

Social-emotional skills and emotional intelligence development programs for elementary school teachers: a systematic review

Edgar Fabián Torres-Hernández¹

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Abstract

The present study corresponds to a systematic review of the literature, considering a period between 2019 and January 2024, focusing specifically on interventions aimed at promoting socio-emotional skills and emotional intelligence in primary school teachers. Therefore, 25 relevant articles were selected from different databases. From the review, a variety of approaches implemented in the programs was found, all of them with positive effects in different aspects. In addition, a positive effect on teachers' mental health was observed, helping to reduce stress, anxiety, depression, and job burnout. These interventions promoted greater overall well-being among teachers, including improvements in their quality of life and job satisfaction. The importance of these interventions for teacher professional development is highlighted, and recommendations for future research are offered.

Keywords: social competencies; evaluation; teacher; teaching; bibliographic study; training program



Review article.

¹ Professor, Universidad de Guanajuato, México. E-mail: ef.torres@ugto.mx 

Programas de desarrollo de habilidades socioemocionales e inteligencia emocional en docentes de educación básica: una revisión sistemática

Resumen

El presente estudio corresponde a una revisión sistemática de la literatura, en la cual se contempló un periodo comprendido entre 2019 y enero de 2024, centrándose específicamente en las intervenciones dirigidas a promover habilidades socioemocionales e inteligencia emocional en el profesorado de educación básica. Por lo tanto, se seleccionaron 25 artículos relevantes provenientes de diversas bases de datos. A partir de la revisión, se encontró una diversidad de enfoques implementados en los programas, todos ellos con impactos positivos en diferentes aspectos. Además, se observó un efecto benéfico en la salud mental de los docentes, contribuyendo a la reducción del estrés, la ansiedad, la depresión y el agotamiento laboral. Estas intervenciones promovieron un mayor bienestar general entre el personal docente, incluyendo una mejora en su calidad de vida y en la satisfacción con su trabajo. Se destaca la importancia de estas intervenciones para el desarrollo profesional docente y se ofrecen recomendaciones para futuras investigaciones.

Palabras clave: competencias sociales; evaluación; profesor; docencia; estudio bibliográfico; programa de formación

Programas de desenvolvimento de habilidades socioemocionais e inteligência emocional para professores de educação básica: uma revisão sistemática

Resumo

O presente estudo corresponde a uma revisão sistemática da literatura, considerando um período entre 2019 e janeiro de 2024, com foco específico em intervenções destinadas a promover habilidades socioemocionais e inteligência emocional em professores do ensino fundamental. Portanto, foram selecionados 25 artigos relevantes de diferentes bancos de dados. A partir da revisão, foi encontrada uma variedade de abordagens implementadas nos programas, todas elas com efeitos positivos em diferentes aspectos. Além disso, foi observado um efeito positivo na saúde mental dos professores, ajudando a reduzir o estresse, a ansiedade, a depressão e o esgotamento profissional. Essas intervenções promoveram maior bem-estar geral entre os professores, incluindo melhorias em sua qualidade de vida e satisfação no trabalho. É destacada a importância dessas intervenções para o desenvolvimento profissional dos professores e são oferecidas recomendações para pesquisas futuras.

Palavras-chave: competências sociais; avaliação; professor; ensino; estudo bibliográfico; programa de treinamento

Introduction

The role of the teacher goes beyond the mere transmission of knowledge; it involves an overwhelming emotional component that has a direct impact on the quality of learning, the teachers' well-being, and the adequacy of the teacher-student relationship (Vettori et al., 2022). However, various studies indicate that a significant number of elementary teachers experience substantial challenges in managing their own emotions and in effectively handling emotional situations in the classroom (Pennington et al., 2021; Valente et al., 2019). These challenges can manifest in high levels of stress (Ssenyonga & Hecker, 2021), agotamiento profesional (Schoeps et al., 2021) and difficulties in developing healthy relationships with both students and the rest of the school community (Alarcón-Espinoza et al., 2022).

Thus, inadequate socio-emotional skills can have a negative impact on the quality of the educational environment, affecting student motivation and performance (Fontanillas-Moneo et al., 2022). In addition, teachers who have difficulty managing their emotions may have difficulty adapting to change, dealing with conflict situations, or maintaining a positive attitude, which directly affects their ability to provide effective and meaningful education (Valente et al., 2020).

As a result, socio-emotional skills have acquired a special relevance in the field of education, focusing mainly on their development in students (Muñoz-Oliver et al., 2022). These skills, as an integral part of emotional intelligence, are defined as the ability of an individual to perceive, understand, express and manage his or her emotions (Bru-Luna et al., 2021). In addition, they are intrinsically linked to the interaction with other individuals (Bisquerra & Pérez, 2007). Although socio-emotional skills and emotional intelligence are qualitatively different concepts, they may be closely related and necessary for human development (Llorent et al., 2021).

Therefore, given their differences, it is relevant to include both dimensions in current research.

There is growing research interest in understanding the socio-emotional skills and emotional intelligence of teachers (Bonesso et al., 2020). However, when compared to programs or interventions aimed at promoting and developing them, the proportion of the latter is significantly lower. In addition, there are virtually no reports of systematic literature reviews documenting progress in the study of these issues.

Some program-based reviews focus on the clinical practices of nurse educators (Gcawu & Van Rooyen, 2022) or on pedagogical models used by physical education teachers (Rico-González, 2023). However, there has been no recent review of programs or interventions that promote social-emotional skills or emotional intelligence in elementary school teachers. Based on the above, the question that guided this research was: what programs or interventions have been implemented to promote and develop social-emotional skills and emotional intelligence in elementary school teachers? Therefore, the main objective of this study is to analyze the characteristics of research and its impact on the promotion of social-emotional skills and emotional intelligence in basic education teaching staff, from 2019 to January 2024. Through this review, we seek to contribute to the field of knowledge of said construct, providing effective alternatives for the personal development of teachers.

Literature review

Socio-emotional skills and emotional intelligence in education

Socio-emotional skills include a variety of competencies such as empathy, responsible decision-making, conflict resolution, effective communication, and emotional self-regulation (Santos et al., 2023). These skills not only influence academic performance, but also have

a lifelong impact, facilitating personal and professional success (Winardi et al., 2022). Emotional intelligence, in turn, focuses on the ability to identify, understand, and manage one's own and others' emotions. In the field of education, emotional intelligence is manifested in the ability to understand and manage emotions, work appropriately with others, make informed decisions, and pursue goals effectively (Kaur & Hirudayaraj, 2021).

Integrating these skills into the educational environment has become an essential approach for educators. Promoting a positive school climate, implementing emotional education programs, and training teachers are common strategies to cultivate social-emotional skills and emotional intelligence (Khassawneh et al., 2022). The relationship between these skills and academic achievement is clear. Students with high levels of emotional intelligence tend to have better academic performance, greater ability to concentrate, and more positive attitudes toward learning (Quílez-Robres et al., 2023). In addition, these skills contribute to the creation of an inclusive and respectful school environment that fosters healthy relationships between students and educational staff (Skura & Świdarska, 2022).

Impact of Emotion management programs

Emotion management programs have proven to be valuable tools in education, especially for teachers. Teaching and managing emotions is essential to the well-being of educators and, therefore, to the quality of teaching and learning in the classroom (Zych & Llorent, 2020).

One of the most important impacts of emotional management programs for teachers is the improvement of mental and emotional well-being (Penteado & Neto, 2019). Teaching can be a demanding profession, and educators often experience elevated levels of stress (Gutiérrez-Torres & Buitrago-Velandia, 2019). These programs provide strategies for recognizing, understanding, and managing emotions to help teachers more effectively manage stress, frustration, and other emotional challenges. In addition, emotional management directly contributes to the quality of the educational environment. Educators who participate in these programs are better able to create positive and healthy classrooms where empathy and effective communication are fostered. The result is a school climate that is more conducive to learning, where students feel emotionally supported and motivated to actively participate in their studies (Ismail et al., 2023).

Emotional management programs also impact the quality of interpersonal relationships in educational settings. By developing emotional intelligence skills, teachers can build stronger relationships with colleagues, administrators, students, and their families (Lane & Smith, 2021). The ability to understand and respond appropriately to the emotions of others strengthens collaboration and community in the school.

Ultimately, the impact of emotional management programs on teachers is reflected in their resilience, job satisfaction, and ability to face the daily challenges of teaching more positively. These programs not only benefit educators individually, but also have a cascading effect on the overall quality of the educational environment, improving the educational experience for everyone involved (Kaur & Kaur, 2022).

Methodology

Search strategy

A systematic literature review was conducted, covering the period from 2019 to January 2024. The search was conducted in the Web of Science, Scopus, Eric and Ebsco databases, using the following Boolean operator: ('socio-emotional skills' or 'emotional skills' or 'socio-emotional competencies' or 'emotional competencies' or 'emotional intelligence'), (teachers or educators) and (interventions or course* or programs). Specific filters were applied: year of publication, full-text documents, peer-reviewed or refereed publications and publications in English, Spanish and Portuguese.

The search strategy and the selection of articles were carried out individually; an expert was invited to discuss the results and possible inconsistencies in a consensual manner. The result of this expert's analysis helped to improve the organization of the topics and their grouping; it also helped to contextualize the results of the interventions. No automation tool, collective collaboration or crowdsourcing was used during the selection process.

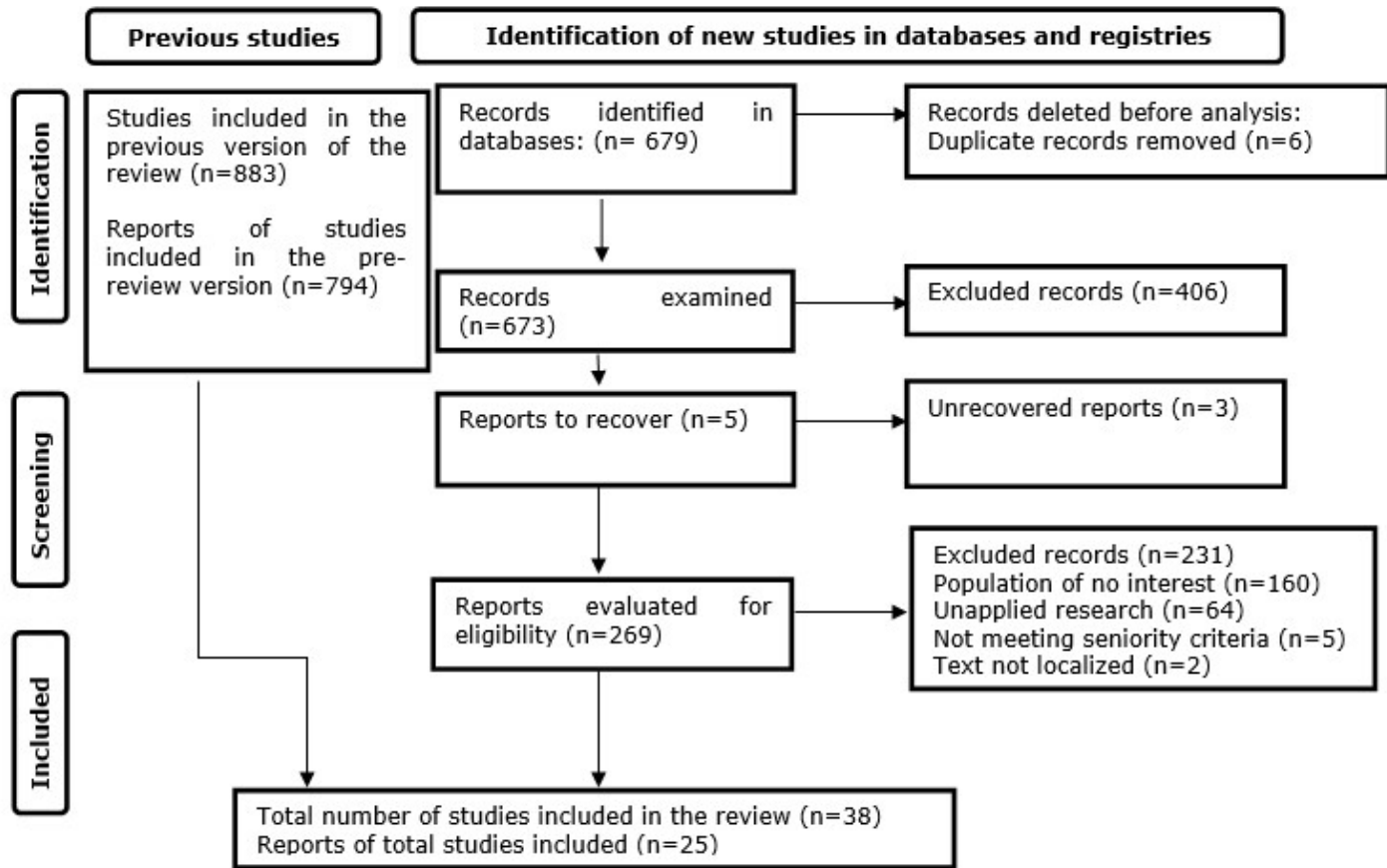
Inclusion and exclusion criteria

The selection of articles was based on the following criteria: 1) interventions or programs applied to teachers at the basic level (preschool, primary and secondary); 2) documents written in English, Spanish and Portuguese; and 3) studies that followed a qualitative, quantitative or mixed methodology, both experimental and nonexperimental, due to the limited scientific production on the subject and the consequent need to expand its understanding. Likewise, only the last five years have been taken into account, since, due to current challenges, changes in educational policies and social transformations, it is necessary to obtain a more up-to-date picture of the most recent intervention approaches in the promotion of emotional management skills by teachers.

In terms of exclusion criteria, articles that referred to interventions with teachers in undergraduate vocational education or with students in education or related professions were not included. Documents that were not full-text or that were review articles were also excluded. [Figure 1](#) illustrates the process of the review stages.

Figure 1

PRISMA review flowchart



Note. Adapted from Page et al. (2021).

Data collection

A total of 679 articles were identified from the database search. After reviewing the titles and abstracts, duplicate records and papers that did not focus on faculty research were eliminated. As a result, 269 eligible studies were selected, while 231 texts were excluded because they did not meet the inclusion criteria or because the full text was not accessible. A more detailed analysis of the included studies was then performed, eliminating 13 documents that were considered irrelevant according to the established criteria. Finally, a sample of 25 articles was selected for the final analysis.

Results

Table 1, describes the main elements of the articles reviewed, specifying aspects such as authors, year of publication, sample analyzed, and general characteristics of each study.

Tabla 1

Artículos incluidos en la revisión

Authors	N	Educational level	Experimental design	Duration	Instruments	Associated variables	Main results	Observations
Al-Jbouri et al., 2023	201	Primary	Experimental	3 months	Overall confidence in teaching social and emotional learning (SEL) Perceptions of student SEL Perceptions of classroom climate Perceptions of student motivation and school engagement Perceptions of student academic performance Life satisfaction *	Classroom climate Motivation and commitment Student performance and satisfaction	Strengthen self-confidence Improve perceptions of social-emotional skills and climate Student engagement and motivation	Program also implemented in students

Beltman y Poulton, 2019	73	Basic	Non- experimental	5 online modules over 2 years	Open questionnaire (items not specified)	Resilience	Strengthen emotional management Ability to be more reflective Breath control and space appropriation Increased proactivity	A technology- enhanced distance learning program for Australian, European, and North American teachers
Bruno et al., 2023	19	Secondary	Non- experimental	20 hours	Bar-On Emotional Competence Inventory	Not declared	Strengthening emotional sensitivity Responsibility for the reality surrounding teachers	None
Carbonero- Martín et al., 2022	190	Basic education	Experimental	32 hours	Trait Metamood Scale-24*		Improvement in all dimensions of teachers' emotional intelligence The factors with the greatest impact were emotional awareness, emotional understanding, and emotional regulation	The article refers to resources used by researchers

Cheng, et al., 2022	35	Preschool	Experimental	6 classroom hours and 14 hours independently	Mindfulness in Teaching Scale	Depresión, ansiedad, estrés y burnout	Reduced burnout and depression Improved present moment awareness and emotional regulation Increased compassion and acceptance	Significant improvement in Emotional Intelligence Mindfulness in the classroom
Chianese y Prats Fernández, 2021	20	Secondary	Non-experimental	25 hours	Emotional Development Questionnaire Focus Group Technique	Not declared	Increase emotional autonomy and social skills Better use of teaching and coaching skills	Recovering student perceptions
Cristóvão et al., 2020	7	Primary	Non-experimental	30-45 minutes a week for two years	Interviews	Not declared	Personal growth in relationships with students, in the learning process, and in integration into the school community	Program also focused on student population

De Carvalho et al., 2021	13	Primary	Experimental	30 hours	Five facets of Mindfulness Questionnaire Emotion Regulation Questionnaire Self-compassion Scale Teacher efficacy Scale Mental Health Continuum Maslach Burnout Inventory Observation Guide	Classroom climate Mindfulness Self-efficacy Burnout Well-Being Self-compassion	Significant increases in mindfulness, emotional regulation, self-efficacy, and well-being skills Decrease in burnout symptoms Significant improvement in teacher classroom behavior	Program based on mindfulness or full attention. Perceptions collected from teachers, students, and parents
	17	Basic level	Non-experimental	30 hours	Map and Checklist	Meaningful learning	Significant learning achieved through the teacher-student relationship	Applies to English teachers only
Eraldemir-Tuyan, 2019								

Use of internal (colleagues) and external (experts outside the institution) coaching

Giordano et al., 2021

15

Basic level

Non-experimental

8 weeks, approximately 16 hours

Teaching Pyramid Observation Tool

Fidelity to framework

Greater motivation to change

Teachers were more likely to use kindness, leadership, fairness, hope, love, self-regulation, persistence, forgiveness, and humility to meet work challenges related to working with children, colleagues, parents, and themselves.

Better adjustment to work

Haslip y

Donaldson, 2021

17

Basic level

Non-experimental

20 hours

Planning and Reflection Worksheet

Strength of character

Ninguna

Hatzichristou et al., 2021	429	Basic level	Non-experimental	4 years, time not specified	The School as a Caring Community Profile-II-SCCP-II Questionnaire	Subjective Well-Being and Resilience	Greater acceptance Increased teamwork Greater expression of student emotions	Better support for immigrant or refugee students International and multicultural online program
Iskandar et al., 2021	30	Basic level	Non-experimental	Not specified	Program Evaluation Survey and Interview	Pedagogical and Technological Content TPACK	Understanding the pedagogical model influences the improvement of emotional management	Program focused on improving teacher performance
Izquierdo et al., 2022	70	Primary	Experimental	14 weeks	Emotional Quotient Inventory	None	Enhance intrapersonal and interpersonal intelligence Improve stress management, adaptability, and mood	None

Luong et al., 2019	46	Secondary	Non-experimental	8 weeks, approximately 16 hours	Mindfulness Inventory																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																					
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Martinsone et al., 2020	312	Basic level	Non-experimental	4 months	Open and online questionnaire	None	Increased emotional literacy for both teachers and students Increased capacity for reflection	International program; student opinions collected
Martyniak y Pellitteri, 2020	60	Preschool	Experimental	3 months	Polish Mayer-Salovey-Caruso Emotional Intelligence Test	None	Significant increase in facilitation Emotional intelligence knowledge and regulation	Applies to women only
Mihić et al., 2020	25	Basic level	Experimental	30 hours	<p>Cuestionario de cinco facetas para la atención plena</p> <p>Five-Facet Mindfulness Questionnaire</p> <p>Maslach Burnout Inventory</p> <p>Self-Compassion Short Form Scale</p> <p>Compassion for Others Scale</p> <p>Digital Blood Pressure and Heart Rate Monitor</p>	<p>Mindfulness, Burnout, Self-Pity and Compassion</p> <p>Blood Pressure and Heart Rate</p>	<p>Increase self-compassion and mindfulness</p> <p>Improve self-observation and compassion</p> <p>Lower heart rate</p>	Mindfulness-based program, including physiological data

Pozo-Rico et al., 2020	70	Primary	Experimental	14 weeks	Perceived Stress Questionnaire	Improve stress management and reduce burnout	Online program implemented during COVID-19 Pandemic lockdown
					Perceived Stress Scale	Improve stress management and reduce burnout	
					RED Questionnaire	Introducing emotional intelligence into the classroom	
					Maslach Burnout Inventory	Burnout at work	
					Emotional Quotient Inventory	Psychosocial risk at work	
Pozo-Rico et al., 2023	70	Primary	Experimental	14 weeks	Connor-Davidson Resilience Scale	Increased competence in the use of ICT	
					Spanish version of the Resilience Scale		
					Goldberg Mental Health Scale	Subjective well-being, self-efficacy and resilience	Positive impact on teacher well-being, resilience, emotional literacy, and self-efficacy
					Psychological Well-Being Scale		Program delivered in-person and remotely
					Trait Meta-Mode Scale		
Pozo-Rico y Sandoval, 2020	23	Primary	Experimental	7 weeks	Norwegian Teacher Self-Efficacy Scale		
					Student Grade Records	Gamification	Evaluation of results in terms of impact on students
						Improve student academic performance	

Schoeops et al., 2019	135	Basic level	Experimental	10 hours	Burnout Inventory in Spain Depression, Anxiety and Stress Scales Rosenberg Self-Esteem Scale Life Satisfaction Scale	 Depression, anxiety, stress, burnout, self-esteem, and life satisfaction Increased self-esteem and life satisfaction	Reduced burnout and emotional symptoms (anxiety, depression, and stress) None
	48	Preschool	Experimental	48 hours	Student-Teacher Relationship Scale*	Teacher-Student Relationship	Improvement of the relationship between faculty members and students Program also focused on student population and parents
	27	Preschool and primary school	Non-experimental	26 hours	Teamwork and classroom climate questionnaires	Teamwork and classroom climate	Improved communication awareness and emotional intelligence None
	76	Basic level	Experimental	16 hours	Teacher Effectiveness Connor Davidson Resilience Teacher Social and Emotional Competence Short Burnout Scale	 Self-efficacy, resilience, and burnout Strengthen self-efficacy, resilience, and social-emotional skills	 None
Tatalović Vorkapić et al., 2023							

Note. *The names of the instruments have been translated into Spanish.

First of all, it should be noted that some of the interventions were carried out remotely ($n=4$). It is natural to assume that, due to the period of confinement caused by the COVID-19 pandemic and the consequent restructuring of school work mediated by technology, remote modalities were integrated. However, this phenomenon was preceded by research with the following characteristics.

Another aspect worth mentioning is that in addition to the programs implemented for teachers, the student population was also involved ($n=4$); in one case, parents were too implicated. It should be noted that different techniques and approaches were used to strengthen teachers' emotional management skills, such as professional or pedagogical development programs, and others that put special emphasis on mentoring or coaching, mindfulness, effective communication, self-awareness, conflict resolution, or positive feedback.

In terms of the research design of the programs implemented, a wide variety was observed, including both experimental and nonexperimental studies. In some cases, exclusively qualitative approaches were adopted ($n=5$), using data collection instruments such as questionnaires, interviews, checklists and worksheets or reflection sheets. The quantitative approach predominated in the analysis of the scope of the interventions ($n=13$), while other studies opted for mixed or complementary approaches ($n=7$). It should be noted that in one case, the focus group technique was used with the participants of the project as part of the evaluation of the programs. The most commonly used instruments were primarily those related to socio-emotional skills and emotional intelligence ($n=13$), followed by the Maslach Burnout Scale ($n=4$), teacher self-efficacy scales ($n=4$), stress measurement scales ($n=4$), and those measuring mindfulness ($n=3$).

The characteristics of the participants and the duration of the programs varied. First, one study included only seven teachers, while others, more than 100 teachers ($n=6$). It is worth noting that the latter involved students

($n=2$) and even parents ($n=1$). In most cases, the sample of teachers did not exceed 100 participants ($n=19$). Secondly, the duration of most of the interventions ranged from 10 to 48 hours ($n=14$); in the rest, less specific time periods were observed, ranging from seven weeks to four years ($n=10$). In one case, the duration was not specified.

The analysis identified three areas in which the programs had a positive impact on teachers: mental health, overall well-being, and the quality of the educational environment.

Benefits for teachers' mental health

One of the most relevant aspects was a significant decrease in levels of stress, anxiety, depression and exhaustion (Cheng, et al., 2022; Izquierdo et al., 2022; Luong et al., 2019). In addition, a decrease in symptoms related to mental health problems was observed (Schoeps et al., 2019). On the other hand, an increase in self-awareness, self-care, and self-compassion was detected, derived from the regular practice of reflection and mindfulness promoted by the mindfulness technique (Luong et al., 2019; Mihić et al., 2020). Significant increases were also observed in other characteristics, such as resilience, subjective well-being, and self-esteem (Pozo-Rico et al., 2023; Tatalović Vorkapić et al., 2023).

Collaterally, the interventions also benefited students by increasing their social skills and improving their relationships with peers and parents (Hatzichristou et al., 2021; Sheridan et al., 2019). Finally, the programs reduced stress, anxiety, depression, and burnout, and improved self-awareness, self-care, and resilience. Mindfulness-based approaches have shown consistent results, and some programs have also shown benefits for students and parents.

General well-being

Regarding the participants' perception of their own well-being, an increase was observed, as well as the quality and satisfaction with their own life (De Carvalho et al., 2021; Schoeps et al., 2019). On the other hand, and in relation to

their work, teachers reported a positive impact on their pedagogical practice (Cristóvão et al., 2020; Iskandar et al., 2021), along with greater motivation and commitment to their work (Al-Jbouri et al., 2023). Another positive aspect was the increase in socio-emotional skills, both in the faculty and in the student population (Bruno et al., 2023; Chianese & Prats, 2021).

Teachers reported increased life satisfaction and a positive impact on their teaching practice. The programs also showed benefits for both teachers and students.

Improving the quality of the school environment

As a priority and depending on the object of study of the reviewed interventions, a significant impact was observed in the improvement of socio-emotional skills and emotional intelligence, mainly in teachers, but also in students (Beltman & Poulton, 2019; Carbonero-Martín et al., 2022; Eraldemir-Tuyan, 2019; Martinsone et al., 2020; Martyniak & Pellitteri, 2020; Tatalović Vorkapić et al., 2023). As a result, relationships between teachers and students were also strengthened (Bruno et al., 2023; Haslip & Donaldson, 2021; Hatzichristou et al., 2021; Sheridan et al., 2019). Moreover, at the academic level, several transformations were observed: the effective implementation of innovative teaching methods (Giordano et al., 2021; Pozo-Rico et al., 2023), improvements in classroom climate and attitudes towards learning (Martinsone et al., 2020; Stejskalová et al., 2022) and, as a consequence, an increase in academic performance (Pozo-Rico y Sandoval, 2020).

It can be said that these programs strengthen the socio-emotional skills and emotional intelligence of teachers and students, which in turn improves relationships and classroom climate. Some programs also have an impact on academic achievement and the implementation of innovative teaching methods.

Discussion

The purpose of this study was to analyze the characteristics of research and its impact on the promotion of socio-emotional skills

and emotional intelligence in basic education teachers from 2019 to January 2024. Despite the small number of interventions in favor of the management of emotions, it was possible to identify some patterns of action worth mentioning.

Overall, each intervention had a positive impact on the development of socio-emotional skills and emotional intelligence, either in combination or in some of its components. This contributes to the field of teacher training, from their time at university (Aspelin & Jonsson, 2019) to their continuing education (Jones et al., 2019), and provides benefits such as strengthening their own efficacy, better adapting to the environment around them, and maintaining positive interpersonal relationships (Alarcón-Espinoza et al., 2022). This underscores the importance of continued research on the long-term effects of these programs on teacher well-being and performance.

In addition, an improvement is observed in other psychological aspects of the participants, such as symptoms related to stress, anxiety, depression, burnout and resilience, promoting an increase in overall well-being. This may be due to the fact that emotional management skills are associated with the promotion of more adaptive living conditions and healthier lifestyles (Montero & Florentino, 2023). It may be valuable to explore whether these benefits are maintained after the intervention, and how they may affect faculty retention and job satisfaction.

The approach of the programs analyzed was varied, as were the research designs and data collection instruments. In terms of approach, group interventions predominated, promoting reflection and sharing of experiences among participants, facilitating beneficial collaboration, and reinforcing positive psychological practices (Schussler et al., 2020).

Regarding research designs, experimental and nonexperimental studies were observed. The latter may have some drawbacks, such as the lack of defined and standardized outcome measures and the inability to conduct meta-analyses that can estimate objective effect

sizes (Townsend et al., 2023). Future studies could compare the effectiveness of different methodological approaches and examine which elements of interventions are most critical in achieving positive outcomes.

On the other hand, the instruments used are mostly self-report and, although they are inexpensive and easy to use, they can lead to bias because individuals can make significantly different assessments of emotional management. Therefore, it is necessary to include other ways of evaluating the impact of the programs implemented (Aldrup et al., 2020).

In addition to the above, the duration of the different interventions varied; this may be due to various conditions, such as the nature and scope of the intervention, the underlying theoretical models, its purposes, the configuration of the samples, the evaluation, and the possibility of transferring the learning to the daily environment of the individuals. If sufficient attention is paid to the above-mentioned aspects, positive psychology interventions may have greater replicability. It is recommended to complement these measures with objective indicators, such as classroom observations or teacher performance evaluations, to obtain a more complete picture of the impact of the programs.

There are some limitations to this work that should be noted. First, there is a possible risk of bias associated with the publication of those works that have proven successful in promoting socio-emotional skills or emotional intelligence in teachers, probably leaving out those that had neutral results or no significant changes in the participants' management of emotions, affecting the validity of the results. Another limitation is the issue of measurement, as the use of different actions to evaluate the effectiveness of the programs makes it difficult to compare across studies. Similarly, there may be bias at the level of the review, mainly related to the search and selection of studies, as well as the communication of results.

To mitigate these limitations, it is recommended to broaden the search to include reports from academic conferences and exploration of other databases, to make the inclusion criteria more flexible, and to invite expert peers to verify the systematicity of the review and the transparency in the presentation of the results, with the aim of avoiding the selective omission of relevant information.

On the other hand, the evidence found must be taken with some reservations, mainly because the programs evaluated are specific contexts with heterogeneous evaluation techniques and instruments. This fact makes it preferable to consider experimental designs, with greater control of the variables, as well as randomization in the composition of participants, which allows increasing their external validity or a greater possibility of generalizing their results (Manterola et al., 2013).

Conclusions

Promoting the social-emotional skills and emotional intelligence of teachers is essential to cultivating a positive educational environment and improving the academic performance and well-being of students. By implementing effective interventions, educational institutions can empower teachers to develop and strengthen their emotional skills and intelligence, creating an environment conducive to learning and the emotional well-being of all involved (Vizoso-Gómez, 2022).

Conflict of interest

The author declares that he has no conflict of interest in the conduct of this research.

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Contribution

The author participated in the preparation of the manuscript, read, and approved it.

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