

Emotional self-regulation and social functioning in university students: variables that affect educational inclusion

This study will deal with emotional self-regulation and social functioning, since emotion is considered psychologically to be the strongest variable with the greatest impact on the emotional processes of all individuals. Thus, emotional self-regulation has the power of cognition over emotions, observing it as a strategy and way of focusing, reacting or interpreting reality both personally and in the academic sphere of university students. For this and no less important, social functioning is considered by many researchers to be related to social behavior exhibited through relationships and social skills directly connected to social cognition. The main objective of this work is to detect the social functioning of 200 young people, and how this is related to emotional self-regulation, especially of a group of young people with disabilities. The research approach will be qualitative - descriptive since the aim is to understand and interpret the results of the self-report on the social functioning of the group; where strengths and weaknesses are identified in seven areas such as: isolation, interpersonal behavior, prosocial activities, leisure, autonomy, competition and occupation. This is how we hope that the results will allow us in the future to develop emotional self-regulation strategies as a transversal axis in the teaching-learning process for students at the Peninsula State University of Santa Elena.

KEYWORDS: Emotional self-regulation, social functioning and cognition. Pscl.

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