Educación emocional en la formación del profesorado de Chile
Emotional education in teacher training in Chile
A educação emocional na formação de professores no Chile

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Resumen

Este trabajo se enfoca en la importancia de la educación emocional en la formación inicial de docentes en Chile, lo cual puede realizarse mediante dos modalidades complementarias: una transversal y otra específica, integrada en asignaturas del currículo. Para ello, se examinaron 18 modelos educativos y 14 mallas curriculares de universidades estatales que forman docentes de educación básica con el objetivo de identificar aquellas instituciones que incorporan la educación emocional como parte relevante de los futuros docentes. Los resultados muestran que dicho tema es mencionado explícitamente en todos los modelos educativos de las universidades analizadas y que, salvo una excepción, todas ellas incluyen al menos una asignatura relacionada con la educación emocional en sus mallas curriculares. Estas asignaturas se agrupan en tres categorías: 1) aquellas directamente vinculadas al desarrollo personal y la educación emocional, 2) asignaturas orientadas a la formación de habilidades y competencias sociales, y 3) asignaturas de orientación educacional, cuyos contenidos temáticos coinciden con los de la educación emocional. Estos resultados sugieren que existe una tendencia a incluir asignaturas que contribuyan a la formación integral del alumnado, aunque en muchas de ellas no se observa una progresión clara que garantice la continuidad, gradualidad y sistematicidad necesarias para una educación emocional efectiva. Por eso, se considera que aún queda un desafío pendiente para abordar esta deficiencia en la formación docente.

Palabras clave: educación emocional, formación integral, formación inicial docente, competencias transversales.

Abstract

This paper addresses the importance of emotional education in initial teacher training in Chile, considering that this is possible under two complementary modalities; one transversal and the other specific, immersed in curriculum subjects. For this purpose, 18 educational models and 14 curricula of state universities that train basic education teachers were reviewed, in order to determine which of these institutions include emotional education as a relevant part of the comprehensive training of future teachers. The results indicate that comprehensive training is explicitly mentioned in all the educational models of the universities, and that, with the exception of one, all the universities have incorporated at least one subject associated with emotional education in their curricula. The subjects found fall into three categories; 1) subjects directly related to personal development and emotional education, 2) subject of formation of social skills and competencies and 3) educational orientation, a subject whose thematic axes are consistent with emotional education. These results indicate that there is a tendency to include subjects that contribute to the integral education of students, although in many of them there is no progressive line of subjects that contribute to the continuity, gradualness and systematization required by emotional education, which is why it is considered that there is still a pending challenge to correct this deficiency in education.

Key words: emotional education, comprehensive training, initial teacher training, transversal skills

Resumo

Este artigo aborda a importância da educação emocional na formação inicial de professores no Chile, considerando que isso é possível sob duas modalidades complementares; uma transversal e outra específica, imersa em disciplinas curriculares. Para o efeito, foram analisados 18 modelos educativos e 14 currículos de universidades estatais que formam professores do ensino básico, a fim de determinar quais destas instituições incluem a educação emocional como parte relevante da formação integral dos futuros professores. Os resultados indicam que a formação integral é explicitamente mencionada em todos os modelos educativos das universidades e que, com exceção de uma, todas as universidades incorporaram nos seus currículos pelo menos uma disciplina associada à educação emocional. As disciplinas encontradas dividem-se em três categorias: 1) disciplinas diretamente relacionadas com o desenvolvimento pessoal e a educação emocional; 2)

disciplinas de formação de aptidões e competências sociais; e 3) orientação educativa, disciplina cujos eixos temáticos estão em consonância com a educação emocional. Estes resultados indicam que existe uma tendência para incluir disciplinas que contribuem para a formação integral dos alunos, embora em muitas delas não exista uma linha progressiva de disciplinas que contribuam para a continuidade, gradualidade e sistematização exigidas pela educação emocional, razão pela qual se considera que continua a existir um desafio pendente para colmatar esta lacuna na educação.

Introduction

Considering the comprehensive formation of personality as the goal of education implies expanding the pedagogical perspective to encompass physical, intellectual, moral, social and emotional development in the educational field. According to Sánchez et al. (2019), the essence of emotional education lies in preparation for life, which must be developed in an experiential, reflective and transferable way, through a gradual, continuous and permanent process that facilitates the development of specific competencies (Bisquerra, 2013).

The model proposed by Bisquerra and Pérez Escoda (2007) promotes the development of emotional competencies, which include emotional awareness, understood as the ability to recognize and express one's own feelings; emotional regulation, which involves understanding that emotions are related to thought and action; emotional autonomy, referring to the ability to act in accordance with personal standards; social competence, which encompasses skills for healthy interpersonal relationships, including problem solving; and skills for life and well-being, seen as the ultimate objective of emotional education.

In this way, the educational environment is presented as a conducive context for the development of these emotional competencies, since it facilitates interactions and learning that promote the integration of knowledge (Mayer et al., 2008; Weissberg et al., 2015). Higher education —initial and continuing— offers the opportunity to provide relevant learning for interpersonal, intrapersonal and professional development (Sobral & Caetano, 2022) and, therefore, contributes to the comprehensive development of the personality. In

this sense, it is relevant to highlight the social role of the university as an institution that trains professionals suitable for the labor market, but also as a promoter of skills, strengths and virtues that result in individual and social well-being (Franganillo et al., 2021).

The importance attributed to the integration of emotional education throughout all educational levels, including higher education, has been supported by various authors, who consider it a valuable tool to improve school success (Greenberg, 2010). This importance lies in its positive relationship with subjective well-being and its ability to reduce the incidence of depression (Fernández-Berrocal & Extremera, 2016). In this regard, Cejudo et al. (2016) point out that adequate emotional development helps create conducive learning environments, hence emotional education is not only feasible, but necessary for the training of competent professionals (Pérez-Escoda et al., 2019).

Although the most advanced models of emotional education have been subject to criticism regarding their conceptualization or their approach to the educational process (Cornejo-Chávez et al., 2021; Zaldívar, 2024), these do not question the very essence of emotional education, but rather they suggest the need for a rethinking of its conceptualization to more precisely define its objectives and scope. Therefore, such criticisms can be seen as an opportunity to reflect more deeply on emotional education.

Furthermore, there is scientific evidence that supports the positive impact of optimal levels of emotional intelligence in university students, both on their academic performance (Ariza, 2017; Páez & Castaño, 2015) and on the reduction of academic stress and the promotion of positive attitudes toward the study (Extremera et al., 2007).

Therefore, for teachers, emotional intelligence becomes relevant, since it is useful for managing conflicts in the classroom (Valente, 2019) and promoting a harmonious school environment that addresses the psychological needs of students (Čotar, 2020). In the words of Nelis et al. (2011), emotional training programs for young adults significantly improve their levels of emotional competencies, hence the importance of integrating this type of training into higher education, either directly or transversally (Goralska, 2020). In direct training, various teaching methods must be used, among the most effective are problem solving, case studies, the project method and cooperative learning, among others (Sánchez et al., 2019).

In addition to this, Rêgo and Rocha (2009) explain that any process of emotional education, in addition to a method, involves carrying out actions sustained over time to obtain desired results in society. This can also be understood as a temporal sequence that

involves the same student with a variety of subjects that promote their development in this educational field.

However, the problem lies in the lack of knowledge about the modalities that universities have adopted to incorporate emotional education into training processes. Therefore, it can be stated that pedagogy students must acquire skills that strengthen their emotional education, both for their own personal growth and to be able to transmit them to their future students as professionals, hence the purpose of this study is to determine the inclusion of emotional education in the curricula of state universities that train teachers.

Theoretical framework

Generic or transversal competencies of university training models

At European level, the Tuning Project Educational Structures in Europe delimited a series of generic or transversal competences, which can be classified into three categories: instrumental, interpersonal and systemic, and were adopted by the universities of the continent and incorporated into the study plans (González & Wagenaar, 2003). This is because these institutions have been able to integrate the guidelines emanating from various reports from organizations such as the OECD (2011), UNESCO (Delors, 1996) and the Economic Culture Fund (Reimers & Chung, 2016) into their educational models. .

These organizations have highlighted the crucial role of higher education in meeting the requirements of a demanding and changing environment, which demands professional skills beyond the disciplinary (Mazalin & Kovacic, 2015). According to Amor and Serrano (2018), these skills must be common to all university programs and be oriented towards strengthening capabilities that facilitate adaptation to various personal, social and professional circumstances. Vander Hofstadt and Gómez (2013) argue that the mission of any university must include the training of educated citizens, capable of facing their professional activity with personal autonomy .

In accordance with this premise, universities have assumed the commitment to train students who not only master the skills of their disciplinary fields, but also possess emotional skills that contribute to their integral development (Gilar et al., 2019).

In the case of Chile, this trend has materialized through the continuous review of university educational models (Covarrubias et al., 2022) in order to guarantee educational quality (Asún et al., 2013). One of the significant changes has been the adoption of the competency-based model, which places the student at the center of the teaching processes

(Romero et al., 2022), which encourages the development of fundamental transversal competencies to face a diverse world. and globalized (Álvarez & López, 2018).

Emotional education as part of formal education

Emotional education is an area of development that is still incipient in Chile, although it has gained relevance, especially after the return of confinement due to covid-19, which revealed the need for an education that promotes emotional, social and mental well-being.

The emotional competencies included in a continuous, gradual and systematic emotional education process, which supports awareness, understanding, expression and regulation of emotional phenomena (Bisquerra, 2011), have an impact on the quality of university training and teaching. of education professionals (Mineduc, 2020a). Therefore, the incorporation of these capabilities represents an important challenge that lies in broadening the teaching perspective on the relevance of an appropriate approach for this area of training (Gallardo & Pérez, 2017).

In the Chilean context, there are various ministerial documents and guidelines that promote comprehensive training in the educational system, training that teachers receive during their university training. Among them, a subject called Orientation stands out, which —according to the curricular bases (Mineduc, 2012a, 2015)— is present from the 1st basic year to the 2nd intermediate year. This subject is included in the Initial Teacher Training in many teacher training institutions, since any teacher who performs the function of "course leader" in Chile must learn the principles that guide this subject and then apply them in the classroom.

The purpose of this orientation subject in the educational system, both in basic education and in secondary education, is to contribute to the comprehensive process of students at these educational levels in order to promote their personal, emotional, social and scholastic development. This subject is organized into five thematic axes: 1) personal growth, 2) well-being and self-care, 3) interpersonal relationships, 4) belonging and democratic participation, and 5) management and projection of learning. These axes address different educational aspects and, therefore, promote a more coherent and natural curricular articulation.

On the other hand, the Mineduc establishes transversal learning objectives (OAT) as general goals to be achieved throughout the entire school educational process. These also

aim at the comprehensive development of personality and, therefore, must be addressed in all school experiences, since they do not correspond to specific subjects or specific teachers, but to the entire educational community. In this sense, it is vital that curricular designs within schools provide the necessary resources and opportunities to achieve these objectives and give meaning to the progression in academic, personal and social training (Santamaría et al., 2021).

In line with the above, there are the standards of the teaching profession, included in the new Framework for Good Teaching (Mineduc, 2021), which focus directly on the performance of teachers, specifically on their socio-emotional development. This document highlights social-emotional learning as a process through which students acquire skills that promote self-knowledge, understanding and regulation of emotions, empathy, building and maintaining positive relationships, responsible decision making, and effective management. of challenging situations (Mineduc, 2021).

In short, according to Romero-Pérez and Mateos Blanco (2019), the current challenges of emotional education include promoting a multidimensional approach and designing programs adapted to the needs of educational centers; integrate the concepts of health and emotional well-being in education; promote ethical, moral and social development in the curriculum; promote emotional education based on scientific evidence; and provide emotional training for teachers.

Method

Methodological design

This study is framed in a descriptive documentary analysis of two publicly accessible curricular documents from Chilean state universities. One of these documents corresponds to the educational models of the university institutions, while the other covers the curricular frameworks of the Pedagogy courses in Basic Education of those universities who train teachers.

Materials and methods

There were 18 educational models from Chilean state universities and 14 curricula from the Pedagogy in Basic Education careers from these teacher training institutions. The search records of the educational models focused on revealing the explicit declaration of the concept of comprehensive training, while the subjects that enable the implementation of emotional education were identified in the curricula of the courses.

Results

Table 1 presents fragments where comprehensive training is explicitly mentioned. It is worth noting that each institution is mentioned at least once, with a maximum of 20 mentions (excluding the index). The educational models of each institution are organized into different sections, so the relevant fragments have been recorded together with the corresponding title. Furthermore, no more than 4 fragments of each model have been selected, and the central part of the sentence in which they are inserted has been included.

Table 1 . Integral formation in the Models educativos from the university of statales

From Chile

University	Year	Fragments relevance
U.1 (12)	2021	*Academic Profile:* Taking responsibility not only for the holistic development of students and their academic outcomes (p. 28). *Academic program design:* Commitment to a comprehensive education that is appropriately articulated with professional achievement (p. 24). *Academic profile:* Comprehensive education that considers students' development not only in the discipline but also as individuals and citizens (p. 28)
U.2 (2)	2020	*Generic competencies:* Those that allow the integral development of future professionals in both their personal and interpersonal dimensions (p. 8). *Training with a competency-based approach:* Allows the integral development of the person by involving an active work process (p. 13).

U.3 (19)	2012	*Institutional principles:* It creates an environment conducive to the integral formation of the people who are part of it (...). It responds to these requirements through the integral formation of professionals that society needs (pp. 6-7). *Educational model:* Students have the opportunity to learn in order to be integrally formed (p. 10). *Student-centered education and meaningful learning:* Social competencies and moral development that contribute to comprehensive education (p. 12). *Generic and specific competencies:* Contributing in a relevant way to the integral formation of the student (p. 16).
U.4 (10)	2006	*Presentation:* Contributing to the formation of integral subjects (p. 15). *Strategic guidelines:* This implies consistency and harmony in the professional and integral development of our students (p. 20). *Commitment to quality education:* Professional training is conceived as a process that seeks integral human development (p. 35).
U.5 (4)	2011	*Introduction:* ULA assumes the integral formation of students (p. 4). Pedagogical level: Intentionality of the purposes and actions that mediate teaching practices and learning processes and achievements in their integrality, which enhance the development of the subjects (p. 11). *Graduation profile:* Its social role derives from a comprehensive training, which assumes the professional component through knowledge, skills and activities as dimensions of learning (p. 12). *Curricular management:* As well as those aimed at favoring the integral formation of students (p. 13).
U.6 (1)	2012	*Evaluation of competencies:* Based on a conception of the person, competencies are established as integral actions (p. 17).
U.7 (1)	2012	*Institutional conception of its formative function:* Promoting the integral formation of its students (p. 45).

U.8 (11)	2014	*Orientation to the new generations:* Dard e post of the Advance of knowledge and integral development as crucial values to promote long-term general well-being (p. 17). *Institutional seal:* Comprehensive training courses (p. 23). *Curricular organization:* As one of the areas of comprehensive student training that allows managing the curriculum (p. 30). *Training by cycles:* Intended for mandatory training and considers the guidelines for the comprehensive development of the student (p. 31).
U.9 (3)	2011	*The university and the integral performance of its graduates:* As a university mission, it is a multifaceted task that the university approaches in an integral manner and with a commitment to the country (p. 22).
U.10 (20)	2021	*Introduction:* Comprehensive training for ethical and socially responsible citizenship (p. 9). *Institutional seal:* Postulates development (p. 11). *Comprehensive training of people:* Teaching that considers the person from a comprehensive perspective means taking into consideration their multidimensionality, which includes cognitive, affective, social, political and community aspects (...). In this way, comprehensive training becomes a process. Beneficial for both the (…) it is pointed out that the Comprehensive training of people is an inherent principle of public education (pp. 19-20).
U.11 (2)	-	*Principle of integrality:* Different dimensions that involve the human being; intellectual, artistic, affective, ethical, physical and social (p. 17). *Integral development training area:* From their professional, value and social training (p. 22).
U.12 (3)	2020	*Principios de la universidad;* b, Reconocimiento al mérito: Este principio favorece una formación integral de excelencia en los alumnos (p. 10). *Formación integral del estudiante:* Considera junto al desarrollo

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		cognitivo e intelectual, aspectos afectivos, valóricos y culturales; contribuyendo a su preparación para una vida personal y profesional íntegra (p. 12).
U.13 (2)	-	*Marco institucional:* Entrega una formación de calidad que permite a sus estudiantes acceder a oportunidades de movilidad social y formación integral (p. 9). *Currículo formativo:* Como apoyo formativo integral para sus estudiantes (p. 21).
U.14 (12)	2008	*Description:* To achieve comprehensive development that allows you to insert yourself into society as a professional of excellence (p. 16). *The student is the center of the process:* To achieve comprehensive development of the subject as an individual, professional and citizen (p. 18). *Components of the process:* The process is articulated by virtue of the guidelines provided by the thematic axes, which favor the integral development of the individual (p. 23). *Pyramid of training by competencies:* The pyramid of training by competencies is the knowledge, skills and attitudes, which are articulated in a permanent process of learning and comprehensive development of competency (p. 27).
U.15 (7)	2023	*Presentation:* Promotes the integral development of the person (p. 9). *Educational model:* To promote an integral formation (...), emphasizes the integral formation of the person as an ideal to which to contribute (...), is based on four pillars, which are the integral development of the person (p. 27). *Integral development of the person:* This pillar includes the balanced development of the multiple dimensions of the human being (p. 31).

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U.16 (8)	2020	*Integral formation:* Through this formative line, it seeks to ensure a formative project that provides society with integral and competent people (...). Integral formation is a mandatory and transversal formative area at all formative levels (p. 13). *Curricular foundations:* Comprehensive processes involve diverse approaches and disciplinary perspectives for a pertinent, integral and quality education (p. 14). *Integral formation area:* Develops the institutional formative seal and general competencies for academic life and in society (p. 25). *Relationship between teaching and research:* Adequacy of comprehensive training is established (p. 27).
U.17 (1)	2019	*Transversal formation:* Contributes to the achievement of the formative seal, to integral formation (p. 25).
U.18 (2)	2018	*Presentation:* It faces the challenge of forming integral persons (p. 2). Education in values, integral formation of the student (p. 3).

Source: self made

Of the 14 state universities that offer the Pedagogy degree in Basic Education in the country, only one does not include subjects directly associated with comprehensive training or emotional education. The others incorporate between 1 and 5 subjects related to this area in their study plans: 4 universities have 1 subject, 5 universities have 2 subjects, 1 university offers 3 subjects, another university offers 4 subjects and 2 universities have 5 subjects.

In total, these subjects add up to 31, classifiable into 3 categories. The first category is directly related to personal development and emotional education, the second focuses on the formation of social skills and competencies, and the third includes subjects whose thematic axes have recently been associated by the Ministry of Education with emotional education.

In the first category there are 6 subjects related to personal development and emotional education, that is, those that focus specifically on the development of this area (table 2).

Table 2 . Personal development and emotional education in the curricula of initial teacher training.

University	Semester	Name of the subject
U.4	1st semester	Workshop of development staff and professional I
	3rd semester	Workshop of development staff and professional I I
	5th semester	Workshop of development staff and professional I II
	7th semester	Workshop of development staff and professional IV
U.11	2nd semester	Social and emotional education and health professional I
	3rd semester	Social and emotional education and health professional II

Note: U = University; n = correlative number assigned to a different Chilean state university.

Source: self made

The second group (table 3) brings together 15 subjects that promote the development of skills necessary for school coexistence, citizenship training and the social skills or competencies that they wish to promote.

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Table 3. Subjects aimed at training skills in the social area of the curricula in initial teacher training

Semester	School life	Citizen education	Social skills
1st semester			Communication skills for the development of learning and teaching (U.6)
2nd semester	General structures of school coexistence (U.6)		
4th semester	School coexistence (U.10)		Teamwork and development of social skills (U.13)
5th semester		Childhood and training for citizens in basic school (U.8)	
6th semester		Citizen education (U.3)	Development of social thinking (U.5)
7th semester			Special educational needs and practice of values and socio-affective competencies (U.2)
			Ethics and social responsibility (U.13)
8th semester	Human interaction for coexistence school (U.5)		Leadership and entrepreneurship (U.2) Social responsibility (U.13)

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9th semester	Creation of environment of collaboration (U.13)		Critical thinking and resolution of problems (U.4)
10th semester		Citizen education and training (U.5)	

Source: self made

Thirdly, the Educational Guidance subject stands out, common to ten universities (table 4), which links teachers with teaching work from a privileged position for personal training. It is found both in pedagogy courses and in the entire educational system, and its objective in higher education is to prepare students for their role as head teacher or tutor, since they will have to teach it during their professional practice.

Table 4. Educational orientation in the curricula of initial teacher training

2nd semester	4th semester	5th semester	6th semester	8th semester
Guidance and Education for the Diversity (U.18)	Educational guidance and school coexistence (U.4)	Orientation, mediation and leadership of course (U.1)	Guidance and Course leadership (U.16)	Educational orientation (U.5)
	Educational guidance for the development of the people and dimensions personal and professional of the basic education teacher (U.6)	Workshop orientation (U.3)	Guidance and education citizen in the Basic education (U.10)	Educational orientation (U.14)
				Head teacher and community educational (U.8)

Source: self made

When analyzing the training itineraries of the state universities that train teachers, it can be seen that, as shown in table 5, four institutions include subjects linked to transversal training, which are progressively distributed in the curricula, including at least three subjects in different semesters of training.

Table 5. Curriculum networks with more than three linked subjects to the transversal affirmation

University	Assignments of the curriculum	Semester of study
U.6 (3 assignments)	Communicative Skills for the Development of Learning and Teaching I	Semester 1
	General Structures of School Coexistence	Semester 2
	Educational Guidance for the Development of the Person and Personal and Professional Dimensions of the Basic Education Teacher.	Semester 4
U.4 (5 assignments)	Workshop of development staff and professional I	Semester 1
	Workshop of development staff and professional I I	Semester 3
	Orientation educational and school life	Semester 4
	Workshop of development staff and professional I II	Semester 5
	Workshop of development staff and professional IV	Semester 7
U.13 (4 assignments)	I work in Equipment and Development of Social skills	Semester 4
	Child Psychology, Inclusion: Responding to Special Needs, Ethics and Social Responsibility	Semester 7
	Responsibility Social	Semester 8
	Creating a Collaborative Environment	Semester 9
U.5 (5 assignments)	Development of the thought social	Semester 6
	Educacional orientation	Semester 8
	Interaction human to par a the school life	Semester 8
	Critical thinking and problem solving	Semester 9
	Education and citizenship training	Semester 10

Source: self made

Discussion

The promotion of conceptual, procedural and attitudinal knowledge in university students (Bustamante et al ., 2015) is not carried out randomly, but rather responds to the university responsibility of inserting students into the world of work (Covarrubias et al., 2022). This training process is intentional and has a clear direction of what it is intended to achieve. In this task, the university must commit to a comprehensive education that combines disciplinary training with pedagogical and practical training.

In the case of Chile, all state universities declare their commitment to the comprehensive training of their students, explicit support in the curricular documents reviewed in this study. In this sense, comprehensive training is mentioned up to 20 times in educational models, in sections such as the presentation of the model, the academic profile, the institutional principles, the institutional seal, or directly as generic competence. Therefore, it is expected that this will lead to training that is developed transversally and through specific, intentional and progressive subjects, which directly favor the development of emotional and social competencies.

Although the inclusion of comprehensive training subjects in the curricula of pedagogy courses does not in itself guarantee emotional training, it demonstrates an interest in including this area that is so relevant today. In teacher training, this makes even greater sense, as it is not just the training of one individual, but of many due to the multiplier effect of the teaching profession.

Finally, it would be interesting to examine the contributions of these subjects to the graduation profiles or their interference in the pedagogical standards of the pedagogy career in basic education (Mineduc, 2012b) to specify the degree to which the requirements established in the teacher training.

Conclusion

As noted in this work, the training of professionals in all areas requires comprehensive training. However, it is in initial teacher training (FID) where this need becomes more relevant, since teachers not only learn for their own well-being, but also to teach, especially those who are preparing to be nursery and basic education teachers.

In the curricula of almost all the state universities reviewed, which train teachers (with only one exception), subjects related to emotional training are included. Only one institution (U.11) explicitly offers a subject called Socio-Emotional Education in its training curriculum. However, other universities, such as U.4, offer a very similar subject, called Personal and Professional Development, which is presented as a progressive line throughout the different semesters, which allows compliance with the principles of continuity, gradualness and systematicity of emotional education.

If institutions that incorporate three or more subjects related to emotional education are included in this analysis, it is observed that only four of them meet this condition, which shows that there are still pending challenges to improve the process of emotional education. In fact, it must be considered that emotional education is a learning process of vital importance for the comprehensive development of each person, as it seeks to manage emotions to relate in a healthy way and promote personal and social well-being, all framed in a process of continuous growth. and permanent.

Understood in this way, emotional education is a task inherent to the family, school and university; That is, the components of continuity and permanence that this learning process requires can be achieved through interaction with people with whom an emotional bond is maintained.

Future lines of research

Relevant ideas emerge from this study, such as the already existing commitment of universities regarding the need to incorporate comprehensive training, in which emotional education is considered an important educational axis to be developed. Specifically, an approach could be encouraged towards those institutions that have opted for emotional education to understand the motivations that support this incorporation, as well as to understand the expectations generated around it.

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