institutional support for collective learning. This support has been key to increasing their motivation and favoring their successful academic development.

Finally, with respect to the objective of **designing pedagogical guidelines for emotional management and academic performance**, the results reflected a set of pedagogical strategies that strengthen the development of emotional intelligence. Consequently, these strategies contribute significantly to the improvement of students' academic performance.

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