

Development of emotional

competencies in classrooms in times of pandemic - Covid -19: Systematic review

Desarrollo de competencias emocionales en las aulas de clases en Tiempos de pandemia - Covid -19: Revisión sistemática

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Abstract

Emotional competencies in the current post-pandemic education has become a challenge in the educational context to appease the confinement demotivation and connectivity inequalities that have affected students' learning after the pandemic -Covid 19. In this sense, the objective has been established to describe the conceptualizations of emotional competencies, their importance and benefits in the current educational context that will allow us to deepen its importance for the development of a comprehensive education. For this purpose, a systematic review was carried out, finding 44 articles that were filtered with the PRISMA methodology, considering the relevance and the field of study, excluding 13 articles that were distant from the educational context and 14 articles that presented duplicity. Only 17 articles were synthesized, which allowed us to expand and filter information from high impact journals such as. Scielo 5 (29.4%), Redalyc 6 (35%), Conicet 1 (5.8%), Dialnet 5 (29.4%). This determines that the development of socioemotional competencies are capacities that every human being possesses, and that are developed during the whole life process and that is transcendental in the educational process, emotional competencies are a mediator between personal and social wellbeing, in the educational process the development of emotions is indispensable for the connection with learning.

Keywords: emotional competence, emotional intelligence, emotional education.

Resumen

Las competencias emocionales en la educación actual postpandemia se ha convertido en un desafío en el contexto educativo para apaciguar la desmotivación del confinamiento y las desigualdades de conectividad que han afectado los aprendizajes de los estudiantes después de la pandemia -Covid 19. En tal sentido, se ha establecido el objetivo de describir las conceptualizaciones de competencias emocionales, su importancia y beneficios en el contexto educativo actual que nos permita profundizar en su importancia para el desarrollo de una educación integral. Para ello se ha realizado la revisión sistemática, hallándose 44 artículos que fueron filtrados con la metodología PRISMA teniendo en cuenta la pertinencia y el campo de estudio, siendo excluidos 13 artículos que se distanciaba del contexto educativo y 14 artículos que presentaban duplicidad. Siendo sintetizados sólo 17 artículos que nos han permitido ampliar y filtrar información de las revistas de alto impacto como son. Scielo 5 (29.4%), Redalyc 6 (35%), Conicet 1 (5.8%), Dialnet 5 (29.4%). Lo que determina que el desarrollo de las competencias socioemocionales son capacidades que cada ser humano posee, y que se desarrolla durante todo el proceso de vida y que es trascendental en el proceso educativo, las competencias emocionales son un mediador entre el bienestar personal y social, en el proceso educativo es indispensable el desarrollo de emociones para la conexión con el aprendizaje.

Palabras claves: competencia emocional, inteligencia emocional, educación emocional.

In Peru we have faced an extremely serious educational situation as a result of the Covid 19 pandemic, which has revealed a large gap in education, specifically in connectivity or virtual spaces at the national level, where education is seen as unequal for those who have the least and this aggravates the exclusion of certain sectors of the student population. ⁽⁸⁾ Likewise, it is pertinent to point out that the report presented by UNESCO. ⁽²²⁾ details that there are more than 8 million students among children and adolescents in 119 countries that have been emotionally affected in the context of the global pandemic, in addition to poverty, disease and inequality have created emotional states of demotivation in students. From this point of view, a comprehensive transformation that promotes equitable education is urgently needed. On the other hand, Expósito & Marsolliere ⁽⁴⁾ conducted a study on socio-educational inequalities in Argentina, emphasizing the consequences that will bring in the learning of students the experiences of social isolation, being considered a problem that arises with greater impact in post-pandemic education, We have to take care of the right to education before the problem faced by the current educational society finding unmotivated students in the development of their learning, and the lack of knowledge of emotional competencies in the current education to face various academic and social situations. Therefore, we must reinforce the protection of the right to education through emotional education programs that ensure a comprehensive and quality education.

The Ministry of Education of Peru in 2020, established its continuity of teaching learning implemented virtual education strategies in times of pandemic, following a line of care through the strategy "I learn at home", also the realization of socioemotional workshops for teachers that are still incipient. Therefore, teachers must strengthen our pedagogical practices to lead emotional education in our classrooms.

Given this, the need and interest arises to describe the concept and importance of the development of emotional competencies of students in current classes in times of pandemic - Covid -19, Through the systematic review has been achieved the analysis of emotional competencies through the PRISMA methodology that has allowed the inclusion and exclusion of studies that contribute directly in the analysis of the same, the articles that have been reviewed have a connotation of high impact of journals such as Scielo, Dialnet, Redalyc, among others. Where relevant information on this topic is conceptualized. The concept of emotional intelligence was disseminated by the pioneer Edward Thorndike, who determined that it refers to the ability to understand others in adverse situations and to have a positive attitude towards interpersonal relationships, as Viloría points out. ⁽²³⁾

It should also be noted that the research has limitations, since there are few articles on emotional competencies in the educational field, also of the articles that are disseminated, there are in another context such as administrative, and others in the area of health. In view of this, other topics such as emotional intelligence and emotional education have been investigated.

Analyzing the conceptualizations of socioemotional competencies in post-pandemic education, it is defined as the ability to socialize in groups and it is important to develop them in schools, or in a specific space and that their development turns human beings into full beings. Likewise, having emotional competencies allows the recognition of emotions in the educational context. On the other hand, new contributions were found to strengthen emotional competencies, values and rules of ethical coexistence must be considered in the classroom ^(5, 13, 16).

All the studies pursue the objective of describing the conceptualizations of emotional competencies that influence post-pandemic classes among students and teachers and how their knowledge and development in the classroom contribute to academic performance and integral development.

In the systematic review, emotional intelligence has been analyzed to expand the study, finding that E.I. is a system of personal and social competencies in the educational process, as well as a key factor that has an impact on the social and mental well-being of learners, allowing students to face and make good decisions before conflicts. ⁽¹⁾ considered a key factor that has an impact on the social and mental well-being of learners, allowing students to face and make good decisions before conflicts. ⁽¹⁴⁾ The development of emotional intelligence is important for the recognition of its potential in the development of virtual classes and in the development of the person in the social context. ⁽¹¹⁾ Emotional intelligence is characterized by the relevance of combining disciplines that help in its prevention of students from the viewpoint of psychology and pedagogy, called as psychological well-being also becomes a protector of disruptive behaviors, freeing even from the risks of falling into vices. ⁽⁹⁾ Therefore, it is important to incorporate emotional intelligence programs in the educational model to transform education and generate pedagogical innovation. ⁽¹²⁾ its knowledge predicts subjective well-being, which is very significant for learning and achieves economic prosperity and well-being that radiates into the school and family environment. ^(15,17)

On the other hand, in order to deepen the analysis, the term emotional education was reviewed, which is defined as the construct that provides students with social and mental well-being in the educational process; emotional education programs that contribute to the construction of their personal identity for the achievement of academic competencies should be addressed. ^(7,10,20,21)

Therefore, it is considered fundamental to draw theoretical lines to strengthen the analysis of emotional education. Along the same lines, we find that emotional education plays a very important role in the pedagogical act since a very empathic relationship is established between teacher and student in the academic process; therefore, their attention should be prioritized and their development of emotional education should be promoted through emotional programs. ⁽²⁾

As reported by UNESCO in its report Promoting the socio-emotional well-being of students in times of crisis, measures must be taken to articulate the emotional and the academic,

which spreads the urgent need to acquire new forms of teaching that innovate an affective treatment, with communicative and social skills also known as emotional dimensions that are proper and inherent to the human being, which is urgent to achieve emotional balance and a conscious and healthy mental health. (3, 22, 6)

All the studies respond to the objective of describing the conceptualizations of emotional competencies, importance and benefits in the current educational context. They conclude that emotional competencies are a mediating source between the academic and affective, and the development of this binomial that gives rise to a comprehensive education.

Finally, I believe that this study will expand the description of the concept of emotional competencies and its importance to reevaluate the impact of emotion as an essential, fundamental and determining element in the process of learning acquisition. We are in the precise and opportune time to continue investigating this topic that responds to the challenges of post-pandemic education and to expand our sources of knowledge.

Methodology

The methodology developed in the present research is the systematic review of the scientific literature on emotional competencies under the PRISMA method in the selection, exclusion and inclusion that respond to the research, collecting information from articles of the most demanding journals in their scientific content, the systematic review of articles, and research from high impact journals was carried out, respecting the regulations of the university in the search for data from scientific pages,

Review: Information was collected from the most important pages such as Scielo, Scopus, Dialnet, Redalyc, Conicet, Redined, are the databases that have allowed to deepen and filter the information, finding Redalyc, 8 Scielo 11, Conicet, 2 Redined 1 Scopus 3 Dialnet 12 World Wide Science 7 = Total 44 articles.

Exclusion: Searching with the keywords, emotional competencies, emotional education, emotional intelligence, 44 articles were found passing the first review filter, taking into account the relevance and field of study, excluding 13 articles that responded to the areas of health and administrative areas, and 14 articles that presented duplicity.

Selected articles: 17 articles were selected from the databases, which allowed us to expand and filter information from the sources: Redalyc 6 (35%) Scielo 5 (29.4%) Conicet 1, (5.8%) Dialnet 5 (29.4%) The reviews of the various literatures selected for their literature that responds to the educational field, and respond to the objectives of the research with validity from 2011 to 2021, the studies analyzed are in English and Spanish language.

The systematic review aims to describe the conceptualizations of emotional competencies, importance and benefits in

the current educational context, where emotional competencies are the object of study and are included in the title of the research, referring to the educational field.

Description of the articles by concepts, importance and benefits. Likewise, it has been possible to know in greater depth the parameters and the context presented on the topic, “emotional competencies” in current education from its studied narrative. Achieving the research objective, being the emotional competencies the mediating source between the academic and the affective to give rise to an integral education as stated in the researches that have been included in the systematic selection.

When searching with the terms or concepts of emotional competencies, 3 articles were found, limiting the research in the collection of research to contribute to our review, we chose to combine terms such as emotional intelligence, finding 7 articles, then we proceeded to search for research with the keywords emotional education, where we found 6 works of great relevance, which contributed to strengthen the review directed in the educational field on the importance of its development in the family and academic context.

Likewise, in the database where the largest studies were found with respect to the subject of review was in the Redalyc database, where 3 articles were selected that respond to the current study of emotional competencies, in basic and higher educational populations, which contributed diverse conceptions for the study of emotional competencies in virtual education, published in the year 2011 to 2019 in English and Spanish.

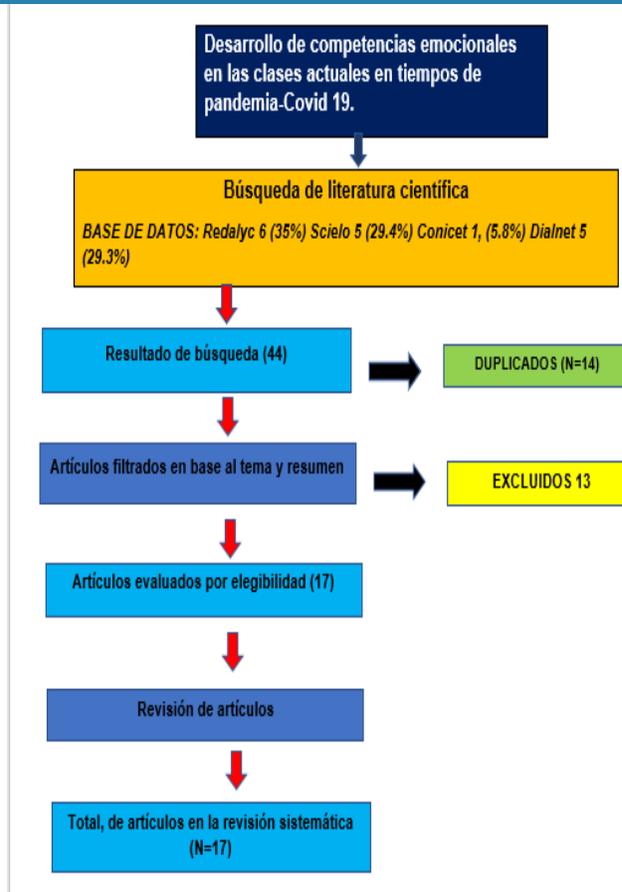
On the other hand, sources were selected from the Scielo journal finding 7 articles in relation to “emotional intelligence” in the period from 2015 to 2020. In the Dialnet database, the search for information responding to emotional education was carried out, finding 6 coherent articles in its review in the educational field, published in 2016 and 2020, in Spanish and English.

Finally, in the Conicet database, it was possible to filter 1 scientific article in response to the problem posed about virtual education in pandemic time, which responds to the complex analysis of the conceptualizations of the present review that will allow expanding knowledge in the development of emotional competencies in virtual education in pandemic time.

It is concluded that the databases that have allowed us to describe the conceptualizations and importance and benefit of emotional competencies in current education were The 17 selected scientific articles, according to the database, that have allowed us to expand and filter information from the sources are: Redalyc 6 (35%) Scielo 5 (29.4%) Conicet 1, (5.8%) Dialnet 5 (29.4%) The reviews of the various literatures.

The following are the results of the search in the “Prism” diagram.

Figura 1. Diagrama de flujo de seleccion de articulos



Results

The results of the systematic review showed that there are few articles on the subject of emotional competencies, research is very incipient in the educational field, articles were found in the health and administrative areas, 44 articles were initially found, the search for articles came from the most important sites such as Scielo, Scopus, Dialnet, Redalyc, Conicet, Redined, these databases have allowed us to deepen and filter the information. We found in Redalyc, 7 (7.19%) Scielo 13 (13.35%) Conicet 4 (4.11%), Scopus 2(2.5%) Dialnet 11(11.30%) World Wide Science (7.19%) = Total 44.

The first review filter, considering the relevance and field of study, excluded 13 articles that distanced themselves from the educational context, their contributions were in health and administrative areas, then in the review it was determined to filter all the articles that had duplicity, finding 14 articles that were in two or more journals.

In addition, the inclusion and exclusion criteria were determined considering those that respond to the objective of this research, to describe the concepts, importance and benefits of emotional competencies in virtual education.

Finally, we considered the usefulness for the research, a total of 17 articles were selected to respond to our systematic review.

Of these, 17 articles were filtered in the current review, due to

their relevance to the research objective, finding 1 research in Peru, 1 in Colombia, 1 in Costa Rica, 1 in Mexico, 1 in Argentina, and 10 articles in Spain; it is the European continent that has provided the greatest contributions in the subject corresponding to emotional education and emotional intelligence, which is aimed at describing the conceptualizations of socio-emotional competencies, which respond to our research objective. To describe the conceptualizations of socioemotional competencies, their importance and benefits in the current educational context.

The articles considered in this study are dated from 2011 to 2021, in English and Spanish, 5 (30%) qualitative and 12 (70%) quantitative researches were found.

The 17 selected scientific articles, according to the database, which have allowed us to expand and filter information from the sources are: Redalyc 6 (35%) Scielo 5 (29.4%) Conicet 1, (5.8%) Dialnet 5 (29.4%) The reviews of the various literatures.

In order to have a more complex view of the selected sources, the following table is presented.

Table N° 01 Total list of scientific articles used the scientific articles found with their respective author(s), year, title, country and database, totaling 17 sources.

Table 1. Total list of scientific articles used.

N°	Title	Authors	País	Approach of study	Database
1	Emotional education as a member of integral formation, an alternative for human development, health and quality of life.	Suarez Coronado, Yuli	Colombia	Quantitative	Redalyc
2	Emotional intelligence in communication students, comparative study under the competency-based education model	Paola Palomino Flores- Carlos A. Almenara	Perú	Quantitative	Scielo
3	The influence of emotions on academic performance.	Federico Pulido Acosta- Francisco Herrera Chavero	Spain	Quantitative	Redalyc
4	Emotional intelligence in the educational field, a meta-analysis.	Pilar Puertas Molero- Félix Zurita Ortega- Ramon Chacón Cabrejos Manuel Castro Sánchez,	Spain	Quantitative	Scielo
5	Virtuality and education in times of covid-19 an empirical study in Argentina	Cristian David Expósito Roxana Graciela Monssolier	Argentina	Quantitative	Conicet
6	Capacidad Predictiva de la inteligencia emocional en el bienestar subjetivo de los adolescentes.	Jiménez Rosario, Mercedes Nancy- Esnadia Igor Sáenz, Inga Arpe	Spain	Cualitativo	Redalyc
7	Intelligence and emotional security, the case for adaptation	Nuria Pérez Escoda Alberto Alegre	Spain	Quantitative	Redined
8	Emotional intelligence gender and family environment in Peruvian adolescents.	Percy Ruiz Renzo Felipe Carranza Esteban	Perú	Quantitative	Scielo
9	Emotional competences of teachers, a study on the levels of emotional intelligence and empathy	Silvia Porras Carmona, Carolina Pérez Dueñas Barbara Luque Salas	Spain	Quantitative	Redalyc
10	Emotional education for the development of emotional competencies in children and adolescents.	Nuria PEREZ Escoda Gemma Fidella Guru	Spain	Quantitative	Dialnet
11	Emotional Intelligence and Emotional Competencies in Higher Education, the Same Concept	Roció Fragozo Luzuriaga	México	Cualitativos	Scielo
12	Avances de la investigación sobre competencias emocionales en educación.	Paola Fernández Berrocal Rosario Cabello María José Gutiérrez Cabo	Spain	Cualitativo	Dialnet
13	Education of socio-emotional competence and teaching styles in fashion education.	Alexandra Rendon Uribe	Spain	Quantitative	Redalyc
14	Fundamental theoretical lines for an emotional education	Hernando Barrios Taolina Johanna Peña Rodríguez.	Colombia	Cualitativa	Scielo
15	Emotional education, its importance in the learning process.	García Retana José Ángel.	Costa Rica	Cualitativo	Redalyc
16	Basic aspects about the concept and implementation of emotional communication.	Iratxe Superviola Ovejas	Spain	Quantitative	Dialnet
17	Emotional intelligence and well-being	Aparicio. L Díaz Escolano E & Rodríguez	Spain	Quantitative	Dialnet

Discussion

In the systematic review, studies have been found that describe the conceptualization of socioemotional competencies that coincide and refer that socioemotional competencies are the ability to socialize in groups and it is important to develop them in schools, or in a specific space, and that their development turns human beings into full beings^(5,13) Having emotional competencies allows the recognition of emotions⁽⁶⁾. Likewise, they have a transcendental link in the learning process.

On the other hand, new contributions were found on emotional competencies, where Rendon states that they are strengthened when people are instructed in values and standards for ethical coexistence⁽¹⁶⁾.

The findings in the reviews pursue the common objective of describing the conceptualizations of emotional competencies that influence virtual classes between students and teachers and how their knowledge and development in the classroom contribute to academic performance and integral development.

Regarding the concept of emotional intelligence, it was concluded that it is a key factor that has an impact on the social and mental well-being of students, which allows them to face and make good decisions before conflicts.⁽¹⁴⁾ On the other hand, research has been found that contributes to understanding the importance of its development in virtual classrooms, from the personal and social sphere, understanding that they are capacities of self-knowledge. On the other hand, it found differences between males and females, where female students scored a higher percentage compared to males and that it was the female students entering the first grades who showed difficulty in adapting to the context, suggesting the incorporation of emotional intelligence programs in the educational model.^(11,17) It is argued that in order to transform education, programs that respond to pedagogical innovation should be developed.

According to Jiménez, who obtained as results in his research that the development of emotional intelligence predicts very significant subjective wellbeing, he did not find important differences in terms of age, concluding that its dissemination and knowledge ensures academic prosperity.

On the other hand, we seek to know the influence that exists between emotional intelligence and academic performance. The aim is to know the types, levels and relationships of Fear, Emotional Intelligence (EI) and Academic Performance (AR) of the students of the city of Ceuta. There were 1186 participants (57.8% female and 42.2% male, 58.9% Muslim and 41.1% Christian). The results showed that there are medium levels of fear and AR and medium-high levels of emotional intelligence. It was also concluded that age, gender, culture, religion and socioeconomic-cultural status influence variables. Contributing that their development of emotional competencies is important in students' learning.⁽¹⁵⁾

In this review, the relationship between emotional intelligence and family climate was analyzed, finding a direct correlation on the well-being that develops in the school environment, as

well as in the family. 17 In contrast to the study on satisfaction and emotional intelligence, the researcher found that emotional intelligence only moderates the relationship between self-satisfaction and life satisfaction. He had a population of 2,185 adults and university students, who responded to questionnaires where he had results that determined that emotional intelligence contributed 53% in personal satisfaction or self-satisfaction but that in the face of life no favorable results were found, contributing in contributions on the importance with our systematic review.

In relation to the concept of emotional education, definitions were found as the construct that provides students with social and mental well-being, which facilitates considering the forceful decisions of its application to the various disruptive situations that arise in their context, the benefits shown by the implementation programs of emotional education have strengthened their learning and social skills.

Therefore, it is considered essential to draw theoretical lines to strengthen the analysis of emotional education. Emotional intelligence is characterized by the relevance of combining disciplines that help in its prevention of students from the look of psychology and pedagogy, called as psychological well-being also becomes a protector of disruptive behaviors, freeing even from the risks of falling into vices.⁽²⁰⁾

In the same line we find that emotional education plays a very important role in the pedagogical act since a very empathetic relationship is established between the teacher and student in the academic process, therefore, their attention should be prioritized and their development of emotional education should be promoted through emotional programs⁷.

Conclusions

It is concluded that the present systematic review on emotional competencies has managed to respond to the proposed objective of expanding the conceptualizations, importance and benefit it suggests in the current educational process, being defined as capabilities that every human being possesses, and that is developed throughout the life process and that is transcendental in the educational process, emotional competencies are a mediator between personal and social welfare, in the educational process is indispensable the development of emotions for the connection with learning.

Studies on emotional competencies have been found, with certain limitations, very few updated works, having to give coverage to the research through the terms and key words of the research.

In the first case, only 3 articles on emotional competencies were found, limiting the research in the collection of research to contribute to our review, we chose to combine terms such as emotional intelligence, finding 7 articles, then we proceeded to search for research with the keywords emotional education where we found 6 works of great relevance, which contributed to strengthen the review directed in the educa-

tional field on the importance of its development in the family and academic context, and a study on virtual education that provided support for the systematic review.

Likewise, the articles considered in this study date from 2011 to 2021, in English and Spanish, 3 (30%) were qualitative and 14 (70%) quantitative researches were found.

The 17 selected scientific articles, according to the database, which have allowed us to expand and filter information from the sources are: Redalyc 6 (35%) Scielo 5 (29.4%) Conicet 1, (5.8%) Dialnet 5 (29.4%) Reviews of the various literatures.

All the studies contribute in amplifying the conceptualizations and their benefit in the current education, in spite of the social inequalities in connectivity issues, it is transcendental to develop emotional competences in the classrooms to go to the vanguard of an emotional education, Consequently, the emotional competences, optimize the learning process after the pandemic, looking for its integral Development.

It is recommended to continue deepening the subject of emotional competencies, I believe that this study will manage to inform and illustrate the importance of revaluing the importance of emotion as an essential, fundamental and determining element in the acquisition process. We are in the precise and opportune time to learn about this topic using virtuality to expand our sources of knowledge.

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