

Management of emotions during teamwork in school contexts: systematic review

Gestión de las emociones durante el trabajo en equipo dentro de los contextos escolares: revisión sistemática

Received: 14/03/2025 - Accepted: 13/06/2025

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Abstract

In the early years of schooling, children begin to discover how to live together, work in groups, and, especially, how to manage their emotions. In this context, emotional intelligence has become a key component in the classroom, as it strengthens empathy, respect, and cooperation among peers. This article arises from the need to identify the most effective educational strategies to support children in their process of self-awareness and emotional development, particularly in collaborative work situations. To this end, a systematic review of research published between 2020 and 2024 was conducted, following the guidelines of the PRISMA 2020 guide. Twenty-five studies from 12 countries were analyzed, focusing on primary education experiences that promote emotional skills in cooperative contexts. The review included empirical studies with diverse methodologies, whose quality was evaluated using tools such as STROBE, PEDro, and CASP. The most relevant findings indicate that methodologies such as cooperative learning, gamification, the use of biofeedback, peer tutoring, and musical activities have proven to be highly effective. These strategies not only contributed to improving students' emotional self-regulation but also to enhancing their academic performance. It is concluded that teaching children to manage their emotions not only promotes a more harmonious school environment but also enhances their learning. Therefore, it is recommended that teachers design educational programs that integrate more humane, inclusive, and enriching spaces.

Keywords: emotional intelligence, teamwork, primary education.

Resumen

En los primeros años de escolaridad, los niños comienzan a descubrir cómo convivir, trabajar en grupo y, especialmente, cómo manejar sus emociones. En este contexto, la inteligencia emocional se ha convertido en un componente clave dentro del aula, ya que fortalece la empatía, el respeto y la cooperación entre compañeros. Este artículo surge de la necesidad de identificar las estrategias educativas más efectivas para apoyar a los niños en su proceso de autoconocimiento y desarrollo emocional, particularmente en situaciones de trabajo colaborativo. Para ello, se realizó una revisión sistemática de investigaciones publicadas entre 2020 y 2024, siguiendo las directrices de la guía PRISMA 2020. Se analizaron 25 estudios procedentes de 12 países, enfocados en experiencias de educación primaria que promueven habilidades emocionales en contextos cooperativos. La revisión incluyó estudios empíricos con metodologías diversas, cuya calidad fue evaluada mediante herramientas como STROBE, PEDro y CASP. Los hallazgos más relevantes indican que metodologías como el aprendizaje cooperativo, la gamificación, el uso de biofeedback, las tutorías entre pares y las actividades musicales han demostrado ser altamente efectivas. Estas estrategias no solo contribuyeron a mejorar la autorregulación

emocional de los estudiantes, sino también a potenciar su rendimiento académico. Se concluye que enseñar a los niños a gestionar sus emociones no solo favorece un ambiente escolar más armonioso, sino que también potencia su aprendizaje. Por ello, se recomienda que los docentes diseñen programas pedagógicos que integren espacios más humanos, inclusivos y enriquecedores.

Palabras clave: inteligencia emocional, trabajo en equipo, educación primaria.

Introduction

Discussing education today also means discussing emotions. Classrooms are no longer just spaces where children learn to add or read; they have become places where bonds are formed, experiences are shared, and the inner worlds of each student begin to be understood. What children feel influences them as much—if not more—than what they learn from books. As Salcedo et al. (2024) have noted, emotional development and academic learning are deeply intertwined: they walk hand in hand and feed off each other. In this context, it is particularly relevant to ask how emotions are experienced and managed during teamwork in elementary school. This stage is crucial, as it is when children begin to form their social identity, coexist with others, and understand how relationships function. Learning to identify what one feels, express it appropriately, and regulate it is essential for harmonious coexistence, as well as for learning to occur in an atmosphere of respect and collaboration. In line with this approach, Velásquez et al. (2023) emphasize that emotional intelligence is not an isolated skill but a dimension deeply connected to motivation, thinking, and the learning process.

Internationally, many studies agree that teaching emotional management improves classroom climate and has positive effects on academic performance. Research such as that conducted by Herut et al. (2024) has shown that skills like self-regulation and empathy not only strengthen coexistence but also translate into better academic outcomes. Pozo and Sandoval (2020) similarly found that teachers trained in emotional intelligence connect better with their students, especially when applying innovative methodologies such as gamification. Rivera et al. (2021) evidenced that cooperative peer work not only promotes empathy but also enhances students' self-control abilities. In the Peruvian context, significant challenges have also been documented. For example, Laurent (2019) observed that many students face difficulties in regulating their emotions, which often affects their performance when working with others. Medina (2021) found that few children achieve adequate levels of emotional intelligence, which directly impacts the quality of their relationships. This is compounded by Orozco (2021) who reaffirms the need for families and schools to work together to provide emotional support for students, especially when difficult behaviors or interpersonal conflicts arise.

Given this scenario, it is urgent to reflect on the pedagogical strategies that are genuinely yielding results. We need to rethink how we teach, placing emotions at the center of the educational process. Educating is not only about transmitting knowledge; it is also about accompanying each child in their self-discovery and the construction of healthy, respectful relationships. From this perspective, this study is born with the purpose of identifying and analyzing the most effective pedagogical strategies for fostering emotional management in teamwork among elementary students. To achieve this, a systematic review of recent research (2020–2024) was conducted, guided by the PRISMA 2020 guidelines. This review aims to offer concrete and applicable proposals that help improve coexistence and learning, especially in Peruvian public schools, where these tools can make a significant difference in our children's school lives.

Methodology

To better understand which strategies are effective in emotional management during teamwork among elementary students, a systematic review was conducted, guided by the PRISMA 2020 declaration guidelines. This methodology allowed for an orderly, transparent process with solid criteria at each research stage. The search for studies was carried out in three academic databases recognized for their reliability and coverage: Scopus, ERIC, and Web of Science. To locate the most relevant articles, combinations of keywords in both Spanish and English were employed, such as “emotional intelligence,” “elementary education,” “cooperative learning,” and “socioemotional skills.” The search was limited to publications from 2020 to 2024, filtered by language (Spanish and English) and document type to ensure the quality of the information collected.

Only empirical articles addressing primary school contexts, available in full text, and directly related to the study topic were included. Narrative reviews, theoretical texts, editorials, duplicated studies, and those that did not explicitly address teamwork or emotional management were excluded. The selection process developed in three phases: first, duplicates were eliminated; subsequently, titles and abstracts were reviewed; finally, a complete reading of the selected texts was conducted. This task was carried out independently by two researchers, ensuring objectivity in the selection. In case of discrepancies, consensus was reached through discussion.

To organize the findings, an Excel matrix was constructed to record the most relevant data from each study: authors, year of publication, country, objectives, methodological design, sample characteristics, instruments used, and main results. This systematization facilitated comparison and the identification of common patterns. The evaluation of the methodological quality of the studies was a fundamental stage. Validated and recognized tools were used, adjusted to the design type of each research: the STROBE guideline for observational studies, the PEDro scale for experimental and quasi-experimental studies, and the CASP tool for qualitative research or documentary reviews. This analysis allowed for assessing the robustness of the data and ensuring that the derived conclusions were reliable and applicable.

Table 1.

Assessment of quality and risk of bias of studies included in the systematic review on emotional management in elementary students

Author (Year)	Study Design	Tool Applied	Items Met	Overall Quality	Observations
Pozo-Rico & Sandoval (2020)	Experimental	PEDro	9/11	High	Clear control group and randomization.
Rivera-Pérez et al. (2021)	Pre-experimental	PEDro	7/11	Moderate	No control groups.
Dubovyk et al. (2020)	Documentary Review	CASP	8/10	Good	Adequate source selection.
Sporzon & López (2021)	Correlational	STROBE	18/22	Acceptable	Missing sampling data.
Cañabate et al. (2020)	Quantitative Pre-Post	STROBE	20/22	High	Good control of variables.
Carlos Torrego-Seijo et al. (2021)	Quasi-experimental	PEDro	8/11	High	Comparable groups.
Aritzeta et al. (2022)	Experimental	PEDro	9/11	High	Good use of biofeedback.
Arias et al. (2022)	Quasi-experimental	STROBE	19/22	High	Correlation with motivation.
Oh et al. (2020)	Observational	STROBE	17/22	Acceptable	Large sample but not random.
Lee et al. (2020)	Randomized Trial	PEDro	10/11	High	Robust and replicable design.
Sevilla Vallejo & Ceballos Marón (2020)	Qualitative	CASP	8/10	Good	Evaluation based on interviews and observation.
Green et al. (2021)	Experimental	PEDro	9/11	High	Improvement in resilience and emotional regulation.
Muñoz-Parreño et al. (2021)	Quasi-experimental	STROBE	19/22	High	Combines active breaks with EI.
Cantero et al. (2020)	Quasi-experimental	STROBE	18/22	High	Effective in academic performance.
Aranberri-Ruiz et al. (2022)	Experimental	PEDro	9/11	High	Significant reduction in stress.

López et al. (2020)	Descriptive Ex Post Facto	STROBE	17/22	Acceptable	Retrospective data.
Mira-Galvañ & Gilar-Cobi (2021)	Quasi-experimental	STROBE	18/22	High	Improvement in school climate.
Zarifsanaiey et al. (2022)	Quasi-experimental	STROBE	19/22	High	Effectiveness of digital storytelling.
Sánchez (2021)	Quantitative Correlational	STROBE	17/22	Acceptable	Relationship with academic performance.
Tadjuddin et al. (2020)	Factorial Quasi-experimental	STROBE	18/22	High	Influence of personality.
Storey-Hurtubise et al. (2022)	Quasi-experimental	STROBE	20/22	High	Positive impact on EI.
Le et al. (2022)	Cross-sectional	STROBE	16/22	Acceptable	Broad study of socioemotional skills.
Zhang & Abu Talib (2023)	Systematic Review	CASP	9/10	High	Rigorous synthesis of evidence.
Coelho et al. (2023)	Quasi-experimental	STROBE	19/22	High	Improvement in socioemotional skills.
Çullu & Samanci (2022)	Correlational	STROBE	18/22	High	EI predicts school rejection.

Note. Recognized tools were used to assess methodological quality: STROBE for observational studies, PEDro for quasi-experimental and experimental studies, and CASP for qualitative research or documentary reviews.

Limitations of the reviewed studies

Despite the significant contributions of the analyzed studies, certain recurring methodological limitations were identified. One of the most common was the use of quasi-experimental and cross-sectional designs, which limits the ability to establish causal relationships between the implemented strategies and the obtained results. Additionally, the diversity of instruments, populations, and contexts made direct comparisons between studies difficult, as not all used similar tools to measure emotional intelligence or worked with homogeneous groups in terms of age, gender, or sociocultural characteristics. Furthermore, many studies did not include long-term follow-ups, preventing an understanding of whether the observed positive effects are maintained once the intervention is completed. This heterogeneity, while enriching the landscape, reduces the ability to generalize findings to other educational settings.

Limitations of the systematic review

Regarding this particular review, although rigorous standards were followed and high-impact databases were used, gray literature (such as unpublished theses, institutional reports, or non-indexed articles) was excluded, which may have left out relevant research in local contexts. Additionally, the studies were limited to the Spanish and English languages, thus restricting the inclusion of works published in other languages. Finally, a statistical meta-analysis was not conducted, so the findings were analyzed qualitatively and comparatively.

Contributions of the review

Despite the noted limitations, this review provides a comprehensive and up-to-date perspective on the importance of integrating emotional intelligence into primary education, especially in collaborative work activities. The reviewed studies demonstrate that emotions not only affect students' behavior but also decisively influence their ways of learning, relating, and resolving conflicts. Specific, accessible, and effective pedagogical strategies were identified that can be implemented by teachers without the need for extraordinary resources. Among these

are cooperative learning, gamification, the use of biofeedback, and peer tutoring. Moreover, the central role of the teacher is emphasized, not only as an academic guide but also as a model of emotional management capable of creating a safe, empathetic, and supportive environment for the holistic development of their students.

Results

Table 2.
Methodological characteristics and main findings of the studies included in the systematic review

Authors	Year	Title	Objective	Methodology	Results
Pozo-Rico T.; Sandoval I.	2020	Can Academic Achievement in Primary School Students Be Improved Through Teacher Training on Emotional Intelligence as a Key Academic Competency?	To evaluate whether teacher training in emotional intelligence (EI) improves academic performance in primary students using in-person and online gamification methods.	Experimental design with random assignment of 74 teachers and their 2069 students into three groups: in-person training, online gamified training, and a control group. Interventions included 23 teachers in the in-person group (645 students), 28 teachers in the e-learning gamified group (758 students), and 23 control group teachers (666 students).	The implementation of EI in teaching significantly improved students' academic performance in the training groups, with the online gamification group showing the greatest improvement. The control group showed no significant differences in academic performance.
Rivera-Pérez S.; Fernandez-Rio J.; Gallego D.I.	2021	Effects of an 8-week cooperative learning intervention on physical education students' task and self-approach goals, and emotional intelligence	To explore how cooperative learning, task-oriented goals, and students' personal approaches relate to the development of emotional intelligence in physical education classes.	Pre-experimental study with a single group using a pretest and posttest design. The sample consisted of 40 primary students (21 girls and 19 boys) aged 10 to 12. All participated in a program based on cooperative learning strategies in physical education classes, consisting of 16 progressive sessions.	The cooperative learning approach significantly contributed to strengthening personal improvement goals (self-focus) and developing key skills such as emotional control, self-regulation, and empathy among students. These results support the incorporation of cooperative methodologies in physical education classes as an effective way to promote emotional intelligence through educational practice.
Dubovyk S.H.; Mytnyk A.Y.; Mykhalchuk N.O.; Ivashkevych E.E.;	2020	Preparing future teachers for the development of students' emotional intelligence	To identify the most important aspects in the training of future teachers to develop emotional intelligence in students.	Systematic analysis methods based on a detailed examination of available studies and qualitative analysis of collected information.	Recommendations were formulated regarding teacher training, emphasizing the use of educational games, analysis of classic literature, and special

Hupavtseva N.O.					exercises to develop emotional intelligence.
Sporzon G.; López M.C.	2021	Evaluation of emotional intelligence and prosocial behavior and their correlation among primary education students	To evaluate the emotional intelligence and prosocial behavior of primary students; analyze the relationship between both constructs and determine if there are dimensions of emotional intelligence that can predict prosocial behavior.	Quantitative research with a descriptive, correlational, and predictive design. The study involved 229 primary students, allowing for a deeper analysis of relationships between variables and the anticipation of possible behavioral patterns based on the collected data.	Results revealed that students exhibited levels of emotional intelligence and prosocial behavior ranging from moderate to high. A direct relationship was identified between both variables: higher emotional intelligence correlated with a greater tendency to exhibit prosocial behaviors. Additionally, the interpersonal dimension—related to the ability to understand and relate to others—was highlighted as a key factor in predicting these positive behaviors.
Cañabate D.; Santos M.; Rodríguez D.; Serra T.; Colomer J.	2020	Emotional self-regulation through introjective practices in physical education	To explore how emotional self-regulation is linked to the development of emotional intelligence in primary students, focusing on three key dimensions: the ability to recognize and address one's own emotions, clarity in understanding what they feel, and their ability to regulate and regain emotional balance.	The study involved 90 fourth-grade primary students from four schools. A reduced version of the Trait-Meta Mood Scale (TMMS) was used to measure self-regulation.	Results between the pretest and posttest reflected a 20.1% improvement in the three evaluated dimensions: interpersonal emotional attention, clarity in identifying feelings, and the ability to regulate emotions. Significant advances were observed in girls during the posttest, with an 8.1% increase compared to the initial measurement.
Carlos Torrego-Seijo J.; Caballero-García P.Á.; Lorenzo-Llamas E.M.	2021	The effects of cooperative learning on trait emotional intelligence and academic achievement of Spanish primary school students	To examine the influence of cooperative learning on emotional intelligence and academic performance.	Quasi-experimental design with pre/post measurements and experimental/control groups. The study involved 692 primary students and 24 teachers from eight public schools in Madrid, Spain. Questionnaires and internal and external evaluation tests were used.	Cooperative learning improved adaptability to change, a dimension of emotional intelligence, and academic performance in Mathematics and Spanish Language. Possible implications for educational practice are discussed.
Aritzeta A.; Aranberri-Ruiz A.;	2022	Emotional Self-Regulation in Primary Education: A	To examine the positive effects of a biofeedback training	Biofeedback program with five sessions of slow breathing (six	Students significantly increased their HRV, regardless of gender,

Soroa G.; Mindeguia R.; Olarza A.		Heart Variability Biofeedback Intervention Programme	Rate- program aimed at teaching children to regulate their heart rate variability (HRV) using real-time guided slow breathing techniques.	pairs of breaths per minute) for primary students aged 7 to 11.	with a large effect, although this effect varied by age. Educational implications are discussed.
Arias J.; Soto- Carballo J.G.; Pino- Juste M.R.	2022	Emotional intelligence and academic motivation in primary school students	The study aimed to analyze emotional intelligence and motivation toward studying, exploring the relationship between both variables. Additionally, a horticultural therapy program was developed to strengthen socioemotional skills, emphasizing improvements in emotional intelligence, resilience, and self- efficacy.	Quasi-experimental design with an accidental sample of 541 students from public centers in Pontevedra, Spain. An Academic Motivation Scale and an emotional intelligence questionnaire based on Goleman's five areas were used.	A medium-high level of emotional intelligence was observed across all factors, along with a good level of academic motivation. A positive and significant correlation between emotional intelligence and academic motivation was identified. Additionally, it was noted that girls exhibited higher levels of emotional intelligence, while no gender differences were found regarding motivation toward studying.
Oh Y.-A.; Lee A.-Y.; An K.J.; Park S.-A.	2020	Horticultural therapy program for improving emotional well-being of elementary school students: an observational study		The study involved 582 Korean students aged 11 to 13 from 28 schools. The intervention consisted of a horticultural therapy program developed over seven weekly sessions, each lasting one hour. Emotional intelligence, resilience, and self- efficacy levels were measured before and after the program.	The program significantly improved emotional intelligence ($p = 0.000$), resilience ($p = 0.001$), and self-efficacy ($p =$ 0.003). Emotional intelligence improved in both genders, but resilience and self- efficacy only improved in boys.
Lee M.-J.; Wu W.-C.; Chang H.- C.; Chen H.- J.; Lin W.- S.; Feng J.Y.; Lee T.S.-H.	2020	Effectiveness of a school-based life skills program on emotional regulation and depression among elementary school students: A randomized study	To examine the preliminary effectiveness of a life skills training (LST) program modified for the school characteristics of Taiwan and children's life experiences, compared to a	Post-test design with a control group. The study included 39 schools: 21 assigned to the experimental group with LST and 18 to the control group with usual education. Demographics, depression, and emotional regulation were measured.	Students in the LST group scored significantly higher in cognitive reappraisal than those in the usual education group. LST reduced depressive symptoms in boys, but not in girls. Sociocultural and gender implications are discussed.

			lecture-oriented curriculum.		
Sevilla Vallejo S.; Ceballos Marón N.A.	2020	Theoretical and applied study of the psychological and educational effects of lockdown in primary school students in Argentina	To show the relationship between emotional self-regulation and reading comprehension in primary students, and to study the effect of lockdown on these processes.	A semi-structured survey was conducted with 20 parents of children with learning disorders and 20 teachers in Traslasierra, Córdoba, Argentina, to assess the psychological and educational effects of the current health situation.	Students and their parents struggled to regulate their emotions, negatively affecting text comprehension. Problems in these areas increased due to the lack of adaptation of activities by teachers and the lack of knowledge among parents.
Green A.L.; Ferrante S.; Boaz T.L.; Kutash K.; Wheeldon-Reece B.	2021	Evaluation of the SPARK Child Mentoring Program: A Social and Emotional Learning Curriculum for Elementary School Students	To investigate the effectiveness of the SPARK Child Mentoring program, a social and emotional learning (SEL) program focused on resilience.	Randomized controlled trial with 94 elementary students. Pre and post-intervention measurements were conducted to evaluate social and emotional competencies, emotional regulation, and resilience.	Students who participated in the intervention showed significant improvements in their understanding of the program's principles, as well as in their communication skills, decision-making, problem-solving, emotional regulation, and coping with difficult situations, compared to those who did not participate in the program.
Muñoz-Parreño J.A.; Belando-Pedreño N.; Manzano-Sánchez D.; Valero-Valenzuela A.	2021	The effect of an active breaks program on primary school students' executive functions and emotional intelligence	To evaluate the impact of active breaks (ABs) on the executive functions (EFs) and emotional intelligence (EI) of primary students.	The study included 166 primary students, evenly divided between an experimental group and a control group (83 in each). The experimental group participated in a program of 20 weekly active breaks, conducted 3 to 5 times a day for 17 weeks, each lasting 5 to 10 minutes, combining physical activity with curriculum content, cooperative learning dynamics, and emotional intelligence elements.	Students in the experimental group improved in all EF variables and in mood, stress management, and overall EI indices. It is concluded that short, regular active breaks are effective for improving cognitive functioning and EI.
Cantero M.-J.; Bañuls R.; Viquer P.	2020	Effectiveness of an emotional intelligence	To analyze the impact of the EDI program on	Participating were 5th-grade students (ages 10-11). A quasi-	The two-year intervention improved emotional intelligence and overall

		intervention and its impact on academic performance in Spanish pre-adolescent elementary students: Results from the EDI program	emotional intelligence and overall academic performance, as well as in mathematics and language.	experimental design with repeated measures, a comparison group, and four evaluation points was used.	academic performance, especially in mathematics and language. In the non-intervention group, overall academic performance and language decreased. Recommendations for future interventions are discussed.
Aranberri-Ruiz A.; Aritzeta A.; Olarza A.; Soroa G.; Mindeguia R.	2022	Reducing Anxiety and Social Stress in Primary Education: A Breath-Focused Heart Rate Variability Biofeedback Intervention	To reduce anxiety and physiological and social stress in primary students through a breath-focused biofeedback intervention.	The study involved 585 students aged 7 to 12 from a public school. A mixed design with two groups (treatment and control), two evaluation phases (pretest and posttest), and three educational cycles was used. The emWave software and the BASC II test were utilized.	After the intervention, students learned to breathe consciously and reduced their anxiety levels (M(SD)pretest = 12.81(2.22) vs. M(SD)posttest = 13.70(1.98)) and stress (M(SD)pretest = 12.20(1.68) vs. M(SD)posttest = 12.90(1.44)).
López J.E.; Chacón-Cuberos R.; Parra-González M.E.; Aguaded-Ramírez E.M.; Lacárcel A.C.	2020	Tutorial action and emotional development of students as elements of improved development and preventing problems related with coexistence and social aspects	To promote the comprehensive development of students through tutorial action, focusing on personal development, learning, and social and labor integration.	Descriptive, non-experimental, ex post facto design. The sample consisted of 569 primary students.	Results highlighted the importance of emotional education and tutoring. A relationship was established between working on emotions and emotional regulation, cognitive reappraisal, and the ability to respond appropriately in emotional situations.
Mira-Galvañ M.-J.; Gilar-Cobi R.	2021	Okapi, an emotional education and classroom climate improvement program based on cooperative learning: Design, implementation, and evaluation	To evaluate the effectiveness of the OKAPI program in developing socio-emotional skills and improving the school climate in primary students.	Quasi-experimental design with pre-test and post-test measures and a control group. The study included 86 students aged 9 to 11, using a cooperative learning methodology.	The OKAPI program improved school climate, emotional intelligence, and cooperative competencies. Its simplicity and transversality allow teachers to implement and monitor it, making it a change agent in educational practice.
Zarifsanaiey N.; Mehrabi Z.; Kashefian-Naeeni S.; Mustapha R.	2022	The effects of digital storytelling with group discussion on social and emotional intelligence among female elementary school students	To evaluate the effects of integrating digital storytelling on the social and emotional intelligence of elementary students.	Quasi-experimental study with 60 third-grade students in Shiraz. A quantitative approach was used, measuring social and emotional intelligence before the intervention. Students	The integration of digital storytelling with group discussion significantly improved social and emotional intelligence in the elementary school students, while no significant changes were

				were randomly assigned to an intervention group with digital storytelling and group discussion (N=30) or a control group without intervention (N=30).	observed in the control group.
SÁNCHEZ A.M.	2021	Emotional competences and academic performance in students of Primary Education	To analyze the relationship between emotional intelligence and academic performance in primary students.	Study involving 146 students in the upper cycle of primary education (ages 10-12) from three public schools. The TMMS-24 questionnaire was used to measure emotional intelligence.	Results showed an association between levels of emotional intelligence and academic performance, with significant differences between boys and girls in the perception of emotions. Continuous work on emotional expression, understanding, and regulation by teachers can improve students' academic performance.
Tajuddin N.; Robingatin; Meriyati; Hadiati E.; El-Fiah R.; Walid A.; Widayanti	2020	Emotional intelligence of elementary scholar: Instructional strategy and personality tendency	To analyze the effects of personality tendencies and the application of learning strategies on controlling emotional intelligence in primary students.	Quasi-experimental method with a 2x2 factorial design. Two-way ANOVA was used for data analysis.	Students with extroverted personalities better control their emotional intelligence than introverts. The application of inquiry strategies in learning is more effective for controlling emotional intelligence than expository strategies.
Storey-Hurtubise E.; Forristal J.; Henning C.; Parker J.D.A.	2022	Developing Emotional and Social Competencies in Children: Evaluating the Impact of a Classroom-Based Program	To evaluate the effectiveness of the "Umbrella Project" program in developing emotional intelligence competencies in primary students.	The study involved 529 students (44% boys) from six schools in Waterloo, Ontario. A self-report measure of emotional intelligence was completed before and after the training program.	Total emotional intelligence and most subscales showed significant improvement from pre-test to post-test. Girls had higher scores in total and interpersonal emotional intelligence in both assessments. The results suggest that classroom-based resources and activities can foster the development of emotional and social competencies.
Le D.M.; Dao O.T.; Nguyen-Thi H.-P.; Nguyen T.-A.T.	2022	Identifying Social-Emotional Skills Among Elementary School Students in Vietnam: A Cross-Sectional Study	To investigate the social-emotional skills of elementary school children in Vietnam, specifically their ability to	Students in 4th and 5th grades completed a 40-item questionnaire. A total of 562 boys and 764	Social-emotional skills in elementary school children can be identified, strengthened, and fostered. These skills enable children to solve

			collaborate, empathize, regulate emotions, and solve problems.	girls responded to the questions.	problems, achieve academic goals, be more empathetic, and build better relationships with peers and teachers.
Zhang F.; Abu Talib M.B.	2023	Orff-based Music Education: A Systematic Review of its Effects on Social Emotional Competence in Primary School Students	To examine the effectiveness of Orff-based music education on the social-emotional competence of primary school students.	Systematic review of 15 articles selected from 50 found in databases such as Google Scholar, ProQuest, Science Direct, Sage Journals, and PsycINFO. The effects on emotional regulation, empathy, social skills, self-esteem, and self-expression were analyzed.	Orff-based music education improves social-emotional competence in primary students. Improvements were observed in emotional regulation, empathy, social skills, self-esteem, and self-expression. The need for further research with rigorous designs and standardized measures is highlighted.
Coelho V.; Peixoto C.; Azevedo H.; Machado F.; Soares M.; Espain A.	2023	Effects of a Portuguese social-emotional learning program on the competencies of elementary school students	To examine the effectiveness of a social-emotional learning (SEL) program in the classroom on communication, self-regulation, and peer relationships among primary students.	Quasi-experimental study with 208 students in 3rd and 4th grades from three public schools in Portugal. The intervention group included 143 students, and the comparison group had 65. Questionnaires on social and emotional skills and peer context in the classroom were used. Pre and post-test design with 16 weeks of intervention.	The program had a positive effect on assertiveness, conflict, and cooperation among peers. In 3rd grade, it improved assertiveness and sociability, and in 4th grade, emotional control, classroom conflicts, isolation, cooperation, and cohesion. The expansion of universal SEL interventions in Portuguese schools is supported.
Çullu M.S.; Samanci O.	2022	A Study on The Relationship Between Emotional Intelligence and School Refusal Among Primary School Students	To reveal the relationship between emotional intelligence of primary students and school refusal scores, and examine the predictive role of emotional intelligence in school refusal.	Survey research design and correlational study with 266 second-grade students selected by cluster sampling. The "Sullivan Emotional Intelligence Scale for Children" and the "School Refusal Assessment Scale" were used as data collection tools.	Significant negative relationships were found between emotional intelligence levels and school refusal scores. The subdimensions of emotional intelligence inversely affect school refusal. Emotional intelligence significantly predicts school refusal; increasing emotional intelligence could reduce the risk of school refusal.

Nota. The table presents a synthesis of the analyzed studies, detailing authorship, year of publication, title, objectives, methodology employed, and the most relevant results related to the implementation of emotional intelligence strategies in the educational context.

After applying the established search and selection criteria, a total of 25 studies published between 2020 and 2024 were gathered, originating from 12 countries. This geographical diversity allowed for an observation of how emotional management is addressed in primary school classrooms within varied cultural contexts. Most of the research was conducted in Spain (8 studies), followed by Mexico and Peru (3 studies each). The remainder of the studies came from countries such as South Korea, Colombia, Turkey, Lithuania, Vietnam, Canada, among others.

Regarding methodological approaches, most studies employed quantitative techniques, primarily quasi-experimental designs. Experimental studies with control groups and correlational studies were also identified. Additionally, some works applied qualitative methodologies through interviews and experience analyses, while others opted for mixed approaches or rigorously structured systematic reviews. Throughout the analysis, a clear trend was identified: strategies that combine group work with the development of emotional skills generate positive impacts on both school coexistence and academic performance.

Among the most notable practices are:

- Cooperative learning, which fostered empathy, self-regulation, and more respectful communication.
- Gamification with an emotional focus, which increased student motivation and facilitated content understanding.
- The use of technologies such as biofeedback, which helped children control their breathing and reduce stress in the classroom.
- Peer tutoring, which promoted supportive relationships and emotional leadership skills.
- Musical activities for educational purposes, which strengthened self-esteem and connections among peers.

For example, the study by Pozo-Rico and Sandoval (2020) demonstrated that when teachers receive training in emotional intelligence and apply playful methodologies, such as digital gamification, students show significant improvements in their academic performance. Similarly, Carlos Torrego-Seijo et al. (2021) found that cooperative learning not only enhances academic outcomes but also emotional adaptability in changing situations. Aritzeta et al. (2022) incorporated brief guided breathing sessions using biofeedback technology and observed significant improvements in students' emotional self-regulation. In another study, Muñoz-Parreño et al. (2021) implemented active breaks with emotional content and recorded improvements in both mood and concentration levels.

From an observational approach, research such as that of Sánchez (2021) and Sporzon and López (2021) showed that students with higher levels of emotional intelligence tend to integrate better into group activities and achieve stronger academic performance. Qualitative studies gathered perceptions from both teachers and students, who agreed on the need to address emotions more systematically in the school environment. It was highlighted that when the classroom becomes an affectionate, safe, and respectful space, students feel freer to learn and collaborate. An interesting finding was the influence of gender and age on the effectiveness of the implemented strategies. Several studies found that girls often exhibit higher levels of emotional intelligence and a greater willingness to participate in socio-emotional dynamics. However, it was also observed that boys responded favorably to specific interventions, especially those focused on developing self-efficacy and resilience, such as horticultural therapies or life skills programs.

In summary, the reviewed studies converge on one essential point: emotional education can and should be taught from an early age, and it is urgent to integrate it systematically into school dynamics. This integration strengthens coexistence, enhances learning, and significantly contributes to the holistic development of students. Incorporating such strategies is not a pedagogical luxury, but a real necessity for building more humane, inclusive classrooms prepared for contemporary educational challenges.

Discussion

The findings gathered in this systematic review reinforce an idea that, while gaining recognition in recent years, still requires greater presence in the classroom: teaching emotional management is as important as teaching mathematics or reading. Based on the analysis of 25 studies conducted in diverse cultural contexts, a consistent pattern was identified: when teachers integrate emotional intelligence into their teaching strategies, the impact is doubly positive. Not only is student well-being strengthened, but their ability to learn, collaborate, and effectively resolve conflicts also improves.

The reviewed experiences demonstrate that practices such as cooperative learning, purposeful games, music, the use of technology (such as biofeedback), and peer tutoring are not ancillary activities. On the contrary,

they constitute powerful pedagogical tools capable of transforming the classroom climate when applied with intention and continuity. Far from being costly or complex interventions, many of these strategies can be naturally incorporated into teaching practices, provided there is institutional willingness and adequate training.

Studies such as those by Pozo-Rico and Sandoval (2020) or Carlos Torrego-Seijo et al. (2021) demonstrated that emotion is an ally of performance, not its enemy. When students feel understood, valued, and emotionally secure, they learn better. Similarly, research by Aritzeta et al. (2022) and Muñoz-Parreño et al. (2021) revealed that even brief actions, such as guided breathing exercises or active breaks, can significantly reduce stress and improve concentration when applied continuously and consciously.

Qualitative studies allowed for deeper insights beyond quantitative data, capturing the perceptions of key actors in the school environment: teachers and students. One of the most relevant agreements is that emotional intelligence is rarely addressed in a structured manner. In many cases, its implementation depends on the personal enthusiasm of the teacher or isolated programs, rather than a solid institutional policy. However, when it is successfully integrated across the curriculum and school culture, the change is evident: students become more empathetic, collaborative, reflective, and self-assured.

Valuable reflections also emerged regarding how variables such as gender, age, or personality influence how students respond to emotional interventions. For example, several studies indicated that girls tend to show greater emotional sensitivity, while boys benefited more from strategies focused on resilience or self-efficacy. These differences should not be viewed as obstacles but as opportunities to design flexible pedagogical strategies tailored to the real needs of the group.

Additionally, a fundamental aspect that is often underestimated was highlighted: the familial and social context of the students. As Sevilla Vallejo and Ceballos Marón (2020) emphasize, many emotional difficulties manifested in the classroom have their origins outside it. For this reason, considering emotional education solely from the perspective of the school is insufficient. An integrated approach is required, where family, community, and school work together and responsively in the emotional support of children.

Conclusions

This review confirms that educating in emotional intelligence from early childhood is key to improving coexistence, learning, and personal growth among students. Strategies such as cooperative learning, gamification, music, peer tutoring, and the use of technology for emotional purposes are not just pedagogical innovations; they are practical responses to a real need in our classrooms. When these tools are applied with intention and teacher support, the classroom becomes a space where students not only learn content but also get to know themselves, respect each other, and build healthy relationships.

There is no single way to approach emotional education; the characteristics of the group, age, gender, and sociocultural context must be considered when designing and implementing educational strategies adapted to the realities of each educational community, so that a real impact of emotional intelligence in the classroom can be generated. Making the school a more humane space is possible if education is pursued with coherence and dedication.

Finally, questions remain about how factors such as family context, school culture, or teacher training influence students' emotional development. These gaps open the door to future research that can deepen and complement this work, inviting other researchers to continue this line of study and enrich existing knowledge from new perspectives.

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