

Social and emotional competencies in elementary school: a systematic review

Competências socioemocionais no ensino fundamental: uma revisão sistemática

Competencias socioemocionales en la educación básica: una revisión sistemática

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ABSTRACT

The objective of this literature review was to map and characterize the scientific production of studies on social and emotional competencies, and related concepts regarding elementary school, between 2010 and 2019. After carrying out the steps recommended by the *Preferred Reporting Items for Systematic Reviews and Meta-Analyses* (PRISMA) group for conducting systematic reviews and meta-analyses, 66 studies were analyzed. Most were empirical studies, with a sample of students and included interventions. The most frequent social and emotional competencies were emotional regulation, emotional perception and social interaction. The results pointed to positive associations between social and emotional competencies and health, well-being, students' academic performance and functional social interactions, and negative associations with anxiety, stress and burnout. The focus on elementary education may have left some studies out of this review given the diversity of terms to refer to the same educational stage in the countries where the studies were carried out.

Keywords: Education. Elementary School. Emotional Intelligence. Literature Review. Social Skills.

RESUMO

O objetivo desta revisão de literatura foi mapear e caracterizar a produção científica dos estudos sobre competências socioemocionais e conceitos correlatos no ensino fundamental, entre 2010 a 2019. Após etapas recomendadas pelo Grupo *Preferred Reporting Items for Systematic Reviews and Meta-Analyses* (PRISMA) para a condução de revisões sistemáticas e metanálises, 66 estudos foram analisados. A maioria era de estudos empíricos, com amostra de alunos, e incluía intervenções. As competências socioemocionais mais frequentes foram regulação emocional, percepção emocional e interação social. Os resultados da análise apontaram para associações positivas entre competências socioemocionais e saúde, bem-estar, rendimento acadêmico dos alunos e interações sociais funcionais; e associações negativas com ansiedade, estresse e *burnout*. O foco no ensino fundamental pode ter deixado alguns estudos de fora desta revisão em razão da

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diversidade de nomenclaturas para se referir ao mesmo estágio educacional dos países onde os estudos foram realizados.

Palavras-chave: Educação. Ensino Fundamental. Habilidades Sociais. Inteligência Emocional. Revisão de Literatura.

RESUMEN

El objetivo de esta revisión bibliográfica fue mapear y caracterizar la producción científica de estudios sobre competencias socioemocionales y conceptos en la escuela primaria, entre 2010 y 2019. Después de los pasos recomendados por el Grupo Prisma para la realización de revisiones sistemáticas y metanálisis, 66 estudios fueron analizados. La mayoría fueron estudios empíricos, con estudiantes y intervenciones. Las competencias socioemocionales más frecuentes fueron la regulación emocional, la percepción emocional y la interacción social. Los resultados apuntaron asociaciones positivas entre las competencias socioemocionales y la salud, el bienestar, el rendimiento académico de los estudiantes y las interacciones sociales funcionales; y asociaciones negativas con la ansiedad, el estrés y el Burnout. El foco en la educación primaria puede haber dejado algunos estudios fuera de esta revisión debido la diversidad de nomenclaturas para referirse a una misma etapa educativa en los países.

Palabras clave: Educación. Educación Básica. Habilidades Sociales. Inteligencia Emocional. Revisión de Literatura.

Socioemotional competencies (SEC) follow from the association of knowledge, skills and motivations for dealing with emotional content in different situations to improve the behavioral repertoire. The focus is on learning and continuous development to make the individual better able to cope with the many emotional demands found in today's society (Bisquerra Alzina and Pérez-Escoda, 2007).

The concept of SEC is related to that of emotional intelligence (EI) and social skills (SS). EI follows the tradition of studies on intelligence with a focus on cognition. The construct is considered from at least two perspectives: ability and trait. The first involves the cognitive and emotional domain of task performance and is a form of processing emotional information. The second view links EI to personality traits and motivations, increasing the complexity of the conceptual scope (Rivers *et al.*, 2019).

The SS focus on interpersonal interactions that require a wide range of skills, including emotional ones. The context of socialization and culture demands specific emotional patterns from individuals. These skills converge in a common axis aimed to develop adaptive social interactions. This axis attempts to outline classes and subclasses of SS, such as the SS Portfolio, that includes ten classes (e.g., empathy, communication, friendship, assertiveness, among others), and the educational social skills (ESS), which highlight four broad classes and 32 subclasses (Vieira-Santos *et al.*, 2018; Del Prette and Del Prette, 2021).

Adherence to the concept of SEC in this study, while recognizing its links with EI and SS, is attributable to its greater breadth in coordinating knowledge, skills and attitudes, and the inclusion of the ongoing learning dimension, i.e., the ground for acquiring a repertoire of competences. SEC is based on a constructivist and socio-evolutionary perspective related to child development (Saarni, 2002). This emphasizes primary school as a fruitful field for this learning.

Following a broader line of thought, emotional education and social emotional learning (SEL) proposed the formal teaching and learning of socioemotional skills and competencies at every stage of life. Bisquerra Alzina and Pérez-Escoda's (2007) model follows this proposal and presents a set of five blocks of competencies that guide emotional education: emotional awareness, emotional regulation, emotional autonomy, social competence, and life and well-being competences.

Based on this theoretical framework, several models have appeared in the literature focusing on skill development programs, especially for children and adolescents, such as the Collaborative for Academic, Social and Emotional Learning (CASEL), which has been implemented in schools in the United States. This model includes five domains: self-knowledge or self-awareness, self-management or self-control, social awareness, pro-social behavior, and responsible decision-making (CASEL, 2021; Frye *et al.*, 2022).

AMIGOS ("friends", in English) stands for another SEC model in which each letter of the word represents a competence to be developed through a specific training program: Attention to emotions, Moment to relax, Ideas that help, Generate solutions, Be proud of your work, and Smile and remember to be brave and stay calm. The model is widely used with children, adolescents and adults, entailing positive results in reducing anxiety (Guancino *et al.*, 2020).

This plethora of terms and concepts to address socioemotional development has led to a conceptual overlap. The concepts of EI, SS, and SEC are interrelated, with SEC having a more direct relationship with appropriate socioemotional performance given the situation (Oliveira *et al.*, 2022).

Thus, the contextual and situational issue seems to be important for SEC. Mapping how the SEC is studied in the context of education may be relevant not only for conceptual refinement, but also for expanding the possibilities of application in emotional education interventions, especially in the early years of socialization at school.

From a theoretical point of view, the same interchangeable use of concepts related to emotional domains is observed in the field of education, i.e. there are those who refer to SEC, others to SS and still others to EI, pointing to positive effects on health, well-being and performance, whether of the teacher or the student (Cabello *et al.*, 2010; Jennings *et al.*, 2017; Primi *et al.*, 2021).

Interest in the emotional development of students and teachers made its way in the international and national literature, despite still being scarce (Santos *et al.*, 2018). In Brazil, the National Educational Bases and Guidelines Law (Brasil, 1996) does not emphasize this specific set of competencies, which some call soft skills (Morais, Gondim and Palma, 2020), and they not included in public policies. Nevertheless, some partnership-based initiatives are observed in public schools for curricular changes based on CASEL (Primi *et al.*, 2021).

Teachers' reports of student misbehavior suggest a deficit of social and emotional skills in this social group (Jennings *et al.*, 2017). Examples of this are the aggression cases portrayed by the media (an internet search for "public school fight" shows more than three million results) and the involvement of youth in crime and risky behaviors, with a 39% homicide rate among youth aged 15 to 19 in Brazil in 2019 (Cerqueira *et al.*, 2021).

This affective and relational difficulty in schools, more specifically faced by students and teachers, has been called the "pandemic of emotional illiteracy". It is associated with a theoretical shift in the field of education that remains neglected in many school curricula (Branco, 2004).

Considering the importance of the emotional domain in children's and adults' individual repertoire, the following research question was formulated: How would scientific production on SEC be characterized in an educational context? To answer this question, our general objective was to map and characterize the scientific production of studies on SEC and related concepts in elementary school between 2010 and 2019.

This literature review is expected to provide a comprehensive overview of the SEC-related production, identifying the main research topics, methodologies used, conclusions, advances and limitations. It is also expected to help formulate policies related to emotional education and the training of elementary school teachers.

METHOD

The Web of Science, Scopus and Annual Reviews databases were selected to conduct the systematic literature review. Sources were selected based on the more than 14 thousand publications collected with the term “emotional literacy” in all indexes in 2021.

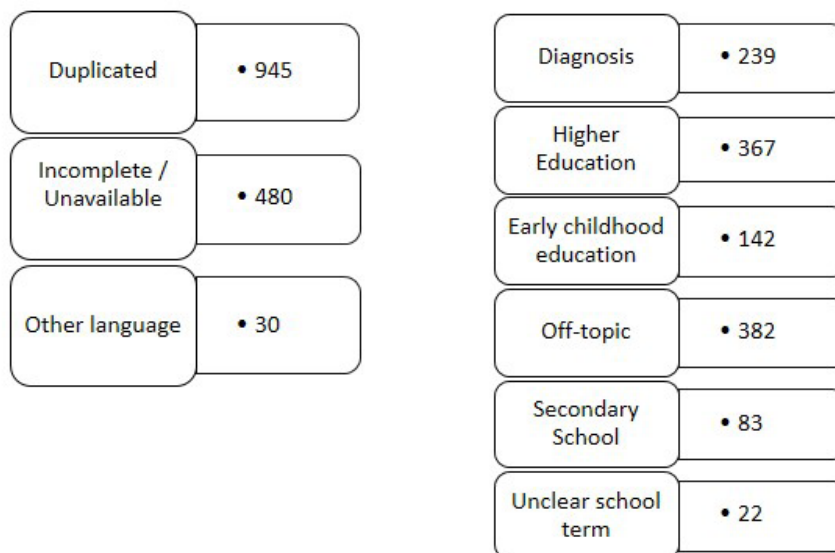
Considering the focus on SEC and related concepts (EI and SS), the following keywords were used for the English title and keyword search “emotional competencies”, “emotional competence”, “emotional intelligence”, “social intelligence” and “social skills” together with the terms “education” and “teacher”. The search period for articles was ten years (2010 to 2019). After search, three stages were conducted out as described below.

FIRST STAGE

A total of 2,834 results were found (2,012 in Scopus, 821 in Web of Science, and one1 in Annual Reviews). Articles were selected following the *Preferred Reporting Items for Systematic Reviews and Meta-Analyses* — PRISMA Group (Galvão *et al.*, 2015) guidelines. The first step of the analysis was to exclude duplicate articles, incomplete articles, articles that were not freely accessible at the time of the search, and articles that were not in English, Spanish, or Portuguese. These three processes resulted in the exclusion of 1,455 articles (Figure 1).

Figure 1 – First and second stages of article selection.

First stage: **2,834** articles ➡ Second stage: **1,379** articles



Source: research data (2021).

SECOND STAGE

The titles and abstracts were read to verify that articles met the inclusion and exclusion criteria (Figure 1).

The inclusion criteria were: i. the article should address the SEC or its correlates (EI and SS) exclusively in elementary school (or equivalent to elementary school in Brazil, i.e. from 1st to 9th grade, students' age between six and 15 years); ii it should have teachers, students or both as the sample; and iii. no clinical diagnoses.

Exclusion criteria were: i. articles that referred to the population with any physical or mental limitation; ii. articles that referred to higher education and other later stages, including those whose audience was university teachers and students, as well as professionals in specific fields; iii. articles that were off-topic, i.e., did not approach the SEC and related concepts, neither referred to the teaching-learning relationship; iv. articles that used the concepts in early childhood education — kindergarten — or in secondary education, either exclusively or comprising all school levels (early childhood, elementary and secondary); finally, v. articles that did not specify the level of education to which they referred were excluded.

THIRD STAGE

After applying these criteria, 1,280 articles were excluded, leaving 99 for the full reading and evaluation stage. The selected articles were read in full by two reviewers who filled in a spreadsheet with the following items: title, authors, year of publication, empirical or theoretical article, participants, age group of students (regardless of whether the participants were students or teachers), school year studied, theoretical model, whether it was a training and, if so, how many measurements were taken to assess its effectiveness and whether there was a control group; finally, the main results. Spreadsheets were compared and in the few cases of disagreement, the article was discussed and evaluated together. After this stage, 23 articles were excluded, leaving 66 articles for this review.

RESULTS

Most of the 66 articles analyzed in this review were empirical studies (n=63) with a quantitative methodology (n=53). Half of the empirical studies were characterized as intervention studies (n=33), the majority of which used a control group (n=20) and a pre-post-test design (n=32); of these, only six included follow-up measures.

There were more studies on SS (n=31), followed by EI (n=19), and finally SEC (n=16). The year 2018 had the highest number of publications (n=15), and students made up the predominant target population (n=31).

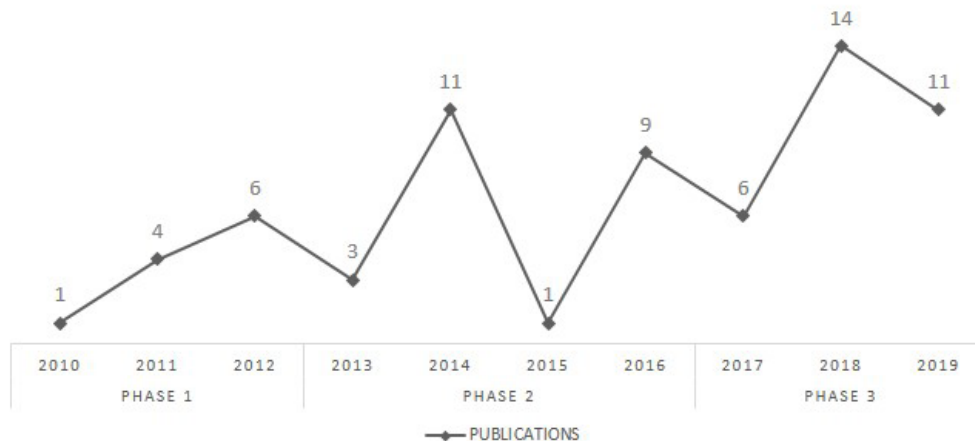
Three temporal phases were identified that mark the evolution of studies on the three topics covered by this review (EI, SEC and SS) (see Figure 2): phase 1, called “exploratory”, covered the period from 2010 to 2012 and was characterized by few studies on the topic, although it signaled an annual growth in publications; phase 2, called “unstable”, from 2013 to 2016, was characterized by an oscillation in the number of publications; finally, phase 3, of “recovery”, referred to the last three years (2017 to 2019), in which an increase in the number of publications was observed with some stabilization. The three phases are described in more detail below.

PHASE 1: EXPLORATORY

This phase includes 11 articles (2010 to 2012), one of which is theoretical and the others empirical. Five of the empirical studies are intervention studies. As for the target population, students prevailed (n=5). SEC and SS were addressed by four studies each and EI by three studies.

Table 1 shows details of the articles in this phase. It organizes the studies by theoretical model, authors and main findings. For the purpose of presenting the results, article description has been organized according to the phenomenon approached.

Figure 2 – Publicações ao longo dos anos e fases.
EVOLUTION IN THE NUMBER OF ARTICLES
PUBLISHED (2010 – 2019)



Source: research data (2021).

At this stage, the papers on SEC were mainly characterized by protective factors, such as the prevention and control of drugs in schools (theoretical articles), and the SEC needed in social interactions between peers and between students and teachers, such as the recognition, expression and regulation of emotions (Hosotani and Imai-Matsumura, 2011; Law and Lee, 2011; Ambrona Benito, López-Pérez and Márquez-González, 2012).

The two SEC interventions used a control group and pre-post-test design, with only one conducting follow-up in a longitudinal study with students. Both have been shown to be effective in developing the proposed SEC, substantially reducing behavior problems and increasing awareness of emotional processes (Ambrona Benito, López-Pérez and Márquez-González, 2012; Brackett *et al.*, 2012).

EI was the subject of three articles, all empirical (no intervention), two with teachers and one with teachers and students. Most studies reviewed associated EI and intra- and interpersonal emotional aspects, focusing on the relationship with the work context and coping (for teachers) and with disruptive behavior (for students), from the teachers' perspective. Two of the three studies (Augusto-Landa, López-Zafra and Pulido-Martos, 2011; Garrido and Pacheco, 2012) adopted the skills model.

There were four studies on SS, all of them empirical and most of them with students (n=3). There was a great diversity in the SS proposed by the studies; a focus on interaction (e.g., skills for making friends, fair play, how to respond, refuse, and report bullying), cognition (e.g., verbal and nonverbal memory and intelligence), emotions (e.g., self-esteem, depression, and anger), and attitudes (e.g., motivation, attitudes toward school) was observed. Half of the articles presented the theoretical models that served as a reference for the studies (Christodoulides *et al.*, 2012; Rickard, Bambrick and Gill, 2012).

There were three interventions with a pre-post-test design and two with a control group. The results highlighted that interventions may be effective in developing SS in students, whether it is a computer game or a more collaborative teaching style, including in relation to bullying (Rubin-Vaughan *et al.*, 2011; Ebrahim, 2012).

PHASE 2: UNSTABLE

This phase encompasses 24 articles (2013 to 2016), all of which are empirical in nature, with 12 describing interventions and one validating a measure. Students were the main audience of these papers (n=8). Regarding the concepts discussed, the majority focused on SS (n=14) (see Table 2). The results of this phase were also pooled by the concepts of SEC, EI or SS.

Table 1 – Information on Phase 1 articles.

Theoretical Model	Authors (year)	Main Results and Conclusions DOI or SITE
SEC (Bisquerra Alzina and Péres-Escoda, 2007)	(Ambrona Benito, López-Pérez and Márquez-González, 2012) * ** (A)	Post-intervention and follow-up SEC (>) in the EG. Effective training for SEC and with a prolonged effect. https://doi.org/10.5944/reop.vol.23.num.1.2012.11392
SEC (unidentified)	(Law and Lee, 2011) ^(A)	SEC highlighted as pivotal to adolescent development and an effective curriculum in the fight against drugs. https://doi.org/10.1100/2011/127894
	(Hosotani and Imai-Matsumura, 2011) ^(PR)	Teachers reported feeling more love, surprise and anger in the classroom and were aware of the regulatory strategies they use and what elicits each feeling. https://doi.org/10.1016/j.tate.2011.03.010
SEC (SEL)	(Brackett <i>et al.</i> , 2012) * ^(PR) (A)	Academic performance post-intervention (grades) (>) in the EG. SEC significant differences in the interaction “time and experimental condition”. https://doi.org/10.1016/j.lindif.2010.10.002
SS (Gresham and Elliot, 1990)	(Rickard, Bambrick and Gill, 2012) * ^(A)	The changes in the students’ SS could not be attributed to music lessons in any of the studies. SS (+) doing some arts activity. https://doi.org/10.1177/0255761411431399
SS (unidentified)	(Rubin-Vaughan <i>et al.</i> , 2011) * ^(A)	Students were able to identify bullying attitudes, definitions and some coping strategies. Knowledge about safety, SS in coping (>) after each module. Intervention considered effective. https://doi.org/10.1016/j.compedu.2010.08.009
	(Ebrahim, 2012) * ^{(PR)(A)}	SS (>) post-intervention and academic performance (grades) (>) in the EG (collaborative teaching method). Effective intervention for SS. https://doi.org/10.1007/s10763-011-9293-0
SS (Kellis <i>et al.</i> , 2010)	(Christodoulides <i>et al.</i> , 2012) ^(A)	SS: gender (↑) girls, age (↑) younger more tolerant and welcoming to foreign students. https://doi.org/10.7752/jpes.2012.03055
EI (skills — perceived EI)	(Augusto-Landa, López-Zafra and Pulido-Martos, 2011) ^(PR)	EI (+) and predictor of coping strategies. Higher EI scores related to active coping strategies. https://doi.org/10.1174/021347411797361310
	(Garrido and Pacheco, 2012) ^(PR)	EI: (-) burnout, (+) commitment. EI, age and gender predict burnout and commitment. https://doi.org/10.4438/1988-592X-RE-2011-359-109
EI (traits)	(Esturgó-Deu and Sala-Roca, 2010) ^{(PR)(A)}	Disruptive behavior: (-) EI, (-) stress management, type of school (↑) public, gender (↑) boys and (↑) female teachers report more. https://doi.org/10.1016/j.tate.2009.10.020

*: intervention research; **: longitudinal studies; t: theoretical study; PR: teacher; A: student; PA: parent; >: significant increase; <: significant decrease; +: significant and positive correlation; -: significant and negative correlation; ↑: major significant difference; 0: no significant differences/correlations; [-]>: moderating variable; { }>: moderating variable; p≤0.05 or p≤0.01; SEC: socioemotional competencies; EI: emotional intelligence; SS: social skills; SEL: social emotional learning; EG: experimental group; CG: control group; unidentified: the theoretical model adopted in the article could not be identified or defined, as the authors of the scales or the construct assessed were not clearly defined.

Table 2 – Information on Phase 2 articles.

Theoretical Model	Authors (year)	Main Results and Conclusions
SEC (Bisquerra Alzina and Péres-Escoda, 2007)	(Pérez Escoda <i>et al.</i> , 2013) * (PR)	SEC scale (0), institutional climate (>), stress (<) post-intervention in the EG. Qualitative analysis: greater emotional awareness, use of regulation strategies and reduction of dysfunctional regulatory thoughts after the EG training. Effective training for SEC. https://doi.org/10.5944/educxx1.16.1.725
SEC (CASEL)	(Coelho, Sousa and Marchante, 2016) (PR)	The instrument has been validated with 30 items and 6 factors: self-control, social awareness, relational skills, social isolation, social anxiety, and responsible decision-making. https://doi.org/10.1177/0033294116656617
SEC (FRIENDS)	(Iizuka <i>et al.</i> , 2014) * (PR) (A)	Two groups of students: low X high scores in strengths and weaknesses, with post-intervention migration to the group with the highest score. Post-intervention and follow-up: socioemotional strengths and weaknesses (0) between groups; anxiety (<) in both groups. Effective training for SEC. https://doi.org/10.1017/jgc.2014.12
SEC (SEL)	(Chong <i>et al.</i> , 2014) (PR) (A)	Emotional regulation (-) cognitive and behavioral aspects related to Generalized problematic Internet use (PIU). Emotional regulation -[stress due to parental and teacher expectations]-> PIU: managing such stress can provide an alternative self-regulation channel to curb the frequency of Internet use. https://doi.org/10.1016/j.chb.2014.05.023
SS (Social Competence)	(Akgun and Araz, 2014) * (PR) (A)	Post-intervention: conflict resolution (>) and social competence (>) in the EG. Effective training for SS. https://doi.org/10.1080/17400201.2013.777898
	(McQuade <i>et al.</i> , 2016) (PR) (A)	Social competence -[peer rejection, social dominance, gender]-> aggression. https://doi.org/10.1002/ab.21645
SS (Del Prette and Del Prette, 2005)	(Da Silva <i>et al.</i> , 2016) * (A)	Post-intervention: victimization (<) for CG and EG. Training could not be considered effective in reducing bullying. https://doi.org/10.3390/ijerph13111042
	(Pizato, Mauritano and Fontaine, 2014) ** (PR) (A)	SS: (+) Family socioeconomic ranking; (+) Time; (-) Behavior problems; (-) Did not attend early childhood education. Access to early childhood education helps in SS and in reducing behavior problems over the years. https://doi.org/10.1590/S0102-79722014000100021
SS (Epstein, 2004)	(Sanchez <i>et al.</i> , 2014) * (A)	Post-intervention: psychological stress (<), behavioral and emotional strengths (>) in the EG. The game proved to be effective for SS and was well accepted by the participants. https://doi.org/10.1016/j.compedu.2014.06.013

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Table 2 – Continuation.

Theoretical Model	Authors (year)	Main Results and Conclusions
SS (Gil-Madrona <i>et al.</i> , 2016)	(Gil-Madrona <i>et al.</i> , 2016) * (PR) (A)(PA)	Post-intervention: - physical education teachers perceived SS of students in the EG (>). Other participants (0). Effective training for SS in physical education, but no repercussions on family, school and self-perception. https://doi.org/10.6063/MOTRICIDADE.6502
SS (Gresham and Elliott, 1990)	(Akelaitis and Malinauskas, 2016) * (A)	Post-intervention SS (>). Training deemed effective for SS. https://doi.org/10.13187/ejced.2016.18.381
SS (Kellis, 2010)	(Derri <i>et al.</i> , 2014) * (PR)(A)	Post-intervention and follow-up: SS (>), sport-appropriate behaviors (>) in the EG. Foreign students: post-intervention interpersonal relationship (>) in the EG. Effective training for SS. https://doi.org/10.4100/jhse.2014.91.10
SS (unidentified)	(Tan <i>et al.</i> , 2013) (A)	Children analyzed the usability and content of the Socialdorm game. They considered the learning of SS important, the content relevant and that it portrayed the interpersonal problems they experience. https://doi.org/10.1016/j.compedu.2013.01.006
	(Zorza <i>et al.</i> , 2016) (A)	Pro-social behavior (+) and school year. Executive functions (+) performance (grades). Both predictors of prosocial behavior. https://doi.org/10.1017/sjp.2016.23
SS (Rabbani, Hameed and Ul Haq, 2014)	(Rabbani, Hameed and Ul Haq, 2014) (A)	SS (0) for those who do and do not receive a scholarship. SS gender (↑) girls. https://doi.org/10.5829/idosi.wasj.2014.30.10.147
SS (uses the term “protective factors”)	(Leadbeater, Thompson and Sukhawathanakul, 2016) * ** (PR)(A)(PA)	Protective factors: (-) aggression, (-) peer victimization (-) emotional problems. Promoting protective factors related to children’s skills and teachers’ expectations can improve the effectiveness of programs on peer victimization prevention. The program proved to be effective. https://doi.org/10.1002/ajcp.12092
SS (Zorofi, 2013)	(Zorofi, 2013) (A)	SS (+) schools’ use of media (cell phones, internet, TV), schools with fewer students strengthens the correlation affected by the subject taught. https://doi.org/10.19026/rjaset.5.4724
SS (Monjas, 2006)	(Saiz Panadero <i>et al.</i> , 2016) (PR)(A)	Based on the teachers’ responses about the students’ SS, a training program was proposed for the development of physical education-related SS. https://doi.org/10.6018/249131
EI (skills - perceived EI)	(Pulido-Martos <i>et al.</i> , 2016) (PR)	EI (+) perception of sources of occupational stress. EI (-) mental health. https://doi.org/10.1017/sjp.2016.8

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Table 2 – Continuation.

Theoretical Model	Authors (year)	Main Results and Conclusions
EI (skills)	(Hen and Sharabi-Nov, 2014) * (PR)	Post-intervention: EI (>), empathy (0). Reflective diary: initial expectation of tools to deal with challenging students; by the end, enhanced emotional awareness and understanding of the effectiveness of the tools they received. Follow-up — participants still had the course in their minds, there was transfer of learning and more positive evaluations of challenging students. https://doi.org/10.1080/10476210.2014.908838
	(Curci, Lanciano and Soletti, 2014) (PR)(A)	Students' performance (grades) is explained by their own factors (motivation and beliefs) and not by teacher characteristics (EI, self-efficacy and emotional states). Only EI influenced grades. https://doi.org/10.5406/amerjpsyc.127.4.0431
EI (unidentified)	(Kim and Chung, 2014) * (A)	EI (>) sensory post-intervention in the 3 EG: basic, cultural and with the food activity. The sensory activity was considered effective for the development of EI. https://doi.org/10.4162/nrp.2014.8.1.112
EI (traits)	(Ju <i>et al.</i> , 2015) (PR)	EI and social support with a protective function in relation to burnout. {Social support}-> EI (-) burnout: high EI, stronger perception of support, less burnout. https://doi.org/10.1016/j.tate.2015.06.001
	(Karimzadeh <i>et al.</i> , 2014) * (PR)	Post-intervention: socioemotional intelligence (>) and effective teaching (>) in the EG. Socioemotional intelligence (+) effective teaching. https://doi.org/10.5539/elt.v7n8p106

*: intervention research; **: longitudinal studies; t: theoretical study; PR: teacher; A: student; PA: parent; >: significant increase; <: significant decrease; +: significant and positive correlation; -: significant and negative correlation; ↑: major significant difference; 0: no significant differences/correlations; -[]->: moderating variable; { }->: moderating variable; p≤0.05 or p≤0.01; SEC: socioemotional competencies; EI: emotional intelligence; SS: social skills; SEL: social emotional learning; EG: experimental group; CG: control group; unidentified: the theoretical model adopted in the article could not be identified or defined, as the authors of the scales or the construct assessed were not clearly defined.

Of the four articles on SEC, all were empirical, with two interventions and one measurement validation study. The studies were divided between two categories: those conducted with teachers alone and those conducted with teachers and students (n=2 each). The majority of the studies adopted extant SEC models from the literature, namely FRIENDS, emotional education and CASEL.

In relation to the interventions, one focused on the students' SEC as perceived by teachers, while the other focused on the teachers' SEC. Both studies employed a pre-post-test design; however, only one of them implemented a follow-up phase and did not use a control group (Iizuka *et al.*, 2014), while the other adopted a quantitative methodology (Pérez Escoda *et al.*, 2013). The interventions were deemed effective.

The relationship between SEC and the work context was emphasized in the studies involving teachers. When the teacher-student dyad was studied, teacher perception and student self-perception of SEC were highlighted.

The six articles on EI describe empirical studies, of which three are interventions and all adopt a pre-post-test design. The only intervention that does not adopt a control group is also the only one to carry out follow-up (Hen and Sharabi-Nov, 2014). Teachers make up the target audience for most of the studies (n=4).

EI is commonly defined as the perception, understanding, evaluation, regulation, expression, and use of emotions. Only one study employed the concept of socioemotional intelligence, distinguishing its focus from that of the other studies (Karimzadeh *et al.*, 2014). The bulk of the studies adopted a skills model to approach EI (n=3).

The studies focusing on teachers centered on interventions (n=2) and associations between EI and other variables related to mental health and the work context (n=2). The concept of EI proved to be developed through training and to serve as a protective factor in relation to mental health and stress in teachers (Hen and Sharabi-Nov, 2014; Karimzadeh *et al.*, 2014; Ju *et al.*, 2015; Pulido-Martos *et al.*, 2016).

In studies with a sample of students, interest was in the development of EI (Kim and Chung, 2014). When the target audience included teachers and students, the focus was on the impact of teachers' EI on students' academic performance (Curci, Lanciano and Soletti, 2014).

As for the articles on SS (n=14), all were empirical studies, and half were interventions. Students were the target audience of seven studies. The variability of SS was also observed at this stage, with a perceived affective (e.g., empathy, self-control, emotional regulation), behavioral (e.g., internalizing, externalizing behaviors, assertiveness), relational (e.g., fair-play, interpersonal relationships, civility, communication) and academic (e.g., performance, respect for rules, academic competence) focus.

Three studies did not use the SS concept; one study examined protective factors for students in relation to bullying and emotional problems (Leadbeater, Thompson and Sukhawathanakul, 2016), and the other two adopted the concept of social competence (Akgun and Araz, 2014; McQuade *et al.*, 2016). It should be noted that only two studies did not provide a detailed explanation of the SS model they adopted (Tan *et al.*, 2013; Zorza *et al.*, 2016). Furthermore, two other studies employed their own models (Zorofi, 2013; Gil-Madrona *et al.*, 2016). The model developed by Del Prette and Del Prette emerged as the most prevalent among the articles (n=2).

With regard to the interventions, it is noteworthy that all of them had a control group and a pre-post-test design; only two had a follow-up measure, one of which was longitudinal (Derri *et al.*, 2014; Leadbeater, Thompson and Sukhawathanakul, 2016). All the interventions included students, either exclusively (n=3), as part of the teacher-student dyad (n=2), or including parents (n=2).

The field of physical education was frequent among the articles, both related to intervention (Derri *et al.*, 2014; Akelaitis and Malinauskas, 2016; Gil-Madrona *et al.*, 2016) and associative (Saiz Panadero *et al.*, 2016). Not all training has been considered effective in developing students' SS (Da Silva *et al.*, 2016).

When teachers and parents were included in the surveys, the focus shifted to their perspective on students' SS and possible associations with dysfunctional behaviors, educational context variables, and sociodemographic variables.

PHASE 3: RESUMPTION

This phase comprises 31 articles (2017 to 2019), of which only two are theoretical studies. Of the 29 empirical articles, 16 were interventions. As for the target audience, the majority conducted the study with students (n=18). In terms of concepts, the majority dealt with SS (n=13). Table 3 discloses the characteristics of the studies in this phase, with the results of this review pooled by the concepts of SEC, EI or SS.

Table 3 – Characteristics of the 31 studies of Phase 3.

Theoretical Model	Authors (year)	Main Results and Conclusions
EC (Doudin and Curchod-Ruedi, 2010)	(Fiorilli <i>et al.</i> , 2017) (PR)	Social support -[burnout]-> SEC in teachers: less SEC, more dissatisfaction with social support in face of higher levels of burnout. https://doi.org/10.1080/00313831.2015.1119722
SEC (Bisquerra Alzina and Péres-Escoda, 2007)	(Morente <i>et al.</i> , 2017) (A)	SEC predicts self-esteem, performance, social climate in the classroom and anxiety. Self-esteem predicts performance. https://doi.org/10.5944/reop.vol.28.num.1.2017.19355
	(Sánchez Calleja, Rodríguez Gómez and García Jiménez, 2018) * (A)	SEC (>) in the post-training observations, supported by the interviews. Effective training for SEC. https://doi.org/10.5209/RCED.54402
	(Rodríguez-Ledo <i>et al.</i> , 2018) * (PR) (A)	SEC without differences; EI (>), empathy (>), social adjustment (>) post-intervention in EG. Effective training for EI and preventive effect regarding SEC decline. https://doi.org/10.25115/ejrep.v16i46.2241
	(Márquez-Cervantes and Gaeta-González, 2018) (PR) (A) (PA)	SEC (+) decision-making. Parents work more on: emotional awareness, collaborative work with school, emotional regulation and control. Teachers: awareness, decision-making, communication and discipline. https://doi.org/10.15359/ree.22-1.9
	(Fernández-García and Fernández-Río, 2019) (A) (t)	The WonderWall project aims to develop emotional awareness followed by emotional regulation. It consists of a wall for students to identify their emotions or ask questions. https://doi.org/10.47197/retos.v0i35.63259
SEC (SEL)	(Lee, Yang and Zuilkowski, 2019) (PR)	Adaptation with similar distribution of items in 3 factors on social emotional learning (SEL). https://doi.org/10.1111/bjep.12247
	(Portnow, Downer and Brown, 2018) * (PR) (A)	SEC and an emotionally supportive environment predicted significant reductions in aggression and behavior problems. https://doi.org/10.1016/j.jsp.2017.12.004
SS (Social Competence)	(Morrow, Hubbard and Sharp, 2019) (PR) (A)	Victimization predicts significant reductions in social skills. Victimization -[aggressiveness]-> social competence. https://doi.org/10.1080/15374416.2017.1416618
SS (Del Prette and Del Prette, 2005)	(Cintra and Del Prette, 2019) * (PR)	Post-intervention SS (>) and knowledge about SS (>). Teacher characteristics (+) outcome and process variables. Effective training for SS. https://doi.org/10.1590/1413-82712019240409
	(Da Silva <i>et al.</i> , 2018) * (A)	Bullying (<) in the EG and CG, SS (>) in EG post-intervention and follow-up. Effective training for SS. https://doi.org/10.1590/0034-7167-2017-0151
	(Jovarini <i>et al.</i> , 2018) (A)	SS (+) academic results (grades). SS (-) stress. The variability in academic results could be explained by the triad of stress, the student role, and SS. https://doi.org/10.1590/1982-4327e2819

Continue...

Table 3 – Continuation.

Theoretical Model	Authors (year)	Main Results and Conclusions
SS (Elliott and Gresham, 2007)	(Wollersheim Shervey <i>et al.</i> , 2017) * ** (PR)	The program showed social validity, teachers considered it relevant and easy to apply, but those in the 1 st year reduced this perception over the course of the study, while those in the second year increased it. https://doi.org/10.1037/spq0000203
SS (Gutiérrez-Marín <i>et al.</i> , 2017)	(Gil-Madrona <i>et al.</i> , 2019) * (A)	Post-intervention SS and behaviors related to physical activity (>). SS gender and age: (↑) girls and younger students. Effective training for SS. https://doi.org/10.3389/fpsyg.2019.01998
	(Navarro-Patón <i>et al.</i> , 2019) * (A)	Post-intervention SS (>), girls (+) SS. Effective intervention for SS. https://doi.org/10.6018/sportk.401081
SS (Gutman and Schoon, 2013)	(Siddiqui and Ventista, 2018) (A)(t)	Ten training programs were found in the articles reviewed. The inclusion of parents and CG was associated with higher quality and more reliable results. “Sense of community” and “feelings” were the most common SS. https://doi.org/10.1016/j.ijer.2018.06.003
SS (Ladd, Herald-Brown, and Andrews, 2009)	(Miller <i>et al.</i> , 2017) * (PR) (A)	Post-intervention connection with school and performance (grades) (>). No significant effect on social behaviors. Effective training. https://doi.org/10.1016/j.jsp.2017.01.002
SS (Monjas, 2012)	(Cañabate <i>et al.</i> , 2018) * (A)	Post-intervention positive emotions (>). Smaller groups (+) positive emotions. No significant differences for SS. Training not effective for SS. https://doi.org/10.3390/su10051585
SS (unidentified)	(Nelson <i>et al.</i> , 2018) * (PR) (A)	Post-intervention appropriate classroom behavior (>), praise from the teacher (>), reprimands (<). Effective training for SS. https://doi.org/10.1177/1098300718762744
	(Prino <i>et al.</i> , 2018) (PR) (A)	Six clusters established based on popularity and pro-social behavior. All (+) conflicts in the teacher-student relationship. Clusters predictive of some pro-social behaviors. https://doi.org/10.3389/fpsyg.2018.01421
	(Tillman and Prazak, 2019) * (PR) (A) (PA)	Post-intervention SS (>). More SS and positive emotions reported, fewer negative reactions to post-intervention social situations. Effective training for SS. https://doi.org/10.1002/capr.12213
EI (skills)	(Valenzuela-Santoyo and Portillo-Peñuelas, 2018) (A)	EI -(+)-> students’ academic performance https://doi.org/10.15359/ree.22-3.11
	(Postigo-Zegarra <i>et al.</i> , 2019) * (A)	Report of more SEC, pro-social, cooperation, awareness of influencers of decision-making post-training. SEC (>), positive affect (>), aggression (<) post-training. Effective training to develop SEC. https://doi.org/10.1080/02103702.2019.1578925

Continue...

Table 3 – Continuation.

Theoretical Model	Authors (year)	Main Results and Conclusions
EI (Multiple Intelligences)	(Rebollo Goñi, 2017) * ^(A)	EI (-) errors made in the tasks (executive functions). EI gender (↑) girls. Executive functions gender (↑) boys. https://doi.org/10.30827/Digibug.44253
EI (traits)	(Alharbi, 2018) ^(A)	EI predictors: student's age, living with both parents, parents' educational level, mother working, father's working conditions (+), frequency of school failures and physical health problems (-). https://doi.org/10.15537/smj.2018.6.22141
	(Cejudo, 2017) * ^(A)	EI, adaptive skills, academic performance and positive affect (>), behavioral symptoms (<) in the EG post-intervention. Effective training for IE. https://doi.org/10.1080/02103702.2017.1341099
	(Luna, Guerrero and Cejudo, 2019) * ^(A)	Negative affect (<) and EI (>) in the EG post-intervention. Effective training for IE. https://doi.org/10.3390/ijerph16101821
	(Susanto, Asmi Rozali and Agustina, 2019) ^(PR)	EI is part of the proposed model of pedagogical competence and correlates positively with it. https://doi.org/10.13189/ujer.2019.071010
	(Amado-Alonso <i>et al.</i> , 2019) ^(A)	EI (>) in those who play sports, girls and younger students. https://doi.org/10.3390/su11061615
	(Alonso Ferres <i>et al.</i> , 2018) ^(A)	EI (+) family income, number of books in the house, not as family climate. https://doi.org/10.6018/rie.36.1.281441
	(García <i>et al.</i> , 2018) * ** ^(A)	Post-intervention EI, academic performance (grade), communication (>), disrespect toward peers and teachers (<). Effective training for IE. https://dialnet.unirioja.es/servlet/articulo?codigo=7146581

*: intervention research; **: longitudinal studies; t: theoretical study; PR: teacher; A: student; PA: parent; >: significant increase; <: significant decrease; +: significant and positive correlation; -: significant and negative correlation; ↑: major significant difference; 0: no significant differences/correlations; -[]->: moderating variable; { }->: moderating variable; p≤0.05 or p≤0.01; SEC: socioemotional competencies; EI: emotional intelligence; SS: social skills; SEL: social emotional learning; EG: experimental group; CG: control group; unidentified: the theoretical model adopted in the article could not be identified or defined, as the authors of the scales or the construct assessed were not clearly defined.

Of the eight articles dealing with SEC, the majority focused on students (n=3). At this stage, reference to consolidated models remains, with emphasis on emotional education. Of the empirical articles (n=7), three were interventions. All had a pre-post-test design (none with a follow-up measure), and only one of the intervention studies did not adopt a control group (Sánchez Calleja, Rodríguez Gómez and García Jiménez, 2018). The interventions focused on different audiences and were considered to be effective.

The SEC studies with students focused on emotional education, developing SEC and relating it to health (self-esteem and anxiety), classroom climate and academic performance (grades). When teachers were the target audience, the focus was on emotional learning and the perception of emotional teaching, as well as the relationship with burnout and social support.

By working simultaneously with teachers and students, the influence of teachers' preparation toward developing students' SEC was investigated. When parents were included in the survey, the focus was on the others' perception about students' SEC, highlighting the complementarity of these roles for emotional education (Márquez-Cervantes and Gaeta-González, 2018).

The articles on EI (n=10) were empirical, with four interventions, all with a pre-post-test design, and only one longitudinal study had a follow-up measure (García *et al.*, 2018). Two of the four interventions employed a control group. As for the target population, students prevailed (n=9).

In the other studies, coping mechanisms, family climate, executive functions, academic performance, and sociodemographic profile emerged as salient factors, yielding results analogous to those previously described: EI exhibits a positive correlation with adaptive aspects and a negative correlation with maladaptive ones.

Two articles measured EI in physical education classes, showing that the practice of physical activities is positively and significantly associated with a better emotional domain (Amado-Alonso *et al.*, 2019), favoring its development (García *et al.*, 2018).

The Traits model (n=7) was the prevailing theoretical framework for EI in this context, while one article adopted the Multiple Intelligences model and assessed EI through intra- and interpersonal factors (Rebollo Goñi, 2017).

The sole study involving teachers examined a novel model of teaching competences, one of which was EI (Susanto, Asmi Rozali and Agustina, 2019). With regard to the studies conducted with students, they all examined the relationship between EI and other variables. Intervention studies on both EI and SEC have demonstrated efficacy in reducing bullying and negative affect, while increasing academic performance and positive affect.

Finally, of the 13 articles on SS, only one adopted a theoretical approach (Siddiqui and Ventista, 2018). Of the 12 empirical studies, nine were on interventions, with the majority targeting students (n=6). The studies also showed conceptual diversity in relation to SS, with a focus on the affective dimension (e.g., expression of feelings, intensity of emotions, empathy, emotional management, school stressors), behavioral (e.g., pro-social behaviors, appropriate behavior when winning, when losing, during a game, aggressive behavior, assertiveness), and relational (e.g., fair-play, communication, conflict resolution, socialization).

The majority of the studies (n=10) employed a model of SS, while only one study employed the concept of social skills (Morrow, Hubbard and Sharp, 2019). The most prevalent models among the articles were by Gutiérrez-Marín *et al.* (2017, n=2) and Del Prette and Del Prette (2021, n=3) (Jovarini *et al.*, 2018; Da Silva *et al.*, 2018; Cintra and Del Prette, 2019; Gil-Madrona *et al.*, 2019; Navarro-Patón *et al.*, 2019).

Of the nine intervention articles, only one did not employ a pre-post-test design (Cañabate *et al.*, 2018), and of those that adopted this design, three performed follow-up. Only two included a control group (Miller *et al.*, 2017; Da Silva *et al.*, 2018). Notably, one training was not deemed effective in developing SS, despite its significant association with an increase in positive emotions among participants (Cañabate *et al.*, 2018).

Most of the studies with students were intervention studies (n=6) and looked for links with affective aspects, bullying, performance (motor and academic), school stressors, and appropriate physical activity behaviors.

When the studies kept the students and expanded the audience (parents and teachers), they sought their perceptions of the students' SS, monitoring post-intervention or one-time changes. The only study with teachers applied an intervention considered effective for the development of SS in this audience (Cintra and Del Prette, 2019).

DISCUSSION

The studies reviewed were divided into three phases, with changes in terms of approach, target audience, and survey focus. Phase 1 was characterized by fewer studies than phase 3, suggesting the growth of surveys on emotion in the field of education. Interest in SS remained high throughout the three phases, in contrast to EI that gained prominence beginning in phase 2. The number of studies on SEC remained similar across the three phases.

In terms of target audience, the triad of teachers-parents-students was the only one absent in phase 1, and it was also not the focus of research in the other phases. The survey with teachers maintained some regularity across the phases and was concerned with the health/disease and well-being of the teacher as a worker and how it associates with variables related to work (e.g., commitment) and personal ones (e.g., coping and empathy). Students were of primary interest in all phases, having an emphasis on phase 3. Except for EI where the focus in Phase 1 was on teachers, the focus shifted to students in phase 3.

This change broadened the relationship between EI and students' academic performance (grades), inappropriate behavior (aggression, bullying), affect (negative and positive), personal aspects (empathy, subjective well-being, anxiety, and executive functioning), and social aspects (family climate, social adjustment, and social skills). This may indicate that students' emotional domain should be considered taking into account the groups with which they interact and that influence their educational development, such as parents and teachers.

With regard to SEC, teachers and the teacher-student dyad were studied in all phases. In phase 1, students were studied more, while in phase 3 all target groups, including the triad, were expanded. The studies with students emphasized the protective function and the SEC required during social interaction between peers.

This broadening of audiences from phase 2 onwards showed a concern for the mental health of teachers, linking emotions to other variables of professional interest. Those studies focused on the teacher-student dyad, and also those including parents, sought a broader view of the context, such as the classroom climate and the family-school relationship, while still measuring individual variables. Literature shows that inappropriate behavior in the classroom is one of the most emotionally draining factors for teachers (Taxer and Gross, 2018). This fact was also observed in this review.

In terms of SS, interest in students was prominent in all phases and in the dyad from Phase 2 onward. The triad was more representative in phase 2, and only in the phase 3 were articles exclusively focused on with teachers found. Surveys with students mapped different relational skills, presenting SS as a large conceptual umbrella (Tallamini *et al.*, 2022). In contrast to the SEC or EI, which have models with structured elements, the SS are defined more broadly, expressing contextually and culturally appropriate behavior.

An analysis of intervention studies shows a progressive increase over the three phases. Interest in EI interventions began in phase 2 and increased significantly in phase 3. The same happened with SEC interventions, partly due to the focus on emotional learning (Bisquerra Alzina and Pérez-Escoda, 2007; Wigelsworth *et al.*, 2022).

However, it should be noted that the majority of intervention studies in the three phases had SS as their theoretical basis, with a significant increase in phase 2. It is clear that SS are acquired through training (Del Prette and Del Prette, 2021) and have produced positive effects in reducing bullying and aggression and improving academic and emotional performance.

The methodological improvement of interventions was noticeable throughout the three phases, although in different ways for each approach. In EI, for example, from phase 2 onwards, all the intervention studies had a pre-post-test design and most included a control group. For the SEC

and SS studies, however, there was a reduction in this rigor. Although most studies had a pre-post-test design, the presence of a control group decreased from phase 2 onwards for SEC and in phase 3 for SS.

Analyzing the theoretical-conceptual aspects of the three constructs studied in this review, although the concept of EI has been measured with different aspects over the years, it maintained some constant characteristics, such as a state of alertness to emotions (one's own and those of others), the ability to regulate them and also to use them appropriately.

The theoretical models of EI were identified as early as in phase 1, but there has been a change over the years: in the initial phases, the skills model prevailed, and in the last phase, the traits model. This result asserts the tension that still exists in the field of EI, since it considers both the perspective of personal traits and skills that are acquired through training. This rebounds on the definitions adopted by the authors and the instruments used (Woyciekoski and Hutz, 2009; Rivers *et al.*, 2019).

The concept of SEC has been measured using different models over time, but from phase 2 onwards the use of models already defined in literature such as Bisquerra, CASEL and FRIENDS was strengthened, which may justify the similarity of what has been measured over the years. The validation of measures also appeared in this period. These aspects would allow us to infer a quest to consolidate the concept of SEC, distinguishing it from other constructs.

As far as SS is concerned, most of the studies showed the model adopted, with phase 2 standing out as having the most models and, based on it, the adoption of the same model by more than one article was identified.

In brief, temporal phases showed greater clarity of theoretical models, a change in the target audience and, thus, possible relationships between EI, SEC and SS with other variables, as well as a growing interest in intervention studies. Some points, however, are worth highlighting in an independent joint analysis of the phases.

The first of these refers to the terms and expressions used in the search for articles that, although not synonymous, presented similar results, reaffirming the interrelationship between these concepts. EI, especially the trait model, emphasizes the notion of emotional intelligence competencies (Bonesso *et al.*, 2020), and authors in the field of competencies also admit to an approximation with this model (Bisquerra Alzina and Pérez-Escoda, 2007).

The elements or competences measured in the studies approached are similar, as they generally cover emotional perception and recognition, and the regulation and use of emotions. There seems to be a convergence that SEC involves emotional regulation and some level of awareness (emotional or social), contributing to students' academic performance, a more favorable classroom climate, and teachers' health and well-being.

EI seems to generally involve emotional perception and the management/regulation of emotions. In the school context, it contributes to students' academic performance and also to teachers' health and well-being. Studies on SS, on the other hand, differ more in their elements, focusing on social interaction, but not disregarding the emotional side, as evidenced in the articles reviewed. A theoretically predicted common axis was also observed (Del Prette and Del Prette, 2021).

In general, the results of the studies showed that EI is an attribute of both teachers and students (trait model), and that it is related to health, well-being and performance of both students and teachers. In addition, the out-of-class context was also considered (Alharbi, 2018). EI seems to play an important role in the development of pedagogical skills and effective teaching (Karimzadeh *et al.*, 2014; Susanto, Asmi Rozali and Agustina, 2019).

This diversity of results highlights the contribution of EI to general life satisfaction and, in the school context, the benefits for students, teachers and the environment. On the other hand, they do not allow us to say what they actually predict (Woyciekoski and Hutz, 2009).

The few studies found on SEC suggest an approach that is still under construction, although it expands the understanding of the emotional domain scope. However, there is a convergence in the adoption of theoretical models. The findings on SEC show that there is room in literature for a conceptual discussion, the construction of measures, the adoption of training as a means of improving the teacher-student relationship and, therefore, the teaching and learning.

According to Morente *et al.* (2017), students' SEC can predict self-esteem, academic performance and a favorable social climate in the classroom, as well as reduce anxiety. The supportive environment provided by the teacher favors emotional learning and, consequently, the development of SEC, minimizing behavior problems and student aggression (McQuade *et al.*, 2016; Portnow, Downer and Brown, 2018).

Common SS models were identified in articles within and between phases, such as Gresham and Elliott (1990), Monjas (2006; 2012), Gutiérrez-Marín *et al.* (2017) and Del Prette and Del Prette (2021). Some articles on physical education have adopted the same model, measuring social skills using the Student's Behaviours' Self-Evaluation Scale in different phases, while others adopted the Social Skills Rating System or were based on the scale's authors.

Although this theoretical diversity is widely discussed in literature, there are efforts toward greater delimitation, such as the prediction of two main axes (desirable and undesirable behaviors), the SS portfolio, with which the results of this review agree (Del Prette and Del Prette, 2021), and ESS, but which, like Tallamini *et al.* (2022), were not explicitly found in this review and constitute a concept that needs further delimitation (Vieira-Santos *et al.*, 2018).

The predominance of students as the main target group is in line with the findings of Tallamini *et al.* (2022). With regard to teachers, the focus on workers' mental health is in line with the interest of studies in the benefits of SEC and EI, not only for teachers, but also for the well-being of students (Bisquerra Alzina and López-Cassà, 2021).

The studies that looked at the teacher-student dyad contributed to four aspects of this interaction: i. the generalization of socioemotional learning to other contexts; ii. teachers' perceptions of students' variables; iii. the impact of teachers' characteristics on students; and iv. the socializing role of teachers in developing students' skills. Items i. and ii. include studies with parents.

One point criticized in literature and found in this review is the use of grades, especially as an exclusive parameter to measure student and teacher performance (Ballou and Springer, 2015). However, the evidence that shows that EI predicts students' academic performance (Castro *et al.*, 2021) should be considered.

Bullying and aggression were highlighted in the studies reviewed, indicating the importance of SEC, EI or SS in reducing this type of behavior, also portrayed in the media. This suggests a deficit in students' socioemotional skills/competences (Branco, 2004).

There has been an interest in studies of interventions in EI, SS and SEC. This provides evidence that they are effective in developing socioemotional skills. Emotional learning is independent of the characteristics that favor its development (Bonesso *et al.*, 2020).

The proposed interventions were successful in increasing recognition and understanding of both simple and mixed EI emotions, adaptive skills, academic performance, positive affect, well-being, empathy, social adjustment, and attention to feelings. Assertiveness, use of regulatory strategies, communication, cooperation, social adjustment, institutional climate and effective teaching also increased following the interventions.

Variables such as aggression, negative affect, conduct symptoms and behavior problems (internalizing and externalizing problems) also decreased after the interventions. There were controversial results regarding anxiety (Iizuka *et al.*, 2014; Luna *et al.*, 2019), suggesting that the type of training and the characteristics of the target group may have an impact on the greater or

lesser effectiveness of socioemotional training. These findings are consistent with the recognition in literature of the effectiveness of interventions aimed at promoting socioemotional learning (Tallamini *et al.*, 2022; Wigelsworth *et al.*, 2022).

Another highlight in the intervention-related articles was the inclusion of the control group in pre-post-test designs, helping to strengthen the evidence of their effectiveness. Pre- and post-measurements allow identifying the acquisition of learning, and those that provide for follow-up broaden the understanding of long-term learning retention. Follow-up is still infrequent in research (Del Prette and Del Prette, 2021), which was also found in this review. Long-term learning indicates that the content has been absorbed in such a way that it can be applied in other spheres of life and not just in a specific context (Cualheta, Abbad and Rodrigues de Lima, 2022).

The studies reviewed, especially those of an empirical nature, sought to investigate the relationship between SEC, EI and SS with other variables in the work context (teachers) or academic context (students), to test their development through interventions and their impact on teachers and students, as well as to discuss, more broadly, the inclusion of SEC, EI and SS in school curricula. It can be seen that throughout the three phases there has been an increase in the complexity of studies in relation to the three constructs that guided this review, signaling that there is a trend toward theoretical and methodological convergence regarding the acquisition of repertoire in the socioemotional domain.

CONCLUSION

The aim of this literature review was to map and characterize the scientific production of studies on SEC and related concepts in elementary school between 2010 and 2019. Temporal phases were identified, varying in relation to the number of productions, main characteristics of the concepts (SEC, EI and SS) over the years, pointing out to their similarities and differences. Results show that these concepts are interdependent and offer multiple benefits for the school context, including students and teachers.

From a theoretical point of view, there is a clearer approximation between SEC and EI. Some articles on SEC adopted the theoretical framework and measures of EI, which had the highest number of articles.

The studies on SS were the most numerous, probably due to the malleability of the concept, given the endless list of social, emotional and behavioral skills that may guide training for repertoire-building purposes.

However, there were few longitudinal studies, and although the interventions included pre- and post-measures, they did not look at long-term learning retention. Qualitative research techniques were also rarely used. In view of this, it is suggested that future research involving training prioritize qualitative and methodological techniques.

One limitation is the fact that it was necessary to find the ages corresponding to the children's grades in different countries in order to standardize them, and this criterion is suggested for further research.

Another limitation refers to the exclusion criteria, which did not cover a large number of articles. The educational environment is broad and has several sub-themes, which can also have an impact on teachers' SEC, such as inclusive education or teaching in different grades.

This review has contributed to characterize studies on SEC, EI and SS in the context of education. There is still a need for new studies that focus on better conceptual demarcation, given the theoretical similarities and methodological convergences found here. This allows us to conclude that, regardless of which concept is used — EI, SEC or SS —, training and intervention allow promoting the acquisition of a repertoire that helps students to deal better with their emotions and those of others. This development relies on the help of parents and teachers.

It is also suggested that further studies be dedicated to mapping the SEC teachers need to better promote the emotional development of their students, given the importance of this interaction in the educational context. This would help to propose models adapted to this context; after all, competence is a concept that depends on situation to make sense.

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