

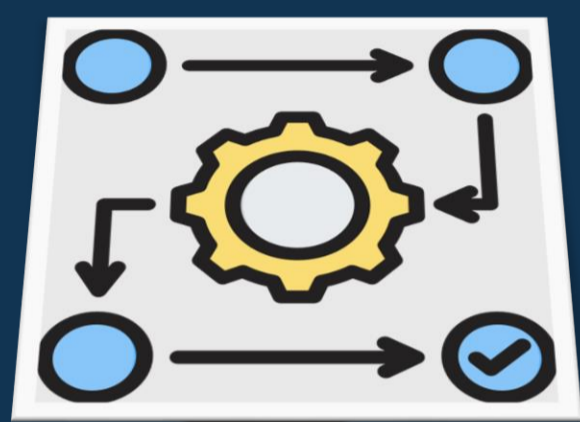
Emotional component and academic performance

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Objective

To determine the relationship between the emotional component and the academic performance of students in educational institutions in Medellín, Antioquia.

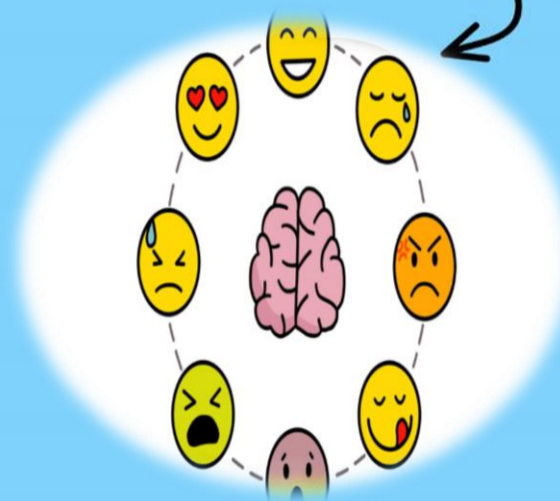


Methodology

The study followed the positivist paradigm and correlational level. The sample consisted of 24 teachers and 36 students, who were administered a 60-item instrument.

Results

There is 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.



Conclusions

The strength of the correlation is high, which supports the relevance of addressing students' emotions in teaching. Additionally, the statistical significance of the results indicates that this relationship is not random but a significant finding.

