



The Big Five Dimensions of Emotional Intelligence for Academic Success

Abilio Lourenço ^{1*} , Maria Olímpia Paiva ¹ , Sabina Valente ² 

¹ Universidade do Minho, PORTUGAL

² Portalegre Polytechnic University, CARE - Research Center on Health and Social Sciences, PORTUGAL

* Correspondence: privadoxy@gmail.com

CITATION: Lourenço, A., Paiva, M. O., & Valente, S. (2026). The Big Five Dimensions of Emotional Intelligence for Academic Success. *Educational Point*, 3(1), e152. <https://doi.org/10.71176/edup/18436>

ARTICLE INFO

Received: 25 January 2026

Accepted: 27 March 2026

OPEN ACCESS

ABSTRACT

This article aims to examine the role of emotional intelligence in the educational context by exploring how its five core dimensions—emotional self-awareness, emotional self-regulation, empathy, social skills, and intrinsic motivation—contribute to students' and teachers' academic success, emotional well-being, and interpersonal effectiveness. This is a theoretical reflection based on a narrative literature review. It integrates key findings from recent and foundational studies in emotional intelligence applied to education, offering a comprehensive understanding of how emotional competencies support learning and adaptation in increasingly complex and technology-driven school environments. The reviewed literature suggests that the structured integration of emotional intelligence into the school curriculum enhances academic performance, fosters self-regulation and resilience, and promotes more collaborative and inclusive learning environments. Teachers also benefit by developing stronger emotional competencies that help them manage classrooms more effectively and respond more sensitively to students' needs. This article offers a multidimensional approach to emotional intelligence in education, emphasising its relevance in preparing students and educators for the demands of the 21st century. By highlighting the connection between emotional competencies and school success, the paper contributes to current discussions on how education systems can support the holistic development of learners and teaching professionals alike.

Keywords: emotional intelligence; emotional self-awareness; emotional self-regulation; empathy; social skills; intrinsic motivation

INTRODUCTION

Emotional intelligence (EI) has assumed a central role in the educational context, going beyond academic development and encompassing essential abilities for the recognition, understanding, and management of emotions. By strengthening these abilities, students and teachers benefit from a more balanced school environment, which fosters emotional well-being, positive social interaction, and academic performance (Valente et al., 2024). In a scenario characterised by rapid technological and social transformations, the need

to develop emotional competencies has become even more evident. The constant digital evolution, unlimited access to information, and changes in communication dynamics require students to acquire not only technical knowledge but also emotional and social abilities that enable them to deal with emerging challenges (Romeira et al., 2022). In this context, EI is essential to promote students' adaptation to new forms of learning and interaction, preparing them for an increasingly complex and dynamic world.

The integration of EI in schools is not only a response to the new demands of the 21st century but a fundamental strategy for shaping critical, participative, and resilient citizens. According to Lourenço et al. (2024), the development of EI in the school environment contributes significantly to the construction of more cohesive societies, reinforcing the role of education in preparing emotionally balanced and socially responsible individuals. Furthermore, EI is a determining factor in creating healthy and productive school environments, where students and teachers feel emotionally safe and prepared to face daily challenges (Valente et al., 2022).

Technological innovation is profoundly transforming education, making it essential for both students and teachers to develop a solid emotional awareness. This ability allows them to adapt to new forms of communication, interaction, and collaboration, promoting more effective teaching and more meaningful learning (Gutiérrez, 2024).

In this sense, EI is not only a support for academic growth but also an essential pillar for personal and relational development. The ability to manage emotions, understand others, and maintain motivation in the face of adversity are essential competencies in an era of constant change (Valente et al., 2022). For a structured analysis of EI in the educational context, this article adopts an approach based on a literature review, exploring five major fundamental dimensions: emotional self-awareness, emotional self-regulation, empathy, social competencies, and intrinsic motivation. These dimensions are grounded in consolidated theoretical models (Bar-On, 1997; Goleman, 1995), which offer a coherent framework for understanding and promoting EI in schools.

The appreciation of EI in the school curriculum has shown significant impacts, not only on academic success but also in promoting students' emotional resilience and social well-being (Malinauskas & Malinauskienė, 2020; Wang, 2024; Yefanova & Vigandt, 2024). Thus, by strategically integrating EI into educational practices, students are prepared not only for academic and technological challenges but also for building a more balanced and collaborative future.

The definition and operationalisation of EI and the five essential dimensions are presented below, analysing how they can be applied and promoted in the school context. Through this approach, the aim is to highlight the importance of EI in the integral development of students, preparing them for the social and technological challenges of the 21st century and contributing to a more inclusive educational system adapted to the demands of the contemporary world.

Regarding the research gap and its justification, although meta-analyses exist on the general effects of EI in education, there are no structured syntheses that specifically apply Goleman's five dimensions to 21st-century classrooms facing digital overload, hybrid learning, and holistic development demands. This narrative review fills this gap by translating consolidated EI theory into practical pedagogical strategies for teachers and curriculum design, bridging academic research with immediate classroom practice.

Concerning the methodological approach and justification for the narrative review, a narrative literature review was selected as the most appropriate methodology for integrating and reinterpreting existing studies from a practical and multidimensional perspective, translating consolidated theoretical models (Goleman, 1995) into concrete pedagogical recommendations for educators. Unlike systematic reviews, which prioritize exhaustive enumeration, the narrative approach privileges interpretive synthesis and contextualized application to current teaching practice.

The literature was intentionally selected based on theoretical relevance and practical application, prioritizing: (1) foundational studies (Goleman 1995, Bar-On 1997, Mayer & Salovey, 1997); (2) recent investigations (2019-2025) on EI applied to education; (3) peer-reviewed sources from databases such as Scopus, Web of Science, and ERIC. The scope encompasses 50+ references representative of conceptual evolution and recent empirical evidence, privileging quality and pertinence over numerical exhaustion.

EMOTIONAL INTELLIGENCE: FUNDAMENTAL MODELS AND THEORIES

Over the past thirty years, EI has been recognised as a central concept in Psychology and Education, contributing significantly to personal and academic development. Conceived as the ability to perceive, understand, regulate, and use emotions effectively, both in the individual and social context (Mayer & Salovey, 1995, 1997), EI can be approached from various theoretical perspectives. This section integrates the main theoretical models of EI, highlighting the contributions of the authors Goleman (1995) and Bar-On (1997), who, by emphasising different aspects, complement each other to offer a comprehensive understanding of the construct. Although the discussion is oriented towards the practical application of Goleman's model, other theoretical models will also be referenced to enrich the theoretical foundation.

Goleman's model (1995) emphasises the importance of emotional competencies in professional performance and leadership, stressing that such skills are crucial for effective communication and the building of positive interpersonal relationships, with clear implications for the school environment. The model of Mayer and Salovey (1997) defines EI as a set of interrelated abilities: accurately perceiving and expressing emotions, using emotions to support thinking, understanding emotional patterns, and managing emotions for personal growth. These abilities develop hierarchically, from perception to the intentional regulation of emotions. In turn, Bar-On's model (1997) adopts a holistic approach, integrating intrapersonal and interpersonal competencies and considering factors that influence emotional health and psychosocial balance. In this way, the integrated understanding of these models provides a robust theoretical basis for analyzing EI, underscoring its importance for the integral development of individuals. In the subsequent sections, the discussion on the five essential dimensions of EI (emotional self-awareness, emotional self-regulation, empathy, social competencies, and intrinsic motivation) will be deepened, with special emphasis on their implementation in schools.

The Relevance of Emotional Intelligence in the Educational Context

EI proves to be crucial in the school environment, directly influencing students' academic success and well-being. Studies indicate that individuals with high levels of EI show better mental health, higher self-esteem, and more positive interpersonal relationships (Karimi et al., 2021; Leite et al., 2019; Mérida-López & Extremera, 2020). In the school environment, EI contributes to the construction of more effective pedagogical relationships, greater motivation to learn, and a greater capacity to adapt to the challenges of the contemporary world, especially concerning rapid technological and social changes (Imjai et al., 2024; Khan et al., 2021; Low & Van Ryzin, 2024).

In higher education, EI is considered a key factor for academic development, stimulating self-efficacy, stress management, and performance in complex learning environments (Ghazali et al., 2024; Ogurlu, 2021; Torres-Hernandez, 2025). Additionally, EI influences leadership and professional performance, preparing students for the challenges of the labour market (Gómez-Leal et al., 2022; Veiga et al., 2024).

Emotional Intelligence and Its Dimensions in the Educational Context

EI comprises several essential dimensions that impact the emotional and social development of individuals, especially in the school context. Although a detailed analysis of these dimensions will be presented in the following sections, it is important to highlight their general relevance (Goleman et al., 2011). Emotional self-

awareness allows individuals to recognise and understand their own emotions, while emotional self-regulation facilitates the control and effective management of emotions, contributing to more balanced decisions. Empathy promotes the ability to understand and respond appropriately to others' emotions, fostering harmonious interpersonal relationships. Social competencies involve establishing and maintaining healthy collaborative relationships, and intrinsic motivation drives commitment and persistence even when facing challenges.

The integration of these dimensions into pedagogical practice has the potential to transform the school environment, making it healthier, more resilient, and better adapted to the demands of the contemporary world (Silva et al., 2021). This approach not only supports academic development but also contributes to the integral formation of students, preparing them for the social and emotional challenges of the 21st century.

THE DIMENSIONS OF EI AND THEIR IMPACT IN THE EDUCATIONAL CONTEXT

Emotional Self-Awareness

Emotional self-awareness is a foundational competence in psychology, referring to the ability to recognise, understand, and manage one's own emotions. It forms one of the key pillars of EI, which encompasses skills such as emotional regulation, empathy, expression, and interpersonal understanding (Mayer et al., 2008). Developing emotional self-awareness equips individuals to respond more effectively to complex emotional situations, fostering psychological balance and more meaningful social interactions.

According to Seibert et al. (2023), emotional self-awareness goes beyond recognising feelings—it involves managing them constructively and aligning emotional responses with context. Pires et al. (2018) emphasise that emotions are integrated bodily responses, and that accepting and understanding them is vital for effective regulation. Research by Menezes et al. (2022) also links strong emotional self-awareness to improved mental health, showing that individuals with this skill cope better with stress and anxiety.

In social and professional settings, emotional self-awareness enhances communication and empathy. Individuals who understand their own emotions are often better at recognising and appropriately responding to the emotions of others, which fosters cooperation and trust (Igbokwe et al., 2023). In organisational contexts, this competence supports effective leadership and team dynamics, contributing to a more balanced and productive environment (Macêdo & Silva, 2022; Grunberg et al., 2020).

This skill can be developed through structured interventions such as mindfulness training and social-emotional learning programmes. These strategies promote awareness, emotional acceptance, and mental clarity—skills shown to support both personal well-being and relational effectiveness (Menezes et al., 2022).

In today's digital learning environments, emotional self-awareness is increasingly relevant. With the rapid expansion of access to information through academic platforms, social media, and online tools, students and educators face new cognitive and emotional challenges. Costa Júnior et al. (2024) highlight the importance of information management skills to avoid overload and distraction. Emotional self-awareness plays a role here by helping individuals recognise early signs of stress and regulate their reactions accordingly.

Duarte and Ventura (2023) argue that information literacy should include emotional competencies, enabling students to assess content critically while managing emotions like anxiety or uncertainty. Manara and Fonseca (2023), drawing on the Dual Processing Model, further suggest that emotional regulation enhances deliberate decision-making in the face of information disorder and digital misinformation.

Moreover, artificial intelligence (AI) offers promising tools for navigating digital content, but its ethical use depends on human judgment. Chen et al. (2020) stress the importance of integrating emotional competencies with technical skills to ensure responsible interaction with AI-powered systems.

In summary, emotional self-awareness supports psychological resilience, enhances interpersonal relationships, and contributes to more effective learning environments. Students who understand and reflect on their emotions demonstrate greater adaptability in academic and social contexts (Mayer & Salovey, 1997). Teachers with strong emotional insight are also better equipped to maintain composure and foster supportive classroom climates (Goleman, 1995).

Looking ahead, emotional self-awareness serves as a gateway to broader emotional competencies. Emotional self-regulation, the ability to modulate emotional responses intentionally, is one such dimension. Alongside empathy, social skills, and intrinsic motivation, it forms a vital set of abilities that promote academic success and emotional well-being (Mayer et al., 2011; Goleman, 1995). In the next section, we explore emotional self-regulation as a key complement to self-awareness in the development of Emotional Intelligence (Bar-On, 2006).

Emotional Self-Regulation

Emotional self-regulation refers to the capacity to consciously manage one's emotions, control impulsive reactions, and adjust behaviour to cope effectively with daily challenges. This dynamic process requires deliberate effort, particularly in stressful or frustrating situations (Santana & Gondim, 2016). In educational settings, emotional self-regulation is vital for both students' emotional well-being and academic success (Soares & Conceição, 2023; Torres-Hernandez, 2025).

Students who develop this competence tend to be more resilient and capable of maintaining focus and motivation despite difficulties. According to Pinto et al. (2022), self-regulation supports a more productive learning environment and helps reduce emotional issues such as anxiety and depression (Baptista et al., 2021; Silva et al., 2021). Beyond individual benefits, it also strengthens relationships by promoting emotional balance and reducing conflict.

In an era of constant digital interaction and information overload, emotional self-regulation becomes increasingly relevant. The challenges posed by technology-mediated learning can provoke stress and frustration, requiring individuals to manage their emotions effectively (Costa Júnior et al., 2024). Those with strong self-regulation skills are better prepared to maintain emotional stability and cognitive focus in demanding academic or professional contexts.

This competence begins to develop early, shaped by interactions with caregivers, teachers, and peers (Sales & Alvarenga, 2021). The school plays a critical role by offering supportive environments where students can learn to identify and manage their emotions safely. Positive school relationships are closely linked to improved emotional health and academic performance (Alcantara et al., 2019).

Teachers have a key influence in modelling emotional self-regulation. By demonstrating emotional balance and fostering trust, they encourage students to adopt similar behaviours (Magalhães et al., 2018). For this to be effective, educators need ongoing professional development focused on emotional education strategies (Vieira et al., 2025).

Research confirms that emotional self-regulation supports learning by enhancing focus, resilience, and autonomy (Mendes et al., 2023). The ability to manage negative emotions reduces procrastination and fosters motivation. It also enhances teamwork and adaptability, both essential in collaborative learning environments (Silva et al., 2021).

Beyond its role in mental health, self-regulation is a pedagogical asset. Programmes that incorporate emotional education have been shown to improve school climate and learning outcomes (Pinto et al., 2022). Recognising and understanding emotions allows students to better evaluate their own behaviour and performance (Reppold, 2021).

The connection between emotional self-regulation and metacognitive strategies is well documented. Fabri et al. (2022) note that students who manage their emotions are more capable of planning, monitoring, and adjusting their learning processes. This leads to improved academic outcomes and greater adaptability under pressure (Torres-Hernandez, 2025). The overall school climate also benefits from the development of emotional competencies (Alcantara et al., 2019; Mendes et al., 2023).

Effective strategies such as cognitive reappraisal can transform how students interpret stressful situations, reducing negative emotions and increasing their sense of agency (Fortes et al., 2022; Soares & Conceição, 2023). As such, emotional education should be embedded across the curriculum, not confined to isolated lessons (Pinto et al., 2022).

Continued teacher training and the integration of structured emotional learning programmes are crucial to ensure all students acquire these skills throughout their academic journey (Mendes et al., 2023; Vieira et al., 2025). Strengthening emotional self-regulation benefits not only individual students but also the school environment, fostering a culture of well-being and engagement. Ultimately, students who develop robust self-regulation skills are better equipped to handle academic and social pressures. Similarly, emotionally balanced teachers are more resilient, less prone to burnout, and capable of nurturing healthier relationships with their students.

Emotional self-regulation is thus essential for educational and personal success. It enhances emotional resilience, supports interpersonal functioning, and mitigates the negative effects of stress and anxiety (Torres-Hernandez, 2025). Its integration into teaching practices transforms schools into environments conducive to holistic development.

However, emotional balance alone is not enough to ensure positive social dynamics. To create a respectful and inclusive school community, empathy—understanding and sharing others' emotional experiences—is equally vital (Alcantara et al., 2019; Magalhães et al., 2018). The next section explores the role of empathy in education and its importance in fostering cooperation and meaningful relationships (Sales & Alvarenga, 2021).

Empathy

Empathy is the ability to put oneself in another's place, understanding their emotions, perspectives, and needs (Uehara et al., 2024). In education, this competence is essential for promoting collaborative and inclusive environments and strengthening the bonds between students and teachers. In an increasingly digitalised world, where interactions often lack personal connection, empathy helps ensure that respect for diverse perspectives and cultural contexts remains a core value (Gutiérrez, 2024).

For students, empathy encourages harmonious coexistence by reducing conflicts and fostering positive interpersonal relationships. For teachers, it supports the development of student-centred pedagogical practices that are more responsive and inclusive (Lourenço et al., 2024).

Empathy comprises two complementary dimensions: affective empathy, which allows one to share others' emotions, and cognitive empathy, which enables understanding of different viewpoints (Roza & Guimarães, 2021). Together, these elements contribute to emotionally balanced and meaningful interactions both within and beyond the classroom.

Research suggests that empathy is closely linked to academic achievement, as students who cultivate this competence tend to communicate more effectively and collaborate better in group settings (Rodríguez & Jiménez, 2022). A school climate that encourages empathy helps students feel respected and valued, increasing their motivation and engagement in learning activities.

Furthermore, empathy plays a central role in emotional regulation and resilience. As a key component of Emotional Intelligence, it enhances individuals' ability to adapt to adversity and manage stress constructively (Ramirez & Alvarez, 2023; Torres-Hernandez, 2025). In this way, empathy contributes not only to social harmony but also to the psychological well-being of students.

Its relevance is particularly evident in conflict resolution. Empathy allows both students and teachers to consider different perspectives, facilitating the resolution of disagreements through open, respectful dialogue (Gonçalves & Cardim, 2019). Within the framework of Emotional Intelligence, empathy becomes a strategic tool for promoting constructive mediation and mutual understanding.

In leadership roles, empathy significantly enhances effectiveness. Leaders who demonstrate empathy foster motivation and trust, creating environments where all individuals feel heard and valued (Lima et al., 2023). In schools, empathetic teachers and principals build stronger relationships with students, contributing to a more inclusive and supportive learning space.

Encouraging the development of empathy from an early age is fundamental to the social growth of children and adolescents. Studies show that empathetic individuals tend to build stronger emotional and social skills, leading to healthier relationships and higher self-esteem (Nonato et al., 2023; Romeira et al., 2022). A positive self-image and greater satisfaction with life are consistently associated with empathetic behaviour (Rodríguez & Jiménez, 2022).

In summary, empathy is a cornerstone of Emotional Intelligence, profoundly shaping interpersonal relationships, academic engagement, and mental health (Gutiérrez, 2024). Integrating empathy-focused practices into educational settings is crucial to fostering respectful and cooperative learning environments.

However, for empathy to achieve its full impact, it must be supported by another critical competence: social skills. The following section explores the role of social skills in education, highlighting how they enhance communication, cooperation, and effective interaction between students and teachers.

Social Skills

Social skills are the ability to interact effectively with others through clear communication, positive collaboration, and constructive conflict resolution (Cruz & Rodrigues, 2024). In the educational environment, these skills are increasingly valued, as they contribute to the academic and personal success of students. Knowing how to manage emotions, establish healthy relationships, demonstrate empathy, and make responsible decisions are essential life skills (Durlak et al., 2011).

In the school context, social skills are fundamental to creating a positive and inclusive learning environment. Mahoney et al. (2021) highlight that abilities such as empathy, effective communication, cooperation, and conflict management are crucial for building healthy interpersonal relationships and promoting respect and collaboration between students and teachers. Furthermore, recent studies underline that the development of these skills in school curricula has a significant impact on academic performance and preparation for the labour market (Cordeiro et al., 2024; Gonçalves & Resende, 2024).

Students' emotional growth is directly linked to their social skills. When they can understand and appropriately respond to others' emotions, they become more empathetic and develop healthier relationships. In the school environment, this results in a more harmonious and productive classroom climate (Alcantara et al., 2019).

Additionally, these skills prepare them for life in society, where knowing how to work in a team and communicate effectively is essential.

In the current context, marked by the increase in digital interactions, the need to develop social skills is even greater. Communication through technological platforms requires new forms of cooperation, making it fundamental to know how to express ideas, interpret emotions, and work in teams, even in virtual environments (Romeira et al., 2022).

Students who develop these skills are better able to work in groups and resolve conflicts more constructively. Similarly, teachers with strong social skills can manage the classroom more effectively, creating a more collaborative and stimulating learning environment.

Soares et al. (2019) state that social skills and emotional development are closely linked. Empathy and assertiveness, for example, are essential for teamwork and building trustful relationships among students. When students develop these abilities, they are able to resolve conflicts peacefully and strengthen their sense of belonging to the school community.

Moreover, emotional regulation, an integral part of social skills, is associated with better academic performance. Students who know how to manage stress and frustration find it easier to stay focused and face challenges in a balanced way (Justo & Andretta, 2020). Thus, investing in the development of social skills benefits not only interpersonal relationships but also learning capacity and educational success. Studies such as those by Soares et al. (2024) and Durlak et al. (2011) confirm that participation in socioemotional learning programmes significantly enhances students' academic achievement, motivation, and engagement, reinforcing the relevance of integrating these skills into school curricula.

It should be noted that teachers play a fundamental role in the development of students' social skills. By modelling behaviours such as empathy, active listening, and peaceful conflict resolution, they become positive role models (Gutiérrez, 2024). Furthermore, creating an inclusive classroom environment, where respect for cultural and individual differences exists, is essential for stimulating these skills. Araújo et al. (2023) suggest that strategies such as debates, interdisciplinary projects, and group dynamics are effective in developing students' communication, cooperation, and critical thinking. Activities that encourage social interaction promote a greater sense of community and help students develop essential skills for the future.

In an increasingly diverse educational environment, social skills are fundamental to promoting inclusion. Students need to learn to accept and value different perspectives, creating a more respectful and supportive school environment. For students with special educational needs, for example, the empathy and support of peers are essential factors for successful integration (Martins, 2024).

Teachers, in turn, must develop their own social skills to effectively manage diversity in the classroom. Clear communication and active listening are essential tools for identifying students' needs and adapting teaching practices in an inclusive manner. Thus, both teachers and students benefit from the development of these skills, promoting a more welcoming and equitable school environment.

Despite the widespread recognition of the importance of social skills, their integration into the school curriculum still faces challenges in many educational contexts (Cordeiro et al., 2024). However, Social and Emotional Learning (SEL) programmes have shown very positive results in promoting students' social and emotional development (Cruz & Rodrigues, 2024). The inclusion of these skills in education represents a more comprehensive approach, which goes beyond the mere transmission of academic content and values students' holistic growth (Gonçalves & Resende, 2024). Preparing students for an increasingly interconnected and demanding world inevitably involves strengthening their social skills.

For Cruz and Rodrigues (2024), social skills play an essential role in the holistic development of students, influencing how they interact, communicate, and resolve conflicts. In addition to facilitating healthy interpersonal relationships, these skills promote a more collaborative and inclusive school environment (Mahoney et al., 2021). According to Durlak et al. (2011), research shows that students with strong social skills demonstrate better academic performance and greater emotional well-being, reinforcing the need to integrate these learnings into school curricula.

Teachers, in turn, have a crucial role in the development of these skills, both through modelling positive behaviours and through the creation of dynamics that encourage empathy, active listening, and teamwork (Araújo et al., 2023). However, despite the recognition of their importance, the effective inclusion of social skills in education faces challenges, requiring a structured and continuous approach (Cordeiro et al., 2024; Gonçalves & Resende, 2024).

The concept of intrinsic motivation, one of the most relevant factors for engagement and academic success, will be analysed next. According to Deci and Ryan (2000), intrinsic motivation arises when students feel naturally interested and engaged in learning, without the need for external rewards. Understanding the mechanisms that stimulate this form of motivation is essential for creating more effective and inspiring pedagogical strategies (Gomes & Maranhão, 2020). We will explore how EI can enhance intrinsic motivation and how teachers can encourage this dynamic in their teaching practices.

Intrinsic Motivation

Intrinsic motivation refers to the internal desire to achieve goals, overcome challenges, and pursue personal growth. In education, it plays a crucial role in fostering student learning and emotional well-being, positively influencing academic performance (Lourenço & Paiva, 2022). Students with high intrinsic motivation tend to persist through difficulties, develop healthier study habits, and show greater autonomy (Neves & Boruchovitch, 2004).

The positive relationship between intrinsic motivation and school performance is widely supported. Martinelli (2014) notes that intrinsically motivated students consistently outperform those driven primarily by external rewards. In addition, intrinsic motivation is closely linked to psychological well-being and self-esteem, which also enhance academic results (Honório et al., 2020; Silva & Mettrau, 2010). A longitudinal study by Sobral (2009) confirmed that intrinsic motivation promotes genuine interest in learning and greater dedication to academic activities.

According to Deci and Ryan's self-determination theory (2000), intrinsic motivation emerges spontaneously when students feel autonomous, competent, and connected to others (Miranda, 2020). This internal drive enhances engagement, facilitates information retention, and makes learning more meaningful (Anjos et al., 2020).

Neves and Boruchovitch (2004) emphasise autonomy as a central factor in sustaining intrinsic motivation, even in systems with automatic progression. Souza et al. (2019) also found that adolescents in secondary education are more motivated when they have greater control over their learning.

Self-regulated learning is another important component. Internally motivated students are more likely to plan, monitor, and evaluate their academic activities, leading to more independent and meaningful learning (Prates & Joly, 2021).

However, several factors can affect intrinsic motivation, including the school environment and teaching strategies. Eccheli (2008) points out that demotivation is often linked to pedagogical methods that fail to promote meaningful learning. Educators must therefore adopt approaches that foster curiosity and interest (Anjos et al., 2020). Miranda and Morais (2019) argue that creative teachers are more motivated themselves,

which can, in turn, encourage motivation in their students. In remote learning contexts, for instance, Porto et al. (2023) observed higher intrinsic motivation among girls, highlighting the need for inclusive and engaging pedagogical strategies.

Beyond academics, intrinsic motivation also contributes to life satisfaction and social engagement. Honório et al. (2020) emphasise its connection to psychological well-being. In physical education, too, it influences students' willingness to adopt healthy habits (Costa & Carvalho, 2023).

Despite its benefits, studies reveal a decline in intrinsic motivation over time, especially in later school years, potentially affecting academic satisfaction and performance (Martinelli, 2014). Encouraging autonomy, challenge, and curiosity from an early age is vital to maintaining this motivation (Costa & Boruchovitch, 2010; Rufini et al., 2011).

While extrinsic motivation has its place, it is intrinsic motivation that sustains long-term engagement and deeper learning (Pansera et al., 2016). Promoting it should therefore be a strategic priority in educational planning. In conclusion, intrinsic motivation is a key element in education, enhancing academic outcomes, personal satisfaction, and student well-being. Schools that cultivate environments valuing autonomy, curiosity, and meaningful engagement help students become more autonomous learners and well-rounded individuals prepared for a fulfilling life.

CONCLUSIONS

This theoretical reflection section is justified by the growing importance of EI in the educational context, an area that has been increasingly highlighted in academic research. As a narrative review, this synthesis relies on author-guided selection rather than an exhaustive systematic search, potentially missing relevant studies outside major databases. The reviewed empirical findings, while peer-reviewed, vary in methodological rigor and cultural contexts, limiting generalizability. Based on these limitations, it is recommended: (1) systematic reviews exploring non-English databases; (2) longitudinal empirical studies across diverse cultural contexts; (3) quasi-experimental interventions testing Goleman's five dimensions in real classroom settings.

Several studies underline the need to continue research on the subject, pointing to the relevance of understanding and developing emotional competencies in the school and professional environment (Igbokwe et al., 2023; Leite et al., 2019; Romeira et al., 2022; Valente et al., 2022). For their part, Vieira-Santos et al. (2018) also suggest that future investigations could explore a greater number of databases, contributing to a broader mapping of the area and to a historical development of EI, which would enable a deeper understanding of its evolution and impact over time.

The reflections in this section may open doors to new critical perspectives, especially from the teachers' point of view, allowing the expansion of knowledge and the adaptation of academics to the demands of the labour market, professional activities, and interpersonal relationships. As highlighted by Valente et al. (2024), it is crucial to provide early interventions that help stimulate and build individuals' emotional skills, as they are fundamental to academic performance and general well-being.

Moreover, the study of EI, particularly regarding individual behaviour, continues to be of great importance. Studies indicate that, both in the academic and business contexts, individuals' emotional characteristics are gaining increasing prominence (Araújo et al., 2023; Gómez-Leal et al., 2022; Soares et al., 2019). This is reflected, for example, in the constant pressure that university students face due to professional demands, which has a direct impact on their motivation and commitment.

The five major EI dimensions under analysis (Goleman et al., 2011): Emotional Self-Awareness, Emotional Self-Regulation, Empathy, Social Skills, and Intrinsic Motivation are fundamental for the development of EI in school

environments. They form the basis for building competencies that promote learning and healthy coexistence in schools and, when addressed in an integrated way, can significantly improve academic performance, emotion management capacity, and the construction of more positive interpersonal relationships.

Finally, the conclusions of this section reinforce the need to continue exploring and promoting EI at all levels of education. Developing EI is not only a matter of improving academic performance, but also of preparing students for the emotional and social challenges of life, both now and in the future. Thus, the inclusion of EI in educational practices should be seen as a priority, ensuring that students acquire the emotional competencies necessary to become more resilient, empathetic, and motivated individuals.

Author Contributions: Conceptualization: AL, MOP, and SV; Methodology: AL, and SV; Software: AL, and SV; Validation: AL, MOP, and SV; Formal analysis: AL, MOP, and SV; Investigation: AL, MOP, and SV; Resources: AL, and SV; Data curation: AL, MOP, and SV; Writing—original draft preparation: AL, MOP, and SV; Writing—review and editing: AL, MOP, and SV. All authors have read and agreed to the published version of the manuscript.

Funding: This research received no external funding.

Declaration of interest: The authors declared no potential conflicts of interest with respect to the research, authorship, and publication of this article.

Ethical statement: This article does not contain any studies with human or animal participants.

AI statement: The authors used the AI tool Perplexity for translation of the final text from Portuguese to English. After using this AI tool, we reviewed and verified the final version of our work. We, as the authors, take full responsibility for the content of our published work.

Data sharing statement: Not applicable.

REFERENCES

- Alcantara, S. C. D., González-Carrasco, M., Montserrat, C., Casas, F., Viñas-Poch, F., & Abreu, D. P. D. (2019). Violência entre pares, clima escolar e contextos de desenvolvimento: Suas implicações no bem-estar [Peer violence, school climate and developmental contexts: Their implications for well-being]. *Ciência & Saúde Coletiva*, *24*, 509–522. <https://doi.org/10.1590/1413-81232018242.01302017>
- Anjos, O., Salvador, D., & Vasconcellos, R. (2020). Sala de aula híbrida: Uma experiência no ensino fundamental [Hybrid classroom: An experience in elementary education]. *EAD em Foco*, *10*(1). <https://doi.org/10.18264/eadf.v10i1.984>
- Araújo, H. de L. M. R., Prado, A. I. de S., Marinho, I. da C., & da Silva, M. A. (2023). Dinâmica de grupo e a sua contribuição para a formação do pedagogo [Group dynamics and their contribution to the training of the pedagogue]. *Cuadernos de Educación y Desarrollo*, *15*(12), 16187–16208. <https://doi.org/10.55905/cuadv15n12-058>
- Bar-On, R. (1997). *The Bar-On Emotional Quotient Inventory (EQ-i): A test of emotional intelligence*. Multi-Health Systems.
- Bar-On, R. (2006). The Bar-On model of emotional-social intelligence (ESI). *Psicothema*, *18*(Supl.), 13–25. <https://pubmed.ncbi.nlm.nih.gov/17295953/>
- Baptista, M. N., de Oliveira, K. L., Beluce, A. C., & Peixoto, E. M. (2021). Depressão, ansiedade, autorregulação emocional, percepção do suporte social e familiar em escolares [Depression, anxiety, emotional self-regulation, perception of social and family support in schoolchildren]. *Revista Família, Ciclos de Vida e Saúde no Contexto Social*, *9*(1), 18–28. <https://www.redalyc.org/journal/4979/497968968003/497968968003.pdf>
- Chen, L., Chen, P., & Lin, Z. (2020). Artificial intelligence in education: A review. *IEEE Access*, *8*, 75264–75278. <https://doi.org/10.1109/ACCESS.2020.2988510>
- Cordeiro, J. G., Campos, A. C., Costa, H. N. R., & Oliveira, A. L. R. D. (2024). O ensino de habilidades socioemocionais: Seu papel no sucesso escolar [The teaching of socioemotional skills: Its role in school success]. *Revista Visão: Gestão Organizacional*, *13*(1), 1–12. <https://periodicos.uniarp.edu.br/index.php/visao/article/view/3500>
- Costa, E., & Boruchovitch, E. (2010). Motivação para fazer o dever de casa e estudar para uma matéria desinteressante: Relato de alunos do ensino fundamental de Campinas-SP [Motivation for doing homework and studying an

- uninteresting subject: Report from elementary school students in Campinas-SP]. *Itinerarius Reflectionis*, 6(2). <https://doi.org/10.5216/rir.v2i9.1100>
- Costa, D., & Carvalho, M. (2023). Motivações e expectativas de ingressantes em relação aos cursos técnicos integrados do Instituto Federal Goiano [Motivations and expectations of incoming students regarding the integrated technical courses at Instituto Federal Goiano]. *Revista Brasileira da Educação Profissional e Tecnológica*, 1(23), e13135. <https://doi.org/10.15628/rbept.2023.13135>
- Costa Júnior, J. F., Lima, P. P. de, Passos, T. S. dos, Martins, P. C. M., Silva, M. A. da, Rosado, S. R. de L., Santos, L. S. R. dos, & Huber, N. (2024). Educação na era dos algoritmos: Como a hiperconectividade está moldando os processos de ensino e aprendizagem [Education in the age of algorithms: How hyperconnectivity is shaping teaching and learning processes]. *Contribuciones a las Ciencias Sociales*, 17(5), e6486. <https://doi.org/10.55905/revconv.17n.5-004>
- Cruz, S. S., & Rodrigues, K. M. S. (2024). Competências socioemocionais no contexto escolar: Um estudo de revisão bibliográfica [Socioemotional competencies in the school context: A literature review study]. *Quaestio: Revista de Estudos em Educação*, 26, e024040. <https://doi.org/10.22483/2177-5796.2024v26id5457>
- Deci, E. L., & Ryan, R. M. (2000). The “what” and “why” of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11(4), 227–268. https://doi.org/10.1207/s15327965pli1104_01
- Duarte, A., & Ventura, L. (2023). Competências para a formação de professores em alfabetização midiática e informacional: Uma análise do currículo da UNESCO [Competencies for teacher training in media and information literacy: An analysis of the UNESCO curriculum]. *Contribuciones a las Ciencias Sociales*, 16(8), 8507–8528. <https://doi.org/10.55905/revconv.16n.8-018>
- Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students’ social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82(1), 405–432. <https://doi.org/10.1111/j.1467-8624.2010.01564.x>
- Eccheli, S. (2008). A motivação como prevenção da indisciplina [Motivation as prevention of indiscipline]. *Educar em Revista*, (32), 199–213. <https://doi.org/10.1590/S0104-40602008000200014>
- Fabri, N. B., Oliveira, K. L. D., Schiavon, A., & Bzuneck, J. A. (2022). Self-regulation, learning strategies and reading understanding in Fundamental Education I. *Revista Brasileira de Educação*, 27, e270068. <https://doi.org/10.1590/s1413-24782022270068>
- Fortes, A. B., Tractenberg, S., & de Macedo Lisboa, C. S. (2022). A regulação emocional como moderadora da relação entre afeto positivo e negativo e bem-estar psicológico [Emotional regulation as a moderator of the relationship between positive and negative affect and psychological well-being]. *Estudos e Pesquisas em Psicologia*, 22(1), 342–359. <https://doi.org/10.12957/epp.2022.66488>
- Ghazali, A., Ashari, Z. M., Hardman, J., & Arif, N. S. H. (2024). Emotional intelligence and personality traits in high school students: A survey study. *International Journal of Evaluation and Research in Education*, 13(4), 2345–2356. <https://doi.org/10.11591/ijere.v13i4.27624>
- Goleman, D. (1995). *Inteligência emocional*. Objetiva.
- Goleman, D., Boyatzis, R., & McKee, A. (2011). *Os novos líderes: A inteligência emocional nas organizações* [The new leaders: Emotional intelligence in organizations] (4th ed.). Gravidia Publicações.
- Gómez-Leal, R., Holzer, A. A., Bradley, C., Fernández-Berrocal, P., & Patti, J. (2022). The relationship between emotional intelligence and leadership in school leaders: A systematic review. *Cambridge Journal of Education*, 52(1), 1–21. <https://doi.org/10.1080/0305764X.2021.1927987>
- Gomes, M., & Maranhão, T. (2020). A inteligência emocional e relações interpessoais no ambiente de trabalho: Uma revisão sistemática [Emotional intelligence and interpersonal relationships in the workplace: A systematic review]. *Revista de Psicologia*, 14(53), 1044–1068. <https://doi.org/10.14295/idonline.v14i53.2926>
- Gonçalves, R. P., & Cardim, H. (2019). Gestão de conflitos em TI: A importância da inteligência emocional [Conflict management in IT: The importance of emotional intelligence]. *Journal on Advances in Theoretical and Applied Informatics*, 5(1), 34-45. <file:///C:/Users/Utilizador/Downloads/3070-61-6430-1-10-20191223-1.pdf>
- Gonçalves, L. S., & Resende, K. I. D. S. D. (2024). Construto socioemocional e suas contribuições para a Psicologia e Educação [Socioemotional construct and its contributions to Psychology and Education]. *Fractal: Revista de Psicologia*, 36, Article e38241. <https://www.scielo.br/j/fractal/a/fy46Kh8dqjdJQfHDspLKgdR/?format=pdf&lang=pt>
- Grunberg, N., McManigle, J., & Barry, E. (2020). Using social psychology principles to develop emotionally intelligent healthcare leaders. *Frontiers in Psychology*, 11, Article 1917. <https://doi.org/10.3389/fpsyg.2020.01917>
- Gutiérrez, R. D. É. (2024). Cultura innovativa e inteligencia emocional: El motor para el éxito en la era digital [Innovative culture and emotional intelligence: The engine for success in the digital era]. *CICAG: Revista del Centro de Investigación de Ciencias Administrativas y Gerenciales*, 21(2), 114–130. <https://dialnet.unirioja.es/servlet/articulo?codigo=9378960>

- Honório, D., Jesus, J., Fin, G., & Júnior, R. (2020). Perfil motivacional, formas de estudo e satisfação de estudantes universitários com a vida [Motivational profile, study methods, and life satisfaction of university students]. *Revista Brasileira de Estudos Pedagógicos*, 101(258), Article 16. <https://doi.org/10.24109/2176-6681.rbep.101i258.4645>
- Igbokwe, I., Egboka, P., Thompson, C., Etele, A., Anyanwu, A., Okeke-James, N., & Uzoekwe, H. (2023). Emotional intelligence: Practices to manage and develop it. *European Journal of Theoretical and Applied Sciences*, 1(4), 42–48. [https://doi.org/10.59324/ejtas.2023.1\(4\).05](https://doi.org/10.59324/ejtas.2023.1(4).05)
- Imjai, N., Aujirapongpan, S., Jutidharabongse, J., & Usman, B. (2024). Impacts of digital connectivity on Thailand's Generation Z undergraduates' social skills and emotional intelligence. *Contemporary Educational Technology*, 16(1), Article ep487. <https://doi.org/10.30935/cedtech/14043>
- Justo, A. R., & Andretta, I. (2020). Competências socioemocionais de professores: Avaliação de habilidades sociais educativas e regulação emocional [Teachers' socioemotional competencies: Assessment of educational social skills and emotional regulation]. *Psicologia da Educação*, 50(1), 104–113. https://www.researchgate.net/publication/344514830_COMPETENCIAS_SOCIOEMOCIONAIS_DE_PROFESSORES_A_VALIACAO_DE_HABILIDADES_SOCIAIS_EDUCATIVAS_E_REGULACAO_EMOCIONAL
- Khan, M., Minbashian, A., & MacCann, C. (2021). College students in the Western world are becoming less emotionally intelligent: A cross-temporal meta-analysis of trait emotional intelligence. *Journal of Personality*, 89(6). <https://doi.org/10.1111/jopy.12643>
- Karimi, L., Leggat, S. G., Bartram, T., Afshari, L., Sarkeshik, S., & Verulava, T. (2021). Emotional intelligence: Predictor of employees' wellbeing, quality of patient care, and psychological empowerment. *BMC Psychology*, 9(1), 1–7. <https://doi.org/10.1186/s40359-021-00593-8>
- Leite, E. D., Silva, M. J. P., & Aguiar Pontes, P. H. (2019). O uso da inteligência emocional como ferramenta da gestão pública na tomada de decisões [The use of emotional intelligence as a tool for public management in decision-making]. *Revista Psicologia Saberes*, 8(11), 305–319. <https://revistas.cesmac.edu.br/psicologia/article/view/987>
- Lima, E., Coutinho, M., Coutinho, M., Fonseca, A., Pinto, A., & Costa, F. (2023). Relação da inteligência emocional e liderança transformacional: Uma contribuição para a gestão acadêmica [Relationship between emotional intelligence and transformational leadership: A contribution to academic management]. *Peer Review*, 5(18), 72–91. <https://doi.org/10.53660/876.prw2107>
- Lourenço, A. A., & Paiva, M. O. A. (2022). School motivation: Theoretical approaches to the learning process. *Revista CES Psicología*, 15(2), 169–193. <https://www.researchgate.net/publication/360749215>
- Lourenço, A. A., Valente, S., Dominguez-Lara, S., & Fulano, C. S. (2024). The impact of emotional intelligence on models of teaching approaches. *Revista Electrónica Interuniversitaria de Formación del Profesorado*, 27(3), 171–187. <https://doi.org/10.6018/reifop.614521>
- Low, S., & Van Ryzin, M. J. (2024). Student-centered instruction can build social–emotional skills and peer relations: Findings from a cluster-randomized trial of technology-supported cooperative learning. *School Psychology*, 39(6), 672–681. <https://doi.org/10.1037/spq0000589>
- Macêdo, J., & Silva, A. (2022). Competências socioemocionais de gerentes: Um estudo exploratório no INSS [Socioemotional competencies of managers: An exploratory study in the Brazilian National Social Security Institute (INSS)]. *Gestão Pública Práticas e Desafios*, 13(2), 1–22. <https://doi.org/10.51359/2177-1243.2021.249213>
- Magalhães, C. R., Schneider, S. A., da Silva Bauer, M., Strack, M. H., de Souza, C. L. E., Rosário, P., & Mattos, L. B. (2018). Formação de professores e profissionais de saúde para a promoção da autorregulação em saúde na infância [Teacher and health professional training for promoting self-regulation in child health]. *Revista de Educação PUC*, 23(3), 425–437. <https://doi.org/10.24220/2318-0870v23n3a4137>
- Mahoney, J. L., Weissberg, R. P., Greenberg, M. T., Dusenbury, L., Jagers, R. J., Niemi, K., ... & Yoder, N. (2021). Systemic social and emotional learning: Promoting educational success for all preschool to high school students. *American Psychologist*, 76(7), 1128–1142. <https://psycnet.apa.org/record/2020-74076-001>
- Malinauskas, R., & Malinauskienė, V. (2020). The relationship between emotional intelligence and psychological well-being among male university students: The mediating role of perceived social support and perceived stress. *International Journal of Environmental Research and Public Health*, 17(5), Article 1605. <https://doi.org/10.3390/ijerph17051605>
- Manara, L. M., & Fonseca, C. V. (2023). Percepções discentes acerca da desordem informacional: um estudo exploratório no ensino fundamental [Students' perceptions regarding informational disorder: An exploratory study in elementary education]. *Tear: Revista de Educação, Ciência e Tecnologia*, 12(2), 1–18. <https://periodicos.ifrs.edu.br/index.php/tear/article/view/6882>
- Martinelli, S. (2014). Um estudo sobre desempenho escolar e motivação de crianças [A study on school performance and motivation of children]. *Educar em Revista*, (53), 201–216. <https://doi.org/10.1590/0104-4060.27122>

- Martins, E. C. (2024). Prática educativa e inteligência emocional no contexto escolar: alunos do 1º ciclo Ensino Básico Português [Educational practice and emotional intelligence in the school context: Students of the 1st cycle of Portuguese Basic Education]. *Travessias*, 18(2), Article 3. <https://dialnet.unirioja.es/servlet/articulo?codigo=9679975>
- Mayer, J. D., & Salovey, P. (1995). Emotional intelligence and the construction and regulation of feelings. *Applied and Preventive Psychology*, 4(3), 197–208. [https://doi.org/10.1016/S0962-1849\(05\)80058-7](https://doi.org/10.1016/S0962-1849(05)80058-7)
- Mayer, J. D., & Salovey, P. (1997). *Emotional development and emotional intelligence: Educational implications*. Basic Books. <https://psycnet.apa.org/record/1997-08644-000>
- Mayer, J. D., Salovey, P., & Caruso, D. R. (2008). Emotional intelligence: New ability or eclectic traits? *American Psychologist*, 63(6), 503–517. <https://doi.org/10.1037/0003-066X.63.6.503>
- Mayer, J. D., Salovey, P., Caruso, D. R., & Cherkasskiy, L. (2011). Emotional intelligence. In R. Sternberg & S. Kaufman (Eds.), *The Cambridge handbook of intelligence* (pp. 528–549). Cambridge University Press. <https://doi.org/10.1017/CBO9780511977244.027>
- Mendes, D. M. L. F., Souza, A. B. M., & Soares, A. R. C. J. (2023). Programa de promoción de habilidades emocionales en niños para educadores (PROMCE-E): Informe de experiencia [Emotional skills promotion program for children for educators (PROMCE-E): Experience report]. *Estudos e Pesquisas em Psicologia*, 23(2), 629–646. https://pepsic.bvsalud.org/scielo.php?pid=S1808-42812023000200629&script=sci_abstract&lng=es
- Menezes, S., Beneton, E., & Andretta, I. (2022). Influência dos níveis de mindfulness nas dimensões da regulação emocional, depressão, ansiedade e estresse em um programa breve de intervenção em candidatas ao exame da OAB [Influence of mindfulness levels on dimensions of emotional regulation, depression, anxiety, and stress in a brief intervention program for OAB exam candidates]. *Ciências Psicológicas*, 16(2), e-2241. <https://doi.org/10.22235/cp.v16i2.2241>
- Mérida-López, S., & Extremera, N. (2020). The interplay of emotional intelligence abilities and work engagement on job and life satisfaction: Which emotional abilities matter most for secondary school teachers? *Frontiers in Psychology*, 11, Article 563634. <https://doi.org/10.3389/fpsyg.2020.563634>
- Miranda, L. (2020). Avaliando o impacto do uso de super-heróis no ensino de ciências sobre a motivação intrínseca de estudantes no ensino básico [Evaluating the impact of using superheroes in science teaching on the intrinsic motivation of basic education students]. *Com a Palavra o Professor*, 5(12), 91–106. <https://periodicos2.uesb.br/cpp/article/view/17707>
- Miranda, L., & Morais, M. (2019). Criatividade e motivação: um estudo exploratório em docentes [Creativity and motivation: An exploratory study with teachers]. *Revista de Estudios e Investigación en Psicología y Educación*, 6(2), 114–125. <https://doi.org/10.17979/reipe.2019.6.2.5277>
- Neves, E., & Boruchovitch, E. (2004). A motivação de alunos no contexto da progressão continuada [Student motivation in the context of continuous progression]. *Psicologia: Teoria e Pesquisa*, 20(1), 77–85. <https://doi.org/10.1590/s0102-37722004000100010>
- Nonato, A., Faria, H., Flores, J., Oliveira, L., Rocha, R., & Avelar, R., & Caldas, M. C. C. (2023). Inteligência emocional na infância [Emotional intelligence in childhood]. *Revista Ibero-Americana de Humanidades, Ciências e Educação*, 9(2), 1422–1428. <https://doi.org/10.51891/rease.v9i2.8684>
- Ogurlu, U. (2021). A meta-analytic review of emotional intelligence in gifted individuals: A multilevel analysis. *Personality and Individual Differences*, 171, Article 110503. <https://doi.org/10.1016/j.paid.2020.110503>
- Pansera, S., Valentini, N., Souza, M., & Berleze, A. (2016). Motivação intrínseca e extrínseca: Diferenças no sexo e na idade [Intrinsic and extrinsic motivation: Differences by sex and age]. *Psicologia Escolar e Educacional*, 20(2), 313–320. <https://doi.org/10.1590/2175-353920150202972>
- Pinto, R. M., Caçador Anastacio, Z., & Martins, P. C. (2022). Educação emocional e cognitiva como pilar da promoção e educação em saúde: Scoping review [Emotional and cognitive education as a pillar of health promotion and education: Scoping review]. *Revista INFAD de Psicología. International Journal of Developmental and Educational Psychology*, 2(1), 377–392. <https://doi.org/10.17060/ijodaep.2022.n1.v2.2366>
- Pires, J., Nunes, C., Nunes, M., Demarzo, M., Bianchi, M., Kotzias, M., ... & Maesima, G. (2018). Evidência de validade da medida de atenção plena pela relação com outras variáveis [Evidence of validity of the mindfulness measure through relationships with other variables]. *Psico-USF*, 23(3), 513–526. <https://doi.org/10.1590/1413-82712018230310>
- Porto, R., Fernandes, G., Almeida, M., Alberto, M., & Lemos, S. (2023). A motivação para aprender na adolescência e o ensino remoto emergencial [Motivation to learn in adolescence and emergency remote teaching]. *Audiology - Communication Research*, 28. <https://doi.org/10.1590/2317-6431-2022-2733pt>
- Prates, E., & Joly, M. (2021). Motivação e aprendizagem autorregulada [Motivation and self-regulated learning]. *Latin American Journal of Development*, 3(5), 3384–3396. <https://doi.org/10.46814/lajdv3n5-050>

- Ramirez, D., & Alvarez, C. (2023). Importancia de la inteligencia emocional en la resiliencia de estudiantes y docentes [Importance of emotional intelligence in the resilience of students and teachers]. *Revista de Climatología*, 23, 29–31. <https://doi.org/10.59427/rcli/2023/v23cs.2930-2938>
- Reppold, C. T. (2021). Como a Psicologia/Educação Positiva podem empoderar as escolas no contexto da pandemia? [How can Positive Psychology/Education empower schools in the pandemic context?]. *Revista de Estudos e Investigación en Psicología y Educación*, 8(2), 163–179. <https://www.redalyc.org/journal/6952/695273823001/695273823001.pdf>
- Rodríguez, R., & Jiménez, M. (2022). Empatía, inteligencia emocional y autoestima en estudiantes universitarios de carreras sanitarias [Empathy, emotional intelligence and self-esteem in university students of health careers]. *Electronic Journal of Research in Educational Psychology*, 20(57), 311–334. <https://doi.org/10.25115/ejrep.v20i57.5083>
- Romeira, S. P., Pinto, S. M., & Cunha, M. N. (2022). A relação entre inteligência emocional e bem-estar nos estudantes universitários [The relationship between emotional intelligence and well-being in university students]. *Boletim de Conjuntura (BOCA)*, 12(34), 52–65. <https://doi.org/10.5281/zenodo.7150121>
- Roza, S. A., & Guimarães, S. R. K. (2021). Affective and cognitive empathy on the autism spectrum disorder (ASD): An integrative literature review. *Revista Brasileira de Educação Especial*, 27, 1053–1070. <https://doi.org/10.1590/1980-54702021v27e0028>
- Rufini, S., Bzuneck, J., & Oliveira, K. (2011). Estudo de validação de uma medida de avaliação da motivação para alunos do ensino fundamental [Validation study of a motivation assessment measure for elementary school students]. *Psico-USF*, 16(1), 1–9. <https://doi.org/10.1590/s1413-82712011000100002>
- Sales, P. K. C., & Alvarenga, P. (2021). Reações maternas às emoções negativas dos filhos e autorregulação emocional infantil [Maternal reactions to children's negative emotions and child emotional self-regulation]. *Interação em Psicologia*, 25(1), 90–100. <https://revistas.ufpr.br/psicologia/article/view/75721>
- Santana, V. S., & Gondim, S. M. G. (2016). Regulação emocional, bem-estar psicológico e bem-estar subjetivo [Emotional regulation, psychological well-being, and subjective well-being]. *Estudos de Psicologia (Natal)*, 21(1), 58–68. <https://doi.org/10.5935/1678-4669.20160007>
- Seibert, M., Serra, R., Barbosa, M., & Cardoso, C. (2023). Questionário de consciência emocional: Adaptação e evidências iniciais de validade e fidedignidade para crianças brasileiras [Emotional awareness questionnaire: Adaptation and initial evidence of validity and reliability for Brazilian children]. *Revista Iberoamericana de Diagnóstico y Evaluación e Evaluación Psicológica*, 68(2), 137–149. https://www.researchgate.net/publication/371047710_Questionario_de_Consciencia_Emocional_Adaptacao_e_Evidencias_Iniciais_de_Validade_e_Fidedignidade_para_Crianças_Brasileiras
- Silva, J. G. C., Garcia, L. A., & Ramos, M. F. H. (2021). Autorregulação emocional na perspectiva social cognitiva: Uma revisão integrativa [Emotional self-regulation from a social cognitive perspective: An integrative review]. *Comunicações*, 28(2), 21–41. <https://revistas.metodista.br/index.php/comunicacoes/article/view/730>
- Silva, I., & Mettrau, M. (2010). Talento acadêmico e desempenho escolar: A importância da motivação no contexto educacional [Academic talent and school performance: The importance of motivation in the educational context]. *Estudos Interdisciplinares em Psicologia*, 1(2), 216–228. <https://doi.org/10.5433/2236-6407.2010v1n2p216>
- Soares, H. M. S., & Conceição, A. F. S. (2023). Regulação emocional de universitários em um internato baiano [Emotional regulation of university students in a Bahian internship]. *Revista Brasileira de Saúde Funcional*, 11(2), 148–160. <https://doi.org/10.25194/rebrasf.v11i2.1671>
- Soares, A. B., Monteiro, M. C., Maia, F. A., & Santos, Z. A. (2019). Comportamentos sociais acadêmicos de universitários de instituições públicas e privadas: O impacto nas vivências no ensino superior [Academic social behaviors of university students from public and private institutions: Impact on higher education experiences]. *Revista Pesquisas e Práticas Psicossociais*, 14(1), 1–16. http://www.seer.ufsj.edu.br/revista_ppp/article/view/1783
- Soares, A. B., Monteiro, M. C., Menezes, E. O. D., Medeiros, H. C. P., & Jardim, M. E. D. M. (2024). Desempenho no Ensino Fundamental II e Médio: Relações entre competências socioemocionais, pertencimento escolar, violência e indicadores socioeconômicos [Performance in middle and high school: Relationships between socioemotional competencies, school belonging, violence, and socioeconomic indicators]. *Avaliação Psicológica*, 23(3), 306–316. https://pepsic.bvsalud.org/scielo.php?pid=S1677-04712024000300306&script=sci_arttext
- Sobral, D. T. (2009). Padrão de motivação e desfechos de progresso acadêmico: Estudo longitudinal com estudantes de medicina [Motivation pattern and academic progress outcomes: A longitudinal study with medical students]. *Educação Temática Digital*, 10(n. esp.), 228–249. <https://doi.org/10.20396/etd.v10in.esp..943>
- Souza, A., Siqueira, A., Kujawa, I., & Patias, N. D. (2019). Motivação para aprender em adolescentes do ensino médio de uma escola pública militar [Motivation to learn in high school adolescents from a public military school]. *Psico (Porto Alegre)*, 50(1), e25895. <https://doi.org/10.15448/1980-8623.2019.1.25895>

- Torres-Hernandez, E. F. (2025). Programas de desenvolvimento de habilidades socioemocionais e inteligência emocional em professores do ensino fundamental: Uma revisão sistemática [Programmes for the development of socioemotional skills and emotional intelligence in elementary school teachers: A systematic review]. *Revista UNIMAR*, 43(1). <https://revistas.umariana.edu.co/index.php/unimar/article/view/4282>
- Uehara, B. Y., Norman, A. H., & Morgado, T. A. (2024). Empatia (parte I): Contribuições para a abordagem centrada na pessoa [Empathy (part I): Contributions to the person-centred approach]. *Revista Brasileira de Medicina de Família e Comunidade*, 19(46), 3398. [https://doi.org/10.5712/rbmfc19\(46\)3398](https://doi.org/10.5712/rbmfc19(46)3398)
- Valente, S., Lourenço, A. A., Dominguez-Lara, S., Derakhshan, A., Németh, Z., & Almeida, L. S. (2022). Teachers' emotion regulation: Implications for classroom conflict management. *Australian Journal of Teacher Education*, 47(8), 18–32. <https://doi.org/10.14221/ajte.2022v47n8.2>
- Valente, S. N., Lourenço, A. A., Rebola, F., & Almeida, L. S. (2024). Inteligência emocional e educação: Uma articulação possível e necessária à formação inicial de professores [Emotional intelligence and education: A possible and necessary articulation for initial teacher training]. In J. R. R. Ferreira, M. L. Santos, P. S. Carvalho, & S. C. Miranda (Eds.), *Ensinar e aprender ciências em um presente e futuro de incertezas* (pp. 319–346). Editora Universidade Estadual de Goiás. <https://www.ueg.br/editora/referencia/13047>
- Veiga, L. C. G., Murgo, C. S., & de Souza, A. P. (2024). Autoeficácia docente e burnout: Scoping review [Teacher self-efficacy and burnout: Scoping review]. *Educação em Foco*, 29(1), e29010. <https://periodicos.ufjf.br/index.php/edufoco/article/view/e29010>
- Vieira, E., Wagner, F., & Farias, B. H. S. (2025). Revisão integrativa: Formação continuada sobre inteligência emocional para a atuação docente na Educação Básica [Integrative review: Continuing education on emotional intelligence for teaching practice in Basic Education]. *Caderno Pedagógico*, 22(1), e13338. <https://doi.org/10.54033/cadpedv22n1-135>
- Vieira-Santos, J., Lima, D. C., Sartori, R. M., Muniz, M., & Schelini, P. W. (2018). Inteligência emocional: Revisão internacional da literatura [Emotional intelligence: International literature review]. *Estudos Interdisciplinares em Psicologia*, 9(2), 78–99. <https://ojs.uel.br/revistas/uel/index.php/eip/article/view/27475>
- Wang, D. (2024). Exploring the role of emotional intelligence on mental health and wellbeing of university students in China. *American Journal of Health Behavior*, 48(2), 540–553. <https://doi.org/10.5993/ajhb.48.2.23>
- Yefanova, M., & Vigandt, Y. (2024). Emotional intelligence as a predictor of psychological and social well-being of students. *Bulletin of Altai State Pedagogical University*, 59, 65–71. <https://doi.org/10.37386/2413-4481-2024-2-65-71>