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INTERVENTION PROJECT, MUSIC IN THE SOCIO-EMOTIONAL DEVELOPMENT OF STUDENTS

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Abstract: The Intervention Project, music in socio-emotional development of the students seeks to strengthen the socio-emotional skills of students through digital resources, a participatory action research approach is used, starting with a diagnosis to identify the emotional needs of students, "My emotions" was developed, a digital resource based on music that modifies the emotional state of students and promotes learning. Emotions are crucial in education, impacting the construction of knowledge, emotional intelligence reinforces neural connections, while the lack of emotional management can affect the educational process, often neglected in classrooms. Music is recognized as a valuable tool to address the emotional state of students and promote effective and meaningful learning, the pedagogical approach is constructivism, stimulating active participation and meaningful learning, through an online form allows students to select images related to emotions and listen to music to identify their subsequent emotional state, facilitating an adaptive and holistic intervention, since the objectives include categorizing emotional states, creating the digital resource, applying it, evaluating its effectiveness, informing teachers and monitoring long-term.

Keywords: Socio-emotional development, Educational intervention, high school students

INTRODUCTION

Emotions play a crucial role in learning by influencing synaptic processes. Emotional intelligence, by strengthening and creating stable neural networks, contributes positively to the construction of knowledge. However, poor emotional management can hinder this process, a problem that is often overlooked, especially in the educational field.

It is common to observe groups of students dealing with their emotions between classes. Although it is a natural part of their development, conflictive situations can arise, especially when some lack the emotional intelligence to manage such conflicts (Goleman, 1995). These conflicts, when recurrent in a group, can disrupt the learning environment, resulting in ineffective classes. Timely detection of the socio-emotional state makes the difference between taking advantage of or missing a class.

Music is recognized as a valuable resource for addressing emotions in the classroom. Its ability to influence the emotional state of young people creates an environment conducive to effective and meaningful learning. This intervention project uses digital resources to strengthen students' social-emotional skills. The methodology used is a participatory action research approach, where a diagnosis was carried out to understand the emotional needs of the students.

Based on this diagnosis, a digital resource called "My emotions" was designed and applied, which uses music to modify the emotional state of students and create an environment conducive to learning. The application of the resource was weekly for four weeks. A constructivist approach was adopted, promoting active participation and meaningful learning. An online form was designed where students selected images related to different emotional states and listened to music fragments to identify their post-musical emotional state.

The justification of the project is based on the results of the diagnosis, which evidenced the need to strengthen the socio-emotional skills of the students. Digital resources offer advantages such as early detection of emotional problems, anonymity to share feelings, and accessibility at any time. However, they also pose challenges such as the lack of face-to-face

interaction and the reliability of information.

In the current context, the need to maintain the attention and interest of students in the classroom has led to questioning the relevance of traditional exposure times. The visual stimuli and rewards generated by technology have further distanced the competition between educational content and social entertainment (OEI, 2021). In addition, education faces the challenge of the "post-pandemic effect", where students seek a balance between social interaction and limited motivation in academic activities. Therefore, it is crucial to create learning environments that optimize the time and resources invested in education.

In many classrooms, problems related to the mental state of students can be identified, which demands the introduction of new strategies, such as the use of digital resources to transform negative mental states into positive ones, or to strengthen emotional states through music. These problems can manifest as lack of interest, limited participation and apathy, negatively impacting learning and academic performance.

Some students experience negative emotions such as sadness, depression or stress, affecting their general well-being and ability to concentrate and participate in class. Academic pressure, exams and homework can increase anxiety, making the learning process difficult. The lack of emotional connection between the content and students' personal interests can also lead to disinterest and negativity.

Faced with these challenges, the introduction of digital resources using music as a tool can be an effective strategy to direct emotions towards more positive aspects. Music can improve mood, increase motivation, reduce stress, and promote greater engagement in learning. This strategy seeks to create a more positive and supportive learning

environment, where students actively and proactively participate in classroom activities.

Having tools that allow us to know the emotional state of students and establish approach criteria in the thematic content is essential to optimize teaching work and the teaching-learning process. It is crucial to create safe learning spaces where students are emotionally willing to learn, not only attending to the cognitive aspects, but also to the emotional needs of the students.

Our students are in the stage of adolescence, in which they experience different changes in aspects, such as physical, behavioral, emotional and social, Gaete, V. (2015 p.436-443)

“These changes in turn can be resolved and managed satisfactorily by some adolescents, however, at this stage many of them are also more vulnerable and exposed to various problems and risk behaviors, as well as finding themselves in situations that make it difficult for them to cope.” integral development” (Morales, July 2 – December para.5);

The age of the students participating in this project ranges from 15 to 18 years old, with a medium-low economic status, respecting their right to free expression and diversity and inclusion.

Regarding the strengths of vocational school students, it can be seen that there is a commitment from the institution to the comprehensive well-being of students and the recognition of the importance of socio-emotional skills, in the area of tutoring. There are teachers who are committed and willing to explore new methodologies and educational tools, and there are students who are motivated and receptive to the integration of digital resources in their socio-emotional learning. Students sometimes have flexible schedules that allow for the implementation of social-emotional development programs and activities.

The opportunities that can be observed are access to scholarship programs for their studies, students and teachers have access to a wide availability of free and open source digital resources.

The weaknesses that can be observed are: Lack of financial resources in the school to invest in educational technology, shortages of training and teacher training in the use of digital resources for socio-emotional development.

Resistance to change on the part of some teachers and lack of motivation to integrate digital resources in the classroom.

Threats observed, risk of overdependence on technology, which can affect human interaction and the ability to manage emotions in non-digital environments.

The socio-emotional state of high school students has a significant impact on learning. We can visualize it in several ways:

- It affects attention and focus: Students who are experiencing social-emotional problems, such as anxiety or sadness, may have difficulty paying attention and maintaining focus on academic tasks.
- Impact on Motivation: Students who are dealing with social-emotional issues may have difficulty motivating themselves to learn and achieve their academic goals.
- It affects processing ability: Students who are experiencing social-emotional problems may have difficulty processing and retaining new information.
- Impacts on social relationships: Students who are experiencing social-emotional problems may have difficulty interacting with their peers and teachers effectively, which can negatively impact their classroom experience.
- It affects self-esteem: Students who are experiencing social-emotional problems may have low self-esteem, which can

negatively impact their academic performance and ability to cope with challenges.

It is crucial for teachers to consider the socio-emotional state of students when designing and implementing the teaching-learning process. By providing appropriate social-emotional support, students' ability to learn and achieve academic success can be improved. The lack of specific mechanisms to address and foster the socio-emotional development of students has been a persistent challenge in the educational field. We often lack the skills to manage even our own emotions. When students do not feel fully motivated or accepted as individuals, they tend to participate less in the educational process, which can lead to problems such as physical aggression, risky behavior, emotional difficulties, peer conflict, substance use, and dropout. school, absenteeism and poor academic performance, among others.

Social-emotional education is a fundamental pillar in the lives of students due to the central role that emotions play in the school environment. Incorporating activities focused on the human development of students will enhance their skills in this area (Muñoz, 2022, para. 1).

METHODOLOGY

The methodology used to design, execute and evaluate the intervention project was based on a participatory action research approach, aligned with the objectives of the intervention. Initially, a diagnosis was carried out on the students of a vocational school to identify their needs in the field of emotional education. Based on the results of this diagnosis, the digital resource "My emotions" was designed and applied.

The resource "My emotions" had the objective of knowing the emotional state of the students at the beginning of each class

and carrying out interventions using music to modify this emotional state and establish a more optimal learning environment. This resource was applied at the beginning of class, once a week, for a period of 4 weeks.

The design of the intervention project was based on a systematic and structured approach, considering the following key elements:

Specific and measurable objectives: Clear and measurable objectives were established that reflected the project goals in terms of strengthening students' social-emotional skills and improving their emotional well-being.

Theoretical foundation: It was based on recognized pedagogical theories and approaches in the field of socio-emotional education. Existing literature, research and best practices were consulted to inform the strategies and activities to be implemented.

Initial diagnosis: A diagnosis was carried out to understand the specific needs of the students in the area of social-emotional skills. This step was crucial to design effective and personalized interventions, using a form. In <https://docs.google.com/forms>.

Development of the digital resource: An interactive and accessible digital resource was designed and developed to support the development of students' social-emotional skills. For the design of the digital resource "My emotions", it was decided to use a Google Forms form. This form included the selection of images representative of different emotional

states and the incorporation of fragments of calming music from YouTube.

First part of the form: Selection of a representative image for each of the emotional states (joy, anger, sadness, fear), with the aim of indirectly knowing the emotional state of the student at that moment.

Second part of the form: Selection of a fragment of calming music (3 to 5 minutes) for the student to listen to, followed by the request to identify their mood after listening to the music.

Resources and protocols: The human, temporal and technological resources necessary for the implementation of the project were taken into account. Additionally, monitoring and evaluation protocols were established to measure the impact of the interventions and adjust them as necessary.

OBJECTIVES

GENERAL OBJECTIVE

- Strengthen students' social-emotional skills through the design and implementation of digital resources.

SPECIFIC GOALS

- Categorize the different socio-emotional states of young people between 15 and 20 years old to include them in the design of digital resources.
- Create a digital resource that allows knowing the socio-emotional state of the students to support the teaching-learning

process in the General Baccalaureate by Competencies (BGC).

- Apply the designed digital resources to a sample of BGC students to evaluate their effectiveness and obtain feedback on their use.
- Evaluate and analyze the advantages and disadvantages of the use of digital resources in strengthening the socio-emotional skills of students.
- Provide information and results obtained to high school teachers, to promote its adoption and widespread use in the educational context.
- Monitor and long-term follow-up of the effectiveness of digital resources in strengthening the socio-emotional skills of students.

Invitation to teachers and presentation of the project: Teachers from different semesters who teach Learning Units in BGC and Learning Modules in BTur were invited to participate in the project. A detailed presentation of the project was made, providing the link to the “My emotions” form and the checklist to record before each application of the digital resource. Teachers were instructed to apply the form at the beginning of class, cordially inviting students to participate.

Duration and frequency of the intervention: The duration of the intervention was 4 weeks, applying the digital resource once a week.

Necessary resources: The use of a computer with internet access and/or mobile device with internet connection was required to apply the “My emotions” form.

Evaluation and monitoring: At the end of the project, each participant completed a survey provided by the teacher in the classroom to evaluate the effectiveness and impact of the program.

The execution plan focused on the active collaboration of teachers, the systematic implementation of the digital resource and

continuous evaluation to ensure compliance with the objectives of the intervention project.

Two effective strategies were implemented to evaluate and monitor the intervention project:

Checklist for classroom observations: Before applying the digital resource, a checklist was designed that the teacher uses to make direct observations in the classroom. This checklist is made up of specific indicators related to the social-emotional skills that are expected to be strengthened with the intervention. The teacher uses this tool to evaluate the behavior and performance of students in situations linked to their socio-emotional development. During classroom observations, the checklist is completed, providing an overview of students' progress and areas of improvement in relation to the social-emotional skills worked on.

Evaluation questionnaire for students: At the end of the intervention, a questionnaire was administered to the students. This questionnaire was provided in printed format and they were asked to complete it in the classroom. The questionnaire covers questions related to the students' experience and perception of the intervention project, as well as their level of development in the socio-emotional skills treated. Students responded through response options and also had the opportunity to provide additional feedback. This questionnaire collected direct information from students about their perception of the results obtained and their own socio-emotional growth, providing valuable feedback to evaluate the impact of the project.

Both strategies provide a comprehensive evaluation of the intervention project, allowing for the evaluation of both the observable aspects in the classroom and the perceptions and experiences of the students, which contributes to a more complete

understanding of the results obtained and areas of improvement for future interventions.

RESULTS

The diagnosis revealed both strengths and areas for improvement in relation to the students' emotional intelligence and self-perception. Some emotional skills seemed to be more developed and consistent, while others needed more attention and work to strengthen them.

The survey in <https://docs.google.com/forms> was answered by 940 high school students in a Vocational school where we tried to validate their emotions in the classroom using an instrument, which is why the following was found: that 63.5% of the respondents belong to the female sex, while 34.1% belongs to the male sex. The rest preferred not to say it. The age of the respondents ranged from 14 to 18 years or older. It was found that the majority of respondents are 16 years old, followed by 17 year olds and then 15 year olds. The minimum is found in the extreme ages of 18 years or more.

Regarding the semester that the respondents are in, it was found that the majority are in the first and third semester with a percentage of 24.4% and 24.2% respectively. The fifth semester is the second with the highest percentage with 22.9%. Regarding the type of high school they study, 78.6% are in BGC and the rest in BTTur.

Based on the responses we observed with higher percentages provided in the survey, we can identify some areas that could require attention and development in relation to the person's emotional intelligence and self-perception. These areas include:

Ability to have fun and have fun: Respondents mention that they are only sometimes able to have fun and enjoy situations. This suggests the need to explore

strategies and approaches to increase the ability to find joy and enjoyment in different contexts.

Self-confidence: The students surveyed mention that they only sometimes have confidence in themselves and in what they are capable of doing, thinking and feeling. It is important to address this lack of confidence to promote greater self-esteem and confidence in one's own skills and abilities.

Management of tension and anxiety: The students surveyed mention that they can only sometimes relax and calm down in moments of tension and anxiety. You can explore and develop stress management strategies and relaxation techniques that help control and manage these emotions more effectively.

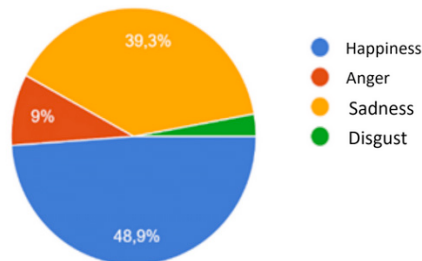
Perspective of others: Students mention that they can only sometimes see themselves from the perspective of others. Fostering empathy and the ability to adopt different points of view can be beneficial in improving interpersonal relationships and understanding of others.

Emotional balance: Respondents mention that they only sometimes consider themselves an emotionally balanced person. Working on developing emotional regulation and self-care strategies can help achieve greater emotional balance in various situations.

Decision making: Respondents mention that they only sometimes make decisions without too much hesitation. Exploring decision-making techniques, such as evaluating options and considering different perspectives, can help you make safer and faster decisions.

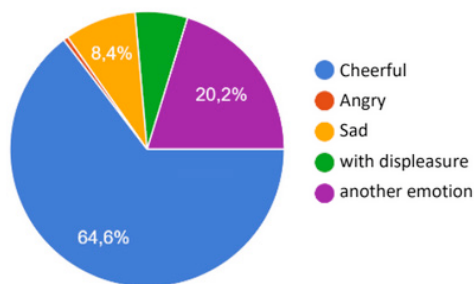
In general, a combination of strengths and areas for improvement are observed in relation to students' emotional intelligence and self-perception. Some emotional skills seem to be more developed and consistently present, while others may require more attention and work to strengthen.

During the application of the digital resource, it was observed that most of the responses at the beginning of class corresponded to the emotional states of sadness and joy, with a minor presence of displeasure and anger.



Option 1 corresponds to the image of joy 48.9%, followed by option 3 which corresponds to the image of sadness 39.3%, followed by option 2 which corresponds to the image of anger 9% and finally option 4 which corresponds to the dislike image with 2.8%

After listening to music, the "happy" emotional state predominated, with a notable decrease in sadness and other negative states.



Emotional states of the students at the end of the project

This suggests that music had a positive impact on the students' emotional state, increasing happiness and reducing sadness.

Observations made by the teachers in the classroom indicated that the majority of the students followed the instructions, were interested in the activity, and that the teachers perceived an improvement in the students' behavior.

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	Docente María Dolores Huizar Contreras	Semana 1			Semana 2			Semana 3			Semana 4			
		Sigue instrucciones	Muestra interés en la actividad	Después de la actividad se percibe disposición para aprender	Sigue instrucciones	Muestra interés en la actividad	Después de la actividad se percibe disposición para aprender	Sigue instrucciones	Muestra interés en la actividad	Después de la actividad se percibe disposición para aprender	Sigue instrucciones	Muestra interés en la actividad	Después de la actividad se percibe disposición para aprender	
2	Biomás y ecosistemas turísticos, grupo 3 A turno mat.													
3	BTUR													
4	RODRIGUEZ HERNANDEZ ITZEL	no	no	no	si	si	si	si	si	si	si	si	si	
5	ABARCA MARTINEZ DEINA YARETZI	si	si	si	si	si	si	si	si	si	si	si	si	
6	ALVAREZ ESPARZA MARIA FERNANDA	si	si	si	si	si	si	si	si	si	si	si	si	
7	ARMENTA VAZQUEZ GLORIA LISSETH	si	si	si	si	si	si	si	si	si	si	si	si	
8	BECERRA HINOJOSA MARIA FERNANDA	si	si	si	si	si	si	si	si	si	no	si	si	no
9	BUENOSTRO RAMOS GUADALUPE MONSE	no	si	si	si	si	si	si	si	si	si	si	si	si
10	CARDONA COLLINGA JOSHUA DANIEL	si	si	si	no	no	no	si	si	si	si	si	si	si
11	CASTELLANOS CHAVEZ PRISCILA MADAI	si	si	si	si	si	si	si	si	si	si	si	si	si
12	CORTES CORTES CARLOS EDUARDO	si	no	no	si	si	si	si	si	si	si	si	si	si
13	COVARRUBIAS COVARRUBIAS DIANA PATRICIA	si	si	si	si	si	si	si	si	si	si	si	si	si
14	DE LA PEA MARTINEZ ITZIA FERNANDA	si	si	si	si	si	si	si	si	si	si	si	si	si
15	DIAZ AVILA YARELI DESIREE	si	si	si	si	si	si	si	si	si	si	si	si	si
16	DIAZ DE JESUS LUZ AIME	no	si	si	si	no	no	si	no	no	no	no	no	no
17	DOMINGUEZ LEY LUNA MAYGLING	si	si	si	si	si	si	si	si	si	si	si	si	si
18	DUEAS LUNA IRIS ARIEL	si	si	si	si	si	si	si	si	si	si	si	si	si
19	ESTRADA BENITEZ DAMARIS AILEN	no	si	no	si	si	si	si	si	si	si	si	si	si
20	ESTRADA HUERTA ELIA JAZMIN	si	si	si	si	si	si	si	si	si	si	si	si	si
21	GARCIA AGUAYO PAOLA RUBI	si	si	si	si	si	si	si	si	si	si	si	si	si
22	GODINEZ SALAZAR FERNANDA	si	si	si	si	si	si	si	si	si	si	si	si	si
23	GOMEZ NERI OSCAR OMAR	si	si	si	si	si	si	si	si	si	si	si	si	si
24	GONZALEZ AGUIRRE ASTRID MICHELLE	si	si	si	si	si	si	si	si	si	si	si	si	si
25	GUTIERREZ ACOSTA ALMA ALEJANDRA	si	si	si	si	si	si	si	si	si	si	si	si	si
26	HIDALGO BAUTISTA ARELY	si	si	si	si	si	si	si	si	si	si	si	si	si
27	LARIOS GOMEZ SAMANTHA MELISA	si	si	si	si	si	si	si	si	si	si	si	si	si
28	LLAMAS GUTIERREZ ISIS ANDREA	si	si	si	si	si	si	si	si	si	si	si	si	si
29	MARTINEZ HERNANDEZ FRANCISCO LUZ	no	si	si	si	si	si	si	si	si	si	si	si	si

Tracking record

In the final evaluation carried out by the students, the majority indicated that they had followed the instructions, had been interested in the activity and felt better when working with the digital resource at the beginning of class. They also expressed that they would like this type of activities to be applied in all classes, considering the appropriate resources and the creativity of the activity. This suggests a positive perception and favorable acceptance of the intervention project by the students.

CONCLUSIONS

In general, the results of the intervention project reflect a positive impact in several aspects:

Emotional intelligence and self-confidence: The results of the initial diagnosis revealed both strengths and areas for improvement in these areas. Some emotional skills seemed to be more developed and consistent, while others needed more attention and effort to strengthen.

Effect of music on the emotional state: The application of the digital resource “My emotions” showed that music had a positive effect on the emotional state of the students. There was a significant increase in feelings of joy and a decrease in sadness, suggesting a positive impact on their emotional well-being.

Classroom observations: Teachers’ notes indicated that the majority of students followed the instructions and showed interest in the proposed activities. This suggests greater commitment and participation of students in the learning process.

Student Evaluations: In the final evaluations, the majority of students indicated that they followed the instructions, were interested in the activities, and found the digital resources

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 Grupo y turno *3 A matutino*
 Bachillerato (BGC o BTur) *BTUR*
 UAC/MA *Biomás y ecosistemas turísticos*

Aspectos Observados Si No Observaciones/Comentarios

Atendi las instrucciones del maestro *Le preguntaba para aclarar dudas.*

Me interesé en la actividad

Contesté los formularios *solo falle uno*

Me sentí mejor en cada clase que los contesté

Me gustaría que se aplicaran en todas las clases

Los recursos me parecieron adecuados, imágenes y música bien seleccionadas

La actividad me pareció original, novedosa y creativa

Propuesta de mejora *Que sea todas las clases.*

Project evaluation record by students

(images and music) to be appropriately selected and stimulating. Additionally, they expressed their desire to use these resources in all classes, demonstrating positive acceptance and beneficial perception of the project.

On a personal level, students demonstrated an improvement in their ability to recognize and manage their emotions, as well as an increase in feelings of happiness and a decrease in sadness. On a professional level, their greater participation and motivation in the learning process suggests a more conducive and stimulating educational environment. In summary, the project had a positive impact on both the emotional well-being of the students and their commitment and participation in the educational process.

It is essential to recognize the limitations of the study and propose actions to address them:

It is suggested to expand the sample by including a larger number of teachers and students to obtain a more complete and representative view of high school students at the Vocational School.

It is important to implement strategies to improve student attendance at sessions and address the apathy or lack of knowledge of some teachers to work on the development of emotional skills in their classes.

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Limited time period of the study: Conduct longitudinal studies that allow evaluating the impact of strategies to strengthen social-emotional skills in the long term. This will provide information on the sustainability of the benefits obtained and their influence on the students' adult lives.

Comparison of approaches and programs: Make comparisons between different approaches and programs to strengthen socio-emotional skills to identify the most effective in the specific context of high school. This will help in decision making for future interventions.

Evaluation of the impact on academic performance: Conduct research that analyzes the relationship between strengthening socio-emotional skills and the academic performance of students. This will provide crucial information about how social-emotional development influences students' educational success.

By addressing these actions, the validity and generalizability of the results can be improved, as well as valuable information to optimize future interventions and improve the emotional well-being and academic performance of students in the Vocational School.

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