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MINDFULNES AND EMOTIONAL INTELLIGENCE IN THE EDUCATIONAL SYSTEM: A review of the scientific literature between the years 2015 – 2020

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Abstract. The present study allowed to know the mindfulness and emotional intelligence in the educational system. The objective was to know the influence of mindfulness and emotional intelligence in the educational system, through a systematic review between the years 2015 to 2020. The methodology used is a systematic review of papers published in three very relevant databases such as Scopus, Scielo and EBSCOhost, allowing to obtain 48 original scientific papers, which were properly ordered in a database. Papers written in Spanish, English and Portuguese were considered. Finally, from an exhaustive filtering, 12 studies were selected. The results reflect that according to the empirical studies analyzed, mindfulness and emotional intelligence have a significant influence on the educational system, since the awareness of feelings and how to handle them allows the people to be competent in different situations of their lives. At the same time, mindfulness programs applied as a strategy to improve emotional intelligence are obtaining good results and should be replicated in different educational realities to have more information about what should be changed to improve. These results are important because they allow to know the influence of mindfulness and emotional intelligence in the educational system.

Keywords: Systematic review, emotional intelligence, mindfulness, educational system.

1. Introduction

Nowadays, families are learning to live with the virus, which forced them to be

confined to homes for a long time with the fear of catching it using gloves, masks, alcohol in excess every time they leave home, listening to news of the increasing cases of COVID-19, which influences emotions, positively or negatively. For this reason, it would be convenient to evaluate people to measure their level of emotional intelligence. If a person has a high level of emotional intelligence, they know how to react to stress, being careful to avoid affecting other people, trying to identify the causes and consequences so that they can reflect and be able to make decisions reducing the emotional intensity (Dominguez, 2017, Delhom et al., 2018). In this situation, people develop strategies that help them cope with stressful events and those that threaten their inner peace, so that they can find time to be with their family (Matthews, Zeidner, & Roberts, 2017).

Emotional intelligence is the ability to adapt to a context (Sternberg, 2013), to observe, understand, regulate and manifest the emotional events (Pastor and Rodriguez, 2017). In the same vein, resilience and satisfaction are two variants that are closely related to emotional intelligence which generate an increase in the manipulation of emotional skills in a positive way (Sanchez-Alvarez et al. 2016), since it is the platform of positive relationships for good functioning in the school environment (Hargraves, 2017).

On the other hand, mindfulness is a reflective art from the East, such as

Buddhism, Zen or Vipassana practice. It can be conceived as a psychological trait or as a technique. Some authors refer that mindfulness or full attention is the ability to keep the attention from minute to minute to social and emotional events that can be of oneself or another person without being judged. At the same time, thoughts, emotions, bodily sensations and the environment are important elements without making value judgments about whether or not what is happening at that moment is correct. The ability to know the situation that generates a positive or negative feeling is given at the moment of contemplating it, even it is embraced with great awareness and tenderness, without making any judgment because in this way negative emotions are avoided and, in turn, positive emotions emerge (Dixon and Overall, 2016; Hervás et al., 2016). In this sense, only the own actions should be contemplated (breathing, walking, etc.) so the beauty of the surroundings can be observed.

Mindfulness has two important elements: the self-regulation of attention that occurs in the minute of the experience, recognizing the brain events in the instant of the experience; the exclusive orientation towards the minute-to-minute experience, which is characterized by inquiry, approval and openness. It also has skills which relate to three areas of attention: selective, sustained and the ability to switch and direct attention from one concept to another. Many researches are showing that the continuous practice of mindfulness generates many positive effects in the organism and in the psychological part of the individuals who practice it improving their quality of life

(Dunning et al, 2019), practicing mindfulness originates a transformation of reason causing a good approach to prototypes of relationship that may exist between the events that occur with thoughts, because if people train themselves observing without examining and without making value judgments they will learn to have a new projection to efficiently face the different problems that are presented to them using more productive strategies to cope and solve them (Wells, 2020).

In these years, there has been an increasing tendency to include the art of meditation in therapeutic exercises, looking at it from that point mindfulness can be considered as a meditation training which has been included in various psychoeducational and psychotherapeutic works, introducing a good stress management and relaxation exercise. Nowadays there is a great variety of scientific works presenting the advantages of training based on mindfulness in order to reduce anxiety, promote good mental health, happiness, complacency (Cuevas, Diaz, Delgado and Vélez, 2017), greater emotional self-regulation, attention control and variations in self-awareness (Hervas et al, 2016).

In view of the above, the following question arises: What is the influence of mindfulness and emotional intelligence in the educational system between 2015 and 2020?

On the other hand, the objective of this study is to know the influence of mindfulness and emotional intelligence in the educational system, through the systematic review between the years 2015 to 2020, and for this purpose, the

review of different papers published in prestigious journals is carried out.

2. Methodology

A systematic review of the scientific literature was carried out by selecting structured and clear abstracts of various papers used to answer a given question. This is characterized by explaining the development of the meticulous elaboration when collecting, choosing, critically evaluating and synthesizing the available evidence (Letelier, Manriquez and Rada 2009). It is based on the PRISMA methodology (Preferred Reporting Items for Systematic and Meta-Analysis, Urrutia and Bonfill, 2010). For this purpose, a search for studies published between 2015 and 2020 was carried out in the Scopus, Scielo and EBSCOhot databases. The research question that guided the methodological process was: What is the influence of mindfulness and emotional intelligence in the educational system between 2015 and 2020?

To guarantee the search process, the following terms were defined as descriptors based on the research question:

- In English: "mindfulness", "full attention", "emotional intelligence", "mindfulness program" and "emotional intelligence program".
- In Spanish: "conciencia plena", "mindfulness", "atención plena", "inteligencia emocional", programa de "conciencia plena" and "programa de inteligencia emocional".

Due to the specificity of the scientific literature search, a protocol was designed

with the combination of the established terms and the Boolean operators for the

AND and OR operators.

Table 1 Search strategies used in each of the databases.

Database	Descriptors
SCOPUS	("mindfulness" OR "emotional intelligence") AND ("mindfulness program" OR "emotional intelligence") AND ("emotional intelligence" OR "mindfulness")
Scielo	("mindfulness" OR "emotional intelligence") AND ("mindfulness program" OR "emotional intelligence") AND ("emotional intelligence" OR "mindfulness")
EBSCOhots	("mindfulness" OR "emotional intelligence") AND ("mindfulness program" OR "emotional intelligence") AND ("emotional intelligence" OR "mindfulness")

Source: Own elaboration.

3. Study selection

The elaboration of the information sources was carried out between 2015 and 2020, on studies related to the research "Mindfulness and emotional intelligence in the educational system". The following inclusion criteria were considered:

- Articles of studies on mindfulness and emotional intelligence. In addition, these are available in digital version and in Spanish, English and Portuguese. As for information resources, the

databases consulted were: Scopus, Scielo and EBSCOhots. This research made it possible to obtain 48 scientific papers related to the study variables.

- The publication period covers the years 2015 to 2020.
- Items with permitted access.
- The sample consisted of scientific papers related to mindfulness and emotional intelligence in the educational system.

Finally, the coding of the selected papers was elaborated using an Excel database.

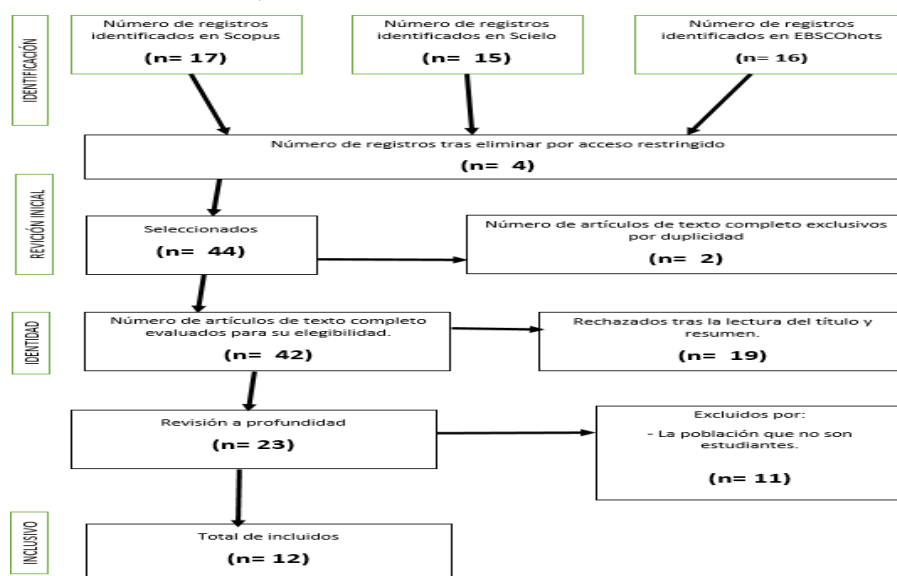


Figure 1. Flow chart for document search and selection.

4. Results

Twelve studies were obtained in the analysis procedure. Within the geographical location it can be seen that Spain is the country with the highest number of publications related to emotional intelligence and mindfulness, six publications. Next is Peru with four publications, followed by Bolivia and Turkey with one publication each. As for the methodological approach, the experimental quantitative approach predominates (see Table 2).

5. Discussion and Conclusions

This systematic review collected twelve empirical studies on Mindfulness and emotional intelligence in the educational system. Therefore, the main objective of all experts in Educational and Developmental Psychology is to improve the educational system of their respective countries as a capital to develop people with a good set of competencies for life, including mindfulness that is why the EAE program (Mindfulness Competency Development Program) can be a good option for the educational system to develop competent people for all areas of their lives (Rodríguez, Orejudo, Cardoso, Balaguer, & Zarza, 2016). In turn, it is evidenced that the application of programs of perception, understanding and regulation of emotions in school contexts in adolescence, incorporating a protocol for the promotion of mindfulness skills that has produced significant changes in emotional intelligence skills. Likewise, factors have been found that seem to be at the basis of the development of emotional intelligence and mindfulness, finding

some connection between the two (Cobos, Flujas, & Gomez, 2019).

The application of PINEP program (Program of Conscious Emotional Intelligence) was beneficial at the intrapersonal and interpersonal level to help cope with the emotional challenges of everyday life, in the development of empathy and strategies to cope with stressful situations (Enriquez, Ramos, & Esparza, 2017). With the practice of mindfulness techniques, thoughts arise and disappear continuously and are subject to a continuous flow. Therefore, through this practice, the students of the study demonstrate that they learn to be present, open and balanced in front of any phenomenon or mental or emotional process that may occur, thus, through the practice people get to know themselves, accepting themselves with their strengths and limitations, without having the need to change or modify anything to feel good about themselves (Franco, Soriano, Amutio, & Mañas, 2020).

Table 2 List of selected studies.

AUTHOR(S)	TITLE	METHODOLOGY	COUNTRY	YEAR	DATA BASE	RESULTS
César Rodríguez-Ledo, Santos Orejudo, María Jesús Cardoso, Álvaro Balaguer and Javier Zarza-Alzugaray	Emotional Intelligence and Mindfulness: Relationship and Improvement in the Adolescent Classroom	Quantitative - Experimental	Spain	2018	Scopus	For emotional intelligence, the external mindfulness dimension was positively correlated only with the life competence and well-being variable. And in turn, the internal mindfulness variable was positively correlated with a variety of EI variables: emotional awareness, emotional autonomy, and emotional autonomy.
Mónica Quiliano Navarro Miryam Quiliano Navarro	Emotional intelligence and academic stress in nursing students	Qualitative - Ex post facto, descriptive type.	Peru	2019	Scopus	It is essential to address the development of EI from the first semesters of training, in order to develop emotional skills and provide the student with resources to cope with stressful situations. This improves the quality of education and guarantees nursing professionals prepared to face new challenges.
Alanoca León, María del Carmen	Emotional Intelligence Program to improve the teaching-learning process of the English language in students of the Language Teaching and Translation Center CETI - UMSA	Quantitative - explanatory correlational	Bolivia	2019	Scielo	When developing the "Emotional Intelligence Program to improve the Teaching-Learning Process of the English language in CETI-UMSA students, we realize that when we are emotionally disturbed, we cannot think well and our prolonged emotional tensions can hinder our intellectual faculties and therefore affect our ability to learn. In order to prevent this from

2019.

Carlos Luy-Montejo	Problem-Based Learning (PBL) in the development of emotional intelligence in university students.	Quantitative - quasi-experimental	Peru	2019	Scielo	<p>happening, it is necessary to develop our Emotional Intelligence to achieve success in whatever we set out to do.</p> <p>It is concluded that Problem Based Learning produces a significant effect on emotional intelligence in undergraduate students of a private university. In this sense, the application of this method develops the components of emotional intelligence better than the traditional teaching method intended for students. This study shows the value of PBL as a method or strategy in the pedagogical field not only for the development of curricular skills in relation to the teaching of science and literature (hard skills), but also to enhance soft skills or personal skills related to employability and coexistence. In this sense, it has been shown that the application of PBL in the development of emotional intelligence enhances the student in a comprehensive manner, beyond exclusively favoring their employability: society requires, more than ever, an education that forms individuals capable of establishing a positive coexistence with those around them on a personal and professional level.</p>
Alberto Mercader Rovira	Adolescent problems, mindfulness and school performance in high	Qualitative - Ex post facto correlational	Spain	2020	Scielo	<p>Data from the self-report questionnaire showed that there are positive and significant relationships between different problems of the adolescents studied and</p>

	school students. Preliminary study.					negative correlations between the variable self-esteem and well-being and the variables depression and dissatisfaction.
EmrahEmirtekin Sabah Balta Kagan Kircaburun Mark D. Griffiths	Childhood Emotional Abuse and Cyberbullying Perpetration Among Adolescents: The Mediating Role of Trait Mindfulness Childhood Emotional Abuse and Cyberbullying.	Empirical	Turkey	2020	EBSCO hot	CEA was directly and indirectly associated with CBP across trait mindfulness in all three samples. Despite TEI as a significant correlation with CEA and PBC, it did not play a role in the relationship between CEA and PBC when trait mindfulness was in the equation. In addition, age was a positive predictor of CBP among the total sample and men.
HectorEnriquez Natalia Ramos Oscar Esparza	Impact of the Mindful Emotional Intelligence Program on Emotional Regulation in College Students	Quantitative - experimental	Spain	2017	EBSCO hot	The results show how PINEP affects emotional regulation, facilitating the development of cognitive strategies that help people cope with stressful situations. Specifically, the program had significant effects on some dimensions of this questionnaire that assess adaptive cognitive strategies in the face of adversity. More specifically, the effect on the ability to put things in perspective, which is the ability to reduce and relativize the severity of the event. Also in reorienting plans, which is the ability to think about the steps to be taken to solve the problem. And finally, in the variable Positive Reinterpretation, which is seeing the positive side of an unpleasant event. The practice of mindfulness has a clear effect on

emotional regulation, helping the individual to remain present and non-reactive. Exposing people to different emotional situations and asking them to adopt a mindfulness attitude is the main objective of the training program (PINEP), thus favoring the generalization of what we learn with the classical practice of mindfulness to specific emotional situations.

This study has added empirical evidence to the application of programs for the development of perception, understanding and regulation of emotions in school contexts in adolescence, incorporating a protocol for the promotion of mindfulness skills that has produced significant changes in emotional intelligence skills. Likewise, factors have been found that seem to be at the basis of the development of emotional intelligence and mindfulness, finding a certain connection between the two.

The finding of no influence of the eight-week mindfulness program in reducing academic stress in a group of undergraduate psychology and management students is consistent with some research findings where mindfulness programs have also been found to have no significant impact on school stress.

Taking into account the review of the literature and the

Lidia COBOS-SÁNCHEZ, Juan M. FLUJAS-CONTRERAS, Inmaculada GÓMEZ	Differential results of the application of two programs on emotional competencies in a school context.	Quantitative - quasi-experimental	Spain	2019	EBSCO hot
Luis Armando Oblitas Guadalupe Duber Enrique Soto Vásquez, José Carlos Anicama Gómez	Incidence of mindfulness on academic stress in university students: A controlled study.	Quantitative - quasi-experimental	Peru	2019	Scielo

Adolfo Alfredo
Arana Sánchez

Clemente Franco, Encarnación Soriano, Israel Mañas.	Improving motivation in Latin American immigrant students through a mindfulness program: a randomized study.	Quantitative - Experimental	Spain	2020	Scopus
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findings of the study, we indicate that there are contradictory results on the benefits of mindfulness in the university setting, for and against; and although our finding is located in the lack of incidence of mindfulness in the reduction of academic stress, we consider that the data should not be taken conclusively, that further research would be necessary to have conclusive and definitive results.

With the practice of mindfulness techniques, we understand that thoughts arise and disappear continuously and that they are subject to a continuous flow. Therefore, through this practice we have achieved that the students of the studio learn to be present, open and balanced in front of any phenomenon or mental or emotional process that may occur. Thus, through the practice, people get to know ourselves better, accepting ourselves with our strengths and limitations, without having the need to change or change our behavior, and with the practice of mindfulness techniques, we understand that thoughts arise and disappear continuously and that they are subject to a continuous flow. Therefore, through this practice we have achieved that the students of the studio learn to be present, open and balanced in front of any phenomenon or mental or emotional process

Paola Palomino Flores Carlos A. Almenara	Emotional intelligence in communication students: A comparative study under the competency-based education model.	Exploratory	Peru	2019	Scielo	<p>that may occur. Thus, through the practice we get to know ourselves better, accepting ourselves with our strengths and limitations, without having the need to change.</p> <p>It is important to highlight that in the group of women evaluated there were higher levels of EI at the beginning of the studies, and lower levels at the end. Although this is a cross-sectional and not a longitudinal study, it is necessary to highlight the need to increase students' EI until they reach high levels of EI. Note, for example, that communication science professionals with difficulties in expressing their emotions could have more difficulties in their job performance, since communication is the essential competence of their profession and they would be expected to master it. Likewise, from a gender perspective, female communication science professionals with lower levels of EI could face greater employment difficulties, considering the existing gender discrimination and inequity in the Peruvian labor market.</p>
Mercedes Nancy Jiménez Rosarioa, Inge Axpe	Predictive ability of emotional intelligence on the perceived social support of adolescents	Quantitative - descriptive	Spain	2020	EBSCO hot	<p>EI is an important predictor of social support, as it could mean that fostering the development of EI in adolescents would help strengthen their positive perception of their social and interpersonal</p>

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relationships. This could have a positive effect on working with adolescents who present some kind of problem in their way of relating to society, taking into account that the subjective assessment of the quality of social support reinforces self-esteem and has positive effects on the well-being and stress management of adolescents, as well as on their way of relating to their environment.

SOURCE: DATA BASE (Scielo, Scopus, EBSCOhot)

Therefore, it is very important to highlight the need to increase the emotional intelligence of students until they reach high levels so that in the future, they can face labor difficulties (Palomino & almenara, 2019). Emotional intelligence comprises emotional skills such as emotional perception, emotional understanding and emotional regulation which help to give possible solutions to negative emotions and improve the positive ones (Alanoca, 2019). Therefore, the influence of both categories in the educational field is evidenced. In relation to the research objective, according to the empirical studies analyzed mindfulness and emotional intelligence influence significantly in the educational system since having a full awareness of what people are feeling and know how to handle it, they can be competent in different situations of their life. At the same time, it can be said that mindfulness programs applied as a strategy to improve emotional intelligence are obtaining good results and should be replicated in different educational realities to have more information about what should be changed to improve it.

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