La docencia en Educación Secundaria ante el reto de las emociones: competencia socioemocional del profesorado para educar a una ciudadanía activa

Teaching in Secondary School before the challenge of emotions: socio-emotional competence of the teacher to educate an active citizenship[1]

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RESUMEN.
En la sociedad actual parece ser imprescindible invertir en la educación para una ciudadanía activa que favorezca la cohesión social, a través del desarrollo global de la persona. En este sentido, los agentes educativos tienen la responsabilidad de promover un aprendizaje activo que ponga en primer plano la importancia de las habilidades socio-emocionales.
En esta dirección, la educación socioemocional -orientada a aprender a conocer, a hacer, a convivir, a ser- parece ofrecer las herramientas para el desarrollo pleno de la persona. El objetivo principal de este artículo es profundizar en la situación actual de las competencias socio-emocionales en contextos escolares. Para ello, se ha realizado un estudio-piloto en dos Institutos de Educación Secundaria de Sevilla, dónde la muestra final participante ha alcanzado los 44 profesores. Hay que hacer reflejar que estudio se realiza en el marco del proyecto de Investigación escolares de educación secundaria (Bachillerato) en Marruecos y España, financiado por el Ministerio de Asuntos Exteriores.

PALABRAS CLAVE.
Cohesión social; competencias socio-emocionales; ciudadanía; educación secundaria; formación del Profesorado.

ABSTRACT.
In today's society it seems to be essential to invest in education for an active citizenship that favors social cohesion, through the global development of the person. In this sense, educational agents have the responsibility to promote active learning that puts the

importance of socio-emotional skills at the forefront. In this direction, socio-emotional education -oriented to learn to know, to do, to live together, to be- seems to offer the tools for the full development of the person. The main objective of this article is to deepen the current situation of socio-emotional competences in school contexts. For this, a pilot study has been carried only in two Secondary Education Institutes of Seville, where the final participant sample has reached 44 professors. It should be noted that this study is being carried out within the framework of the secondary school research project (Baccalaureate) in Morocco and Spain, funded by the Ministry of Foreign Affairs.

KEY WORDS.
Social cohesion; socio-emotional competences; citizenship; Secondary Education; teacher training.

1. Socio-emotional competences as a new learning perspective.
In a society where one of the main problems is the lack of social cohesion (Archibugi, 2002; Utting, 2015; Wacquant, 2015; Steger, 2017), it would appear to be indispensable to focus educational efforts on the overall development of the individual finalized to promote active citizenship. Therefore the educational agents -like family and school- are responsible for promoting learning that places, at the center of their objectives, the development of socio-emotional competences, and not only to favor a type of education oriented to passive learning (Albuquerque, 1997, Nussbaum, 2011; Pendenza, 2017).

In accordance with what Unesco's report states (Unesco, 2011), the school contains a treasure: education for life is based on four fundamental pillars: learning to know, to do, to live together, to be. In this direction, it seems that socio-emotional education offers the tools that aims towards the full development of the person (González, 2000, Rosario and others, 2009; Bisquerra, 2012). Understood in a broad sense, as something more than a subject (Bolívar, 2007), education for citizenship includes all that set of knowledge and skills that make possible the integration and active participation in public life, which all citizens must possess at the end of compulsory schooling. Therefore, as Escudero (2006b: 36) argues, "in curricular terms, the first task and contribution of citizenship education is to develop with relevance and effectiveness the essential learning that is essential to know, have abilities, be free and act responsibly".

In this sense, it is considered essential at the European level to invest in lifelong learning that understands education as a process that lasts a lifetime, and that is strictly interconnected with socio-emotional and civic competences. In relation to this approach, it should be noted that these include personal, interpersonal, and inter-cultural competences and concern all forms of behavior that allow people to live in increasingly diversified and complex societies (Sen, 2007; Touraine, 2011; García, Cano, 2012; Teubner, Sasse and Krasner, 2012) .

In turn, these skills allow us to communicate constructively and in different contexts, negotiate meanings and representations of reality, understand different views, have self-confidence and empathy: one might be talking about emotional literacy.

Social and emotional education (*Social Emotional Learning*), in fact, refers to the process by means of which children and adults develop fundamental competences in favoring a school performance and a positive insertion in the social reality. Evolutionary psychology and emotional education show how it is possible to develop emotional competences from as early as childhood (Ellsworth, Scherer, 2003; Lantieri, 2009; Bredekamp, 2011; Durlak and others, 2015; Dorfsman, 2012).

Although the introduction of socio-emotional skills in education dates back to the 1990s with the PATHS (Providing Alternative Thinking Strategies) - an integrated intervention that aims to promote emotional and social competences and to reduce problems of aggression and behavior, promoting educational processes in the classroom that cover five conceptual spheres: self-control, emotional awareness, positive self-esteem, relationships and interpersonal *Problem* skills *solving* - there is still a lack of an ecological perspective in the implementation of an emotional literacy program in schools (Greenberg & Kuschè, 2009; Ortega-Ruiz, Del Rey and Casas, 2015; Romera, Gómez-Ortiz and García-Fernández, 2016).

From this perspective, one of the contemporary challenges at an educational level is to train teachers not only to develop linguistic and logical-abstract skills, but also to cure the affective-relational dimension, to scratch the resistance in schools to emotional literacy. Likewise, this dimension would have to be integrated transversally to the didactic process, taking into account the strong connection between the cognitive and emotional dimension, which must be developed not only by the teachers but also in the interactions between peers (Baquero, 2006; Blanco, 2009; Chaux, 2010) .

It is necessary to emphasize that the socio-emotional competences then concern the ability to recognize, understand, and manage emotions and know how to relate positively with others. Some of these skills develop in the first years of age, others develop in peer relationships. Then, the fundamental role of the school is evident. According to the organization *Collaborative for Academic,Socialand EmotionalLearning* (CASEL *,* 2003) and on the same line as the main literature on this subject (Vallés and Vallés, 2000; Repetto, Pena and Mudarra, 2007; Zych, Elipe and Sánchez, 2016), 5 main social-emotional competences can be identified:

- Self-awareness: recognize your own emotions, identify and cultivate your own points of strength and positive qualities.
- Social conscience: understanding thoughts and emotions of others and their differences management: monitor and control emotions to achieve pro-social objectives.
- Relational skills: establish healthy relationships and favor mutual help, negotiating conflicts.
- Make responsible decisions: evaluate situations to promote one's own well-being and that of others.

In this work, it has seemed valuable to refer to the review of Bisquerra and Pérez (2007) of the main reflections on emotional competences, that is, that set of skills, abilities and knowledge used to understand and live emotional phenomena properly. Following these authors, they can identify five dimensions that are detected as fundamental when wanting to analyze the use of competences in their globality: emotional awareness, emotional regulation, emotional autonomy, social competences, and competencies for life and well-being. The richness of this contribution is that each of these competences are subdivided into more specific competences: the possibility of self-expression through more specific competences allows to facilitate the study and deepening of the phenomenon.

Consequently, and bearing in mind the arguments outlined, to cultivate these skills is the budget of a learning finalized to form free and autonomous citizens: for this reason, these skills have to be at the base of the teaching profession. On the other hand, we must bear in mind that the lack of these capacities leads to mis-directed educational interventions (AA.VV., 2003; Blandino, Marmocchi et al., 2004; 2008; Mariani and Schiralli, 2012). Definitely, It can be said that these skills are essential to help children recognize their own emotions and those of others, act positively with their own colleagues and in a social context (Antognazza and Sciaroni, 2009).

2. Goals.

The purpose of this work is to analyze the socio-emotional competence of secondary education teachers in Seville. In this sense, the following objectives are proposed:

- Describe the level of socio-emotional competence of teachers of secondary education in Seville.
- Identify factors associated with the socio-emotional competence of secondary school teachers in Seville.

3. Method.

In accordance with the objectives, an investigation is proposed from a positivist approach, with a quantitative methodology, based on a descriptive method and a survey type design. The population under study is made up of Secondary Education teachers in Seville. However, since it is a pilot study, this work has been carried out only in two Secondary Education Institutes in Seville, where the final participant sample has reached 44 professors. The participating faculty is distributed 50% between men and women, between the ages of 33 and 60. Around 20% hold a management or coordination position in their center, and most of the participants (81.4%) have a teaching trajectory of between 10 and 30 years.
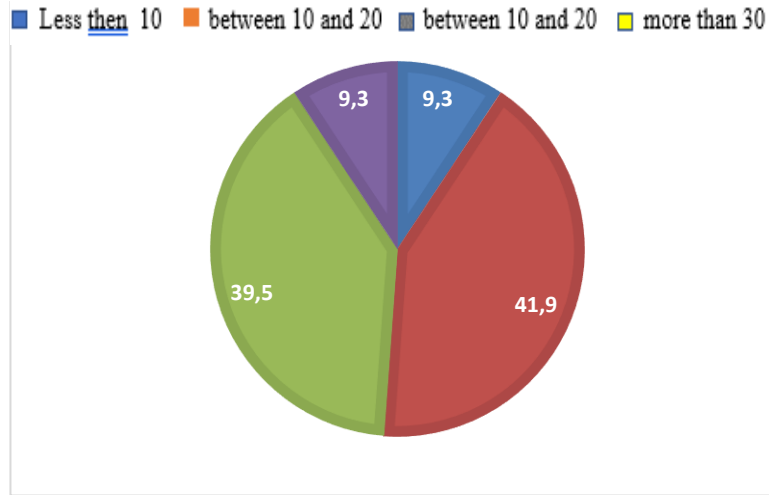
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Figure 1: Years as a teacher.

4. Instrumentation.

The data collection instrument is a questionnaire comprising three scales, of which this work analyzes one of them.

The scale is adapted from *Questionari of Desenvolupament Emotional per Adults* (QDE-A) (Bisquerra, 2000), checked with a high degree of reliability.

Specifically, the analyzed scale is related to the dimension of socio-emotional competence, which is a Lickert type scale of 20 items that includes values between 0 and 10 among which the faculty must be positioned before a series of affirmations, with 0 completely disagree and 10 completely agree. This scale is subdivided into two dimensions: one that evaluates the positive aspects or strengths of socio-emotional competence and another that analyzes the negative aspects or weak points. Then all is explicated and drawn out. taking into account the reliability and validity of the two sub-scale dimensions, and starting with the statistical reliability of the same aspects.

Positive aspects			Negative aspects		
Cronbach's Alpha	N of elements		Cronbach's Alpha	N of elements	
733	9		810	eleven	

Table 1: Cronbach's Alpha.

According to Table 1, the reliability of both sub- scales is considered highly accurate . If we analyze reliability statistics, and if we eliminate each of the items, we obtain an overview in greater detail.

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Positive aspects		Negative aspects	
	Cronbach's alpha if the element has been deleted		Cronbach's alpha if the element has been deleted
Item 1	699	Item 6	, 786
Item 2	662	Item 7	, 794
Item 3	684	Item 8	, 798
Item 4	, 675	Item 10	, 797
Item 5	**, 784**	Item 11	, 782
Item 9	682	Item 13	**, 831**
Item 12	, 683	Item 14	, 786
Item 18	, 733	Item 15	781
Item 20	**749**	Item 16	, 778
		Item 17	, 803
		Item 19	, 794

Table 2: Reliability statistics if the element is deleted.

Table 2 shows three items that would improve the reliability of the scale when they are eliminated. However, the improvement obtained in statistical reliability by eliminating items 5, 13, and 20, is not significant enough to be eliminated, since the information they provide is more important than the small improvement that would be achieved in the reliability of the scale.

Regarding the validity of the scale, the content validity is given by adaptation of the QDE-A scale , a questionnaire based on the theoretical framework of emotional education developed by the GROP (Research Group in Psycho-pedagogical Orientation) (Bisquerra, 2000 and 2007). Taking into account the few instruments to measure emotional competence (Pérez, Petrides and Furnham, 2005), part of a questionnaire has been selected that is the fruit of a clear theoretical framework and firm empirical foundations.

With the support of the theoretical framework, it has been decided to reduce the 48 items of the main scale by choosing 4 specific items for each of the five general dimensions, as shown in Table 1.

Emotional awareness	It's easy for me to realize how others feel
	I can easily describe my feelings
	I know how to name the emotions I experience
	I know how to put myself in the place of others to understand them well
Emotional regulation	I usually moderate my reaction when I have a strong emotion
	I get nervous very easily and I also get angry
	I find it difficult to express my feelings when I talk to my friends
	I do not know what to answer when they praise me or say nice things about me

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Emotional autonomy	I am satisfied with my way of facing life and being happy with myself
	To feel good, I need others to see with sensitive eyes what I say and do
	I feel easily hurt when others criticize my behavior or work.
	I often think nice things about myself
Social Competences	Often when someone talks to me I'm thinking about what I'll say right after
	Talking to other people whom I scarcely know is difficult, I speak little and feel nervous
	It's hard for me to defend my opinions when different from other people's
	Speaking in front of many people is really difficult for me
Life and well-being competitions	When I realize that I have done something wrong, it worries me for a long time
	When I do not know something, I behave normally and look for information and help without too much difficulty
	I am very concerned that others might discover that I have not done something .
	It is relatively easy for me to think about the consequences of my decisions

Table 3. Adaptation Questionnaire QDE-A (Bisquerra, 2000). Own Elaboration.

Regarding the construct validity, the main results are shown below. First, in the following table are exposed the Kaiser-Meyer- Olkin test (KMO) and the Barlett sphericity test of the analyzed two sub -scales.

Positive aspects			Positive aspects		
Kaiser-Meyer- Olkin measure of sampling adequacy		, 633	Kaiser-Meyer- Olkin measure of sampling adequacy		, 697
Bartlett's sphericity test	Approx. Chi squared	14 7, 762	Bartlett's sphericity test	Approx. Chi squared	154, 193
	Gl	36		gl	55
	S.I.G.	, 000		S.I.G.	, 000

Table 4: KMO and Barlett sphericity test.

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Table 4 evidenced both sub-scales and reaches an appropriate measure of sample adequacy considered as a whole, and that in both cases reject the hypothesis sphericity of the data matrix, an optimal signification leveling.

In turn, the communalities test offers information about how the particular sample measurements of each item are adequate in considering the results of the factorial analysis, having obtained in all items a value greater than 0.4 in both sub-scales. Then, the factor analysis results are as follows:

Component	Initial eigenvalues			Sums of removal of loads squared		
	Total	% variance	% accumulated	Total	% variance	% accumulated
1	3,450	38,329	38,329	3,450	38,329	38,329
2	1,539	17,105	55,434	1,539	17,105	55,434
3	1,235	13,725	69,159	1,235	13,725	69,159
4	1,003	11,150	80,309	1,003	11,150	80,309

Table 5: Analysis of the main components of the positive aspects sub-scale.

In table 5 four components are appreciated with an accumulated value greater than unity, which explain 80.3 % of the variance. Among them, a first more explanatory component is identified (38, 3 % of the variance), differentiated from the rest of the components, therefore, it is necessary to verify that the items of the scale saturate correctly in that first main component (significant correlation greater at 0.30).The matrix of the main components of the scale is shown below:

		Item 1	Item 2	Item 3	Item 4	Item 5	Item 9	Item 12	Item 18	Item 20
Component	1	,608	,856	,748	,695	**-, 035**	718	, 777	, 337	**269**

Table 6: Matrix main component sub-scales positive.

Table 6 shows how all the items correctly saturate in the first component, with the exception of items 5 "I usually moderate my reaction when I have a strong emotion" and item 20 "It is relatively easy for me to think about the consequences of my decisions." However, item 20 is very close to the value 0.3 when one considers that the scale measures the overall dimension or construct involving the first component, which would measure the positive aspects of the emotional competence. Notwithstanding item 5, which shows a low saturation in the first component, it must be rewritten or modified to improve the validity of the scale.

Regarding the sub-scale of negative aspects of socio-emotional competence, the results of the factorial analysis are presented below.

Component	Initial eigenvalues			Sums of removal of loads squared		
	Total	% variance	% accumulated	Total	% variance	% accumulated
1	4,010	36,459	36,459	4,010	36,459	36,459
2	1,709	15,538	51,997	1,709	15,538	51,997
3	1,211	11,009	63,006	1,211	11,009	63,006
4	1,011	9,191	72,197	1,011	9,191	72,197

Table 7: Analysis of the main components of the sub-scale of negative aspects.

Table 7 shows four components seen with greater accumulated value per unit, which explain 72, 2% of the variance. Among them, a first more explanatory component is identified (36.5 % of the variance), differentiated from the rest of the components, therefore, it is necessary to verify that the items of the scale saturate correctly in that first principal component (significant correlation greater than 0.30). The matrix of the main components of the scale is shown below:

	Item 6	Item 7	Item 8	Item 10	Item 11	Item 13	Item 14	Item 15	Item 16	Item 17	Item 19
Component 1	687	567	,510	574	713	**, 060**	669	711	747	, 467	620

Table 8: Matrix of major components of the sub-scale of negative aspects.

Table 8 shows how all the items saturate correctly in the first component, except for item 13 " Often when someone speaks to me I am thinking about what I will say right after. " Thus, it can be stated in a general way that the scale measures the dimension or construct that implies the first component, which would measure the negative aspects of socio-emotional competence. However, item 13 should be rewritten or modified to improve the validity of the scale by obtaining low saturation in the first component.

5. Results.
Level of socio-emotional competence of teachers.
After analyzing the reliability and validity of the scale object, one can study in order to get a first impression of the level of socio - emotional competence. In this sense, faculty centers analyzed secondary education, measuring as shown the values obtained in each of the items that make up the two sub–scales, as well as the total value of both.

- Item 1: It is easy for me to realize how others feel
- Item 2: I can easily describe my feelings
- Item 3: I know how to name the emotions I experience
- Item 4: I know how to put myself in the place of others to understand them well

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- Item 5: I usually moderate my reaction when I have a strong emotion
- Item 9: I am satisfied with my way of facing life and being happy
- Item 12: I often think nice things about myself
- Item 18: When I do not know something, I move and look for information and help without too much difficulty
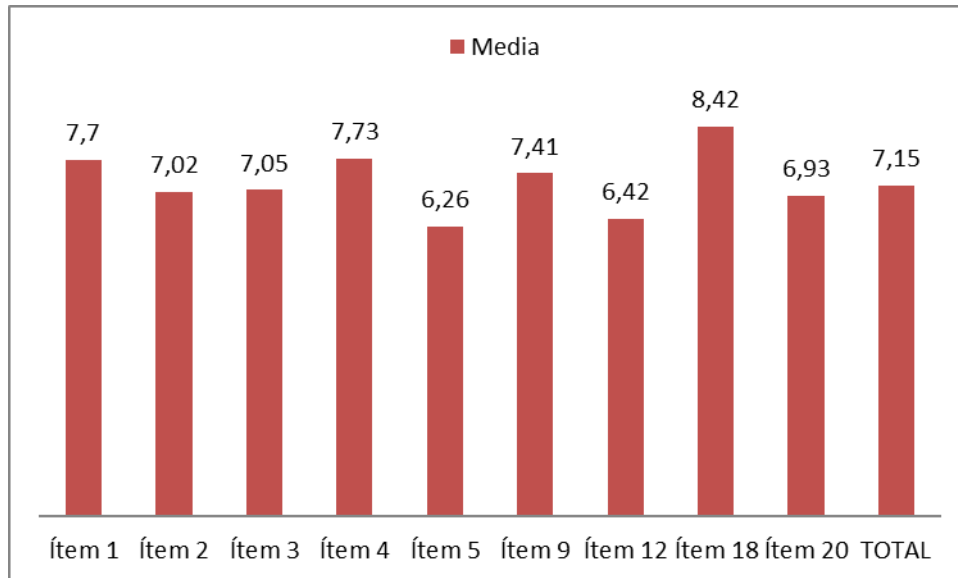- Item 20: It is easy for me to think about the consequences of my decisions

Figure 2: Averages of the positive aspects of socio-emotional competence.

Figure 2 shows how the total value obtained in the scale is a high value, given that the scale oscillates between the values 0 and 10. When going deeper in the analysis, it is observed that the items that the teacher values to a greater extent are: 18 "When I do not know something, I move and look for information and help without too much difficulty", the 4 "I know how to put myself in the place of others to understand them well" and 1 "I find it easy to realize how they feel the others".
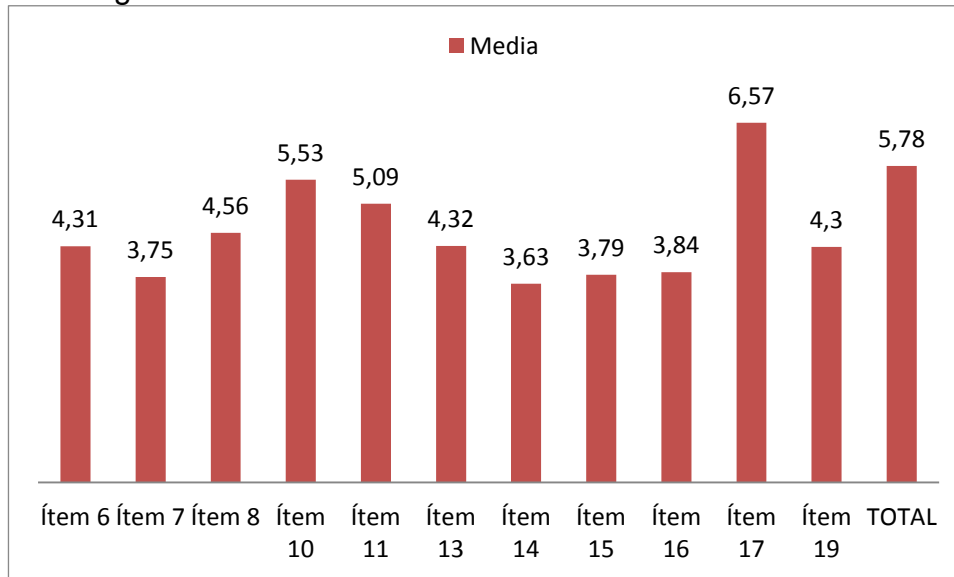
Next, the items related to the scale that value the negative aspects of socio-emotional competence are exposed, whose results are shown in graph 3.

- Item 6: I get nervous very easily and I am upset.
- Item 7: I find it hard to express feelings when I talk to my friends.
- Item 8: I do not know what to answer when they praise me or tell me nice things about me.
- Item 10: To feel good, I need others to see with good eyes what I say and do.
- Item 11: I feel easily hurt when others criticize my behavior or work.
- Item 13: Often when someone speaks to me I am thinking about what I will say right away.
- Item 14: Talking to other little-known people is difficult, I speak little and I feel nervous.
- Item 15: I find it difficult to defend opinions different from other people's.

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- Item 16: Talking in front of many people is really difficult for me.
- Item 17: When I realize that I have done something wrong I worry for a long time.
- Item 19: I am very concerned that others discover that I do not know how to do something.

Graph 3: Descriptive statistics of the negative aspects of socio-emotional competence.

Figure 3 shows how the total value obtained in the scale is a mean value, given that the scale oscillates between the values 0 and 10. When going deeper in the analysis, it is observed that the items that the teacher values to a greater extent are: 17 "When I realize that I have done something wrong I worry for a long time" 10 "To feel good I need others to see with good eyes what I say and do" and 11 "I feel easily hurt when others criticize my behavior or work."

Factors associated with the study's descriptive objectives.
The results obtained in relation to the second objective are shown below, that is, to know if the socio-emotional competence of the teaching staff depends on other factors associated with the respondent. Specifically, the following factors are analyzed: age, gender, educational center to which one belongs, if one holds some position of direction or coordination in one's center, and the years one has been exercising as a teacher.

In this regard, it has been considered both the normal distribution of the data provided by the two sub-scales through the Kolmogorov-Smirnov test, and as the homogeneity of variance by Levene's test. Due to the space constraints, these data are not presented, and the exposure of the contrast statistics are shown in summary form.

Given the normal distribution and the homogeneity of variances, parametric statistics of inferential cut are chosen to answer the objective of knowing if there are significant differences in the level of socio-emotional competence based on the possible associated factors. Specifically, we used the t- student statistic and the ANOVA statistic, whose levels of significance are shown in the following table.

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Possible associated factor	Significance level in the statistical test	
	Positive aspects	Negative aspects
Age	0,528	0.971
Gender	0.397	0.384
Educational center to which it belongs	0.431	0,572
Do you have any leadership or coordination position in your center?	0.725	0,512
Years as a teacher	0.408	0,525

Table 9: Possible factors associated with socio-emotional competence

Table 9 shows that none of the five possible associated factors is significantly related to the level of socio-emotional competence. That is to say, that the socio-emotional competence does not depend on any of these factors.

6. Conclusions.

The school should be a place of dialogical learning, where you learn participation, the capacity for choice, and autonomy in a calm atmosphere, together with the development of social skills and self-esteem, strengthening emotional capacities. At the same time, school should be an agent of development of social capital for an active citizenship promoting social cohesion.

Regarding the strength of the measurement scale, it is remarkable the high reliability and validity obtained, because being a pilot study it reflects a positive value being susceptible to little improvement for future research. In response to the first objective, " Describe the level of socio-emotional competence of secondary education teachers in Seville", it shows how teachers value themselves with a high socio-emotional competence, given the value obtained in the positive aspects of it. This competition is greater in areas related to the search for solutions and information (New York), as well as the question of empathy. On the contrary, deficits in socio-emotional competence are more pronounced in aspects related to self-esteem, the need for recognition by others, and self-confidence.

Regarding the second objective, " Identify factors associated with the socio-emotional competence of secondary school teachers in Seville", it has been proven that there is no factor associated with the level of socio-emotional competence of teachers. That is to say, that the level of the teaching staff in this area does not depend on age, gender, or the center they belong to, nor on whether they hold a position of direction or coordination, or of the years they have been teaching.

As a conclusion, it can be affirmed that, in spite of having a good perception of their socio-emotional competence, the teaching staff lacks the necessary tools to face certain problems that occur in their daily routine. Therefore, we propose a global teacher training that includes, above all, aspects related to self-confidence and self-esteem: "Human capital is a strategic resource for the integral development of Europe and the educational and training policies of the Member States should be oriented to enhance the personality of each individual throughout their lives and to achieve greater citizen participation in social cohesion and economic development" (Education and Training Council, 2010).

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