

EMOTIONAL INTELLIGENCE IN COLLEGE STUDENTS: A SYSTEMATIC REVIEW ARTICLE.

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Abstract

Emotional intelligence is relevant because it is linked to several factors related to learning. The methodology included a systematic review article that considered a PRISMA methodology and included search engines such as emotional AND intelligence AND students. As inclusion criteria, articles published from 2018 to 2024 were considered. The selected articles were 24 articles; from Scopus there were 9 articles, from Wos there was 1 article, from Scielo there were 8 articles and Latindex there were 6 articles. Concluding that emotional intelligence is linked to autonomy, adaptability, motivation, commitment, metacognitive awareness, to manage negative situations, seek psychological help and manage psychological effects. The strategies to develop emotional intelligence lie in assertive dialogue, affective climate, practice of positive values and good family customs; it makes students more proactive and show a positive attitude towards the various circumstances they face. These strategies should be developed as part of curricular development, social networks, intervention programs. Similarly, developing singing, dancing, relaxation techniques and even board games in collaborative environments.

Keywords: Emotional intelligence, academic performance, strategies.

Resumen

La inteligencia emocional es relevante, debido a que se encuentra vinculado a varios factores relacionados al aprendizaje. En la metodología se realizó un artículo de revisión sistemática que consideró una metodología PRISMA e incluyó motores de búsqueda como emotional AND intelligence AND students. Como criterios de inclusión se consideró artículos publicados del 2018 al 2024. Los artículos seleccionados fueron 24 artículos; de Scopus fueron 9 artículos, de Wos fue 1 artículo, de Scielo fueron 8 artículos y Latindex fueron 6 artículos. Concluyendo que la inteligencia emocional está vinculado a la autonomía, adaptabilidad, motivación, compromiso, conciencia metacognitiva, para el manejo de situaciones negativas, búsqueda de ayuda psicológica y manejar los efectos psicológicos. Las estrategias para desarrollar la inteligencia emocional radican en el diálogo asertivo, clima

afectivo, práctica de valores positivos y buenas costumbres familiares; genera que los estudiantes sean más proactivos y muestren una actitud positiva frente a las diversas circunstancias que afrontan. Estas estrategias se deben desarrollar como parte del desarrollo curricular, redes sociales, programas de intervención. El mismo modo, desarrollar canto, baile, técnicas de relajación e incluso juegos de mesa en entornos colaborativos.

Palabras clave: Inteligencia emocional, rendimiento académico, estrategias.

Introduction

Emotional intelligence (EI) is a significant factor influencing the social and mental well-being of students. It enables them to comprehend their environment and make appropriate decisions in the face of daily challenges. However, studies have shown that university students exhibit low levels of EI (Puertas et al., 2020). Similarly, emotional management has been identified as a key clinical skill for students. Conversely, the high prevalence of depression, anxiety, and stress, particularly among first-year students, can have a detrimental impact on their emotional self-perception, impairing learning, personal, and social well-being (Barraza et al., 2018).

In two Colombian cities, it was found that students exhibited low levels of emotional intelligence, with some even reporting suicidal ideation. Therefore, it is imperative to enhance emotional intelligence in four key areas: clarity, regulation, self-esteem, and self-confidence. These protective factors can mitigate suicidal risk, whereas emotional attention and self-contempt are risk factors for suicide (Gómez and Granero, 2020). Additionally, difficulties were observed in the domains of emotional intelligence and psychopathological risk among university students. Similarly, the findings indicated that there is a need to enhance emotional intelligence (Delgado et al., 2019).

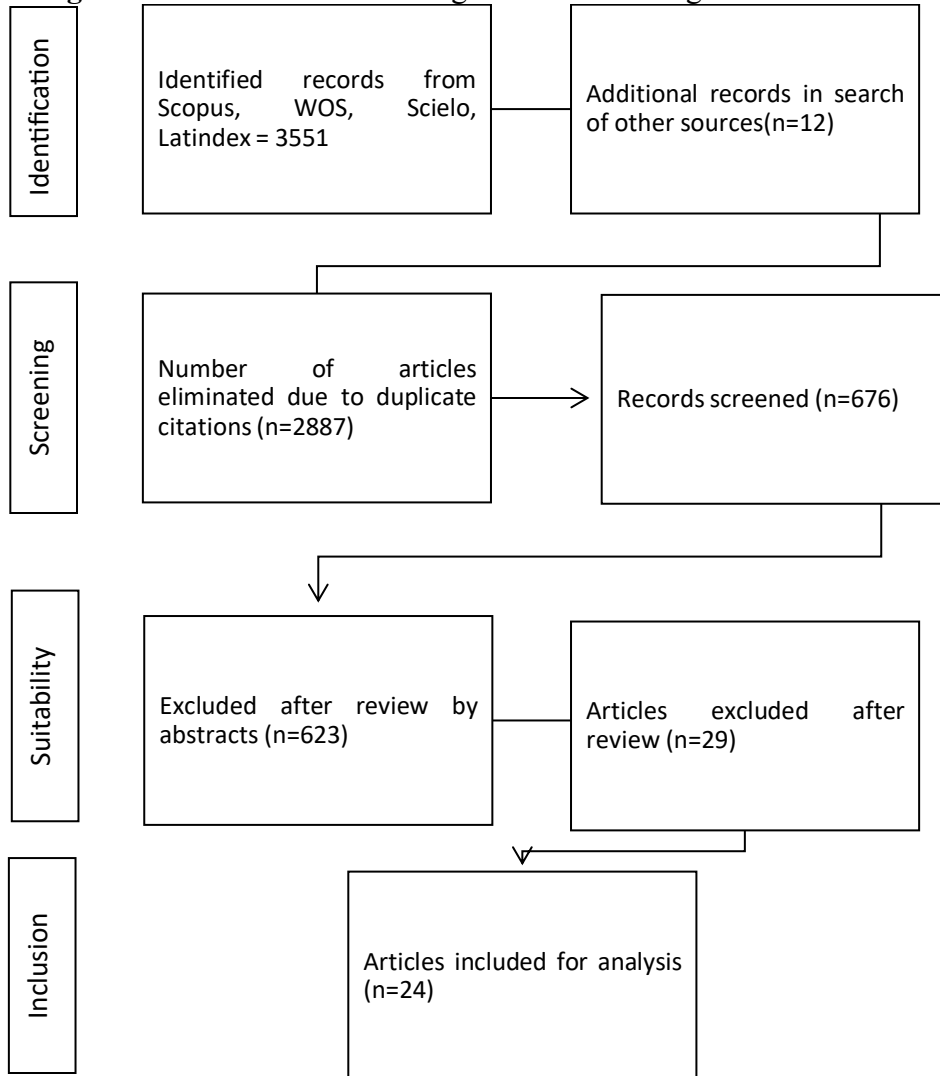
In Peru, the prevalence of depressive disorders among university students is typically higher than that observed in the general population. Furthermore, distance education has not only resulted in health, social, and economic challenges but has also led to difficulties in the delivery of university education. In this regard, certain risk factors are identified as dissatisfaction with professional careers and low economic status, among others (Rodríguez and Sanchez, 2022). In light of these considerations, the overarching question that arises is: How can emotional intelligence be fostered in university students?

Emotional intelligence is defined as the development of skills and abilities in students for their integration into society and subsequent labor insertion (Matus and Gutiérrez, 2015). In a similar vein, it encompasses the capacity to discern one's own emotions and those of others, to self-motivate, and to regulate emotions in a prudent manner. Emotions serve to establish one's position in relation to one's environment, influencing one's tendency to gravitate towards certain individuals, objects, actions, ideas, and repel others (Goleman, 1995). The principal objective of this study is to examine the impact of emotional intelligence on university students.

Methodology

The prism methodology, which was used in the scientific journal, has been developed by applying the following steps:

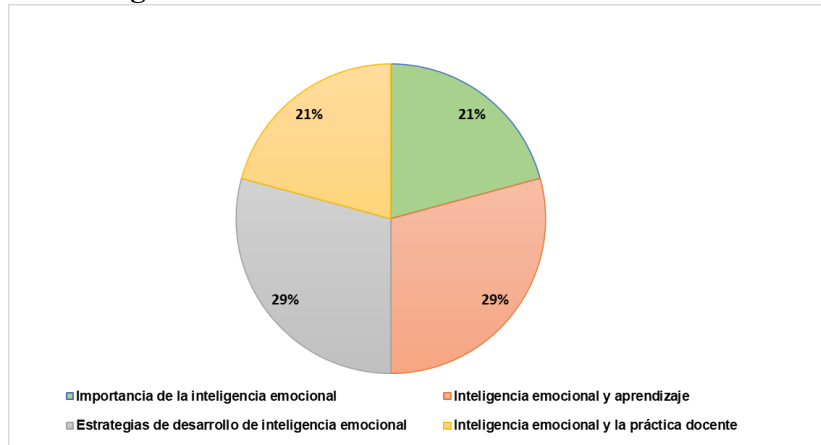
Figure 1: Flowchart for selecting articles according to the Prisma Statement.



The academic products were searched in a number of databases and are supported by the classifications of the content descriptors in common.

The academic products were searched in multiple databases and are supported by the content descriptors that were used in all of them. The search terms employed were "emotional intelligence" and "students." The selected articles were 24 in total. Of these, 9 were sourced from Scopus, 1 from WOS, 8 from SciELO, and 6 from Latindex.

Figure 2: Most used content in the review article.



A thematic content analysis of the results revealed that five articles (21% of the total) addressed emotional intelligence. The next most prevalent topic was "Emotional Intelligence and Learning," which accounted for 21% of the total. "Emotional Intelligence Strategies" and "Emotional Intelligence and Teaching Practice" each constituted 29% of the total.

A trend of scientific production on emotional intelligence in university students was identified, and articles found in databases with an impact factor were analyzed. The search encompassed 24 articles from the following databases: Scopus (9 articles), WOS (1 article), SciELO (8 articles), and Latindex (6 articles). The 24 articles were classified according to their publication date and are detailed in the following figure, which illustrates their relative importance.

Figure 3: Articles found by source.

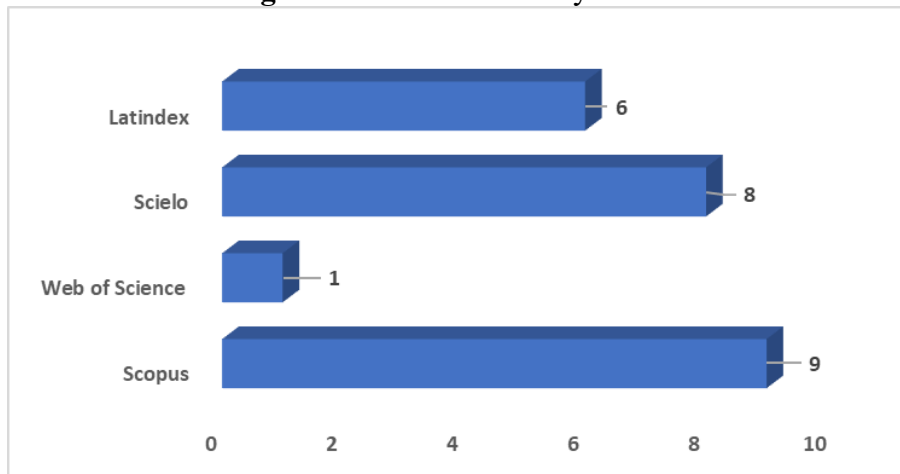


Figure 4: Articles by year.



Figure 4 shows that from the year 2018 to the end of the year 2024, 24 articles were selected according to the content related to the category of emotional intelligence in university students. From the year 2018 there were 2 articles, in the year 2019 there were 3 articles, in the year 2020 there were 4 articles, from the year 2021 with 1 article, in the year 2023 there were 7 articles and from the year 2024 with 7 articles.

Results

The significance of emotional intelligence

Emotional intelligence is a pertinent concept, as it is associated with autonomy, mastery of the environment and purpose in life, which tend to increase with age (Hidalgo et al., 2020). Similarly, it has a beneficial impact on academic achievement, contributing to the objectives of inclusion and promoting positive mental health and academic preparedness among individuals. The implementation of emotional intelligence in university students is likely to have a beneficial impact on a number of factors, including academic performance. It would be beneficial to observe the practical application of this in a real-world setting, such as the classroom environment (Del Moral, 2023).

The cultivation of emotional intelligence in the context of academic training would equip students with the capacity to more effectively navigate the challenges and negative emotions that are inherent to the university experience. The development of emotional intelligence in university students will have a direct and significant impact on their professional lives (Ardiles et al., 2020). It is recommended that greater efforts be made to integrate Latin American platforms, national and international organisations committed to the development of education in our continent, with the objective of studying the contribution of the current educational model to the development of emotional intelligence in students (Valdiviezo and Rivera, 2020). Emotional intelligence exerts a substantial influence on both academic stress levels and attitudes towards seeking professional psychological assistance (Nguyen et al., 2024).

Emotional intelligence and learning

A significant correlation was identified between students' academic performance and both emotional intelligence and adaptability (Idrogo & Asenjo, 2021). The development of emotional intelligence has been linked to enhanced student well-being, academic performance and job satisfaction among educators (Moreno et al., 2023). The educational environment, motivation and emotional intelligence exert an indirect influence on metacognitive awareness through their impact on self-directed learning ability (Li et al., 2024).

The development of emotional intelligence in academic performance contributes to the advancement of human spiritual and cognitive development. This occurs concurrently with the significant trajectory of human development that begins during university studies (Tello et al., 2023). The findings demonstrate the relevance of emotional intelligence in academic performance, given its relationship with generic competences in an educational model where social-emotional relationships assume greater prominence (Arntz and Trunce, 2019).

Similarly, there is a correlation between emotional intelligence and student engagement, innovation adoption and music education (Jassim et al., 2024). Emotional intelligence is associated with benefits for physicians at all levels of training. Those who enter with higher levels of emotional intelligence may be better prepared to handle the psychological effects described within the healthcare field. Furthermore, emotional intelligence can be enhanced through training. The incorporation of emotional intelligence as part of a holistic selection process can assist in predicting and improving the success of physicians, residents and medical students, which can contribute to improved healthcare (Horne et al., 2024).

Strategies for the development of emotional intelligence

The development of emotional intelligence in a socio-familial context is contingent upon the provision of appropriate support and guidance by parents. This encompasses the timely fulfilment of adolescents' needs, the establishment of an assertive dialogue, the creation of an affective climate conducive to positive values and the practice of good family customs. Such an environment is conducive to the healthy development of adolescents. Adolescents who reside in such a context demonstrate enhanced capabilities in identifying and respecting their own and others' emotions. This fosters a more proactive outlook and a positive attitude towards the various circumstances they encounter. Similarly, research has demonstrated that an appropriate socio-familial context is conducive to the development of emotional intelligence in adolescents (Iñipe and Vásquez, 2023).

In this regard, implementation programmes have been devised with the objective of enhancing emotional intelligence in students, given the current alarming prevalence of stress, anxiety and depression among students (Huertas et al., 2020). Similarly, the necessity for the development of emotional intelligence in health students has been established (Robles and Soto, 2023). Similarly, it is proposed that emotional intelligence training should be integrated into teacher training programmes and curriculum development, with the aim of fostering a more holistic, empathic and culturally responsive approach (Le & Pham, 2024).

The incidence of suicidal ideation among university students is being addressed through the implementation of mechanisms and strategies designed to promote the well-being of the student. These strategies encompass the provision of psychosocial care services through the utilisation of social networks. In conclusion, psychological intervention programmes should be oriented towards the prevention of behavioural disorders or emotional difficulties among

adolescents and young people. It is therefore imperative to avoid any thoughts of suicidal ideation, thereby guaranteeing the personal well-being of students through the development of competencies such as emotional intelligence (Soriano and Jiménez, 2023).

Other strategies for the development of emotional intelligence can be observed in activities such as singing and dancing, which are undertaken without any kind of analysis, without the achievement of an educational objective, and without the fostering of any life skills. Some activities appear to promote emotional intelligence through relaxation techniques rather than through didactic sequences. Furthermore, in addition to replacing the dynamic with the playful even in higher education, only emotions are permitted to flow freely in an environment designed for emotional education. This approach advocates for a more scientific and structured vision of what is commonly referred to as emotional and socio-valoral education. It ensures the implementation of a well-founded and structured curriculum plan and a class planning that contains tangible contributions to the promotion of life competences that include recreational activities and relaxation. This ultimately leads to a significant enhancement of the learning process (Belykh, 2019).

Another strategy that has been identified is the use of board games, which have been shown to have a positive impact on the classroom climate and emotional intelligence, by fostering a collaborative and engaging learning environment (Rodríguez et al., 2024).

Emotional intelligence and teaching practice

In the context of teaching practice, educators strive to cultivate competencies and skills that are aligned with educational objectives. They endeavor to enhance empathic capacity and cooperation, with the aim of fostering positive interpersonal relationships. Problem-based learning, for instance, necessitates that when confronted with a challenge, students must form and join groups to collaborate effectively as a team. This process entails participation in a cooperative framework, wherein individuals prioritize the needs and perspectives of others, engaging in continuous dialogue and consensus building based on the task or goal at hand (Delgado and De Justo, 2018). In this regard, problem-based learning integrates the acquisition of knowledge with the development of skills, attitudes and interpersonal competencies that are conducive to the cultivation of emotional intelligence (Luy, 2019).

The interactions of all stakeholders in the educational organisation, including students, teachers, administrators, managers and family members, contribute to the development of various techniques established in the planning of strategies for the overall development of emotional intelligence (Fragoso, 2018). The development of emotional intelligence can be facilitated within the classroom setting, with positive outcomes for student well-being, academic performance and job satisfaction (Moreno et al., 2023). It is therefore recommended that teaching practice should be encouraged to enhance the competences or knowledge of those involved, utilising critical thinking skills such as memory, abstraction, reasoning, assimilation and problem solving. This is with a view to achieving the proposed goals, namely self-realisation, emotional intelligence, motivation and cognitive development (Velásquez et al., 2024).

Conclusions

The relevance of emotional intelligence in university students is underscored by its association with a number of factors that are crucial for effective learning, including autonomy, adaptability, motivation, commitment, metacognitive awareness, life purpose, mental health, academic preparation and performance. Additionally, emotional intelligence

plays a pivotal role in enabling students to effectively handle negative situations, seek psychological assistance when needed and manage the psychological effects that may arise in such circumstances. The development of emotional intelligence can be facilitated through the implementation of assertive dialogue, an affective climate conducive to positive values and good family habits. This approach encourages students to adopt a proactive stance and demonstrate resilience in navigating diverse circumstances. The integration of these strategies within the curriculum, social networks and intervention programmes is recommended. Additionally, the incorporation of activities such as singing, dancing, relaxation techniques and board games in collaborative settings can also be beneficial.

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