Psychoeducational program based on emotion management to improve presentation skills in university students

Programa psicoeducacional baseado na gestão das emoções para melhorar as técnicas de apresentação em estudantes universitários

Programa psicoeducativo basado en la gestión de emociones para mejorar las técnicas de exposición en estudiantes universitarios

Miguel Gabriel Quiroz-Barrantes
https://orcid.org/0000-0002-8200-5723
Doctorate -PhD Candidate at the Universidad César Vallejo (UCV), Peru
mquirozba@ucvvirtual.edu.pe (correspondence)

Edwin Gustavo Estrada-Araoz
https://orcid.org/0000-0003-4159-934X
Professor and Researcher at the Universidad Nacional Amazónica de Madre de Dios (UNAMAD), Peru

Yasser Malaga-Yllpa
https://orcid.org/0000-0003-0220-8297
Professor and Researcher at the Universidad Andina del Cusco (UAC), Peru

María Isabel Huamaní-Pérez
https://orcid.org/0000-0002-9226-4083
Professor and Researcher at the Universidad Nacional Amazónica de Madre de Dios (UNAMAD), Peru

ABSTRACT

Background: This experimental study aimed to evaluate whether implementing a psychoeducational program based on emotion management effectively improves presentation skills in university students. **Methods:** The research adopted a quantitative approach with a quasi-experimental design. The sample consisted of 55 students of both sexes selected through non-probabilistic sampling, who participated in 14 sessions of a psychoeducational program focused on managing emotions such as joy, nervousness, surprise, anger, calmness, and disappointment. A questionnaire with appropriate content validity and reliability levels was administered to assess the program's effectiveness. **Results:** The experimental and control groups showed similarities in the pretest results. However, in the post-test, the experimental group achieved significantly higher levels of emotion management. **Conclusions:** The psychoeducational program based on emotion management effectively improves presentation skills in university students. Therefore, it is suggested that the program be replicated and teachers be trained in emotional management techniques, creating a more understanding and empathetic educational environment where students feel supported in managing their emotions effectively.

Keywords: psychoeducational program; emotion management; presentation skills; university students; higher education.

RESUMO

Antecedentes: A presente investigação é de caráter experimental e teve como objetivo avaliar se a aplicação de um programa psicoeducacional baseado na gestão de emoções é eficaz para melhorar as técnicas de exposição em estudantes universitários. **Métodos:** A investigação adotou uma abordagem quantitativa, com um desenho experimental do tipo quase-experimental. A amostra foi composta por 55 estudantes de ambos os sexos selecionados através de uma amostragem não probabilística, que participaram de 14 sessões de um programa psicoeducacional centrado na gestão de emoções, tais como alegria, nervosismo, surpresa, raiva, calma e decepção. Para avaliar a eficácia do programa, foi administrado um questionário com níveis adequados de validade de conteúdo e confiabilidade. **Resultados:** Os grupos experimental e de controle mostraram semelhanças nos resultados do pré-teste. No entanto, no pós-teste, o grupo experimental alcançou níveis significativamente mais altos de manejo de suas emoções. **Conclusões:** O programa psicoeducacional baseado na gestão de emoções é eficaz para melhorar as técnicas de exposição em estudantes universitários. Portanto, sugere-se replicar o programa e capacitar os docentes em técnicas de gestão emocional, o que permitirá criar um ambiente educativo mais compreensivo e empático, onde os estudantes se sintam apoiados para manejar suas emoções de maneira eficaz.

Palavras-chave: programa psicoeducacional; gestão de emoções; técnicas de apresentação; estudantes universitários; ensino superior.

RESUMEN

Antecedentes: La presente investigación es de carácter experimental y tuvo como objetivo evaluar si la aplicación de un programa psicoeducativo basado en la gestión de emociones es eficaz para mejorar las técnicas de exposición en estudiantes universitarios. **Métodos**: La investigación adoptó un enfoque cuantitativo, con un diseño experimental de tipo cuasiexperimental. La muestra estuvo conformada por 55 estudiantes de ambos sexos seleccionados a través de un muestreo no probabilístico, quienes participaron en 14 sesiones de un programa psicoeducativo centrado en la gestión de emociones, tales como la alegría, el nerviosismo, la sorpresa, la ira, la calma y la decepción. Para evaluar la eficacia del programa, se administró un cuestionario con adecuados niveles de validez de contenido y confiabilidad. **Resultados:** Los grupos experimental y control mostraron similitudes en los resultados del pretest. Sin embargo, en el postest, el grupo experimental alcanzó niveles significativamente más altos de manejo de sus emociones. **Conclusiones:** El programa psicoeducativo basado en la gestión de emociones es eficaz para mejorar las técnicas de exposición en estudiantes universitarios. Por lo tanto, se sugiere replicar el programa y capacitar a los docentes en técnicas de gestión emocional, lo cual permitirá crear un entorno educativo más comprensivo y empático, donde los estudiantes se sientan apoyados para manejar sus emociones de manera efectiva.

Palabras clave: programa psicoeducativo; gestión de emociones; técnicas de exposición; estudiantes universitarios; educación superior.

INTRODUCTION

The university stage represents a complex and challenging period in students' lives, characterized by the transition to greater autonomy, management of intense academic loads, and adaptation to new social and academic environments (Paricahua et al., 2024). During this phase, students face a variety of stressors that can impact their academic performance and emotional well-being, from the pressure to obtain good grades to the need to balance personal, work, and academic responsibilities (Silva et al., 2020). This complexity underscores the importance of developing skills such as emotional management and exposure techniques, which are crucial to their academic and personal success.

One of the recurrent activities in the university context that represent a great challenge for students is the oral presentation, which requires not only a deep knowledge of the subject, but also the ability to communicate ideas clearly and effectively (Rangel, 2004). These presentations can generally generate anxiety and stress, affecting both the student's confidence and performance. The ability to manage these emotional factors, together with the acquisition of effective presentation techniques, is fundamental to achieve a successful presentation and for the integral development of the student in his or her academic life (Maldonado et al., 2022).

Oral presentation is a form of communication in which an individual presents a specific topic to an audience, with the objective of informing, persuading or entertaining. According to Rangel (2004), oral presentation involves a series of processes and skills that allow the speaker to convey his or her message in a clear, coherent and effective manner. These processes include the organization of ideas, clarity of expression, the appropriate use of auxiliary resources and the ability to maintain the audience's attention (Moreno et al., 2022).

To meet this challenge, it is necessary to have sufficient expository and presentation skills, which are crucial in the educational environment because they allow students to demonstrate their understanding and mastery of a topic (García & Cantero, 2004). In addition, these techniques foster the development of critical skills such as information synthesis, critical thinking and argumentation skills. Competence in oral presentations is also highly valued in the professional environment, where the ability to communicate ideas effectively can influence the success of presentations, negotiations, and collaborations (Camberos et al., 2023).

From the perspective of Bados & García (2018), presentation skills are also fundamental for several reasons. First, they help in the development of essential communicative skills, such as clarity in discourse, the ability to synthesize, and logical argumentation. Second, presentations are often an important part of academic assessment, where students must demonstrate their understanding of the topic and their ability to communicate it effectively. Third, they prepare students for the world of work, where the ability to present ideas clearly and persuasively is crucial. Finally, practicing and mastering presentation skills helps students manage the stress and anxiety associated with public speaking, contributing to their emotional and academic well-being.

To improve presentation techniques, several strategies can be implemented. Continuous practice is essential to improve confidence and fluency in presentations (Ortiz & Benoit, 2022). Soliciting and accepting feedback from professors and peers helps to identify areas for improvement and strengthen presentation skills (Ordinola et al., 2023). Implementing relaxation and stress management techniques, such as deep breathing and positive visualization, can reduce anxiety associated with public speaking (Oblitas et al., 2019). Participating in simulations and role-playing exercises allows students to practice in a controlled environment and receive immediate feedback (Gaete, 2011).

Aware that the presentation is a complex activity for students, this research proposed to design and implement a psychoeducational program based on emotion management in order to improve their performance in this activity, which is performed constantly. This program seeks to provide students with the necessary tools to manage the anxiety and stress associated with presentations, fostering a learning environment in which they can develop confidence and security in their communication skills.

Emotion management and socio-educational contexts

Currently, emotion management has been consolidated as an essential competence in various areas of life, including personal, professional and educational (Díez et al., 2024). Emotions play a crucial role in the way we interact with the world, influencing our decisions, behaviors and relationships (Fernández & Montero, 2016). The ability to properly manage our emotions not only improves our overall well-being, but also has a significant impact on our effectiveness and success in different contexts. Emotional management plays a critical role in both educational and social contexts, directly influencing students' well-being, interpersonal relationships, and academic performance. Over the past decades, psychoeducational programs aimed at development of emotional intelligence and emotional regulation have gained significant attention, particularly within higher education. These programs have been shown to address the growing need for emotional

competence in environments that increasingly prioritize not only academic achievement but also personal and professional development (Gilar-Corbí et al., 2018). The development of emotional skills, such as self-regulation, assertiveness, and emotional intelligence, is critical for students as they transition from academic life to professional careers (Pool & Qualter, 2012).

A considerable body of research has demonstrated the effectiveness of emotional management interventions in diverse educational settings. For example, a study by Sousa & Padovani (2021) highlighted the importance of assertive skills development in improving social adaptation and well-being among university students, showing that both Rational Emotive Behavior Therapy and psychoeducation were effective in enhancing assertiveness and reducing irrational beliefs. Similarly, interventions aimed at improving emotional regulation in students have also been linked to improved academic outcomes and social-emotional skills (Conley, Durlak, & Kirsch, 2015).

The relationship between emotional management and well-being has been further evidenced in the context of mental health interventions. Psychoeducational programs that incorporate emotion management techniques have been shown to significantly reduce psychological distress, including symptoms of depression, anxiety, and stress, while simultaneously enhancing social-emotional skills (Harrer et al., 2021). This is particularly relevant in light of the increasing recognition of mental health challenges within university populations, where students often experience heightened stress and emotional turmoil (Sökmen & Karaca, 2023).

Moreover, interventions targeting emotion regulation have also proven effective in more specialized contexts. For instance, Han et al. (2018) explored the implementation of an online psychoeducational program aimed at suicide prevention among university students, emphasizing the critical role of emotional regulation in mitigating negative emotional outcomes. Additionally, psychoeducational approaches have shown promise in reducing alexithymia and improving empathy among school-aged students, suggesting broader applicability beyond higher education (Iuso et al., 2022).

The intersection of emotional management and social behavior is another important area of focus. Studies have demonstrated that enhancing emotional intelligence through structured psychoeducational programs can lead to significant improvements in social competence, reducing aggressive behavior and fostering healthier interpersonal relationships (Ando et al., 2007). In this regard, emotion management not only contributes to individual well-being but also has far-reaching implications for the overall social dynamics within educational settings.

In education, emotion management has been recognized as a critical factor for the academic performance and integral development of students (García, 2020). Education is not only focused on the acquisition of knowledge and cognitive skills, but also on the development of emotional competencies that allow students to face challenges, manage stress and build healthy relationships (Pulido & Herrera, 2017). In this sense, emotion management is integrated into the school curriculum through specific programs, extracurricular activities and pedagogical practices that seek to promote the emotional development of students.

The importance of emotion management lies in its ability to influence various aspects of a person's life. Good emotional management can reduce anxiety and stress levels, improve mental and physical health, and foster greater resilience in the face of adversity (Pascual & Conejero, 2019). In addition, emotional skills are closely related to emotional intelligence, a construct that has been shown to be an important predictor of personal and professional success (Bautista et al., 2024). Emotional intelligence, which includes self-awareness, self-regulation, empathy, and social skills, enables people to cope effectively in an increasingly complex and emotionally demanding world (Velásquez et al., 2024).

Research in psychology and education has shown that students with good emotional management tend to have better academic results and greater overall well-being (Hidalgo & Párraga, 2024). These students are able to better handle academic pressure, establish healthier interpersonal relationships, and show greater motivation and commitment to their studies. In contrast, those who lack emotional management skills may experience higher levels of stress and anxiety, which can negatively affect their academic performance and mental health (Estrada et al., 2023). Therefore, emotion management is not only relevant for individual well-being, but also has important implications for the educational environment and society in general (García, 2012). Promoting the development of emotional competencies from an early age contributes to the formation of more balanced, resilient individuals who are able to face life's challenges more effectively (Sanmartín & Tapia, 2023). In this sense, the integration of emotion management in education is presented as a necessity and an opportunity to improve the quality of life and performance of students, as well as to build a more empathetic and emotionally intelligent society.

The present research is justified by the need to improve presentation techniques in university students, a crucial aspect for their academic and professional development. Oral presentations are an essential competence in the university and work environment, and often generate high levels of anxiety and stress in students. The implementation of a psychoeducational program based on emotion management is proposed as an effective intervention to address this problem.

By equipping students with tools to manage their emotions, it is expected not only to reduce anxiety and improve their emotional well-being, but also to increase their confidence and effectiveness in oral presentations. This comprehensive approach will not only benefit students' academic performance, but will also provide them with valuable emotional skills for their professional and personal lives. Finally, the aim of the present research was to evaluate whether the application of a psychoeducational program based on emotion management is effective in improving exposure techniques in university students.

METHODS

Design

The research was characterized by following a quantitative approach, based on the collection of numerical data to identify behavioral patterns in the study sample. Regarding its design, it was classified as experimental, since a psychoeducational program based on emotion management (independent variable) was implemented to improve students' exposure techniques (dependent variable). In addition, it was quasi-experimental, since a pre-existing sample of students was used, dividing them into two groups according to practical criteria (experimental group and control group).

Population and sample

The population consisted of all students in the Mathematics and Computer Science program enrolled in the second semester of the year 2023 at a public university in the city of Puerto Maldonado (Peru). The sample was divided into two groups: 55 students formed the experimental group, which received the psychoeducational program intervention, and 55 students formed the control group, which did not receive the intervention. This division allowed an effective comparison to evaluate the impact of the psychoeducational program on the improvement of exposure techniques.

Instruments

Regarding the instruments used for data collection, an ad hoc questionnaire was used to analyze the exposure techniques used by the students. This instrument consists of 32 items that are quantitatively scored on a 5-point Likert scale, ranging from 1 (never) to 5 (always) and evaluate 4 dimensions: organization of the presentation (8 items), content of the presentation (8 items), use of visual or technological resources (8 items) and management of the presentation time (8 items). In a previous study, the questionnaire was found to have an adequate level of content validity (Aiken's V= 0.750) and reliability (α= 0.876).

Procedures

The research consisted of three stages. In the first stage, procedures were carried out to obtain the necessary permits, which involved coordination with the competent university authorities. Once the authorization was obtained, the pretest was applied, both in the experimental group and in the control group. The second stage focused on the implementation of the psychoeducational program, which was developed during 14 learning sessions of 120 minutes each, using an active and playful methodology. Finally, in the third stage, the post-test was applied to both groups in order to determine the effectiveness of the program.

Data analysis

Both descriptive and inferential statistics were used for data analysis. In the descriptive part, frequency distributions and percentages were used, which were represented in tables to facilitate their interpretation. As for inferential statistics, the Student's t-test for independent samples was used to determine whether there were statistically significant differences between the experimental group and the control group with respect to the pretest and post-test.

Ethical aspects

Regarding ethical considerations, this research was conducted following the principles established in the Declaration of Helsinki. Each student received a letter of informed consent, in which the purpose of the research was explained and their voluntary consent was requested. In this way, it was guaranteed that the students could participate in the application of the program and in the collection of data, both in the initial stage, during the execution of the educational program, and in the final stage of the research.

RESULTS AND DISCUSSION

Table 1 shows that, in the experimental group, the pretest results showed that 12.7% of the students had an acceptable level in exposure techniques, 38.2% were at a fair level, and 49.1% were at an unacceptable level. However, in the post-test, the percentage of students with an acceptable level increased significantly to 69.1%, while those in the regular level decreased to 30.9%, and no students remained in the non-acceptable level. In contrast, in the control group, the pretest

results showed that 14.6% of the students had an acceptable level, 32.7% were at a regular level, and 52.7% were at a non-acceptable level. In the post-test, these percentages changed slightly to 16.4% at the acceptable level, 29.1% at the fair level, and 54.5% at the not acceptable level.

Table 1. Descriptive results of exposure techniques during pretest and post-test, according to experimental and control groups

Level	Groups							
	Experimental				Control			
	Pretest		Post-test		Pretest		Post-test	
	n	%	n	%	n	%	n	%
Acceptable	7	12.7	38	69.1	8	14.6	9	16.4
Regular	21	38.2	17	30.9	18	32.7	16	29.1
Not acceptable	27	49.1	0	0.0	29	52.7	30	54.5
Total	55	100.0	55	100.0	55	100.0	55	100.0

Source: Data analysis results

The results of the Student's t-test for independent samples show a significant difference in the presentation skills between the experimental and control groups. The t-value obtained was 1.428 with 55 degrees of freedom, and the p-value was below the significance level ($p < 0.05$), indicating a statistically significant difference. The mean difference was 2.909, with a 95% confidence interval ranging from 1.180 to 6.990, reinforcing that the improvement in presentation skills in the experimental group is significant (Table 2).

Table 2. Results of Student's t-test in independent samples for the exposure techniques variable

Variable	t	df	p	Difference in averages	95% CI	
					Lower L	Upper L
Exposure techniques	1.428	55	0.000	2.909	1.180	6.990

Source: Data analysis results

Student's t-test for independent samples reveals that the difference in presentation organization between the compared groups is statistically significant ($p < 0.05$). The mean difference is 0.818, suggesting that the experimental group has a higher mean score in presentation organization compared to the control group. The 95% confidence interval for this difference, which is between 0.329 and 3.693, does not include zero, confirming that the observed difference is significant and not due to chance (Table 3).

Table 3. Results of Student's t-test in independent samples for the presentation organization dimension

Dimension	t	df	p	Difference in averages	95% CI	
					Lower L	Upper L
Organization of the exhibition	0.364	55	0.003	0.818	0.329	3.693

Source: Data analysis results

Student's t-test for independent samples shows that the difference in presentation content between the groups is statistically significant ($p < 0.05$). The mean difference is 4.873, indicating that the experimental group has a significantly higher mean score in presentation content compared to the control group. The 95% confidence interval for this difference, ranging from 0.457 to 9.289, does not include zero, reinforcing the conclusion that the observed difference is significant and not due to chance (Table 4).

Table 4. Results of Student's t-test in independent samples for the presentation content dimension

Dimension	t	df	p	Difference in averages	95% CI	
					Lower L	Upper L
Content of the exhibition	2.212	55	0.002	4.87273	0.457	9.289

Source: Data analysis results

The Student's t-test for independent samples shows a statistically significant difference in the use of visual and technological resources between the groups ($p < 0.05$). The mean difference is 0.191, indicating that the experimental group uses visual and technological resources slightly more than the control group. The 95% confidence interval for this difference

ranges from 0.502 to 3.883, suggesting that the observed difference is positive and does not include zero, supporting the existence of a significant and positive difference in the use of visual and technological resources between the groups (Table 5).

Table 5. Results of Student's t-test in independent samples for the dimension use of visual or technological resources

Dimension	t	df	p	Difference in averages	95% CI	
					Lower L	Upper L
Use of visual or technological resources	0.103	55	0.002	0.191	0.502	3.883

Source: Data analysis results

Student's t-test for independent samples reveals a significant difference in presentation time management between the groups, with a p value below the significance level (p<0.05). The mean difference is 2.873, suggesting that the experimental group manages presentation time significantly more effectively than the control group. The 95% confidence interval for this difference ranges from 1.543 to 7.289, indicating that the difference is statistically significant and that presentation time management is significantly better in the experimental group (Table 6).

Table 6. Results of Student's t-test in independent samples for the presentation time management dimension

Dimension	t	df	p	Difference in averages	95% CI	
					Lower L	Upper L
Presentation time management	1.304	54	0.002	2.873	1.543	7.289

Source: Data analysis results

Today, emotion management is critical to students' well-being and academic performance. The ability to recognize, understand and manage emotions not only improves mental health, but also positively influences social and academic skills. In this context, the present research focused on evaluating whether the application of a psychoeducational program based on emotion management is effective in improving presentation skills in university students.

A relevant finding of the study is that the psychoeducational program had a positive and significant impact on the presentation skills of the students in the experimental group. The data reveal a marked improvement in the levels of presentation skills, suggesting that the intervention was effective in developing specific skills related to communication and public presentation. This improvement in the experimental group indicates that the program not only helped students to better manage their emotions, but also provided them with practical tools to improve their presentation techniques. On the other hand, the control group showed no significant changes.

This result is in line with the findings of Perez (2023), who, in his research on emotion management and its impact on learning, points out that strengthening emotional skills contributes significantly to students' personal well-being and academic achievement. Perez concludes that there is a remarkable relationship between effective emotion management and academic achievement, highlighting the crucial importance of emotional skills for students' academic success. Another important finding is that Student's t-test for independent samples showed a significant difference in presentation organization between the experimental group and the control group. The analysis reveals that the psychoeducational intervention had a significant effect on improving presentation organization skills in the experimental group. In contrast, the control group did not experience significant changes in presentation organization, underscoring the importance of the applied intervention. These findings confirm that the psychoeducational program not only improved presentation organization skills, but also provided tangible and measurable benefits for the students.

This finding aligns with the results of Torres (2019), who investigated the impact of a public speaking program on students' oral expression at a Peruvian public university. The research, based on specific public speaking techniques, involved a sample of 52 students and used a non-probability sampling method. The author found that, in the pretest, students presented an average level of oral expression considered fair, with 61.5% in this category. However, after the implementation of the program, a significant improvement was observed, with 53.9% of the students reaching a good level in oral expression. This study supports the effectiveness of public speaking training programs in improving speaking skills, corroborating the importance of similar interventions in improving presentation techniques. It was also found that the psychoeducational program had a significant impact on the content of the presentation between the experimental and control groups. The difference in presentation content is statistically relevant, indicating that the experimental group presented significantly richer and fuller content compared to the control group. This finding suggests that the psychoeducational intervention not only improved students' emotional management skills, but also strengthened their ability to organize and present content more effectively.

This result is related to the findings of Muñoz (2022), who designed and implemented a program of presentation and presentation competencies to improve oral expression in high school students in a fiscal educational unit in Guayaquil. The research, with a quantitative approach and pre-experimental design, revealed that before the intervention, 50.6% of the students presented significant problems in their oral expression and 39.5% faced difficulties during their presentations. However, after the implementation of the program, the results showed a remarkable improvement, with an increase of 54% in the quality of oral expression and 71% in the effectiveness of oral presentations. This study concluded that the presentation skills program had a significant positive impact on the students' speaking skills, corroborating that the intervention is effective in improving presentation skills. Another finding shows that the psychoeducational program had a significant impact on the use of visual and technological resources between the experimental and control groups. The difference in the use of these resources is statistically relevant, indicating that the experimental group made a more adequate use of visual and technological resources compared to the control group. This finding suggests that the psychoeducational intervention not only improved the students' emotional management skills, but also provided them with tools to use visual and technological resources more effectively in their presentations.

This result is consistent with a research conducted by Chávez (2023), which sought to determine the effectiveness of the socioemotional skills program in the development of communication skills in university students. The research, with a quantitative approach and a quasi-experimental design, included a sample of 56 students and used a structured observation guide. The results showed a poor similarity in the pretest and posttest of the control group and in the pretest of the experimental group, while in the posttest 100% of the experimental group reached a good level in communication skills. This indicates that students in the experimental group improved significantly in the planning and execution of oral presentations, as well as in the use of resources. Finally, the author concluded that the application of the social-emotional skills program significantly improves communication skills in university students.

In addition, it was found that the psychoeducational intervention proved to be effective in improving presentation time management among students in the experimental group. This suggests that the ability to organize and allocate time during a presentation is a skill that can be significantly developed through programs that also address emotional management. This finding underscores the interconnection between emotional competencies and practical skills, indicating that effective time management in exhibitions depends not only on presentation techniques, but also on sound emotional management. The improvement observed in the experimental group highlights the importance of including psychoeducational components in academic training programs to enhance students' integral capabilities.

Similar results were obtained by Maldonado et al. (2022), who developed an investigation with the objective of favoring the learning of oral skills and reducing public speaking anxiety in university students. The methodology included a pre-post experiment in which three different strategies were implemented in a sample of 51 participants divided into three groups: workshop intervention, discussion intervention and control group. The results showed significant improvements in speaking skills and confidence in public speaking, as well as a reduction in anxiety after the different interventions. Finally, the authors concluded that educational and psychoeducational interventions improve oral competence and reduce anxiety, with the application of a communication workshop being more effective than other strategies, generating a climate of active participation in the classroom. Therefore, it is essential for educational institutions to integrate emotional management programs into their curricula, creating supportive environments where students can develop the emotional and social competencies necessary for thriving in both academic and broader social contexts (Fernandez et al., 2016; Gilar-Corbí et al., 2018).

For instance, the psychoeducational program implemented here also reflects the emotional intelligence training programs discussed by Gilar-Corbí et al. (2018) and Pool and Qualter (2012), which demonstrated improvements in emotional self-efficacy and communication skills among university students. In line with these studies, the significant improvement in presentation skills observed in the experimental group of our study highlights the importance of integrating emotional regulation techniques into educational curricula. Similar to the findings by Sökmen and Karaca (2023), which emphasized the long-term benefits of emotional regulation, our results also suggest that systematic and targeted emotion management can foster both cognitive and socio-emotional development. These improvements not only enhance students' academic performance but also contribute to their overall well-being, echoing the work of Sousa and Padovani (2021), which noted the role of emotional competencies in personal and social adaptation. Consequently, this study reinforces the argument for adopting emotion-based interventions as a crucial component of educational strategies aimed at improving both academic and emotional outcomes.

FINAL REMARKS

Emotion management is an essential process that involves the ability to identify, understand and regulate both our own emotions and those of others. This process is crucial not only for psychological well-being and emotional stability, but also for success in social interaction and performance in different areas of life. Effective emotional management enables

people to handle stress and anxiety more adaptively, make more informed decisions, and maintain healthy interpersonal relationships. In academic and professional contexts, the ability to regulate emotions can significantly influence the ability to face challenges, communicate effectively, and achieve personal and professional goals. From the results found in the present investigation it can be concluded that the psychoeducational program based on emotion management is effective in improving presentation skills in university students. Before the application of the psychoeducational program, the experimental and control groups showed similarities in the results. However, after the application of the program, the experimental group reached significantly higher levels of emotion management.

Therefore, continuous training of teachers in emotional management techniques is recommended, so that they can more effectively support students in the development of these skills. This training will enable teachers to facilitate a more inclusive and empathetic learning environment, where students feel understood and supported. The combination of well-structured psychoeducational programs and trained teaching staff will contribute to a more enriching and effective educational experience, fostering both academic and personal growth for students.

Limitations and Future Research

Despite the favorable results obtained, it is necessary to recognize the limitations of the present investigation. First, the sample size was relatively limited, which could affect the generalizability of the results. In addition, the program intervention was carried out during a specific period of time, which could have influenced the results. On the other hand, the particular context in which the study was conducted, including geographic, socioeconomic and environmental factors, could have had an impact on the results. Finally, uncontrolled variables that could have influenced the development of competencies cannot be ruled out. These limitations should be carefully considered when interpreting the results and applying the findings to broader educational contexts, and offer opportunities for future research in this important area of education. Future research should explore the long-term impact of emotion regulation training on cognitive and functional outcomes across diverse populations, specially in developing countries. Additionally, studies could investigate the specific mechanisms underlying these improvements, such as neurobiological or behavioral changes. Comparative studies of various intervention approaches would also provide valuable insights into optimizing these programs for greater effectiveness.

REFERENCES

Ando, M., Asakura, T., Ando, S., & Simons-Morton, B. (2007). A psychoeducational program to prevent aggressive behavior among Japanese early adolescents. *Health Education & Behavior*, *34*(5), 765-776. https://doi.org/10.1177/1090198106291965

Bados, A., & García, E. (2011). *Técnicas de exposición*. Universitat de Barcelona.

Bautista, J. A., Estrada-Araoz, E. G., Sillo-Sosa, J., Quispe-Aquise, J., Yabar-Miranda, P. S., Lujano-Ortega, Y., Cornejo-Valdivia, G., & Cruz-Visa, G. J. (2024). Socio-emotional competence and resilience in Peruvian basic education teachers: A case study. *Salud, Ciencia y Tecnología - Serie De Conferencias, 3*, 710. https://doi.org/10.56294/sctconf2024710

Camberos-Barraza, J., Camacho-Zamora, A., Valdez-Flores, M. A., Angulo-Rojo, C. E., Guadrón-Llanos, A. M., Osuna-Ramos, J. F., Rábago-Monzón, Á. R., Picos-Cárdenas, V. J., González-García, L. A., & Herrán-Arita, A. (2023). Exposición oral en clase, docente vs estudiante: Efectos en la retención del conocimiento grupal. *Investigación en Educación Médica, 12*(48), 80-96. https://doi.org/10.22201/fm.20075057e.2023.48.23527

Chávez, R. (2023). Aplicación del programa habilidades socioemocionales para mejorar las habilidades comunicativas en estudiantes universitarios. *Revista Ecuatoriana de Psicología, 6*(16), 162-178. https://doi.org/10.33996/repsi.v6i16.97

Conley, C. S., Durlak, J. A., & Kirsch, A. C. (2015). A meta-analysis of universal mental health prevention programs for higher education students. *Prevention science*, *16*, 487-507. https://doi.org/10.1007/s11121-015-0543-1

Díez, M., Marcos-Sánchez, R., Zaragoza-Benzal, A., & Ferrández, D. (2024). Social–emotional management to promote quality in education: A training program for teachers. *Education Sciences, 14*(3), 228. https://doi.org/10.3390/educsci14030228

Estrada-Araoz, E. G., Gallegos Ramos, N. A., & Paricahua Peralta, J. N. (2023). Estado emocional de los estudiantes universitarios al retorno a las clases presenciales. *Gaceta Médica de Caracas, 131*(2), 345-353. https://doi.org/10.47307/GMC.2023.131.2.11

Fernández, A. M., & Montero, I. (2016). Aportes para la educación de la Inteligencia Emocional desde la Educación Infantil. *Revista Latinoamericana de Ciencias Sociales, Niñez y Juventud, 14*(1), 53-66. https://doi.org/10.11600/1692715x.1412120415

Fernandez, A., Tan, K. A., Knaak, S., Chew, B. H., & Ghazali, S. S. (2016). Effects of brief psychoeducational program on stigma in Malaysian pre-clinical medical students: a randomized controlled trial. *Academic Psychiatry*, *40*, 905-911. https://doi.org/10.1007/s40596-016-0592-1

Gaete, R. A. (2011). El juego de roles como estrategia de evaluación de aprendizajes universitarios. *Educación y Educadores, 14*(2), 289-307. https://doi.org/10.5294/edu.2011.14.2.3

García, C. (2023). La inteligencia emocional en el desarrollo de la trayectoria académica del universitario. *Revista Cubana de Educación Superior, 39*(2), 2177.

García, C. D., & Cantero, F. J. (2004). La mediación lingüística en la enseñanza de lenguas. *Didáctica (Lengua y Literatura), 1*(16), 9-21. https://dialnet.unirioja.es/servlet/articulo?codigo=1126519

García, J. (2012). La educación emocional, su importancia en el proceso de aprendizaje. *Revista Educación, 36*(1), 97-109. https://doi.org/10.15517/revedu.v36i1.455

Gilar-Corbí, R., Pozo-Rico, T., Sánchez, B., & Castejón, J. L. (2018). Can emotional competence be taught in higher education? A randomized experimental study of an emotional intelligence training program using a multimethodological approach. *Frontiers in psychology*, *9*, 1039. https://doi.org/10.3389/fpsyg.2018.01039

Han, J., Batterham, P. J., Calear, A. L., Wu, Y., Xue, J., & van Spijker, B. A. (2018). Development and pilot evaluation of an online psychoeducational program for suicide prevention among university students: A randomised controlled trial. Internet interventions, 12, DOI:111-120 https://doi.org/10.1016/j.invent.2017.11.002

Harrer, M., Apolinário-Hagen, J., Fritsche, L., Salewski, C., Zarski, A. C., Lehr, D., ... & Ebert, D. D. (2021). Effect of an internet-and app-based stress intervention compared to online psychoeducation in university students with depressive symptoms: Results of a randomized controlled trial. *Internet interventions*, *24*, 100374. https://doi.org/10.1016/j.invent.2021.100374

Hidalgo, J. A., & Párraga, S. (2024). Educación Emocional y el Desempeño Académico de los Estudiantes de la Básica Superior. *Ciencia Latina Revista Científica Multidisciplinar, 8*(2), 247-257. https://doi.org/10.37811/cl_rcm.v8i2.10398

Iuso, S., Severo, M., Ventriglio, A., Bellomo, A., Limone, P., & Petito, A. (2022). Psychoeducation reduces alexithymia and modulates anger expression in a school setting. *Children, 9*(9), 1418. https://doi.org/10.3390/children9091418

Maldonado, M. A., García García, A., Armada Crespo, J. M., Alós, F. J., & Moreno Osella, E. M. (2022). Competencia oral y ansiedad: entrenamiento y eficacia en estudiantes universitarios. *Revista Latina de Comunicación Social, 1*(80), 401-434. https://doi.org/10.4185/RLCS-2022-1800

Moreno, E. M., Montilla-Arechabala, C., & Maldonado, M. A. (2022). Effectiveness and characteristics of programs for developing oral competencies at university: A systematic review. *Cogent Education, 9*(1), 2149224. https://doi.org/10.1080/2331186X.2022.2149224

Muñoz, J. (2022). *Programa de competencias expositivas para mejorar la expresión oral en estudiantes del bachillerato de una unidad educativa fiscal de Guayaquil-2022* (Tesis de maestría). Universidad César Vallejo.

Oblitas, L. A., Soto, D. E., Anicama, J. C., & Arana, A. A. (2019). Incidencia del mindfulness en el estrés académico en estudiantes universitarios: Un estudio controlado. *Terapia Psicológica, 37*(2), 116-128. https://dx.doi.org/10.4067/S0718-48082019000200116

Ordinola, E. V., Tapia, S., & Arrese, R. (2023). La comunicación oral en educación superior: una experiencia de evaluación estandarizada. *Educación, 32*(63), 121-138. https://dx.doi.org/10.18800/educacion.202302.a006

Ortiz, M., & Benoit, C. (2022). Uso de técnicas de trabajo colaborativo en una presentación oral. *Revista Educación, 46*(2), 280-293. https://dx.doi.org/10.15517/revedu.v46i2.49634

Paricahua-Peralta, J. N., Estrada-Araoz, E. G., León-Hancco, L. B., Avilés-Puma, B., Roque-Guizada, C. E., Zevallos-Pollito, P. A., Velasquez-Giersch, L., Herrera-Osorio, A. J., & Isuiza-Pérez, D. D. (2024). Assessment the mental health of university students in the Peruvian Amazon: A cross-sectional study. *Salud, Ciencia y Tecnología, 4*, 879. https://doi.org/10.56294/saludcyt2024879

Pascual, A., & Conejero, S. (2019). Regulación emocional y afrontamiento: Aproximación conceptual y estrategias. *Rev. Mexicana de Psicología, 36*(1), 74–83.

Pérez, L. (2023). *La gestión de las emociones, capacidades claves para fortalecer los aprendizajes de los estudiantes de 5º de la IETA Julio César Turbay de El Carmen de Bolívar* (Tesis de maestría). Fundación Universitaria Los Libertadores.

Pool, L. D., & Qualter, P. (2012). Improving emotional intelligence and emotional self-efficacy through a teaching intervention for university students. *Learning and individual Differences, 22*(3), 306-312. https://doi.org/10.1016/j.lindif.2012.01.010

Pulido, F., & Herrera, F. (2017). La influencia de las emociones sobre el rendimiento académico. *Ciencias Psicológicas, 11*(1), 29-39. https://doi.org/10.22235/cp.v11i2.1344

Rangel, M. (2004). *Comunicación oral*. Trillas.

Sanmartín, R. C., & Tapia, S. R. (2023). La importancia de la educación emocional en la formación integral de los estudiantes. *Ciencia Latina Revista Científica Multidisciplinar, 7*(3), 1398-1413. https://doi.org/10.37811/cl_rcm.v7i3.6285

Silva, M. F., López-Cocotle, J. J., & Meza-Zamora, M. E. C. (2020). Estrés académico en estudiantes universitarios. *Investigación y Ciencia de La Universidad Autónoma de Aguascalientes, 28*(79), 75-83. https://doi.org/10.33064/iycuaa2020792960

Sökmen, Z., & Karaca, S. (2023). The effect of Self-Regulation Based Cognitive Psychoeducation Program on emotion regulation and self-efficacy in children diagnosed with attention deficit hyperactivity disorder. *Archives of Psychiatric Nursing, 44*, 122-128. https://doi.org/10.1016/j.apnu.2023.04.005

Sousa, C. R. D., & Padovani, R. D. C. (2021). Assertive skills: a comparison of two group interventions with Brazilian university students. *Psicologia: Reflexão e Crítica, 34*, 27. https://doi.org/10.1186/s41155-021-00188-7

Torres, A. (2019). *Programa de oratoria para mejorar la expresión oral de los estudiantes de la Facultad de Educación de la Universidad Nacional de Ucayali-2018* (Tesis de maestría). Universidad Nacional de Ucayali.

Velásquez, Y., Rose-Parra, C., Oquendo-González, E. J., & Cervera-Manjarrez, N. (2023). Inteligencia emocional, motivación y desarrollo cognitivo en estudiantes. *Cienciamatria. Revista Interdisciplinaria de Humanidades, Educación, Ciencia y Tecnología, 9*(17), 4-35. https://doi.org/10.35381/cm.v9i17.1120

Contribution of each author to the manuscript:

Task	% of contribution of each author			
	A1	A2	A3	A4
A. theoretical and conceptual foundations and problematization:	25%	25%	25%	25%
B. data research and statistical analysis:	25%	25%	25%	25%
C. elaboration of figures and tables:	25%	25%	25%	25%
D. drafting, reviewing and writing of the text:	25%	25%	25%	25%
E. selection of bibliographical references	25%	25%	25%	25%
F. Other (please indicate)	-	-	-	-