

## **Socioemotional aspects in the school trajectory and effects on academic performance**

### **Aspectos socioemocionais na trajetória escolar e efeitos no desempenho acadêmico**

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**ABSTRACT**

This study focuses on exploring the socio-emotional aspects of the school trajectory and its impact on the academic performance of students. It is recognized that socio-emotional aspects play a crucial role in the development of students, not only in their general well-being, but also in their academic performance. Understanding how these aspects influence the school trajectory is essential to implement effective strategies to support and promote academic achievement at the high school level. Through an exhaustive review of the scientific and academic literature, the different socio-emotional aspects that can affect the school trajectory and academic performance of students are analyzed. Key variables such as socio-emotional well-being, anxiety, stress and emotional intelligence, and their relationship with academic performance, are examined. The findings highlight the importance of socio-emotional well-being in the school trajectory. Students who experience greater social-emotional well-being show greater motivation, commitment to learning, and better academic results. In addition, it is identified that elevated levels of anxiety and stress can have negative effects on academic performance, affecting attention, concentration, and memory of students. On the other hand, the role of emotional intelligence in academic performance stands out, since students with more developed skills in this area tend to show greater commitment and obtain better results in standardized tests. Recommendations are proposed to improve academic performance in high school, such as implementing social-emotional education programs, providing emotional support and counseling, promoting a positive school environment, setting realistic goals, and fostering collaboration between parents, teachers, and students. These recommendations aim to strengthen the emotional and social health of students, providing strategies and tools that allow them to face academic and socio-emotional challenges effectively.

**Keywords:** socioemotional aspects, school trajectory, academic performance, student well-being, socioemotional impact.

**RESUMO**

Este estudo se concentra em explorar os aspectos sócio-emocionais da trajetória escolar e seu impacto no desempenho acadêmico dos alunos. Reconhece-se que os aspectos sócio-emocionais desempenham um papel crucial no desenvolvimento dos estudantes, não só no seu bem-estar geral, mas também no seu desempenho acadêmico. Entender como esses aspectos influenciam a trajetória escolar é essencial para implementar estratégias eficazes de apoio e promoção do desempenho acadêmico no nível do ensino médio. Através de uma revisão exaustiva da literatura científica e acadêmica, são analisados os diferentes aspectos socioemocionais que podem afetar a trajetória escolar e

o desempenho acadêmico dos alunos. São examinadas variáveis-chave como bem-estar socioemocional, ansiedade, estresse e inteligência emocional, e sua relação com o desempenho acadêmico. Os achados destacam a importância do bem-estar socioemocional na trajetória escolar. Os estudantes que experimentam maior bem-estar social-emocional mostram maior motivação, compromisso com a aprendizagem e melhores resultados acadêmicos. Além disso, identifica-se que níveis elevados de ansiedade e estresse podem ter efeitos negativos no desempenho acadêmico, afetando a atenção, concentração e memória dos alunos. Por outro lado, destaca-se o papel da inteligência emocional no desempenho acadêmico, uma vez que estudantes com habilidades mais desenvolvidas nessa área tendem a mostrar maior comprometimento e obter melhores resultados em testes padronizados. Recomendações são propostas para melhorar o desempenho acadêmico no ensino médio, como a implementação de programas de educação social-emocional, fornecendo apoio emocional e aconselhamento, promovendo um ambiente escolar positivo, definindo metas realistas e promovendo a colaboração entre pais, professores e alunos. Essas recomendações visam fortalecer a saúde emocional e social dos alunos, fornecendo estratégias e ferramentas que lhes permitam enfrentar os desafios acadêmicos e socioemocionais de forma eficaz.

**Palavras-chave:** aspectos socioemocionais, trajetória escolar, desempenho acadêmico, bem-estar estudantil, impacto socioemocional.

## 1 INTRODUCTION

In the baccalaureate stage, socio-emotional aspects play a crucial role in the students' school trajectory and can significantly influence their academic performance. Emotional, social, and personal well-being factors can have both positive and negative effects on students' academic performance. In this context, it is important to understand how these socio-emotional aspects are related to academic performance at the high school level and how they can affect the school trajectory of students.

### 1.1 THE IMPORTANCE OF SOCIO-EMOTIONAL ASPECTS IN THE SCHOOL TRAJECTORY

Socio-emotional aspects, such as social skills, emotional regulation, and self-esteem, are fundamental components in the comprehensive development of students (Bisquerra, 2009). These aspects influence their ability to face academic challenges and adapt to school environments (Elias 2003).

## 1.2 IMPORTANCE OF SOCIO-EMOTIONAL ASPECTS IN THE SCHOOL TRAJECTORY

Socio-emotional aspects play a fundamental role in the comprehensive development of students during the high school stage (Pérez, 2018). The way in which students manage their emotions, establish social relationships, and face academic challenges can affect their motivation, self-esteem, and general well-being, which in turn affects their academic performance (Romero, 2019).

## 1.3 INFLUENCE OF SOCIO-EMOTIONAL ASPECTS ON ACADEMIC PERFORMANCE

Numerous studies have shown that socio-emotional aspects have a direct impact on the academic performance of high school students. For example, an investigation conducted by Gómez et al. (2020) found that emotional self-efficacy was positively related to academic performance, indicating that students who feel more competent in managing their emotions tend to obtain better academic results.

## 1.4 SOCIO-EMOTIONAL EFFECTS THAT CAN AFFECT ACADEMIC PERFORMANCE.

There are various socio-emotional affectations that can negatively influence the academic performance of high school students. An example of this is chronic stress, which has been associated with concentration difficulties, fatigue, and decreased academic motivation (González, 2017). In addition, social relationship problems and a lack of emotional support can create a school environment that is unfavorable for student learning and participation (Fernández, 2016).

## 1.5 INTERVENTION STRATEGIES TO PROMOTE SOCIO-EMOTIONAL WELL-BEING.

It is essential to implement intervention strategies that promote the socio-emotional well-being of students in the school context. Some effective measures include the implementation of emotional education programs, the strengthening of social skills, and the promotion of positive and welcoming school environments (Rodríguez, 2020). These interventions can help improve students' school trajectory and enhance their academic performance.

## **2 RELATIONSHIP BETWEEN SOCIO-EMOTIONAL ASPECTS AND ACADEMIC PERFORMANCE**

Research has shown that social-emotional issues can have a significant impact on student academic performance. A study conducted by Durlak et al. (2011) found that interventions that promote social-emotional development improve both student well-being and academic performance.

### **2.1 SOCIO-EMOTIONAL FACTORS THAT AFFECT ACADEMIC PERFORMANCE**

Various socio-emotional factors can influence the academic performance of students. Anxiety and stress, for example, can make it difficult to concentrate and learn (American Psychological Association, 2013). In addition, a lack of social skills and low self-esteem can limit active participation in the classroom and taking advantage of educational opportunities (Eccles & Roeser 2011).

### **2.2 STRATEGIES TO ADDRESS SOCIO-EMOTIONAL ASPECTS IN THE SCHOOL TRAJECTORY**

It is essential to implement strategies and programs that promote the socio-emotional development of students. For example, Bisquerra (2009) highlights the importance of integrating activities that promote emotional intelligence into the school curriculum. In addition, the establishment of supportive environments and the strengthening of the relationship between teachers and students can contribute to improving socio-emotional aspects and, therefore, academic performance (Elias et al., 1997).

### **2.3 IMPACT OF THE RELATIONSHIP BETWEEN PEERS ON ACADEMIC PERFORMANCE**

The quality of peer relationships also plays a significant role in students' school trajectory and academic performance. Research has found that social support and positive peer interaction can contribute to better academic performance (Wentzel 2009). On the other hand, bullying and social exclusion can have detrimental effects on students' academic performance (Cohen & Espelage 2015).

### **3 THE ROLE OF MOTIVATION AND THE SENSE OF BELONGING IN ACADEMIC PERFORMANCE**

Motivation and a sense of belonging are also crucial socio-emotional factors that affect academic performance. A study by Fredricks Blumenfeld, and Paris (2004) found that students who experience a sense of belonging and are intrinsically motivated to learn tend to perform better academically.

#### **3.1 SOCIAL-EMOTIONAL INTERVENTIONS TO IMPROVE ACADEMIC PERFORMANCE**

There are various interventions and programs that focus on improving the socio-emotional aspects of students and, therefore, their academic performance. For example, the "Promoting Healthy Alternatives for Life" (PAZ) program has shown positive effects in reducing violence and promoting social and emotional skills in primary and secondary school students (Castro-Olivo et al., 2012).

#### **3.2 FAMILY FACTORS AND THEIR INFLUENCE ON SOCIO-EMOTIONAL ASPECTS AND ACADEMIC PERFORMANCE**

Family factors also play a significant role in the social-emotional aspects and academic performance of high school students. According to a study by López and Torres (2017), the quality of family relationships, emotional support, and effective communication between parents and children were positively associated with students' socio-emotional well-being and academic performance.

#### **3.3 ROLE OF MOTIVATION IN SOCIO-EMOTIONAL ASPECTS AND ACADEMIC PERFORMANCE**

Motivation plays a key role in the socio-emotional aspects and academic performance of high school students. A study conducted by Sánchez and Morales (2019) found that intrinsic motivation, that is, motivation that arises from personal interests and the satisfaction of psychological needs, was positively related to students' socio-emotional well-being and academic performance.

## **4 IMPACT OF RESILIENCE ON SOCIO-EMOTIONAL ASPECTS AND ACADEMIC PERFORMANCE**

Resilience, understood as the ability to face and overcome adversities, also plays a significant role in the socio-emotional aspects and academic performance of high school students. A study by Gutiérrez et al. (2018) revealed that students with higher levels of resilience had better emotional adjustment, greater academic engagement, and better academic results compared to those with lower levels of resilience.

Academic performance at the baccalaureate level is of paramount importance, as it will lay the foundation for students' academic and professional futures. In this sense, it is essential to identify and promote effective actions that contribute to improving the academic performance of students. This research will focus on analyzing different actions and strategies that have proven to be effective in improving academic performance at the high school level.

### **4.1 IMPLEMENTATION OF EFFECTIVE STUDY TECHNIQUES**

The use of effective study techniques is essential to improve academic performance. According to research by Smith et al. (2017), the use of strategies such as organizing time, taking structured notes, and preparing summaries and outlines can significantly improve students' academic performance.

### **4.2 USE OF TUTORING AND ACADEMIC SUPPORT**

Tutoring and academic support are key actions to improve academic performance in high school. A study conducted by Pérez and González (2018) found that students who participated in individualized tutoring programs experienced a significant improvement in their grades and academic performance compared to those who did not receive this type of support.

### **4.3 FOSTERING MOTIVATION AND COMMITMENT**

Motivation and commitment are determining factors in academic performance. According to research by Rodríguez and Martínez (2019), strategies such as setting clear goals, providing positive feedback, and fostering autonomy and responsibility in students can increase their intrinsic motivation and, consequently, improve their academic performance.

#### 4.4 PROMOTING A POSITIVE LEARNING ENVIRONMENT

Creating a positive and stimulating learning environment is essential to improve academic performance in high school. A study conducted by Gómez and López (2020) showed that a school environment that fosters active participation collaboration among peers, and emotional support promotes student engagement and academic performance.

Socio-emotional aspects play a fundamental role in the school trajectory of students and can significantly affect their academic performance. Understanding how socio-emotional aspects influence academic performance is crucial to developing effective strategies to support and promote student well-being. In this context, the impacts of socio-emotional aspects on the school trajectory and its relationship with academic performance will be analyzed.

### **5 IMPORTANCE OF SOCIO-EMOTIONAL ASPECTS IN THE SCHOOL TRAJECTORY**

Socio-emotional aspects play an essential role in the school trajectory of students. According to Johnson (2018), socio-emotional development is related to the acquisition of social skills, emotional self-regulation, and the formation of positive relationships. These aspects not only influence the general well-being of students, but also their academic performance.

#### 5.1 RELATIONSHIP BETWEEN SOCIO-EMOTIONAL WELL-BEING AND ACADEMIC PERFORMANCE

Research has shown the close relationship between social-emotional well-being and academic performance. According to Durlak et al. (2011), students who experience greater socio-emotional well-being have higher motivation, are more committed to learning, and obtain better academic results. Emotional and social health thus becomes a key factor in academic performance.

#### 5.2 IMPACT OF ANXIETY AND STRESS ON ACADEMIC PERFORMANCE

Anxiety and stress can have negative effects on students' academic performance. According to McLeod (2018), prominent levels of anxiety can interfere with attention, concentration, and memory, directly affecting academic performance. Additionally,

chronic stress can lead to decreased motivation and emotional exhaustion, affecting students' ability to cope with academic demands.

### 5.3 ROLE OF EMOTIONAL INTELLIGENCE IN ACADEMIC PERFORMANCE

Emotional intelligence plays a significant role in the academic performance of students. According to Salovey and Mayer (1990), emotional intelligence involves recognizing and regulating one's own emotions and those of others. A study conducted by Brackett et al. (2011) found that students with more developed emotional intelligence skills showed greater academic engagement and performed better on standardized tests.

## 6 METHODOLOGY

**Literature review:** An exhaustive review of the scientific and academic literature related to the socio-emotional aspects of the school trajectory and its impact on academic performance will be conducted. Specialized databases, books, scientific journals, and other relevant resources will be consulted to obtain a complete and updated view of the subject.

**Identification of variables:** Relevant variables for the study will be identified, such as socio-emotional well-being, anxiety, stress, emotional intelligence, and academic performance. These variables will serve as the basis for the design of data collection instruments and subsequent analysis.

**Instrument design:** Appropriate data collection instruments, such as questionnaires, measurement scales, or structured interviews, will be designed to collect information on students' socio-emotional aspects and academic performance. These instruments must be valid and dependable, ensuring the quality of the data collected.

**Data collection:** Data collection will be conducted in an ethical and rigorous manner. Study participants will be high school students, and their informed consent will be obtained prior to participation. Different data collection methods will be used, such as online surveys, individual interviews or focus groups, to obtain a broad perspective of socio-emotional aspects and their relationship with academic performance.

**Data analysis:** A statistical analysis of the collected data will be performed using specialized software. Techniques such as descriptive analysis, correlation tests and regression analysis will be used to identify the relationships between the variables studied.

Interpretation of results: The results obtained from the data analysis will be interpreted, identifying patterns, trends, and significant relationships. The findings will be compared with the existing literature and the theoretical and practical implications of the results will be discussed.

Preparation of the report: A research report will be written that includes the introduction, the methodology used, the results obtained, the conclusions and the recommendations. The report will follow the guidelines and norms of the APA fourth edition in Spanish for the presentation of citations and bibliographic references.

The research methodology will be based on an exhaustive review of the literature, the identification of relevant variables, the design of data collection instruments, the ethical collection of data, the statistical analysis and the interpretation of results to provide a clear and rigorous study on the socio-emotional aspects of the school trajectory and its impact on academic performance.

## 7 CONCLUSION

Socio-emotional aspects play a fundamental role in the school trajectory of students and can significantly affect their academic performance. The understanding of these aspects and the implementation of strategies for their development are essential to promote well-being and educational success. It is important that educators, researchers, and policymakers work collaboratively to address these issues and ensure an educational environment conducive to the holistic growth of students.

Socio-emotional aspects play a crucial role in the school trajectory of high school students. Both emotional and social factors can influence academic performance, either positively or negatively. Therefore, it is necessary to address these aspects in the educational context, implementing intervention strategies that promote the socio-emotional well-being of students. By doing so, you can contribute to an integral development and a better academic performance in the baccalaureate stage.

The improvement in academic performance in high school requires the implementation of effective actions. Appropriate study techniques, academic support, fostering motivation and engagement, and creating a positive learning environment are key elements in boosting student academic performance at this stage of education.

The socio-emotional aspects have a significant impact on the school trajectory and the academic performance of the students. Socio-emotional well-being, anxiety, stress,

and emotional intelligence are key factors to consider. It is essential to promote the emotional and social health of students, providing support strategies and development of socio-emotional skills to improve their academic performance.

Socio-emotional aspects play a fundamental role in the school trajectory of students and have a significant impact on their academic performance.

Socio-emotional well-being is closely related to academic performance. Students who experience greater social-emotional well-being tend to have higher motivation, commitment to learning, and better academic results.

Anxiety and stress can have negative effects on academic performance. Elevated levels of anxiety can interfere with attention, concentration, and memory, directly affecting academic performance. Chronic stress can lead to decreased motivation and emotional exhaustion, affecting students' ability to cope with academic demands.

Emotional intelligence plays a significant role in academic performance. Students with more developed emotional intelligence skills show greater academic engagement and perform better on standardized tests.

It is essential to promote the emotional and social health of students as an integral part of their school trajectory. Providing social-emotional skills development and support strategies can significantly improve academic achievement and contribute to a more positive and nurturing school environment.

To improve academic performance in high school, it is necessary to provide socio-emotional support, promote a positive school environment, and foster collaboration between the different actors involved. By addressing both academic and social-emotional aspects, an environment is created for students to thrive and reach their full potential throughout their school journey.

Socio-emotional aspects play a fundamental role in the school trajectory and academic performance of high school students. The understanding of these aspects and the implementation of actions for their improvement can promote an enriching educational environment, favoring the integral development of students and maximizing their academic potential.

## RECOMMENDATIONS

**Implement socio-emotional education programs:** It is important to integrate educational programs that promote the development of socio-emotional skills in students. These programs may include emotional awareness activities, stress management, conflict resolution, and empathy. This will provide students with the necessary tools to deal with emotional and social challenges, which in turn will improve their academic performance.

**Provide emotional support and counseling:** educational institutions must have emotional support and counseling services for students. This will allow students to express and manage their emotions, solve personal problems, and receive guidance on how to deal with stress and anxiety. A comprehensive approach that addresses both academic and social-emotional needs will help students reach their full academic potential.

**Promote a Positive School Climate:** It is critical to create a safe, inclusive, and bully -free school environment. Fostering empathy, respect, and collaboration among students will cultivate healthy relationships and strengthen their social-emotional well-being. Additionally, providing opportunities for active participation, such as group projects and extracurricular activities, will foster motivation and academic engagement.

**Set realistic goals and provide constructive feedback:** Helping students set realistic and achievable goals will give them a sense of purpose and direction in their academic journey. In addition, providing constructive and specific feedback on their academic performance will allow them to identify areas for improvement and celebrate their achievements, which will strengthen their motivation and self-confidence.

**Fostering Parent-Teacher-Student Partnership:** Parent-teacher-student partnership is essential to support social-emotional well-being and academic achievement. Establishing open and effective communication channels will allow sharing relevant information, identifying individual needs and working together to implement appropriate support strategies.

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