

Emotional intelligence training for justice operators facing domestic violence against women: an educational reading of the law

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HOW TO CITE: ARTICLE

Greys Patricia Núñez Ríos, Juan Carlos Berrocal Duran, Margarita Rosa Rodelo García, César Alejandro Cano Mendoza, Sandra Irina Villa Villa, Alexander González	This article aims to analyze, from an educational perspective, how training—or the lack of training—in socio-emotional intelligence affects the performance of justice operators in cases of domestic violence against women in the city of Barranquilla, Colombia. The study adopted a historical-hermeneutical paradigm with a qualitative approach. The inductive method and a descriptive design were used. The participants were selected
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García, Vidal Niebles Mejía,
Karina Rodríguez
Marulanda, Edgardo Sánchez
Montero (2026). Emotional
intelligence training for justice
operators facing domestic
violence against women: an
educational reading of the law
International Journal of Special
Education, 41(21s), 107 - 119

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through purposive sampling and consisted of a family court commissioner's office in the city of Barranquilla and ten women who were victims of domestic violence. The instruments used were the semi-structured interview, the survey, and documentary analysis. The study identified consistent emotional patterns among the ten participants: environments of permanent tension, aggressors dominated by anger and jealousy, and victims who lost autonomy and self-confidence as a result of fear and emotional dependency. Statistics from the Barranquilla District Government for 2025 recorded more than 7,000 psychosocial interventions and more than 4,300 provisional protection orders issued to women victims of violence. Read through an educational lens, these findings show that the emotional intelligence training received by some justice operators functions as a protective factor in their performance, while its absence as a mandatory curricular content in undergraduate law programs constitutes a formative gap with direct consequences for the quality of the administration of justice. In conclusion, it is argued that emotional intelligence must be incorporated as a mandatory curricular competency—rather than a complementary or elective content—both in higher-education legal training programs and in the continuing-education processes for family commissioners and judges..

Keywords: Social competencies, Socioemotional learning, Legal education, higher education, justice operators, Gender-based violence.
JEL Classification: I23 – Higher Education and Research Institutions; K14 – Criminal Law; K38 – Human Rights Law.

Introduction

Legal training has traditionally privileged the development of skills associated with reason, logic and the technical mastery of the norm. In this order of ideas, under this training logic, judges, commissioners and other justice operators are expected to make decisions objectively, without being influenced by emotions or personal circumstances. However, those who administer justice are also human beings who feel, and this socio-emotional dimension can have a significant impact on the way they process the facts that are presented to them, from which they can empathize or become indignant, feel fear or even compassion, with a particularly noticeable impact in delicate cases such as domestic violence.

This article is based on a gap that is considered, above all, educational: if emotions

have such a decisive impact on human and legal decision-making, as documented by Haidt (2019) and López (2017), then the training of justice operators cannot do without the intentional development of socio-emotional intelligence as a curricular competence, both in the undergraduate degree in law and in the processes of continuous training of those who already exercise jurisdictional or administrative functions of family protection.

From a psychological point of view, Haidt (2019) argues that emotions play a very important role in the decisions made by human beings, since they often act first on what they feel and try to rationally justify those decisions later. Along the same lines, López (2017) explains that emotions are closely related to the functioning of the brain and the way we decide. In this order of ideas, transferring the above statements to the educational field suggests that teaching how to

recognize, name and regulate emotions should occupy a place in legal training as central as teaching how to interpret and apply the norm. In accordance with the above, this research is relevant because it allows us to understand that law is not separate from human emotions and that legal education at the undergraduate level and in the continuous training of justice operators, has the responsibility to incorporate this dimension explicitly.

An issue that is very important in the decision-making of those who intervene, from the judicial and psychosocial spheres in the application of justice, is domestic violence as a problem that affects many families in Colombia: in 2025 alone, the family police stations of Barranquilla registered more than 7,000 psychosocial interventions and more than 4,300 provisional protection measures, figures that warn about the magnitude of the phenomenon and the need for justice operators to have solid emotional tools, the product of intentional training from the curricular, and not of the empirical or accidental learning that predominates today.

Theoretical foundation

The way we understand human behavior has changed considerably in recent decades. For many years, the idea that human beings were purely rational prevailed; however, various studies have shown that emotions constitute the fundamental substrate in the way people interpret situations and make decisions. Put in educational terms, this implies that a model of legal training focused solely on normative reasoning, which leaves out a substantial part of what effectively determines the professional performance of a justice operator. This theoretical framework brings together the contributions of three researchers López (2017), Haidt (2019) and Buscaglia (2007) who, from multiperspectivism, allow socio-emotional intelligence to be sustained as a competence that must be taught, and not simply expected.

Socio-emotional intelligence as an educational competence

Before reviewing the specific contributions of each author, it is worth specifying the place that socio-emotional intelligence occupies within the contemporary educational discussion. Báez Corona (2024) has proposed that socio-emotional intelligence can be understood as a human right in the educational field; following this reasoning, its absence in the curricula of law schools is not a simple minor curricular gap, but a training gap that compromises rights and that, in the case analyzed in this article, has a direct impact on the quality of the administration of justice in matters of domestic violence. This idea allows us to reread the contributions of López, Haidt and Buscaglia not only as psychological explanations of human behavior, but as foundations for designing content, didactic strategies and continuous training processes aimed at future and current justice operators learning to recognize and manage their emotions.

López Rosetti: the biology of emotion and its pedagogical value

In this sense, the author López (2017) explains that human beings do not act only with reason, but that when it comes to making decisions they are influenced by emotions. To explain this, the author proposes the model of the "triune brain", composed of three systems: the reptilian, related to instincts; the limbic, seat of emotions; and the neocortex, related to reason. The author argues that the balance between these three systems is essential for human well-being, an idea that, transferred to legal training, suggests that a curriculum focused exclusively on the neocortex, that is, on the norm and logical reasoning, leaves unattended the other two systems that also intervene in every decision made by a judge or a family commissioner.

The same author, It also identifies six basic emotions that influence decision-making: fear, anger, joy, sadness, disgust and surprise, and

points out that each one fulfills an adaptive function. It also introduces the concept of emotional literacy: a person who cannot differentiate between anger and fear, or between joy and euphoria, is destined to be a prisoner of his biological impulses. This concept of literacy is especially useful for the educational field, as it suggests that, just as reading and writing are taught, it is possible and necessary to teach to recognize and name one's own emotions within a formal curriculum.

In relation to stress, the author proposes the formula: Stress = Perception greater than Resources. This equation has direct implications both for the analysis of domestic violence and for the training of those who attend to it: when victims perceive that their emotional, economic or social resources are insufficient, stress becomes chronic and limits their ability to act; Similarly, a justice operator without emotional tools may perceive that their own resources are insufficient in the face of the emotional burden of these cases, which erodes their capacity for objective and sustained intervention.

Haidt: The Mind of the Righteous and the Formation of Moral Judgment

For his part, the author Haidt (2019) argues that people do not make decisions only through logical thinking, but that emotions and intuitions also intervene. To explain this, he uses the metaphor of the rider and the elephant: the elephant represents the emotions and intuitions that appear instantaneously, while the rider represents reason, which tries to control and direct those reactions. According to the author, emotions and intuitions are often acted upon and then those actions are justified through reasoning.

This idea is central to understanding human behavior in conflict situations such as domestic violence and also to thinking about the training of those who must judge them: if "the elephant" acts first, then educating the "rider" is not enough; it is also necessary to train the ability

to recognize when the elephant is taking control. Pagliaro and Pacilli (2025) show that moral evaluations influence the way society interprets these events, especially in the judgments that are built around women victims, and Badenes-Sastre et al. (2024) point out that gender beliefs can be determinants in this interpretation. This research reaffirms Haidt's (2019) proposal and suggests, from an educational point of view, that training in critical thinking about one's own moral biases should be an explicit part of the preparation of justice operators.

Buscaglia (2007): emotional learning as an educational process

Likewise, from emotional learning, the author Buscaglia (2007) states that it affects the way in which relationships with others are established. The author insists on how important it is to learn to know oneself, develop what one feels, and build relationships based on love, empathy, and understanding. For him, love and, by extension, emotional competence is not simply a given feeling, but something that is learned and developed through the experiences and relationships that are built. This premise is, in itself, an educational premise: if emotional intelligence is learned, then it can and should be taught deliberately, with objectives, activities, and evaluation, rather than being left to the personal experience or individual sensitivity of each justice operator.

This perspective can be related to domestic violence, to the extent that an environment where there is a lack of communication, understanding and adequate management of emotions hinders relationships between people; however, this relationship should be understood as a pedagogical application of their ideas and not as a direct statement by the author.

Emotional intelligence as pending curricular content

The articulation of these three authors allows us to argue that human behavior is a

multidimensional phenomenon in which biology, moral intuition and affective capacity are inextricably intertwined, and that this same multidimensionality should be reflected in legal training plans. Emotions influence behavior in at least three dimensions that have direct educational implications: (1) they determine the way in which a person acts in a situation, which requires training self-regulation; (2) they condition the interpretation of reality, so that two people can live the same experience and react differently, which requires training in awareness of one's own biases; and (3) they modulate interpersonal relationships, allowing or blocking empathy, communication, and connection with others, which requires training relational skills.

In this sense, it is affirmed that a mature and ethically oriented professional performance is only possible when the justice operator reaches a level of consciousness in which reason ceases to be simply the advocate of emotions and becomes an empathetic guide, capable of interpreting, not repressing, biological signals such as anger or fear. This capacity, to sustain oneself, does not arise spontaneously: it is an educational result that requires explicit, sustained and assessable training.

Method

This research was developed under the historical-hermeneutical paradigm, with the purpose of understanding and interpreting how the formation or the formation of the results of the study of the victims of the crime is the result of the lack of knowledge and the lack of knowledge of the participants. This paradigm allows the analysis of the ideas, experiences and meanings of the people they grant in their social, institutional and formative context. For this process, the qualitative approach was used, aimed at understanding the experiences and perceptions of the participants, materialized in a structured interview that allowed the identification of trends and patterns in the responses. The method used was the inductive method, which starts from particular situations to reach more far-reaching

conclusions. The type of research is descriptive, aimed at explaining how emotions and the training (or lack of training) to manage them influence the interpretation of the facts and legal decision-making.

Key subjects and actors

The actors in the study were made up of the Family Police Stations of the city of Barranquilla and women victims of domestic violence. The key subjects were selected through purposive sampling and were made up of: a social work professional from a family police station in Barranquilla, interviewed in her capacity as a justice operator with direct experience in cases of domestic violence, and whose training trajectory including her training in emotional intelligence is of particular interest for this analysis; and ten women victims of domestic violence, aged between 30 and 41 years, identified with the pseudonyms Sheilly, Lucelis, Fanny, Deisi, Ermelinda, Angie, Angélica user (1), Mari and Maribel, in order to guarantee their confidentiality. The inclusion criterion was having experienced a situation of domestic violence and being willing to participate voluntarily in the research.

Instruments.

Three techniques were used to collect information. First, the semi-structured interview, applied to the professional of the Family Police Station, which allowed for an in-depth exploration of the institutional perspective on the role of emotions and the training received to manage them in legal decision-making. Second, the interview, applied anonymously to the ten women victims, structured around five open questions about the emotional environment of the home, the emotions of the aggressor, the impact on decision-making, the factors of permanence in the situation of violence and the recovery process. Third, the documentary analysis, which included the review of the official response to a right of petition filed on April 15, 2026 before the District Mayor's Office of

Barranquilla (file EXT-QUILLA-107-119601), with statistical information on domestic violence in the District during the year 2025.

Results

Emotions in the family nucleus and domestic violence

The family is usually the first environment in which people generate emotional bonds and learn to relate to others. It is there that rules of coexistence are also acquired and aspects such as identity and the way in which emotions are expressed begin to be built. In other words, the family is also, in itself, an informal educational space. However, when there are difficulties in managing feelings such as anger, frustration or fear, the home tends to become a space marked by conflict and, in more serious situations, by violence.

In the case of the aggressor, anger may manifest itself impulsively, which does not allow reflection on the consequences of their actions; frequently, the aggressor tends to justify their behavior by validating their actions or excusing themselves by saying that they were provoked by other people. For their part, the victim may experience fear, insecurity and emotional dependence, circumstances that make it difficult to decide to move away from the aggressor: fear of reprisals, emotional ties, economic dependence and the influence of the family environment are some of the aspects that make the breaking of this type of bond complex.

In line with the above, Albrecht and Nadler (2022) explain that the way people react to a crime depends on how they understand what happened and the responsibility they attribute to the person who committed the act; in the case of domestic violence, this confirms that people are not only legal subjects, but also emotional subjects, and that feelings such as fear, anger, or rejection influence the way in which each person interprets what happened.

Likewise, Maloney, Eckhardt, and Oesterle (2023) present the category of emotional

regulation as key to understanding violence within relationships: difficulties in properly managing emotions can become a relevant factor in the appearance of violent behaviors. This suggests that an emotion such as anger, in itself, is not the structural cause of gender or intra-family violence; what is decisive is the way in which each person interprets their emotions and decides to act on them – a process that, precisely because it is learned, can and should be the object of early emotional education.

In addition to the above, Badenes-Sastre et al. (2024) show that the perception of the seriousness of intimate partner violence is related to attitudes such as sexism, victim-blaming and the tendency to justify the aggressor, which allows us to understand that violence does not only take place in the family space, but also in a social context where certain beliefs influence the way in which these events are interpreted. Selim et al. (2026) highlight, in the same sense, the need to have tools that allow these perceptions to be identified considering cultural particularities. In line with the above, Guerrero-Molina et al. (2020) found that sexist attitudes may be associated with a lower willingness of aggressors to recognize their responsibility. Likewise, Friederic (2024) analyzes how changes in women's rights discourses have influenced the way women understand and express their emotions, while Kuijpers et al. (2021) show that previous experiences of violence affect what each person comes to consider "normal" within a relationship. All these findings, read together, reinforce the idea that the emotional interpretation of violence is, to a large extent, a product of socialization and, therefore, a legitimate terrain for educational intervention.

Results of the open interview applied to women victims of domestic violence

From the answers and testimonies of the ten participating women, it was possible to identify elements that are repeated in their experiences. Although each story has its particularities, there are common situations and

emotions that allow a better understanding of domestic violence and its effect on women's family relationships and decision-making.

Regarding the emotional environment of the home, what appears most strongly in the testimonies is the feeling of living in an environment marked by constant tensions. The ten participants referred, in one way or another, to homes where arguments, conflicts and uncertainty predominated. Sheilly described: "In my house everything was very complicated and stressful, there was not a day without fights or arguments. I lived in fear all the time because I didn't know when things were going to get ant-colored." In the same vein, Lucelis and Fanny described difficult family environments, with constant episodes of violence. Angie, Deisi, Angélica and Mari, for their part, emphasized the lack of tranquility and instability that characterized their life at home.

When inquiring about the aggressor's emotions, the ten participants identified anger, jealousy, and the need to exercise control as the most frequent. In their reports, these emotions do not appear in isolation, but intertwined with particular forms of behavior during episodes of conflict. This perception is related to the approaches of Haidt (2019), who gives a central role to intuitive and emotional responses in human behavior: certain actions would arise from the emotional plane and only later would they be subject to rational justification. This does not imply that emotions alone explain or justify violence, but they do help to understand part of that behavior and, consequently, point to an entry point for educational and therapeutic processes aimed at aggressors.

Another important result is related to the impact on decision-making and the autonomy of the participants. Angie expressed: "This affected me too much since I lived in fear and no longer made decisions for myself." This testimony shows that the impact of violence goes beyond the aggression itself, in line with what López (2017) stated about fear as a response that keeps people in a state of alert and modifies the way they perceive and face the situation.

The testimonies also identify circumstances that make it difficult to get out of situations of violence: fear, emotional and economic dependence, and the presence of children. Despite this, the testimonies show that the participants developed processes of reconstruction of their lives, evidencing a capacity for emotional resilience that Buscaglia (2007) describes as part of continuous learning. However, as Valencia (2019) describes in her thesis on the regulation and emotional dependence of women victims of domestic violence, other women may remain in relationships where they are hurt, which confirms that learning to manage what they feel—that is, receiving an emotional education—is a determining factor in being able to move away from a harmful relationship.

Institutional Statistics — Barranquilla Mayor's Office (2025)

This section describes the information obtained through a right of petition filed on April 15, 2026 (No. EXT-QUILLA-107-119601), through which the District Mayor's Office of Barranquilla provided official statistical information on the actions of the Family Commissariats during the year 2025, which is presented in Table 1.

Table 1 *Actions of the Family Police Stations of Barranquilla, 2025*

Police station actions	No. reported in the right of petition
PARD opening	491

Complaints of abandonment of the elderly attended	296
Provisional protection measures granted	4.346
Final protection measures granted	2.881
Couples Guidance	196
Psychosocial interventions	7.016
Case follow-up — home visits	3.527
Rescues of children and adolescents (NNA)	324
Community awareness days	300

Note. Source: Mayor's Office of Barranquilla (2026). Response to right of petition, file EXT-QUILLA-107-119601.

These figures show the magnitude of institutional care in situations of domestic violence in the District. The volume of psychosocial interventions (7,016) and provisional protection measures (4,346) is striking, figures that show a considerable demand for attention and protection from victims and, consequently, a sustained emotional burden on the teams that care for them. Regarding indicators related to children and adolescents, the official report pointed to a decrease in rates for 2025 compared to the 2023 baseline; however, significant challenges persist around intimate partner violence when the victim is between 18 and 28 years old (rate of 132.9 per 100,000 inhabitants).

This decrease in the figures related to children and adolescents should not be read as a sign that the problem is losing weight in this population, since, as Ribeiro Cunha, Leitão, and Sani (2024) point out, a large part of the instruments used to assess risk in these cases are still designed from the logic of the adult, without fully adjusting to the particularities of childhood, which constitutes, in itself, a training gap for those who design and apply these instruments.

Institutionally identified causal factors

According to the information presented in the right of petition by the Mayor's Office of Barranquilla, the cases of domestic violence dealt with are mainly associated with the following

factors, several of which have a clearly educational root: Lack of knowledge of the types of domestic or gender violence: a considerable number of people only recognize physical aggressions as violence, leaving aside other manifestations of humiliation, threats, and economic restrictions, which contributes to these behaviors ending up being normalized in the family context. This lack of knowledge refers, directly, to a deficit of citizenship and emotional education that could be addressed from school and community training programs.

Rigid cultural patterns and gender roles: there are still sexist and authoritarian beliefs that legitimize the exercise of control and domination within the home, and that are usually transmitted through socialization rather than by conscious decision, which reinforces the need for intentional education in gender equality, as well as unresolved family conflicts: communication difficulties, jealousy, substance use, processes of separation from partners and inadequate management of emotions, all of them areas where emotional education and family mediation could operate as prevention factors. In addition to the above, abandonment and neglect within the family: it mainly affects children, adolescents and the elderly, and is usually linked to the lack of support networks and adverse socioeconomic conditions.

Training in emotional intelligence in institutional practice: interview with a family police station professional

In order to know the institutional view on the subject, a professional in Social Work linked to a Family Police Station in Barranquilla, whose work focuses on the accompaniment of children, adolescents, families and the community in general, was interviewed. A summary of her main responses is presented below, with special attention to the training component.

When asked about the influence of emotions on the decisions of family commissioners, the professional said: "Yes, emotions can influence decisions; however, the family commissioner must act impartially, objectively and in accordance with the law, always prioritizing the comprehensive protection of the rights of children, adolescents and families"

Regarding the management of emotions in the most complex cases, she pointed out that they are based on self-control, active listening, technical analysis and joint work with interdisciplinary teams. Regarding the role of empathy, she considered that it does not conflict with objectivity; on the contrary, it strengthens it, to the extent that it allows for a deeper understanding of family dynamics. A particularly relevant piece of information for this article is that the professional confirmed that both curators and interdisciplinary teams receive training in emotional intelligence and conflict resolution: that is, where there is explicit training in this competence, it is perceived as a legitimate support for decision-making, and not as a threat to objectivity. This finding constitutes, within the study, the most direct empirical evidence that training in emotional intelligence – when it exists – functions as a protective factor in the exercise of public function.

Finally, he indicated that the emotions that are most frequently observed in the cases attended to are sadness, anguish, fear, frustration,

anxiety and the feeling of helplessness – a broad emotional repertoire that reinforces the need for such training not to be punctual or exceptional, but sustained over time and extended to all operators, including those who do not currently receive it.

Types of domestic violence against women

In general, domestic violence is usually classified into four main modalities: Physical violence: includes any act that causes bodily harm – hitting, pushing, direct aggression – generally linked to episodes of anger that the aggressor is unable to control. Psychological or emotional violence: includes insults, humiliation, threats, manipulation and other forms of emotional control that significantly affect the mental health of those who suffer them, and that often precede physical violence. Economic or patrimonial violence: occurs when the victim's money or assets are controlled, for example, by denying or limiting their access to economic resources, which over time makes them more dependent and vulnerable to the aggressor, and sexual violence: occurs when the victim is forced to perform or tolerate acts of a sexual nature without their consent, within the family or in a relationship (Law 1257, 2008).

When cross-referencing the statistical data with the testimonies of the participants and with the institutional perspective, a clear point of agreement appears: psychological and physical violence are the most common forms of aggression. Psychological violence is so linked to the emotional world of those who exercise it that it ends up translating into control, manipulation, humiliation and devaluation, a wear and tear that does not occur all at once, but accumulates over time. Along these lines, Sánchez-Hernández et al. (2020) point out that it is necessary to recognize the seriousness of this type of violence, as it reduces sexism and benevolence in these cases. Physical violence, on the other hand, is easier to identify with the naked eye, as it almost always

explodes when the aggressor's anger no longer finds restraint. In this sense, it is stated that the mismanagement of emotions is directly mentioned in the institutional report as one of the central causes is no coincidence: on the contrary, it confirms what this research has been proposing and reinforces the argument that the prevention of these two most frequent types of violence passes, to a large extent, through educational processes of emotional management aimed at both the community and those who intervene institutionally.

For their part, Tyler and Jackson (2022) argue that people's emotions and experiences have a direct impact on the way they observe authorities and institutions. This view is useful to understand that, to the extent that some type of violence is experienced, the trust that victims place in entities can become a fundamental element when the victim seeks help and decides to report it. Hence, the institutional response should not be limited to the application of routines and protocols, but should also seek respectful treatment, capable of generating trust and offering timely responses to the victim, a treatment that, as documented in this study, depends to a large extent on the emotional training of the person who provides it.

On the other hand, it is necessary to broaden the view of the response that women receive in situations of violence. It is not enough to legally recognize the seriousness of the facts or to establish sanctions for those who commit them. Authors such as Tapia et al. (2023) invite us to reflect on the limits of a response focused mainly on criminalization. From this perspective, the protection of women's rights requires, in addition to judicial norms and mechanisms, institutions and professionals capable of offering effective, timely and emotionally sensitive attention to the experiences of women seeking help; that sensitivity, we argue, is a competence that is formed, not a character trait that is simply possessed or not possessed.

Discussion

The results of this research allow us to observe that emotions have a determining influence in cases of domestic violence, both in victims and in those who administer justice, which coincides with the approaches of López (2017), Haidt (2019) and Buscaglia (2007) on the role of emotions in decision-making and in the way people act. Read from the perspective of education, this finding has a concrete implication: if emotions have such a significant impact, then the training of justice operators must address this dimension explicitly, and not rely on each professional to develop it on their own.

For its part, Maroney (2011) argues that this does not mean that judges should ignore their feelings, but rather learn to regulate them. In victims, we identify emotions such as fear, dependency, and loss of autonomy; based on this, we consider that it is necessary for people with legal professions to deliberately develop their emotional intelligence, as this can contribute positively to fairer and, above all, more humane decisions. This perspective is consistent with what was expressed by the interviewed professional, who indicates that empathy enriches rather than compromises objectivity in decision-making, and confirms with her own testimony that training in this competence, when it exists, is perceived as a legitimate support for professional practice.

Likewise, Blumenthal (2022) documents how emotions affect the evaluation of evidence in criminal proceedings, a conclusion directly applicable to the domestic violence processes analyzed in this study: if the emotions of the justice operator even influence the evaluation of evidence, the absence of training in its recognition and handling is not a secondary issue, but a factor that can affect the quality and equity of judicial decisions.

In this regard, the emotional pattern identified in victims of fear, emotional dependence, and loss of autonomy corresponds

to the findings of Coronel-Dávila et al. (2025) on alexithymia in victims of intimate partner violence, and with those of Ribeiro Cunha et al. (2024) on risk factors for victimization in minors exposed to domestic violence. Anger and jealousy identified as predominant emotions in aggressors coincide with what was reported by Lerner and Keltner (2001) regarding the role of fear and anger in risk perception and decision-making. Together, these findings form an emotional map of the phenomenon that, we argue, should be translated into concrete curricular content: recognition of alexithymia patterns, management of one's own and others' anger, and understanding of emotional dependence as a phenomenon that conditions victims' decision-making.

A relevant theoretical implication of these findings is that training in emotional intelligence should not be understood as an optional complement in the preparation of justice operators, but as a functional requirement and, following Báez Corona (2024), as a human right in the educational field. Its absence in undergraduate legal training constitutes a gap that directly affects the quality of the administration of justice, and its presence, as evidenced by the institutional testimony collected in this study, operates as a protective factor for both those who judge and those who are judged or accompanied.

Conclusions

From this study, it is possible to argue that training in emotional intelligence is a pending and necessary component in legal education against domestic violence against women, which allows us to formulate four main conclusions.

Emotions are part of the way people react, especially in delicate cases such as those related to violence: we often act from what we feel before thinking rationally, and this can influence the decision-making of judges and commissioners. For this reason, it is important that these professionals learn, through explicit training processes, to know and manage their

own feelings. The contributions of López (2017), Haidt (2019) and Buscaglia (2007) agree that reason often operates at the service of emotional impulses, which constitutes the theoretical foundation for incorporating this competence into the legal curriculum.

Likewise, the study concludes that the Women who are victims of domestic violence often remain under fear, tension or emotional dependence, which makes it difficult for them to get out of these situations. This confirms that domestic violence should not be seen as a simple problem between two people, but as a phenomenon crossed by emotional and social factors that must also be the object of educational intervention, both in the community and in the institutions that care for it.

In the same way Domestic and gender-based violence cannot be read as a simple emotional outburst or reduced to a purely normative issue. As Albrecht and Nadler (2022) point out, there is always an interpretation between emotions and violent acts—the way in which the person understands what happened and assumes responsibility. Maloney, Eckhardt, and Oesterle (2023) warn that the difficulty in regulating what is felt, and not the emotions themselves, is what can become a risk factor. Added to this is cultural influence: Badenes-Sastre et al. (2024) and Selim et al. (2026) show that attitudes such as sexism, victim-blaming, and aggressor justification are not alien to the social context, which reinforces the need for educational programs that are community-based and not just institutional.

And finally, in relation to official figures, the problem is still significant: the Mayor's Office of Barranquilla reported more than 7,000 psychosocial interventions and more than 4,300 provisional protection measures in 2025. The most frequent types of violence are physical and psychological, both linked to the inability to manage emotions within the family nucleus. This shows that it is not enough to act when the violence has already occurred: it is equally

important to work on prevention through emotional education, both for families and for those who have the institutional responsibility to protect them.

In summary, this study argues that emotional intelligence should be incorporated as a compulsory curricular competence – and not complementary or optional – in higher education programs in law, as well as in the processes of continuous education and training of commissioners, family judges and other justice operators. Only through legal education that explicitly recognizes the emotional dimension of professional practice will it be possible to move towards a more aware, empathetic and,

ultimately, fairer administration of justice in the face of domestic violence.

Acknowledgments

Article derived from the project "The role of emotions in the law against domestic violence", developed as a Collective PAT of the Rafael Núñez University Corporation, Barranquilla campus, with the participation of seed students Ana Lucía Padilla Cuentas, Andrés David Bravo de Ávila, Elida Fernanda Castilla Orozco and Sherry Ann Ayos Portela (2026) with the collaboration of Universidad de la Costa, Universidad Libre and Institución Universitaria Barranquilla

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