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Influence of emotional education in the teaching-learning process

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Abstract

Human behavior is conditioned by the experience of one's own life. Science has tried to study and predict behaviors in order to improve the development of human capacities and skills. Thus, the theory of the economy of caresses suggests that the lack of affection can generate problems in the development of the person, such as existential emptiness, low self-esteem, lack of confidence and difficulties in learning. By applying this theory to emotional education, it is proposed that emotions, as an essential driving force of the human being, should be an integral part of the educational process, since they significantly influence the emotional development, learning and growth of students. Therefore, the objective of this article is to determine the influence of emotional education in the teaching-learning process, based on the hypothesis that its implementation is essential to guarantee adequate development in said process. As a result, the work of the educator will be necessary, who in the 21st century must not only educate in ideas but also promote emotional responsibility. It is concluded that these approaches highlight the fundamental role of emotional education as a cross-cutting axis in comprehensive training.

Keywords: Economics of caresses; emotional education; human development; learning; emotions.

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Influencia de la educación emocional en el proceso de enseñanza-aprendizaje

Resumen

La conducta humana está condicionada por la experiencia de su propia vida. La ciencia ha tratado de estudiar y predecir las conductas con el fin de mejorar el desarrollo de las capacidades y habilidades humanas. De esta manera, la teoría de la economía de las caricias sugiere que la falta de afecto puede generar problemas en el desarrollo de la persona, como vacíos existenciales, baja autoestima, falta de confianza y dificultades en el aprendizaje. Al aplicar esta teoría en la educación emocional, se propone que las emociones, como motor esencial del ser humano, deben ser parte integral del proceso educativo, ya que influyen significativamente en el desarrollo emocional, el aprendizaje y el crecimiento de los estudiantes. Por ello, el objetivo de este artículo es determinar la influencia de la educación emocional en el proceso de enseñanza-aprendizaje, partiendo de la hipótesis de que su implementación es fundamental para garantizar un adecuado desarrollo en dicho proceso. Como resultado será necesaria la labor del educador, quien en el siglo XXI no sólo debe educar en ideas sino también promover responsabilidad emocional. Se concluye que estos enfoques resaltan el papel fundamental de la educación emocional como eje transversal en la formación integral.

Palabras clave: Economía de las caricias; educación emocional; desarrollo humano; aprendizaje; emociones.

Introduction

Human beings begin their emotional and neurological development before birth and embryology describes the stages of nervous development based on the dorsal and ventral induction mechanisms, which allow them to perceive emotions, motivated by their parents and their environment (Johnson, 1997).

Psychology has shown that there is a real influence on the growth of children depending on the accompaniment and treatment by their parents. In this way, studies carried out in the branch of psychoanalysis, showed that children hospitalized in poor places where mothers were forced to personally take care of their own children, had a fifty percent greater chance of living than those children who were isolated from their parents in hospital wards, and did not receive emotional attention or affection. This caused them to develop severe illnesses, such as symptoms of depression, low immune system and, therefore, increased the difficulty in coping with the illnesses for which they had been hospitalized (Cabrera, 2005).

Corroborating that the emotional growth will be reinforced to the extent of affection or rejection received throughout their lives. The motivation received by members close to the school environment, marked by the teacher who accompanies them in their academic and personal development, as well as the emotional regulation that can progress in order to develop their emotions in a positive way, avoiding frustration, depression and stress (Zamorano, 2017; Tóvar, 2021).

The influence of teachers at the secondary and higher levels is the corollary of personality development by positively motivating the young person, who is on the way to becoming a functional and stable adult, to accomplish their goals and encourage emotional intelligence, which allows them to understand their emotions and those of the people around them (Min, Liu & Kim, 2018). This generates a sincere empathy for positive or negative emotions, which should be channeled to achieve the personal growth of the adult.

In the process of recovery of a post-pandemic generation, the need for sincere

affection has become a necessity for society, since these generations will be responsible for transmitting science and values to posterity (Palacio-Ortiz et al., 2020). However, the work that, by far, must strengthen their skills and research, is education, which has been the most affected in the process of adaptation to virtuality, which not only produced learning gaps due to the lack of access to technologies and training, but also due to the rupture of the emotional bond between the student and the teacher, effects that are being studied in the field of neuroscience (Jara-Vaca et al., 2021).

But what is the connection that develops between emotional intelligence and the evolution of human capabilities, and therefore, educational performance? Goleman (1999) describes it as a neural Wi-Fi network, through which the right hemisphere has the ability to “read the minds” of others, through empathy, emotional connection and understanding of feelings. In this way, the educator must necessarily develop affective communication and achieve connections with his students.

The process is long, and one has to deal with receiving students in the classroom who have been behind a monitor for up to three years, many of them with the camera turned off, in which it was not possible to make any contact with any of the senses. For this reason, this article aims to determine the influence of emotional education in the teaching-learning process, based on the hypothesis that its implementation is essential to ensure adequate development in said process. To do so, the theory of the economy of caresses is analyzed in the context of emotional education, explaining the relevance of emotional responsibility in human development and identifying how emotional regulation manifests itself in students during virtual education. These approaches seek to highlight the fundamental role of emotional education as a cross-cutting axis in comprehensive training.

1. Theoretical foundation

In the book “El Tacto” written by

Montagu (2016), an anthropologist by profession, the author narrates a historical fact and demonstrates how closeness, affection and attachment influence children; Rojas (2021) is struck by the fact that:

“Montagu tells an anecdote that took place in the Holy Roman Empire, during the reign of Frederick II of Hohenstaufen, during the 12th century. He tells how the emperor was especially interested in knowing what the mother tongue was, that is, how children would speak if no one taught them any language during their childhood. He sent several babies to an institution, ordering that they be fed correctly, but that no one should speak a word to them or receive affection. The results were devastating: none survived. (p. 51)

The disease that these children developed was not due to any physical problem, but mental, and the fact is that emotional illiteracy has serious effects on the development of people, which extend to all aspects of their lives, especially education, since this is where the greatest intellectual and emotional effort is invested.

The return to face-to-face has uncovered many insecurities, not only academic and work-related, but also emotional. In which young people feel unable to meet the expectations placed on them. New friendships must be initiated with classmates whom they have not known in depth and yet they have had an academic or work relationship for three years (Jara-Vaca et al., 2021).

Therefore, it is in the hands of the teachers in charge of the first formative years, to sow the foundations of a balanced emotional development based on affection and continuous improvement with a positive attitude when facing the various challenges, they will meet throughout their lives.

In this sense, emotional aspects and their influence on behavior have been the subject of innumerable studies, such as the initial work of the Berne (2015) creator of transactional analysis, a therapeutic method based on the emotional transactions that human beings develop in their lives in order to become aware of the acts committed and the responsibilities

that must be faced, with the aim of modifying the environment in which they develop.

This author argues that it is the lack of caresses that produces existential voids in human beings, giving the reason to Faulkner's statement "Between pain and nothingness, I prefer pain" (Faulkner, 2014, p.33). Human beings need permanent contact in every situation they face with which they can feel the approval of the acts they commit. That is why sometimes they seek attention by carrying out acts that go against what is allowed. Giving the illusion of remaining visible to the indifference of people who are important in their lives (Berne, 1961).

1.1. The senses in education

How caresses are transformed into a vehicle of feelings and trust towards students, it is necessary to specify that touch implies biological events, it refers to immediate, fundamental and direct experiences on the qualities and attributes linked to the physical environment that generally occur from simple, isolated stimuli (Cabeza et al., 2018, p. 17). And it is that, just as personal contact allows to feel warmth or indifference, this in turn has the ability to significantly influence the development of a human being. The same effect can be seen in education; emotional education, personal communication, and interaction can predetermine the development and learning of students (Molina, Rojas & Orihuela, 2021; Luengo et al., 2023).

The Theory of the Economy of Caresses (Steiner, 2005) arose in 1975, a time when the concepts of emotional education were new research, exploring unknown aspects. This gave rise to currents that sought to identify the influence of communication and interaction on personal development. Transactional analysis, used as a theory for the study of the human being, with the aim of becoming aware of the acts committed by the students and the responsibilities to be faced, in order to modify the environment in which develop (Naranjo, 2011).

Many years ago, it would have been possible to carry out very cruel studies such as those carried out in psychiatry by Dr. Harlow, who, for academic purposes that were not at all justified, caged some rhesus monkeys in which he introduced two elements, a wire structure with a feeding bottle attached, and the second, a teddy bear, but without a feeding bottle. The conclusions were surprising, the monkeys only approached the teddy bear when they had to eat and were forced to approach the barbs (Rojas, 2021).

The thesis of the Economy of Caresses makes sense given that, from the beginning of life, the human being is in a warm and safe environment, the mother's womb. During the first months of development, the child can absorb signals from the external environment that indicate that he is not alone and that the sensations he is discovering are related to the affection that his parents can give him. This attachment bond has great relevance in child development at the psychological level (Bolwby, 1976).

Childbirth is a key moment, since, if complications arise, and with a stress load, the child perceives that the place he is coming to is adverse and unsafe, generating cortisol contamination, while, if the birth is good, the baby has more possibilities of generating an adequate connection to the world he faces, which activates oxytocin receptors (Bolwby, 1976).

After birth, the new being is plagued with demonstrations of affection and care. Kisses, hugs or lullabies, develop their senses more and more, relating affection with external signs of affection. As time goes by, the learning process expands, in such a way that recognition is part of a caress of the soul, giving rise to attachment, an existing and not visible bond between the newborn and the mother (Bolwby, 1976; Cranley, 1981; Muller, 1992).

Although it was believed that the first years of a child's life are irrelevant for his or her future, today this theory is incongruent, since science has shown that "everything that happens in the first two years is stored in the

emotional memory” precisely in the right hemisphere (Rojas, 2021).

A suitable word, a smile, a simple pat, achieve the necessary confidence in the face of the uncertainties of an unknown world to which they are gradually adapting. Generating a more complex relationship that includes behaviors, emotions and cognition, it enriches both with diverse protective skills, behaviors of adaptation to the new environment in which it must develop (Doan & Zimerman, 2003).

The antithesis is also present, because it is not always praise or affection that they receive from the environment. Hurtful words or gestures, tactless responses, penetrate the soul, weakening the human being in formation. The lack of physical contact, hostile attitudes, indifference or rejection, are also a trigger to present attitudes that cry out for attention and care. In some cases, parents resort to violence, threat or punishment, verbally and even physically abusing the child, which generates in them the development of an angry and violent character. Therefore, infants tend to condemn such attitudes, repudiating the type of correction that is imparted to them (Romo et al., 2008).

Traumas are the effects of events that provoke brain dissociation, or rather, the disconnection of mind and body, as a protective mechanism against a load of suffering, for example, beatings provoked by the parent, humiliations carried out by a teacher (Ogden, Minton & Pain, 2009). This disconnection between mind and body not only acts as a protective mechanism against immediate suffering, but can also generate long-term consequences. The lack of adequate emotional resolution over time can contribute to the development of dysfunctional personality patterns, as unprocessed traumatic experiences affect the way individuals relate to themselves and others.

Oldham, Skodol & Bender (2007) presented findings showing how specific types or combinations of emotional, physical and/or sexual abuse, or emotional, physical and supervisory neglect in childhood may be associated with the emergence of certain

Personality Disorder (PD) traits.

The disconnection between mind and body, which initially serves as a defense mechanism against suffering, can become an obstacle to the emotional resolution of traumatic experiences. If these are not processed properly, they can lead to dysfunctional patterns in the personality, affecting interpersonal relationships and the general well-being of the individual. It is essential to recognize that traumas not only alter the perception of the outside world, but also the self-image and the ability to bond in a healthy way with others. In this sense, a therapeutic approach that promotes emotional integration and adequate processing of traumas is essential for recovery and the development of a balanced personality.

1.2. Emotional responsibility in the society

The development of what is transmitted takes place within the family, which is immersed in the traditions and influences of society. It is for this reason that characteristics of the father are usually attributed to the son, which has been taken as the basis of various sayings such as: ‘He who inherits, does not steal’, ‘Like father, like son’ or ‘The son of the rat, kills mice’ among others. It is intended to demonstrate that children adopt the customs and attitudes of their next of kin (Ros & Rubio, 1995).

The nourishment of the human body is the various nutrients that are ingested to keep the organism stable. In the same way, caresses are necessary for the development of human life. Violence, through physical punishment, which was used to correct children’s attitudes, has been replaced in some cases by the manipulation of caresses (Berne, 1961). According to Ruiz & Gómez-Becerra (2012), the use of restrictive rules often causes serious personality disorders, which affects relationships between people, who, when feeling rejection, generate the imitation of these attitudes in a generational way. Whether

positive or negative, emotions must be understood, the intensity and the reason that causes them must be known, in order to control them so that a beneficial result is obtained for the individual and those around him/her.

Caresses may not necessarily be physical; they can also be compliments that are given with the purpose of highlighting a quality or interesting aspects of the personality. However, there are close people who sometimes minimize the importance of such compliments, thus avoiding the full enjoyment of the compliment received (Sáez, 2008). For example: 'When they highlight the intelligence of a child, the father usually comments, it is because he does not know the character you have'. Comments made with the sole purpose of taking the shine off the moment in which it could be of great importance for the person, who would see his personality or qualities recognized or highlighted.

In society there are restrictions that are imposed for being socially inappropriate, in some levels such as labor or education, to give compliments that could highlight qualities. This distances people more and more, without taking into account the social distancing, which has been imposed nowadays. Distancing that is now the new normal, which is present in educational, work and social centers. Personal conversations have been replaced by videoconferences, and hugs by emojis, being more and more lacking affection and emotional support. These are necessary to develop the most positive aspects of the human being and have been limited in such a way that warm hugs are missed in times as difficult as the ones we are going through nowadays.

To 'caress' is the exchange of recognition and 'a caress' is the unit of exchange, so that people need caresses because they are a source of human stimulation; the search for positive caresses is scarce due to an economy of caresses. However, the complex human being is able to accept even negative caresses, as long as he does not feel rejection or indifference (Berne, 1961; 2015).

The intellectual and emotional development of human beings depends to a large extent on the abundance or scarcity of affective signals they receive throughout their lives, especially in early childhood (Steiner, 2005). This theory states that the sensation of living in an emotional vacuum is infinitely more unbearable than any physical pain.

Physical contact in newborns has been evidenced in the benefits obtained by the Mother Kangaroo Method (MKM) implemented by the Colombian Edgar Rey in 1978, which provides an increase in the growth and stimulation processes of premature newborns. In a study carried out on 441 subjects treated with the MKM between 1993-1996, the conclusions showed that it increases IQ and family environment, increases school performance, reduces hyperactivity, aggressiveness or dissociated behaviors in young adults (García, 2016).

It draws attention to the great importance of the learning history of individuals and the impact of those early childhood experiences on personality development (Ruiz & Gómez-Becerra, 2012). The question lies in determining whether the children are receiving the necessary dose of affection from their parents, who sometimes exert exaggerated demands requesting impeccable behavior, and from people close to them such as their teachers (García, 2015). Likewise, this dose of affection received is sufficient for the emotional development that allows the formation of an emotionally stable adult.

However, the key lies in the balance of affection provided in the early stages of life. It is essential that children receive adequate emotional support from their parents and teachers, since excessive demands or a lack of affection can negatively affect personality development. Ultimately, adequate emotional development in childhood not only forms more competent individuals, but also favors the formation of emotionally stable and resilient adults, capable of facing life's challenges in a balanced and healthy way.

1.3. Emotional regulation in the students

The multiple activities allow to adequately dose the children's spaces, in which it is possible to provide the affective footprint they need to be formed and thus strengthen them, contributing, in this way, to their intellectual and emotional development. For this reason, empathy must be generated in order to be able to understand the emotions that one wishes to communicate in a real environment for the benefit of the children (Advíncula, 2018).

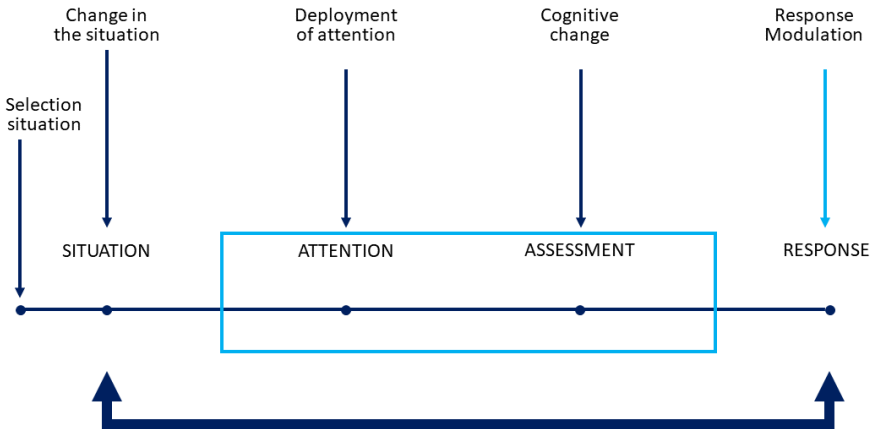
According to Buscaglia (1995) in his book 'Love. Being a person' he said that the child feels the need to love and the lack of love can significantly affect his growth and development and even cause death. The lack of affection can generate psychological disorders, such as anguish, depression, neurosis or psychosis.

In the same way, research conducted at the Stanford Psychophysiology Laboratory concluded that not expressing feelings

generates serious psychological damage, raising levels of stress and anxiety. Emotions are the engine that keeps a human being alive, not necessarily good emotions, since pain allows taking actions in situations that put physical and emotional health at risk, therefore, they will necessarily have repercussions in every aspect of their life, such as in education (Gross, 2013).

Therefore, the process that generates emotions is of vital importance to determine the way in which interpersonal communications should be carried out, in order to tentatively predict the emotional response that may or may not favor the child's development.

In the Modal Model of the Emotional Regulation Process (Gross, 2013), four components in the process of emotion generation are stated: Situation, related to the subject from which emerge attentional processes directed to the situation he/she is going through, thoughts referring to it and concludes with the emotional response (see Figure I).



Fuente: Gross & Thompson (2014).

Figure I: Modal model of the Emotional Regulation Process

Thus, Emotional Regulation allows us to know the impact of some strategies that people use to regulate their emotions

(Advíncula, 2018). In some cases, they tend to use suppression, trying to inhibit the emotional response they may have, which in the long

run will generate a decrease in expression, less contact with other people, higher levels of stress, decrease of healthy emotions, various negative physical and emotional manifestations (Gross, 2013).

On the other hand, another strategy can be applied, such as re-evaluation, which allows for a modification in cognitive interpretation, resulting in closer social relationships, lower stress levels and a healthier physical condition. It is necessary the bond of affection and mutual recognition, which gives rise to trust, commitment, respect, admiration and the meaning of life, generating an increase in talent by emulation or imitation, feeling recognized and appreciated, strengthens the bond among people.

What does not motivate is not learned, and if something does not motivate, it is because it does not generate positive emotions that drive action in that direction. This is the key to considering emotions as part of learning, which is why emotional education is, in its own right, a necessity that goes beyond the school setting (García, 2012).

Therefore, the regulation of emotions is not only considered as a vital element in the production of knowledge in children, but also as an objective of learning, since education must update its short and long term goals to include in the training plan the scope of emotions generated by learning, and that to a greater extent this is a pleasant escape from the cold reality.

The influence of teachers significantly marks the evolution and emotional development of students, developing their skills and learning, which will be based on the emotions and expectations that can awaken in them throughout their lives (Aliaga, Rincón & Villanueva, 2021).

It is not a novelty what psychiatry Rojas (2021) stipulates, since after analyzing several investigations, it came to the conclusion that children who had been educated with better emotional stability had greater possibilities of an increased value of their IQ (Intelligence

Quotient).

Then, the motivation and recognition for the achievements obtained, the perspectives that teachers may have regarding the future of their students will be protagonists of the educator's mechanisms, having to support everyone equally, without making distinctions between those students who in some way may have a more outstanding learning, to whom they may have some kind of preference.

It is necessary to point out that school failure, the antithesis of the aforementioned, is closely linked to self-esteem, prejudices and how it can be faced within the school environment (Álvarez, Carrasco & Riquelme, 2016). The teacher plays an essential role in the reinforcement of self-esteem in order to achieve future personality development.

There are teachers who can be nemesis of emotional responsibility, by ignoring or underestimating the capabilities of students, obtaining as an immediate consequence less effective students in the tasks entrusted (Álvarez et al., 2016). The situation is aggravated in those cases in which the student comes from a home in which he/she cannot show his/her emotions, lacks emotional attachment, without personal motivations; the result is an obscure member of society. He is destined to his destruction and to infect that state of mind to the people with whom he relates permanently.

However, there is an urgent need to multiply the number of teachers who have a positive influence on emotional development, who should work on the way of expressing themselves, how to adequately ask questions, make comments, motivational attitude, avoid uncomfortable looks, inappropriate gestures and expressions out of place. This is a new aspect that should be encouraged in teachers, not only at the primary and secondary levels, but also at the higher level, which is where the final training of young people who will be inserted into society takes place (Álvarez et al., 2016).

2. Methodology

2.1. The following methods were applied in this essay:

This research is qualitative, with a descriptive design. According to Hernández, Fernández & Baptista (2014), qualitative research focuses on the analysis of complex phenomena from a holistic perspective, interpreting the experiences, behaviors and perceptions of the subjects of study. The main objective of this approach is to understand how individuals construct and give meaning to their realities, therefore, the research seeks to describe and analyze the object of study in its natural context, without external manipulations.

As for the descriptive design, this type of research is used when it is desired to detail and characterize the characteristics of a phenomenon without intervening or modifying the environment. In this case, the aim is to analyze the relationships between the affectivity received in childhood and emotional development in adulthood, based on a documentary review of previous studies.

The scientific method applied in this research has focused on the analysis of existing data and the collection of information through documentary sources, in order to then categorize it and understand the underlying patterns. The analytical approach allowed us to break down the key elements of previous studies on the subject, while the inductive method was fundamental in drawing general conclusions from the particular cases studied, identifying the influences that early affectivity has on the development of personality and emotional well-being.

In accordance with the practical application of the scientific method, this research carried out an exhaustive review of articles, theses and books, classifying the information into categories and carrying out a detailed analysis of the causal relationships between the different aspects addressed, without directly intervening in the variables studied. This allowed obtaining

a comprehensive and in-depth view of the subject in question.

3. Results and discussion

According to the general objective, to determine the emotional influence in the process of teaching and learning, the results obtained show that emotional education implies the promotion of the management of emotions in order to understand the reasons that determine behavior. Therefore, it can be evidenced in educational performance since this is the one that deserves the greatest mental investment. These facts are compared with those prescribed by Rojas (2021), who concluded that those children educated with a better quality of emotional stability had greater possibilities of increasing their IQ.

These results confirm that the teaching process is directly affected by the emotional education of the student, since as García (2012) stated, the levels of success or failure of the students could be associated with the understanding of the emotions and feelings of the teachers and the student.

When analyzing the theory of the economy of caresses in emotional education, the results obtained show that this theory intends to promote awareness of the acts committed by the students and of the responsibilities that must be faced in order to modify the environment in which the students develop, data that when compared with Bowlby's theory (1976) coincide in that the theory of the economy of caresses makes sense, given that from the beginning of life the human being is in a warm and safe environment, the mother's womb. During the first months of development, the baby can absorb signals from the external environment that indicate that he is not alone and that the sensations related to the affection that his parents can give him are of great relevance in the psychological development of the infant.

With these results, it is affirmed that the theory of the economy of caresses takes on vital importance in emotional education as

stated by Rojas (2021), who considered that since childbirth is a key moment, the baby must receive an adequate connection to the world that it will face in the future, therefore, at that moment the oxytocin receptors are activated, which allows the conceived child to identify a safe world for which he is prepared, including the challenges of 21st century education. Also highlighting the importance of emotional responsibility.

Regarding the identification of students' emotional regulation in virtual education, the results obtained show that after a pandemic that officially established virtual education, students felt the need for sincere affection as a pillar to return to society with sufficient emotional responsibility and empathy, data compared with that prescribed by Garcia (2021), who concluded that after the COVID 19 pandemic, human beings isolated themselves from direct contact, establishing the virtual space, which decreased physical contact and the return to face-to-face work, a very difficult task that cruelly affected interpersonal relationships, making it necessary to prepare the next generation to face situations in which they can improve interpersonal relationships and adapt to new challenges.

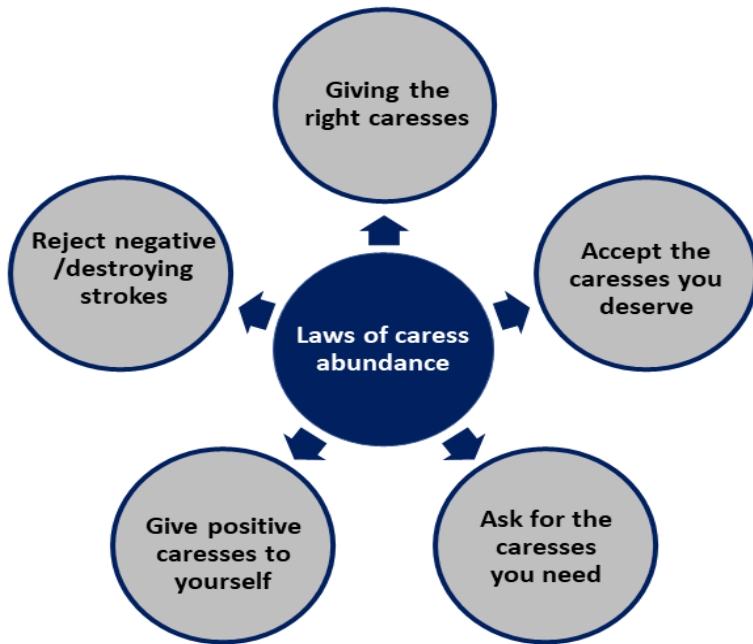
It is an arduous path that must be followed by focusing on the students' strengths, highlighting their abilities, paying sincere attention to them, valuing their efforts, encouraging them, giving them encouragement, warmth, attention, sincere affection, inviting them to feel confident to ask questions, giving them time and space to develop their activities, will contribute significantly in forming a self-confident personality, capable of facing

challenges with the conviction that they will be able to overcome them and learn from them (Guillen, 2012).

Combining the aforementioned theories, students and young people should be able to show affection, with personalities willing to learn new challenges, confident in their potential and, in the event of not having the expected results, with the maturity to learn from what has been done, with aspirations to improve every day and, if necessary, rethink a difficult situation they may face in order to find an innovative solution (Fernández & Cabello, 2021).

The levels of success and/or failure on the part of students in the learning of any discipline could be associated, among other aspects, to the agreement/disagreement between the learning/teaching styles of students and teachers, as well as in the understanding of the emotions and feelings of both (Garcia, 2012).

After the COVID 19 pandemic, human beings were isolated from direct contact in an obligatory manner, moving to a virtual space in which student and work tasks have been developed (García, 2021). Space in which physical contact was diminished and the reincorporation to face-to-face work after almost three years, the demonstration of affection, openly expressing feelings, is becoming a very difficult task to perform and thus improve interpersonal relationships. It is necessary to prepare the next generation to face situations in which they can improve personal relationships by adapting to new challenges (see Figure II).



Fuente: Own elaboration, 2024.

Figure II: Laws of caress abundance

It is an opportunity to rethink the processes to be improved in order to develop in a healthy way the manifestations of emotions, thoughts and opinions. Strengthen family relationships, changing different aspects from the scenario in which they are found. Learning to give, accept, ask for, assume and reject caresses that are considered necessary to reinforce emotional development in a positive way. In this way, reversing the cause of psychological illnesses, which abound, such as anxiety, depression and psychosis.

Conclusions

Emotional regulation plays a fundamental role in individuals' ability to manage their emotions effectively, which

directly impacts their physical and mental well-being. Strategies such as suppressing emotions can generate long-term negative effects, such as increased stress and decreased healthy emotions, while techniques such as cognitive reappraisal promote healthy social relationships and a better quality of life. This highlights the need to include emotional education in learning processes, as positive emotions drive action and motivation.

Establishing a bond of affection and mutual recognition is crucial for the emotional development of students, as it fosters trust, respect and motivation. By feeling recognized and appreciated, students reinforce their self-esteem and improve their academic and social performance. This process, which involves positive reinforcement and emulation, is essential for the comprehensive development of young people, highlighting the importance

of the emotional environment in the educational process.

Teachers have an essential role in the emotional and academic development of students. Their ability to motivate, recognize achievements and maintain positive expectations influences the emotional well-being of students and, therefore, their academic performance. Equity and constant support are crucial for all students to feel valued, regardless of their learning abilities. The emotional responsibility of educators is key to prevent students from developing feelings of failure, low self-esteem or emotional disconnection.

It is essential that teachers, at all educational levels, adopt a proactive stance in the emotional development of their students. This includes appropriate use of language, consistent motivation, and creating a safe and respectful environment. Failing to manage emotions on the part of educators can have devastating consequences for students, especially those from family environments with little emotional support. To prevent this cycle of negativity, educators must be trained in skills that support emotional expression and the creation of a safe space for learning.

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