

Emotional intelligence as a key factor in education: A systematic review

Inteligencia emocional como factor clave en la educación: una revisión sistemática

1. Paola Cynthia Otero Bocanegra

<https://orcid.org/0009-0007-4345-9865>

potero@ucvvirtual.edu.pe

Universidad César Vallejo

Lima-Peru.

2. Selman Dennis Condeso Camizan

<https://orcid.org/0000-0002-2984-8385>

scondeso@ucvvirtual.edu.pe

Universidad César Vallejo

Lima-Peru.

3. Norma Quenema Camacho

<https://orcid.org/0000-0003-1011-5138>

nquenemac@ucvvirtual.edu.pe

Universidad César Vallejo

Lima-Peru.

4. Freddy William Castillo Palacios

<https://orcid.org/0000-0001-5815-6559>

fcastillop@ucv.edu.pe

Universidad César Vallejo

Lima-Peru.

5. Erick Joel Hernández Ramos

<https://orcid.org/0000-0002-8097-8716>

jhernandezr@unf.edu.pe

Universidad Nacional de Frontera

Piura –Peru.



Received: 27/01/2025 Accepted: 19/04/2025

2026. V6. N 1.

Abstract

The purpose of this research is to analyze the influence of emotional intelligence on academic performance and socio-emotional variables in students of different educational levels. Based on a systematic review of 21 studies published between 2020 and 2025, evidence was collected from Latin America, Europe, and Asia that addresses the relationship between emotional intelligence, academic achievement, emotional well-being, and student engagement. The methodology used consisted of the identification, selection and critical analysis of articles available in recognized academic databases, prioritizing research with quantitative, qualitative and mixed approaches considered in the SciELO and Scopus databases. The results reveal that emotional intelligence has a positive impact on academic performance, fosters self-efficacy, resilience and commitment to studies. Likewise, it was identified that its development contributes to improving reading comprehension, reducing university dropouts and strengthening socio-emotional skills, especially in virtual and higher education contexts. Finally, it is concluded that integrating emotional intelligence in a transversal way in educational processes favors not only academic success, but also emotional well-being and student permanence, responding to the current challenges of equity, quality, and sustainability in education.

Keywords: emotional intelligence, academic performance, student well-being.

Resumen

Esta investigación tiene como propósito analizar la influencia de la inteligencia emocional en el rendimiento académico y en las variables socioemocionales de estudiantes de distintos niveles educativos. A partir de una revisión sistemática de 21 estudios publicados entre 2020 y 2025, se recopilaron evidencias provenientes de América Latina, Europa y Asia que abordan la relación entre inteligencia emocional, logros académicos, bienestar emocional, y compromiso estudiantil. La metodología empleada consistió en la identificación, selección y análisis crítico de artículos disponibles en bases de datos académicas reconocidas, priorizando investigaciones con enfoques cuantitativos, cualitativos y mixtos considerados en la base de datos de SciELO y Scopus. Los resultados revelan que la inteligencia emocional impacta positivamente en el rendimiento académico, fomenta la autoeficacia, la resiliencia y el compromiso con los estudios. Asimismo, se identificó que su desarrollo contribuye a mejorar la comprensión lectora, reducir la deserción universitaria y fortalecer las capacidades socioemocionales, especialmente en contextos virtuales y de educación superior. Finalmente, se concluye que integrar la inteligencia emocional de manera transversal en los procesos educativos favorece no solo el éxito académico, sino también el bienestar emocional y la permanencia estudiantil, respondiendo a los desafíos actuales de equidad, calidad y sostenibilidad en la educación.

Palabras clave: inteligencia emocional, rendimiento académico, bienestar estudiantil.

Introduction

Despite advancements in the understanding of emotional intelligence (EI), its effective integration into educational curricula remains limited. Recent studies indicate that the lack of focus on emotional skills can negatively affect both academic performance and student well-being. UNESCO (2022) highlights that 70% of students in Latin America and the Caribbean experience high levels of stress and anxiety—factors that could be mitigated through structured EI programs. Additionally, the OCDE (2022) points out that only 35% of educational institutions in member countries have implemented formal strategies for developing emotional competencies, revealing a significant gap in the comprehensive training of students.

Research on EI in the Latin American educational context is still in its infancy. According to a study by Valdiviezo & Rivera (2022), only 3.5% of the scientific output on EI in education comes from Latin America and the Caribbean. Despite this low representation, available studies consistently indicate positive effects of EI training on academic performance, self-esteem, and stress management among students. However, the absence of public policies aimed at developing emotional skills and the limited teacher training in this area pose significant challenges for the region.

A meta-analysis of 21 Peruvian studies published between 2020 and 2023 revealed that EI has a significant effect on academic performance, with a correlation of $r = 0.383$ ($p < 0.001$). This finding underscores the importance of implementing programs that foster EI within the Peruvian school system. However, despite this empirical evidence, its inclusion in the national curriculum is limited, and many educational institutions lack specific programs to develop these skills among students (Bardales & Cabrera, 2023).

EI plays a crucial role in the educational environment, contributing to the holistic development of students. Various recent publications demonstrate that students with higher levels of EI exhibit better communication skills, greater empathy, and enhanced capacity to manage stress and academic pressure (Goleman et al., 2023). These authors emphasize that EI strengthens interpersonal relationships within the classroom and enhances intrinsic motivation and resilience—factors essential for achieving academic and personal success.

This article aims to analyze the integration of EI into the contemporary educational system, assessing its impact on academic performance and personal development among students. To achieve this, empirical and theoretical studies published between 2020 and 2024 are reviewed, with particular emphasis on research conducted in global, Latin American, and national contexts to provide a regional perspective. Strategies and programs implemented in educational institutions that have demonstrated efficacy in strengthening emotional competencies are also examined.

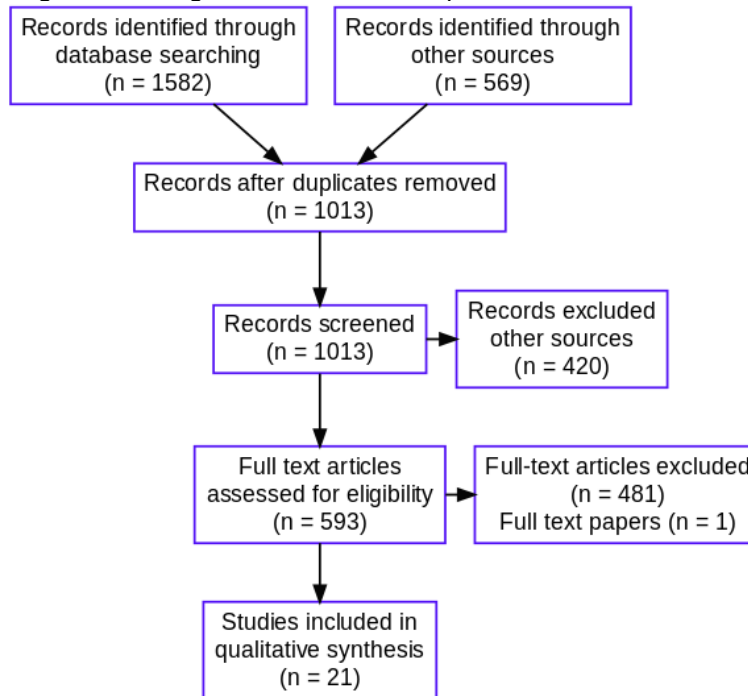
To provide solid evidence, a systematic literature review was conducted to investigate the impact of EI on academic performance and personal development among students. The search was carried out in prestigious academic databases such as Scopus, aiming to identify key findings, gaps, and opportunities to enrich scientific education in this field during the period 2020–2025.

Otero, P., Condeso, S., Quenema, N., Castillo, F. & Hernández, E. (2026). Emotional intelligence as a key factor in education: A systematic review. *Revista InveCom*, 6 (1). 1-9. 10.5281/zenodo.15284555

Methodology

This study adopted a systematic literature review design to analyze the relationship between emotional intelligence (EI) and education. The guidelines of the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) approach were followed, widely recognized for its rigor and transparency in synthesizing scientific evidence (Moher et al., 2009). The review focused on studies published between 2020 and 2025 that addressed the influence of EI on academic performance, emotional well-being, and student engagement.

Figure 1. PRISMA flow diagram showing the article selection process



Note. Content generated from <https://hollyhartman.shinyapps.io/PRISMAFlowDiagram/>

The methodological process was structured into several key phases. First, clear research questions were defined to understand how EI impacts educational processes and to what extent it influences student learning and development. Subsequently, inclusion and exclusion criteria were established to ensure the relevance and quality of the selected studies. Research published in peer-reviewed journals indexed in quartiles Q1 to Q4, written in either Spanish or English, and explicitly addressing the relationship between emotional intelligence and education were included. Studies without peer review, duplicated documents, and publications lacking a focus on EI in educational contexts were excluded.

The systematic search for information was primarily conducted in the Scopus database, a high-quality platform recognized for its multidisciplinary coverage and academic rigor. Boolean operators were employed to optimize results and ensure the comprehensiveness of the search. Terms included: (“emotional intelligence” OR “emotional quotient” OR “EQ”) AND (education OR “academic performance” OR “mental health” OR well-being). Articles combining quantitative, qualitative, and mixed approaches were prioritized, always within the educational framework.

For the critical evaluation of the selected studies, the CASP (Critical Appraisal Skills Program) tool was utilized to assess the methodological validity and scientific relevance of each article. This procedure allowed for the filtering of robust research that provided significant evidence for the analysis of emotional intelligence as an educational variable.

The data analysis adopted a qualitative approach aimed at synthesizing and interpreting the main findings of the selected studies. Categorization strategies based on inductive coding (Braun & Clarke, 2006) were employed. In the initial phase, studies were grouped according to their objectives, methodologies, and primary

findings. Recurrent themes were identified, notably the impact of EI on academic performance, teacher training, and students' socio-emotional well-being.

Data triangulation was applied to strengthen the reliability of the analysis by comparing results across different studies and databases (Creswell, 2009). Additionally, a critical interpretation was incorporated to examine both the positive effects and challenges associated with the implementation of EI programs in school contexts, as well as the gap that still exists between theoretical frameworks and practical application (Hargreaves & Fullan, 2012).

In summary, this study presents a systematic descriptive review that rigorously follows PRISMA guidelines. The selection of articles was restricted to the period 2020–2025 to analyze the most recent evidence regarding the inclusion of emotional intelligence in the educational field and its relevance in transforming teaching-learning processes.

Results

The results obtained from the systematic review confirm a positive relationship between emotional intelligence (EI) and academic performance among students across various educational levels. Zhylin et al. (2024) demonstrated that students with high levels of EI are capable of regulating their emotions, controlling their impulses, and effectively facing academic challenges, which translates into better performance. Similarly, Robinson (2024) found that EI predicts academic performance, mediating its effect through the efficient use of problem-solving strategies, reinforcing its value as a tool for academic success.

Additionally, AL-Qadri & Zhao (2021) provide evidence that students with elevated EI not only maintain stable emotional control but also exhibit notable adaptability to continuous learning, which directly influences their persistence and academic commitment. This finding suggests that EI acts as a facilitator of academic performance and enhances intrinsic motivation.

Regarding the school climate, significant contributions were identified concerning the impact of EI on building inclusive and emotionally safe educational environments. Valverde et al. (2023) and Bru et al. (2021) warn that students with low EI tend to experience emotional and social isolation, creating unhealthy dynamics within the classroom. In contrast, Godoy & Sánchez (2021) indicate that the development of EI promotes healthy interpersonal relationships, fosters meaningful friendships, and reduces school conflicts, thereby strengthening social cohesion and mutual respect within the educational community. Furthermore, Türker & Tanriöğen (2020) demonstrated that school leaders with high EI improve the relationship between teachers and students, consolidating more empathetic and cooperative environments.

On the other hand, studies such as those by Godoy & Sánchez (2021) highlight that developing EI in students contributes to forming healthy friendships, increasing cohesion, and reducing conflicts in the classroom. This has a direct impact on school cohesion, fostering an atmosphere of mutual respect and understanding that enhances the academic performance of all involved.

The development of EI also contributes to reducing stress and anxiety in the educational environment. Husain et al. (2022) and Özdemir & Dilekmen (2024) report that students with high EI show greater resilience and emotional satisfaction, positively impacting their psychological well-being. Additionally, Costa & Faria (2023) argue that EI is related to stress regulation and decreased school rejection.

It is not just students who benefit; teachers can also gain from developing EI to better manage stress and workload. According to Özdemir & Dilekmen (2024), teachers with high levels of EI have greater autonomy in controlling their own thoughts and those of their students, leading to better performance and a more pleasant classroom environment.

An emerging aspect in the reviewed literature is the relationship between EI and artificial intelligence (AI) in education. According to Alenezi (2024), students with high EI can interact better with AI-based learning platforms, optimizing their educational experience and facilitating personalized learning.

Furthermore, integrating EI into AI systems could represent a significant advancement in education, allowing for the adaptation of learning content to students' cognitive needs. However, Alenezi (2024) warns that this poses ethical challenges, particularly concerning the privacy of emotional data and the need to ensure that AI is utilized legitimately.

Overall, the studies analyzed reinforce the importance of EI as a fundamental competence for academic success, personal development, social interaction, and technological integration. The transversal implementation of EI programs in both school curricula and teacher training represents a significant opportunity to improve educational quality and address current challenges in equity and sustainability.

Table 1. Summary of Methodologies and Impacts in Studies on Emotional Intelligence in Academic Contexts

Author	Year	Methodology	Highlighted impact
Soriano-Sánchez et al.	2025	Psychometric validation, confirmatory factor analysis	Creation and validation of EQ-i-JG15 for Spanish military personnel, positive relationship between EI and resilience
Vega Velásquez et al.	2025	Correlational analysis	Identification of socio-emotional factors linked to university dropout
Díaz Ocampo et al.	2025	Quantitative, descriptive-correlational	Significant relationship between psychopedagogical self-efficacy and EI; recommendations for teacher training
Guzmán-López et al.	2025	Document review	Theoretical correlation between EI and reading comprehension; proposal to renew pedagogical processes
Luna et al.	2025	Correlational, hierarchical linear regression	EI, self-efficacy, and happiness predict teacher engagement, with gender and experience differences
Fuentes-Barría et al.	2024	Cross-sectional, t-test, correlations	Physical activity positively correlated with emotional attention, negatively with emotional repair
Álamo et al.	2024	Quantitative ex post facto	Emotional management and prosocial behaviors improve social self-concept, affected by bullying and cyberbullying
Palomares et al.	2024	Pre-post without control group, cooperative intervention	Significant improvement in all three dimensions of EI in physical education with cooperative learning
Laura de la Cruz et al.	2024	Quantitative descriptive	Higher EI in women; greater emotional control in men; differences by age and academic level
Valencia et al.	2023	Descriptive-correlational, questionnaires	EI significantly correlated with happiness and optimism in students
Gallegos et al.	2023	Descriptive-correlational design	EI positively linked with resilience and university adaptation in youth
Velando et al.	2023	Cross-sectional study, validated questionnaires	Significant relationships between EI, university adaptation, and academic performance
Díaz et al.	2023	Descriptive design, survey	Higher EI levels in postgraduate students compared to undergraduates
López et al.	2022	Correlational design	Relationships between EI and coping strategies for stress, more relevant in women

Otero, P., Condeso, S., Quenema, N., Castillo, F. & Hernández, E. (2026). Emotional intelligence as a key factor in education: A systematic review. *Revista InveCom*, 6 (1). 1-9. 10.5281/zenodo.15284555

Herrero et al.	2022	Factor analysis, convergent validity	Validation of TMMS-24 questionnaire in Peruvian university students; adequate reliability and validity
Mendoza et al.	2022	Comparative descriptive design, t-test	Significant differences in EI by sex and age, higher scores in women
Blanco et al.	2022	Systematic review	EI associated with better academic performance and emotional well-being
Sánchez et al.	2021	Correlational study	Positive correlation between EI and academic performance in university students
Flores et al.	2021	Cross-sectional study, questionnaires	EI related to resilience and life satisfaction in students
Ortega et al.	2020	Correlational design	EI positively correlated with empathy and social skills in university students
Morales et al.	2020	Cross-sectional study, surveys	Higher EI levels in women; correlation with academic performance

Discussion

The analyzed studies consistently highlight that emotional intelligence (EI) has a positive impact on academic performance, the creation of a positive school climate, and the development of social skills. According to Estrada et al. (2021) and Zhylin et al. (2024), EI not only enhances academic performance but also fosters engagement and compassion among students. This finding is echoed in the research by Türker & Tanrıöğen (2020), who emphasize the importance of emotionally intelligent leadership in education, suggesting that EI development should be comprehensive, involving both students and educators.

However, the application of EI can vary significantly depending on the educational context. In environments with high academic pressure, such as higher education institutions, EI may be a crucial factor for managing stress and anxiety, as noted by Alenezi (2024). Conversely, in primary school contexts, developing EI may be essential for creating a collaborative environment and reducing bullying (Bru et al., 2021).

Despite the evident benefits, the implementation of EI programs faces several challenges. Resistance from educators and a lack of resources are common obstacles. According to Godoy & Sánchez (2021), teacher training in EI is crucial but is not always prioritized in initial educator training programs. Additionally, integrating EI into the curriculum can be complicated due to the overload of academic content and lack of time to address socio-emotional skills.

Another challenge is the variability in the perception and understanding of EI among educators and school administrators. Alenezi (2024) points out that interaction with artificial intelligence (AI) can be better leveraged by students with high EI, highlighting the need to train teachers to effectively integrate technology into emotional learning. However, without a clear understanding of EI, it is difficult for educators to implement these tools effectively.

While the findings regarding EI are encouraging, it is essential to consider the methodological limitations of the reviewed studies. Most employ correlational designs that, while demonstrating positive associations, do not allow for establishing causal relationships. For instance, Husain et al. (2022) and Valverde et al. (2023) report correlations between EI and academic performance but do not demonstrate that one variable determines the other.

Moreover, the gender differences observed in some studies (such as Godoy & Sánchez, 2021) may not be generalizable to all cultural contexts, limiting the applicability of the findings universally. The cultural and socioeconomic diversity of students can influence the expression and development of EI, indicating that interventions must be adaptive and sensitive to these differences.

Lastly, it is important to note that many studies focus on specific populations, such as university or secondary school students, which may limit the applicability of their results to other age groups or educational contexts. This suggests that more varied and extensive research is needed to fully understand the impact of EI in different educational environments.

Conclusions

The analyzed results confirm that emotional intelligence (EI) is a key factor in the educational domain, significantly influencing academic performance, students' emotional well-being, and school climate. Various studies have shown that the development of EI not only enhances students' ability to manage stress and anxiety but also strengthens competencies such as empathy, collaboration, and engagement, contributing to a healthier and more productive school environment.

However, the effective integration of EI into educational contexts presents a series of structural and cultural challenges. Among the main obstacles are the limited teacher training in socio-emotional strategies, the curricular overload that prevents dedicating time to these skills, and the differences in perception and understanding of the value of EI among various actors in the educational system. Additionally, cultural and socioeconomic gaps affect how these competencies develop and are expressed among students, emphasizing the need for contextualized and culturally sensitive pedagogical approaches.

Despite the growing interest in incorporating EI into school programs, many of the reviewed studies rely on correlational approaches, which prevent the establishment of clear causal relationships. This highlights the need to broaden methodological designs toward longitudinal and experimental studies that allow for a more precise evaluation of the effects of EI programs across different educational levels and populations.

Recommendations

1. Integrate EI programs into formal education: Educational institutions should systematically incorporate the development of EI as an essential part of the curriculum, designing programs tailored to each educational level. These programs should have clear objectives, evaluation indicators, and active methodologies to ensure effective implementation.
2. Train teachers in socio-emotional teaching strategies: Initial and ongoing teacher training must include content and practices related to EI. Beyond providing theoretical knowledge, it is crucial to offer practical and reflective training spaces, supported by professional networks and mentorships that encourage the application of socio-emotional strategies in the classroom.
3. Encourage future research with mixed methodologies: To deepen the understanding of the relationship between EI and academic performance, future research should adopt mixed methods that combine quantitative analysis with qualitative studies. This will capture not only measurable outcomes but also the subjective experiences of students and teachers.
4. Develop educational policies that promote EI: Educational authorities should consider EI as a transversal and priority competency within their policies. This requires ensuring adequate resources for implementation, creating supportive emotional environments within schools, and establishing continuous evaluation mechanisms to measure the impact of EI interventions.
5. Incorporate technology and innovative tools in EI development: The use of technological tools can facilitate socio-emotional learning. It is recommended to integrate interactive platforms, simulators, and digital resources that allow students to practice emotional skills in safe virtual environments. Additionally, the responsible use of artificial intelligence could open new possibilities for personalizing emotional development according to students' individual needs.

Technology can be an ally in teaching EI. Utilizing digital platforms, simulations, and interactive resources can enable students to develop emotional skills in controlled environments. Furthermore, integrating artificial intelligence into socio-emotional learning could be an innovative strategy to personalize the development of EI for each student.

References

- Alenezi, A. (2024). The effect of emotional intelligence on higher education: A pilot study on the interplay between artificial intelligence, emotional intelligence, and e-learning. *Multidisciplinary Journal for Education, Social and Technological Sciences*, 11(2), 51–77. <https://doi.org/10.4995/muse.2024.21367>
- Al-Qadri, A., & Zhao, W. (2021). Emotional intelligence and students' academic achievement. *Problems of Education in the 21st Century*, 79(3), 360–380. <https://doi.org/10.33225/pec/21.79.360>
- Álamo, M., & Llorent, V. J. (2024). Bullying, cyberbullying, emotional intelligence, and socio-emotional competencies and their relationship with social self-concept in adolescents. *Revista Complutense de Educación*, 35(4), 887–897. <https://doi.org/10.5209/rced.90342>

Otero, P., Condeso, S., Quenema, N., Castillo, F. & Hernández, E. (2026). Emotional intelligence as a key factor in education: A systematic review. *Revista InveCom*, 6 (1). 1-9. 10.5281/zenodo.15284555

- Bardales, J., & Cabrera, Y. (2023). Inteligencia emocional y rendimiento académico en el Perú: Revisión sistemática periodo 2020 al 2023 y meta-análisis. *Ciencia Latina Revista Científica Multidisciplinar*, 7(5), Article 5. https://doi.org/10.37811/cl_rcm.v7i5.8536
- Bru, L., Martí, M., Merino, C., & Cervera, J. (2021). Emotional intelligence measures: A systematic review. *Healthcare*, 9(12), 1696. <https://doi.org/10.3390/healthcare9121696>
- Calero, A., Rosenfeld, N., Belén, M., & Burin, D. (2023). Theory of constructed emotion: Emotional vocabulary and emotional intelligence. *International Journal of Emotional Education*, 15(2), 175–179. <https://doi.org/10.56300/BVAA2684>
- Costa, A., & Faria, L. (2023). Implicit theories of emotional intelligence and students' emotional and academic outcomes. *Psychological Reports*. Advance online publication. <https://doi.org/10.1177/00332941231183327>
- Díaz Ocampo, E., & Díaz Sandoya, E. L. (2025). Autoeficacia psicopedagógica, inteligencia emocional y su impacto en el logro de los ODS en docentes universitarios. *Revista de Ciencias Sociales*, 31(1), 250–264. <https://doi.org/10.31876/racs.v31i1.43505>
- Estrada, M., Monferrer, D., Rodríguez, A., & Moliner, M. (2021). Does emotional intelligence influence academic performance? The role of compassion and engagement in education for sustainable development. *Sustainability*, 13(4), 1721. <https://doi.org/10.3390/su13041721>
- Fuentes-Barría, H., Aguilera-Eguía, R., Maureira-Sánchez, J., Alarcón-Rivera, M., & Fuentes-Barría, H. (2024). Level of physical activity and emotional intelligence in Chilean Physical Education teaching students: A cross-sectional study. *Retos*, 60, 911–917. <https://doi.org/10.47197/retos.v60.108717>
- Goleman, D., Mckee, A., & Gallo, A. (2023). *Inteligencia emocional* (2a ed.). SBS. <https://www.sbs.com.pe/inteligencia-emocional-2-edicion-9788417963699.html>
- Godoy, I., & Sánchez, M. (2021). Estudio sobre la inteligencia emocional en educación primaria. *Revista Fuentes*, 2(23), 254–267. <https://doi.org/10.12795/revistafuentes.2021.12108>
- Guzmán-López, A. P.-C., Salas-Morales, A. J., & Sánchez-Albarran, V. E. (2025). Inteligencia emocional y comprensión lectora a nivel estudiantil: Una actualización temática. *Encuentros. Revista de Ciencias Humanas, Teoría Social y Pensamiento Crítico*, (23), 245–253. <https://doi.org/10.5281/zenodo.14268977>
- Husain, W., Inam, A., Wasif, S., & Zaman, S. (2022). Emotional intelligence: Emotional expression and emotional regulation for intrinsic and extrinsic emotional satisfaction. *Psychology Research and Behavior Management*, 15, 3901–3913. <https://doi.org/10.2147/PRBM.S396469>
- Luna, J. M. N., Del Valle, S., Sánchez Sánchez, F., & Juárez Santos, D. (2024). Engagement docente: Autoeficacia, inteligencia emocional y felicidad subjetiva en Educación Física. *Retos*, 62, 16–25. <https://doi.org/10.47197/retos.v62.110306>
- OCDE. (2022). *Fortalecimiento de habilidades para la equidad y la sostenibilidad: Cumbre de habilidades 2022*. https://www.oecd.org/content/dam/oecd/es/events/2022/03/Skills-Summit-2022-Joint-Summary-Spanish.pdf?utm_source=chatgpt.com
- Palomares, I., Garví Medrano, P. M., & Fernández-Río, J. (2024). Cooperative learning model for the improvement of emotional intelligence in primary education students in physical education. *Retos*, 59, 750–758. <https://doi.org/10.47197/retos.v59.104140>
- Robinson, M. (2024). Ability-related emotional intelligence: An introduction. *Journal of Intelligence*, 12(5), 51. <https://doi.org/10.3390/jintelligence12050051>
- Soriano-Sánchez, J. G., & Sastre-Riba, S. (2025). Validación y adaptación del Inventario Breve de Inteligencia Emocional para Personal Militar del Ejército de Tierra español (EQ-i-JG15). *Retos*, 63, 1084–1100. <https://doi.org/10.47197/retos.v63.109945>
- Türker, Y., & Tanriögen, A. (2020). Okul müdürlerinin liderlik tarzlarının öğretmenlerin sosyal ve duygusal zekalarına etkisi. *Pamukkale University Journal of Education*. <https://doi.org/10.9779/pauefd.731133>
- UNESCO. (2022). *La UNESCO publica un informe sobre las habilidades socioemocionales en salas de clases de América Latina y el Caribe*. <https://www.unesco.org/es/articulos/la-unesco-publica-un-informe-sobre-las-habilidades-socioemocionales-en-salas-de-clases-de-america>
- Valdiviezo, M., & Rivera, J. (2022). La inteligencia emocional en la educación, una revisión sistemática en América Latina y el Caribe. *Academia.edu*. https://www.academia.edu/92576423/La_inteligencia_emocional_en_la_educaci%C3%B3n_una_revisi%C3%B3n_sistem%C3%A1tica_en_Am%C3%A9rica_Latina_y_el_Caribe

- Valverde, M., Ortega, M., Ortega, I., Ortega, A., & Segura, A. (2023). Study of factors associated with the development of emotional intelligence and resilience in university students. *Education Sciences*, 13(3), 255. <https://doi.org/10.3390/educsci13030255>
- Vega Velásquez, M., Bastardo Contreras, X., & Giraldo de López, M. (2024). Factores socioemocionales y deserción universitaria: Un análisis desde la teoría de la inteligencia emocional. *European Public & Social Innovation Review*, 10, 1–15. <https://epsir.net/index.php/epsir/article/view/1173/763>
- Zhylin, M., Mendelo, V., Hrytsuk, O., Kononenko, T., & Shamalo, S. (2024). Correlation between students' emotional intelligence and emotional dependency. *Eduweb*, 18(3), 193–203. <https://doi.org/10.46502/issn.1856-7576/2024.18.03.15>