

Páginas: 242-255
Recibido: 2022-11-15
Revisado: 2022-12-04
Aceptado: 2023-01-03
Preprint: 2023-03-15
Publicación Final 2023-05-15:



www.revistascientificas.us.es/index.php/fuentes/index

DOI: <https://doi.org/10.12795/revistafuentes.2023.22407>

Variables related to academic engagement and socioemotional skills in adolescents: a systematic review

Variables relacionadas con el compromiso académico y las habilidades socioemocionales en adolescentes: una revisión sistemática

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Abstract

Some research aimed at the educational context showed that the promotion of academic engagement and developing socioemotional skills benefit the development of students, especially adolescents. However, there were difficulties in finding studies that addressing both constructs simultaneously, as the scientific evidence regarding the subject is scarce. Due to this inconsistency, the objective of the present review was to identify the variables associated with academic engagement and socioemotional skills that are studied in the stage of adolescence. This study followed a systematic review methodology based on the recommendations established by the PRISMA 2020 Declaration. To do this, two different searches were made in the scientific databases of Scopus, Web of Science and PsycINFO: the first focused on academic engagement and the second on socioemotional skills, both focused on adolescent population, including a total of 47 documents in the study. The results showed the existence of numerous variables, establishing those that are analyzed in both constructs through a qualitative analysis with Atlas.ti 22: academic performance, emotional intelligence, school bullying and resilience, finding that academic commitment is the most prevalent construct in research. In conclusion, it is advisable to include programs, strategies or projects in educational centers in order to increase the levels of academic engagement of students and develop socioemotional skills in the most favorable way possible.

Resumen

Algunas investigaciones dirigidas al contexto educativo mostraron que el fomento del compromiso académico y el desarrollo de habilidades socioemocionales benefician a los estudiantes, especialmente a los adolescentes. Sin embargo, hubo dificultades para encontrar estudios que aborden ambas construcciones simultáneamente, ya que la evidencia científica con respecto al tema es escasa. Debido a esta inconsistencia, el objetivo de la presente revisión fue identificar las variables asociadas con el compromiso académico y las habilidades socioemocionales que se estudian en la etapa de la adolescencia. Este estudio siguió una metodología de revisión sistemática basada en las recomendaciones establecidas por la Declaración PRISMA 2020. Para ello, se realizaron dos búsquedas diferentes en las bases de datos científicas de Scopus, Web of Science y PsycINFO: la primera se centró en el compromiso académico y la segunda en las habilidades socioemocionales, ambas enfocadas en la población adolescente, incluyendo un total de 47 documentos en el estudio. Los resultados mostraron la existencia de numerosas variables, estableciendo las que se analizan en ambos constructos mediante un análisis cualitativo con Atlas.ti 22: rendimiento académico, inteligencia emocional, acoso escolar y resiliencia, encontrando que el compromiso académico es el constructo con mayor prevalencia en la investigación. Concluyendo, es recomendable incluir programas, estrategias o proyectos en los centros educativos con el fin de aumentar los niveles de compromiso académico de los estudiantes y desarrollar habilidades socioemocionales de la manera más favorable posible.

Palabras clave / Keywords

Compromiso académico; habilidades socioemocionales; revisión sistemática; adolescencia; investigación; análisis cualitativo; variables; competencias para la vida.
Academic engagement; socioemotional skills; systematic review; adolescence; investigation; qualitative analysis; variables; life skills.

1. Introduction

Currently, there are a plethora of challenges involved with the purpose of ensuring that students, especially adolescents, are able to cope with the problems and difficulties that arise in the academic context and in adolescence. Addressing these issues requires adolescents to develop certain skills and competencies necessary to be able to make the most of their studies and improve their learning, aspects closely related to fostering academic engagement and developing socioemotional skills (Suarez & Ramos, 2018). However, teachers and researchers find it difficult to understand the existing literature in relation to both constructs without a coherent framework for drawing useful and practical conclusions that facilitate their understanding. This inconsistency highlights the need for a literature review in terms of a single framework.

First, most scientific literature defines engagement as an essential variable within the educational context, as it is essential to achieve academic success and prevent school dropout (Zaff et al., 2017). For this reason, the Positive Educational Psychology approach is being promoted, in which engagement plays an essential role for the full development of students (Saracostti, 2021). In this sense, the empirical evidence confirms that this multidimensional construct presents a close link with variables specific to the academic context such as the well-being presented by the student, satisfaction, motivation, etc. (Green et al., 2012; Usán et al., 2019). However, there are some discrepancies about the multiple influential variables, an aspect that hinders its approach (Sinatra et al., 2015). Therefore, it is essential to identify which variables are related to the engagement in order to continue researching this construct and to form highly engaged individuals. To this end, instruments have been developed and validated to identify the level of academic engagement presented by high school students. Other studies have focused on detailing the most used instruments to measure this construct and on developing projects and strategies to promote school engagement (Saracostti, 2021).

On the other hand, it has been confirmed that some of the variables related to academic engagement have in turn a close relationship with socioemotional skills, which are the dispositions and competencies that allow the handling of emotions and, consequently, they generate different responses that lead to correct or not behaviors depending on the social and emotional context in which students develop (Gutiérrez & Buitrago, 2019). These skills encompass the fundamental behaviors, thoughts and emotions to establish quality relationships, so they integrate five aspects that improve the classroom climate, social relations and school motivation: emotional regulation, emotional awareness, well-being, life skills and emotional autonomy (Gutiérrez & Buitrago, 2019). Consequently, socioemotional skills become a tool to deal with the daily life of schools and promote quality social relations.

For all of this, it can be corroborated that academic engagement and socioemotional skills are two tools of vital relevance for learning at all stages of life, being its relationship the objective of this study. But it is in adolescence that more attention must be paid. This is because adolescents experience continuous psychological, physical and social changes that can affect their physical and mental health, in addition to situations that cause anxiety, stress and demotivation, being hindered the learning process (Salavera et al., 2019). For this reason, it is essential to work with these skills in order to achieve that students are able to solve their problems and have quality interpersonal relationships (Suarez & Ramos, 2018). Today, in terms of academic engagement, it is estimated that adolescents with high prevalence of engagement tend to present high levels of motivation and emotional intelligence and favorable interpersonal relationships (Martin et al., 2021; Usán et al., 2019). Regarding socioemotional skills such as resilience, adaptability, empathy and communication in adolescents, studies indicate that they promote positive behaviors and contribute to risky behaviors, stating that the main constructs of this study are related (Arató et al., 2020; Jacome et al., 2020; Salavera et al., 2019).

1.1. Object of study

First, a first search has been carried out in order to review the existing scientific evidence regarding academic engagement and socioemotional skills in the adolescent population. However, the research that addresses both constructs as a whole is insufficient and, consequently, there is no research on this relationship. Therefore, the main objective is to identify the variables associated with academic engagement and socioemotional skills that are studied in adolescence. In this way, the findings of this study will reduce the existing gap in relation to this relationship and a better understanding of both constructs, in order to contribute to the improvement of students' learning.

2. Methodology

2.1. Procedure

To achieve the objective of this research and provide work with good qualities, the systematic review methodology was followed based on the search of recent publications on the relationship between engagement and socioemotional skills with other variables. To this end, the recommendations established by the PRISMA 2020 Declaration were followed, highlighting the strategies that enrich the studies developed through this methodology (Page et al., 2021; Yepes-Nuñez et al., 2021). In order to give quality and effectiveness to this research, the following five phases were applied: (1) present the main topic of the study, (2) establish the objective to be achieved, (3) establish the databases and search formulas to be used, (4) display the flow chart presenting the publications included in this work, and (5) expose the findings from all this procedure (Ramírez et al., 2018).

2.2. Search strategy

The most important international databases in the interdisciplinary field used to carry out this study were: Scopus, Web of Science and PsycINFO. In addition, the Google Scholar search engine was handled for more information. An initial search was conducted to learn about recent publications that analyze academic engagement and socioemotional skills together. However, no relevant results were obtained and the existing scientific evidence in both constructs was investigated individually. For this reason, two independent searches were carried out whose synthesis of the results obtained in each of the databases are shown in tables 1 and 2 :

Table 1

Results obtained in databases in search 1 (Academic engagement AND adolescents and compromiso académico AND adolescentes)

Database	Language	Results after filters
Scopus	Spanish	1
	English	1373
Web of Science	Spanish	8
	English	2359
PsycINFO	Spanish	3714
	English	1703
Total		9158

- Search 1. The purpose of the first search was to identify the variables that are addressed based on the academic engagement of adolescent students. A generic search was performed using the descriptors "academic engagement" and "adolescents", both in Spanish and English that, incorporating the proximity boolean operator "AND", the search formulas used were: in Spanish (*compromiso académico AND adolescentes*) and in English (*academic engagement AND adolescents*).
- Search 2. The second search aimed to know the existing publications on socioemotional skills and the variables analyzed in the sample of adolescents. The descriptors "socioemotional skills" and "adolescentes" were used, both in Spanish and English which, incorporating the proximity boolean operator "AND", the search formulas used were: in Spanish (*habilidades socioemocionales AND adolescentes*) and in English, (*socioemotional AND adolescent skills*).

Considering the search strategies used, it is necessary to indicate the way in which the filters of the databases have been handled, in order to limit the studies and include those that best relate to the objective of the present work. The filters mentioned paid attention to the date of publication of the studies, the language, the type of document and the availability to the full text.

Table 2

Results obtained in databases in the search 2 (Socioemotional skills AND adolescent and habilidades socioemocionales AND adolescentes)

Database	Language	Results after filters
Scopus	Spanish	0
	English	108
Web of Science	Spanish	5
	English	148
PsycINFO	Spanish	5
	English	115
Total		381

2.3. Eligibility criteria

In order to refine the initial results and include the most relevant ones on the subject of the study, a series of inclusion and exclusion criteria were considered. These criteria were imposed thanks to the PICoS strategy, which covers four distinct aspects (Landa & Arredondo, 2014):

- Participants: we included those studies whose analysis focused on a neurotypical adolescent population, that is, young people between 11 and 18 years old who did not suffer any mental or physical alteration. As a result, studies with participants of other ages or with special educational needs were excluded.
- Topic of interest: all the studies that addressed the study constructions with other variables were considered, since there is little evidence of studies that address academic engagement and socioemotional skills as a whole. For this reason, publications that do not associate constructs with any different variable were rejected, in other words, those that focused on other purposes such as measuring instruments or intervention proposals.
- Context: the works included differ because they belong to the educational field, thus excluding those carried out in a health, family and/or clinical context.
- Study design: this research includes scientific articles in both Spanish and English, with access to the full text and quantitative nature published in the last five years (2018-2022) with the aim of establishing a systematic review analysing the most recent studies. For this reason, studies corresponding to final studies, chapters of books or books, doctoral theses, conference proceedings, editorial notes, qualitative articles, those whose publication was prior to 2018, written.

2.4. Selection of documents

Once the eligibility criteria were established, a manual revision of the title, summary and development of the remaining works was carried out, with the aim of including exclusively the articles that responded to the proposed objective.

Figure 1 shows the study selection process followed in both searches (flow diagram). On the one hand, with search 1, focused on identifying the variables that are investigated in relation to the academic engagement of adolescents, a total of 9158 initial results were obtained that, after the application of the inclusion and exclusion criteria and its subsequent manual revision, 39 articles remained. On the other hand, in search 2, focused on knowing which variables are investigated in relation to socioemotional skills in adolescent population, initially 381 studies were found, which were reduced to 8 following the inclusion of eligibility criteria and manual review.

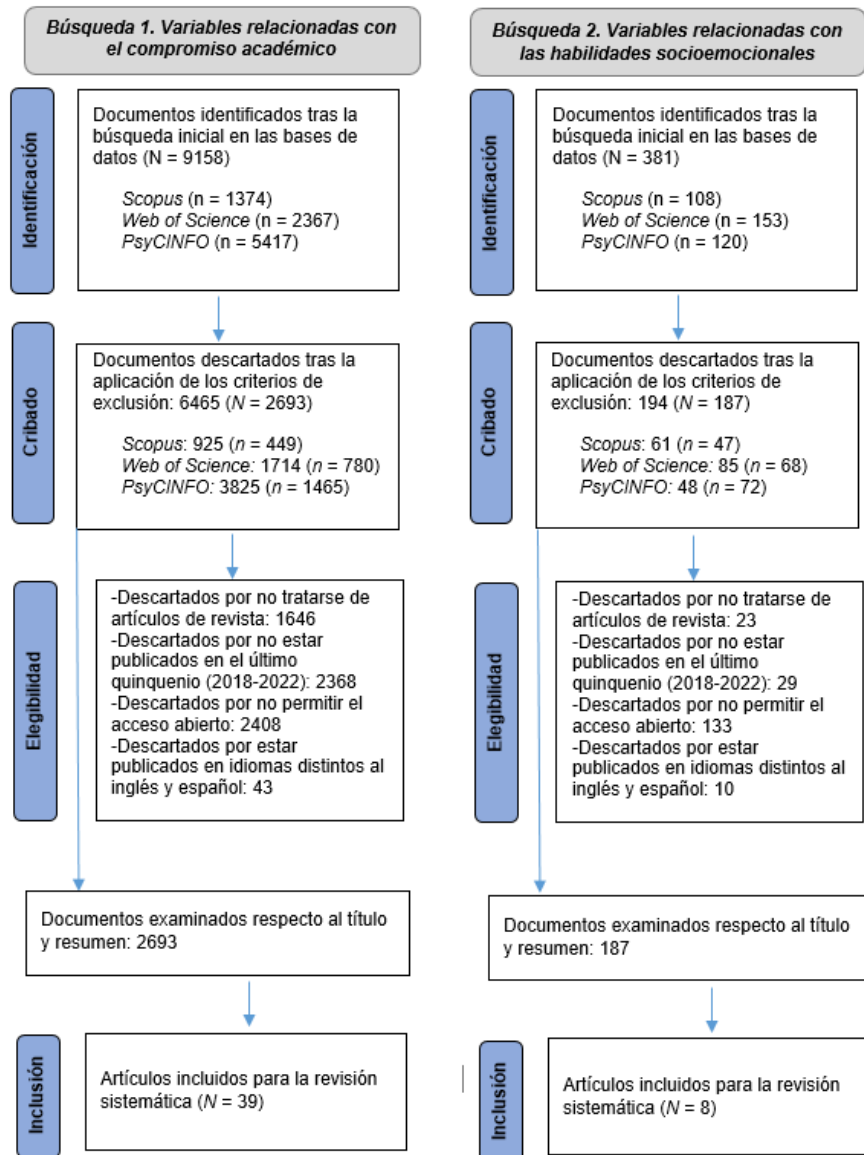


Figure 1. Flow diagram with document selection process

3. Results

After the selection of the documents, we will analyze the empirical evidence found in the databases. To this end, the results are presented in four paragraphs, as this work has been carried out on the basis of two different searches: 1) the first aimed at variables linked to academic engagement in adolescence, 2) the second refers to variables associated with socioemotional skills in adolescents, 3) the third indicates the common variables for both constructs and, 4) the last, pays attention to the qualitative analysis that identifies the relationships between the main constructs of this study.

3.1. Variables linked to academic engagement

With a total of 39 studies, Table 3 shows the variables that have been analyzed and studied in terms of their relationship with school engagement in adolescents.

Tabla 3*Variables linked to the engagement*

Author/s (year)	Country	Sample to which it is addressed (age)	Variables linked to the engagement
Engels et al. (2019a)	Belgium	794 (14-18 years).	Peer status
Green et al. (2012)	Australia	1866 (12-18 years)	Academic motivation Academic self-concept Attitudes towards the school
Shoshni et al. (2016)	Israel	2517 (10-16 years)	Life satisfaction Wellbeing Peer relations
Satu et al. (2017)	Philippines	606 (12-18 years)	Autonomous motivation
Martin et al. (2021)	Brazil	10828 (12-18 years)	Student-teacher relations Peer victimization
Hershberger & Jones (2018)	Mexico	1025 (11-17 years)	Social relationships (parents and peers/s)
Li et al. (2020)	Chinese	813 (12-18 years)	Victimization School climate Academic performance
Wang & Eccles (2013)	USA	1157 (12-18 years)	School environment Motivation for achievement Academic self-concept
Zhen et al. (2017)	Chinese	605 (11-18 years)	Satisfaction of basic psychological needs Academic self-efficacy
Doyle et al. (2013)	USA	1718 (11-13 years)	Depressive symptoms Quality of relations between friends Family relations
Boutakidis et al. (2014)	USA	61 (12-15 years)	Academic performance
Hill et al. (2018)	USA	624 (13-16 years)	Parental support School relations (student-teacher)
Gutiérrez et al. (2018)	Angola	2034 (12-18 years)	Support for perceived autonomy Satisfaction of psychological needs
Shin (2017)	Korea	1413 (11-12 years)	Descriptive norm (behavior within the classroom) Status norm (particular behavior and social status perceived by peers)
Bakadorova & Raufelder (2017)	Germany	1933 (13-15 years)	School self-concept Perception of teachers and peers as positive motivators
Metzger et al. (2020)	USA	140 (11-15 years)	Parental participation in school Academic self-cherishing
Ochoa et al. (2018)	Colombia	88 (14-17 years)	Motivation Perception of skill, challenge and relevance
Corchuelo et al. (2019)	Spain	193 (13-18 years)	Family support School support
Usán et al. (2020)	Spain	1756 (12-18 years)	Goal orientation Academic self-concept
Bilge et al. (2014)	Turkey	605 (14-18 years)	Study habits Self-efficacy expectations
Jelas et al. (2016)	Malaysia	2359 (12-17 years)	Academic performance Learning support
Mih & Mih (2013)	Romania	174 (15-16 years)	Support for autonomy Academic self-concept Academic self-efficacy Expectation of success Persistence

Tabla 3
Variables linked to the engagement (continuation)

Author/s (year)	Country	Sample to which it is addressed (age)	Variables linked to the engagement
Yang et al. (2022)	Chinese	1549 (11-18 years)	Resilience
Usán & Salavera (2019)	Spain	1756 (12-18 years)	Emotional intelligence Academic performance
Serrano & Andreu (2016)	Spain	626 (13-18 years)	Emotional intelligence Subjective well-being Perceived stress Academic performance
Dierendonck et al. (2021)	France, Luxembourg and Belgium	4047 (12-18 years)	Academic motivation
Li et al. (2017)	Chinese	4036 (15-16 years)	Performance Educational expectations Intelligence theories
Zhao et al. (2021)	Chinese	480 (12-15 years)	Self-esteem Perceived social support Academic self-efficacy
Gutiérrez et al. (2019)	Dominican Republic and Angola	4330 (14-18 years)	Perception of support for autonomy Satisfaction with the school Academic success Academic self-concept
Engels et al. (2017)	Belgium	1116 (11-17 years)	Aggression Peer status (sympathy and popularity)
Engels et al. (2019b)	Finland	356 (11-15 years)	Performance Teacher-student relationship
Gaxiola et al. (2020)	Mexico	166 (16-18 years)	Support for school friendships Parental academic support Positive family atmosphere
Vibeke & Bru (2021)	Norway	1085 (13-14 years)	Emotional well-being Emotional regulation Social skills
Wang & Eccles (2012)	USA	1479 (12-17 years)	Participation in extracurricular activities Teaching support Peer support Parental support
Romano et al. (2021)	Italy	205 (14-19 years)	Academic resilience Perceived emotional teaching support
Usán et al. (2019)	Spain	1756 (12-18 years)	Emotional intelligence
Yau et al. (2021)	USA	741 (14-18 years)	Parental support Parental psychological control Academic performance Motivational goals and strategies for separating goals

After the analyses, two variables have been found more studied by the researchers: academic performance and social support. In consideration of academic performance, studies are disparate, which makes it difficult to understand their relationship. On the one hand, Jelas et al. (2016) who take into account the three dimensions of engagement reveal that cognitive engagement is the best predictor of academic performance, behavioral engagement was negatively associated with it and the affective engagement did not present a direct relation with the performance. On the other hand, Boutakidis et al. (2014) and Li et al. (2020) refer to the relationship being influenced by personal variables such as sex and origin. Only three studies state that academic performance is related to engagement, so the previous performance of adolescents predicted their behavioral, emotional and cognitive engagement, the latter being the most prominent (Serrano & Andreu, 2016; Li et al., 2017; Engels et al., 2017). Regarding social support, all studies confirm the positive relationship

between social support and the engagement of adolescents, since when students perceived more social support, their academic engagement was higher (Zhao et al., 2021; Yau et al., 2021; Hill et al., 2018; Wang & Eccles, 2012; Romano et al., 2021). Therefore, the data reinforced the idea that support acts as a mediator between the family's engagement to school and the academic engagement of young people (Corchuelo et al., 2019). In this sense, the findings suggest that social support perceived by adolescents is a key factor that should be considered to improve their academic engagement.

It has been shown that academically engaged adolescents stand out for having high levels of emotional intelligence, motivation and self-efficacy, as well as favorable relationships with people in their environment, adapt better to adversity and believe in their own abilities to achieve certain achievements, unlike less engaged students (Dierendonck et al., 2021; Hershberger & Jones, 2018; Martin et al., 2021; Ochoa et al., 2018; Satu et al., 2017; Shoshni et al., 2016; Wang & Eccles, 2013; Zhen et al., 2017). In contrast, engagement has been poorly associated with poor adaptation outcomes such as stress (Serrano & Andreu, 2016), depression (Doyle et al., 2013) and victimization (Martin et al., 2021).

Finally, it has been found that the academic engagement of students is essential for their success and well-being (Gutiérrez et al., 2019; Mih & Mih, 2013; Vibeke & Bru, 2021). Given the important role of youth participation in development, it is imperative to identify the relevant factors for its promotion.

3.2. Variables related to socioemotional skills

As shown in table 4, 8 articles have been selected on socioemotional skills.

Tabla 4

Variables related to socioemotional skills

Author/s (year)	Country	Sample to which it is addressed (age)	Variables linked to the socioemotional skills
Primi et al. (2020)	Brazil	12987 (12-18 years)	Academic performance
Arató et al. (2020)	Hungary	524 (12-18 years)	Bullying Empathy Cyberbullying
Portela et al. (2021)	Spain	964 (11-18 years)	Academic performance
Salmela-Aro et al. (2021)	Finland	2755 (11-14 years)	Academic burnout Academic engagement
Aydos & Akyol (2018)	Turkey	383 (12-14 years)	Various states of weight
Akelaitis & Lisinskiene (2018)	Lithuania	468 (15-16 years)	Prosocial behavior
Jacome et al. (2020)	Peru	300 (12-14 years)	Resilience
Salavera et al. (2019)	Spain	1358 (12-17 years)	Emotional intelligence

Paying attention to the different variables that are contemplated about socioemotional skills, it should be noted that academic performance is the most outstanding. The study by Primi et al. (2020) indicates that young people with high levels of academic performance have a low relationship with the possession of socioemotional skills, not existing a direct relationship. Also, Portela et al. (2021) highlight that some students who attend extracurricular activities show high academic performance and better socioemotional skills, due to the relationships that occur in that context, not stating a close relationship between the two variables.

Finally, regarding other influential factors, it is explained how empathy, resilience, emotional intelligence and prosocial behaviors are potentiators of socioemotional skills, contributing to their development in adolescent population (Akelaitis & Lisinskiene, 2018; Arató et al., 2020; Jacome et al., 2020; Salavera et al., 2019). Unlike disruptive behaviors such as bullying and cyberbullying, which are defined as risk factors for the development of socioemotional skills in this population (Arató et al., 2020).

3.3. Common variables for engagement and socioemotional skills

Table 5 shows the studies that analyze the same variable with both school engagement and socioemotional skills, noting that resilience, emotional intelligence, bullying and academic performance are factors that, Although not jointly analysed, they have been studied individually.

Tabla 5

Variables analyzed on both constructs

Author/s (year)	Country	Sample to which it is addressed (age)	Common variables for academic engagement and socioemotional skills
Primi et al. (2020)	Brasil	12987 (12-18 years)	Academic performance
Portela et al. (2021)	España	964 (11-18 years)	Academic performance
Li et al. (2020)	China	813 (12-18 years)	Victimization by bullying Academic performance
Jelas et al. (2016)	Malasia	2359 (12-17 years)	Academic performance
Usán & Salavera (2019)	España	1756 (12-18 years)	Emotional intelligence Academic performance
Li et al. (2017)	China	4036 (15-16 years)	Academic performance
Yau et al. (2021)	EE.UU.	741 (14-18 years)	Academic performance
Arató et al. (2020)	Hungría	524 (12-18 years)	Bullying Cyberbullying
Martin et al. (2021)	Brasil	10828 (12-18 years)	Peer victimization
Engels et al. (2017)	Bélgica	1116 (11-17 years)	Aggression
Jacome et al. (2020)	Perú	300 (12-14 years)	Resilience
Yang et al. (2022)	China	1549 (11-18 years)	Resilience
Romano et al. (2021)	Italia	205 (14-19 years)	Resilience
Salavera et al. (2019)	España	1358 (12-17 years)	Emotional intelligence
Serrano & Andreu (2016)	España	626 (13-18 years)	Emotional intelligence Academic performance
Usán et al. (2019)	España	1756 (12-18 years)	Emotional intelligence

First, it is noted that resilience is positively related to the three dimensions that define academic engagement, acting general self-efficacy and social support as moderating variables and being age, sex and socioeconomic level influential variables (Romano et al., 2021; Yang et al., 2022). Given the socioemotional skills, it is indicated that resilience is an essential aspect for the mental health of young people. However, socioemotional skills are not a protective factor against mental health problems (Arató et al., 2020; Jacome et al., 2020).

Regarding emotional intelligence, it relates to all dimensions of academic engagement. Therefore, students with high prevalence in emotional intelligence show a high academic engagement (Serrano & Andreu, 2016; Usán & Salavera, 2019). Following this line, xxx add that this relationship is moderated by the self-esteem of the youngest. As with socioemotional skills, students with high scores in both variables reduce depression and anxiety and contribute to their well-being and mental health (Salavera et al., 2019).

Regarding victimization and bullying, students with low prevalence of academic engagement present higher levels of victimization compared to other peers, with children being the most affected (Li et al., 2020; Martin et al., 2021). Arató et al. (2020) verifies that cyberbullying is related to difficulties in the development of socioemotional skills, being the victims less empathic and showing a lower morality.

Finally, in terms of academic performance, some research claims that characteristic dimensions of engagement are associated with academic performance, with the cognitive dimension being the most correlated (Jelas et al., 2016; Li et al., 2017; Yau et al., 2021). As for socioemotional skills, the existence of a direct relationship between both constructions is not affirmed. But it highlights the importance of participating in extracurricular activities, since they favor social skills and, in turn, the academic performance (Primi et al., 2020; Portela et al., 2021).

3.4. Qualitative analysis

The ideas extracted from the selected articles were contrasted between the authors and after arguing the various variables found that are usually related to academic engagement or socioemotional skills in adolescents and thanks to the computer program *Atlas.ti 22*, a qualitative analysis has been carried out in order to group the different variables analyzed in the last five years and to identify the relationships between them and between academic engagement and socioemotional skills. It is observed that the variables related to the main constructs of the study are: academic achievement, emotional intelligence, bullying and resilience. The categorization of the variables is shown in Figure 2, showing that there is a mismatch between the number of publications on academic engagement in relation to socio-emotional skills. Therefore, academic engagement is the construct with the highest prevalence in research.

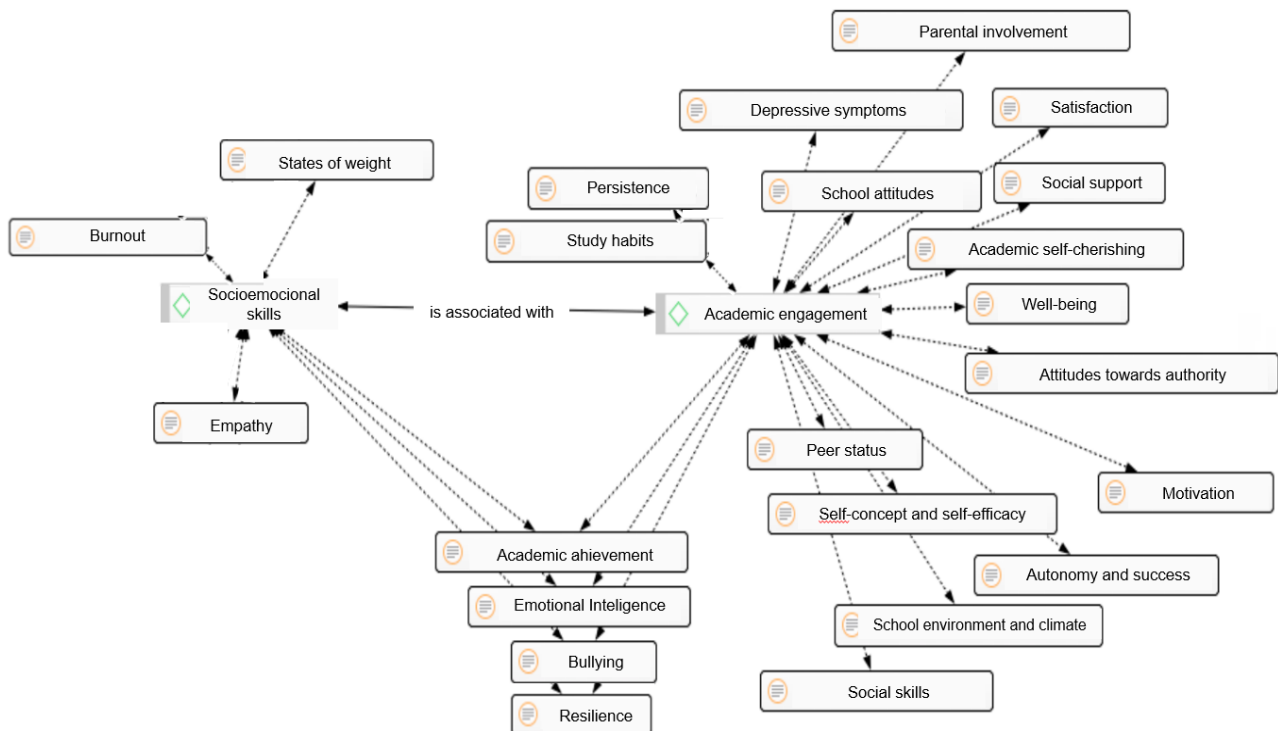


Figure 2. Categorization of the variables found in terms of academic engagement and socioemotional skills

4. Discussion and conclusions

Academic engagement and socioemotional skills are two constructs of great importance within the educational context, especially in the stage of adolescence. This is because both help students develop certain skills to improve their learning, be able to solve their own problems and have positive interpersonal relationships (Suarez & Ramos, 2018). Through this review it has been found that there are studies that address both constructs individually, being their approach simultaneously scarce.

On the one hand, the most recent studies on academic engagement are aimed at proposing projects in order to develop various competencies in students (Saracosti, 2021), theories that aim to conceptualize the engagement in different dimensions, the elaboration of measurement instruments and the analysis of the

relationship between this term and other variables (Green et al., 2012). Considering the variables identified about academic engagement, it is pointed out how students who have a high prevalence in school participation, in turn, present high levels of motivation (Satu et al., 2017), self-efficacy (Zhao et al., 2021), emotional intelligence (Usán & Salavera, 2019), positive relationships (Salavera et al., 2019), self-regulation (Ennis et al., 2013) and, consequently, well-being (Usán et al., 2019). These high scores in academic engagement are also associated with high levels of resilience, contributing to young people's mental health (Romano et al., 2021). In contrast, young people with low scores in school engagement can be immersed in physical and mental health problems such as anxiety, demotivation or the tendency to employ disruptive behaviors such as harassment towards their peers (Li et al., 2020), as they do not have the necessary capabilities to cope with the continuous psychological, physical and social changes they experience.

On the other hand, regarding socioemotional skills, scientific evidence has focused on how academic performance influences this construct, claiming that there is no consensus in such a relationship (Primi et al., 2020). Young people with good levels of socioemotional skills are characterized by being more empathetic (Arató et al., 2020), present prosocial behaviors (Akelaítis & Lisinskiene, 2018) and are emotionally smarter compared to those who do not have good scores (Salavera et al., 2019), who are more likely to suffer disruptive behaviors such as school and cyber bullying (Li et al., 2020).

In this review, the variables that have been analyzed in academic engagement and socioemotional skills have been grouped individually because no evidence has been found on both constructs together, although studies that associate academic engagement and socioemotional skills with various variables in adolescent sample. In this way, it has been found that both engagement and socioemotional skills directly influence the resilience of students (Jacome et al., 2020; Romano et al., 2021) and emotional intelligence (Salavera et al., 2019; Serrano & Andreu, 2016) and, on the contrary, both constructs do not have a favorable relationship with problems of internalization (anxiety and stress) or with disruptive behaviors, assuming that academic engagement and socioemotional skills serve as protective factors against this type of behavior (Arató et al., 2020; Martin et al., 2021; Salavera et al., 2019).

In conclusion, it is worth highlighting the presence of research on academic engagement and socioemotional skills in adolescents. Among the limitations of this study are the omission of studies, involuntarily, published in other databases. Since the search strategy has been limited in the scientific databases of Scopus, Web of Science and PsycInfo, which may hinder the findings of a greater number of quantitative investigations related to the topic to be studied. The inclusion of other databases would favour the incorporation of other studies. In addition to the difference between the documents found in both searches, 39 of them refer to academic engagement and 8 to socio-emotional skills and the absence of scientific evidence that addresses the main constructs of this study jointly, an aspect that has led to the realization of two independent searches of each of the main terms. Accordingly, future lines of research are proposed focusing on: (a) Conducting new bibliometric studies, taking into account other databases and (b) To investigate if there are studies that address these two constructs in other vital stages such as childhood or adulthood, so, knowledge on the subject will be expanded and contribute against the scientific vacuum.

Finally, the importance and benefits of fostering academic engagement and socioemotional skills are highlighted in the adolescent population. Therefore, more and more progress is needed in the inclusion of programs already designed, strategies or projects in educational centers in order to increase the levels of academic engagement of students and develop socioemotional skills in the most favorable way possible.

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