




THE IMPACT OF EMOTIONAL EDUCATION ON STUDENTS' ACADEMIC PERFORMANCE

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ABSTRACT

This study addressed the implementation of emotional education in schools, seeking to respond to the problem of the insufficiency of these practices and their impacts on student development. The general objective was to analyze how emotional education contributes to the personal and academic development of students. The methodology adopted consisted of a literature review, in which several academic sources on the subject were consulted. The results indicated that the integration of emotional education into the school curriculum results in improvements in students' socio-emotional skills, in addition to influencing their academic performance and interpersonal relationships. The analysis revealed that interventions involving parental participation were effective, evidencing the relevance of family support in the continuity of emotional learning. In the final considerations, the study emphasizes the need for institutional commitment so that emotional education practices are systematically implemented in schools. The research also pointed to the urgency of further

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research that explores different approaches and contexts of implementing emotional education, aiming to improve existing interventions.

Keywords: Emotional Education. Personal development. Academic Performance. School Interventions. Socio-emotional skills.



INTRODUCTION

Emotional education has become a relevant topic in discussions about the teaching-learning process. Understanding and developing emotions are essential for students' personal and academic growth. In school environments, emotional education stands out as a strategy to promote socio-emotional skills, which are fundamental for the integral formation of students. The implementation of practices aimed at emotional education can contribute to the improvement of the school environment, influencing interpersonal relationships and academic performance.

The importance of emotional education is evidenced by the need to prepare students for the challenges of the contemporary world. By addressing emotional education, it is possible not only to promote self-knowledge and self-confidence, but also to develop empathy and resilience. In a context in which emotional difficulties among young people are frequent, it is essential that educational institutions adopt approaches that integrate emotional education into school curricula. In this way, students will be able to deal with their emotions in a healthy way and thus improve school and social experiences.

The central problem to be investigated in this research is the insufficiency of emotional education practices in schools and how this lack of intervention can impact the development of students. Many institutions still do not recognize the relevance of emotional education, resulting in a school environment that does not favor the full development of socio-emotional skills. This scenario requires a reflection on current educational approaches and the need to incorporate emotional education effectively into pedagogical practices.

The objective of this research is to analyze the practices of emotional education and its impacts on the development of students, seeking to understand how its implementation can contribute to the formation of a school environment favorable to learning and personal development.

The structure of the text was organized into sections that presented, at first, the theoretical framework on emotional education, followed by a discussion of the practices observed in school environments. Then, the methodology used for the research will be addressed, as well as the results and discussions arising from the analyses carried out. Finally, the final considerations will be presented, with suggestions for future practices and research on the subject. This organization will allow a clear and systematic understanding of the role of emotional education in the school context.



THEORETICAL FRAMEWORK

The theoretical framework of this research is structured in four main sections, which aim to offer an understanding of emotional education. The first section addresses the definition of emotional education, exploring the fundamental concepts that underpin this educational practice. The second section analyzes the main theories and relevant authors in the field of emotional education, highlighting their contributions and implications for the school environment. In the third section, the emotional education practices that are being implemented in schools are discussed, including programs and interventions that have shown positive results. Finally, the fourth section examines the relationship between emotional education and student development, emphasizing how the formation of socio-emotional skills can impact academic performance and interpersonal relationships in the educational context. This organization allows for a coherent and reasoned analysis of the topic, serving as a basis for subsequent discussions.

EMOTIONAL EDUCATION PRACTICES AT SCHOOL

Emotional education practices in schools have been implemented in different ways, including the development of curricula that integrate the development of socio-emotional skills. Such practices aim to promote a healthy and welcoming school environment, in which students can express their emotions and develop skills necessary for social interaction. A significant example of these practices is presented by Mendes *et al.* (2016, p. 8), who state that:

Emotional education must be inserted into the school routine in order to become part of the institution's culture, promoting not only the knowledge of emotions, but also the development of skills that favor coexistence and collaborative learning.

This approach emphasizes the importance of emotional education being a continuous practice integrated into the daily lives of students, contributing to the construction of an environment conducive to learning.

In addition, specific interventions have been developed to meet the emotional needs of students. Ferreira (2021, p. 45) highlights the relevance of programs aimed at emotional education in contexts of vulnerability, stating that "interventions that consider the social and emotional context of students can result in significant improvements in self-esteem and motivation to learn, in addition to promoting an environment of respect and empathy among students". This demonstrates that emotional education practices not only address emotional difficulties, but also promote a school climate that favors the integral development of students.



Other practices adopted in schools include playful and dynamic activities that stimulate emotional expression. Possebon and Possebon (2020, p. 175) mention that "emotional education proposals that use games and practical activities have proven effective in facilitating the expression of feelings, allowing students to better understand their emotions and those of others". This practical methodology is essential, as it proposes active learning, where students not only absorb content, but also experience situations that help them deal with their emotions in a healthy way.

In this way, the emotional education practices adopted in schools go beyond mere theories, integrating actions that favor the formation of emotionally balanced and socially responsible citizens. The interventions and programs developed contribute to the formation of a school environment that prioritizes the emotional health of students, making emotional education a fundamental part of the educational process.

IMPACTS OF EMOTIONAL EDUCATION ON ACADEMIC PERFORMANCE

Emotional education has been shown to have a significant impact on students' academic performance. By developing socio-emotional skills, students are able to face the challenges of the school environment, which, in turn, reflects on their performance. As stated by CIA *et al.* (2008, p. 352), "the promotion of emotional education in schools is linked to the improvement of academic performance, since emotionally competent students tend to present better results in their school activities". The direct relationship between students' emotional capacity and their academic success is evident, indicating that emotional education should not be seen only as an auxiliary strategy, but as an essential element for learning.

A case study conducted by CIA, Barham and Fontaine (2010, p. 535) confirms this relationship by investigating the impact of an intervention with parents on children's academic performance. The authors report that "children whose parents participated in emotional education programs showed a significant increase in their grades, as well as improvements in behavior and social interactions" (). This finding reinforces the relevance of family involvement in emotional education practices, suggesting that collaboration between school and family can result in amplified benefits in student development.

In addition, emotional education programs that involve the school community have shown promising results. Hilário (2012, p. 12) argues that "the implementation of practices that engage both students and parents in emotional activities results in a favorable environment for learning, where everyone feels valued and motivated". This approach



reinforces the idea that academic success does not depend solely on individual student performance but also on building a collaborative and inclusive school environment.

In this way, the impacts of emotional education on academic performance are evident, demonstrating that the formation of socio-emotional skills not only contributes to the personal development of students, but is also a determining factor for school success. Integration between emotional education, parental involvement, and school practices can create a cycle that benefits student performance and well-being.

EMOTIONAL EDUCATION IN VULNERABLE CONTEXTS

Implementing emotional education in vulnerable contexts presents significant challenges and opportunities. Communities facing situations of social vulnerability lack adequate resources and support to promote the emotional development of young people. According to Sarria-Martínez *et al.* (2023, p. 255), "emotional education in vulnerable contexts must be adapted to local realities, taking into account the cultural and social specificities of each community, so that interventions are effective". This statement highlights the need for a personalized approach that is sensitive to the particularities of each group, emphasizing that the generalized approach may not be effective.

Interventions aimed at these communities have shown promise when they involve the active participation of the community. Possebon and Possebon (2020, p. 170) exemplify that "emotional education programs that use the arts and cultural activities have demonstrated a significant positive impact on young people's self-esteem and motivation, allowing them to express emotions in a constructive way". This type of intervention not only provides a safe space for emotional expression, but also strengthens individuals' cultural identity and belonging.

Ferreira (2021, p. 50) emphasizes that "the inclusion of emotional education in schools located in areas of social risk should not be an option, but a necessity, since students in these regions face emotional challenges that can impair their performance and well-being". Thus, the idea that emotional education should be a priority in educational policies, especially in challenging contexts, to ensure that all students have access to the development of fundamental emotional skills is reinforced.

In this way, emotional education in vulnerable contexts is not just a matter of implementing programs, but rather of recognizing the particularities of each community and creating interventions that meet the needs of young people. Practices that engage local culture and promote community participation tend to be effective, resulting in significant improvements in students' emotional well-being and their academic and social outcomes.

METHODOLOGY

The methodology of this research consists of a literature review focusing on emotional education. This approach was chosen to compile and analyze the existing knowledge on the subject, allowing a critical reflection on the practices of emotional education in schools and their impacts on the development of students. The research was carried out by consulting academic sources, including articles, theses and dissertations, available in databases and scientific journals. The instruments used for data collection were the readings and notes of the selected works, ensuring the extraction of relevant information about the practices and theories related to emotional education. The search for references was carried out on digital platforms and libraries, prioritizing recent publications that addressed the central issues of the theme.

The following table presents a summary of the main works consulted in the literature review, including information on the authors, titles, year of publication and type of work.

Chart 1: Main Works Consulted in the Bibliographic Review

Author(s)	Conforming title published	Year	Type of work
BEHRENS, M. A.; MACHADO, I. J. A. B.	Teaching knowledge in emotional education.	2005	Article
CIA, F; PAMPLIN, R. C. O.; WILLIAMS, L. C.	The impact of parental involvement on the academic performance of school children.	2008	Article
CIA, F; BARHAM, E. J.; FONTAINE, A. M. G. V.	Impacts of an intervention with parents: the academic performance and behavior of children at school.	2010	Article
SOUSA, A. B.; DIAS, J. H.	Emotional intelligence and academic performance in higher education students.	2011	Article
HILÁRIO, A. R. L.	Emotional education practices in the 1st semester th cycle of basic education.	2012	Master's Thesis
MENDES, A. R. <i>et al.</i>	Emotional education at school: a possible proposal.	2016	Doctoral Thesis
Pashwevana, A. P. G.; Pashwevan, F.	Discovering affection: a proposal for emotional education at school.	2020	Article
FERREIRA, A. I. P.	I feel, therefore I am: Emotional education in the context of the 1st cycle of basic education in an educational territory of priority intervention.	2021	Doctoral Thesis
SARRIA-MARTÍNEZ, P.; MOYA-MARTÍNEZ, M. V.; MATEO-GÓMEZ, A.	Emotional education in vulnerable contexts. An intervention based on emotions and the arts in an elementary school.	2023	Article
SILVA, R. A.	Impact of emotional education on the development of students' life projects at the Francisco Xavier dos Santos State School.	2024	Article

Source: authorship



This table summarizes the sources consulted, facilitating the visualization of the works that support the research. The selected references are essential to support discussions about emotional education practices and their impacts, contributing to the construction of knowledge in the area. From these works, it will be possible to explore the relationships between emotional education and student development, in addition to identifying gaps and opportunities for future investigations.

ANALYSIS OF EMOTIONAL EDUCATION PRACTICES

The analysis of emotional education practices reveals the effectiveness of the approaches implemented in schools, evidencing their positive impacts on the socio-emotional development of students. The literature points out that the integration of emotional education into the school curriculum contributes to the improvement of interpersonal relationships and the learning environment. As stated by Mendes *et al.* (2016, p. 15), "the systematic inclusion of emotional education practices in school routines has shown significant results, not only in the emotional sphere, but also in the academic performance and motivation of students". This statement reinforces that emotional education practices are not only complementary, but fundamental to the educational process.

In addition, the effectiveness of emotional education practices can be observed in specific interventions that promote the development of emotional skills. Hilário (2012, p. 45) mentions that "programs that involve group dynamics and collaborative activities are effective in promoting empathy and reducing aggressive behaviors among students". Thus, it is verified that the use of active methodologies, which involve the participation of students in practical activities, can lead to a better understanding of emotions and a harmonious school environment.

On the other hand, the effectiveness of emotional education practices is not limited to the school environment but also extends to the involvement of families. CIA *et al.* (2010, p. 540) report that "the participation of parents in emotional education activities is a determining factor for the success of these interventions, since the continuity of emotional learning at home reinforces the skills acquired at school". This demonstrates that collaboration between school and family is essential to maximize the effects of emotional education practices.

Therefore, the evidence collected in the analyzed references indicates that emotional education practices are effective in promoting the integral development of students. The integration of these practices into the school curriculum, the use of active methodologies



and collaboration with families are fundamental aspects that contribute to the success of the interventions. These practices not only improve students' socio-emotional skills but also create an environment conducive to learning and personal development.

CHALLENGES AND LIMITATIONS

The implementation of emotional education in schools faces several challenges that can compromise its effectiveness. One of the main obstacles concerns the resistance of some institutions to adopt practices that integrate emotional development into the curriculum. According to CIA *et al.* (2010, p. 537), "many educators still see emotional education as a secondary activity, which makes it difficult to incorporate these practices into school routines". This resistance may come from a traditional view of education, in which the focus is on academic development, to the detriment of emotional skills.

Another significant challenge is the inadequate training of teachers to deal with emotional issues. Hilário (2012, p. 48) points out that "the lack of training of teachers in emotional education can result in the ineffectiveness of the proposed practices, since many educators do not feel prepared to address emotional issues in the classroom". The need for continuing education that enables educators to integrate emotional education effectively into their pedagogical practices is highlighted.

The lack of resources and institutional support is a limitation that also affects the implementation of emotional education. Ferreira (2021, p. 55) points out that "schools in areas of social vulnerability lack adequate materials and infrastructure, which makes it difficult to carry out activities aimed at emotional education". This demonstrates that, for emotional education practices to be effective, there needs to be a significant investment in resources that support these initiatives.

Therefore, the analysis of the challenges and limitations in the implementation of emotional education in schools reveals that institutional resistance, inadequate training of educators and lack of resources are obstacles that must be faced. Overcoming these difficulties is essential to ensure that emotional education becomes an integral part of the educational process, allowing all students to benefit from the development of socio-emotional skills.

CONTRIBUTIONS TO STUDENTS' PERSONAL AND ACADEMIC DEVELOPMENT

Emotional education plays a significant role in the personal and academic development of students, promoting skills that are essential for both the school environment and life in society. The strengthening of emotional skills results in confident and resilient

students, able to deal with everyday challenges. Mendes *et al.* (2016, p. 20) state that "emotional education not only improves students' ability to recognize and manage their emotions, but also prepares them for healthy and productive social interactions". This statement underscores that emotional education contributes to the formation of positive interpersonal relationships, which are fundamental to a collaborative school environment.

In addition, the integration of emotional education practices into the school curriculum has shown positive impacts on students' academic performance. CIA *et al.* (2010, p. 538) highlight that "students who participate in emotional education programs show a significant improvement in their school performance, reflecting greater motivation and engagement in academic activities". The connection between emotional development and academic success is evident, suggesting that emotional education is not only a matter of well-being, but also a strategy to improve school performance.

Hilário (2012, p. 49) points out that "emotional education also offers students tools for managing stress and anxiety, conditions that, when left untreated, can interfere with their learning". The relevance of emotional education in promoting students' mental health is highlighted, allowing them to develop strategies to face academic pressure and other adversities.

Therefore, emotional education contributes significantly to the integral development of students. Through the strengthening of emotional skills, students not only become prepared to face academic challenges, but also develop competencies that are essential for their personal and social life. Emotional education practices, when integrated into the school environment, promote meaningful and enriching learning, benefiting the formation of conscious and emotionally healthy citizens.

FINAL CONSIDERATIONS

The final considerations of this study highlight the main findings related to the research question about emotional education practices in schools and their impacts on student development. The analysis carried out throughout the research showed that emotional education not only contributes to the development of socio-emotional skills, but is also linked to academic performance and the general well-being of students.

One of the main findings indicates that the implementation of emotional education practices has a significant positive effect on interpersonal relationships within the school environment. Students who participate in programs aimed at emotional education demonstrate greater empathy and a better ability to resolve conflicts, which favors a healthy school climate. Additionally, emotional education has been observed to assist students in



managing their emotions, resulting in a reduction in stress and anxiety, which in turn improves their focus and motivation for academic pursuits.

Another relevant point concerns the relevance of collaboration between school and family in the promotion of emotional education. Interventions involving parental participation have been shown to be effective, indicating that family support is essential for the continuity of emotional learning outside the school environment. Thus, the relationship between emotional education, family involvement and school performance is essential for the integral development of students.

The contributions of this study are significant for the field of education, since they reinforce the need to integrate emotional education into the school curriculum in a systematic way. The research highlights that, for emotional education practices to be effective, an institutional commitment is needed that includes the adequate training of educators and the availability of resources that support these initiatives. In addition, the analysis provides subsidies so that educators and school managers can recognize the relevance of emotional education as an integral part of the educational process.

Finally, it is important to emphasize that there is a need for further studies to complement the findings of this study. Future research can explore the different approaches to implementing emotional education in diverse contexts, as well as investigate the long-term effects of these practices on students' academic and personal development. Continued research into the effectiveness of emotional education interventions can contribute to a thorough understanding of how these programs can be adapted and improved, ensuring that all students have access to healthy and constructive emotional development in the school environment.



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