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Emotional regulation of the students inside the classroom

A systematic review of literature regarding emotional education during primary education

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To all the people who surround me and encourage me daily,

helping me to improve and offer the best version of me.

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RESUM

Actualment, l'educació emocional dins l'aula està obtenint certa rellevància i popularitat entre les escoles, de manera que es pretén, no només educar amb relació a coneixements teòrics, sinó també educar emocionalment a l'alumnat. Així mateix, permetrem que els estudiants creixin i es desenvolupin enriquint la seva intel·ligència emocional per fer front als diferents reptes que els presenti el futur des d'una mirada reflexiva, empàtica i respectuosa. En aquest projecte s'ha dut a terme una revisió sistemàtica de la literatura, que té per objectiu analitzar com es defineix la regulació emocional, així com les estratègies de millora de la qualitat educativa envers l'educació emocional dins les aules de primària. Per aconseguir-ho, s'han definit al marc teòric aspectes com: educació emocional, regulació emocional i gestió de conflictes a l'aula. D'altra banda, les variables inserides a la base de dades "Web of Science", per trobar les fonts pertinents que permetrien dur a terme aquesta revisió sistemàtica, han estat: "emotional regulation" AND "primary education" AND "students". Un cop obtinguts tots els possibles estudis, es van aplicar uns criteris d'inclusió i exclusió que permetrien delimitar quins serien els més rellevants per cobrir les necessitats d'aquest projecte. Finalment, 10 d'aquests estudis van ser seleccionats, llegits i analitzats per tal de redactar uns resultats que s'ajustessin a la realitat actual de l'educació emocional a les aules. Aquesta revisió sistemàtica representa un punt de partida que pot ser ampliada en un futur per tal d'obtenir una visió més àmplia de les pràctiques docents relacionades amb l'educació emocional dins l'aula.

Paraules clau: educació emocional, regulació emocional, educació primària, estudiants, gestió de conflictes, rol del docent.

RESUMEN

Actualmente, la educación emocional dentro del aula está obteniendo cierta relevancia y popularidad entre las escuelas, de forma que se pretende, no solo educar en relación a conocimientos teóricos, sino también educar emocionalmente al alumnado. Así mismo, permitiremos que los estudiantes crezcan y se desarrollen enriqueciendo su inteligencia emocional para hacer frente a los diferentes retos que les depare el futuro desde una mirada reflexiva, empática y respetuosa. En este proyecto se ha llevado a cabo una revisión sistemática de la literatura que tiene por objetivo analizar como se define la regulación emocional así como las estrategias de mejora de la calidad educativa hacia la educación emocional dentro de las aulas de primaria. Para conseguirlo, se han definido, en el marco teórico, aspectos como: educación emocional, regulación emocional y gestión de conflictos en el aula. Por otro lado, las variables insertadas en la base de datos "Web of Science", para encontrar las fuentes pertinentes que permitirían llevar a cabo esta revisión sistemática, han estado: "emotional regulation" AND "primary education" AND "students". Una vez obtenidos todos los posibles estudios,

se aplicaron unos criterios de inclusión y exclusión que permitirían delimitar cuáles serían los más relevantes para cubrir las necesidades de este proyecto. Finalmente, 10 de estos estudios fueron seleccionados, leídos y analizados para redactar unos resultados que se ajustaran a la realidad actual de la educación emocional a las aulas. Esta revisión sistemática representa un punto de partida que puede ser ampliada en un futuro para obtener una visión más amplia de las prácticas docentes relacionadas con la educación emocional dentro del aula.

Palabras clave: educación emocional, regulación emocional, educación primaria, estudiantes, gestión de conflictos, rol del docente.

ABSTRACT

Emotional education in the classroom is currently gaining some relevance and popularity among schools, so it is intended not only to educate concerning theoretical knowledge but also to educate students emotionally. Likewise, we will allow students to flourish and develop by enriching their emotional intelligence to face the different challenges that the future holds for them from a reflective, empathetic and respectful perspective. In this project, a systematic review of the literature has been carried out with the aim of analysing how emotional regulation is defined, as well as strategies for improving the quality of education towards emotional education in primary school classrooms. To achieve this, aspects such as: emotional education, emotional regulation and conflict management in the classroom have been defined in the theoretical framework. Additionally, the variables inserted in the "Web of Science" database, to find the relevant sources that would allow this systematic review to be carried out, have been: "emotional regulation" AND "primary education" AND "students". Once all the possible studies were obtained, inclusion and exclusion criteria were applied to determine which would be the most relevant to meet the needs of this project. Finally, 10 of these studies were selected, read and analysed to write up results that fit the current reality of emotional education in the classroom. This systematic review represents a starting point that can be expanded in the future to obtain a broader view of teaching practices related to emotional education in the classroom.

Keywords: emotional education, emotional regulation, primary education, students, conflict management, teacher's role.

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1. INTRODUCTION

1.1 Need-based approach

Every day, more importance is given to emotional education in schools, but how is it being implemented? Is the approach appropriate?

Last year I did the placement in a school that wanted to give more importance to emotional education, although I rarely saw the application of these techniques and ideas. This gave me the impression that, although they had the initiative to apply it in the school, perhaps they lacked the information and resources to do so.

With this project, I intend to highlight the importance of working on emotional education as early as possible since, according to the Consell escolar de Catalunya (2006), working on it when children are young conditions their social relationships that will be developed throughout their lives. Moreover, the role of the adult, in this case, the teacher, is really important. It is the teacher who helps the pupil to adequately develop the necessary competences to improve his or her capacity for self-regulation (Decret 175/2022, de 27 de setembre).

I also hope to analyse different sources that consider emotional education during primary education to appreciate whether they find it of great relevance or not. Especially, taking into account that the Decret 175/2022 has added a point that focuses on emotional education, specifically on self-esteem and the recognition of our emotions to regulate them effectively by interacting with others through respect and empathy.

Furthermore, it would be really interesting to see how these studies define emotional education and what they propose to improve the quality of the teaching we offer to students. In this way, teachers could have a better idea of how to deal with conflicts and guide their pupils towards the correct development of emotional education competencies, bearing in mind that "l'actuació docent es mou entre la necessitat d'establir i mantenir un ambient d'ordre i de treball habitual, sistemàtic i generalitzat a l'aula i, a més, un clima de convivència, col·laboració i fluïdesa en les relacions personals" (Consell escolar de Catalunya, 2006, p.23).

I have had many different experiences in this field, since I work as an emotional educator, and that is why I consider there is a strong need to work on emotions in school more deeply. I have not been in a school apart from my placement, but I have seen lots of different schools since they come to the place where I work for day trips to foster emotional aspects. From all the different schools that I have visited, I have been able to identify the areas where students need to put more attention and I have

developed some strategies to help them meet those needs. Drawing from my experience and the information I will gather, I intend to conduct a systematic review of li+terature to determine whether or not emotional education is adequately addressed among students and how it could be improved.

1.2 Relevance

On an individual level, this project is very appealing to me because I have been immersed in the world of emotional education for a long time. I have been training in this field for three years and I hope to continue indefinitely. Emotional education has opened many doors for me, allowing me to know myself better and to clearly comprehend what I feel at any given moment.

At an educational level, I consider this project to be interesting for the reasons mentioned above. If teachers do not know how to teach emotional regulation in the classroom, it will have negative effects on the student's development. Nowadays, the teachers' role is not only about teaching content but also to carry out other functions such as providing guidance, being there throughout their learning process and helping them manage their emotions (Sepúvelda et al., 2019). Through this research, it will be possible to appreciate how emotional education is perceived and defined during primary education and to identify which improvements are proposed.

However, to gather all this data, it will be necessary to conduct the research using the systematic review of literature methodology. This ensures that all relevant studies are analysed and considered. Additionally, this project will also include the basic theory of emotional education to properly understand all the data obtained from the systematic review.

As a society, I consider this project to be crucial since we do not want to be in a society where people do not know how to manage their feelings, act on impulse without thinking about the consequences their acts might have or that are constantly driven by their emotions. "Se requieren cambios en la respuesta emocional que damos a los acontecimientos para prevenir ciertos comportamientos de riesgo" (Bisquerra, 2003, p.12). We want to live in a society with people who understand their emotions and can empathise with others, as it would be really chaotic if this was not the case, with people constantly angry with others because they are not able to talk about it properly.

Moreover, this topic is especially relevant in the workplace, bearing in mind that one must be able to work cooperatively with other people as through cooperation, learners can create "su propio aprendizaje, buscando soluciones para resolver los conflictos surgidos y los retos planteados con un objetivo común" (Sánchez, 2019, p. 119). However, students must understand that they will not always agree on everything and that they might not get along with their peers, but they will have to live with it and do their best regardless. So, being able to regulate ourselves also helps us to

understand that everyone is different and that we will meet people with whom we will not enjoy working with. Working in groups increases "la probabilidad de una resolución de conflictos y cooperación, facilita la comunicación, suscita ayudas recíprocas, induce sentimientos de confianza mutua, e incrementa el acuerdo y responsabilidad entre los que cooperan" (Torres & Correa, 2002, p.183).

2. ORIENTATION OF THE PROJECT AND OBJECTIVES

This project will focus on the investigation typology as it aims to investigate how emotional education is perceived in primary education and how it is defined, as well as the strategies given to students to regulate themselves, focusing especially on the identification competence and the recognition and understanding of our own emotions. This research will be carried out through a systematic review of literature, as I consider that this method will allow me to obtain all the necessary data to acquire a broader view of the topic. Once all the relevant information has been collected, it will be carefully analysed to compare the different findings. Once the systematic review of literature is done, it would be interesting to extend this research by developing strategies for teachers to help students regulate their emotions. To achieve this, I have proposed this objective:

> Objective. Do a systematic review of the literature regarding emotional regulation during primary education to analyse and describe the relevant knowledge regarding: definition, results and implications to improve teaching strategies.

3. METHODOLOGICAL AND CONCEPTUAL FRAMEWORK

3.1 Brief introduction to emotional education during primary education

Emotions are an integral part of our daily lives that we experience from birth and could be considered as the essence of life (Bisquerra, 2016). As he also stated, emotions are the responses our body has when we face a phenomenon, even though they generate internal and subjective experiences. These experiences are hard to understand since they are not physical or tangible, and our culture values more material experiences.

Sometimes, we can classify emotions as good or bad depending on what we feel at any given moment. However, all of them are good, the real problem is how we react and manage these emotions as what we do with them determines how they are going to affect our well-being (Bisquerra, 2016). This means that while some emotions might make us feel better or worse, it is in our hands to decide what to do with that feeling.

With this in mind, we could differentiate between positive and negative emotions. "Las emociones negativas se experimentan ante acontecimientos que son valorados como una amenaza, una pérdida, una meta que se bloquea, dificultades que surgen en la vida cotidiana, etc" (Bisquerra, 2016, p.24). On the contrary, we can understand that positive emotions are experienced when something helps us to feel better or helps us to achieve our goals. According to Bisquerra (2016), there are more negative emotions than positive ones as they are more frequent, intense and last longer.

The fact that there are more negative emotions also occurs because, according to different researchers, some emotions are considered basic. Basic emotions are easier to identify and are the first ones we experience as children. As we grow up, these basic emotions are turned into more complex ones, which become more difficult to identify. It has been difficult for researchers to agree on which emotions are the basic ones, but, according to Paul Ekman's classification, cited by Rivas (2024), they are: fear, disgust, anger, sadness and happiness.

To manage negative emotions, various activities and dynamics can be carried out to enable the person experiencing the emotion to cope with it. Some of these techniques include relaxation, doing some exercise, and pleasurable activities such as reading or listening to music (Bisquerra, 2016).

But, what do we do when we feel an emotion? How can we identify the emotion we are experiencing? To recognise them, it is necessary to understand their causes and consequences and to have knowledge about the different emotions that exist. At first, we might not understand why we feel one way or another and we may find it difficult to control it. Therefore, it is important to start working on emotional education the sooner the better.

We could understand emotional education as the education we receive throughout life to improve the personal and social development of each person. As Bisquerra (2007) stated, emotional education helps us develop emotional competencies to live a happier life. Moreover, emotional education is a constant and uninterrupted process that must be considered and developed throughout our entire lives (Bisquerra, 2005). That is why it should also be included in the academic curriculum.

Moreover, the current Catalan curriculum focuses on the development of self-esteem as a source of wellness, as well as on acquiring a certain awareness of our emotions to regulate them in a positive way. The aim is to improve the relationships by fostering empathy and assertiveness, preventing abusive relationships from taking place. Through emotional education people can build healthy and strong relationships not only with others but also with themselves (Decret 175/2022, de 27 de setembre). To build these healthy relationships, it is crucial that we treat others as they deserve and as we would like to be treated ourselves, the Decret 175/2022 has also highlighted that to achieve

this, the students must develop their cognitive strategies, as well as their their observation habits to recognise, comprehend, manage and express their emotions assertively.

Considering this, if we are emotionally educated, we will be able to control our impulses and act rationally when facing any situation. In addition, according to the current Catalan curriculum, emotional education involves reflecting on both feelings and emotions to understand and explain in a proper way certain attitudes we have. "L'educació emocional inclou tant l'habilitat de sentir i comprendre les emocions i els sentiments d'un mateix i dels altres, com el fet de saber emprar la informació que ens proporcionen per tal d'orientar el propi pensament i les pròpies accions" (Departament d'educació. Direcció general d'innovació, 2007, p.25).

The aim of emotional education, as mentioned above, is to help develop the emotional competences of the individuals. According to the model of emotional competencies created by the GROP (Grup de Recerca en Orientació Psicopedagògica) of the University of Barcelona, emotional competences are divided into different sections: emotional conscience, emotional regulation, emotional autonomy, social competence and competence for life and well-being.

The emotional competence aims to foster awareness of our own emotions and the ability to appreciate them in others, although, in order to achieve it, it is of great importance to observe ourselves and the behaviour of others (Bisquerra, 2011). To identify the emotions we experience as well as those of others, we must have a great knowledge of emotions to be able to analyse the verbal and non-verbal communication as well as the facial expressions presented by other people.

As Bisquerra & Pérez (2007) stated, emotional autonomy encompasses a set of characteristics and elements related to self-management, such as self-esteem, positive attitude towards life and responsibility, among others. Thus, emotional autonomy involves all the aspects that must be worked on individually and that do not depend directly on others.

The next competence that must be taken into account is the social competence, understood as the "capacidad para mantener buenas relaciones con otras personas. Esto implica dominar las habilidades sociales, capacidad para la comunicación efectiva, respeto, actitudes pro-sociales, asertividad, etc." (Bisquerra & Pérez, 2007, p. 72). We are social creatures, that implies that we want to socialise, build solid relationships with those around us and fit into the society in which we live. To be socially competent, it is necessary to relate assertively with people by considering their needs and avoiding aggressiveness and passivity (Departament d'educació. Direcció general d'innovació, 2007). Social competence fosters the classroom or workplace climate and enables conflict resolution through social skills such as respect, assertiveness and empathy.

In addition, competence for life and well-being is also relevant when it comes to emotional education. It provides us with the ability to respond appropriately and responsibly to any challenge we might face (Bisquerra & Pérez, 2007). If we behave appropriate in different situations, we will feel satisfaction and achievement, which will increase our motivation for future challenges we might encounter. This competence is closely related to self-esteem, as it provides us with the resources to enjoy emotional well-being and to act respectfully in any situation (Decret 175/2022, de 27 de setembre).

This research aims to analyse emotional regulation more deeply to provide students with tools that will enable them to improve their skills in this area. According to Bisquerra & Mateo (2019), emotional regulation implies giving the appropriate response to the emotions we experience since we should not act based on our impulses. Instead, we must recognise the emotion we are experiencing and understand its origin to decide how we want to respond to that stimulus. Regulating our emotions is challenging, as it involves finding balance between repression and lack of control that requires the development of our skills to improve this competence (Bisquerra & Mateo, 2019). Basically, "supone tomar conciencia de la relación entre emoción, cognición y comportamiento; tener buenas estrategias de afrontamiento; capacidad para autogenerarse emociones positivas, etc." (Bisquerra & Pérez, 2007, p. 71).

Schools must be involved in the development of this competence because it is of great relevance to give the importance it deserves as soon as possible, in this sense, educating also implies helping students to distinguish which emotions they should keep, which they should not keep and which ones they should change (Bisquerra & Mateo, 2019). Depending on the emotion we are experiencing, it may be beneficial to maintain that emotion, especially positive ones, as they make us feel good and bring us closer to our life-goals. "Eduquem les competències emocionals quan prenem consciència de les nostres emocions i sentiments i tot seguit iniciem aprenentatges que fan possible l'autoregulació personal interna, la regulació de la trobada amb «l'altre» i el manteniment conscient d'una mirada cap endins que ens orienta vers l'equilibri personal i social" (Departament d'educació. Direcció general d'innovació, 2007, p.25).

According to Bisquerra & Mateo (2019), when we talk about emotional regulation we distinguish between intrinsic and extrinsic regulation. The first one is related to the self-regulation of emotions, whereas the second one considers the emotions of others. The ability to regulate both one's own emotions and those of others allows us to deal with conflicts with assertiveness and empathy, enabling all parties involved to solve problems through communication and respect. Knowing ourselves and self-regulating our emotions allows us to improve the relationship we have with ourselves, as well as to get along with other people (Departament d'educació. Direcció general

d'innovació, 2007). When conflicts arise, it is important to deal with them by providing constructive solutions, and one way to achieve this would be through negotiation, as it also considers the perspective and feelings of the other parties (Bisquerra & Pérez, 2007).

The way we regulate our emotions influences how we handle conflicts. If children develop social skills as early as possible, it will be easier for them to solve problems successfully in the future. (Departament d'educació, 2013). According to the Departament d'educació (2013), these skills include the ability to make responsible decisions after analysing the situation and considering the risks and consequences, basic social behaviours such as thanking people or saying goodbye to someone. Empathy is another of the skills required, as well as assertiveness and cooperation.

Empathy is defined by Carpena (2016) as the ability to perceive what another person is thinking and needing, and to connect sincerely with their feelings as if you were experiencing them while feeling the urge to help the other person feel better. "Tener perspectiva del otro, comprender sus reacciones, comprender cómo se siente, pero sin compartir el sentir, es una forma parcial de empatía" (Carpena, A., 2016, p.25).

Assertiveness is crucial when communicating with other people, as it involves social skills to share our point of view and our needs with others in an effective way and considering the other people's feelings (Grau et al., 2019). In other words, assertiveness involves communicating our thoughts without disrespecting other people. Cooperation is when people work together to achieve a common goal. "Cooperation is a joint action" (Tuomela, R., 1993, p.1). It is important to encourage cooperation among learners so they can support each other and improve their learning outcomes.

But to properly regulate our emotions, we must cohabitate in society, understanding cohabitation as a pacific and respectful interaction with other people (Consell Escolar de Catalunya, 2006). To deal with conflicts the best possible way, it is necessary to understand what a conflict is. "Els conflictes interpersonals són concrecions de processos psíquics complexos" (Consell Escolar de Catalunya, 2006, p.59).

Moreover, as the Departament d'educació (2021) stated, conflicts do not necessarily have to be positive or negative, on the contrary, it is up to us to decide how to deal with them in order to turn them into an opportunity to improve our knowledge and develop our problem-solving skills. Sometimes, thinking about conflicts, can bring to mind fights, but, this implies trying to solve it through violence (Departament d'educació, 2021) which might not be the best way. Depending on the path we choose to resolve the conflict, we can create opportunities to generate new knowledge and strategies to face similar problems in the future.

When addressing conflicts, it is important to differentiate between prevention and provenance. The latter is understood as the act of building relationships based on trust, communication, love and cooperation to get to know each other better (Departament d'educació, 2021). It is not only important to prevent conflicts from occurring but we must also try to create a climate of cooperation and trust among pupils to prevent them from arising.

Conflicts can be considered either serious or minor. The serious ones can create insecurities and unease, as they affect coexistence in schools (Departament d'educació, 2021). As it is also stated by the Departament d'educació (2021), severe conflicts might involve threats, aggressions, unjustified disruption of the activities carried out in school and indiscipline. Meanwhile, minor conflicts are acts contrary to school rules where students may not behave properly in the classroom or may also be some interpersonal issues (Departament d'educació, 2021), when this kind of dispute takes place, time and effort are required to manage them so the class environment is not affected and the lessons can continue with normality.

On one hand, when problems arise, it is essential to use the right tools to address them, considering the needs of all parties involved, and to resolve them as soon as possible. Delaying their resolution may worsen the situation, as they directly affect coexistence (Consell Escolar de Catalunya, 2006). On the other hand, conflicts must be properly resolved, which implies considering all the aspects related to them in order to prevent them from escalating (Consell Escolar de Catalunya, 2006). If conflicts are not properly resolved, the cycle keeps repeating itself and never ends. Therefore, all the implications of a conflict should be taken into account, such as the emotional side of the students, their background and the origins of the conflict. Effective communication is a relevant fact in conflict resolution.

When conflicts are unresolved *"creixen els malentesos i les distàncies entre les persones"* (Consell Escolar de Catalunya, 2006, p.30), making it more challending to share the educational spaces at school and to maintain a suitable atmosphere. In such situations, the figure of the mediator becomes crucial, especially for young children. At school, the mediator is usually a teacher, as he or she is the person in charge of guiding the dialogues in which the pupils can reflect in depth on what has happened in the conflict. (Consell Escolar de Catalunya, 2006). With a mediator guiding the discussion, students can address the issue respectfully, listening to what the other person has to say and reconducting the conversation when required.

Mediation looks forward to educating students to deal with problems together in a respectful and harmonious manner. "Es basa en el diàleg, la cooperació i la responsabilitat de cada persona en el manteniment d'un clima pacífic. Accepta les diferències, no intenta canviar les persones ni les seves

idees. Tan sols contribueix a evitar enfrontaments inútils i a crear consens" (Departament d'educació. Direcció general d'innovació, 2007, p.52). This approach focuses on resolving conflicts by reaching mutual agreements, where both parties feel comfortable and feel that their needs have been fulfilled, rather than looking for the person implicated to blame, as most conflicts arise due to contrary ideas between individuals or groups of people (Consell Escolar de Catalunya, 2006). This implies the ability to admit our mistakes and to ask for forgiveness when necessary.

As suggested by the Consell Escolar de Catalunya (2006), all parties must be involved in the search for solutions. If pupils do not participate in the process of finding solutions, they will never learn to take responsibility for their actions. "L'alumne ha de ser responsable, s'ha d'implicar i ha de respondre del que fa" (Consell Escolar de Catalunya, 2006, p.30).

In addition, to find possible solutions to the problem posed, they could also receive support from their peers, who could provide alternative solutions and help to determine the best approach. (Consell Escolar de Catalunya, 2006). But in asking for help, students need to feel that they are in an environment of trust, to feel that others empathise with them and support them in understanding their feelings and finding solutions (Consell Escolar de Catalunya, 2006), otherwise, the students will not share their feelings, emotions and thoughts with the class as they will not feel as they are in a sufficiently safe space.

Teachers can benefit greatly from asking students to find several solutions to the problem and sharing them with the class, as this approach allows students to appreciate that there are multiple valid solutions and that we can arrive at them by following different paths (Consell Escolar de Catalunya, 2006). Moreover, by finding several possibilities, it will be easier to find the one that suits all parties involved.

3.2 Definition and characteristics of the methodology "Systematic Review of Literature"

To develop this project the methodology of "Systematic Review of Literature" will be followed. This methodology "involves a systematic search for studies and aims for a transparent report of study identification, leaving readers clear about what was done to identify studies, and how the findings of the review are situated in the relevant evidence" (Cooper et al., 2018, p.1). By recording all steps of the review process, the reader should be able to reproduce every step performed, allowing him or her to assess the quality and veracity of the research results (Snyder, 2019).

According to Masot et al. (2020), this methodology seeks to achieve a clear and concrete objective. A literature review intends to summarise a topic by seeking an answer to a research question or by defining a research objective (Rowley & Slack, 2004).

Having a research objective is important as it will help define the keywords and synonyms that will guide the research. These keywords are also known as search terms that will be used to find all the relevant sources that will allow the researcher to develop the project and that should be related to the research objective (Snyder, 2019). Finding synonyms of these search terms is very important since they offer alternative ways of expressing the same idea and they can be searched in different languages to broaden the range of sources that could be useful for our research.

In addition, in order to search for relevant studies, it is also necessary to define the inclusion and exclusion criteria, as well as the database and the search period. It must be considered that a large volume of possible sources will be obtained, from which it will be necessary to decide which information is relevant and which is not (Goris, 2015).

It is important to consider that not all databases work in the same way, so, taking into account the type of review that is intended to develop, sources of primary or secondary content should be searched for. This means that books, newsletters, among others could also be used, as a systematic review of literaturemakes it possible to identify and locate relevant sources (Rowley & Slack, 2004).

Once all the potential sources from which information could be extracted have been located, it is time to select the most useful ones to, afterwards, analyse the data obtained. To complete the systematic review of literature, it will be necessary to summarise and classify all the results, making sure that all the relevant information in relation to the research objective appears.

In summary, a systematic review uses systematic and explicit methods to find all relevant sources from which data could be included in the review in an attempt to achieve an objective (Moher et al., 2009). The selection criteria are well defined from the outset as they seek to be as accurate as possible, based on scientific evidence. This methodology aims to evaluate the investigation so it is possible to generate a conclusion in relation to the objective that was initially defined.

4. METHOD

4.1 Design of the research

The aim of this research is to conduct a systematic review, leading to the different articles and sources that will provide the necessary information to develop the appropriate resource for this project. This means that the information found and analysed will be related to emotional regulation during the primary school stage.

To carry out a systematic review, five different stages must be completed to collect all the documents needed for this project. Each stage will be defined and presented during the development of the project as "reviews of effectiveness, accuracy and prognosis, require thorough and comprehensive literature searches to transparently produce a reliable estimate of intervention effect" (Cooper et al., 2018, p.5).

According to Masot et al. (2020), the first stage is to identify the research objective. Some questions can be promoted to specify the objectives of this research, as a systematic review seeks to find all relevant sources to achieve the research objective (Cooper et al., 2018). Once these questions are answered and the research objective is defined, it will be easier to determine keywords and synonyms to locate sources of information.

For the second stage, we need to identify different elements: the keywords, the database, the inclusion and exclusion criteria and the research period. The keywords ensure that all the important sources are found and that no relevant information is overlooked (Cooper et al., 2018). In addition, we will also search for synonyms of these keywords to find a wider range of sources, as some authors might prefer to use other terms to refer to a specific concept. "Such searches benefit from the use of the advanced search option, which typically allows the searcher to be specific about the combination of words in the search statement (by using the Boolean operators, NOT, AND and OR)" (Rowley & Slack, 2004, p.35).

The database is another item to take into account, as it is the source from which the different articles needed for the systematic review will be obtained. The field from which the information will be obtained and the type of source to be used must be taken into account. In this way, it will be possible to select the database that best suits the needs.

The next elements to consider are the inclusion and the exclusion criteria. When searching for sources, it will be necessary to specify the intended characteristics of the sources. For example, only articles published in the last "x" years could be included or only sources from "x" contexts are considered. The last item is the research period, which is the amount of time spent looking for sources. It begins when the decision to start gathering information is made and ends when it is confirmed that all necessary information for the research has been obtained.

The third stage is the selection of studies. For this, all the elements defined above must be applied to identify the studies that best fit the research objectives. As this is done, a record will be kept of all the different studies obtained each time the parameters are adjusted to the needs of the project. The first time results are obtained, a quick reading of the titles will be done to select articles based on what they say. This will help to identify which sources are duplicated so they can be excluded. The

second time, all the abstracts of the selected articles will be read, looking for the ones that best fit the parameters defined above. The third time, all the selected articles will be read based on whether their abstract fit the research parameters defined above and, at this point, a final selection will be made of the studies that contain useful information for the project.

The fourth stage is to analyse the included studies in order to develop the project. To do this, it will be necessary to create a table presenting the different aspects analysed in the studies. The last stage aims to summarise all the results obtained during the whole process.

4.2 Selection of the articles and definition of the parameters of the research

The information will be searched through the Web of Science database (https://www.webofscience.com/wos/alldb/basic-search). In this database, the keywords entered have been "emotional regulation" AND "primary education" AND "students". These keywords have been searched as topics, which means that it is expected that these words will be referred to throughout the article, but that it is not essential that they appear in the title or that the articles have been written by a specific author.

4.3 Research results and inclusion and exclusion criteria

The systematic review of the literature started with the analysis of the objectives in order to define the most appropriate keywords to find the relevant information to achieve them.

Several possible keywords were proposed, but to determine which ones were the best fit, I tested them in the database used to carry out this research (Web of Science). After inserting all possible combinations, I ended up choosing the ones that did not have a lot of results, but sufficient for the objective of the project.

As mentioned in the previous section, the keywords chosen are emotional regulation, primary education and students. All of them were searched as topics using the Boolean operator "AND" so all of them must appear (see figure 1). As can be seen in figure 2, the search yielded 195 results that could be considered.

Figure 1. Screenshot of the keywords introduced in the database.

Figure 2. Screenshot of the amount of studies obtained from the keywords.

After obtaining this number of articles, I decided to limit the range of dates in which the articles were published to the last 5 years, so that all the results would be more recent and could show a reality closer to what we face today in schools (see figure 3). And above all, because emotional education has gained a lot of importance during the last few years. After adding the date range, the number of resources obtained was reduced to 91 (see figure 4).

Figure 3. Screenshot of the keywords introduced in the database and time period considered.

91 results from All Databases for:

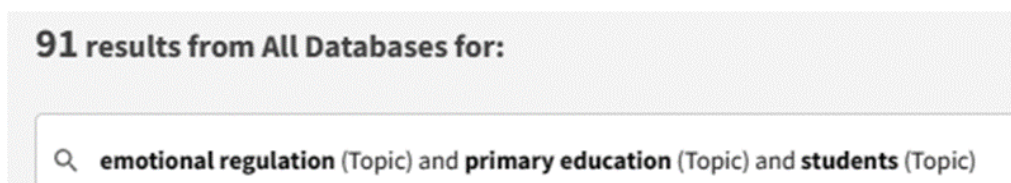🔍 **emotional regulation** (Topic) and **primary education** (Topic) and **students** (Topic)

Figure 4. Screenshot of the amount of studies obtained regarding the keywords and time period.

The resources obtained were analysed firstly in relation to their title and considering the inclusion and exclusion criteria that can be seen in Table 1.

Table 1. Inclusion and exclusion criteria.

INCLUSION	EXCLUSION
Studies that analyse the resources created to improve the regulation of pupils' emotions.	Studies of individuals presenting symptoms of a disorder.
Studies looking at how to regulate and understand one's own emotions during the primary school years.	Studies of specific backgrounds, such as schools from isolated places, which would not show the reality of most schools in urbanised areas.
Studies of primary education students.	
Studies written in English or Spanish.	
Studies that work on emotional education through specific areas.	
Studies published in the last 5 years.	
Studies accessible through the websites to which the university is subscribed.	

One of the items of the inclusion criteria was that the resource should be written in English or Spanish so that the researcher could understand it. The database allowed us to filter the studies by language and 5 studies were found to be published languages other than those included (see figure 5).

Figure 5. Screenshot of the articles from other languages.

This left the research with 87 possible resources. All their titles were carefully read and considered using the criteria mentioned above. After this step, one article was found to be duplicated and 66 did not match the inclusion and the exclusion criteria. This left 20 articles for eligibility which can be appreciated in figure 6.
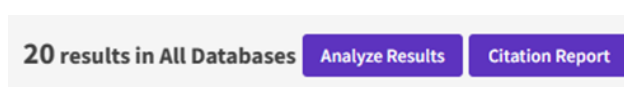
Figure 6. Screenshot of the articles whose title matched with the inclusion and exclusion criteria.

The final articles were analysed by reading all their abstracts to see if they matched the criteria and research objectives. The analysis resulted in a total of ten articles that will be used to conduct this systematic review of the literature.

In figure 7, it will be possible to observe the articles obtained according to the selected parameters, as well as the number of articles chosen at the end regarding the inclusion and exclusion parameters.

Figure 7. Flow diagram adapted to the project. Source: Moher D, Liberati A, Tetzlaff J, Altman DG, The PRISMA Group (2009).

4.4 Process carried out when analyzing the contents and characteristics of the articles

To systematically analyse the articles chosen for this systematic review of literature, I have designed an analysis table with 9 different dimensions (see annexes): title, publication year, nationality, study type, methodology, participants, how emotional education is defined, results and implications to improve teaching strategies.
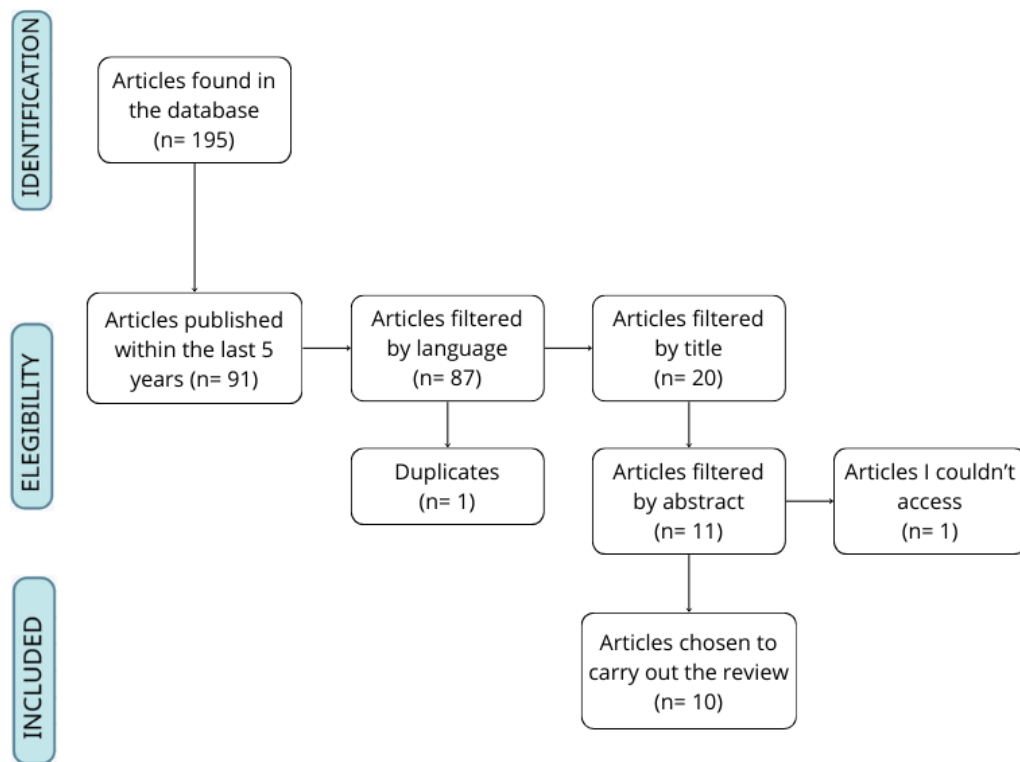
I wanted to add another item related to the things to keep in mind when helping students to self-regulate and also tips to consider when dealing with emotions. I could not find any relevant information on this aspect so I finally decided not to include this item in the research, although it would have been interesting to broaden the research.

An exhaustive analysis of the articles was carried out, reading each one carefully and selecting the relevant information according to the different dimensions finally chosen to carry out this review. Some of the articles were more useful than others, but most of them provided similar results to be taken into account when improving students' emotional competences.

5. RESULTS OF THE SYSTEMATIC REVIEW

5.1 Characteristics of the articles analysed

On the one hand, as stated in the inclusion and exclusion criteria above, all the documents chosen for this systematic review were published in the last 5 years, from 2019 to this year, 2024. In terms of the year in which they were published, 10% of these articles were published in 2019, 30% in 2020, another 20% were published in 2021, 20% in 2022 and the remaining 20% in 2023.

On the other hand, with regard to the nationality in which the files were published, it was found that most of them came from different parts of Spain. Specifically, half of the documents were published here. As for the other half, they were published all over the world: we find that 10% was published in California, another 10% in Belgium and Netherlands, 10% in Portugal, 10% in the USA, and 10% in Chile.

Furthermore, in terms of the type of study, most of those selected were empirical. To be more precise, 7 out of 10, the other 3 remaining studies developed a literature review. There were no study types other than those mentioned. Of the 7 studies that conducted an empirical study, 3 used a quantitative methodology and all of them consisted of several questions formulated using a Likert-type scale. Two of them had 5 response options and the other had 7. There were 2 studies that followed a qualitative methodology, although both obtained responses in different ways. One posed open-ended questions that people interviewed had to answer according to their criteria, while the other one conducted the research through observations of the different interactions that took place.

The 2 remaining studies of the 7 that belonged to this group of study types, followed a mixed methodology. Both studies followed a similar methodology based on different phases, some of which involved a test with quantitative methodology. Both tests were rated along a Likert-type scale but one had 5 different response options and the other one only 3. In one study, the other phases consisted of a 6-week intervention with one group and in the other study, a program was implemented and, later on, its effects were analysed.

In terms of participants, all empirical studies interviewed students, since according to the inclusion and exclusion criteria, only studies with primary school students were included in this research. The vast majority interviewed more than 400 students, although two of them interviewed more or less 100 students (one 90 students and the other 101 students). There were four studies that interviewed between 400 and 600 students and one study that interviewed exactly 1091 students.

Regarding the age of the students, there are studies that specialise in one or two school years, while others opted for a broader study, including a range of ages. Specifically, there are 2 studies carried out with pupils in the fourth year of primary education, two others with students in the 5th and 6th year of primary education, and 3 with a range of ages. All age ranges include primary school students, although some also consider secondary school pupils (8 to 13 years old, 7 to 12 years old and 9 to 15 years old). In general, it can be seen that most studies have chosen to carry out their research with students in upper primary education.

It should be recalled that 70% of the studies were empirical, while the remaining 30% were literature reviews. The number of studies chosen for these reviews varies widely. There is one study that includes 75 single-case design studies and 4 group-design quasi-experimental studies, while another study only considered 12 valid articles for the review. As for the last study, it seemed to not specify the number of resources used for the review. It should be noted that there is a big difference between the resources considered for each review, but it should be noted that it depends on the topic and how specific the review is intended to be.

5.2 How emotional regulation is defined

In terms of how emotional regulation is defined, many aspects were found to appear in several articles, so there were many similarities between the different sites chosen to carry out this research.

60% of the articles agree that *emotional education* is a process that helps people to identify and express what they feel as they go through different situations and interact with other people. They also state that its aim is to adapt to each situation and context, responding in the best possible way, so emotional intelligence needs to be trained and developed. These 60% of articles also agree that to have emotional intelligence, it is necessary to acquire competencies related to regulation and awareness of emotions, together with autonomy. As López-Noguero et al. (2023) stated, these competencies will be developed progressively, starting with the identification of the emotion and its characteristics, and then comprehending and regulating them.

As mentioned above, *self-regulation* allows us to reflect on our actions to develop healthy relationships with the people around us. 50% of the studies also indicate that fostering socio-emotiona*l* and socio-personal skills enhances self-awareness and emotional self-regulation (Cañabate et al., 2020). When students work on developing their socio-emotional competencies, their ability to communicate and argue about conflicts is improved, and they collaborate in the search for the best solution to the conflict for everyone involved.

The results of the articles agree that, by regulating our emotions, we will also be able to manage inappropriate impulses in order to adapt to different situations (López et al., 2020), and by fostering these skills, people can improve their responses in any situation they face. Furthermore, 20% of the articles agree that, in addition to favouring the relationships we have with those around us, regulating our emotions also contributes to cooperative learning, self-esteem and emotional well-being. Conversely, children with poor self-regulation skills may lack self-confidence and self-esteem, making it difficult for them to manage stress and frustration.

Related to this, 90% of the studies considered for this research highlight the importance of self-regulation in students' school performance. When students are able to control and regulate their emotions, their ability to reflect on different situations improves, allowing them to be more concentrated and focused on the learning tasks proposed.

In addition, it is observed that students who manage their emotions better show better academic results, since the success students have is highly dependent on the emotions generated towards the learning process. Happier children learn better, given that they are more focused, which allows them to develop problem-solving skills and regulate their behaviour. This leads to a higher self-esteem and self-efficacy. As a result, they can adjust better to school and feel more motivated to perform the tasks set.

However, two of these articles also considered the relevance of *autonomy*, as tasks are performed better when autonomy is supported. In doing so, student-teacher relationships also improve. They agreed that, when this occurs, the climate within the classroom is favored, and a good climate provides greater opportunities for students to learn, fostering autonomy and communication. Related to this, one study highlights that, to achieve all of this, the school must adapt to the students' needs to create an inclusive environment that welcomes diversity and promotes learning situations adapted to all.

5.3 The main contributions of the articles

The main research contributions do not share many common findings. There are a couple articles that highlight the importance of *emotional education* as a preventative measure for potential problems among pupils. Emotional education enables students to *identify* and *regulate* their emotions so, as the articles agree, self-awareness enables us to acquire emotional self-control.

One article suggests that understanding and interpreting our emotions in any given situation will make it easier for us to modify the emotional influence generated in order to respond to it appropriately. With all this in mind, emotional regulation involves recognising our feelings and

responding appropriately to any situation that comes our way. Similarly, it is also claimed that introjective practices, understood as practices that involve looking inward, provide learners with tools to handle different situations. Another study reports that providing tools to learners to self-regulate yields positive results as *"instructional support seemed to be most effective on children's behaviour regulation and inhibition, while classroom organisation led to the largest gains in self-regulation, especially emotion regulation"* (Sankalaite et al., 2021, p.14).

This last site, together with two others, highlighted the importance of the *role of the adult* during the process, in this case, the teacher. The relevance of providing students with tools they can use to self-regulate has been noted above. This is where the teacher plays an important role as sometimes, together with families, he/she is the person in charge of providing those tools taking into account that *"some studies employing teacher-led interventions report positive results on children's higher-order cognitive processes with instructional support from the teacher having the greatest potential for improving problem-solving skills"* (Sankalaite et al., 2021, p.14).

Moreover, it is also considered that teachers need to know their students and need to be trained in socio-emotional skills so that they can help students reflect on their own emotions and others' which, at the same time, will enable students to self-regulate their emotions so that they become more responsible and autonomous. In addition, when teachers know their students, they can provide topics of common interest among the students, which will increase class participation and improve knowledge construction.

Although the benefits of emotional education in the classroom are evident, 30% of the documents analysed consider the negative repercussions of not working on this aspect. Two studies agree that a lack of attention to emotional education can affect pupils' behaviour and attention levels. This would lead to poorer teacher-student relationships and negative learning outcomes. On the contrary, when self-management is promoted, positive aspects can be appreciated regarding several behavioural and academic outcomes.

The other study correlates the level of participation students have in class with a *supportive environment*. It supports the idea that if students are in a good environment and feel comfortable, they are more likely to participate in lessons. Related to this, there is another study that states that when children are motivated, they are better at recognising and controlling their emotions, as well as emphasising with their peers. All of this is again related to the role of the teacher.

20% of the analysed documents take into account the age and gender of the students. The results are inconclusive; one study found that older girls show greater abilities to identify and cope with their emotions while the other indicated that older pupils are less concerned about their emotions and

spend less time reflecting on them. The other results were also not considered relevant for this research.

The remaining 10% of the documents offered materials and strategies that could be useful to foster emotional education, although they lacked clear conclusions of their findings and nothing was said about the effectiveness of these strategies. Therefore, these contributions were not included in this review as they were not considered relevant.

5.4 Implications to improve the teaching quality

Most of the studies analysed, specifically 50% of them, propose that to improve the teaching quality, consideration should be given to promoting *strategies* that help students *recognise* and *regulate* their emotions. Basically, they state that it can significantly benefit, not only their performance in school, but also their social skills, that is why they encourage teachers to work on emotional education in the classroom.

Of the other half, 2 of the remaining 5 studies do not address the impact on *teaching quality* nor propose actions that, as teachers, could be done to improve their classroom performance. Of the remaining 3 studies, one emphasises the role of parents in students' development, and suggests that the teacher should guide families in helping their children to manage their emotions. The proposed strategies focus on "the benefits of social-emotional well-being, self-regulation, and how these factors can contribute to positive parent-child relationships" (Pacheco & Xiong, 2023, p.29).

The last 2 articles suggest doing a review on the different strategies available to teachers to deal with emotional problems in the classroom. One of them highlights that, by reviewing them, it could be possible to appreciate whether they consider the emotional aspects that should be developed within the classroom. The other focuses on the fact that despite having some strategies, the role of the students is not really present in the situations available and neither is the autonomy of the students. The latter also mentions the lack of resources available to deal with the different situations that may arise. Both agree that many issues could be solved more effectively by reviewing and improving the different materials available taking into account the different aspects proposed.

6. DISCUSSION OF THE RESULTS

The analysis of the studies revealed many similarities and differences between the different studies considered for this research. Some of these findings are related to the conceptual framework presented at the very beginning of this research.

Emotion, as we know, is a reaction to stimuli, on which we can distinguish between positive and negative emotions. This is what Bisquerra (2016) states when he points out that, although all emotions are good ones, some of them can make us feel good (positive) and others can make us feel bad (negative). Although, it must be said that there are more negative emotions than positive ones, mainly because, as humans, we tend to see situations from the worst perspective, always seeing the glass half empty rather than half full.

As seen in the results, to identify the emotions we feel we require *emotional education*. Emotional education is the process we go through to identify and express the emotions we experience in every situation we find ourselves in (López et al., 2020). Emotions must be felt to be understood (Bisquerra, 2003), making it impossible to work on emotions with children who have not experienced them. That is why it would not make any sense to work on an emotion that children have never felt as they would not be able to understand what we are talking about. That is why it would be interesting to work on emotions in moments when people are feeling them. However, understanding the causes and consequences of our emotions is relevant to properly recognise them. If we are aware of what we feel at any given moment and how to name the different emotions we may feel, it will be easier for us to control and manage them, as well as to recognise what other people feel (Cañabate et al., 2020). In this way, we will also have the ability to understand, not only what is happening, but also what we are feeling and decide what to do with it. Basically, we could say that it is through *self-regulation* that we can appropriately express our feelings and reflect on our actions to develop positive relationships.

Moreover, emotional education involves developing some competencies described as the "conjunto de conocimientos, capacidades, habilidades y actitudes necesarias para comprender, expresar y regular de forma apropiada los fenómenos emocionales" (Bisquerra, Perez, 2007, p.63). Furthermore, as seen in the results, López-Noguero et al. (2023) stress that these competencies must be improved progressively, starting with the ability to identify the emotions we experience, as well as their characteristics to, later on, understand and regulate them. It is obvious that we can not go from feeling something to knowing instantly what we are feeling, how to deal with it and how to respond to it. This is where emotional education plays an important role as it aims, step by step, to guide us towards the comprehension of our inner self in order to control our impulses and respond to situations the best possible way (Bisquerra, 2003).

One of the competencies we need to work on is *emotional regulation*. This is the competence on which this research has focused. As highlighted by Bisquerra & Mateo (2019), it is through emotional regulation that we can respond appropriately to the emotions we experience. This involves recognising our feelings and internalising them to decide if we want to act according to our impulses

or not. By regulating our emotions, the relationships we have with the people around us improve (López et al., 2020). Having healthy relationships with them is of great importance, as it directly affects our daily performance. It is especially relevant for students considering that when they have good relationships with their classmates, the classroom environment is enhanced and provides better opportunities for students to learn, which has a great impact on their academic performance (Tur-Porcar et al., 2021). A positive classroom environment encourages discussions and enriches students' knowledge as well as their emotional well-being.

Focusing on the *emotional wellbeing* of pupils is essential, as it influences their satisfaction with the learning process and the results they achieve, as well as the relationship they have with the rest of the class to overcome any difficulties that might arise (Decret 175/2022, de 27 de setembre). As the results showed, to achieve this, we must also take into account the individual needs of each student and their characteristics, so that we can create an inclusive environment that welcomes diversity and promotes learning situations adapted to all learners (Tur-Porcar et al., 2021). In order to meet the individual needs of the students, it's necessary for the teacher to get to know them, but firstly, they need to be heard and paid attention to. "Cuando el profesorado escucha a los estudiantes establece una relación con ellos que les permite conocerlos, ayudarlos, orientarlos y reflexionar sobre sus actuaciones como profesional" (Sepúvelda et al., 2019, p.11). This environment will facilitate working on *socio-emotional skills* that will lead to the development of competences that will enable students to regulate their emotions, as well as their ability to *communicate* and *empathise* with others through love and respect.

Moreover, when children are able to control and regulate their emotions, they can concentrate better on any task proposed. If children are able to focus easily, they will get better results, which will also influence the way they perceive school and their learning process (López et al., 2020). *Motivation* and *autonomy* should therefore be encouraged. If it is encouraged, children will feel a sense of self-accomplishment and fulfilment, which will lead directly to enthusiasm for everything that is proposed to them in class (Alarcón- Espinoza et al., 2023).

Therefore, as it can be appreciated in the results, *teachers* play a significant role, not only in the academic development of the students, but also in their emotional and social skills, as it is our task to help pupils overcome the difficulties they might encounter during their path in school (Sankalaite et al., 2021). If we intend teachers to "incidir en las vidas del alumnado, y que la escuela repercuta más allá de lo meramente académico, es crucial proporcionarle al alumnado herramientas que les ayuden a comprender el mundo, a participar en sociedad y a conocerse mejor a ellos mismos" (Sepúvelda et al., 2019, p.17). Moreover, it is at school where many conflicts arise, that is why it is essential to

develop students' emotional regulation skills because, in this way, they will be able to resolve conflicts through *dialogue*.

In the section on implications to improve *teaching strategies*, some studies highlight some of them for teachers to help students overcome *conflicts*. I consider it to be a great idea as we might encounter difficult situations that we might not know how to solve or how to guide our students towards the best possible solution. These strategies could be useful to bring new ideas or improve existing ones.

However, it should also be taken into account that these strategies may focus on a specific group of students or on general situations (Sepúlveda et al., 2019). That fact could affect finding the appropriate solution to the problem raised among our students. Therefore, as the results showed, these situations could be used to provide, not only us but also the students, with tools to self-regulate and help them find ways to solve problems by themselves (Alarcón-Espinoza et al., 2023). If they were to analyse the situation provided, they could work together to find different solutions and decide which is the most suitable one (Tuomela, 1993). Such a strategy could be applied when dealing with real problems.

Finding solutions together could also foster *communication*, *autonomy* and could enable students to act as *mediators* of the conflict so that they do not always require the figure of an adult to play that role (Torres & Correa, 2022). In order to do so, students must help each other. Helping can be seen as "una fuente de información y conocimiento con la que podemos llegar a soluciones de más calidad" (Sánchez, 2019, p.141). However, students should be aware that in order to find an adequate solution to the problem, it has to be taken into account that both parties have to agree and that all their needs have to be met.

7. CONCLUSIONS

The objective of this research was to carry out a systematic review of the literature on emotional regulation in primary education students, in order to analyse and describe the relevant knowledge in terms of definition, results and implications for the improvement of teaching strategies. This objective has been accomplished, as the systematic review of the literature has been carried out and the selected items have been thoroughly analysed.

Despite having achieved the objective, the research presents several limitations, especially in terms of time and expertise. Due to these constraints, the research only considered data from one source (Web of Science) and included studies from the last 5 years, which limited the number of sources considered for this project.

I also faced several challenges, as it was the first time I conducted a systematic review of literature. This implied acquiring all the necessary knowledge to correctly apply this complex methodology. In addition, I struggled to find all the sources, as it involved investing a huge amount of time I did not dispose of, which led me to repeat part of the process several times until I was able to gather all the relevant sources.

However, in the end I was able to find useful articles that helped to achieve the objective of this research. I was quite impressed by the limited number of articles that met the inclusion and exclusion criteria described. However, I was not surprised to see all the information I obtained, since I already had some knowledge about the topic itself and there was not much that really surprised me. The only thing I found interesting was to see how everything was interrelated and the significant role teachers play in the emotional education of students. I already knew that teachers are an important figure in a student's development, but these articles show how crucial their role is.

That is why, in this project, the quality of education we provide to the students has been taken into account as it has been assessed that teachers have an important role in both the social and the academic skills pupils acquire. Therefore, in order to improve it, teachers should always consider what motivates their students, as well as ensure that they develop competences related to emotional education. In this way, students will be able to self-regulate and improve their relationships with their peers and teachers. This will enable them to resolve all the conflicts that might take place, leading to a healthy and safe classroom environment that will facilitate and promote their learning process through communication and assertiveness.

I'm sure there may be many other studies from other sources that would have been of great interest for this research that were not found. As a prospective, I recommend expanding the research to include studies from other sources and a broader range of years to gather more data and evidence. Also, from here, it would also be interesting to design an educational resource to promote the autonomy of primary education students when it comes to the regulation of their feelings and emotions. Through this resource, students would be able to handle discussions and regulate themselves without always needing the help of an adult, which would also increase their autonomy. This would have positive long-term effects, as their problem-solving skills would be improved due to the fact that they have been working on it since they were young.

By developing this project, I have developed and reinforced several competencies outlined in the faculty's study plan (Universitat Autònoma de Barcelona, 2023). I have improved my ability to collect and interpret data to, afterwards, reflect on it. I have also improved my skills in managing the information gathered in order to develop this project using only the relevant data obtained. Focusing

this research on emotional education and self-regulation to manage conflicts in the best possible way has allowed me to reflect on all the strategies and suggestions to improve the quality of teaching. I am sure it will also help me to reflect in the future whether my strategies are working or not and how they could be improved. The results I have obtained emphasise how important it is that teachers work on their socio-emotional competences. This fact has made me analyse my own competences in order to see what I should continue working on in the foreseeable future to be able to help and guide students properly.

In addition, my autonomy has also been improved because throughout the degree we have been working on group projects and we always had other people to rely on or who were there to give us a hand whenever we got stuck, whereas this project was individual. By having developed my autonomous and cooperative skills, I will also be able to share my strategies with students in the future. This research has also allowed me to promote coexistence between individuals, as well as to acquire more skills to help students resolve conflicts peacefully.

In conclusion, I have really enjoyed developing this research, especially as it has allowed me to improve such a large number of different competences. I am sure that, in the future, I will use everything that I have learnt developing this project to carry out others. Despite the challenges I encountered in developing it, I must say that I am quite proud of everything that I have achieved and I hope to be able to continue this research at some point in my life and create the resource I mentioned earlier.

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9. ANNEXES

Title	Publish-ment year	Nationality	Study type	Methodology	Participants	How emotional regulation is defined	Results	Implications to improve teaching strategies
Motivación intrínseca, inteligencia emocional y autorregulación del aprendizaje: un análisis multinivel.	2019	Spain	Empirical study	Quantitative. They conducted a survey with several questions (from 1-5 according to the level of agreement) answered by all students.	480 students (248 boys and 232 girls) in the fourth grade of primary education.	In this article, emotional regulation is not defined directly. It is defined through emotional education. It is considered as a set of self-perceptions, dispositions and motivations that share different elements with some of the main characteristics of personality. It is also said that one of the characteristics of emotional intelligence is the capacity for self-motivation, which influences the results we obtain from the different tasks we perform.	Intrinsic motivation was positively related to all the variables related to emotional intelligence and self-regulation of the learning process. Students who are more motivated regarding PE class are more able to recognise and control their emotions and emphasize with their peers.	Teachers who promote strategies to help students regulate their emotions better are more likely to motivate their students, resulting in better academic outcomes.

	2020	Spain	Empirical study	Quantitative. Questionnaire composed by 10 items assessed on a likert-type scale with 7 response options.	569 primary students between 8 and 13 years old.	In this article, emotional education is considered as a relevant topic since, when teaching, the emotional aspects of individuals must be considered and integrated in the process, since the success of students, has been highly dependent on the emotions generated towards the educational process. When we talk about emotional intelligence, some components should be considered: the recognition of our emotions, the capability to generate great thoughts, emotional understanding of thoughts and feelings and emotional regulation. In this article, emotional regulation has been defined as the "process through which individuals identify, modulate, and express their emotions, whilst they interact with individuals or situations with the aim of reaching goals and objectives, adapting to a context or achieving personal and social well-being" (López et al., 2020, p.617). It should also be considered to be "linked to well-being, health, personal development, performance, empathy, and interpersonal relationships" (López et al., 2020, p.617). If we are able to regulate our emotions, we will be able to cope with "inappropriate impulses, redirect behaviour in a	This study has shown that students who work on emotions have a better cognitive re-evaluation, which will facilitate their ability to interpret each situation they may face in order to modify the emotional influence generated. Working on emotional education is important because it can be considered as a preventative aspect in the face of problems that might arise, since, otherwise, they could present a lack of adequate affective development. If students do not know, what they feel and how to regulate their emotions, it will be difficult for them to respond appropriately. In relation to this, coexistence is facilitated when students present better cognitive re-evaluation skills.	It highlighted "the importance of working on all dimensions of emotional education as a preventative element of subsequent future problems" (López et al., 2020, p.623). It has also been shown that there is a relationship between the recognition and regulation of one's emotions and the performance we have at school.
Tutorial action and emotional development of students as elements of improved development and preventing problems related with coexistence and social aspects.								

						constructive way, and adapt to the different situations" (López et al., 2020, p.618) that we might have to face. All this will help us improve our interpersonal relationships.		
Emotional self-regulation through introjective practices in physical education	2020	Spain	Empirical study	Mixed. It is based on three different phases: The first phase consists of a pre-test. The second phase consists of a 6-week intervention with the groups in which they carry out different activities and then reflect on what they have done. The last phase consists of a questionnaire composed of several items assessed along a likert-type scale with 5 response options.	90 fourth primary students.	Emotional intelligence involves awareness of what we feel at any given moment and how to name the different emotions we may feel. It also involves the ability to control and manage what we feel, as well as to recognise what others feel. This article defines self-regulation as "the capacity to recognise individual emotions and to act accordingly, mitigating states of tension, stress, anxiety, or pain, in pursuit of well-being and psychosomatic balance" (Cañabate et al., 2020, p.2). It also highlights the importance of "developing the socio-emotional or socio-personal competences that help to promote self-knowledge and the self-regulation of emotions" (Cañabate et al., 2020, p.2).	The results of this article show that introjective practices provide students with tools to face different situations they might face during their lives as it will allow them to know what they feel. It is also been seen that the first step that students must take to regulate their emotions is to perceive them and understand their feelings. But, to do so, they must become aware of the present moment. Self-awareness allows us to achieve emotional self-control. The study presented several "differences between the pre- and post-intervention by showing improvements in the attention dimension" (Cañabate et al., 2020, p.7) as students were able to feel and express these feelings adequately.	To improve teaching strategies, Cañabate (2020) proposed to continue to carry out introjective educational practices since this way changes in the attitudes of young people may occur. If they carry out activities to address students' emotions, it will be possible to help students to self-regulate their emotions.

Agresividad, inestabilidad y educación socioemocional en un entorno inclusivo.	2021	Spain	Empirical study	Mixed. The research consists of four different phases. The first phase consists of training the teachers involved to correctly follow the program created. The second phase consists of analysing the group. In the third phase the programme was applied in the group and finally the groups were analysed again. The instrument used was a test with 15 questions containing 3 different answer options.	555 students aged 7 to 12 years.	Socio-emotional education aims to provide students with the necessary conditions to improve their learning process in the appropriate classroom climate. A good climate provides greater learning opportunities for students. It also promotes autonomy and communication. The first one implies that children are part of it and more aware of their learning process. Adequate development of the students' socio-emotional competences improves their ability to communicate and argue about conflicts that might arise, seeking the best solution for all involved. To achieve all this, the school must adapt to the needs of the students to create an inclusive environment that welcomes diversity and promotes learning situations adapted to all.	After implementing the programme they created, they found that when teachers know their students and are trained in socio-emotional skills, they can help students reflect on their own and others' emotions and can self-regulate their emotions to become more responsible and autonomous. When this happens, aggressiveness and emotional instability are reduced.	As the results showed, to improve teaching strategies, emotional education should be considered, not only to improve students' learning experience, but also their social and emotional skills in dealing with everyday life situations.

Inteligencia emocional en 5º y 6º de educación primaria. Percepción, comprensión y regulación de las emociones del alumnado en función del género, la edad y el contexto.	2022	Spain	Empirical study	Quantitative. They carried out a survey with several questions (from 1-5 according to the level in which you agree) which all pupils answered.	1091 students in 5th and 6th year of primary school.	Emotional intelligence is defined by López-Noguero et al. (2023) as the ability to perceive, assimilate, understand and regulate emotions. Moreover, it is the way in which we interrelate with our environment, and we adapt to society. To have emotional intelligence, it is necessary to acquire competences related to the regulation and awareness of emotions, as well as autonomy. Also, as stated by López-Noguero et al. (2023), these competencies will be developed progressively, starting with the identification of the emotion and its characteristics and then understanding and regulating them. We want to regulate our emotions to improve our individual and group development and adapt better to the changes we might experience. In addition, it is said that students who manage their emotions better show better academic results.	Results show that older students worry less about their emotions and spend less time reflecting on their feelings. In addition, students from rural backgrounds have been found to pay more attention to emotion-related elements. The same is true for men in general, with women paying less attention to their emotions. Finally, some students report that they are aware of their feelings and can recognise other people's feelings but also, some students should improve their emotional recognition.

A calming corners guide: self-regulating strategies for home and school	2023	California	Literature review			Self-regulation is defined in the article by another author as "the act of managing one's thoughts and feelings to engage in goal-directed actions such as organizing behavior, controlling impulses, and solving problems constructively makes up elements of self-regulation" (Montroy et al., 2016, cited by Pacheco & Xiong, 2023, p. 3). It is through self-regulation that we are able to adequately express our feelings and think through our actions to develop positive relationships. But other research has not only shown that through self-regulation children can achieve higher levels of social skills, but also academic skills, as happier children learn better. If they are more focused, they can develop problem-solving skills and regulate their behaviour. When children learn to identify, understand and accept their emotional experiences and behaviours, they can easily stop and reflect on the situation to find an appropriate solution. Children with poor self-regulation skills may lack self-confidence and self-esteem, which will lead to difficulties in managing stress and frustration.	The result of this research is a guide to calming corners for primary school pupils. The corners are designed to be used in the classroom or at home. It incorporates best practices in self-regulation to encourage the practice of skills in both settings.	It can be used to help parents and teachers with children who may need support in developing coping strategies. Also, teachers can use these guides to help parents who might struggle helping their children in these areas and to provide "opportunities for parents to learn about the benefits of social-emotional well-being, self-regulation, and how these factors can contribute to positive parent-child relationships" (Pacheco & Xiong, 2023, p.29).

| | 2021 | Belgium and Netherlands. | Systematic review | | 12 articles were included in this review. | In the text, self-regulation is defined as behaviours that seek to control and regulate our own feelings and actions. In this research, executive function is also considered which describes various cognitive processes "required to carry out conscious goal-directed behaviours and are especially important" (Sankalaite et al, 2021, p.2) when coping with different situations.

Both, self-regulation and executive function are fundamental for children's learning, school functioning and academic performance. If children acquire these skills, it is believed that they will adapt better to school. | The study has seen that "some studies employing teacher-led interventions report positive results on children's higher-order cognitive processes with instructional support from the teacher having the greatest potential for improving problem-solving skills" (Sankalaite et al, 2021, p.14). "Cognitive deficits can be minimised if children are supported appropriately" (Sankalaite et al, 2021, p.1).

Their results also seemed to indicate that "instructional support seemed to be most effective on children's behaviour regulation and inhibition, while classroom organisation led to the largest gains in self-regulation, especially emotion regulation" (Sankalaite et al, 2021, p.14). If children show low executive function and self-regulation, their behaviour in class could be affected, as well as their level of attention, leading to a poorer relationship with the teacher and a negative impact on | Teachers can help develop students' executive function and self-regulation skills through teacher-student interaction, so that students' learning experience can be enhanced. |
| Strengthening executive function and self-regulation through teacher-student interaction in preschool and primary school children: a systematic review | | | | | | | | |

							the academic development of the student. Despite all the information found, it was difficult to compare the supports of teacher-student interactions and teacher-student relationships as to which might be more effective for the development of self-regulation.	
Assessment of a program to identify expression of emotions by primary school students	2020	Portugal	Empirical study	Qualitative. They had to answer open-ended questions.	101 children aged 9 to 15 years.	Emotional regulation plays an important role in children's development. Individuals with a higher degree of emotional regulation show better physical and psychological health and their interpersonal relationships are strengthened. This leads to a positive attitude towards school, so the skills needed to recognise and regulate our emotions should be fostered at an early age.	The study has shown that older girls show greater abilities to identify and cope with their emotions and has reinforced the importance of working on emotional education among the youngest children. It has also shown that children aged 9 to 11 have better competences. The results obtained in this study show that when they applied the programme that allowed students to identify their emotions, they obtained some improvements, but it also caused difficulties when it came to recognising other emotions. To overcome this, the need for more effective	

						implementation has been highlighted.	
Self-management interventions for reducing challenging behaviors among school-age students: a systematic review	2022	USA	Systematic review		75 single-case design studies and 4 group-design experimental or quasi experimental studies	There are several concepts that need to be developed to foster the social, emotional and behavioural skills that children need. These concepts are social awareness, self-awareness, self-management, relational skills and problem solving. In order to improve in all these skills, autonomy is also a relevant fact to be taken into account. Autonomy is understood as self-management, the ability to do things by ourselves. Self-management is useful when it comes to improving academic performance as well as behavioural outcomes. Tasks are performed better when autonomy is supported. Moreover, in doing so, relationships between pupils and teachers also improve. There are two sides of self-control that can be appreciated: internal and external. The internal one is more difficult, as the child may not be able to evaluate it correctly. As for the external aspect, it is the adults who are in charge of analysing it.	This study has found that when self-management is promoted and pupils work to improve it, it has positive effects on several behavioural and academic outcomes.	Behavioural support interventions within the school should be considered. Only a few specific behavioural support interventions exist, and they do not really take into account the role of the pupil and his or her autonomy. That said, teachers do not have many resources to deal with situations where the child needs support.

| Focusing on the task and emotional self-regulation: daily challenges in the classroom | 2023 | Chile | Empirical study. | Qualitative. The methodology used to carry out this research was based on observation. The observation was carried out by recording the interactions between two teachers and the respective pupils during 18 hours. | Nine groups of between 15 and 40 pupils in the fifth and sixth grades of primary school. | As children acquire metacognitive skills, they also acquire the ability to control and regulate their own emotions. This also improves their ability to reflect on different situations, which allows them to be more concentrated and focused on the learning tasks proposed. This leads to a better feeling towards themselves, as it will improve their self-efficacy.

Emotional regulation has been defined in this article as a set of cognitive skills needed to plan and regulate thought, emotion and action.

In addition, being able to regulate our own emotions helps to improve our relationships with the people around us. It also contributes to cooperative learning, self-esteem and emotional well-being. | Emotional regulation can affect the way students participate in the classroom. The adult can influence the way pupils focus on the task and self-regulate their emotions, as he/she can foster their autonomy. The adult figure should be taken into account as he/she can provide topics of common interest among pupils that will stimulate their participation in class and enhance their construction of knowledge. | This article suggests that the strategies teachers use to transmit their knowledge to students should be reviewed to ensure that they take into account emotional aspects. |