

INFLUENCE OF EMOTIONAL INTELLIGENCE AND SCHOOL ENVIRONMENT ON THE LOW ACADEMIC PERFORMANCE OF ELEMENTARY SCHOOL STUDENTS: A THEORETICAL REVIEW FROM THE TEACHER'S HOME

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Summary:

This article focuses on determining whether or not there is an influence of emotional intelligence on the academic performance of elementary school students, taking into account the impact generated by the COVID-19 pandemic. The crucial role that EI plays in students' academic processes is recognized, and the importance of teachers having a high level of this ability is recognized. To achieve this, a systematic review of previous research is carried out, in which it is evident that EI is a determining factor in school performance, facilitating stress management, motivation, emotional self-regulation and social skills.

Keywords: Influence, Emotional intelligence, academic performance, pandemic, basic primary education, school environment.

Introduction:

As a result of the pandemic that impacted the world in 2020, the concept of emotional intelligence becomes relevant for many people. Especially in the cognitive processes of students who had to continue their studies during the time of the health emergency. In this way, recognizing emotional intelligence as a fundamental factor in individual performance highlights its importance in contemporary society (Herut et. By 2024). Emotional intelligence has been considered an essential element in the integral development of students, with a direct influence on their academic performance, as mentioned by UNESCO (2024) "Studies have shown that social and emotional competencies in children and young people are much more important for adult life outcomes than traditional metrics of academic success."

Although this concept is not new, it has recently gained momentum, with Goleman (1995) being the first author to talk about emotional intelligence and defining it as the ability to perceive, understand, use and manage emotions effectively, both one's own and others' emotions. Far from being an isolated factor, emotional intelligence encompasses foundational skills such as empathy, self-regulation, and resilience, all of which are crucial for learning and academic success, Salovey et. al (1999) mention that widely accepted intelligences share certain characteristics in common: they are skills, they manifest specific

correlational patterns among themselves and in relation to other intelligences, and they develop with age and experience."

In this context, Salovey and Mayer (1990) highlight in their study that students with a higher level of emotional intelligence are able to develop effective skills to cope with stress, which allows a relationship to be maintained between emotional intelligence and academic performance. In accordance with the above, Nieto-Carracedo et al. (2024) establish that students with high emotional intelligence have greater emotional well-being, which favors the use of better learning strategies and higher academic performance. In addition, emotional intelligence predicts greater motivation and better learning strategies, which also contributes to academic success.

Finally, due to the Covid-19 pandemic. The relevance of emotional intelligence in education was more highlighted. There were many factors that triggered the unprecedented levels of anxiety and stress in students, among these are Bravo (2024): Greater academic challenges, uncertainty and fear, isolation, having fallen ill with Covid 19, lack of psychological support, among others. In this sense, emotional intelligence became a fundamental tool to face the challenges that arose in the new academic context. In the same vein, Bernedo (2023) established that during the pandemic, stress and anxiety factors were mostly evident in adolescent students, due to the lack of resources and support in many dysfunctional households. This created an emotional imbalance and evidenced the need to strengthen emotional intelligence as a key tool for adolescents to face the challenges of this new academic reality, helping them to improve their academic performance.

Due to these factors and the absence of emotional intelligence, multiple students presented poor academic performance during and after the pandemic. Guevara (2025) explains that one of the factors that triggered the low academic performance of students over the course of the pandemic was the reduction in interaction between teacher-student and student-student, these actions being vital for the development of a meaningful class. In addition, the absence of these relationships affected the students' emotional and social skills. Additionally, Guevara (2025) mentions that the emotional load, stress, and adaptation to new technologies were also the cause of academic decline during the health emergency. Although it may be thought that once the pandemic was over and academic life returned to normal, these factors ceased to be influential in the academic performance of students, however, according to Cortés-Albornoz et al. (2023) these remained as a consequence of the health crisis and were evidenced by lower scores in standardized tests in the main areas of study compared to previous years and reports of disorganization and motivational and behavioral changes on the part of the educational community.

In this sense, a positive school environment plays a decisive role in the emotional and academic development of elementary school students. Casassus (2000) identifies teacher support, effective communication, interpersonal relationships based on respect, and the creation of spaces that encourage student participation as central factors of this environment. These elements contribute significantly to the strengthening of the academic process and the development of emotional competencies. Along the same lines, Hansen and Barene (2025) argue that, when students perceive support from both teachers and their peers, they experience significant learning, develop self-efficacy, and show a greater willingness to participate actively and constructively in school life. On the contrary, a negative school environment has an adverse impact on both academic performance and the processes of self-knowledge and emotional regulation, generating high levels of stress and anxiety. In this

regard, Yin et al. (2024) emphasize that the school climate indirectly influences students' mental health through their sense of belonging.

Taking into consideration the above, the following research question arises: How do emotional intelligence and school environment influence the low academic performance of elementary school students?

Methodology:

To carry out this study, the analysis of the results of research published in scientific articles, which were related to the variables of interest of this study, is based. These were related to emotional intelligence focused on the academic environment of elementary school students. According to Perpiñà et al. (2021) Focusing on Social Skills (HHSS), research has shown that social and academic competence are also closely related. Taking this into account, the main objective was to analyze in depth whether emotional intelligence directly influenced the academic performance of students and in this way better understand the difficulties that can be generated due to this uncertainty. According to Albani et. Al (2022) Many studies agree that the COVID-19 pandemic represents an unprecedented situation that has generated a certain global degree of uncertainty and unpredictability regarding the future situation.

In methodological terms, a qualitative approach was used in the analysis carried out, this in order to "be able to know in depth the experience analyzed must be carried out, together with its aseptic contemplation and rigorous description, its interpretation", Gómez (2024). This approach allows recognizing and taking into account the diversity of variables that may exist in a classroom, in order to analyze, interpret, and understand the data in a critical and reflective way in order to identify patterns, problems, and relationships produced by the students' experiences. According to Oliver et. Al (2025) assesses the evolution of students' identities and their need to master disciplinary genres to achieve success. So it is important to know how the diverse identities of the students affect emotional intelligence in each one.

The systematic review was carried out through an exhaustive search and selection of relevant research, which were in the Redalyc, Scopus and Web of Science (WOS) databases, because they have great recognition as a search platform for specialized research data and therefore, having a high credibility. As a filter in this search, it was established that the selected research was in the time interval of 2019-2024, giving priority to the most recent articles that evidenced the influence of emotional intelligence in the academic field, after the covid 19 pandemic. For example, studies such as that of Bernedo Et. at (2023) and Moreno Et. Al (2023), have explored this issue in educational contexts. Additionally, keywords such as "education", "primary", "academic performance", "emotional intelligence", "pandemic" and "influence" were used, thus facilitating the selection process. Search commands such as "AND" "OR" were used to make the investigation easier

From these two filters, the research found and selected was exhaustively analyzed and the necessary information was extracted and consistent with the research categories. As Hernández (2024) mentions, referring to research competence necessarily leads to considering a series of authors who express how important it is from initial training to provide the subjects in question with the methodological tools that allow them to face problems and situations that cannot be foreseen. Therefore, this process made it possible to identify the trends, common points and academic and psychological gaps that students present in primary school. Some of the factors involved are mentioned by Moral, Pérez (2022) They can be direct such as tremors, tics, stuttering, motor restlessness or gesticulations, decreased

capacity for perceptual discrimination and short-term memory, or indirect responses that allude to avoidance or escape behaviors that are not controlled by the person.

After the selection of the initial sources, the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) instrument was applied, an international reference guide designed to facilitate the writing, evaluation and comparison of systematic reviews and meta-analyses in a clear, exhaustive and transparent manner. In order to ensure a rigorous application of the PRISMA protocol, its use was complemented with the Critical Appraisal Skills Programme Spanish (CASPe) tool, a critical reading instrument adapted to the Spanish-speaking context, whose purpose is to assess the methodological quality of scientific studies. This tool is structured in three main analytical blocks:

• **Block A** – Internal validity (Maximum score: 6 points)

Evaluates the methodological design and its coherence with the objectives of the study. It includes criteria such as clarity of approach, relevance of the qualitative approach, consistency between design and objectives, sampling, data collection and relationship between researcher and participants.

• **Block B** – Results (Maximum score: 3 points)

Analyzes the presentation, rigor, and support of the findings. Aspects such as ethics, clarity in data analysis, and empirical evidence are considered to support the conclusions.

• **Block C** – Applicability (Maximum score: 1 point)

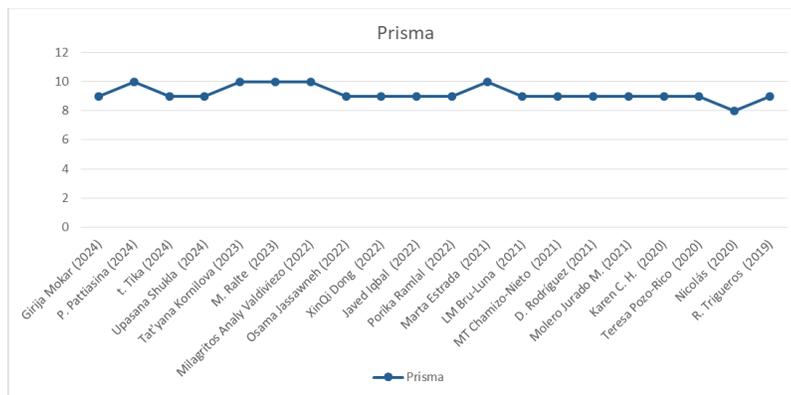
Assesses the usefulness of the results for other educational contexts or future research, evaluating their level of transfer and relevance.

Based on this structure, a qualitative scoring table of 20 scientific articles was developed, in which a grade was assigned per block taking into account the criteria mentioned above. Subsequently, the corresponding addition was carried out to obtain a total score, which determines the methodological quality of each article. The maximum result could be 10 points, this score being used as an input to prioritize the relevance and analytical weight of the studies in the meta-analytic matrix.

Autores	validez interna	Resultados	Aplicabilidad	Prisma	
Girija Mokar (2024)	5	3	1		9
P. Pattiasina (2024)	6	3	1		10
L. Tika (2024)	5	3	1		9
Uppasara Shukla (2024)	5	3	1		9
Tat'yana Kornilova (2023)	6	3	1		10
M. Ralte (2023)	6	3	1		10
Trigueros Analy Valdiviezo (2023)	6	3	1		10
Osama Jassawneh (2022)	5	3	1		9
XinG Dong (2022)	5	3	1		9
Javed Iqbal (2022)	5	3	1		9
Ponika Ramlal (2022)	5	3	1		9
Marta Estrada (2021)	6	3	1		10
LM Bru-Luna (2021)	5	3	1		9
MT Chamizo-Nieto (2021)	5	3	1		9
D. Rodriguez (2021)	5	3	1		9
Molero Jurado M. (2021)	5	3	1		9
Karen C. H. (2020)	5	3	1		9
Teresa Pozo-Rico (2020)	5	3	1		9
Nicolás (2020)	5	2	1		8
R. Trigueros (2019)	5	3	1		9

In original Spanish language

Subsequently, a bar graph was made that represents the total PRISMA score of each article. This graph shows that most of the studies evaluated have a high average methodological quality, thus allowing to support the reliability of the findings selected from each research.



In original Spanish language

Discussion:

The systematic review in relation to the influence of emotional intelligence on the low academic performance of elementary school students shows significant results, which highlight that there is a relevant influence of emotional intelligence on the school performance of students. Hailu. Et al. (2024) conducted a study that revealed that actively implementing emotional intelligence interventions optimizes students' academic results, which would be applied from early childhood education to higher education. These findings allow us to affirm that emotional intelligence plays a fundamental role in the comprehensive and academic training of students, as long as it is implemented in the initial stages of the educational process. Additionally, it helps to understand that EI is not only a tool that allows improving the school climate, but that it is a fundamental competence that directly affects the way in which children process information, relate to their peers and face school challenges. The analysis of the selected research reveals that emotional adaptability is positively associated with better academic results, thus demonstrating that the proper management of emotions is a beneficial factor for school performance and the quality of learning. Through a study carried out by Arias Et. Al (2022) showed that students with high levels of EI are more motivated to study and do homework, therefore there is a high degree of correlation between the main variables of the EI study and school motivation. Based on these analyses, it is possible to affirm the great influence that motivation has on a student's academic performance, regardless of the educational level in which he or she is. This is one of the reasons why all students must have a correct emotional adaptation and for this it is essential to implement emotional intelligence programs from basic primary education, in order to favor emotional intelligence, motivation and adaptation of students, thus leading to the improvement of low academic performance.

However, it should be taken into account that although there is a positive relationship between emotional intelligence and academic performance, it depends on contextual and methodological factors. Nieto et al. (2024) found that the relationship between emotional intelligence and academic achievement is not direct but is seriously mediated by emotional, motivational, and cognitive factors. This is a crucial reason for teachers to have adequate training in EI and to be able to carry out an analysis appropriate to the student's personal context. In this way, Martínez (2025) suggests that teachers with higher EI not only value EI more, but also experience fewer negative emotions such as fear, which can improve their overall well-being and effectiveness in the classroom. Taking into account these results, it is shown that a complete teacher must have high emotional intelligence competencies in order to act in the best way in the face of stressful situations that arise within their work. In addition, they must be able to read the personal context of each of their students, in order to be a support, not only academically, but also motivationally. It is for this reason that a teacher must see his students as a world apart and not just as another number on a list.

On the other hand, it was proven that emotional intelligence can generate positive study habits in students, developing greater academic commitment. This is supported by the study carried out by Tortosa Et. Al (2023) which shows that academically engaged adolescents stand out for having high levels of emotional intelligence, motivation and self-efficacy, as well as favorable relationships with the people around them. Thanks to this, once the student enters higher education, he will be able to regulate his emotions efficiently, thus contributing to a decrease in academic dropout. As mentioned by Carrington Et. al (2020) educators put their knowledge into practice on flexible strategies to support a positive learning environment for students with spectrum. Their language also illustrates their empathy and understanding of their students' social and learning needs. This shows the importance of teachers implementing strategies that motivate students with diversity, the way to educate them. After the analysis of these results, the need to deepen the mediating role of emotional intelligence between academic engagement and school retention is evident. It is crucial to take into account the contextual variables that can influence students inside and outside the classroom, in order to design more precise and contextualized interventions, aimed at strengthening both students' emotional competencies and teachers' pedagogical capacities.

Additionally, it is identified through research analysis that the incorporation of emotional intelligence in educational programs is coherent and relevant, not only to avoid low academic performance, but also to strengthen the emotional well-being and coexistence in the classroom of students. The study carried out by Martinez et al. (2025) states that interventions to reduce fear in the classroom help to minimize emotions such as fear, so it would be significant to explore specific interventions to improve emotional management in stressful situations in the educational context. To achieve this, it is essential that the wide variety of approaches and strategies be studied in depth in conjunction with the instruments according to the student population, in order to achieve the integration of emotional intelligence in the curriculum. The article by Cortés et al. (2023) mention that the consideration of flexible learning modalities and standardized tests for performance monitoring could help overcome linguistic, geographical, and disability barriers. This evidence allows us to highlight the importance of incorporating emotional intelligence into the school curriculum of any institution, since the use of this competence becomes essential for the improvement of school performance and for the integral development of all students.

In a complementary way, this analysis should highlight the fundamental role played by the school environment, since it can be a potentiator or a limitation of emotional intelligence and therefore in academic performance, as pointed out by Guzmán et al (2025) it is of special interest to observe how the school climate plays a crucial role in the interaction between EI, subjective well-being and emotional symptoms. A positive school climate is formed by a space of trust and mutual support, which allows the student to have effective communication with teachers in their academic and socio-emotional processes, thus allowing a space of tranquility to be generated where motivation and commitment can be favored to be able to face the different emotional challenges. as mentioned by Valenzuela and Frías (2024), a positive school appreciates the importance of the well-being of students, and considers their satisfaction and generation of positive emotions to be essential, as well as the achievement of personal and academic success.

The following table shows the results of the theoretical review carried out:

<i>Year</i>	<i>Author</i>	<i>Title</i>	<i>Categorical analysis</i>	<i>Argumentative position</i>
2024	Girija Mekar, Literacy Kshirsagar, Shreyas Barangule	The effect of students' emotional intelligence on academic performance	Emotional intelligence, academic performance	The article demonstrates the influence that emotional intelligence has, not only on students' interpersonal relationships, but also on academic performance. Given that, it is highlighted that a higher EI allows students to better manage their emotions and empathize with others, which is essential for educational success
2024	P. Pattiasina , Ahmad Zamakhsari , Chandra Halim	Exploring the role of emotional intelligence training in improving faculty-student relationships and academic performance	Emotional intelligence, academic performance	The article provides a vision of the importance of maintaining a good student-teacher relationship and how this has significant importance in the academic performance of students and in coexistence within the classroom, maintaining

2024	t. Tika , Kabri Kabri , Ponyan Ponyan	The role of emotional intelligence in shaping students' social behavior	Emotional intelligence, social behavior	healthier and more complete relationships for the correct development of students' emotions The study emphasizes the need to integrate emotional intelligence into the educational curriculum, suggesting that this could be an effective strategy to help students develop the social skills needed in their daily lives.
2024	Upasana Shukla, Dr. Archana Verma	The Impact of Emotional Intelligence on Academic Performance	Emotional intelligence and academic performance	The study demonstrates that EI influences a student's academic performance through self-motivation and social skills. Self-awareness and self-motivation improve with progress through the academic cycles, indicating that education and maturity can strengthen EI.
2024	Naska Goagosel • Tomi SuovuoHeike Winschiers-Theophilus Calkin Suero Montero Nicolas Pope Erkki Rötönen Erkki Sutinen	A systematic review of the social classroom climate in online and technology-enhanced learning environments in primary and secondary school	School climate Technology Online and distance learning	A positive school climate allows students' motivation to remain high and therefore their academic performance is optimal, regardless of whether it is carried out from a distance. Making it clear that emotional intelligence does

				<p>not lose relevance in technological contexts such as virtual classes.</p>
<p>2023</p>	<p>Rocío García-Peinado</p>	<p>The Impact of Classroom Climate on Emotional Development in Childhood</p>	<p>Classroom climate Emotional development Emotional intelligence Infancy</p>	<p>A safe classroom climate is one of the foundations for students to develop their emotional intelligence in childhood. This directly influences academic performance; Because if students feel listened to, supported and respected, they develop greater self-esteem, confidence and the ability to self-regulate, essential elements for concentration and learning.</p>
<p>2023</p>	<p>Tat'yana Kornilova , Olesya Gontsova , Maria Lebedeva</p>	<p>The importance of emotional intelligence in students in departmental educational organizations</p>	<p>Emotional intelligence</p>	<p>The information acquired allows us to conclude that many students of departmental universities are characterized by a medium and high level of development of emotional intelligence, as well as its parts. Analyzing the data obtained, it is considered appropriate to introduce in the general education course of departmental universities certain pedagogical conditions aimed at the formation and</p>

				development of the construct under study.
2023	M. Ralte , Dr. Alphonsa	Emotional Intelligence: An Approach to Understanding Your Personal and Social Attributes	Emotional intelligence. Understanding personal and social attributes	Low emotional intelligence of young people has been linked to unpredictable emotional states and a suppressed capacity for emotional maturity, as a result, making an effort to acquire emotional intelligence will help one flourish and thrive in life
2022	Milagritos Valdiviezo-Loayza. Jorge Leoncio Rivera Muñoz.	Analy Emotional Intelligence in Education, A Systematic Review in Latin America and the Caribbean	Emotional intelligence in Education	The research shows the urgent need to address emotional intelligence in the educational field to train emotionally balanced students who can contribute to a healthier society. It is concluded that emotional intelligence should be integrated into all educational levels, and not limited to higher education
2022	Osama Jassawneh, Tamara Mohammad, Rabeb Ben-Abdallah, Suzan Alabidi	The relationship between emotional intelligence and teacher performance in the higher education sector	Emotional intelligence and teacher performance	The main contribution of this article to the research is to show how emotional intelligence influences how teachers teach their students appropriately, since they must deal with their emotions and how they transmit it to their students so as not to affect

2022	XinQi Dong , O. Kalugina , D. Vasbieva, Arslan Rafi	Emotional intelligence and personality traits as a function of academic performance	Emotional intelligence and academic performance	them. Personality traits and emotional intelligence, particularly extroversion and agreeableness, strongly predict students' academic performance, and virtual learning experiences play a mediating role.
2022	Javed Iqbal , M. Asghar , M. Ashraf, Xie Yi	The Effects of Emotional Intelligence on Students' Study Habits in Blended Learning Environments: The Mediating Role of Cognitive Engagement During COVID-19	Emotional intelligence and study habits	It was concluded that students face greater challenges than usual in creating study habits in blended learning environments during the COVID-19 pandemic, and that emotional intelligence helps them develop their study habits to greater effect
2022	Parika Ramlal Kappala Manjusha Sania Khan	The Nexus Between Emotional Intelligence and Academic Performance	Emotional intelligence and academic performance	This study validates the importance of emotional intelligence in academic performance, since it establishes that to improve academic performance, self-control and empathy must be strengthened. Additionally, the results indicate that the impact of this phenomenon varies according to the gender of the student.
2022	by Cássia Martinelli, Selma	Classroom learning environment and	Learning environment	This article demonstrates that

	Muelle-Zúñiga, Nathalie Alves, Larissa Jessica	school performance	School performance	the teacher-student relationship influences academic performance. It is confirmed that the emotional and interpersonal dimension of the classroom is an essential determinant for academic learning, as it favors motivation, self-regulation and commitment to tasks. Thus, the socio-emotional climate of the classroom constitutes a protective factor for school performance, especially in basic primary education.
2021	Marta Estrada , Diego Monferrer , A. Rodríguez, M. Moliner	Does emotional intelligence influence academic performance? The role of compassion and commitment in education for sustainable development	Emotional intelligence and academic performance. Sustainable development.	Emotional intelligence was shown to be positively related to compassion and higher levels of engagement, which, consequently, led to better academic performance
2021	LM Bru-Luna , Manuel Martí-Vilar , César Merino-Soto	Measures of Emotional Intelligence: A Systematic Review	Emotional intelligence	Emotional skills were found to be related to greater resilience and less psychological distress. The importance of emotional intelligence as a key factor in emotional well-being and performance in the workplace is reaffirmed. EI measurement tools

2021	MT Chamizo-Nieto , Christiane Arrivillaga , Lourdes Rey, N. Extremera	The Role of Emotional Intelligence, the Teacher-Student Relationship, and Flourishing in Adolescent Academic Performance: A Moderate Mediation Study	Emotional intelligence and academic performance	are useful for personnel selection and leadership skill development. The study provides some empirical evidence supporting the importance of developing personal and social resources (i.e., emotional intelligence and teacher-student relationship) to foster adolescent well-being and improve their academic performance.
2021	Mr. Rodríguez-Rodríguez	Profiles of emotional intelligence at the end of primary education and academic performance	Emotional intelligence, primary education and academic performance.	The cluster analysis identified the existence of five EI profiles at the end of primary education. Emotional intelligence profiles at the end of primary education did not show significant differences in grade point average, suggesting that there is no significant positive relationship between EI as a trait and academic performance.
2021	Molero Jurado M. Pérez-Fuentes , África Martos Martínez, AB Barragán Martín , MMS Simón Márquez , JJ Gázquez Linares	Emotional intelligence as a mediator in the relationship between academic performance and burnout in secondary school students	Emotional intelligence, academic performance and burnout	This study allows us to know the relationship between academic performance and burnout. Evaluate the consequences of this problem in a school environment. The results indicate that

				<p>stress and mood management in emotional intelligence acted as mediators in the relationship between academic performance and burnout. This means that improving those skills could help reduce the negative impact of poor academic performance on burnout</p>
2021	<p>Andrea Khalfaoui, Rocío García-Carrión, Lourdes Villardón-Gallego</p>	<p>A systematic review of the literature on the aspects that affect the positive classroom climate in multicultural early childhood education</p>	<p>School climate Class environment</p>	<p>A positive classroom climate helps improve students' cognitive and social development. It should be noted that the article points out which are the structural aspects that have an influence on children's emotions.</p>
2020	<p>Karen C. H. Zhoc , Ronnel B. King y Tony SH Chung</p>	<p>Emotionally Intelligent Students Are More Engaged and Successful: Analyzing the Role of Emotional Intelligence in Higher Education</p>		<p>This study reveals the positive effect that emotional intelligence has on student engagement in higher education students. Another contribution he provides is that university programs could benefit from incorporating strategies to improve EI, since improving students' EI would not only increase engagement, but also academic performance and</p>

2020	Teresa Pozo-Rico , I. Sandoval	Can the academic performance of primary education students be improved by training teachers in emotional intelligence as a key academic competence?	Academic performance Teacher training	prevent dropout. The implementation of EI in classroom teaching effectively improved the academic performance of primary school students using both methods. However, a greater increase in academic performance and higher teacher satisfaction were observed in the game-based e-learning group
2020	Nicolás Sánchez-Álvarez , MP Berrios Martos , N. Extremera	A Meta-Analysis of the Relationship Between Emotional Intelligence and Academic Performance in Secondary Education: A Multidisciplinary Comparison	Emotional intelligence Academic performance	This study was a quantitative meta-analysis of empirical research on the relationship between emotional intelligence (EI) and academic performance (AP) that included the three main theoretical models of EI. This study found great heterogeneity in the outcomes assessed, so the findings should be viewed with caution. This meta-analysis shows a moderate association between EI and PC
2019	R. Trigueros , JM Aguilar-Parra , A. Cangas, Rosario Bermejo , Carmen Ferrándiz , R. López-Liria	Influence of emotional intelligence, motivation and resilience on academic performance and the adoption of healthy	Emotional intelligence, motivation, resilience and academic performance	The influence of three factors on a student's academic performance is raised, the results indicate that each of these plays a crucial role for a student to

lifestyle habits in
adolescents

have a satisfactory
academic
performance and
also balance healthy
habits with said
performance.

Conclusion:

Based on the systematic review carried out, it is possible to affirm that there is a notorious influence of emotional intelligence on the academic performance of students, regardless of their level of academic training. This is mainly because EI is a tool which allows us to know how to deal with the emotional and social challenges that are faced during any stage of education. The study shows that a high level of emotional intelligence favors the academic performance of students, since it plays a fundamental role in the development of emotional skills that are fundamental for the academic development of students.

On the other hand, the results obtained show that the pandemic caused emotional deficiencies in students and consequently academic performance was affected. Once normality was resumed, these academic and emotional deficiencies became more evident, the most common being demotivation, anxiety and lack of ability to adapt. This demonstrates the need for educational institutions not only to focus on the cognitive process, but also to manage the development of socio-emotional competencies that allow students to know how to face academic and personal challenges in a resilient way.

In this sense, the results of this theoretical research show that strengthening emotional intelligence from basic primary education leads not only to academic success, but also contributes to the formation of citizens with greater awareness, empathy and commitment to their environment. For this to be achieved, it must be ensured that teachers are trained in EI. In this way, the development of emotional skills can be included in curricular plans through the implementation of emotional support programs in educational institutions. In this way, it will be possible to reduce low academic performance and enhance the integral development of students.

Finally, the relevance of the learning environment should be highlighted, since it is one of the fundamental pillars in the relationship between emotional intelligence and academic performance. It is important that there is a good school climate where respect, cooperation and trust prevail, since it not only enhances the cognitive development of students, but also strengthens socio-emotional competencies; thus allowing them to express their feelings and face difficult school situations Hamodi and Viego (2024) mention that the school climate must also consider the learning environment, and that, in order to be healthy, it must motivate and promote effective teaching and learning activities. In this way, the design of inclusive school environments with adequate socio-emotional competencies becomes a fundamental requirement for educational institutions to guarantee the true comprehensive education of all students, as stated by Piderit-Moreno et al (2024) physical learning environments play a crucial role in the perception of the well-being of both students and academics

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