

## La influencia de las emociones y la corporalidad en el aprendizaje de estudiantes universitarios

*The influence of emotions and physicality in the learning of university students*

*A influência das emoções e corporalidade na aprendizagem de estudantes universitários*

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### Las disposiciones emocionales y corporales y el aprendizaje universitario

#### Resumen

El objetivo de la presente investigación fue analizar cómo las emociones y la corporalidad influyen en el aprendizaje de los estudiantes de la Escuela de Administración de la Universidad César Vallejo, campus Trujillo (Perú). Para ello, se realizó un diseño no experimental, transversal y correlacional. La población objeto de estudio estuvo conformada por el total de estudiantes matriculados en el segundo semestre del año 2017 de la mencionada escuela, mientras que la muestra —aplicando un muestreo probabilístico aleatorio simple, con un margen de error de  $\pm 5.08\%$ — fue de 288 estudiantes. La técnica utilizada fue la entrevista, y el instrumento empleado fue el cuestionario, el cual se sometió a la prueba de consistencia interna alfa de Cronbach (0.801). A partir del análisis global de las puntuaciones en los indicadores de la variable *aprendizaje*, se puede afirmar que los encuestados se encuentran predominantemente en un nivel medio. Asimismo, existe

una relación positiva entre la calificación vigesimal promedio y el aprendizaje. Igualmente, al analizar la relación entre emociones y aprendizaje, se puede asegurar que existe una vinculación negativa entre determinadas emociones y el aprendizaje, pues ante el miedo, la tristeza, la rabia o la vergüenza no se suele generar el conocimiento, a diferencia de lo que sucede cuando existen emociones positivas como la alegría. Por último, se puede concluir que determinadas disposiciones corporales (p. ej., flexibilidad, apertura) impactan de forma positiva en el aprendizaje.

**Palabras clave:** aprendizaje, emociones, disposiciones corporales.

### **Abstract**

The objective of this research was to analyze how emotions and the corporation influence on students' learning in Cesar Vallejo University Business School - Trujillo Brucnh, Peru. For this, a non-experimental, transversal and correlational design was carried out. The population studied was made up of the total number of Second Semester students enrolled in 2017 of the aforementioned school, while the sample - applying a simple random probabilistic sampling, with a margin of error of  $\pm 5.08\%$  - was 288 Students The technique used in the interview, and the instrument used in the questionnaire, was the Cronbach's alpha (it is a measure of internal consistency) test (0.801). From the global analysis of the scores in the learning variable indicators, it can be affirmed that the respondents are predominantly at a medium level. Likewise, there is a positive relationship among the vigesimal average score and learning. In the same way, when analyzing the relationship between emotions and learning, it can be affirmed that there is a negative link between emotions and learning, as well as fear, sadness, anger or shame. What happens when there are positive emotions such as joy. Finally, it can be concluded that bodily dispositions (eg, flexibility, openness) have a positive impact on learning.

**Keywords:** learning, emotions, bodily dispositions.

## Resumo

O objetivo da presente investigação foi analisar como as emoções e a corporeidade influenciam a aprendizagem de alunos da Escola de Administração da Universidade César Vallejo, campus de Trujillo (Peru). Para isso, foi realizado um delineamento não experimental, transversal e correlacional. A população estudada foi composta pelo total de alunos matriculados no segundo semestre de 2017 da referida escola, enquanto a amostra - aplicando uma amostragem probabilística aleatória simples, com margem de erro de  $\pm 5,08\%$  - foi de 288 alunos. A técnica utilizada foi a entrevista, e o instrumento utilizado foi o questionário, que foi submetido ao teste de consistência interna do alfa de Cronbach (0,801). A partir da análise global das pontuações nos indicadores da variável aprendizagem, pode-se afirmar que os respondentes estão predominantemente em nível médio. Da mesma forma, existe uma relação positiva entre o escore médio vigesimal e o aprendizado. Da mesma forma, ao analisar a relação entre emoções e aprendizado, pode-se assegurar que existe uma ligação negativa entre certas emoções e aprendizado, porque diante do medo, tristeza, raiva ou vergonha, o conhecimento geralmente não é gerado, ao contrário. O que acontece quando há emoções positivas como a alegria. Finalmente, pode-se concluir que certas disposições corporais (por exemplo, flexibilidade, abertura) têm um impacto positivo na aprendizagem.

**Palavras-chave:** aprendizagem, emoções, disposições corporais.

**Fecha Recepción:** Agosto 2018

**Fecha Aceptación:** Enero 2019

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## Introduction

Traditionally, the training given in the universities of Peru has been characterized by emphasizing the transmission of knowledge so that future professionals can successfully perform in their work areas. However, with more and more insistence, companies have realized that some of the new professionals lack the development of interpersonal skills, which are as significant as the cognitive ones to face and solve various work situations that occur every day (Lapierre and Aucoeurier, 1985).

In fact, according to various authors (Collell and Escudé, 2003), students' emotions are a factor that often goes unnoticed in the process of academic formation, and it is not taken into account that on multiple occasions the cause of the students' disinterest for the proposed activities are due to a variety of emotional problems, which may be affecting their stability without being aware of it (Moreno, 1998, cited by Collell and Escudé, 2003). Due to this, the management of emotions, as well as the ability to recognize one's own and others' emotional reactions are skills that must be developed in students to benefit coexistence between peers and collaborative learning.

In addition to this, various authors consider that the body exerts an influence on emotions and how they are lived, hence the student must be able to understand the dynamics of their body, their expressiveness, their level of body communication, as well as the way in which it affects their emotions, feelings, thoughts and actions (Bisquerra, 2000).

For this reason, the objective of this research was to try to answer the following question: how emotions and corporality influence the learning of students of the School of Administration of the César Vallejo University, Trujillo campus (Peru) ?

To this end, an attempt has been made to analyze the way in which emotions (eg, joy, sadness, anger, fear, enthusiasm and shame) and body dispositions (eg openness, flexibility, resolution, stability, and centering) ) are linked to learning, which has been evaluated from five dimensions: attitudes and perceptions, acquire and integrate knowledge, extend and refine knowledge, meaningful use of knowledge and mental habits.

## **Method**

The design of the present investigation was non-experimental, cross-sectional and correlational, with the purpose of analyzing emotions and corporality, as well as its influence on the learning of the students of the Administration School of the César Vallejo University, Trujillo campus, during the year 2017. To do this, the basic emotions and bodily traits that influence the learning of the participants were identified, their achieved levels of learning were measured, and the influence of their emotions and their corporality on learning was determined. The hypothesis proposed was that emotions and corporality have a positive and significant influence on student learning.

## Population and sample

The population was conformed by all the students (1271) enrolled in the second semester of 2017 of the Professional School of Administration of the César Vallejo University, Trujillo campus. From this figure, the sample size was determined by the following equation:

$$n = \frac{N Z^2 pq}{e^2(N - 1) + Z^2 pq}$$

$$\text{Calculando: } n = \frac{(1271)(1.96)^2 (0.50)(0.50)}{(0.0508)^2(1270) + (1.96)^2(0.50)(0.50)} = 288$$

As:

$n$  = tamaño de la muestra

$N$  = 1271 (población objeto de estudio)

$e$  = 5.08 % (error máximo tolerado)

$Z$  = nivel de confianza 95 %

$p$  = 0.50 (variabilidad positiva; se asume la máxima variabilidad)

$q$  = 0.50 (variabilidad negativa = 1 – p).

The criterion of maximum likelihood was used ( $p = 0.50$  and  $q = 0.50$ ), an error margin of  $\pm 5.08\%$  was estimated with a confidence level of 95% and a simple random probabilistic sampling was applied. The technique used was the interview and the instrument used was the questionnaire. Next, the elaboration process is explained.

## Preparation of the questionnaire

Taking into account the theoretical models of emotional and corporal dispositions as well as learning, the following analysis dimensions were established in the questionnaire:

- Emotional dimension: Happiness, anger, fear, sadness, surprise or enthusiasm and shame.
- Body dimension: Stability, flexibility, openness, resolution and centering (Pacheco, 2017).
- Learning dimension: Attitudes and perceptions, acquire and integrate knowledge, extend and refine knowledge, meaningful use of knowledge and mental habits.

The questions asked were elaborated using a Likert type structure, which provides a first ranking of the students according to the characteristic measured in each case.

### Processing of data

The statistical software SPSS Statistics, version 21, was used to tabulate and process the results, while the analysis was performed using descriptive and inferential statistics (Pearson coefficient and Spearman's Rho).

### Consistency analysis of the questionnaire

The internal consistency method was based on Cronbach's alpha, since it allows estimating the reliability of an instrument through a set of items that must measure the same construct or theoretical dimension. In terms of validity, this refers to the degree to which the instrument measures what it intends to measure (Welch and Comer, 1988). In this sense, the closer to 1 the alpha value is, the greater is the internal consistency of the items analyzed, as shown below: > 0.9 excellent; > 0.8 good; > 0.7 acceptable; > 0.6 questionable; > 0.5 poor, and < 0.5 unacceptable.

The internal consistency was evaluated through a pilot test that was applied to a group of 40 students, which was useful to examine the formulation of each question, its applicability, level of understanding and writing. This test reached a Cronbach's alpha = 0.801, which indicates good statistical reliability. Likewise, it was determined that there was internal consistency between the items, so it was considered that the questions were measuring the proposed indicators for each variable.

**Tabla 1.** Estadísticos de fiabilidad

Alfa de Cronbach	N.º de elementos
0.801	288

Fuente: Elaboración propia

## Results

**Tabla 2.** Correlación entre las emociones y el aprendizaje

Variables		Emociones	Aprendizaje
Rho de Spearman	Emociones	Coefficiente	1.000
		Significación (ambos lados)	.
		Muestra	288
	Aprendizaje	Coefficiente	-.241**
		Significación (ambos lados)	.000
		Muestra	288

\*\* La correlación es significativa en el nivel 0.01 (2 colas).

Fuente: Elaboración propia

Using Spearman's correlation coefficient, as observed in Table 2, it can be affirmed that the relationship between emotions and learning is negative. This means that emotions such as fear, sadness or anger (categorized as negative) do not generate learning. The coefficients are statistically significant at 0.05, although the magnitude of the coefficients does not exceed -0.25, so it can be concluded that there is a poor negative relationship between emotions and learning.

**Tabla 3.** Correlación entre las disposiciones corporales (corporalidad) y el aprendizaje

Variables		Aprendizaje	Corporalidad
Rho de Spearman	Aprendizaje	Coefficiente	1.000
		Significación (ambos lados)	.
		Muestra	288
	Corporalidad	Coefficiente	.477**
		Significación (ambos lados)	.000
		Muestra	288

\*\* La correlación es significativa en el nivel 0.01 (2 colas).

Fuente: Elaboración propia

As observed in Table 3, it can be assured that there is a positive relationship between body dissipations and learning. This means that in the presence of characteristic corporal dispositions that reinforce a certain emotion, learning is generated. The coefficients are statistically significant



at 0.05, but the magnitude of the coefficients only approaches 0.50; therefore, it is concluded that there is a moderate positive relationship between bodily dispositions and learning.

**Tabla 4.** Correlación entre la calificación vigesimal promedio y el aprendizaje

Variables		Aprendizaje	Promedio de calificación del último semestre
Rho de Spearman	Aprendizaje	Coficiente	1.000
		Significación (ambos lados)	.001
		Muestra	288
	Promedio de calificación del último semestre	Coficiente	.187**
		Significación (ambos lados)	.001
		Muestra	288

\*\* La correlación es significativa en el nivel 0.01 (2 colas).

Fuente: Elaboración propia

In table 4 it can be seen that there is a positive relationship between the average vigesimal score and learning. Likewise, the coefficients are statistically significant at 0.05, although the magnitude of the coefficients does not exceed 0.25; therefore, it is concluded that there is a poor positive relationship between the average vigesimal score and learning.



**Tabla 5.** Correlación entre las dimensiones emocionales y las dimensiones del aprendizaje

Variables / dimensiones		Actitudes y percepciones	Adquirir e integrar el conocimiento	Extender y refinar el conocimiento	Uso significativo del conocimiento	Hábitos mentales	
Rho de Spearman	Alegría	Coefficiente	.254**	.089	.259**	.202**	.197**
		Significación (ambos lados)	.000	.134	.000	.001	.001
	Rabia	Coefficiente	-.183**	-.169**	-.078	-.159**	-.091
		Significación (ambos lados)	.002	.004	.189	.007	.125
	Miedo	Coefficiente	-.190**	-.159**	-.154**	-.066	-.150*
		Significación (ambos lados)	.001	.007	.009	.265	.011
	Tristeza	Coefficiente	-.236**	-.171**	-.155**	-.125*	-.179**
		Significación (ambos lados)	.000	.004	.008	.034	.002
	Sorpresa o entusiasmo	Coefficiente	-.037	-.042	-.095	-.082	-.074
		Significación (ambos lados)	.531	.478	.106	.167	.209
	Vergüenza	Coefficiente	-.178**	-.181**	-.258**	-.258**	-.194**
		Significación (ambos lados)	.002	.002	.000	.000	.001

\* La correlación es significativa al nivel 0,05 (bilateral).

\*\* La correlación es significativa al nivel 0,01 (bilateral).

\*\*\* n = 288

Fuente: Elaboración propia

Table 5 shows a positive relationship between joy and each dimension of the learning variable; the coefficients are statistically significant at 0.05, except in the dimension to acquire and integrate knowledge. However, the magnitude of the coefficients does not exceed 0.25, except for a slight difference between attitudes and perceptions and to extend and refine knowledge. Therefore, it is concluded that there is little positive relationship between the variable joy with the dimensions of learning, except to acquire and integrate knowledge.

On the other hand, there is a negative relationship between anger and each dimension of the learning variable; the coefficients are statistically significant at 0.05, except in the extend and refine knowledge dimension. However, the magnitude of the coefficients does not exceed -0.25, so it is concluded that there is a scarce negative relationship between the variable anger and the dimensions of learning, except to extend and refine knowledge.

Likewise, a negative relationship between fear and each dimension of the learning variable is noted; the coefficients are statistically significant at 0.05, except in the dimension of significant

use of knowledge. However, the magnitude of the coefficients does not exceed  $-0.25$ , hence it is concluded that there is a scarce negative relationship between the variable fear and the dimensions of learning, except for significant use of knowledge.

There is also a negative relationship between sadness and each dimension of the learning variable; the coefficients are statistically significant at  $0.05$ , although the magnitude of the coefficients does not exceed  $-0.25$ ; therefore, it is concluded that there is a scarce negative relationship between the variable sadness and the dimensions of learning.

Also, there is no relationship between surprise and each dimension of the learning variable; the coefficients are not statistically significant at  $0.05$ , and the magnitude of the coefficients does not exceed  $-0.25$ . Therefore, it is concluded that there is no negative relationship between the surprise variable and the dimensions of learning.

Finally, a negative relationship between shame and each dimension of the learning variable is observed; the coefficients are statistically significant at  $0.05$ ; however, the magnitude of the coefficients does not exceed  $-0.25$ . Consequently, it is concluded that there is a scarce negative relationship between the variable shame and the dimensions of learning.

**Tabla 6.** Correlación entre las dimensiones de las disposiciones corporales (corporalidad) y las dimensiones del aprendizaje

Variables / dimensiones		Actitudes y percepciones	Adquirir e integrar el conocimiento	Extender y refinar el conocimiento	Uso significativo del conocimiento	Hábitos mentales	
Rho de Spearman	Disposición a la seguridad, estabilidad, control	Coefficiente	.046	-.013	-.110	-.033	-.128*
		Significación (ambos lados)	.441	.831	.061	.573	.030
	Disposición a la imaginación, artista, flexibilidad	Coefficiente	.113	.150*	.198**	.191**	.163**
		Significación (ambos lados)	.044	.011	.001	.001	.006
	Disposición a acoger, apertura	Coefficiente	.357**	.322**	.304**	.340**	.393**
		Significación (ambos lados)	.000	.000	.000	.000	.000
	Disposición a la acción (resolución)	Coefficiente	.345**	.288**	.236**	.320**	.302**
		Significación (ambos lados)	.000	.000	.000	.000	.000
	Centramiento	Coefficiente	.350**	.429**	.448**	.410**	.448**
		Significación (ambos lados)	.000	.000	.000	.000	.000

\* La correlación es significativa al nivel 0.05 (bilateral).

\*\* La correlación es significativa al nivel 0.01 (bilateral).

\*\*\* n = 288

Fuente: Elaboración propia

Table 6 does not show a relationship between stability and each dimension of the learning variable; the coefficients are not statistically significant at 0.05, except in the mental habits dimension, where it is significant and with a negative relationship; however, the magnitude of the coefficients does not exceed + -0.25, so it is concluded that there is no relationship between the stability variable and the learning dimensions, except mental habits, where there is a scarce negative relationship.

Likewise, there is a positive relationship between flexibility and each dimension of learning; the coefficients are statistically significant at 0.05, although the magnitude of the coefficients does not exceed 0.25. Therefore, it is concluded that there is a scarce positive relationship between the variable flexibility and the dimensions of learning.

Likewise, a positive relationship is noted between openness and each dimension of learning; the coefficients are statistically significant at 0.05, and the magnitude of the coefficients exceeds

0.25. Therefore, it is concluded that there is a moderate positive relationship between the variable openness and the dimensions of learning.

There is also a positive relationship between the resolution and each dimension of learning; the coefficients are statistically significant at 0.05, and the magnitude of the coefficients exceeds 0.25, except to extend and refine knowledge, hence it is concluded that there is a moderate positive relationship between the resolution variable and the learning dimensions.

In addition, there is a positive relationship between the centering and each dimension of learning; the coefficients are statistically significant at 0.05, and the magnitude of the coefficients exceeds 0.25, so it is concluded that there is a positive / moderate strong relationship between the centering variable and the learning dimensions.

**Tabla 7.** Correlación entre las dimensiones de las emociones y las dimensiones de las disposiciones corporales

Variables / dimensiones		Disposición a la seguridad, estabilidad, control	Disposición a la imaginación, artista, flexibilidad	Disposición a acoger, apertura	Disposición a la acción (Resolución)	Centramiento	
Rho de Spearman	Alegría	Coeficiente	-.018	.109	.180**	.202**	.141*
		Significación (ambos lados)	.756	.045	.002	.001	.017
	Rabia	Coeficiente	.084	.081	-.176**	.016	-.047
		Significación (ambos lados)	.157	.172	.003	.790	.431
	Miedo	Coeficiente	.140*	.164**	-.021	-.032	-.123*
		Significación (ambos lados)	.017	.005	.719	.593	.036
	Tristeza	Coeficiente	.193**	.067	.007	-.105	-.216**
		Significación (ambos lados)	.001	.254	.901	.074	.000
	Sorpresa o entusiasmo	Coeficiente	.204**	.085	.069	.027	-.086
		Significación (ambos lados)	.000	.148	.244	.651	.143
	Vergüenza	Coeficiente	.336**	.009	-.143*	-.250**	-.285**
		Significación (ambos lados)	.000	.877	.015	.000	.000

\* La correlación es significativa al nivel 0,05 (bilateral).

\*\* La correlación es significativa al nivel 0,01 (bilateral).

\*\*\* n=288

Fuente: Elaboración propia

In table 7, when correlating the variables emotions and bodily dispositions or corporeality, a relationship between joy and each dimension of bodily dispositions is appreciated; the coefficients are statistically significant at 0.05, except in the stability dimension, where it is not significant and with a negative coefficient; however, the magnitude of the coefficients does not exceed  $\pm 0.25$ , so it is concluded that there is a poor relationship between the variable joy and bodily dispositions, except stability, with which there is no relationship.

Likewise, there is no relationship between anger and each dimension of bodily dispositions; the coefficients are not statistically significant at 0.05, except in the opening dimension, where it is significant and with a negative relationship; however, the magnitude of the coefficients does not exceed  $\pm 0.25$ ; therefore, it is concluded that there is no relationship between the rage variable and each dimension of the corporal dispositions, except for openness, with which there is a scarce negative relationship.

Likewise, a relationship between fear and the dimensions of bodily dispositions is noted, except in opening and resolution. The coefficients are statistically significant at 0.05, except for the aperture and resolution dimensions, where they are not significant. However, the magnitude of the coefficients does not exceed  $\pm 0.25$ , hence it is concluded that there is a relationship between the variable fear and the dimensions of body dispositions, except for opening and resolution, with which there is no relationship.

On the other hand, there is no evidence of a relationship between sadness and the dimension of bodily dispositions; the coefficients are not statistically significant at 0.05, except in the stability and centering dimensions, where it is significant and with a positive relation for the first and negative for the second; However, the magnitude of the coefficients does not exceed  $\pm 0.25$ , so it is concluded that there is no relationship between the sadness variable and the dimensions of the body dispositions, except stability and centering, where there is little positive relationship for the stability and a low negative relation for centering.

Also, there was no resemblance between surprise and the dimensions of bodily dispositions; the coefficients are not statistically significant at 0.05, except in the stability dimension, where it is significant and with a positive relationship; however, the magnitude of the coefficients does not exceed  $\pm 0.25$ ; therefore, it is concluded that there is no relationship between the surprise variable

and each dimension of the corporal dispositions, except for stability, with which there is a scarce positive relationship.

Finally, there is a relationship between shame and the dimensions of bodily dispositions, except in flexibility. The coefficients are statistically significant at 0.05, except in the flexibility dimension, where it is not significant. However, the magnitude of the coefficients slightly exceeds  $+ -0.25$ ; therefore, it is concluded that there is a moderate relationship between the variable shame and the dimensions of body dispositions, except flexibility, with which there is no relationship.

## **Discussion**

The results obtained in this inquiry, in terms of emotions, show that for most of the students interviewed, joy is related to being able to establish new and better interpersonal relationships, although it is worth noting that almost 20% do not consider that said feeling should bond with being altruistic and empathetic. Even so, Choliz (2005) explains about this emotion that serves as an essential stimulus for a person to achieve the desired goal, hence it can be experienced when a certain goal is reached.

Regarding rabies, 52.4% think that it is difficult to concentrate and learn when they are angry, although it should be noted that the interviewees do not necessarily associate this feeling with a need to act intensively and immediately or physically or verbally; These results do not coincide with what was referred by Chóliz (2005), who says that rabies is mainly characterized by the presence of aggressive and destructive behavior against objects or people.

In relation to fear, 50% of those consulted, in accordance with what was reported by Bisquerra (2000), consider that this feeling arises in the face of the perception of risk or danger, which in turn can generate an emotional block, stunning or immobilization. before certain actions.

The sadness, on the other hand, is an emotion that is very present in the interviewees, although it is worth mentioning that 27.4% of the interviewed say that lately they feel discouraged, melancholic and discouraged. In fact, almost 20% believe that they have lost a lot lately and that the damage that has been caused to them can not be repaired. This perception coincides with the point made by Chóliz (2005), who argues that sadness is a state of indifference that is materialized in the decrease of vital activity and loss of momentum to react.

Regarding surprise, 64.9% consider that it is useful to focus all attention and energy on the understanding of what is presented, while 36.8% believe that surprise can block the ability to respond. In this regard, Choliz and Gomez (2002) explain that this feeling causes an increase in physical and mental stimulation, which can produce a paralysis in the activity that is being executed at that moment.

Regarding shame, 34% think that this sensation appears when they have to put themselves in front of an audience, while 33% are ashamed to comment in front of their classmates and teachers; One of the possible causes of this perception, according to Chóliz and Gómez (2002), is found when people believe that their actions may show incompetence. Even so, it is noteworthy that 53.5% of the interviewees are not bothered by the activities or tasks that require public exposure.

On the other hand, regarding the bodily disposition of stability, 51.7% like to plan each activity and adhere to the rules and routines. In fact, 51.4% is identified with the phrase "The rules are clear". In this sense, Muradep (2012) confirms that stability produces a feeling that allows the person to seek the materialization of their goals.

Regarding the corporal disposition of flexibility, 55.6% think that it is very important to have a clear vision and create and innovate constantly, while 52.4% is identified with the phrase "I have an idea". These findings agree with what was explained by Muradep (2012), who affirms that flexibility encourages people to create, change, dream and not fear before the novelty, which serves to adapt quickly to changes.

Concerning the corporal disposition of the opening, 58.3% of the students believe that their movements are slow and delicate, the volume of their voice is soft and the speed of their conversation is slow and calm to be understood better. Likewise, they like to create a climate of well-being, reconcile and maintain a sense of team, for which 54.2% is identified with the phrase "Welcome". These data are coherent with what was stated by Sabido Ramos (2010), who believes that this type of attitude helps people when they must establish links or communicate, although it can also cause problems to decide, risk or defend their point of view.

On the bodily disposition of the resolution, 55.9% of participants like to make decisions, direct, motivate others and undertake, although 76% do not identify with the phrase "Here I command." The resolution, according to Muradep (2012), is a feeling that is associated with people who are willing to dominate, act and achieve goals, as they are very passionate and enthusiastic.



The problem, however, is that they have difficulty listening and rectifying, characteristic values of people who are open.

With regard to the corporal disposition of centering, 64.9% of respondents believe that their energy flows constantly, so that they are always alert and available. Likewise, 61.8% affirm that their movements are always safe, smooth and agile; They even know where to move and how to use their energy in every situation. In this regard, Sabido Ramos (2010) indicates that this type of people let their emotions flow, they have a great connection with life and the world, so they adopt an attitude depending on each situation.

With respect to attitudes and perceptions, dimensions of the learning variable, 63.2% feel accepted by their teachers and peers, while 62.2% believe that they have the skills and resources necessary to complete the tasks assigned. These attitudes and perceptions, according to Marzano and Gutiérrez (2005), undoubtedly affect the development of the student to learn, which is why they should be encouraged in a habitual way.

Regarding acquiring and integrating knowledge, dimensions of the learning variable, 71.9% of those consulted are able to understand the effect that a certain study strategy has on learning. Likewise, 63.5% consider that their teachers have helped them understand the importance of internalizing knowledge with practice and comparing it with daily life. In this sense, Marzano and Gutiérrez (2005) point out that acquiring and integrating knowledge means cultivating a model, giving it clarity and putting it into practice so that its performance can be carried out with ease.

In relation to extending and refining knowledge, dimensions of the learning variable, 69.1% of students believe that they are capable of identifying the similarities and differences of the different events. In fact, 68% think that they can categorize and group similar situations, while 67% refer to being capable of abstraction, that is, finding and explaining general patterns in information or specific situations. For Marzano and Gutiérrez (2005), these skills are essential to extend and refine the information, and to carry out deductive and inductive reasoning to detect errors and propose perspectives.

Regarding the significant use of knowledge, the variable of learning, 69.4% consider that they can solve problems in order to achieve their objectives, while 65.3% assure that they can make decisions. This is achieved, of course, by developing the ability to invent, investigate and analyze the behavior of the variables in a system (Marzano and Gutiérrez, 2005).

With regard to mental habits, the dimension of the learning variable, 63.5% explain that they can assume a position when the situation warrants it, which is linked to the development of critical thinking. Likewise, 61.1% consider that they are able to supervise their own thinking, while 60.4% think that they can plan appropriately, which is associated with self-regulated thinking. To enhance this, however, activities that encourage reflection, creativity and behavior regulation should be designed (Marzano y Gutiérrez, 2005).

## **Conclusions and recommendations**

The findings obtained in this work allow us to offer the following conclusions: for example, when analyzing the relationship between emotions and learning, it can be affirmed that there is a negative link between certain elements of these variables, since before fear, sadness, rage or Shame does not usually generate knowledge, unlike what happens when there are positive emotions such as joy. On this association, Moreno (2015) explains that traditionally the school has dedicated its efforts to the development of cognitive skills, prioritizing the scope of scientific and technical learning to the detriment of the promotion of emotional stimuli. In this sense, it is suggested that within the curriculum there should also be a space to work on emotions (García, 2013), since these help students to feel successful and recognized for their performance.

Likewise, and to avoid negative feelings such as those that arise with shame and anger, care must be taken to create an atmosphere of tranquility and trust where all people can openly express their opinions and where they even have the right to make mistakes. To do this, students' prior knowledge must be taken into account, because in this way they can be taught to face a new situation based on what they already know.

On the other hand, it can be affirmed that certain corporal dispositions (eg, flexibility, openness) have a positive impact on learning. This type of relationship can be justified because, as stated by Manzano and Casals (2016), what is sought is to get the subject to understand the importance of understanding confusing or belligerent situations to try to find a solution. In other words, it is about breaking the technicality between conflict-mind-body to generate new healthy arrangements.

Likewise, the positive relationship between the average vigesimal score and learning is highlighted. In this regard, Ruiz, Hernández and Ureña (2008) comment that the relationship

between the adopted learning approach and institutional performance is significant, since students who adopt a deep focus are those who obtain better grades, while those who take a balanced approach they are usually placed at a lower level. These data can be a reflection of the fact that the evaluation found in the base of the analyzed score of the participating students requires strategies that fit the deep focus to avoid the simple memorization of contents.

On the other hand, and by correlating the emotional variables and bodily dispositions or corporality, it can be assured that there is no relationship between joy and stability, between fear and openness and resolution, or between shame and flexibility; while there is a relationship between rage and openness, as well as between sadness and stability (little positive relationship) and centering (little negative relationship). Finally, there is also a poor positive relationship between surprise and stability. On this link between the corporal expression and the emotions, Ruano (2014) indicates that the frequency and the intensity with which the emotions are experienced do not support modifications as a result of the intervention of the corporal expressiveness, except the shame in the situations that are similar to those worked on in the intervention (shame in new situations and where they feel ridiculous). Finally, and contrary to the findings of Ruano (2014), no evidence was found to support that the development of body awareness can contribute to the consolidation of interpersonal skills and psychological well-being.

For all the above, it is recommended that the School of Administration of the César Vallejo University, Trujillo campus, develop a curricular change or a curriculum with focus on emotional and corporal dispositions. For this, of course, we must go from a rational education, focused exclusively on the domain of content, to a revaluation of the role of emotions and the body as key and substantial elements of the learning process. In this effort, all the actors or interest groups of the university world must be involved.

Likewise, it is suggested to deepen in all the aspects related to human corporality, because the body must be conceived as an energy that is in harmony with the world and with emotions, which favors learning. Likewise, apply an educational coaching program as a method to enhance soft skills or competencies in administration students, which are widely required in the labor market. This activity must be developed through the promotion of knowledge and technical resources capable of collaborating in the improvement of the quality of life, based on student action and self-discovery.

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