

Affective Development or Emotional Intelligence

Ricardo Morgado Giraldo¹

¹ University of Sevilla

Received: 1 January 1970 Accepted: 1 January 1970 Published: 1 January 1970

Abstract

In this article we contrast the concepts of affective development and emotional intelligence, and we relate the first to a dynamic view of psychic life and the second to an atomistic and compartmentalized view. We provide various empirical evidence to support this statement. In the first of these pieces of evidence, it is shown that the interaction between affects and cognition, manifested through affective bonds, is subject to evolution; while the second shows that the behavior of affects (emotions as they are commonly called in specialized literature) is erratic and non-progressive throughout the lives of individuals. From this evidence, it follows that the exclusive education of emotions does not lead by itself to a harmonic maturation of individuals, since it does not respond, naturally, to progressive improvement or growth. From the latter, it follows that the interaction between the cognitive and the affective must be taken into account in order to achieve authentic maturation and not resort to addressing emotions in isolation and without paying attention to the fact that affects act in interaction with the so-called processes. cognitive. This work also insists on the need to resort to a global explanatory theory of affectivity, whose application would improve the results obtained with the techniques that use the currents of so-called emotional intelligence and/or education.

Index terms—

1 Introduction

he rise of the concept of emotional intelligence and, to some extent, that of emotional education, has taken for granted some hypotheses about human affectivity with a little empirical demonstration. This is surprising in science like psychology that struggles to make a niche among those that use the scientific method to prove their hypotheses. And it is not that the scientific method is uniform and only admits a single Methodology, but in the case that we speak, we find that a psychological and pedagogical vocabulary and practice are handled focused mainly on the results, and not on the foundation theoretical, without a specific method of hypothesis testing: neither quantitative nor qualitative. Instead, a series of related data is exposed as indicators of the effectiveness of the techniques used, such as the professional success or failure of one or the other, academic success, psychological wellbeing, resilience achieved, etc., all of them attributable or not to the construct "emotional intelligence" which is considered essential for the achievement of these successes and thereby establishing a pragmatic discourse of the taste of the business world (Goleman, 1995). We can find numerous cases in education that follow this orientation, as is the case of Carlos Hué (Hué García, 2008), or a series of approaches known as emotional education (Fernández Berrocal and Extremera Pacheco, 2005), inspired more or less in the Mayer or Goleman models (Mayer, 2020; Mayer et al., 2020). Finding in this line, even the works of Bar-On (Bar-On, 2006) and its theoretical current, which tries to distance itself from the aforementioned, although it continues to emphasize the effectiveness of the procedures, going the theory of this author in tow of these. As we see in the following paragraph:

"According to this model, socio-emotional intelligence is a cross-section of interrelated facilitating social and emotional skills and competencies that determine the effectiveness with which we understand and express

ourselves, understand others and relate to them, and address the challenges. daily demands.” ??Bar-On, 2006: 3) In addition to the above, this approach to emotional intelligence, and its variant of emotional education, have the disadvantage that -as Bar-On himself points out -in relation to the beginnings of the idea of emotional intelligence, they seem to be based on the study of alexithymia, thus inheriting the biased view of clinical practice, which focuses on pathologies, by identifying emotional intelligence with the ability or inability to ”recognise, understand and describe emotions”, thus distorting the concept (Ruesch, 1948), (MacLean, 1949).

Bar-On himself collects a summary of the Encyclopedia of Applied Psychology, which we can use here to take stock of the situation in the area, at least at the time of the publication of his article: ”[?] the Encyclopedia of Applied Psychology ??Spielberger, 2004) recently suggested that there are currently three main conceptual models: (a) the Salovey-Mayer model ??Mayer and Salovey, 1997) that defines this construct as the ability to perceiving, understanding, managing, and using emotions to facilitate thinking, determined by a skill-based measure ??Mayer et al., 2002); (b) Goleman’s (1998) model that views this construct as a broad range of competencies and skills that drive managerial performance, measured by multiple raters (Boyatzis, 2006; Boyatzis, ??oleman, & HayGroup, 2001); and (c) the Bar-On model (1997b, 2000) describing a cross-section of interrelated emotional and social competencies, skills, and facilitators that impact intelligent behavior, as measured by self-report (1997a, 1997b) within a potentially multimodal approach. expandable that includes interviews and evaluation by multiple evaluators (Bar-On and ??andley, 2003a ??andley, , 2003b)).” (Bar-On, 2006: 2). Thus, Bar-On tells us that Mayer considers emotional intelligence as a homogeneous construct that implies various competencies and abilities, that Goleman considers it as a motley collection of those, and that he sees it as a transversal fact. that relates them to each other. But, as can easily be seen, all these approaches focus on performance, failing to explain affectivity as such.

Starting from an epistemological point of view, we are inclined to first develop a theoretical model of affectivity, explicit enough so that later, if necessary, it can be applied to education, therapy, business, or any other area. This theory should be formulated, in our opinion, in the way that Plutchik (Plutchik, 1983a(Plutchik, , 1983b)) or ourselves (Morgado Giraldo, 1986), describe processes and functions instead of extracting the theory from educational practice or therapy. In the first place, because, if we do not do so, this deprives us of the possibility of reaching psychology or pedagogy of normality. Secondly, because otherwise, we run the risk of doing psychology or pedagogy, disconnected from the other sciences, with excessively different methodologies, which make it difficult to exchange information and hypothetical constructs; fundamental procedure for the global development of science. Thirdly, because it is the best way to follow an independent line of investigation, as far away, as possible, from spurious interests and outside the interest of knowledge and, fourthly, because it guarantees us a proven and effective investigation procedure.

Following this line of thought, since we started our work on affectivity, in 1984 we proposed that in our case said contrasted investigation procedure be guaranteed to achieve, as far as we could, an acceptable degree of effectiveness in its demonstrations; For this reason, we proposed a methodology based on the contrast of hypotheses and based on a study of the most representative samples possible. To achieve this, we used statistical tools adjusted to the type of variables we were studying, which in this case were nominal. The results obtained with these works, we compare them here.

2 II.

3 Objectives

? To verify if the affective life of people evolves similarly to the cognitive one, in a process from greater to lesser complexity. ? To check if this evolution is fulfilled, a) when emotions are analyzed separately and b) to check if they are fulfilled when emotions are studied in interaction with cognitions.

III.

4 Methodology a) Procedure

To compare the results obtained in our research, when we have considered cognition-emotion interaction and when we have not.

5 b) Hypothesis

The hypothesis from which we started in the first study was that there was an evolution from less to more complexity in the choice of the type of object with which the link was established to the 4 basic emotions considered; all this as the children passed from one cognitive stage to another. It was thus an emotioncognition interactionist hypothesis.

In the second study, we included a separate study of emotions and other affects, obtaining contradictory results with the previous ones.

6 c) Variables

To carry out the hypothesis contrast, we compared the results obtained in two variables: one that we can call ”predominant emotions or affects” and another that we can call ”object relations or affective bonds” (where

cognitive aspects interacted with other affective aspects). The second of these was measured, at first by a procedure of individual interviews, in which we asked about the objects linked to 4 basic emotions (Affection, Anger, Fear, and Sadness) (Morgado Giraldo, 1986) and in a second moment (2012) employing the Vocabulary test of the T.D.E. (Morgado Giraldo, 2012). The first variable was measured through items 1, 3, 5, and 7 of the aforementioned test. In the second variable (object relations or affective bond), in addition, the results could be compared with those obtained by us previously (Morgado, 1986), to verify the consistency of the results obtained, and, therefore, their validity, i.e., in the second case we applied retest and in the first, we did not, although the results obtained with both instruments are compared with each other.

In the case of the second variable, the children's responses were grouped into categories after the interviews were conducted; thus, in this first measurement (1986), these categories were called: Cognitive Group I: Non-social objects, objects related to ludism, and objects related to fantasy; Cognitive Group II: the categories had to do with the subject himself and with non-social objects in the immediate environment; and Cognitive Group: the categories referred to social or abstract objects.

In the second research, the grouping into categories was done previously, being presented as options in one of the T.D.E. questionnaires (2012) and according to the same 4 basic emotions (Affection, Anger, Fear, and Sadness), (Morgado Giraldo, 2015b).

7 d) Sampling

The samples were obtained in 1984 and 2012, in the respective studies that serve as the basis for our study. In the first case the sample was obtained in a locality near Seville (Mairena del Aljarafe); in the second in several localities in the western part of Andalusia. In the first case, there were 76 subjects (38 girls and 38 boys), with an age range of between 5 and 16 years, Year 2022 © 2022 Global Journals A Affective Development or Emotional Intelligence

We wanted to compare these results, to try to explain these differences.

with a mean of 10.2458 and a standard deviation of 3.18289.

Concerning the second sample, this was 920 subjects, divided between 429 boys and 486 girls, with 5 cases of which we do not know the gender. These children and adolescents were distributed in a range from 6.11 to 19.85 years of age, with a mean age of 12.56 years and a standard deviation of 2.48.

IV.

8 Results

9 a) The first sample (obtained in 1984)

i. Taken with 76 subjects

Cognitive group I: Non-social objects, objects related to gambling, and objects related to fantasy.

10 Cognitive group II:

The categories had to do with the subject himself and with non-social objects in the immediate environment.

11 Cognitive group III:

The categories referred to as social or abstract objects.

ii. The affection Results obtained concerning positive affect (Affection): In the contingency table above, we appreciate a tendency to be above the Expected Frequency, as we progress in age intervals and complexity of the "objects" linked to the affect "Affection".

We performed the chi-square test with these data, an asymptotic method because we had more than 20 subjects in the comparison. Results that confirm that there is a dependency relationship between the variables age and complexity of the "object", with respect to Condition as a control variable.

To find out the type of relationship that is established between the variables, we had to apply another test: In this case, we took into account the contingency coefficient, because it is a table with more than 2 values for each dimension. The significance is less than 0.05, which tells us that one variable changes in direct proportion to the other.

12 iii. The Rejection

The results obtained with respect to negative affect (Rejection) were as follows: In the contingency table above, we clearly appreciate a tendency to be above the expected frequency, as we progress in age intervals and in complexity of the "objects" linked to the affect "Rejection". These results confirm that there is a relationship of dependence between the variables age and complexity of the "object", with respect to Rejection as a control variable.

13 Volume XXII Issue II Version I

14 ()

To find out the type of relationship established between the variables, we have to apply, as in the previous case, another test, the contingency coefficient: In this case, we also take into account the contingency coefficient, because it is a table of more than 2 values for each dimension. The significance is less than 0.05, which tells us that one variable changes in direct proportion to the other.

15 iv. The Fear

The results obtained with respect to Fear were as follows: These results confirm that there is a relationship of dependence between the variables age and complexity of the "object", with respect to Rejection as a control variable. To find out the type of relationship established between the variables, we have to apply, as in the previous cases, another test, the contingency coefficient: In this case, we also take into account the contingency coefficient, because it is a table with more than 2 values for each dimension. The significance is less than 0.05, which tells us that one variable changes in direct proportion to the other.

16 v. The Sadness

The statistical results obtained with respect to Sadness were as follows: This indicates that there is a relationship between the variable age and the variable complexity of the object linked to the affect in question; although on this occasion, the significance seems somewhat weaker than in the previous cases, since 0.037 is closer to 0.05.

Likewise, to find out the type of relationship established between the variables, we have to apply, as in the previous cases, the contingency coefficient test, which we set out below: In this case, we also take into account the contingency coefficient, because it is a table with more than 2 values for each dimension. The significance is less than 0.05, although, as we have expressed above, with somewhat less intensity than with the other affects; however, it also tells us that one variable changes in direct proportion to the other.

17 b) Second sample (obtained in 2012)

i. Taken with 920 initial subjects.

On this occasion, the procedure for grouping the responses by stages was more detailed and more refined statistical techniques were applied; in addition to having a much larger sample. The steps are detailed below. It shows how the analysis of the answers allows us to assign expected answers, according to age, although this does not imply that they should nevertheless be given within those intervals.

Moreover, we revalidated the results obtained, at the time, with the first sample, with this second sample.

V.

18 Discussion

If we look at the contributions made so far by the currents related to the ideas of "emotional intelligence" or "emotional education", we generally find a favorable current, as could not be otherwise, since these seem to triumph in the fields of applied psychology and pedagogy. Thus we find optimistic messages such as that of Sanchez et al (2020): "[...] the educational context for the development of emotional and social competencies offered by emotional intelligence. It is to expand intrapersonal and interpersonal intelligence as tools that go beyond cognition, it is to awaken the holistic development of pedagogical knowledge. Thus, the strength and energy of emotional intelligence is made visible in the educational system that favors human relations and integral formation". (Sanchez, Acosta & Adriana Patricia, 2020: 65).

Or those that contextualize these currents in the international scope and of the different currents, mentioned above: According to these authors, Mayer and Salovey, great precursors of these currents, attend to: emotional perception, emotional facilitation or assimilation, emotional understanding and emotional regulation. According to them, they also use two types of measurement:

(a) Self-reports: TMMS-24 (Trait-Meta-Mood-Scale), which measures: attention -of feelings, clarityemotional- and repair -of emotions-.

(b) Performance measures (MISCEIT, with a total score).

They themselves, also warn us that: And they indicate in which cases it may be advisable to apply one test or another: "2. Specific areas of evaluation If the teacher seeks to assess intrapersonal skills, self-report measures are a quite adequate option, since relying on introspection allows the assessment of underlying emotional processes that are difficult to measure with skill tasks. Given that the TMMS does not collect interpersonal aspects, if the intended assessment is to extend to skills of understanding and regulating the emotions of others, performance measures such as the MSCEIT may be the most feasible option." (Fernández Berrocal, Pablo and Extremera Pacheco, 2005: 83).

In other words, both participate in the same epistemological principles, only that one evaluates one aspect of the construct "emotional intelligence" and the other another.

However, the results of these emotional education programs, based on one or the other construct of emotional intelligence, do not go beyond prima facie demonstrations of their efficacy, without taking into account the

placebo effect in them; Therefore, at least one double-blind study would be needed to certify that the successes attributed to these programs are not due to the high expectations they generate -among other things because of the need for them-or to the charisma or experience of those who conduct and/or implement them (Diekstra, 2008;Puertas-Molero et al. , 2020).

Thus, while Diekstra clarifies that these programs are governed by the general denomination of "social and emotional learning or education" (SEL). In the first part of his paper, he summarizes "the metaanalyses published in the period 1997-2008 that include studies on the effects of SEL/SFL". These identified 19 meta-analyses, to which were added "an additional meta-analysis [...] based on 76 controlled studies of SEL/SFL programs published in the last decade, between 1997-2007, comprising the largest number of intervention studies from non-Anglo-Saxon countries." (op. cit.: 271-272). As a result of these studies the author concludes that:

This review of 19 meta-analyses published between 1997 and 2008 on the effects of SEL/SFL programs, including several hundred intervention studies and hundreds of thousands of children and youth in primary and secondary education as participants, has provided clear answers to the questions it sought to answer. The overall picture that emerges convincingly shows that (1) SEL/SFL programs significantly improve what is taught, i.e., the social and emotional skills of children and youth;(2) SEL/SFL programs significantly reduce or prevent behavioral or mental problems or disorders such as violent, aggressive or antisocial behavior, substance abuse, anxiety, and depressive symptoms; (3) SEL/SFL programs enhance or promote positive attitudes and behaviors toward self, others, and school, such as self-concept, prosocial behavior, school and community involvement. (4) SEL/SFL programs significantly improve school grades or academic outcomes ??Diekstra, 2008: 296).

In another similar work, (Puertas-Molero et al., 2020: 84) reach similar optimistic results:

The bibliographic search was carried out in the Web of Science, SCOPUS and PubMed databases, obtaining a total of 20 articles related to the thematic analyzed. Only longitudinal articles were included, with a mean effect size of 0.73. When analyzing the effectiveness according to educational stage, it should be noted that Primary Education was the one with the best results (TE=0.95), followed by Secondary Education.

This leads them to affirm with satisfaction the great success of such programs (Puertas-Molero et al., 2020: 89):

After carrying out the data analysis, it was concluded that 90% of the implementations produce high positive effects on students, improving their emotional and social skills, providing them with the ability to learn to cope with the academic difficulties that arise daily in class, as well as to regulate their emotions.

However, objections to these programs are possible, especially analyzing the postulates of the so-called positive psychology from which they are based: Many of the contents now subsumed in the Positive Psychology movement have been developed for decades, although Positive Psychology has not wanted to recognize it. Perhaps this lack of recognition of previous work and this pretense of novelty have been necessary to achieve the rapid expansion of Positive Psychology in the Psychology market.

The second question about Positive Psychology centers on its scientific quality. In principle, what would distinguish Positive Psychology from other self-help methods or spiritual philosophies is that it claims to adopt the method of scientific psychology. However, there are several criticisms of its scientific quality: the inadequacy of its methodological approaches, the poor quality of the definitions used and the poor quality of the measures used to quantify the variables. Therefore, as some authors point out, it is sometimes difficult to distinguish Positive Psychology from a spiritual movement. Thirdly, we can mention the criticism of one of the fundamental fields of Positive Psychology: the study of the so-called "positive emotions". On what basis do we classify an emotion as positive or negative? Lazarus (2003) points out that taking the emotion out of its context and calling it a priori "positive", considering that it is in itself good, leads to losing essential information about the different role that each emotion plays in the adaptation of the person to different life situations, ignoring the different adaptive importance of each emotion. (Prieto Ursúa, 2007: 1).

Moreover, this preoccupation with achieving positive emotions may be a cause of that from which they seem to flee, a feeling of unhappiness:

The increasing pressure to be happy and smiling, to smile and always look at the positive side of life, can make us feel even worse. (Prieto Ursúa, 2007: 2) Because for the author, and for us too, the so-called positive psychology sometimes seems to fall into what it pretends to correct: Finally, Positive Psychology criticizes a strong current trend in the psychological field: psychiatricizing or psychologizing the suffering generated by the difficulty of living itself. Derived from this tendency to pathologize, we can find a message that I question: you need a psychologist for practically any difficult or delicate moment in life, for any moment in which you suffer. But, paradoxically, Positive Psychology can get to the same point by going the opposite way. It can end up offering the message: you need a (positive) psychologist to be happy. That is to say, it can end up promoting, even more than the previous message, dependence and the perception of need in the subject, functioning as a new natural religion. (Prieto Ursúa, 2007) In the same way that Held (2002) does not warn:

According to both popular and professional indicators, the push for the positive attitude in America is on the rise. After considering the popular culture zeitgeist, I compare and contrast two recent professional psychology movementsthose of positive psychology and postmodern therapy-both of which rest on a foundation of optimism and positive thinking despite their opposing views about a proper philosophy of science. I then present cross-cultural empirical research that calls into question the typical (North American) assumption that a positive attitude is necessary for (a sense of) well-being. I also consider findings in health psychology,

clinical/counseling psychology, and organizational behavioral science, findings which call into question the assumption that accentuating the positive (and eliminating the negative) is necessarily beneficial in terms of physical and mental health. The clinical/therapeutic implications of this analysis are addressed, as I put forth my conjecture about the existence of what I call the "tyranny of the positive attitude" in the form of a question: If there indeed now exists unprecedented pressure to accentuate the positive, could it then be that the pressure itself to be happy and optimistic contributes to at least some forms of unhappiness? (Held, 2002: 965) 2 Or in this other text, in which he warns us of the dangers of exacerbated positive psychology, practiced to a certain extent by the currents of emotional intelligence, which sometimes seem unable to get out of a simple willful "good will": VI.

19 Summary and Conclusions

[...] Many of those who were caught up in the excitement of discovering the venerable concept of positive thinking and feeling have, unfortunately, converted their oversimple dogmas into popular slogans designed to whip up enthusiasm for a vague and old-hat ideology that so far has had little new to say. Perhaps this is why they must attack the psychology of the past to create the illusion that what they offer is new and different. From my vantage, it is not. ??Lazarus & Martin, 2003: 15).

The words of Lazarus are clarifying, to which we do not dare to add more, since they alone focus the problem we are talking about. For all these reasons, we proposed, at the time, an alternative to cold rationalism, which would give the importance it deserves to the complex of psychic functions that we call affectivity, but trying to avoid the commonplaces and stereotypes that, precisely, rationalism attributes to it and which, without perceiving it as such, the so-called positive psychology assumes as its own.

Unlike the atomistic model of emotions, typical of the approaches to intelligence or emotional education, in its various variants, we, from the results obtained, have been able to verify that while the predominance of the various affects in each of the stages of development shows an irregular pattern (with oscillations that we have already analyzed above) (Morgado Giraldo, 2015a, 2017, 2017, 2020, 2016; Morgado Giraldo et al., 2013); however, the evolution of the fates of each negative or positive affective bond (interpreted as interaction between the cognitive and the affective) marches in a regular way towards progressive complexity and in an unilinear manner, as it seems common to all subjects this pattern.

These results call into question, in our opinion, the various forms of emotional education currently in circulation (at least the ones we are familiar with), since they are based on a monistic perspective of affective life -specifically of emotions -disregarding their interaction with the cognitive universe, towards which the perspective of the affective bond leads us.

Apart from proposals for emotional education that flee from the efficiency model proposed by the currents that defend the concept of emotional intelligence, such as Núñez and Romero (Núñez This model can help us to have a holistic perspective of affectivity, since it not only takes into account the elements of that structure (generally emotions), but also the interaction between these elements, their links and the overlap that continually occurs with the cognitive universe of people. The attachments play a decisive role in this approach, as our research has shown, and are the real drivers of affective development at all stages of the child and adolescent and act more or less synchronously with cognitive development. This line seems to point us in the direction of fostering appropriate positive links towards knowledge and between the different actors in the educational process, as well as negative ones towards the undesirable. All of this is aimed at improving teaching-learning processes and personal maturation.

20 b) The moods

Related to the affective bonds that are established, they have an important role in education, because they mark the demands for learning or affective support that each pupil or each group-class is demanding from us at any given moment. In order to be successful in this task, it is necessary to identify them promptly or correctly, and the best way we can think of to achieve this is active listening. Instrum

21 c) The motivation

The only really consistent motivation does not seem to be other than the one that starts from the authentic identity of the individual or the social group, an identity that is directly related to their individual or group affective profile (that is, their predominant affects). Defining this profile seems to show itself, then, again, as a necessity, which only seems possible based on an adequate analysis of the context, based on psychometric tests or socio-anthropological contrasts.

¹()

²© 2022 Global Journals Volume XXII Issue II Version I 3 ()

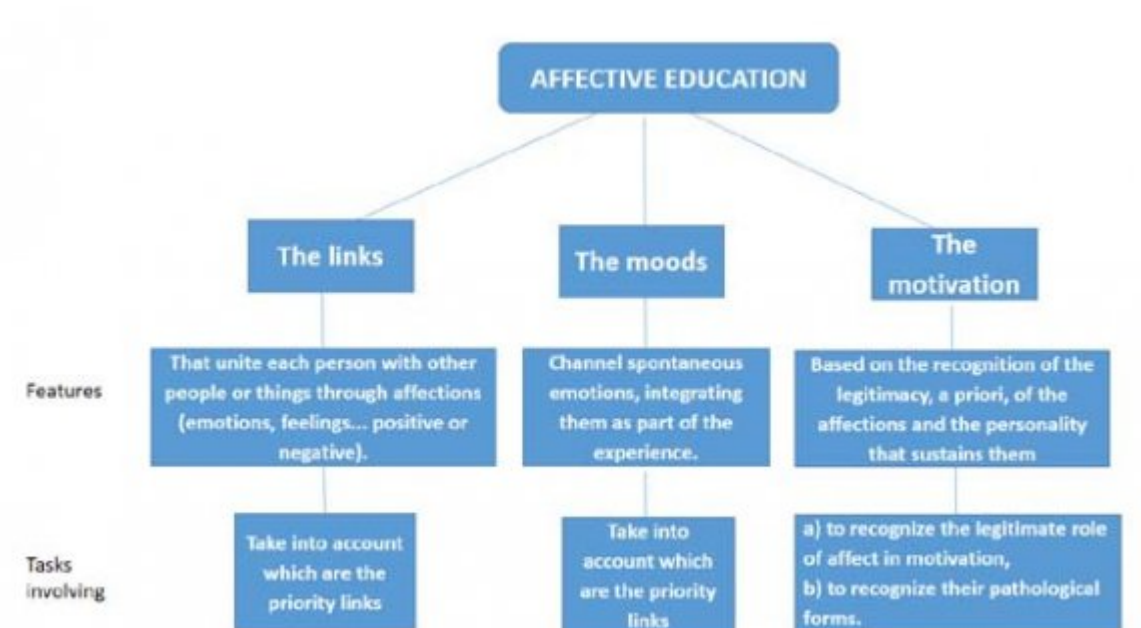


Figure 1:

15

Object type for Affection 1 2 3

Total

Figure 2: Table 15 :

16

	Value	df	Asymptotic	Signifi-
			cance (bilateral)	
Pearson's Chi-square	30,120 a	8	,000	
Likelihood ratio	29,757	8	,000	
Linear by linear association	20,131	1	,000	
N of valid cases	74			

[Note: a. 9 boxes (60.0%) have an Expected Frequency less than 5. The minimum expected frequency is 2.08.]

Figure 3: Table 16 :

1

Value Approximate Significance

Figure 4: Table 1 :

17

	Rejection		
1	2	3	Total

Figure 5: Table 17 :

21 C) THE MOTIVATION

2

	Value	df	Asymptotic cance (bilateral)	Signifi-
Pearson's Chi-square	23.612 a	8	.003	
Likelihood ratio	29.117	8	.000	
Linear by linear association	20.179	1	.000	
N of Valid cases	70			

[Note: a. 10 cells (66.7%) have an Expected Frequency of less than 5. The minimum expected frequency is 2.51.]

Figure 6: Table 2 :

18

Value	Approximate Significance
-------	--------------------------

Figure 7: Table 18 :

19

Fear	1	2	3	Total
------	---	---	---	-------

Figure 8: Table 19 :

20

	Value	df	Asymptotic cance (bilateral)	Signifi-
Pearson's Chi-square	23.240 a	8	.003	
Likelihood ratio	24.603	8	.002	
Linear by linear association	14.906	1	.000	
N of Valid cases	70			

[Note: a. 9 cells (60.0%) have an Expected Frequency of less than 5. The minimum expected frequency is 1.89.]

Figure 9: Table 20 :

21

Value	Approximate Significance
-------	--------------------------

Figure 10: Table 21 :

22

	Sadness		
1	2	3	Total

Figure 11: Table 22 :

23

	Value	df	Asymptotic cance (bilateral)	Signifi-
Pearson's Chi-square	16.382 a	8	.037	
Likelihood ratio	17.398	8	.026	
Linear by linear association	12.750	1	.000	
N of Valid cases	70			

[Note: a. 7 cells (46.7%) have an expected frequency of less than 5. The minimum expected frequency is 1.57.
Volume XXII Issue II Version I 6 ()]

Figure 12: Table 23 :

24

Value	Approximate Significance
-------	--------------------------

Figure 13: Table 24 :

25

	Frequency	Percentage	Percentage Valid	Cumulative Per- cent- age
Valid	unknown	.5	.5	.5
	Male 429	46.6	46.6	47.2
	Female 486	52.8	52.8	100.0
	Total 920	100.0	100.0	

c) Procedure and reduced results

A similar statistical treatment was carried out with each of the basic emotions, consisting of:

I: The reduction of the numerous starting variables (around 40) to a manageable number: 9 or 10.

II. Obtaining the statistics corresponding to the crossing of 2 nominal variables.

The results obtained with these procedures are shown in the following table:

III. The conversion and filtering of the variables to emotions, to convert them into ordinal variables with 4 age stages and then with 3, after filtering atypical cases.

Figure 14: Table 25 :

Attachment Categories

207.843
df.: 60
861
Sig.: .000

Summary of tests performed on the second sample (2012)

Measures for nominal variable

Contingency
test

Symmetrical Directional Correlation Measures test
Cramer's Lambda N 2
V

Measures for ordinal variable (3 categories)

Contingency test

Symmetrical
measurements

Cramer's GamKenda
V ma Tau c

Directional Measures

l'sSommers' D

Attachme df.: 60
861

.201 .071

159.383

849df.: 12

.306

.489.355

.342

sig: .000

© 2022 Global Journals

Figure 15: Table 26 :

- [Francisco] , San Francisco . Jossey-Bass.
- [Observatorio and Déu] , Faros Sant Joan De Observatorio , Déu . <http://www.facebook.com/ObservatorioFAROS>
- [] , 10.1207/S15327965PLI1402_02. https://doi.org/10.1207/S15327965PLI1402_02 Lawrence Erlbaum Associates Inc.
- [Morgado Giraldo ()] , R Morgado Giraldo . 2012. (Test de Desarrollo Emocional (T. D. E.))
- [Portillo et al. ()] , Pérez Portillo , F P Clares López , J ; Programa Disemfe: Expresión Y Comunicación Emocional , Una , Secundaria . <https://idus.us.es/handle/11441/48069> 2015.
- [Morgado Giraldo (ed.) ()] *Actas I Congreso de EXpresión emocional*, R Morgado Giraldo . http://congreso.us.es/ciece/Publicacion_CIECE_2015.pdf_2015.pdf A. (Asociación internacional de E. y Comunicación & I. 978-84-608-2436-7. (ed.) 2016. p. . AIECE (Asociación internacional de Expresión y Comunicación Emocional (El desarrollo emocional en Primaria)
- [Mayer ()] ‘An Integrated Approach to Personality Assessment Based on the Personality Systems Framework’. J D Mayer . 10.1080/00223891.2018.1555539. <https://doi.org/10.1080/00223891.2018.1555539> *Journal of Personality Assessment* 2020. 102 (4) p. .
- [Hué García ()] *Bienestar docente y pensamiento emocional*, C Hué García . 2008. Wolters Kluwer España, S. A.
- [Bisquerra et al.] R Bisquerra , A Núria , P Escoda . *LAS COMPETENCIAS EMOCIONALES (EMOTIONAL COMPETENCES)*,
- [Bisquerra Alzina et al. ()] R ; Bisquerra Alzina , Educación Emocional Y Competencias , L A Básicas Para , Vida . <https://revistas.um.es/rie/article/view/99071> *Revista de Investigación Educativa*, 2003. 21.
- [Bisquerra Alzina ()] *De la inteligencia emocional a la educación emocional. In ¿Cómo educar las emociones? la inteligencia emocional en la infancia y la adolescencia*, R Bisquerra Alzina . 2011. p. .
- [Morgado Giraldo ()] ‘Desarrollo moral y afectivo. Interdependencia entre ambos’. R Morgado Giraldo . 10.13140/R.G.2.2.25109.95200. <https://doi.org/10.13140/R.G.2.2.25109.95200> *Actas II Congreso de Expresión y Comunicación Emocional. Sevilla* 2017. I p. .
- [Lazarus and Martin ()] ‘Does the Positive Psychology Movement Have Legs?’. R S Lazarus , L L Martin . *Psychological Inquiry*, 2003. 14 p. .
- [Morgado Giraldo ()] ‘El número de emociones. procedimientos de delimitación’. R Morgado Giraldo . http://congreso.us.es/ciece/Publicacion_CIECE_2015.pdf *Actas I Congreso de Expresión Emocional* . (AIECE (ed.) 2015b.
- [Morgado Giraldo et al. ()] ‘El vocabulario emocional como punto de partida para la educación emocional’. R Morgado Giraldo , G Granadilla García , M Coronilla Navarro , F J Lozano , M I Perea Morán , A López . http://www.uv.es/aidipe/congresos/Actas_XVI_Congreso.pdf *AIDIPE (Ed.), Investigación e Innovación Educativa al Servicio de Instituciones y Comunidades Globales, Plurales y Diversas Actas del XVI Congreso Nacional / II Internacional Modelos de Investigación Educativa de la Asociación Interuniversitaria de Investigación Pedagógica*, 2013. p. . Universidad de Alicante
- [Cubero et al. (ed.) ()] *Emociones, cultura y educación*, Núñez Cubero , Luis Y Romero , C Pérez . Un enfoque interdisciplinar (C. Núñez Cubero, Luis y Romero Pérez (ed.) 2009.
- [Bar-On ()] ‘Emotional and social intelligence: Insights from the emotional quotient inventory’. R Bar-On . *Handbook of Emotional Intelligence*, R Bar-On, J D A Parker (ed.) 2000. p. .
- [Morgado Giraldo ()] ‘Emotional Development and Psychological Adjustment’. R Morgado Giraldo . 10.22606/pr.2020.21002. <https://doi.org/https://dx.doi.org/10.22606/pr.2020.21002> *Psychology Research and Applications* 2020. 2 (Affectivity) p. 12.
- [Puertas-Molero et al. ()] ‘Emotional intelligence in the field of education: A metaanalysis’. P Puertas-Molero , F Zurita-Ortega , R Chacón-Cuberos , M Castro-Sánchez , I Ramírez-Granizo , G González-Valero . 10.6018/analesps.345901. <https://doi.org/10.6018/analesps.345901> *Anales de Psicología* 2020. 36 (1) p. .
- [Plutchik ()] ‘Emotions in Early Development: A Psychoevolutionary Approach’. R Plutchik . *Emotion. Theory, Research, and Experience*, H Plutchik, Robert, Kellerman (ed.) 1983a. Academic Press Inc. 2.
- [Morgado Giraldo ()] *Estudio general de la afectividad y de las variables que influyen en su desarrollo*, R Morgado Giraldo . 1986. Sevilla.
- [Diekstra ()] *Evaluación de los programas escolares universales de educación emocional y social y de habilidades para la vida*, R F W Diekstra . 2008.
- [Goleman (ed.) ()] *Inteligencia emocional (F. González Raga, D Goleman . Kairo?.* www.editorialkairos.com David y Mora (ed.) 1995.

- [Sánchez ()] 'La formación emocional inteligente un desafío en la educación1'. Acosta Sánchez , RA , AL , AdrianaPatricia . *Investigación en filosofía y educación en tiempos cambiantes*, 2020. p. . Corporación Universitaria Americana
- [Berrocal and Pacheco ()] 'La Inteligencia Emocional y la educación de las emociones desde el Modelo de Mayer y Salovey Emotional Intelligence and emotional education from Mayer and Salovey's model'. Fernández Berrocal , Pablo Y Extremera Pacheco , N . *Revista Interuniversitaria de Formación Del Profesorado* 2005. 19 p. .
- [Morgado Giraldo ()] 'La medición del desarrollo emocional'. R Morgado Giraldo . <https://dialnet.unirioja.es/servlet/extart?codigo=5187805> Cádiz : Asociación Interuniversitaria de Investigación Pedagógica -AIDIPE, 2015a. 2015. 1 p. . (Investigar con y para la sociedad)
- [Prieto Ursúa (2007)] *Psicología Positiva: Una moda polémica*, M Prieto Ursúa . http://www.infocop.es/view_article.asp?id=1376 2007. 11/05/2007.
- [Maclean ()] 'Psychosomatic disease and the" visceral brain"; recent developments bearing on the Papez theory of emotion'. P D Maclean . 10.1097/00006842-194911000-00003. <https://doi.org/https://psycnet.apa.org/doi/10.1097/00006842-194911000-00003> *Psychosomatic Medicine* 1949. 11 (6) p. .
- [Bar-On ()] 'The Bar-On model of emotionalsocial intelligence (ESI)'. R Bar-On . <http://www.redalyc.org/articulo.oa?id=72709503> *Psicothema* 2006. 18 p. . Universidad de Oviedo. España
- [Ruesch ()] 'The Infantile Personality The Core Problem of Psychosomatic Medicine'. J Ruesch . 10.1097/00006842-194805000-00002. <https://doi.org/https://psycnet.apa.org/doihttps://psycnet.apa.org/doi/10.1097/00006842-194805000-00002> *Psychosomatic Medicine* 1948. p. .
- [Held ()] 'The tyranny of the positive attitude in America: Observation and speculation'. B S Held . 10.1002/jclp.10093. <https://doi.org/10.1002/jclp.10093> *Journal of Clinical Psychology* 2002. 58 (9) p. .
- [Plutchik ()] 'Theories of Emotion'. R Plutchik . *Emotion. Theory*, H Plutchik, Robert Y Kellerman (ed.) 1983b. Academic Press Inc. I.
- [Mayer et al. ()] 'When people estimate their personal intelligence who is overconfident? Who is accurate'. J D Mayer , A T Panter , D R Caruso . 10.1111/jopy.12561. <https://doi.org/10.1111/jopy.12561> *Journal of Personality* 2020.