

Relationship between emotional state and school average self-assessment in UJED human communication therapy students

Relación entre la autoevaluación del estado emocional y el promedio escolar en estudiantes de Terapia de la Comunicación Humana de la UJED

CEJAS-LEYVA, Luz María†, RÍOS-VALLES, José Alejandro*´´, GARCÍA-MEDINA, Mario Gilberto and BAUTISTA-SÁENZ, Jaime Hiram´

Facultad de Psicología y Terapia de la Comunicación Humana, Universidad Juárez del Estado de Durango. Calle Constitución 404, Zona Centro, 34100 Durango, Dgo.

Instituto de Investigación Científica, Universidad Juárez del Estado de Durango. Calle Constitución 404, Zona Centro, 34100 Durango, Dgo.

ID 1st Author: Luz María, Cejas-Leyva / ORC ID: 0000-0003-1822-5606, Researcher ID Thomson: V-3185-2019, CVU CONACYT ID: 889382

ID 1st Coauthor: José Alejandro, Ríos-Valles / ORC ID: 0000-0002-8407-3017, Researcher ID Thomson: X-3209-2018, CVU CONACYT: 313266

ID 2nd Coauthor: Mario Gilberto, García-Medina / ORC ID: 0000-0002-7394-1915, Researcher ID Thomson: 3060221, CVU CONACYT ID: 1004453

ID 3rd Coauthor: Jaime Hiram, Bautista-Sáenz / ORC ID: 0000-0002-7394-1915, Researcher ID Thomson: 3040647, CVU CONACYT ID: 998900

DOI: 10.35429/EJRS.2019.8.5.13.22

Received January 21, 2019; Accepted June 18, 2019

Abstract

Objective: To identify the relationship between self-assessment of emotional status and school average in students of Human Communication Therapy of the UJED. Methodology: Non-exploratory, survey, cross-sectional, descriptive and correlational research, with non-probabilistic sampling, for convenience, after signature of informed consent. Contribution: The information analyzed had a Cronbach Alpha of .83. About 75% of students self-assessed with anxiety, anguish and fear; 60% said they felt low self-esteem; 50% expressed apprehension, aggression and depression and 35% have felt shy. The correlational analysis between aggressiveness and school average showed $r = .206$ with $p < .05$ which makes it possible to establish that the greater the feeling of aggressiveness is lower the school average or that the lower the feeling of aggressiveness is the higher the school average. Self-assessment of anxiety, anguish, apprehension, low self-esteem, depression, anger, fear, nervousness, rebelliousness and shyness showed no correlation with the school average.

Emotional state, University students, School average

Resumen

Objetivo: Identificar la relación entre la autoevaluación del estado emocional y el promedio escolar en estudiantes de Terapia de la Comunicación Humana de la UJED. Metodología: Investigación no exploratoria, por encuesta, transversal, descriptiva y correlacional, con muestreo no probabilístico, por conveniencia, previa firma de consentimiento informado. Contribución: La información analizada tuvo un Alpha de Cronbach de .83. Alrededor del 75% de los estudiantes se autoevaluaron con ansiedad, angustia y miedo; el 60% declaró sentir baja autoestima; el 50% manifestó aprensividad, agresividad y depresión y el 35% ha sentido timidez. El análisis correlacional entre la agresividad y el promedio escolar mostró $r = .206$ con $p < .05$ lo que permite establecer que a mayor sensación de agresividad menor es el promedio escolar o que a menor sensación de agresividad mayor es el promedio escolar. La autoevaluación de la ansiedad, angustia, aprensividad, baja autoestima, depresión, enojo, miedo, nerviosismo, rebeldía y timidez no mostraron correlación con el promedio escolar.

Estado emocional, Estudiantes universitarios, Promedio escolar

Citation: CEJAS-LEYVA, Luz María, RÍOS-VALLES, José Alejandro, GARCÍA-MEDINA, Mario Gilberto and BAUTISTA-SÁENZ, Jaime Hiram. Relationship between emotional state and school average self-assessment in UJED human communication therapy students. ECORFAN Journal-Republic of El Salvador. 2019. 5-8: 13-22.

* Correspondence to Author (email: alexriva@hotmail.com)

† Researcher contributing first author.

Introduction

This paper presents the results obtained as a result of the research carried out on the relationship between self-assessment of emotional status and school average in students of the Bachelor of Human Communication Therapy of the Faculty of Psychology and Therapy of Human Communication (FPYTCH) of the Juárez University of the State of Durango (UJED). Paraphrasing (Bericat, 2012) emotion is a living and truthful bodily experience that permeates the flow of consciousness of a person, it is an individual state (an emotional state), with the possibility of being evaluated, either positive or negative.

Likewise, self-assessment is an important aspect to be developed in the university student. Self-evaluation itself, consists in taking initiative to carry out a set of activities accompanied by solutions, where the undisputed protagonist is the student himself. (Núñez, 2012). In this case, the participating students issued a weighting of their own emotional state, while providing information on their school average.

Therefore, the relationship between the self-evaluation of the emotional state and the school average in students of the degree in Therapy of the FPYTCH of the UJED was observed in the process of inquiry, through the application and analysis of the questionnaire "Self-evaluation of the emotional state" Designed by the Physician in Human Communication, José Alejandro Ríos Valles, attached to the institution of higher education where this research was conducted.

Justification

Emotions have been present in humans, since their origins, however they have been the great forgotten or at least little valued. Its discovery as an important factor to increase the possibilities of learning is practically recent (Pallarés, 2010).

The study of emotion is never simple because emotions are part of a living process and can suffer multiple and enigmatic transmutations, voluntary and involuntary, conscious and unconscious (Pallarés, 2010).

An emotion depends on what is important to us. If the emotion is very intense it can produce intellectual dysfunctions or emotional disorders (Serrepe, 2015). Emotions have a key influence on academic performance, acting directly on learning (Pulido, 2017). Having contextualized parameters (product of research carried out in the institution itself) on the relationship between the self-assessment of emotions and the relationship they have with the school average of students who attend the aforementioned degree, allows to know the extent to which they are. It needs the design and implementation of proposals that have a positive impact on the emotional situation of the students in question, as well as on improving their school average. The above with the support of the application of an instrument based on the self-evaluation of the emotional state and its relationship with the school average, of the sample of the population involved, with which not only the formal investigation of this condition was sought, but also to know it with a high level of reliability.

Problem

In our country, according to the information gathered on the page of the Mexican Institute of Hearing and Language (IMAL) (IMAL, s / f), there are three universities and one institute that offer a degree in Human Communication or Communication Therapy Human:

- The Autonomous University of the State of Morelos.
- The Juarez University of the State of Durango.
- The University of the Americas.
- Human Communication Unit of the Luis Guillermo Ibarra Ibarra National Rehabilitation Institute.

According to the portal of (MEXTUDIA, 2019) within the ranking of the 100 best universities in the country, the places occupied by the three universities that offer a degree in Human Communication or Therapy of Human Communication are:

- Place 9 University of the Americas.
- Place 34 Autonomous University of the State of Morelos.
- Place 65 Juarez University of the State of Durango.

It is important to mention that the Human Communication Unit of the Luis Guillermo Ibarra Ibarra National Rehabilitation Institute is not subject to the weighting that the country's universities are subject to, so it is not included in this list. The UJED has 55 schools and faculties (with educational offer at the bachelor's level, among other levels) or institutes (UJED, 2018). One of the Faculties, is the Psychology and Therapy of Human Communication (FPYTCH), in which since 1999, the degree in Human Communication Therapy is offered.

In 2018, 13,823 students enrolled at the UJED degree level, 999 of them registered at the Faculty of Psychology and Therapy of Human Communication, of which 291 registered for the Bachelor's Degree in Human Communication Therapy (UJED, 2018). It follows that 2.10% of the tuition of the UJED corresponds to the students of the Degree in Therapy of Human Communication. Likewise, the estimates made by this university indicate a growth of 21% for the year 2022, in the enrollment of this degree (UJED, 2018).

If it is really about evaluating the Higher Education Institutions in a transparent way, to be accountable with social responsibility, it is necessary to specify what should be measured. (López, 2008) at the same time, they consider that terminal efficiency is a measure that indicates the capacity of higher education institutions to train the highly qualified citizens that the nation requires for its development.

In relation to the above, in 2018, 47 students graduated from the UJED Degree in Therapy of Human Communication and 53, which meant 113% of (UJED, 2018). However, the statistical processing of the data (carried out by the institutional statistics department of the UJED), indicates a terminal efficiency of 54% in semester A of 2018 and 34%, in semester B of the same year (UJED, 2018, p.53). Which shows a downward difference of 20% from one semester to another, in the same year.

Similarly (MEXTUDIA, 2019) mentions the research among the criteria with high scores to consider a university within the best places of the ranking, as well as the benefits that the educational center brings with it the starting of investigative processes to give response to the needs detected in the students.

With regard to the subject of the research that currently occupies "Relationship between self-assessment of emotional status and school average" in students of the Bachelor of Human Communication Therapy of the FPYTCH of the UJED "an exhaustive search for information was carried out, issue that as such yielded few results (it is important to clarify that some related issues were found, but not exactly the one proposed here).

In this way, the usefulness of knowing the relationship between the self-assessment of the emotional state and the school average of the mentioned population, as a possible tool to improve their school performance, implies a reflexive analysis exercise to find significant associations with the support of statistical procedures, between the defined variables.

In accordance with the above and in the same order of ideas, through the analysis of the aforementioned reflexive, it was also possible to have first-hand information that provides a perspective of the way in which the emotional state of education students is ordered higher (from the Bachelor of Therapy of Human Communication of the FSYTCH of the UJED) and its school average, under the perspective of the quantitative paradigm, with the intention of explaining the proportion of the relationship that exists between the determined variables.

Research question

What is the relationship between the emotional state and the school average of the students of the Degree in Human Communication Therapy of the PSYTCH of UJED?

Hypothesis

There is a relationship between the self-evaluation of the emotional state and the school average of the students of the Degree in Human Communication Therapy of the PSYTCH of the UJED.

In the case of this study, the variables are located as indicated below (starting with the statement of the independent variable and then that of the dependent):

- a) Independent variable: the self-assessment of the emotional state of the students who study for the Degree in Human Communication Therapy at the FPYTCH of the UJED.
- b) Dependent variable: The school average of the students of the Degree in Human Communication Therapy of the FPYTCH of the UJED.

Objective

Identify the relationship between self-assessment of emotional status and school average in students of the Degree in Human Communication Therapy of the FPYTCH the UJED.

Theoretical framework

The theoretical revision is one of the elements that guided and gave meaning to the objective analysis of the present; following a process of gathering and debugging information that follows the fundamentals presented in this section.

Emotions

Paraphrasing (García, 2017) emotions are especially relevant because they regulate behavior. The emotion stands out for being a basic psychological function. Without emotions, human behavior would be reduced to a mere reflection.

An emotion, according to Bisquerra (2001), cited by (Calderón, 2012), is something that a person feels and that makes them react in a certain way. Likewise, emotions are experienced individually, since not all people feel or react in the same way.

Paraphrasing (Melamed, 2016) emotions are sensations of bodily changes that follow from contact with certain types of stimuli. They are compelling responses to unexpected situations, for which one is not prepared, for which one does not have habitual patterns of behavior.

Emotions are motivational systems with physiological, behavioral, experiential and cognitive components, which have a positive or negative valence (feeling good or bad), which vary in intensity, and which are usually caused by interpersonal situations or events that deserve our attention because they affect to our well-being (Bericat, 2012).

Types of emotions

Once emotion is defined as an affective experience that is somewhat pleasant or unpleasant, it is difficult to achieve an exhaustive classification of all possible emotions so that all affective reactions are compromised in that dimension, to some extent, this is a controversial issue, about the that there is still not enough consensus among researchers (Chóliz, 2005).

Taking into account the above with the “Self-assessment of emotional state” questionnaire, the self-assessment of the emotional state of the participating students was weighted in relation to the following emotions:

- Anxiety.
- Anguish.
- Apprehensive.
- Aggressiveness.
- Low self-esteem.
- Depression.
- Anger.
- Fear.
- Nervousness.
- Rebellion.
- Shyness.

Emotional state

Paraphrasing (Piqueras, 2009) emotions lead to emotional states that, when they are intense and habitual, negatively affect people's quality of life (in this case this variable was associated with the school average obtained by the population surveyed). Emotional states are inferred and there is not necessarily correspondence with experience and emotional expression, which in no way means that they do not affect behavior (Ventura, s / f).

School performance

(Morales, 2007), comments that school performance is an index of the overall quality of education. He adds that among the specific manifestations of school performance, school achievement, grades, approval, failing, repetition, dropping out, graduation, terminal efficiency and qualification can be recognized.

At the same time, it limits two conditions of school performance: the contextual ones (socio-environmental, and instructional) and those of a personal nature (closely related to their cognitive situation and the validation of a minimum of curricular expected learning).

However, school performance is not neutral, it has both positive and negative effects on students (achieving assessments that accredit them generates motivation and confidence, the opposite generates mental states that go from "I don't know", to "I can't" to "No I serve to study", affecting their self-esteem and in some cases causing school dropout).

In order to achieve greater efficiency and quality in the teaching-learning process, it is proposed that the emotional field be incorporated into all those dimensions involved in the teaching-learning process.

The reason is that when emotions are incorporated, the results are far superior to those obtained in an impersonal process and devoid of everything affective (Pulido, 2017).

Research methodology

The design of this study outlined it as a field study, non-experimental, observational (by survey application), cross-sectional, descriptive and correlational, with non-probabilistic sampling (for convenience) so that no situation was constructed, but rather the existing circumstances were observed in relation to the self-assessment of the emotional situation and the school average of the population under study, after the signing of informed consent by the students of the Bachelor's Degree in Therapy of Human Communication, of the UJED FPYTCH.

In order to carry out this research, "The Questionnaire: Self-evaluation of the emotional state designed by the doctor in Human Communication, José Alejandro Ríos Valles, assigned to the academic unit in question was used. As Bericat (Bericat, 2012) states, emotions are not experienced in isolation one by one; With the instrument applied, the total of the expected variables were weighted in correlation with the school average that each referred to have.

Process

To the total of the students enrolled in the degree in Human Communication Therapy in FPYTCH of the UJED of the city Victoria de Durango, Dgo. Mexico. They were informed that the evaluation to be carried out is not an invasive type according to general health standards.

Of this population, only those students enrolled in semester A of year 2019 were integrated, who accepted the invitation to participate, for the interest that arose in them, for answering the questionnaire or for raising awareness of the importance of their participation in the investigation, suggestion taken from (Fernández, 2014). This interest of the students to participate, guaranteed that the information obtained, more faithfully represents the characterization of the self-evaluation of the emotional state and its school average as recommended in (Merino, 1990). As part of this research, the above-mentioned questionnaire was applied in a single moment, to each student of the Degree in Human Communication Therapy of the FPYTCH of the UJED, as recommended (Cortés, 2004) in order to measure the variables, its incidence and correlation at a given time.

Of the total of the study universe, 91 students participated, derived from the eligibility criteria (being a student from first to eighth semester of the degree in Human Communication Therapy of the FPYTCH of the UJED and having signed the informed consent letter), of exclusion (not wishing to participate in the investigation) and elimination (having participated in the piloting of the instrument or having answered it recently) so that in this investigation no third and seventh semester students participated.

The application was made in groups (programmed according to the semester of the participating students), during the same it was sought that they were physically comfortable, conveniently separated, as well as without interruptions or distractions.

The instructions for filling it were given, repeating them or paraphrasing them in the necessary cases. During the application, the progress in filling out the questionnaire was verified, circulating through the space allocated for this activity. Once the information was collected, a statistical processing was carried out with the SPSS version 20 program (recommended for social and applied research) by submitting, the variables of the referred questionnaire, likely to be weighted with a numerical attribute and from which the following results were derived.

Results

To have a clear interpretation of the data obtained, an analysis of lost values was first performed as recommended (Pérez, 2007). This procedure indicated that no missing data were found (the answers found validated the 91 cases surveyed), which allowed confirming the careful collection of data and the disposition of the participants (students of the Degree in Human Communication Therapy of the FPYTCH of the UJED). Likewise, it was possible to review with greater certainty the consideration of the defined variables, for their analysis.

First, the results obtained in the signaling variables are presented, related to: age, sex, semester, marital status, the number of children (in the cases that referred to it) and the economic condition of the sample population.

	Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	18	18	19.8	19.8
	19	8	8.8	28.6
	20	20	22.0	50.5
	21	14	15.4	65.9
	22	14	15.4	81.3
	23	4	4.4	85.7
	24	5	5.5	91.2
	27	4	4.4	95.6
	28	2	2.2	97.8
	31	1	1.1	98.9
	37	1	1.1	100.0
Total	91	100.0	100.0	

Table 1 Age of the students participating in the research
Source: self made, (2019)

As can be seen in Table 1, the students surveyed are within the expected age range to pursue a bachelor's degree in our country, locating the highest percentage of them, between the ages of 20 and 23, which represents more than 50 % of the explored.

	Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	1	12	13.2	13.2
	2	79	86.8	100.0
	Total	91	100.0	

Table 2 Sex of the students participating in the research
Source: self made, (2019)

Among the data collected, there is the variable sex, from which the participation of students of both sexes is rescued, of which almost 9 out of 10 are women (table 2).

	Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	1.0	46	50.5	50.5
	2.0	2	2.2	52.7
	4.0	3	3.3	56.0
	5.0	21	23.1	79.1
	6.0	16	17.6	96.7
	8.0	3	3.3	100.0
	Total	91	100.0	100.0

Table 3 Semester that students participating in research
Source: self made, (2019)

For the application of the instrument, among the eligibility criteria, the collaboration of students of all semesters (first to eighth), of the degree in Human Communication Therapy of the FPYTCH of the UJED, who wanted to participate however, a Once the investigation was initiated, those cases that had recently answered the questionnaire determined for this inquiry were removed from the sample, for the previous reason within the population no third and seventh semester students were included.

	Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	1	81	89.0	89.0
	2	4	4.4	93.4
	3	3	3.3	96.7
	4	1	1.1	97.8
	5	2	2.2	100.0
Total	91	100.0	100.0	

Table 4 Marital Status of the students participating in the investigation

Source: *self made*, (2019)

Of the total number of students surveyed, 89% are single and the remaining 11% correspond to the states of (married, free union, divorced, separated or widowed) from the lowest percentage, as shown in table 4.

	Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	1	9	9.9	9.9
	2	82	90.1	100.0
	Total	91	100.0	

Table 5 Participating students who have children

Source: *self made*, (2019)

9.9% of the students who made up the sample have children and the rest do not, as indicated in table 5.

	Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	3	8	8.8	8.8
	4	67	73.6	82.4
	5	16	17.6	100.0
	Total	91	100.0	

Table 6 Economic condition of the participating students

Source: *self made*, (2019)

None of the students surveyed reported having a very bad or poor economic condition, 67% considered having a regular economic condition and the remaining ones, 8% considered it a satisfactory minimum, 16% defined it as very good and none considered it Excellent. Likewise, information was obtained regarding the subjects or semesters that the surveyed students have taken (Table 7).

	Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	1	8	8.8	8.8
	2	83	91.2	100.0
	Total	91	100.0	

Table 7 Subjects or semesters appealed by the students participating in the research

Source: *self made*, (2019)

In this case, the survey showed that 1 in 10 students, has taken some subject or semester. Because this research will take into account the grade point average as a personal weighting of learning skills, the scores obtained were also assessed with a scale of 0 to 100, from which a general average of 8.9 is rescued. The participants were also asked for a self-reference of their emotional state, whose results are shown in the following table (Table 8).

	Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	2	4	4.4	4.4
	3	15	16.5	20.9
	4	32	35.2	56.0
	5	38	41.8	97.8
	6	2	2.2	100.0
Total	91	100.0	100.0	

Table 8 Self-reference of the emotional state of the students participating in the research

Source: *self made*, (2019)

In this regard, none said they had a very bad emotional condition, 2 of them consider it unsatisfactory, 15 minimum satisfactory and three quarters of regular to excellent. Specifically about 75% self-reported having some level of anxiety, anguish and fear. Around 60% declared low self-esteem and fear. Nearly 50% showed presence of apprehension, aggressiveness and depression and approximately 35% have felt fear or shyness.

The information analyzed had a Cronbach Alpha of .83. About 75% of the students assessed themselves with anxiety, anguish and fear; 60% said they felt low self-esteem; 50% expressed apprehension, aggressiveness and depression and 35% felt shy. The correlational analysis between aggressiveness and the school average showed $r = .206$ with $p < .05$, which allows us to establish that the higher the sense of aggressiveness is the school average or the lower the feeling of aggressiveness, the higher the school average.

Self-assessment of anxiety, anxiety, apprehension, low self-esteem, depression, anger, fear, nervousness, rebellion and shyness showed no correlation with the school average.

Annexes

Questionnaire: "Self-assessment of emotional state"

Author: Doctor in Human Communication, José Alejandro Ríos Valles

IDENTIFICATION: Write or mark the corresponding data.

1. Name of the participant: ANONYMOUS	
2. Age: years	3. Sex: Male Female
4. Religion:	5. CURRENT SEMINAR:
6. Marital status: SINGLE MARRIED FREE UNION DIVORCED SEPARATE VIUDO	
7. I HAVE CHILDREN OR DAUGHTERS: HOW MANY OR HOW MANY:	
8. Place of birth:	
9. Place of residence:	
10. Economic condition: Very bad__ Little bad__ Minimum satisfactory__ Regular__ Very good__ Excellent__	
12. Emotional condition: 13. Very bad__ Little bad__ Minimum satisfactory__ Regular__ Very good__ Excellent__	
14. School average (so far):	
15. Have you taken any subject from your current study program: NO__ YES__	
16. What subject (s) have you taken, what semester and how many times?	
MATTER: SEMESTER: HOW MANY TIMES:	
MATTER: SEMESTER: HOW MANY TIMES:	
MATTER: SEMESTER: HOW MANY TIMES:	
MATTER: SEMESTER: HOW MANY TIMES:	
MATTER: SEMESTER: HOW MANY TIMES:	
17. Indicate which or which statements in the following list correspond to your emotional condition and next to the one or those that you consider put to what degree, according to a scale of value from 0 to 10, where ZERO IS NOTHING and the TEN THE STRONGEST OR SEVERE. ANXIETY__ ANGSTIA__ APRENSIVITY__ AGGRESSIVE__ LOW SELF-ESTIMATE__ DEPRESSION__ ENOJO__ FEAR__ NERVIOSISM__ REBELDIA__ TIMIDEZ__ If there are one or more emotional states not considered in the above list, please state it and indicate to what degree you consider it:	

In the table below, next to each statement, PUT THE NUMBER CORRESPONDING to the rating with which you self-consider YOUR SKILL using the following value scale:

0	NOTHING		
1	ALMOST NOTHING	6	A LITTLE GOOD
2	VERY POOR	7	MEDIUMLY GOOD
3	DEFICIENT	8	GOOD
4	BETWEEN DEFICIENT AND REGULAR	9	VERY GOOD
5	REGULAR	10	EXCELLENTLY GOOD

Abilities:	Qualification	Abilities:	Qualification
1. Attention		1. Mathematical calculation	
2. Understand what I hear		2. Write	
3. Understand what I read		3. Talk	
4. AUDITIVE Memory		4. Read	
5. VISUAL Memory		5. Think	

Acknowledgments

To the directive staff of the Faculty of Psychology and Therapy of Human Communication of the UJED, as well as to the teaching and administrative staff and of course to the students of the degree in Human Communication Therapy for their determined support in the realization of this process research.

Analysis and conclusion

A positive relationship between the self-evaluation of the emotional situation of the students of the degree in Human Communication Therapy of the Faculty of Psychology and Therapy of Human Communication and the school average that each one has is confirmed.

So, self-evaluation (in this case of emotional state) is important and beneficial for students (in relation to their school average).

Of course, having this information becomes a tool that provides elements for the educational institution to which the aforementioned students belong (FPYTCH, of the UJED) to design contextualized strategies for the support in the management of their own emotions and this is see reflected in the improvement of the school average.

Therefore, the students of the aforementioned degree know how to detect, self-refer and manage their emotions (by the correlation found in this research) provides the opportunity to raise the possibility of improving their performance, since according to (Pallarés, 2010) this you can train, exercise and improve.

References

- Bericat, E. (2012). Emociones. Universidad de Sevilla España. Sevilla España. Disponible en: <http://www.sagepub.net/isa/resources/pdf/Emociones.pdf>.
- Calderón, R. M. (2012). Aprendiendo sobre las emociones, Manual de educación emocional. ISBN 978-9968-633-63-5. Disponible en: <http://www.culturacentroamericana.info/sites/default/files/docs/Aprendiendo-emociones-manual.pdf>.
- Chóliz, M. M. (2005). Psicología de la emoción, El proceso emocional. Valencia, España. Universidad de Valencia. Disponible en: www.uv.es/~cholz (Consultado el 4 de agosto de 2019).
- Cortés, C. M.E. e Iglesias, M.L. (2004). Generalidades sobre metodología de la investigación. Campeche, México. Universidad Autónoma del Carmen. ISBN 968-6624-87-2 (versión electrónica). Disponible en: http://www.unacar.mx/contenido/gaceta/ediciones/metodologia_investigacion.pdf (Consultado el 20 de julio de 2019).
- Fernández, C. C., Baptista, L. L. y Hernández, S. R. (2014). Metodología de la investigación. México, D.F., Sexta Edición. Editorial Mc Graw Hill, ISBN 978-1-4562-2392-0, (versión digital).
- García, M.M. (2017). Las emociones y el bienestar en las personas mayores. Tesis de grado. Universidad Jaume. Disponible en: http://repositori.uji.es/xmlui/bitstream/handle/10234/169492/TFG_2017_GarciaMartinezMiriam.pdf?sequence=1 (Consultado el 5 de agosto de 2019). P8
- IMAL. (s/f). Organizaciones e instituciones nacionales y extranjeras fundadas, dirigidas o apoyadas por personal especializado en el IMAL. Disponible en: <http://imal.org.mx/extranjero.html> (Consultado el 30 de julio de 2019).
- López, S. A., Rodríguez, A.A. y Ramírez, R. L. (2008). Eficiencia terminal en la educación superior, La necesidad de un nuevo paradigma. México. Revista de la Educación Superior. Vol. XXXVII (2), No. 146. ISSN: 0185-2760. Disponible en: http://publicaciones.anuies.mx/pdfs/revista/Revista146_S5A1ES.pdf (Consultado el 11 de julio de 2019).
- Melamed, A. F. (2016). Las teorías de las emociones y su relación con la cognición: un análisis desde la filosofía de la mente. San Salvador de Jujuy, Argentina. Cuadernos de la Facultad de Humanidades y Ciencias Sociales - Universidad Nacional de Jujuy, núm. 49. ISSN: 0327-1471. Disponible en: <https://www.redalyc.org/pdf/185/18551075001.pdf> (Consultado el 3 de agosto de 2019). 13-38
- Merino, M. H. y Pereira, C. M. (1990). Familia y esquizofrenia: Una revisión desde el punto de vista de la interacción familiar. Universidad de Santiago. Disponible en: <file:///C:/Users/luz/Desktop/terapia%20familiar/Semestre%201/módulo%205/1.-%20comunicación%20esquizofrenizante.pdf>
- MEXTUDIA. 100 mejores universidades de México * Readers Digest. (2019). <https://mextudia.com/rankings/100-universidades-de-mexico-readers-digest/> (Consultado el 8 de julio de 2019).
- Morales, S. L. A. Morales, S. V. y Olguín Q. S. (2007). Rendimiento escolar. México. Revista electrónica Humanidades, tecnología y ciencia del Instituto Politécnico Nacional. ISSN 2007-1957 Disponible en: http://www.revistaelectronica-ipn.org/Contenido/16/HUMANIDADES_16_000382.pdf (Consultado del 20 de julio de 2018).
- Núñez, F. C. y Quiñones, U. A. (2012). Importancia de la evaluación y autoevaluación en el rendimiento académico. Barranquilla Colombia. ISSN: 1657-2416. Disponible en: <https://www.redalyc.org/pdf/853/85323935009.pdf> (Consultado el 2 de agosto de 2019).

Pallarés, M. (2010). Emociones y sentimientos, Dónde se forman y cómo se transforman. Editorial: Marge, Books. Primera reimpresión. ISBN: 978-84-15004-33-2. Disponible en: https://books.google.com.mx/books?id=vP5qbPfwP88C&printsec=frontcover&dq=emociones&hl=es&sa=X&ved=0ahUKEwiqgoTPpr_kAhVRM6wKHW4BCu8Q6AEIKTAA#v=onepage&q=emociones&f=false (Consultado el 8 de agosto de 2019).

Pérez, L. C. y Santín, G. D. (2007). Minería de datos: técnicas y herramientas. Madrid, España. Editorial: Paraninfo. ISBN: 978-84-9732-492-2. Disponible en: https://books.google.com.mx/books?id=wzD_8uPFCEC&printsec=frontcover&hl=es#v=onepage&q&f=false (Consultado el 10 de agosto de 2019).

Piqueras, R. J. A., Ramos, L. V., Martínez. G. A. E y Oblitas G. L. A (2009). Emociones negativas y su impacto en la salud mental y física. Bogotá, Colombia. Suma Psicológica, vol. 16, núm.2. Disponible en: <https://www.redalyc.org/pdf/1342/134213131007.pdf> (Consultado el 4 de agosto de 2019).

Pulido, A. F. Herrera, C. F. (2017). La influencia de las emociones sobre el rendimiento académico. Granada, España. ISSN 1688-4221, versión on line. Disponible en: (Consultado el 3 de agosto de 2019).

Serrepe, Z. I. C. (2015). Propuesta de un programa de inteligencia emocional basado en las relaciones interpersonales, para mejorar la adaptación social de los estudiantes del primer ciclo del instituto de Educación superior tecnológico "Cayetano Heredia"-Chiclayo. Tesis de maestría. Universidad Nacional Pedro Ruiz Gallo. Disponible en: <http://repositorio.unprg.edu.pe/handle/UNPRG/3503> (Consultado el 1 de septiembre de 2019).

UJED. (2018). Anuario estadístico 2018, Universidad Juárez del Estado de Durango. Durango, México. https://www.ujed.mx/doc/publicaciones/anuario-s-estadisticos/Anuario_estadistico_2018.pdf (Consultado el 10 de julio de 2019).

Ventura, Ch. M. (s/f). Procesos emocionales y afectivos. Colombia. Disponible en: <https://dialnet.unirioja.es> > descarga > articulo (Consultado el 4 de agosto de 2019).