

# Examining the Correlation between Emotions and Undergraduate Students' Academic Achievement: A Characterization in and for the Intricate Colombian Setting

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## Abstract

Research has proven that human learning is mediated by emotions; thus, the influence of unpleasant emotions in this process might have a devastating effect. The good news is that those effects are reversible. As researchers in this study and non-intentional representatives of many colleagues, we have witnessed the wide variety of emotions displayed by undergraduate students, ranging from apathy for academy to disappointment due to the sociopolitical situation they endure; nonetheless, the two of us are now more concerned about understanding how we can contribute to the improvement of our pupils' emotional intelligence state. Therefore, this study focuses on exploring the level of emotional self-consciousness that first to sixth semester students from a B.A. in Foreign Languages-English at a state university have and how they handle or deal with those emotions so we can characterize them. Questionnaires, surveys, focus groups, semi-structured interviews, and critical incidents are being used to garner data in this Action Research (in progress) with a Mixed Methods design, which also intends to establish the possible influence that emotions might have on students' academic achievement in order to be able to decide on and implement didactic strategies that help pupils cope with the potential negative effects of emotions in both, academia and personal lives. Hitherto, findings have shed light on the actions to be undertaken in terms of extracurricular cultural, playful, leisure, and artistic activities that can boost human relationships and interaction to consolidate mentally healthier human beings: final purpose of all educational instruction.

**Keywords:** affection, college students, didactic strategies, emotional intelligence, state university