Emotional component and academic performance

Componente emocional y el rendimiento académico

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Abstract

The present article is part of a doctoral thesis, which emphasizes emotional components and academic performance, focusing on determining the relationship between emotional components and academic performance of students in educational institutions in Medellin, Antioquia. The study followed positivist paradigm procedures with a quantitative approach, using a basic study type and correlational level. The sample consisted of 24 teachers and 36 students, who were administered a 60-item instrument. The results showed a strong and significant positive correlation coefficient between the variables ($r = 0.878$, $p < 0.005$). This indicates that as the emotional component increases, so does academic performance. It was concluded that the strength of this correlation is high, supporting the relevance of addressing students' emotions in teaching. Furthermore, the statistical significance of the results indicates that this relationship is not random but a significant finding.

Keywords: emotional components, academic performance, relationship, education.

Resumen

El presente artículo hace parte de una tesis doctoral, en la cual se hace énfasis en los componentes emocionales y el rendimiento académico, por lo que su objetivo se centró en determinar la relación entre el componente emocional y el rendimiento académico de los estudiantes en las instituciones educativas de Medellín, Antioquia. El estudio siguió los procedimientos del paradigma positivista con enfoque cuantitativo, mediante un tipo de estudio básico y nivel correlacional. La muestra estuvo constituida por 24 docentes y 36 estudiantes, a quienes se les aplicó un instrumento de 60 ítems. Los resultados demostraron que existe un coeficiente de correlación positiva significativa fuerte y significativa entre las variables ($r = 0,878$, $p < 0,005$). Esto indica que a medida que aumenta el componente emocional, también lo hace el rendimiento académico. Por lo que se concluyó que, la fuerza de esta correlación es alta, lo que respalda la relevancia de abordar las emociones de los estudiantes en la enseñanza. Además, la significancia estadística de los resultados indica que esta relación no es aleatoria, sino que es un hallazgo significativo.

Palabras clave: componente emocional, rendimiento académico, relación, educación.

Introduction

The Covid-19 coronavirus affected societies worldwide, negatively disrupting individuals and production systems. Consequently, the educational system was influenced to an equal or greater extent than the production system to adapt to the measures adopted to curb the health crisis. Therefore, schools were closed, and students suspended in-person classes; the well-known unexpected nature of the problem forced authorities to take drastic measures and follow the control measures established by the World Health Organization (WHO, 2020). In this way, the educational system was obliged to migrate to virtual technological platforms as strategies to ensure the continuity of learning in schools.
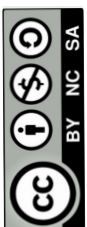
Regarding this matter, the Economic Commission for Latin America and the Caribbean (ECLAC) and the United Nations Educational, Scientific and Cultural Organization (Unesco, 2020) stated that the health crisis transformed the educational process in several schools in more than 190 countries, in the quest to control the spread of the virus and thus try to reduce the chains of contagion. Reports from these organizations show that, since the beginning of the pandemic, more than 1.2 billion students worldwide and at all educational levels were forced to stay at home without being able to attend school.

Furthermore, Pérez *et al.* (2022) argue that it is potentially important from a biosociological perspective to work on emotions so that individuals can process the information they absorb through the stimuli presented in the social, family, and school environment. This means that it is important to develop emotional intelligence so that people can manage their emotions in the face of any problem that arises, applying capacities and skills to maintain successful mental health; these mechanisms for learning emotional skills influence behavior and how each human being faces specific situations.

Based on all of the above, it can be inferred that the role of emotions in educational situations is essential, hence the urgent need to delve into the incidence of emotional intelligence in determining students' learning achievements. For a long time, significant transformations have occurred in teaching and learning processes to promote the comprehensive education of students, developing their knowledge, skills, and abilities in the cognitive, social, moral, and emotional fields. This notion of competence includes the ability to adapt to changing realities and to integrate successfully into different environments that require proper emotional management. Therefore, it is especially important to develop emotional competence in primary grades (Villalobos & Riquelme, 2022).

According to the approach made by Lozano-Peña et al. (2022), following the upheaval that shook humanity in 2020 (SARS-COVID 19), which caused drastic changes in people's lives at an individual, social, and even productive level, the author highlights that this situation generated moments of distress and anxiety, especially in the child population who couldn't comprehend the situation and were subjected to health measures, such as ceasing to attend their schools.

According to Núñez & Llorent (2022), referring to the Latin American context, various studies have emphasized that the emotional impact of the pandemic has been significantly manifested in children. They were affected by fear and insecurity, developing behaviors that persist to this day, marking their behavior in the post-pandemic period. Thus, numerous students are still observed with traits of fear, insecurity, and withdrawal, among other emotional manifestations.

Similarly, according to data from Latin America, approximately 160 million students were unable to attend their schools, leading to widespread emotional disturbances. This situation exposed students to a comprehensive transformation in all aspects of their lives. Therefore, it is imperative that schools seek the necessary tools to facilitate children's adaptation to the new post-pandemic school environment, focusing especially on the development of their emotional intelligence (Simeón *et al.*, 2021).

However, what is observed in the socio-emotional competencies of students in other contexts does not differ from the reality in Colombia. Despite the fundamental mission of the school, which is to promote the development of both intellectual and emotional competencies in students, it is evident that they face similar challenges. The goal is for students to acquire emotional knowledge that allows them to evolve as individuals and to confront the challenges present in their social environment in a balanced manner.

In this regard, it is necessary for schools to work on socio-emotional competencies that lead to the psychological balance and stability of teachers, especially in post-pandemic times where behaviors of distancing among students, apathy, insecurities, and intolerance are observed, often leading to confrontations and shouting. It can be affirmed that emotions, both positive and negative, can have a significant impact on learning. Primarily, positive emotions facilitate learning, leading students to focus, overcoming any predispositions. Students may feel more interested and engaged with school, which leads to better retention and comprehension of the information provided to them (Acosta, 2022).

Conversely, from the perspective of negative emotions, these can interfere with learning. A person may feel blocked, distracted, and distressed, which interferes with learning processes and the ability to retain information. All of this highlights the need to recognize and manage emotions within pedagogical processes. It is not necessarily the case that a psychologist must intervene to address them; teachers can address them by acquiring appropriate scientific information and working on all those emotions that represent setbacks in relation to the academic and social development of the student (Ferreira et al., 2023).

In the same line of thought, according to Soto-Romero et al. (2023), teachers contribute to developing their students' emotional competencies in several ways, including practicing empathy and acumen: teachers need to relate to each student as an individual and understand that everyone has different needs and emotional situations. This information can be used to find new ways to manage their emotions and promote a sense of trust. Additionally, the teacher must create a safe and respectful environment, as a respectful, tolerant, and empathetic context is essential for students to feel safe sharing their emotions and feelings.On the other hand, Bermúdez (2022) points out that students cannot only be taught how to think and reason; their ways of thinking, acting, and above all, feeling, must be considered. Only then is education conducted with emotional intelligence in the Colombian educational system. Hence, teachers create environments fostering open communication and preventing discrimination. Additionally, they should carry out emotional exploration actions: teachers can design activities that help students examine and perceive their own emotions and those of others.

According to Acosta & Blanco (2022), teachers play an important role in the development of students' emotional intelligence, facilitating their understanding and effective management of emotions. Furthermore, they consider it relevant to highlight the influence of emotions on memory, as there is an improvement in the ability to remember experiences when they are associated with positive emotions, while experiences linked to negative emotions can create barriers
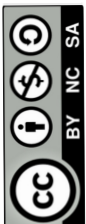
to knowledge retention. Therefore, it is relevant to consider emotional dimensions when designing educational strategies and methods.

According to Acosta & Blanco (2022), emotional components have a significant impact on the learning process. First, because emotions act as motivation for learning. When people are motivated or interested in the subject matter, they tend to be more receptive and pay more attention to all the information they receive. Second, if a student feels frustration, anxiety, or is stressed, they will hardly pay attention, as these emotions often interfere with learning processes and information retention, which can interfere with their ability to learn.

Likewise, emotions also affect memory. When an experience is rated positively, it enhances the ability to recall it over time. However, when an experience is associated with a negative emotion, it can create a barrier to knowledge retention because the brain avoids recalling the negative experience (Suárez & Castro, 2022).

Thus, Núñez & Llorent (2022) consider that emotional components should be related to emotional intelligence within educational institutions. By giving it the connotation of intelligence, it can be educated, being conceived as an area or dimension of the student that should be attended to as part of their comprehensive training. Just as mathematics is taught without neglecting language, cognitive competencies cannot be developed while neglecting emotional competencies.

In this regard, emotional intelligence refers to the way of self-awareness and self-control of one's own sensations and emotions in order to regulate behaviors and responses to any stimulus. Gardner (2016) defines it as the biosociological potential that every human being has to process information received through stimuli generated in their social and/or family environment. This means that this intelligence can be developed in such a way that individuals can regulate their reactions to certain circumstances. According to the author's approach, it is understood that this intelligence attributes skills and abilities to people for managing their feelings. This means that EI is a set of skills, attitudes, abilities, and competencies that determine a person's behavior, reactions, or mental state.

The study adhered to positivist processes with a quantitative and correlational approach. In this regard, Acosta (2023) defines the quantitative approach as those related to the positivist paradigm, meaning they adhere to its characteristics of a single method, mathematical analysis, and prediction of results. This paradigm examines the objectivity of a problem through causal empirical verification and its effects, rather than seeking subjective inferences from the facts. It examines the objectivity of the problem by collecting quantitative information about it. The study aims to evaluate the created situation through variables, dimensions, and indicators. These quantitative studies reflect a numerical mechanism, frequency, which allows for drawing specific conclusions that can be generalized as data to measure certain behaviors.

Based on the presented problem and the proposed objectives, the study aimed to measure

two variables to see if they are related to the same topic and analyze correlations. According to Hernández & Mendoza (2018), the purpose of correlation studies is to determine the degree of relationship or association (not causality) between two variables. Hence, due to the nature of the study, it had a descriptive scope of the observed realities and was also considered basic, as it seeks to deepen the knowledge of emotional components to determine to what extent they are related to learning.
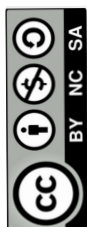
Additionally, it analyzes the problem to understand and describe the properties and dimensions of the variables involved in the study. A questionnaire was designed as an instrument for teachers to respond to the behaviors they observe in their students. Likewise, the students themselves provided insight into their actions and emotions, allowing the measurement of variables through their dimensions and indicators. The questionnaire was administered to 24 teachers and 36 seventh-grade students, who had the consent of their legal guardians. It is worth noting that the students were given a questionnaire that was easy for them to understand and complete with clear instructions. As for the teachers, they were given a questionnaire to measure their perception of the socio-emotional development of the students. The data were analyzed using SPSS version 21.

Methodology

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Results

The results stem from grouping the information (data) into frequencies considering the responses from both teachers and students. In this regard, they were mainly tabulated in Excel tables, assigning a numerical value to each response option.

Table 1
Emotional component

Indicator	Levels											
	Low				Moderate				Alto			
	Students		Teacher		Students		Teacher		Students		Teacher	
	Fr	F%	Fr	F%	Fr	F%	Fr	F%	Fr	F%	Fr	F%
Emotional Component	9	25.0	6	25.0	27	75.0	18	75.0	0	0.0	0	0.0
Comunication	24	66.7	15	62.5	9	25.0	7	29.2	3	8.3	2	8.3
Self-control	24	66.7	18	75.0	11	30.6	5	20.8	1	2.8	1	4.2
Self-steem	36	100	12	50.0	0	0.0	12	50.0	0	0.0	0	0.0
Self-awareness	24	66.7	16	66.7	11	30.6	5	20.8	1	2.8	3	12.5
Total	36	100.0	24	100.0	36	100.0	24	100.0	36	100.0	24	100.0

Note: Author's own elaboration (2024).

EIn Table 1, the dimensions of the emotional component variable are shown from the perspective of both students and teachers. It can be observed that 75% of students and teachers rated themselves at a regular level on this variable, while 25% of both teachers and students rated themselves at a low level. Regarding the communication dimension, 66.7% of students have a low communication level, and 62.5% of teachers also consider them to be at a low level. 25% of students are at a regular level, as are 29.2% of teachers. Additionally, 8.3% of both teachers and students consider their communication level to be high.

Regarding the self-control dimension, 66.7% of students have a low level, while 75% of teachers believe they are at a low level. 30.6% of students have a regular level of self-control, and 20.8% of teachers consider themselves to be at a regular level. Only 2.8% of students have a high level, as do 4.2% of teachers.

Referring to self-esteem, it was observed that 69.4% of students have a low level, according to teachers' assessment of 75% at a low level. 27.8% of students have a regular level, and according to teachers, 29.2% have a regular level.

Regarding the empathy dimension, 72% of students have a low level of empathy, confirmed by

62.5% of teachers, while 22.2% are at a regular level, and 29.2% of teachers believe these figures are at a regular level. 5.6% of students have a high level of empathy, and teachers believe 8.3% are at a good level.

Finally, with regard to self-awareness, 69.4% of students are at a low level, while teachers believe 66.7% are at a low level. Additionally, 11.1% of students are at a high level, and teachers believe 12.5% are at that level.

Table 2
Academic performance

Indicator	Levels											
	Poor				Moderate				Efficient			
	Students		Teacher		Students		Teacher		Students		Teacher	
	Fr	F%	Fr	F%	Fr	F%	Fr	%F	FR	%r	Fr	F%
Academic performance	13	36.1	12	50.0	23	63,9	12	50.0	0	0.0	0	0.0
Student participation	26	72.0	17	70.8	9	25.0	4	16.7	1	2.8	3	12.5
Competency development	22	61.1	18	75.0	11	30.6	5	20.8	3	8.3	1	4.2
Learning motivation	22	61.1	18	75.0	12	33.3	4	16.7	2	5.6	2	8.3
Total	36	100.0	24	100.0	36	100.0	24	100.0	36	100.0	24	100.0

Note: Author's own elaboration (2024).

The results from Table 2 show the academic performance variable along with its dimensions. It can be observed that concerning the variable, 63.9% of the students exhibit a moderate performance, as perceived by 50% of the teachers. Meanwhile, 36.1% of the students have a poor performance, as indicated by the remaining 50% of the teachers. Regarding the dimension of student participation, 72.2% of the surveyed students stated that their participation is poor, and 70.8% of the teachers agree with this assessment. Only 2.8% demonstrate efficient participation, according to the students, while 12.5% are perceived as efficient by the teachers.

In terms of competency development, 61.1% of the students have a deficient level, as reported by 75% of the teachers. Additionally, 30.6% of the teachers rate the competency development as moderate, with 20.8% of the students falling into this category. Furthermore, 8.3% of the students exhibit an efficient level of competency development, but only 4.2% are seen as efficient by the teachers. Finally, concerning motivation for learning, 61.1% of the students have a deficient motivation level, according to both the students and teachers. Additionally, 33.3% of the students display a moderate level of motivation, while 16.7% are perceived as moderately motivated by the teachers. Only 5.6% demonstrate an efficient level of motivation, as reported by the students, while 8.3% are perceived as efficient by the teachers.
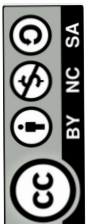
Table 3

Correlation coefficient of the emotional component variable and academic performance from the information obtained from the students

			Emotional Component	Academic Performance
Spearman's Rho	Emotional Component	Coeficiente de correlación	1,000	0,878
		Sig. (bilateral)	0,000	0,005
		N	36	36
	Academic Performance	Coeficiente de correlación	0,878	1,000
		Sig. (bilateral)	0,005	0,000
		N	36	36

Note: Author's own elaboration (2024).

Table 3 displays the Spearman correlation coefficients between the emotional component and academic performance, along with the associated significance values.

For the emotional component, a strong and significant positive correlation with academic performance is observed (r = 0.878, p < 0.005). This indicates that as the emotional component increases, academic performance also increases, and this relationship is statistically significant.

Conversely, academic performance also exhibits a strong and significant positive correlation with the emotional component (r = 0.878, p < 0.005), suggesting that as academic performance improves, so does the emotional component, and this relationship is also statistically significant.

These findings highlight a significant association between the emotional component and academic performance in the studied sample, emphasizing the importance of considering emotional aspects in the educational context.

Table 4

Correlation coefficient of the emotional component variable and academic performance from the information obtained from teachers

			Emotional Component	Academic Performance
Spearman's Rho	Emotional Component	Correlation Coefficient	1,000	0,892
		Sig. (bilateral)	0,000	0,000
		N	24	24
	Academic Performance	Correlation Coefficient	0,619	1,000
		Sig. (bilateral)	0,000	0,000
		N	124	24

Note: Author's own elaboration (2024).

In Table 4, the Spearman correlation coefficients between the emotional component and academic performance, as well as the associated significance values, are shown. For the emotional component, a very strong and significant positive correlation with academic performance is observed (r = 0.892, p < 0.001). This suggests that as the emotional component increases, so does academic performance, and this relationship is statistically significant.

Conversely, academic performance also shows a very strong and significant positive correlation with the emotional component (r = 0.892, p < 0.001), indicating that as academic performance increases, so does the emotional component, and this relationship is also statistically significant.
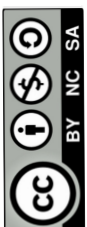
These findings suggest a strong association between the emotional component and academic performance in the studied sample, supporting the importance of considering emotional aspects in the educational context.

Discussion

Regarding the emotional components of the students, it was observed that the majority exhibit low levels of communication, self-control, self-esteem, empathy, and self-awareness; only a small percentage show average and high levels, indicating that indeed the students do not have good emotional management. This implies, from the perspective of Acosta & Blanco (2022), that emotions are factors that have a direct impact on people's lives, and their origin dates back to family relationships, whether due to permissive, repressive, or autocratic parenting styles. Ferreira et al. (2023), on the other hand, point out that dysfunctions and the parents' occupations to meet the family's basic needs and provide food often lead them to neglect the formation of their children's personality, feelings, and emotions.

According to Díaz & Palma (2017), considering that the emotional area of students is not being addressed from the family core, the school must intervene by presenting mechanisms to link cognitive teaching with emotional aspects. Therefore, Nussbaum (2014) argues that a central axis must be created to address skills that lead to balanced development (EI), so that the learner has tools that facilitate finding a balance between the emotional and the rational, working cognition together with emotions through learning strategies. Thus, the creation of didactic strategies is based on defining the procedures and resources to be used in pedagogy to stimulate the learning of students from the integrality of their being. That is, it involves how the teacher must consciously organize their activity to set and achieve goals consistent with the overall education of the students, adapting them to their needs (Núñez & Llorent 2022).

Based on the relationship between the emotional components from each of their dimensions and the processes of learning and/or academic performance, it is important to develop strategies that, in addition to being structured fundamentally according to the requirements of the students and the course requirements, where it is noted that the students' needs are not only learning, hence the methodologies to be developed must be oriented in the same proportion to the social and emotional needs due to extensive communicative instruction, self-control, self-

awareness, self-esteem, and communication. This suggests that it is not only about promoting students' cognitive progress. Therefore, the strategic structure aimed at promoting emotional intelligence must seek to develop skills to contextualize learning and elucidate the information received by students and, of course, cognitive improvement.

However, educational systems are not recognizing the structure of this strategy, as their practice has always been focused on developing cognitive mastery and following curriculum guidelines, which represents a weakness of the institutions that establishes that emotions must be taught because they are part of the student's personality.

In this sense, Acosta & Blanco (2022) propose that teachers must be responsible for promoting the integrality of their students, seeking their cognitive and emotional development. All this regardless of whether it is included in the educational plan or not. In this sense, it is necessary to create training strategies that promote the development of emotional education skills. The author's theoretical position reveals significant gaps in the structure of training strategies in emotional intelligence management in educational institutions in Medellín.

This is how deeply ingrained in its structure is the need to relate academic content to context, so teachers must know their students, as this allows them to relate content to their culture. This suggests that, to address emotions, strategies must be related or interconnected with students' culture and environment, as it reflects their emotions, their closeness to them.

In this sense, activities are warranted to generate learning strategies related to emotional intelligence management, which in turn promotes emotional maturity, thus regulating students' behavior and improving their interpersonal relationships. According to Ferreira *et al.* (2023), another aspect to reflect on in emotional intelligence management activities within the structure of learning strategies is the flexibility to adapt to students' needs, motivate them, and engage them in the learning process and their emotional development, which requires coordinated work and guiding students so they can organize their function training simultaneously.

From a different perspective, the intention is to describe strategies from emotions and the social component that favors the communicative dimension of emotional intelligence in the school setting. During the learning process, there are evident difficulties in communication among students. In this regard, it is necessary to emphasize that such strategies are characterized by promoting an environment of safety and freedom of expression due to the interaction that occurs among students, which is correct considering the use of strategies such as cooperation, empathy, self-respect, and respect for others (Díaz & Palma, 2017).

There are also other characteristics of social component strategies that contribute to the communicative dimension of emotional intelligence Interaction with the physical environment - because it promotes students' social development, stimulating curiosity - because it motivates students to engage students, broadening the level of interpretation of emotional intelligence

response. These characteristics are reflected in experiential socialization strategies and problem-solving games. However, for these strategies to be effective in developing communicative skills, they must become the main objective, as this will allow teachers to focus on this, rather than divert their attention solely to the acquisition of cognitive skills.

However, Suárez & Castro (2022) state that when seeking to guide emotional intelligence, strategies should enhance students' ability to understand gestures, that is, acquire a bodily awareness that helps them recognize others' feelings, as well as the ability to identify feelings and emotions in themselves and others. This case will benefit the development of social skills. Therefore, teachers must promote the integration of culture and communication because students' environment can affect the social and personal functions of communication.

In this sense, while teachers recognize the characteristics of strategies that promote students' communicative skills, they point out that in educational institutions, the grammar of language subjects is derived with reference to the communicative process. This indicates a weakness in the development of communication skills, as students are limited to constructing grammatically well-structured sentences.

Conclusions

Based on the results, it can be concluded that there is a significant and positive correlation between the emotional component and the academic performance of students. This suggests that emotions play an important role in academic performance, highlighting the need to consider them in the educational setting. The strength of this correlation is high, supporting the relevance of addressing students' emotions in teaching. Additionally, the statistical significance of the results indicates that this relationship is not random but rather a significant finding. Therefore, these findings emphasize the importance of promoting a emotionally positive environment in educational institutions to improve students' academic performance.

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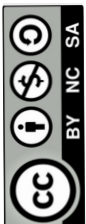
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