

Systematic Review on Socio-Emotional Skills, Academic Performance and Socio-Emotional Well-Being in Latin America

Mg. Ivan Alexander Morales Terrones¹, Mg. Henry Castillo Lázaro², Mg. Jacqueline Akemi Alvarado Lázaro³, Dra. Teresita del Rosario Merino Salazar⁴ and Mg. Yovana Yaneth Abanto Cruz⁵

Abstract

The objective of this study is to offer a comprehensive analysis of interventions aimed at improving socio-emotional capabilities in Latin America. The main objective will be to evaluate the impact of these treatments on the academic performance and socio-emotional well-being of students. Extensive research was carried out in academic databases such as Scopus, Scielo, WEB OF SCIENCE. Inclusion criteria encompassed studies that evaluated interventions targeting socioemotional capabilities in Latin American countries and presented data on academic performance and/or socioemotional well-being outcomes. Of all the investigations, eleven met the specific inclusion criteria and were thoroughly evaluated to extract relevant data. The findings suggest that treatments targeting social-emotional capabilities have a significant and beneficial impact on both academic achievement and students' social-emotional well-being. Effective therapies cover aspects of emotional development, interpersonal skills and stress management. To conclude, we affirm that these interventions are effective tools to improve the holistic development of students in the region. Research should prioritize conducting longitudinal studies and investigating cultural variations to gain a broader understanding of the effects of these interventions.

Keywords: *Socio-Emotional Skills, Academic Performance, Socio-Emotional Well-Being.*

INTRODUCTION

The systematic review presented in this article aims to analyze the existing literature on socio-emotional skills, academic performance, and socio-emotional well-being in Latin America, highlighting the importance of methodologies related to academic performance in the educational environment. Despite the attention this topic has received, significant gaps in knowledge remain that need to be addressed. The problem lies in the lack of effective and consistent approaches in the academic environment, socio-emotional skills, and above all, student well-being, which justifies the need for this review (Imura, 2020; Rillo-Albert et al., 2021; Olenik-Shemesh et al., 2024). This study seeks to conduct a detailed analysis of recent research and its findings. The theoretical framework is based on theories of academic modeling, socio-emotional skills, and well-being, while the philosophical and normative framework explores the ethical and educational implications of these methodologies (Laxman, 2022; Bilz et al., 2022; Leeuwstein et al., 2024).

Teaching socio-emotional skills is essential for academic performance and student well-being. Various studies have indicated that having socio-emotional skills not only improves academic performance but also promotes creativity and socio-emotional well-being (Govorova et al., 2020; Abdulqadir et al., 2022). For example, the use of technology in the study of emotions has improved academic performance and provided emotional enhancements, underscoring the need for interdisciplinary approaches (Da Costa et al., 2020; Latorre-Coscolluela et al., 2022). Furthermore, technology plays a crucial role in improving these skills, as evidenced in the study where the impact of software development methodologies and learning on emotion management was analyzed (Pozas et al., 2021). The historical framework of teaching socio-emotional skills in education shows how these methodologies have evolved from traditional approaches to integrating advanced

¹ E-mail: imorales34@ucvvirtual.edu.pe

² E-mail: hcastillo@ucvvirtual.edu.pe

³ E-mail: jaalvarado@ucvvirtual.edu.pe

⁴ E-mail: trmerinos@ucvvirtual.edu.pe

⁵ E-mail: yabantoc@ucvvirtual.edu.pe

technologies, reflecting changes in educational practices and social expectations about training (Simons et al., 2023; Pozas et al., 2023).

LITERATURE REVIEW

The review also highlights the importance of collaborative learning and metacognitive skills in the development of social-emotional skills. Recent studies have shown that collaborative techniques can significantly improve these skills by encouraging the exchange of ideas and strategies (Watts & Pattnaik, 2023; Francisco et al., 2023). Furthermore, the explicit teaching of metacognitive skills can improve academic performance, indicating that students who are aware of their thinking processes tend to be more effective in managing their learning (Léniz-Maturana et al., 2022; Fukkink et al., 2024). Normatively, educational policies must integrate these approaches to ensure that students develop comprehensive competencies that allow them to face academic and professional challenges effectively (Summers-Gabr et al., 2024; Arenas & Gortazar, 2024).

Therefore, the literature review is justified in revealing a broad and diverse panorama of research on socio-emotional skills, academic performance, and socio-emotional well-being. Studies address a variety of approaches, from the use of advanced technologies to the importance of metacognitive skills and cultural influence (Kachingwe et al., 2021; Salmela-Aro et al., 2021). However, despite these advances, several areas remain that require further research, including the integration of interdisciplinary approaches and the exploration of new emerging technologies (Caires et al., 2023). Philosophically, the ability to develop social-emotional skills reflects not only a technical competence but also an integral aspect of human and academic development that is essential for progress and innovation in multiple fields of knowledge (Franck et al., 2022; Wang et al., 2024).

This systematic review aims to provide a solid foundation for future research, highlighting both current achievements and deficiencies in the teaching and learning of social-emotional skills. Through a detailed analysis of recent studies, a clear view is provided that can guide educators, researchers, and policymakers in improving educational practices and promoting a more effective and equitable approach to the development of social-emotional skills in the educational environment (Todesco et al., 2023; Egan et al., 2021; Lucas-Molina et al., 2020; Lodder et al., 2021; Guariglia et al., 2023; Cristóvão et al., 2020; Marcos Sánchez et al., 2023).

METHODOLOGY

This study follows a systematic review with a quantitative approach evaluating socio-emotional skills, academic performance, and socio-emotional well-being. A non-experimental, descriptive design was adopted. The methodology was guided by the PRISMA statement (Page et al., 2021) for the selection and analysis of studies. An exhaustive search was carried out in academic databases such as Scopus, SciELO, and Web of Science, using keywords in Spanish, English, and Portuguese.

ii. Sample

The population and sample included studies that evaluated interventions in socioemotional skills in Latin American students, ranging from initial to university education. Of the studies found, 11 were selected using the established inclusion and exclusion criteria. Validity and reliability were ensured through rigorous application of PRISMA criteria and peer review of included studies. Which is a widely accepted guide for the publication of systematic reviews in the natural sciences. However, it is worth noting that this methodology is also being adopted in social science research for conducting comprehensive reviews of the scientific literature. (Page et al., 2021).

Regarding the criteria used for the selection of articles, the following were considered: (a) Educational subject, (b) Year of publication between 2019 and 2024, (c) written in Spanish, English and Portuguese, (d) type of publication (articles located in Latin America based on scientific and open access data), (e) developed in the initial to university educational context and (f) with quantitative, qualitative or mixed methodological approaches. The exclusion criteria were: (a) Categories not related to the educational subject, (b) Articles

published outside the range of years 2019 to 2024, (c) studies in languages other than Spanish, English or Portuguese, (d) restricted access or outside Latin America, (e) articles developed in contexts of special educational needs, (f) Studies without a methodological approach such as essays, books, letters and conferences.

For data analysis, Atlas.ti 24 was used, grouping and analyzing the different variables related to socio-emotional skills. The systematic review identified 1730 relevant articles, of which 11 were selected for detailed analysis (Page et al., 2021). Findings suggest that the implementation of educational programs that integrate social-emotional skills can significantly improve students' academic performance and social-emotional well-being (Lou et al., 2023). The search was carried out in the month of July 2024, and for this the following equations were used based on the Spanish and English languages.

Equation 1:

Educación socioemocional Y (Rendimiento académico O Bienestar socioemocional)

Equation 2:

Socio-emotional education AND (Academic achievement OR Socio-emotional well-being)

Table 1: Number of articles included and excluded from the identified population

Database	Included articles	Excluded articles		Total
		First review	Second review	
Scopus	8	213	1271	1492
Scielo	3	102	33	138
Web of Science	0	100	0	100
Total	11	415	299	1730

Note: Own elaboration.

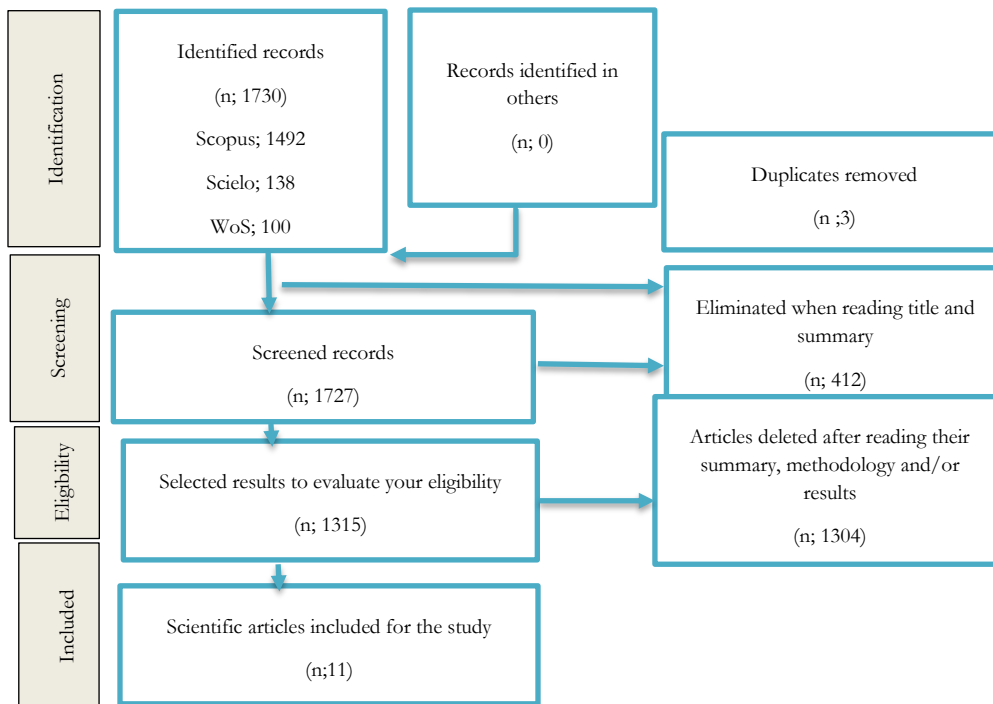


Figure 1: Diagram, study eligibility procedure (PRISMA).

Ethical aspects

Ethical aspects were duly respected, stating that the included studies complied with ethical research regulations, and the data were analyzed confidentially and incognito (Ali, 2023).

RESULT AND FINDINGS

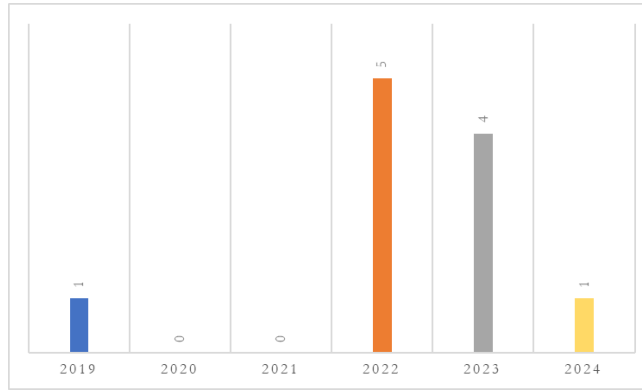


Figure 2: Number of articles included per year

The graph indicates that there was variability in the number of annual publications, with a notable increase in 2022 and a total absence of publications in 2020 and 2021.

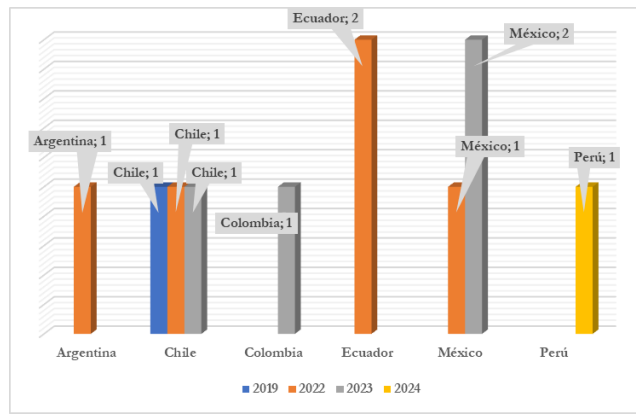


Figure 3: Number of publications filtered by year and country.

The graph indicates that Mexico is the country with the highest number of publications (4 articles) in the period analyzed, followed by Chile with 3 articles. Colombia, Ecuador and Peru have fewer publications in comparison.

Table 2: Scientific articles included

Author	Qualification	Sample	Methodology	Results
Rivera GEA et al. (2022)	'Socio - emotional development from complexity in adolescent students from the Calderón Sector in the City of Quito-Ecuador'	2500 people including teachers, students and parents.	Exploratory-descriptive and the methodology was based on the collection of information from interviews with teachers, students and parents.	The importance of adequate management of socio-emotional skills in family and educational development has been demonstrated, especially in vulnerable sectors of Ecuador, highlighting their inclusion in the curriculum.
Arntz Vera J. et al. (2019)	'Emotional intelligence and academic performance in university nutrition students'	131 nutrition and food students, Chile.	Cross-sectional study, TMMS-24 test.	No significant differences were found between the levels of attention, understanding, EI regulation and grade average ($p>0.5$), nor association with curricular advancement. Highlighting the relevance of containing socio-emotional competencies in the comprehensive training of health professionals.
Bautista-Quispe JA et al. (2024)	'Socio-emotional competence and resilience in Peruvian basic education teachers: A case study'	30 basic education teachers, Peru.	Quantitative experimental transversal.	The teachers presented high levels of socioemotional competence and resilience. significant correlation between both variables ($r=0.748$; $p<0.001$), as well as between resilience and the dimensions of self-awareness, self-regulation, autonomy, empathy and collaboration.
Cerda et al. (2023)	'Complex interaction of attributional style, self-regulation and resilience with respect to mathematics performance'	1498 secondary education students, Chile.	descriptive quantitative approach, comparative correlational.	The study found that internal attributional styles and self-regulation are positively associated with mathematics performance, while external attributional styles have a negative impact. Resilience showed a complex relationship.
Espinoza, V. et al. (2022)	'Implementation of a program to promote the development of social-emotional skills at school'	153 children between 8 and 12 years old, The experimental group consisted of 109 children from three schools and the control group consisted of 44 children from a school with similar sociodemographic characteristics. Argentina.	Quasi-experimental	The program significantly improved social-emotional skills and reduced emotional and behavioral problems in students. Age and sex influenced some indicators. The active and sequenced approach was effective in promoting social-emotional development in the school context.
Cuervo RH et al. (2022)	'The socio-emotional competencies of high school and university students of the National Polytechnic Institute (Mexico)'	sample of 405 students, Mexico.	Quantitative, quasi-experimental analysis.	The study found significant differences in empathy and autonomy between groups, and in regulation and prosociality between genders. It concludes that strengthening socio-affective skills from school is essential to counteract adverse family conditions and promote comprehensive development.
Pozas M. et al. (2023)	'Exploring Mexican high school students' perceptions of inclusion'	673 Lower secondary students, Mexico.	Quantitative, descriptive.	The results indicate that the PIQ in Spanish is a reliable and valid tool to evaluate the emotional well-being, social inclusion and academic self-concept of Mexican schoolchildren. Differences in gender and SEN status are highlighted, as well as the

				importance of considering learners' insights to improve inclusive educational practices.
Soto-Romero O. et al. (2023)	'Incidence of socio-emotional factors on academic performance of high school students'	494 high school students in Soacha, Cundinamarca, Colombia.	Principal component analysis, hierarchical clustering and association rules were applied.	They revealed heterogeneity in the improvement of socio-emotional skills in three groups of students with different levels of performance and specific needs to improve their comprehensive training.
Suárez Cretton, X. et al. (2022)	'Socio-emotional competencies and resilience of students from vulnerable schools and their relationship with academic performance'	718 students from 5th to 8th grade, Chile.	Quantitative, descriptive.	The results revealed that the students showed a good level of development in socio-emotional competencies and resilience, with a significant positive correlation between these variables and academic performance in Language and Mathematics.
Sánchez León, AF (2022)	'Self-concept and academic performance of university students'	183 university students from 18 to 26 years old, Ecuador.	Quantitative, non-experimental, descriptive - cross-sectional correlational.	A not so high positive correlation was indicated between self-concept and academic performance. Students with better self-concept tended to have higher grades, suggesting that a positive self-concept influences academic success.
Pozas M., Trujillo CJG, Letzel-Alt V. (2023)	'Perceptions of inclusion of school students in Mexico'	101 Mexican students from third to ninth grade, Mexico.	Exploratory, qualitative data analysis.	Students generally feel included in the school. However, students in private schools report lower emotional well-being compared to those in public schools.

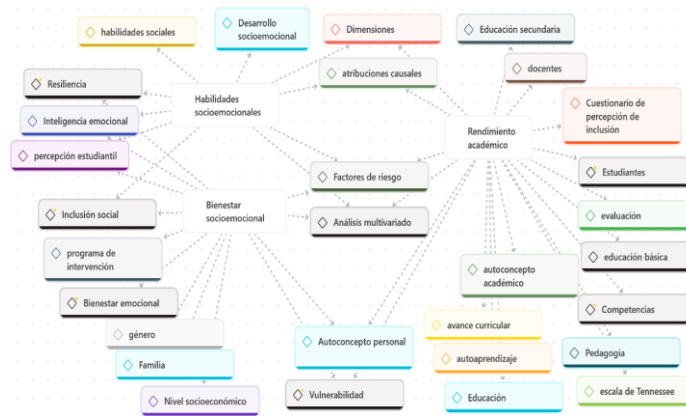


Figure 4: Categorization of the variables found in terms of socio-emotional skills, academic performance and socio-emotional well-being.

Figure 4 describes how socioemotional skills, academic performance, and socioemotional well-being are related through their keywords. Using qualitative analysis with Atlas.ti 24, various variables from research carried out between 2019 and 2024 are grouped and analyzed.

The ideas extracted from the systematic review were categorized according to various variables found in each of the investigations, which are related to “Socio-emotional skills”, “Academic performance” and “Socio-emotional well-being” in a wide spectrum of participants involved in the academic training. Atlas.ti 24 was used to carry out a qualitative analysis, grouping the different variables analyzed in the research consulted for the period 2019-2024 and identifying the relationships between them and our study variables. In addition, the main variables related to the categories are: Risk factors and Multivariate analysis. Furthermore, there is a deficit in the number of publications on research related to “Socio-emotional Skills” compared to those on “Academic Performance”, which reflects a greater need for research in this area.

CONCLUSION

The findings of this systematic review suggest that effective interventions in social-emotional skills include components of emotional development and interpersonal skills. These interventions, when applied in a comprehensive educational context, tend to have more significant positive effects compared to those that focus solely on academic aspects. The recommendations obtained confirm the relevance of integrating socio-emotional competencies in academic training (Suárez & Castro, 2023). It is essential to prioritize the academic development of students through the implementation of active learning programs and the use of dissemination instruments that involve all participants in the educational process, including students, teachers, and parents (Bautista Quispe et al., 2024; Andrade Rivera et al., 2022).

Furthermore, the results published by Arntz and Trunce (2019) provide valuable, although controversial, data, offering guides for improvement in comprehensive professional training. According to Huerta Cuervo et al. (2022), it is crucial to pay attention to pre-existing conditions in families, where poverty and violence can negatively affect the socio-emotional environment necessary for the proper development of students. Additionally, this review highlights the need to address certain gaps, such as social inclusion. Pozas Marcela et al. (2023) found that men perceive higher levels of inclusion compared to women. Rodríguez and Guzmán (2019) noted that students with similar abilities may be vulnerable to poor academic performance or dropping out of school, underscoring the importance of specific interventions to support these groups.

It is important to highlight that Mexico has stood out in Latin America in terms of the number of articles published on socio-emotional skills and academic performance between 2019 and 2024. It is recommended to prioritize programs that integrate these skills into the educational curriculum and consider socioeconomic and family conditions to maximize the positive impact of such interventions. In conclusion, socio-emotional skills are fundamental for the academic and personal development of students, and their promotion should be a central component of educational policies in Latin America to ensure the comprehensive and sustainable development of students.

REFERENCES

- Abdulqadir, M. L., Muhammed, S. A., & Yusuf, J. (2022). Impact of climate change awareness on the socio-emotional well-being of university students in Nigeria. *International Journal of Emotional Education*, 14(2), 53-67. <https://doi.org/10.56300/GDUE5169>
- Ali, M. (2023). Data protection, confidentiality and anonymity. In *Information Systems Research*. Palgrave Macmillan, Cham. https://doi.org/10.1007/978-3-031-25470-3_12
- Andrade Rivera, G. E., Landeta Morales, S. Y., Maldonado Godoy, A. J., Paredes Flores, L. J., & Aguilar Bazarro, A. J. (2022). Socio-emotional development from complexity in adolescent students of the Calderón Sector in the City of Quito-Ecuador. *Sapientia: International Journal of Interdisciplinary Studies*, 3(4), 275–285. <https://doi.org/10.51798/sijis.v3i4.471>
- Arenas, A., & Gortazar, L. (2024). Learning loss a year after school closures: Evidence from the Basque Country. *SERIES*, 1-24. <https://doi.org/10.1007/s13209-024-00296-4>
- Arntz Vera, J., & Trunce Morales, S. (2019). Emotional intelligence and academic performance in university nutrition students. *Medical Education Research*, 8(31), 82-91. <https://doi.org/10.22201/facmed.20075057e.2019.31.18130>
- Bautista-Quispe, J. A., Estrada-Araoz, E. G., Sillo-Sosa, J., Quispe-Aquise, J., Yabar-Miranda, P. S., Lujano-Ortega, Y., & Cruz-Visa, G. J. (2024). Socioemotional competence and resilience in Peruvian basic education teachers: A case study. *Health, Science and Technology-Lecture Series*. <https://doi.org/10.56294/sctconf2024710>
- Bilz, L., Fischer, S. M., Hoppe-Herfurth, A. C., & John, N. (2022). A consequential partnership. *Zeitschrift für Psychologie*. <https://doi.org/10.1027/2151-2604/a000497>
- Caires, S., Alves, R., Martins, Â., Magalhães, P., & Valentec, S. (2023). Promotion of socio-emotional skills in initial teacher training: An emotional educational program. <https://doi.org/10.56300VCJW9231>
- Etchepare Sow, G., Vera Sagredo, A., & Farzaneh Saadati. (2022). Complex interaction of attributional style, self-regulation and resilience with respect to mathematics performance. *Complutense Journal of Education*, 34(1). <https://dx.doi.org/10.5209/rced.76753>
- Cristóvão, A. M., Candeias, A. A., & Verdasca, J. L. (2020, January). Development of social-emotional and creative skills in primary education: Teachers' perceptions of the Gulbenkian XXI school learning communities project. In *Frontiers in Education* (Vol. 4, p. 160). Frontiers Media SA. <https://doi.org/10.3389/educ.2019.00160>
- Da Costa, S., Martínez-Moreno, E., Díaz, V., Hermosilla, D., Amutio, A., Padoan, S., & García-Mazzieri, S. (2020). Belonging and social integration as well-being factors in organizations in Latin America and Latin Europe. *Frontiers in Psychology*. <https://doi.org/10.3389/fpsyg.2020.604412>

- Delgado Rivera, E. (2023). Educational program to improve socio-emotional well-being in high school students of a public educational institution in Callao. <https://hdl.handle.net/20.500.14005/13778>
- Egan, S. M., Pope, J., Moloney, M., Hoyne, C., & Beatty, C. (2021). Lack of education and early care during the pandemic: The socio-emotional impact of the COVID-19 crisis on young children. *Early Childhood Education Journal*, 49(5), 925-934. <https://doi.org/10.1007/s10643-021-01193-2>
- Espinoza, V., Rosas, R., Schmidt, B., & Saravia, J. (2022). Implementation of a program to promote the development of social-emotional skills at school. *Pedagogical Studies (Valdivia)*, 48(3). <http://dx.doi.org/10.4067/s0718-07052022000300151>
- Francisco, R., Raposo, B., Hormigo, M., Sesifredo, M., Carvalho, A., Justo, A., & Godinho, C. A. (2023). #EntreViagenseAprendizagens: Study protocol of a school intervention to promote well-being and healthy lifestyles among adolescents. *Frontiers in Psychology*. <https://doi.org/10.3389/fpsyg.2023.1213293>
- Franck, K., Seland, M., Rimul, J., Sivertsen, A. H., & Kernan, M. (2022). Assessing children's psychosocial well-being: Norwegian early childhood education and care teachers' challenges in completing a comprehensive screening tool. *Contemporary Problems in Early Childhood*. <https://doi.org/10.1177/14639491221133454>
- Fukking, R. G., Sluiter, R. M., & Fekkes, M. (2024). Transition from daycare to school: Urgency, center-based care, and caregiver-child relationship predict self-regulation, social competence, and well-being. *Learning and Individual Differences*. <https://doi.org/10.1016/j.lindif.2024.102409>
- Govorova, E., Benítez, I., & Muñiz, J. (2020). How schools affect student well-being: A cross-cultural approach in 35 OECD countries. *Frontiers in Psychology*, 11, 431. <https://doi.org/10.3389/fpsyg.2020.00431>
- Guariglia, P., Palmiero, M., Giannini, A. M., & Piccardi, L. (2023, September). The key role of empathy in the relationship between age and social support. In *Healthcare* (Vol. 11, No. 17, p. 2464). MDPI. <https://doi.org/10.3390/healthcare11172464>
- Huerta Cuervo, R., Téllez, L. S., Luna Acevedo, V. H., Ramírez Solís, M. E., Vela Ibarra, C., & Ávila García, G. (2022). The socio-emotional competencies of high school and college students in the National Polytechnic Institute (Mexico). *Social Sciences*, 11(7). <https://doi.org/10.3390/socsci11070278>
- Imura, S. (2020). Developmental trajectories of event centrality and partner-emotional well-being after transition to high school. *British Journal of Developmental Psychology*, 38(4), 497-511. <https://doi.org/10.1111/bjdp.12333>
- Kachingwe, M., Chikowe, I., Van der Haar, L., & Dzabala, N. (2021). Evaluation of the impact of a Malawi Christian Young Women's Association intervention project on the psychosocial well-being of adolescent mothers and their children in Malawi. *Frontiers in Public Health*. <https://doi.org/10.3389/fpubh.2021.585517>
- Latorre-Cosculluela, C., Sierra-Sánchez, V., Rivera-Torres, P., & Liesa-Orús, M. (2022). Emotional well-being and social reinforcement as predictors of academic motivation and expectations. *International Journal of Educational Research*, 115. <https://doi.org/10.1016/j.ijer.2022.102043>
- Laxman, K. (2022). Benefits of yoga for the socio-emotional well-being of children with atypical development. *Journal of Research in Special Educational Needs*, 22(2), 158-166. <https://doi.org/10.1111/1471-3802.12556>
- Leeuwestein, H., Kupers, E., Boelhouwer, M., & van Dijk, M. (2024). Differences in school well-being between young students with and without refugee backgrounds. *Child Psychiatry & Human Development*, 1-9. <https://doi.org/10.1007/s10578-024-01690-6>
- Léniz-Maturana, L., Vilaseca, R., & Leiva, D. (2022). Maternal self-efficacy and emotional well-being in Chilean adolescent mothers: Their relationship with the socio-emotional development of their children. *PeerJ*. <https://doi.org/10.7717/peerj.13162>
- Lodder, A., Mehay, A., Pavlickova, H., Hoare, Z., Box, L., Butt, J., & Watt, R. G. (2021). Evaluating the effectiveness and cost-effectiveness of the 'Strengthening Families, Strengthening Communities' group parenting program: Study protocol and initial perspectives. *BMC Public Health*, 21, 1-13. <https://doi.org/10.1186/s12889-021-11912-4>
- Lucas-Molina, B., Perez-Albeniz, A., Satorres, E., Ortuno-Sierra, J., Domínguez Garrido, E., & Fonseca-Pedrero, E. (2020). Identifying widespread psychosis phenotypes in school: Associations with socioemotional adjustment, academic, and neurocognitive outcomes. *PLoS One*, 15(8). <https://doi.org/10.1371/journal.pone.0237968>
- Marcos Sánchez, R., Manzanal Martínez, A. I., & Gallego-Domínguez, C. (2023). Socio-emotional competencies and classroom management of Secondary Education, Baccalaureate and Vocational Training teachers. <https://doi.org/10.30827/profesorado.v27i2.21467>
- Martínez, B. M. T., Fuentes, M. D. C. P., & Jurado, M. D. M. M. (2023). Variables related to academic engagement and socioemotional skills in adolescents: A systematic review. *Fuentes Magazine*, 25(2), 242-255. <https://doi.org/10.12795/revistafuentes.2023.22407>
- Olenik Shemesh, D., Heiman, T., & Wright, M. F. (2024). Problematic Internet use and well-being among youth from a global perspective: A mediated-moderated model of socioemotional factors. *The Journal of Genetic Psychology*, 185(2), 91-113. <https://doi.org/10.1080/00221325.2023.2277319>
- Olguin, M. E. P., Bórquez, F. N. V., Corral, D. R. M., López, O. V., & Pacheco, D. L. (2024). Socio-emotional skills and their influence on academic performance in primary education students. *Concordia*, 4(7), 10-19. <https://doi.org/10.62319/concordia.v4i7.25>
- Page, M. J., McKenzie, J. E., Bossuyt, P. M., Boutron, I., Hoffmann, T. C., Mulrow, C. D., & Moher, D. (2021). The PRISMA 2020 statement: An updated guideline for reporting systematic reviews. *BMJ*, 372. <https://doi.org/10.1136/bmj.n71>

Systematic Review to Improve Management Skills in Pedagogical Leadership

- Pozas, M., Letzel, V., Lindner, K.-T., & Schwab, S. (2021). DI (Differentiated Instruction) does matter! The effects of DI on secondary school students' well-being, social inclusion, and academic self-concept. *Frontiers in Education, 6*. <https://doi.org/10.3389/feduc.2021.729027>
- Pozas, M., Letzel-Alt, V., Schwab, S., & Zurbriggen, C. (2023a). Exploring Mexican lower secondary school students' perceptions of inclusion. *Cogent Education, 10*(1). <https://doi.org/10.1080/2331186X.2023.2203971>
- Pozas, M., González Trujillo, C. J., & Letzel-Alt, V. (2023b). Mexican school students' perceptions of inclusion: A brief report on students' social inclusion, emotional well-being, and academic self-concept at school. *Frontiers in Education, 8*. <https://doi.org/10.3389/feduc.2023.1069193>
- Rillo Albert, A., Saez de Ocariz, U., Costes, A., & Lavega Burgués, P. (2021). From conflict to socio-emotional well-being: Application of the GIAM model through traditional sports games. *Sustainability, 13*(13). <https://doi.org/10.3390/su13137263>
- Rodríguez Rodríguez, D., & Guzmán Rosquete, R. (2019). Academic performance and socio-familial risk factors: Personal variables that moderate their influence. *Educational Profiles, 41*(164), 118-134. <https://doi.org/10.22201/iisue.24486167e.2019.164.58925>
- Salmela-Aro, K., Upadaya, K., Vinni-Laakso, J., & Hietajärvi, L. (2021). Longitudinal school engagement and adolescent burnout before and during COVID-19: The role of social-emotional skills. *Journal of Adolescence Research, 31*(3), 796-807. <https://doi.org/10.1111/jora.12654>
- Sánchez León, A. F. (2022). Self-concept and academic performance of university students. *University, Science and Technology, 27*(118), 61-68. <https://doi.org/10.47460/uct.v27i118.687>
- Simons, M., Reijnders, J., Janssens, M., Lataster, J., & Jacobs, N. (2023). Staying connected in old age: Associations between bonding social capital, loneliness and well-being and the value of digital media. *Aging and Mental Health, 27*(1), 147-155. <https://doi.org/10.1080/13607863.2022.2036947>
- Soto-Romero, O., Venegas-Linares, D., & Medina-Hernández, E. (2023). Incidence of socio-emotional factors on the academic performance of high school students. *Education and Humanism, 25*(44). <https://doi.org/10.17081/eduhum.25.44.5344>
- Sousa, C. R. D., & Padovani, R. D. C. (2021). Assertive skills: A comparison of two group interventions with Brazilian university students. *Psychology: Reflexão e Crítica, 34*, 27. <https://doi.org/10.1186/s41155-021-00188-7>
- Suárez Cretton, X., & Castro Méndez, N. (2022). Socio-emotional competencies and resilience of students from vulnerable schools and their relationship with academic performance. *Journal of Psychology (PUCP), 40*(2), 879-904. <http://dx.doi.org/10.18800/psico.202202.009>
- Suarez-López, A., & Ramos-Noboa, I. (2018). Psychological intervention as a cognitive-behavioral development strategy in adolescents with mental retardation and social deficiencies. *Scientific Magazine Science and Technology, 18*(17). <https://doi.org/10.47189/rcct.v18i17.161>
- Summers-Gabr, N. M., Sato, M., Chilenski, S. M., Villarruel, F., Smith, P., Henderson, C., & Craig, A. (2024). Discriminatory experiences among black youth: How encounters and expectations explain emotional well-being. *Prevention Science, 25*(1), 31-43. <https://doi.org/10.1007/s11121-023-01540-2>
- Todesco, M., Breman, J., Haryanto, N. N., Kok, G., & Massar, K. (2023). Effect evaluation of a comprehensive sexuality education intervention based on socio-emotional learning among adolescents in Jakarta, Indonesia. *Frontiers in Public Health, 11*. <https://doi.org/10.3389/fpubh.2023.1254717>
- Vega, J. F. A., Lara, E. S., & Montoya, L. L. V. (2023). Educational management and quality of school premises – UGEL San Martín, 2021. *Ciencia Latina Revista Científica Multidisciplinar, 7*(2), 7506-7520. https://doi.org/10.37811/cl_rcm.v7i2.5878
- Wang, F., King, R. B., & Zeng, L. M. (2024). Cooperative school climates are positively linked to social-emotional skills: A cross-national study. *British Journal of Educational Psychology, 94*(2), 622-641. <https://doi.org/10.1111/bjep.12670>
- Watts, R., & Pattnaik, J. (2023). Parent and teacher perspectives on the impact of the COVID-19 pandemic on children's social-emotional well-being. *Early Childhood Education Journal, 51*(8), 1541-1552. <https://doi.org/10.1007/s10643-022-01405-3>
- Zaff, J. F., Donlan, A., Gunning, A., Anderson, S. E., McDermott, E., & Sedaca, M. (2017). Factors that promote high school graduation: A review of the literature. *Educational Psychology Review, 29*, 447-476. <https://doi.org/10.1007/s10648-016-9363-5>