

Research Article

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Author for correspondence:

Kanyarat Sriwisathiyakun

 Kanyarat.sr@kmitl.ac.th

 King Mongkut's Institute of Technology Ladkrabang, Bangkok, Thailand



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Adolescent Emotional Well-Being: A Scoping Review of Trends and Interventions

Thepthira Chaiinkham^{ID}, Kanyarat Sriwisathiyakun^{ID},
Thanongsak Sovajassatakul^{ID}

Abstract

Background/purpose. Emotional Well-Being is essential for adolescent development and future professional growth, gaining increasing global recognition. Its expanding relevance for adolescents creates a need to review the current landscape of interventions in Thailand. This study examines the ways these initiatives are conceptualized and implemented within national practices and in relation to international frameworks.

Methodology. A scoping review was conducted on interventions published from 2013 to June 2025 across four databases (ThaiJO, TDC-ThaiLIS, Scopus, and Web of Science). Eligible studies were screened and analyzed in terms of terminology, conceptual frameworks, components, and delivery methods, following the Joanna Briggs Institute methodology and PRISMA-ScR guidelines.

Results. A total of 81 eligible studies were identified. Most interventions were grounded in Emotional Intelligence models promoted by Thailand's Department of Mental Health, with none explicitly framed around adolescent Emotional Well-Being. Although the components of both approaches overlapped, Emotional Intelligence frameworks dominated practice, leaving a clear gap for interventions explicitly designed to foster Emotional Well-Being in educational settings.

Conclusion. The findings indicate that Thailand is at an early stage of transitioning from long-established emotional development practices toward more comprehensive well-being approaches. A central contribution of this review is the suggestion that the existing national model for promoting emotional skills can serve as a culturally compatible foundation for gradually introducing Emotional Well-Being into educational settings, supporting closer alignment with international directions.

1. Introduction

Emotional Well-Being (EWB) is increasingly recognized as a key factor in individual growth, professional development, and societal progress. Although a universally agreed-upon definition is lacking (Koslouski et al., 2022; Lucas & Oishi, 2022), common perspectives describe EWB as the ability to understand, manage, and regulate emotions effectively while maintaining personal values and a positive mood in daily life (Courtwright et al., 2019; Lerner, 2023; Schutte et al., 2009). National and international organizations such as the Organisation for Economic Co-operation and Development (OECD, 2019), the World Economic Forum (WEF, 2020), and Thailand's Department of Mental Health (DMH, 2018) emphasize emotional skills as essential for workforce readiness and adaptation in a globalized world. Unlike mental health, which emphasizes both the prevention and treatment of psychological disorders, EWB focuses on the proactive cultivation of positive emotions and coping mechanisms that contribute to a fulfilling life.

While these perspectives are acknowledged, adolescents continue to face increasing emotional challenges worldwide. The World Health Organization (WHO, 2021) reported a 15% rise in adolescents' emotional distress, with anxiety, depression, suicide, and social withdrawal becoming more prevalent. In Thailand, similar concerns are linked to violence, bullying, academic pressure, and family dynamics (Thai Health Promotion Foundation, 2021). Recent studies further show that adolescents in schools and care facilities continue to struggle with resilience and emotional health (Danpho & Thommachot, 2025; Rungmueanporn, 2025). The Department of Health (DOH, 2022) reported that schools provide some mental health support programs, but these challenges persist. Moreover, a cost-benefit analysis of psychosocial support programs indicates that existing approaches may not adequately meet students' needs in a systematic or sustainable manner (UNICEF Thailand & RTI International, 2023). These trends highlight the need for more comprehensive and culturally adapted frameworks to enhance adolescent EWB within schools.

Within this context, understanding how EWB has been conceptualized in Thai educational interventions becomes increasingly important. The most recent synthesis related to emotional development among adolescents was conducted over a decade ago and focused exclusively on Emotional Intelligence (EI) rather than EWB (Laosabcharoen et al., 2013). No review has examined whether EWB has been defined, incorporated, or applied as a guiding concept in adolescent interventions, nor has any study compared these practices with international directions. To address these gaps, this scoping review examines interventions for adolescents in Thailand, with particular attention to definitions, terminology, and learning methodologies. The study is guided by the following research questions:

1. How is Emotional Well-Being defined in interventions for Thai adolescents, and what are its components?
2. What terms are used to design interventions aimed at improving Emotional Well-Being in Thai adolescents?
3. What existing interventions incorporate structured learning methodologies to enhance Emotional Well-Being outcomes for Thai adolescents?

2. Literature Review

Emotional Well-Being has increasingly become a central focus in international discourse on adolescent development. Global organizations such as the World Health Organization (WHO), the Organization for Economic Co-operation and Development (OECD), and the United Nations Children's Fund (UNICEF) emphasize EWB as a fundamental dimension of health, resilience, and life satisfaction for adolescents (OECD, 2025; UNICEF, 2021; WHO, 2023). Research across disciplines highlights the long-term significance of adolescent EWB, showing that positive emotional functioning during youth

predicts higher educational attainment, improved employment outcomes, and better mental health in adulthood.

Conceptually, EWB is rooted in the Perceived Wellness Model (Adams et al., 1997), which sits alongside physical, psychological, social, and spiritual dimensions of wellness. Emotions are central to human functioning and strongly influence cognition, behavior, and interpersonal relationships (Fredrickson, 2001). Building on this foundation, Schutte et al. (2009) linked EWB to EI, emphasizing awareness, understanding, and regulation of emotions, while Kahneman and Deaton (2010) described it as the quality of daily emotional experiences that shape life satisfaction. Garling et al. (2016) and Feller et al. (2018) further underscored EWB as a balance of positive and negative affect, integrating affective stability and life satisfaction.

Contemporary frameworks have expanded this view, describing EWB as encompassing positive affect, optimism, empathy, and self-esteem (Lerner, 2023; Park et al., 2023). Courtwright et al. (2019) emphasized resilience and self-confidence in adolescence. While contemporary models distinguish between experiential and reflective aspects of well-being, these represent both momentary emotions and long-term self-evaluations, highlighting EWB as relational and contextual (Koslouski et al., 2022; Zhang et al., 2024). Across these perspectives, EWB is widely recognized as extending beyond the absence of mental illness and represents the capacity to maintain self-worth, emotional balance, and positive functioning in dynamic environments.

Although EWB has gained prominence in the global framework, emotional development in many Asian education systems has historically aligned with the EI framework. While Western literature conceptualizes EWB through internal emotional states such as positive affect, life satisfaction, and personal meaning, Asian EI-based perspectives emphasize emotional regulation, relational harmony, and behavior that reflects collectivist cultural norms (Ford & Mauss, 2015; Lim, 2016; Markus & Kitayama, 1991). Differences also appear in research practices. Western EWB studies often adopt longitudinal or school-wide intervention designs, whereas EI-oriented research in the Asian education system frequently employs short-term, skill-based programs that focus on performance, adjustment, or classroom behaviors (Barry et al., 2017; Bluth & Eisenlohr-Moul, 2017; D'Souza & Smyth, 2025; Jobin et al., 2025). These culturally shaped emotional goals influence how emotional development is conceptualized and applied across regions.

3. Methodology

This study employed a scoping review framework outlined by Joanna Briggs Institute (Aromataris et al., 2024) and was reported following the Preferred Reporting Items for Systematic Reviews and Meta-Analyses extension for Scoping Reviews (PRISMA-ScR) guideline (Tricco et al., 2018). The review protocol was prospectively registered in the Open Science Framework (DOI: 10.17605/OSF.IO/S7ZDF) to enhance transparency and reproducibility. The review procedure included identifying relevant literature across multiple databases, applying predetermined inclusion criteria, screening records at the title, abstract and full-text stages, and extracting data using a structured charting template to systematically compare intervention characteristics relevant to adolescent emotional development in Thailand.

3.1. Search Strategy

Journal articles and dissertations were searched in four databases representing both local and international sources: Thai Journals Online (ThaiJO), Thailand Library Integrated System Digital Collection (TDC-ThaiLIS), Scopus, and Web of Science (WoS). ThaiJO and TDC-ThaiLIS captured local journals and graduate theses that are often absent from international databases, while Scopus and WoS provided access to peer-reviewed global literature. The search period spanned January 2013 to June 2025, which aligns with scoping review standards. The start year of 2013 also aligned with the

most recent synthesis on adolescent emotional development published in that year, making this review an update beyond the existing evidence.

The initial search focused on the term EWB, but this yielded only seven records. To ensure adequate coverage, the scope was expanded to include related emotional constructs commonly used in the Thai context, particularly EI and broader emotional terms. All searches combined intervention-related keywords in English and Thai. The full search strings and retrieved records are summarized in Table 1.

Table 1. Search Strings and retrieved records

No.	Search String† (including Thai Translation)	Number of records
1	("Emotional Well-Being" OR "Emotional Wellbeing") AND ("Intervention*" OR "Program*" OR "Project*" OR "Activity*" OR "Development")	7
2	("Emotional Intelligence" OR "Emotional Quotient") AND ("Intervention*" OR "Program*" OR "Project*" OR "Activity*" OR "Development")	449
3	("Emotional") AND ("Intervention*" OR "Program*" OR "Project*" OR "Activity*" OR "Development")	309
4	"Emotional"	197
Total		962

Note: † Equivalent Thai translations were applied in each search. The asterisk (*) indicates truncation used to capture different word endings.

3.2. Inclusion and Exclusion Criteria

The inclusion criteria required that studies targeted adolescents aged 10-19 years, consistent with the definition of the Thai Department of Mental Health (DMH, 2018). Equivalently, this covered participants in middle school through university or comparable vocational and non-formal education, with early university students aged 18-22 also considered, where they overlapped with late adolescence. Eligible studies had to develop, implement, or evaluate interventions aimed at improving EWB or related constructs within Thailand, adopt empirical designs (quantitative, qualitative, or mixed methods), be conducted in school, university, or community settings, be published between January 2013 and June 2025, and be written in Thai or English with accessible full texts. Studies were excluded if they focused on populations outside the 10-19 age range, were non-intervention in nature, lacked full-text access or methodological detail, or were published in languages other than Thai or English.

3.3. Search and Data Extraction Procedures

Relevant studies on emotional development interventions that provided clear information in the title and abstract and matched the inclusion criteria were assessed and identified by two independent reviewers. Full articles were then retrieved and prepared for the next phase. Studies lacking sufficient details on emotional development interventions were excluded. When disagreements occurred between two reviewers, discussions were held, and a third reviewer was consulted for a final decision. The data extraction process for eligible studies utilized a data charting method. A logical chart template was developed by two reviewers in accordance with the research questions. During this process, unused metadata fields in Zotero were repurposed to structure extracted data, such as using the "Archive" field to record the intervention name and the "Loc." field to specify the intervention type. These structured data points were later transferred and overridden in the Excel chart, ensuring consistency and facilitating analysis. To assess feasibility, the first five studies were

independently extracted and charted by two researchers during a pilot stage. This step validated the effectiveness of Zotero field mapping and Excel charting in capturing the required data for analysis.

A total of 962 records were identified, and after removing duplicates, 916 were screened. Most were excluded at the title and abstract stage, and 87 full texts were assessed for eligibility. Six were excluded due to inaccessibility or insufficient intervention details, resulting in 81 studies being included. The screening process is illustrated in Figure 1, following the PRISMA-ScR guidelines. Of the 81 included studies, most were from ThaiJO (86.42%), followed by theses in TDC-ThaiLIS (13.58%), with only a small proportion indexed in international databases (4.94%). The interventions were conducted primarily in educational settings. Studies at the university level accounted for 45 studies (55.56%), followed by 21 studies at the middle school level (25.93%), and 10 studies at the high school level (12.35%). Five studies (6.17%) examined adolescents within the age range of 12–17 years without specifying grade level. Details of all included studies are provided in Appendix I.

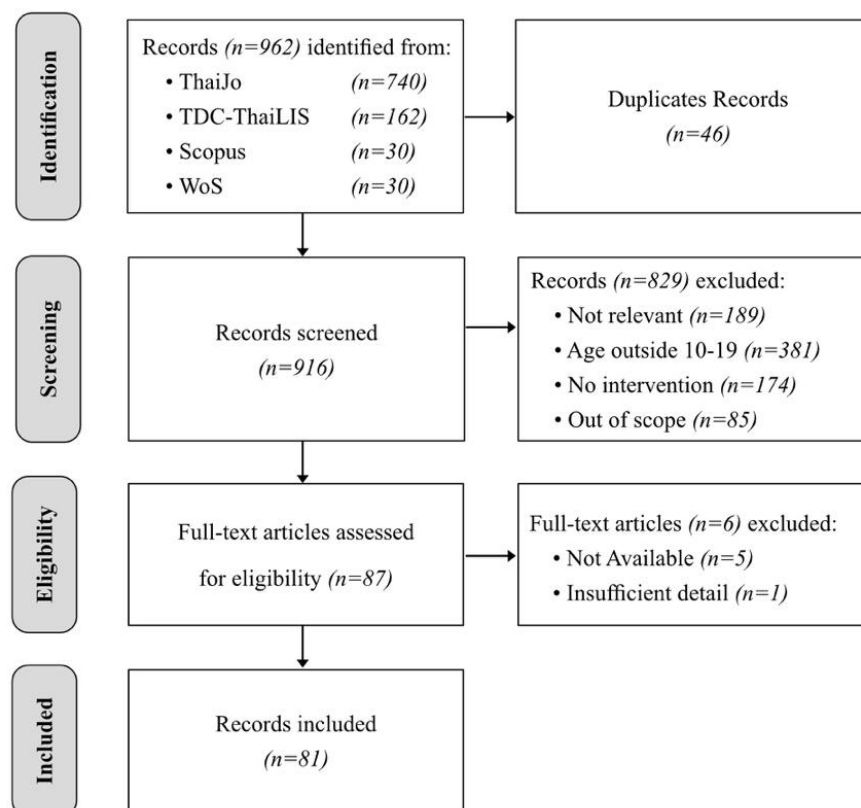


Figure 1. PRISMA-ScR flow chart of search process

4. Results

This section presents the findings of the scoping review. A total of 81 studies met the inclusion criteria, covering a range of intervention types, theoretical frameworks, and emotional constructs. The results are presented thematically to illustrate how EWB has been conceptualized, implemented, and evaluated in the Thai adolescent context.

4.1. Definitions and Components of Emotional Well-Being in Thai Adolescents

Only four studies explicitly defined EWB in the Thai context, and none focused on adolescents. Bunyakarte (2022) drew on the Perceived Wellness Model proposed by Adams et al. (1997) and described EWB as the awareness and management of both positive and negative emotions. Charoenwong et al. (2015) emphasized emotional balance using concepts from religious and psychosocial literature Jiarakul (2020) and Klinyu & Khayankij (2018). Applied positive psychology, viewed EWB as comprising self-awareness, emotional management, and interpersonal functioning

for preschoolers. These definitions converge on three recurring elements, namely awareness of emotions, management of emotional states, and the ability to interact constructively with others.

Although explicit definitions were limited, most Thai interventions have relied on EI framework developed by the Department of Mental Health (DMH, 2003). This framework integrated ideas from Salovey and Mayer (1990) and Goleman (1995) and was reframed into themes of competence, virtue, and happiness that aligned with Thai cultural values. This adaptation became a national model for promoting emotional development. The components identified in Thai literature show overlap between EI and EWB. Shared elements include self-esteem, emotional management, empathy, and interpersonal skills (Goleman, 1995, 2009; Schutte et al., 2007). EWB extends these foundations by emphasizing positive emotions, optimism, and emotional balance, which are documented in global studies (Courtwright et al., 2019; Feller et al., 2018; Lerner, 2023; Park et al., 2023). Recent research also highlights the multidimensional nature of EWB, distinguishing experiential and reflective dimensions (Koslouski et al., 2023; Zhang et al., 2024) and reflecting the importance of relational and contextual elements (Richter et al., 2023; Ross et al., 2023). A comparative summary of EWB and EI components is shown in Table 2.

Table 2. Comparison of EI and EWB components

Components	EI Descriptions	EWB Descriptions
Self-Esteem	Recognizing and valuing one's own worth, building confidence.	Perceiving positive self-worth, strengthening confidence in personal identity and abilities.
Emotional Management	Understanding, regulating, and responding to emotions effectively.	Managing emotions using positive, constructive approaches.
Empathy	Understanding and sharing others' emotions to foster connection.	Recognizing others' feelings and offering support to strengthen social bonds.
Interpersonal Relationship	Building, maintaining, and collaborating on positive relationships with others.	Strengthening social connections through emotional management and empathy.
Optimism	Not explicitly mentioned in EI framework.	Fostering hope, motivation, and handling challenges with a positive mindset.
Positive Moods	Not explicitly mentioned in EI framework.	Maintaining emotional balance and cultivating positivity for overall well-being.

4.2. Terminology Used in Interventions

No interventions directly employed the EWB term for adolescents. Instead, emotional development interventions relied primarily on the EI framework, which, together with Emotional Quotient (EQ), covered 60 of 81 studies (74.07%). In many cases, EI and EQ were treated interchangeably, sometimes appearing together as "EI (EQ)" or combined as "EIQ", reflecting the influence of DMH, which promotes EQ nationally while employing an EI-based assessment tool. Across these studies, the EI and EQ terms covered a range of frameworks, including the DMH model, Goleman's model (1995, 2009), Bar-On's model (2006), Schutte et al. (2007,) a Buddhist-based framework (Chumsaeng & Tungkasamit, 2013), and several mixed approaches.

Newer terminology appeared in smaller proportions. Social and Emotional Learning (SEL) was used in eight studies (9.88%), referencing the CASEL (2020) framework. Digital Emotional Intelligence (DEI) appeared in four studies (4.94%), drawing on UNESCO (2019), materials from DMH, and mixed sources. Emotional-Social Intelligence (ESI) appeared in two studies (2.47%), with one applying Bar-On's model and the other using mixed elements. More recently, Emotional Competency (EC) and Emotional Awareness (EA) have each appeared in 1 study (1.23%) and are based on independent conceptual foundations. Although still limited, these terms reflect a gradual diversification beyond traditional EI/EQ, with SEL aligning with global education frameworks, DEI addressing digital contexts, ESI integrating social dimensions, and EC and EA linking to competency-based approaches and awareness-oriented approaches. The terminology and timeline of adolescent interventions are presented in Figure 2.

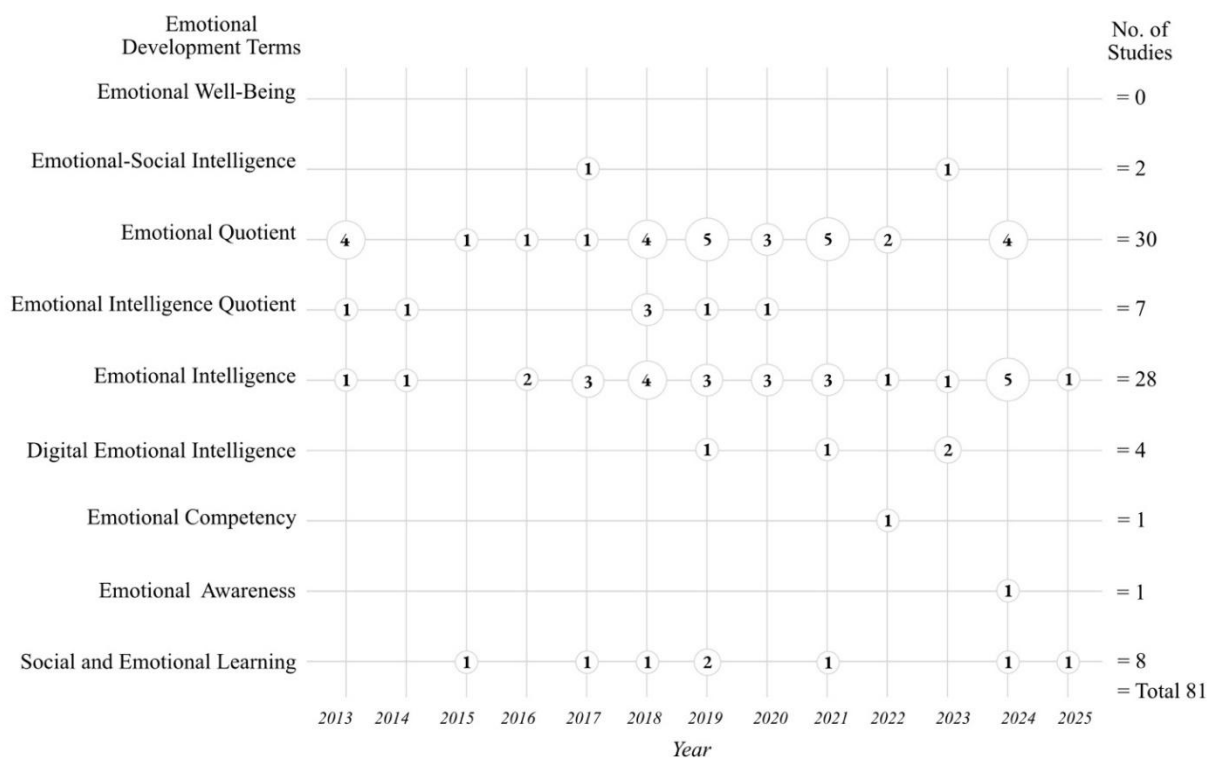


Figure 2. The Emotional Development Terminology and Timeline

4.3. Structured Learning Methodologies in Interventions

Among the 81 studies analyzed, the interventions were categorized into four main themes: integrated approaches, mindfulness practices, technology-based interventions, and therapeutic interventions. The integrated approach formed the largest group, with 53 studies (65.43%) using experiential, collaborative, reflective, or art-based learning. Mindfulness practice appeared in 12 studies (14.81%) and focused on awareness and self-regulation through contemplative education, Buddhist meditation, and reflective journaling. Technology-based interventions appeared in 8 studies (9.88%) and employed blended or online platforms, including interactive multimedia games, digital storytelling, and mobile applications. Therapeutic interventions also appeared in eight studies (9.88%) and included counseling-based programs, applied music therapy, peer-support groups, and relaxation practices.

Global evidence shows that EWB interventions commonly integrate experiential, reflective, and mindfulness-based activities in whole-school, classroom-based, and digital formats. Several reviews and empirical studies have reported benefits for adolescents' overall well-being (Barry et al., 2017; Bluth & Eisenlohr-Moul, 2017; Lee et al., 2021; Miller & Thabrew, 2014). International studies show

that therapeutic and support-based programs contribute to improvement in resilience and stress management (Crawford & Caltabiano, 2011; Lu & Buchanan, 2014; NIH, 2018). Additional evidence also indicates benefits for emotional regulation and overall emotional adjustment (D'Souza & Smyth, 2025; Jobin et al., 2025; Malboeuf-Hurtubise et al., 2024). Details on intervention designs are provided in Table 3.

Table 3. Interventions Themes in Thai and Global Studies

Intervention Types and Key Features	EI-Related Interventions (Thailand)	Example of global EWB Interventions	Durations	Learning Mode	Intervention Design
INTEGRATED APPROACH: Combines diverse methods personal interpersonal growth	Cooperative learning; problem-solving; for reflective and journaling; art-based activities	Whole-school, year-long collaborative and experiential programs	2-20 weeks. 50-120 min/session	In-person; Blended	Supplementary; Integrated (English, Guidance, Research)
MINDFULNESS PRACTICE: Builds awareness and self-regulation	Contemplative education; Buddhist meditation; self-reflection.	Classroom mindfulness with guided meditation, arts, and movement	3 days-20 weeks. 30-60 min/session	In-person	Supplementary; Integrated (Buddhist studies)
TECHNOLOGY-BASED: Uses platforms engagement reflection	Blended learning; digital training; for apps and	EI Digital school and mobile apps enhancing resilience and well-being	6-12 weeks. 45-60 min/session	Blended; Online	Supplementary; Integrated (Teaching methodology)
THERAPEUTIC INTERVENTION (INCL. COUNSELING): Provides structured therapy and counseling for emotional regulation and support	Music therapy; integrative counseling; peer-support; relaxation and	Humor skill programs; family-based interventions; school counseling	5 days-10 weeks. 5-90 min/session	In-person	Supplementary

5. Discussion

5.1. Thai Intervention Patterns and Global Comparison

Evidence from the reviewed studies indicates that adolescent emotional development interventions in Thailand are primarily shaped by EI-based frameworks, including EQ, DEI, and SEL. These frameworks focus heavily on emotional regulation, behavioral adjustment, and interpersonal functioning, while optimism and positive mood appear infrequently. The four methodological

patterns identified in this review, which are integrated learning activities, mindfulness practices, digital formats, and therapeutic sessions, reflect this emphasis and indicate that current interventions address emotional control rather than the broader EWB perspective.

Interpreting this finding alongside global literature reveals clear distinctions between Thailand's approach and international EWB frameworks. EWB is conceptualized globally as a multidimensional construct that integrates emotional, cognitive, and relational components (Courtwright et al., 2019; Koslouski et al., 2023; Lucas & Oishi, 2022). In contrast, Thailand's reliance on a regulation-focused model reflects sociocultural expectations related to emotional restraint and relational harmony (Ford & Mauss, 2015; Lim, 2016; Markus & Kitayama, 1991). International interventions also demonstrate broader selection of components. For example, Crawford and Caltabiano (2011) integrated optimism and positive mood, while Lee et al. (2021) emphasizing positive emotional experiences through digital learning. Compared with these approaches, Thai interventions incorporate a narrower range of components, reflecting less alignment with emerging EWB directions.

The review also indicates the growing relevance of EWB in digital contexts. Adolescents in Thailand spend an average of 8 hours online daily (Sutassanamarlee et al., 2024) and are among the most active user groups nationwide (ETDA, 2022). Although these statistics reflect usage patterns rather than emotional outcomes, the intensity of online engagement places adolescents in conditions similar to those documented globally, where digital environments increasingly shape emotional experiences (Odgers & Jensen, 2020; Valkenburg et al., 2022). These conditions point to the need for EWB models that extend beyond traditional classroom delivery. Integrating EWB into a digital learning environment can help schools respond more effectively to emotional challenges.

5.2. Implications for Future EWB Development

Overall, the findings support the interpretation that EI-based models can serve as a stepping stone toward EWB development rather than representing competing constructs. EI offers a structured and culturally compatible foundation in the education system where emotional regulation and behavioral expectations remain central (Ford & Mauss, 2015; Lim, 2016; Markus & Kitayama, 1991). This developmental pathway aligns with recommendations from international organizations (OECD, 2021; UNICEF, 2021), which emphasize emotional competencies that foster adaptability and long-term well-being. It can also inform policy in other developing countries where EI frameworks remain institutionally embedded.

The findings point to conceptual limitations within existing EI-based structures and will require greater integration of EWB components into existing EI-based programs. Doing so may produce an intervention that is culturally grounded while remaining aligned with international evidence. Collaboration among educators, mental health professionals, and policymakers will be essential for developing interventions that reflect both local adolescent realities and global standards.

In addition, this review clarifies how existing approaches shape the boundaries of emotional development in Thailand. The patterns identified across the literature indicate that EI functions as an initial platform rather than an endpoint, offering a way to understand how emotional development may evolve. The interpretive insights indicate a possible direction for future conceptual development, rather than serving as definitive conclusions.

5.3. Limitations

Several limitations should be considered when interpreting these findings. While a scoping review of EWB measurement tools exists, no comprehensive scoping or systematic review of EWB interventions at a global scale currently exists. Consequently, this review was limited in its ability to directly compare EI-related interventions for adolescents in Thailand with global EWB interventions. Additionally, the study relied on four databases: ThaiJo, TDC ThaiLIS, Scopus, and Web of Science,

which may have restricted the breadth of studies identified. Although these databases are comprehensive, they may exclude relevant research published in regional journals or other languages.

6. Conclusion

This study provides an overview of EWB interventions for adolescents in Thailand based on a scoping review of literature from 2013 to June 2025. The findings reveal a significant gap in school-based EWB interventions, indicating that these efforts lag behind global trends. Currently, many interventions are based primarily on EI frameworks, which offer a strong foundation for emotional development but only partially overlap with broader international conceptions of EWB.

The Thai case further demonstrates how an EI-based foundation can serve as a transitional model toward broader EWB development. This trajectory is not unique to Thailand; rather, it illustrates a generalizable pathway for countries where EI remains the dominant framework. By expanding EI-focused interventions into more comprehensive, culturally relevant, and globally informed EWB initiatives, such contexts may foster adolescent resilience and prepare youth for the demands of modern society.

Overall, the review demonstrates that Thailand is in a stage of transition from EI-centered emotional development frameworks to broader, more holistic conceptualizations of EWB, reflecting both local cultural foundations and evolving global directions.

7. Suggestion

This scoping review underscores the growing importance of EWB and highlights key gaps in existing research, offering direction for developing more effective interventions. Interventions should support adolescents in navigating emerging global challenges, such as social pressures, academic stress, and the influence of digital technologies, while fostering essential skills for lifelong growth and resilience.

For practitioners, aligning intervention design with global EWB trends is recommended by incorporating components such as optimism, positive mood, mindfulness, and resilience-building, as well as digital and blended learning approaches. Tailoring interventions to adolescents' developmental needs and cultural contexts can further enhance engagement and effectiveness.

For researchers, the next step is to develop localized EWB frameworks that integrate the foundations of emotional intelligence with broader EWB elements, offering models that are both culturally grounded and globally relevant (OECD, 2021, 2023; WHO, 2021, 2022). Establishing such frameworks, such as national standards, can guide researchers and practitioners in a consistent direction, much as the DMH's promotion of EI terms shaped research and practice in Thailand for over a decade. This would increase the likelihood of continued adoption, ensure cultural appropriateness, and enable meaningful cross-cultural comparison. Longitudinal and cross-cultural studies are particularly needed to evaluate long-term outcomes, align local innovations with regional and global trends, and strengthen international knowledge-sharing for broader applicability.

Declarations

Author Contributions. T.C. conceptualized the study and developed the methodology. K.S. provided project supervision. K.S. conducted validation. T.C. carried out the investigation and prepared the original draft of the manuscript. K.S. and T.S. reviewed and edited the manuscript. All authors have read and approved the final version of the manuscript.

Conflicts of Interest. The authors declare no conflict of interest.

Funding. Not applicable

Ethical Approval. This scoping review was exempt from full ethical review because it did not involve human participants or the collection of personal data. Approval and exemption confirmation were granted by the Ethics Committee of King Mongkut's Institute of Technology Ladkrabang (Ref. EC-KMITL_67_111), in accordance with the Declaration of Helsinki and relevant Thai research ethics guidelines.

Data Availability Statement. Data is available from the corresponding author on request.

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About the Contributor(s)

Thepthira Chaiinkham is a Ph.D. Candidate of the Innovation and Research for Learning Program, School of Industrial Education and Technology, King Mongkut's Institute of Technology Ladkrabang, Bangkok, Thailand. He is a youth development specialist facilitates practitioners in developing life skills for children and youth, applying a positive youth development approach.

Email: 65036016@kmitl.ac.th

ORCID: <https://orcid.org/0009-0002-2677-4285>

Kanyarat Sriwisathiyakun is an Associate Professor in the School of Industrial Education and Technology at the King Mongkut's Institute of Technology Ladkrabang (KMITL) in Bangkok, Thailand. She enhances educational practice by applying innovation and digital technologies to support effective teaching and learning. Her research focuses on academic innovation, with particular attention to developing inclusive learning approaches for vulnerable and specialized learner groups.

Email: kanyarat.sr@kmitl.ac.th

ORCID: <https://orcid.org/0000-0002-4533-6400>

Thanongsak Sovajassatakul is an Associate Professor in the School of Industrial Education and Technology at King Mongkut's Institute of Technology Ladkrabang (KMITL), Bangkok, Thailand. He specializes in innovation learning, and digital technologies learning.

Email: thanongsak.so@kmitl.ac.th

ORCID: <https://orcid.org/0000-0001-7789-9016>

Appendix I.

Table I. Overview of included Studies in the review (n=81)

No	Author(s)	Year	Title	Intervention Type	Target Population
1	Chareonach	2013	The Application of Art Activities to Develop Emotional Intelligence Quotient	Therapeutic intervention	Unspecified grade

No	Author(s)	Year	Title	Intervention Type	Target Population
			for the Youth in Border Areas of Chiang Rai Province		
2	Chumsaeng & Tungkasamit	2013	The Development of Grade 11 Students' Emotional Intelligence in Buddhist Principles basing on the Threefold Learning Model	Mindfulness practice	Middle school
3	Mungkung	2013	The result of using group activities for developing Quotient at Mattayom Suksa 6. Chonkanyanukoon School Chonburi	Therapeutic intervention	Middle school
4	Saisombut	2013	The Comparisons of Academic Achievement, Analytical Thinking and Emotional Quotient of Non-Formal Students Between Using the Multiple Intelligences Theory Approach and the Jigsaw Learning Approach Under the Learning Skill Subject	Integrated approach	Unspecified grade
5	Siriwatchaiporn et al.	2013	Efficiency of the Emotional Quotient Development Program on Nursing Students Before Graduation Under	Integrated approach	University
6	Wongsanga et al.	2013	The Effect of Dharma practice Program on the Development of Emotion Quotient in Nursing Students	Mindfulness practice	University
7	Guaprakhon	2014	Comparisons of Learning Achievement, Ethical Reasoning, and Emotional Intelligence of Matthayomasuksa 3 Students Between Who Learned Based on CIPPA Learning Model and The Four Noble Truths Approach, Entitled Law and Life	Integrated approach	Middle school
8	Karnkha & Haithani	2014	The Effects of Positive Self-talk Training Program on Emotional Intelligence of the First Year Students of Nakhon Ratchasima Rajabhat University	Integrated approach	University
9	Piriyapongrat et al.	2015	The Effect of Music Therapy in Development of Emotional Quotient of Students of Private School in Nakorn Pathom Province	Therapeutic intervention	Middle school
10	Sattayathewa	2015	Development of Health Promotion Program Based on Social and Emotional Learning Concept for Reducing Risky Sexual Behaviors in Upper Secondary School Students	Integrated approach	Middle school
11	Ahipanyo	2016	The Effects of Anapanassti Meditation on the Emotional Intelligence of Students, Mahachulalongkornrajavidyalaya University	Mindfulness practice	University
12	Ploysophon & Kaewchinda	2016	Rational Emotive Behavior Therapy Group Counseling with Music as a Media to Enhance Emotional Quotient and Social Media literacy Skills in Adolescents in Bangkok Metropolitan	Therapeutic intervention	Middle school
13	Puansurin	2016	The Effects of Sensitivity Training on Emotional Intelligence of Generation Y Students Psychology Major Naresuan University	Integrated approach	University

No	Author(s)	Year	Title	Intervention Type	Target Population
14	Inta	2017	The Development of Training Program Based on Experiential Learning Approach to Enhance Social and Emotional Learning	Integrated approach	Middle school
15	Promlek	2017	The Development of DUSIT Learning Model to Enhance Emotional Intelligence for Early Childhood Education Students	Integrated approach	University
16	Silakhom & Kaewwichit	2017	The Effects of Rhythmic Dynamic Meditation on Mental Health and Emotional Intelligence of Udon Thani Rajabhat University Students	Mindfulness practice	University
17	Suanyot	2017	Use of Cooperative Language Learning to Enhance English Reading Ability and Emotional Quotient Among Grade 8 Students	Integrated approach	Middle school
18	Suwanasaeng	2017	The Effect of Life-skill Development Program on Emotional Intelligence of Female Adolescents in Homes for Children	Integrated approach	Unspecified grade
19	Wiriya	2017	The Development of Emotional and Social Intelligence among Vocational Students Using a Life Skills Training	Integrated approach	Middle school
20	Amadbundit et al.	2018	Using the Mindfulness Development Program Based on Mastery Learning Principle to Enhance Emotional Intelligence of Teaching Professional Experience Training Students, Mahasarakham University	Mindfulness practice	University
21	Bundasak et al.	2018	The Effects of Emotional Intelligence Enhancement Program on Adversity Intelligence among Nursing Students	Integrated approach	University
22	Chuaibamrung et al.	2018	Effects of Physical Education Activity Management Between Takraw and Volleyball on Emotional Intelligence for Lower Secondary Students	Integrated approach	Middle school
23	Chulniam	2018	The Development of Training Courses to Increase the Competency on the Emotional Intelligence of the Students Cooperative Education in the University of the Thai Chamber of Commerce	Integrated approach	University
24	Jodphimai & Kanpoom	2018	Effects of Emotional Intelligence Quotient Development Program for High School Students, Mattayom Puranawat School	Therapeutic intervention	Middle school
25	Khumkom	2018	Effects of Group Activities on the Development of Emotional and Resilience Quotients of the First Year Nursing Students of Suranaree University of Technology	Integrated approach	University
26	Kusol et al.	2018	Effects of Problem-based Learning to Enhance Emotional Quotient of Walailak University Nursing Students	Integrated approach	University
27	Nuchsutham et al.	2018	Effect of Emotional Quotient Promoting Program on Emotional Quotient Among Nursing Students	Integrated approach	University
28	Rojanautai	2018	Emotional Quotient Development for Adolescence in according to Buddhism	Mindfulness practice	Middle school

No	Author(s)	Year	Title	Intervention Type	Target Population
29	Ruangthip et al.	2018	The Development of Life Skills in Social and Emotional Skills of Student in The Vocational.	Integrated approach	Middle school
30	Satjajaruthai	2018	A Study of The Success Factors, Problems and Obstacles of The Implementation Process of Quotient (Emotional Intelligence) and Reinforce the Moral for Youth Behavior Modification of Central Juvenile and Family Court	Integrated approach	Middle school
31	Yingyoud et al.	2018	The Effects of Emotional Intelligence Development Program on Aggressive Behavior Among Boys in Home for Boys	Integrated approach	Middle school
32	Chaksomsak	2019	Development of University Students' Happiness Enhancement Program Applying Social and Emotional Learning Theory with Roy's Adaptation Theory	Integrated approach	University
33	Chaosuansree-charoen	2019	Effectiveness of a Resilience-Enhancing Program on Resilience, Self-esteem, Emotional Quotient and Academic Achievement Motivation among 1st -year Students at Sirindhorn College of Public Health, Trang	Integrated approach	University
34	Jinda	2019	The Development of an Art Instructional Model Based on "Three Aspects Analysing" Approach to Promote the Critical Thinking and the Emotional Intelligence of Undergraduate Students of an Imaging Art Field, Faculty of Fine Arts	Integrated approach	University
35	Klengkeaw & Kheawwichai	2019	The Development of Participation Recreation Model for Development Emotional Quotient Enhancement for Lower Secondary School Students	Integrated approach	Middle school
36	Lertbumroongchai	2019	Development of Social-Emotional Learning Model via Virtual Reality to Develop Practice Skills and Digital Emotional Intelligence for Hands-on Students	Technology-based intervention	University
37	Nakpong & Chanchalor	2019	Interactive Multimedia Games to Enhance the Emotional Intelligence of Deaf and Hard of Hearing Adolescents	Technology-based intervention	Unspecified grade
38	Pantrakool & Chanchalor	2019	The Development of Model for Parent Cooperation in Teaching Management toward Emotional Intelligence and Learning Achievement of Hearing Impaired Students	Integrated approach	University
39	Paras	2019	Developing The Social and Emotional Learning Model to Promote Non-English Major Students' Attitudes and Motivation Toward Business English Communication	Integrated approach	University
40	Poonputta	2019	Emotional Quotient and research competency of undergraduate Students Studying Educational Research using the Collaborative Learning	Integrated approach	University
41	Prasitvej et al.	2019	Effects of Transformative Learning for The Emotional Quotient of the 3 rd nursing students in Nursing Care of Persons with Mental Health Problems Practicum	Integrated approach	University

No	Author(s)	Year	Title	Intervention Type	Target Population
42	Siriumpankul	2019	Effects of Using Program for Developing Emotional Intelligence upon Emotional Intelligence of Students	Integrated approach	University
43	Sripho et al.	2019	The Effect of Emotional Quotient Enhancement Program on Mental Health among Nursing Students	Integrated approach	University
44	Boonmahome et al.	2020	Effect of Guidance Program on Emotional Intelligence and Resilience of Education Undergraduate Students	Integrated approach	University
45	Bundasak et al.	2020	Effects of Emotional Intelligence Enhancing Program on Social Intelligence Among Nursing Students	Integrated approach	University
46	Kaewganha et al.	2020	The Effects of An Emotional Intelligence Development Program on The Impulsive Behavior of Junior High School Students in Extended Opportunity Education Schools in Bangkok	Integrated approach	Middle school
47	Kongseree et al.	2020	Effect of Implementing Buddhist Critical Reflection Program on Emotional Quotient and Positive Conation of Secondary 2 Students	Mindfulness practice	Middle school
48	Singkham et al.	2020	The Process of Developing Emotional Intelligence of Nursing Students in Order to Be Well-rounded and Happy by Satipaṭṭhāna 4	Mindfulness practice	University
49	Srichat & Piyakun	2020	The Development of Emotional Quotient of Mathayomsuksa 1 Students Using Contemplative Education Activities	Mindfulness practice	Middle school
50	Suanyot & Adipattaranan	2020	A Use of Cooperative Language Learning to Enhance English Reading Ability and Emotional Quotient Among Grade 8 Students	Integrated approach	Middle school
51	Laeheem	2021	The Development of Guidance Activities Model Applying the Learning Management Theory of GAGNE and STAD to Enhance Emotional Intelligence of Mathayomsuksa 2 Student	Integrated approach	Middle school
52	Lertwilai	2021	The results of recreational activities used for increasing emotional quotient of male footballers at Phuket Rajabhat University.	Integrated approach	University
53	Netasit & Wanitpiput	2021	The Development of Emotional Quotient (EQ) for Students with Disabilities under Disability Support Services (DSS) Center	Integrated approach	University
54	Numsam-ang & Piyathamvarakul	2021	The Effects of Group Activities on the Development of the Emotional Intelligence of Autistic Students at the Demonstration School of Ramkhamhaeng University (Secondary Level)	Integrated approach	Middle school
55	Pattanaveaw	2021	Enhancement of Social and Emotional Learning of Secondary Students through Group Counseling	Therapeutic intervention	Middle school
56	Sarnok et al.	2021	Digital Emotional Intelligence (DEI) and Learning Achievement Through Digital Storytelling in Digital Learning Ecosystem for Student Teachers	Technology-based intervention	University

No	Author(s)	Year	Title	Intervention Type	Target Population
57	Sripongplerd	2021	The Effects of using the self-esteem Development Program and Emotional Intelligence on Moral Behavior of Roi Et Rajabhat University Students	Integrated approach	University
58	Vuori	2021	The Development of a Positive Self-Talk Training Program to Enhance Emotional Quotient and Self-Esteem of The Faculty of Education Students, Suratthani Rajabhat University	Integrated approach	University
59	Wongkamjan & Saeng-ngam	2021	The development of Emotional Quotient and learning behavior of Student Teachers Based on Learning Management with Active Learning Mixed Contemplative Education Approach	Integrated approach	University
60	Yamma & Nuttarugs	2021	The Effect of Mediation Program on Emotion Quotient of the First Year Nursing Students in Phetchaburi Rajabhat University	Mindfulness practice	University
61	Srimee et al.	2022	Effect of EQ UP Activity through via Application Communication on Emotional Quotient among University Student in Health Promotion Major	Technology-based intervention	University
62	Tanwattnasere et al.	2022	Effects of Physical Education Learning Management Using Self - Regulation on Learning Achievement and Emotional Quotient of Secondary School Students	Integrated approach	Middle school
63	Toboonruang et al.	2022	The integrative counseling psychology model for enhancing adolescent students' emotional competencies.	Therapeutic intervention	Middle school
64	Wu et al.	2022	Effects of physical activity on regulatory emotional self-efficacy, resilience, and emotional intelligence of nurses during the COVID-19 pandemic	Integrated approach	University
65	Chaksomsak	2023	Effects of Emotion Regulation and Life Skills Program on Emotional and Social Intelligence of University Students	Integrated approach	University
66	Dokkularb et al.	2023	Development of Flipped Learning Model with Challenge Based Learning Using Gamification to Enhance Digital Emotional Intelligence for Pre-service Teachers	Technology-based intervention	University
67	Thanpaisarnsamut et al.	2023	The Enhancement of Digital Emotional Intelligence of Grade 7 Students in School of The Ministry of Higher Education, Science, Research and Innovation Through Guidance Activities Blended Learning	Technology-based intervention	Middle school
68	Wichakul	2023	Effects of Life-Skill Program on Emotional Intelligence of the Vocational Students at Bangsaen Technical College, Chonburi Province	Integrated approach	University
69	Inson et al.	2024	Effects of Emotional Intelligence Enhancement Programme Using Interactive Multimedia on Emotional Intelligence among Nursing Students	Technology-based intervention	University
70	Kanjanakate	2024	Development of Interpersonal Skills for Educational Graduate Students in Biology	Integrated approach	University

No	Author(s)	Year	Title	Intervention Type	Target Population
			Program Through Resilience Theory and Emotional Intelligence		
71	Kanrum et al.	2024	Using a Problem-Solving Activity Package to Enhance Emotional Quotient of Junior High School Students	Integrated approach	Middle school
72	Meerit et al.	2024	The Effect of Game-based Learning on Basic Skills in Volleyball and Emotional Intelligence of Secondary School Students	Integrated approach	Middle school
73	Mekpa	2024	The Effect of Moving Meditation Training on Emotional intelligence and Kranok Pattern Drawing in Students at Suphanburi College of Fine Arts	Mindfulness practice	University
74	Mookdamuang	2024	The Study of Group Counseling to Enhance Emotional Awareness in Teacher Students	Therapeutic intervention	University
75	Nuampet et al.	2024	Development the Process of Social and Emotional Skills with Peer-To-Peer Support Model in Extended Opportunity School	Integrated approach	Middle school
76	Panuthai	2024	The Effect of Online Physical Activity on Health, Emotional Quotient and Quality of Life of Youth	Technology-based intervention	University
77	Thipsungneon & Kwanphon	2024	The Effects of an Emotional Quotient Development Program on the Emotional Quotient of First-Year Nursing Students at Boromarajonani College of Nursing, Nakhon Ratchasima	Integrated approach	University
78	Thothong	2024	Development of Emotional Intelligence of Children with Intellectual Disabilities in Prachinburi Special Education Center by Using 15 Thai Hermit Exercises	Mindfulness practice	Unspecified grade
79	Wiangperm et al.	2024	The Effects of Activity Based Learning on the Emotional Intelligence of Nursing Students	Integrated approach	University
80	Namlakorn	2025	A Development of a Guidance Activity Model Using an Activity-Based Learning Process Combined with a Five-Steps Collaborative Learning Process to Enhance Emotional	Integrated approach	Middle school
81	Waeduereh et al.	2025	Stress Reduction and the Enhancement of Emotional Intelligence	Integrated approach	Middle school

Note: High school includes vocational certificate; University equivalent includes higher vocational certificate.

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