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TITLE: The Effect of COVID19

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ABSTRACT

This study investigated aspects of family functionality, self-esteem, and emotional intelligence among novice students at the Escuela Superior Politécnica del Litoral (ESPOL) post-COVID-19. A total of 771 students, aged 17 to 30 years old, from various faculties were evaluated.

The results revealed that a significant proportion of students need to improve their perception and understanding of emotions, both their own and others'. While a considerable percentage of the student population demonstrates skills in identifying and comprehending emotions, a significant portion still faces difficulties in this area, suggesting the need for specific educational interventions.

Regarding self-esteem, it was found that only a small percentage of students exhibit high levels, while the majority fall within the medium range, showing insecurities in certain aspects of their lives. Additionally, a minority group exhibits low levels of self-esteem, which could be related to difficulties in facing challenging situations and an excessive sensitivity to criticism.

Regarding family functionality, most families of the students are considered functional or moderately functional, indicating adequate family cohesion. However, a small percentage of families show dysfunctionality, which may result in communication problems and lack of emotional support.

These findings highlight the importance of implementing educational and psychological support interventions aimed at improving emotional intelligence, self-esteem, and family functionality in post-COVID-19 university students. These interventions could significantly contribute to the emotional well-being and personal development of students.



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BIOGRAPHY

Sergio Castillo completed a Master's degree in Educational Psychology at the University of Barcelona. He currently works at the Escuela Superior Politécnica del Litoral in Ecuador and serves as a Professor of Quantitative Research at Universidad Casa Grande. His professional focus lies in mapping the mental health status of university communities and implementing tailored emotional education plans to meet specific needs. Additionally, Sergio serves as the coordinator for students with disabilities at the university, with a particular emphasis on facilitating the job placement of students with disabilities.

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