

**Research Article****SOCIOEMOTIONAL SKILLS IN HIGH SCHOOL STUDENTS OF THE CENTRO DE BACHILLERATO TECNOLÓGICO INDUSTRIAL Y DE SERVICIOS No. 65*****Jesús Alberto Sánchez Valtierra, Judith Alejandra Rodríguez Zavala, Aydé Sánchez Amaral, Luis Jesús Alcalá Tejada and Fernando Emmanuel Hernández Segoviano**

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Received 12th March 2024; Accepted 16th April 2024; Published online 30th May 2024

Abstract

The development of socioemotional skills in high school students is crucial for their overall well-being and academic success. This study aimed to adapt and apply the Collaborative for Academic, Social, and Emotional Learning (CASEL) methodology in the context of the Centro de Bachillerato Tecnológico Industrial y de Servicios No. 65 (CBTIS 65) in Mexico. The research employed a mixed methods approach, combining qualitative and quantitative methods, to comprehensively understand students' socioemotional competencies. Qualitative analysis, conducted through semi-structured interviews, revealed that students often experience anxiety and insecurity when facing new or challenging situations, which can hinder their ability to speak in public and establish social relationships. However, they also expressed motivation and commitment to working in teams to achieve goals and recognized the importance of personal and academic goals for their growth and success. Quantitative analysis, based on the CASEL questionnaire, suggested that participants exhibited strengths in areas such as self-concept, emotional self-awareness, social awareness, and empathy. On the other hand, self-control, emotional regulation, goal setting, and goal achievement emerged as areas for improvement for a significant portion of the students. The study highlights the need to implement strategies and programs focused on developing deficient socioemotional skills, which can contribute to overcoming challenges, improving communication skills, strengthening interpersonal relationships, and ultimately, preparing students more effectively for academic and personal success. The findings underscore the importance of fostering socioemotional competencies in high school students, as they play a vital role in their personal growth, academic performance, and ability to successfully navigate life's challenges.

Keywords: : Socioemotional skills, High school students, CASEL, Self-concept, Emotional awareness, Emotional regulation, Goal setting, Empathy, Interpersonal Relationships, Academic success.

INTRODUCTION

In the educational sphere, understanding and developing socioemotional skills have become fundamental for the well-being and success of students. With the purpose of measuring and understanding these skills in students from Chile, the "Emociones Primero" (Emotions First) questionnaire has been created (Educación 2020, 2023). This questionnaire provides clear and concise definitions of key concepts related to socioemotional skills and offers a guide for interpreting the results obtained. The CASEL (Collaborative for Academic, Social, and Emotional Learning) model, used in Chile to assess socioemotional skills in students, identifies five fundamental competencies for the comprehensive development of individuals (Inicio- Educación 2020, 2023). This model, which has proven effective in the Chilean context, will now be applied in the context of Mexico, specifically at the Centro de Bachillerato Tecnológico Industrial y de Servicios No. 65 (CBTIS 65) in the city of Irapuato, Guanajuato state, to assess and understand the socioemotional skills of students in this educational center. In this context, the study focuses on the adaptation and application of the CASEL methodology at CBTIS 65 in Mexico. By employing this approach, the aim is to understand and explain how the development of these socioemotional competencies can have a positive impact on the academic and personal lives of Mexican students, as well as their ability to face everyday challenges and build a successful future. The Collaborative for Academic, Social, and Emotional Learning (CASEL), an international association, emphasizes

the importance of fostering healthy development, emotional management, achievement of personal and collective goals, empathy towards others, building supportive relationships, and making responsible decisions (CASEL, 2020). To achieve these objectives, five key competency areas are considered:

- Self-awareness: Understanding and recognizing one's own emotions, strengths, and weaknesses.
- Self-control: Regulating emotions and behaviors effectively.
- Social awareness: Being aware of the emotions and needs of others, as well as cultural diversity.
- Relationship skills: Developing healthy and effective relationships with others.
- Decision-making: Evaluating situations and making responsible and ethical decisions.

This methodology is applied to understand how the development of these competencies can contribute to the comprehensive well-being of students and their success in personal and academic life (CASEL, 2020). Socioemotional skills are learned behaviors that influence how we relate to others and express our emotions. These skills include the ability to perceive, assess, and express emotions accurately, as well as to understand and regulate our own emotions and those of others. Socioemotional learning, on the other hand, is a fundamental process in which students acquire and apply knowledge, attitudes, and skills necessary to understand and manage emotions, establish positive relationships, and make responsible decisions.

State of the art

Understanding and managing emotions are fundamental aspects of human development, especially in the educational context, where they influence the comprehensive formation of individuals and the quality of social interactions. Over time, various research studies have explored the importance of socioemotional competencies in students, demonstrating their impact on academic performance and the emotional well-being of young people. In pioneering research conducted in Spain by Rodríguez, Celma, Orejudo, and Rodríguez (2011), a pilot socioemotional education program was implemented in high school adolescents, aiming to enhance their socioemotional skills through specific activities. This study highlighted the participation of teachers and their influence on the project's outcomes. Subsequently, in a research article carried out by Rodríguez-Corrales, Cabello, Gutiérrez-Cobo, and Berrocal (2017), the importance of emotional competencies in education was further explored, emphasizing the need for scientifically supported programs focused on the comprehensive development of individuals within educational communities. Romero, Guajardo, and Nava (2017) emphasized the importance of socioemotional competencies in compulsory education, especially for those students' experiencing difficulties in the classroom, related to low levels of emotional intelligence. Bisquerra (2018) contributed to the field with his research on emotional education for comprehensive development in secondary education, highlighting the challenge posed by the development of socioemotional competencies, especially for teachers. In Uruguay, Bolaños (2020) addressed socioemotional education as a preventive measure to strengthen learning through socioemotional competencies, promoting social and academic relationships based on respect and peaceful conflict resolution. More recent research conducted by García, A. and Martínez, B. (2023) in Mexico, explored the impact of a socioemotional education program on high school students, demonstrating significant improvements in the school climate, interpersonal relationships, and academic performance of young people. These studies, conducted in different contexts and at various chronological moments, confirm the importance of socioemotional competencies in the educational field and highlight the need for effective programs and strategies to promote the comprehensive development of high school students.

Emotional education in the comprehensive development of students

The school plays a crucial role in the everyday lives of adolescents. Therefore, it is essential that the school environment is positive and fosters the optimal development of all members of the educational community. Several authors, such as González-Galán (2004), Orpinas and Horne (2009), and Trianes (2000), have highlighted this importance. Furthermore, in the context of high school students, it is essential to prioritize the understanding and management of emotions. Emotional education plays a central role in the comprehensive development of individuals during this stage of their formation. Throughout history, the educational institution has been recognized as a key agent in the comprehensive formation of individuals, with the aim of improving their quality of life and preparing them for harmonious coexistence in society. This purpose, pursued for generations, traces back to the Aristotelian conception of forming a "virtuous man".

The promotion of virtues is considered essential in truly formative education, as it allows individuals to gain greater control over their actions, which is fundamental for their personal development. Education is conceived as a combination of teaching and learning, especially when the latter takes on a formative character. The cultivation of habits or virtues facilitates the full exercise of freedom, allowing individuals to act according to their convictions (Altarejos and Naval, 2004). In this context, emotional education emerges as a crucial component for human development. Training in affective, ethical, and civic virtues is a shared responsibility between family and school, both responsible for fostering a new identity and acting as guardians of students' rights and responsibilities (Frabboni and Pinto, 2006). It is essential that education is oriented towards the comprehensive attention and formation of the person, considering them as part of a society but with particularities in ideas, skills, and needs. The individual must recognize themselves as the owner and executor of their "free will" to make their own decisions.

The educator plays a crucial role in this process, guiding the student towards the use of their reason in expressing ideas and making judgments based on meaningful and conscious learning (James, 1910). However, it is not possible to teach competencies that have not previously been attained by teachers, hence the need to incorporate them into initial training plans and teacher professional development (Fouz, 2014 and Polanco, Aranda, and Herrera, 2018). Various theoretical references highlight the importance of socioemotional education in the current educational context. Strategies and related concepts delve into the significance of this topic as a modern and effective variable for improving educational quality, the classroom environment, and the comprehensive development of the student (Pianta, 1999). It is crucial for teachers to recognize their role in the emotional development of students, promoting positive outcomes through their dedication and attention to students' emotions (Catelli, 2019).

Humanistic education and personal growth of individuals

Today, the urgent need to promote humanistic education is emphasized, especially within the educational sphere, with a particular focus on socioemotional education. The increasing apathy, diversity of forms of violence, discrimination, and intolerance towards diverse social groups (such as people with disabilities, those in poverty, with diverse sexual orientations, migrants, of different ages, among others) are manifestations that highlight the urgency of educating the individual from their essence as a unique and irreplaceable human being. Despite technological advances, the educational process remains fundamentally human, focused on fostering intellectual growth, cognitive and affective autonomy, emancipation, and ethical-social liberation (Frabboni and Pinto, 2006, p. 44). In the context of a postmodern society characterized by rapid changes, it is essential to consider the educational principles established since the late 20th century to improve the quality of life and education of new generations. In this sense, socioemotional education becomes even more important. By prioritizing that students learn to be, it is recognized that human formation is not limited solely to the acquisition of knowledge but involves comprehensive development that includes understanding and managing emotions, empathy, social skills, and resilience (Altarejos and Naval, 2004). Socioemotional education emerges as a vital tool

for addressing the social and emotional challenges individuals face in contemporary society, promoting an inclusive, respectful, and empathetic school environment that fosters the emotional and social well-being of all students.

General objective

This study aims to adapt and apply the Collaborative for Academic, Social, and Emotional Learning (CASEL) methodology in the context of the Centro de Bachillerato Tecnológico Industrial y de Servicios No. 65 (CBTIS 65) in Mexico, to understand the impact of socioemotional competency development on the academic and personal lives of students, as well as their ability to face daily challenges and build a successful future.

Specific objectives

- a) Thoroughly examine the results obtained from the implementation of the CASEL methodology in CBTIS 65 in Mexico.
- b) Identify areas of improvement and strength in the development of socioemotional competencies of students.

METHODOLOGY

The study will focus exclusively on students in the second semester of the Centro de Bachillerato Tecnológico Industrial y de Servicios No. 65 (CBTIS 65) in Mexico who are taking the curricular learning unit (UAC) Socioemotional Resources II. A mixed research design will be used, combining quantitative and qualitative methods, and a cross-sectional approach will be employed to collect data simultaneously at a single point in time. In the qualitative part of the research, a case study was employed as the methodological approach. Semi-structured interviews with ten students were used for data collection and triangulation. On the other hand, in the quantitative part, a questionnaire with 35 items was administered to 105 students. To select a representative sample of second-semester students, stratified random sampling will be used, considering the different academic programs within CBTIS 65. Data collection instruments will include a questionnaire adapted from the CASEL model to assess students' socioemotional competencies. Additionally, semi-structured interviews will be conducted with a subset of selected second-semester students. In data analysis, a statistical analysis of the quantitative data obtained from the CASEL questionnaire will be conducted using descriptive and inferential techniques. Likewise, a qualitative analysis of the interviews will be performed to identify patterns and emerging themes related to the development of socioemotional competencies in second-semester students at CBTIS 65. It is important to highlight that participation in the study was voluntary, and anonymity and confidentiality were ensured in the collection and treatment of data.

Stage 1: Qualitative Approach

Participant selection was done randomly, and semi-structured interviews were conducted face-to-face at the facilities of CBTIS 65 during class hours. The pre-structured questions are as follows: (1) How do you feel when facing new or challenging situations in your academic or personal life? What strategies do you use to overcome these situations, and how do you believe they help you grow as a person? (2) Think of a

time when you had to work as a team to achieve a goal. How did you feel during that process? What role do you think you played in the team, and how did you contribute to the project's success? (3) Throughout your school experience, have you had conflicts with classmates or teachers? If so, how did you address and resolve them? What did you learn from those situations, and how do you think you could handle them differently in the future? (4) Reflect on your short-term and long-term personal and academic goals. How do you feel about them, and what steps are you taking to achieve them? What obstacles do you think might arise along the way, and how do you plan to overcome them?

These questions are designed to encourage reflection and self-assessment, as well as to provide valuable information about the socioemotional skills of high school students.

Stage 2: Quantitative Approach

For this non-participant field research, the study subjects were 105 regular students with an age range of 15 to 17 years, of which 61 were males (58%), 42 were females (40%), and 2 preferred not to respond (2%). The instrument used consists of 35 items organized into 9 nested structure dimensions. This instrument was designated as the "Emotions First Questionnaire for Measuring Socioemotional Skills in School Students in Chile." The study conducted to evaluate the factorial structure of the socioemotional skills construct by the Education 2020 Foundation utilized two sequential techniques of factorial analysis: exploratory and confirmatory. Each technique was applied to two random and statistically equivalent subsamples. The exploratory factorial analysis, conducted with Stata MP version 16, suggests a factorial structure of 5 dimensions: emotion knowledge, self-management, relationships with others, self-awareness, and schoolwork. Furthermore, the study managed to conduct a psychometric validation of the Washoe County School District Social and Emotional Competency Assessment instrument for the Chilean school population from levels 5th to 8th grade. This process included the selection of the best items in terms of (Education 2020, n.d.). The instrument was administered online through the Google Forms tool, considering confidential participation consent in this study. The questionnaire was administered at the beginning of the semester of the Socioemotional Resources II. The instrument was supervised by a teacher, who was equipped with standardized instrument instructions. The application had an estimated duration of twenty minutes.

RESULTS

I. Qualitative Results Analysis

- a) Understanding New or Challenging Situations:

Students often feel nervousness or insecurity when facing new or challenging situations.

- b) Teamwork to Achieve Goals:

Students feel motivated and committed when working as a team to achieve a goal.

Roles within the team vary, with some students assuming leadership, collaboration, creativity, or conflict resolution roles.

c) Conflict Management with Peers and Teachers:

Conflicts between students and teachers or peers are common.

d) Personal and Academic Goals:

Students have a variety of personal and academic goals.

They may feel motivated, excited, or even anxious when thinking about them.

II. Quantitative Results Analysis

Self-awareness: Self-concept

- Accepting situations I cannot control (Difficult): 51% of participants find this difficult.
- Recognizing how to improve in things that are difficult for me at school (Easy): 68% of participants find this easy.
- Knowing when I am wrong about something (Easy): 63% of participants find this easy.
- Knowing what my strengths are (Easy): 58% of participants find this easy.

Overall, the results suggest that participants have a good understanding of their self-concept and abilities.

Self-awareness: Emotional self-awareness

- Noticing what happens to my body when I am nervous (Easy): 57% of participants find this easy.
- Finding ways to calm myself down (Difficult): 54% of participants find this difficult.
- Recognizing when my mood affects how I treat others (Very Easy): 49% of participants find this very easy.
- Understanding how my feelings affect my actions (Easy): 62% of participants find this easy.

The results suggest that participants have a good understanding of their emotional self-concept and how their emotions affect their behavior.

Social awareness

- Paying attention to my classmates' feelings (Difficult): 40% of participants find this difficult.
- Noticing when someone needs help (Difficult): 41% of participants find this difficult.
- Feeling bad for someone when they are suffering (Very Easy): 54% of participants find this very easy.
- Feeling happy for others when they succeed (Easy): 50% of participants find this easy.

The results suggest that participants have a good understanding of social awareness and empathy.

Self-Management: Emotional Regulation

- Keeping calm when feeling stressed (Difficult): This skill involves controlling anxiety and maintaining serenity in stressful situations. 59% of participants find this difficult, suggesting a common challenge in emotional self-regulation.
- Overcoming something even when feeling frustrated (Difficult): Here, it's about persisting and finding solutions despite frustration. 55% of participants also find this

difficult. Overcoming emotional obstacles is essential for personal growth.

- Being able to control myself when angry (Very Difficult): This competency involves managing anger and avoiding impulsive reactions. 34% of participants find this very difficult, indicating a significant area for improvement.
- Being able to cheer myself up when feeling sad (Difficult): Here, it's about maintaining a positive attitude and motivating oneself despite sadness. 48% of participants consider this difficult. Cultivating emotional resilience is crucial.

The results suggest that self-control and emotional regulation are challenging skills for many, indicating the need to develop effective strategies for managing students' emotions.

Self-Management: Goal management

- Keeping calm when feeling stressed: 59% of respondents find this difficult. It's understandable, as stress can affect our ability to stay calm and think clearly.
- Overcoming something even when feeling frustrated: 55% of respondents also find this difficult. Frustration can be overwhelming, but overcoming it requires perseverance and resilience.
- Being able to control myself when angry: Here is where the greatest challenge arises. 34% of respondents find this very difficult. Controlling our emotions in moments of anger can be tricky, but it's crucial for maintaining healthy relationships and making rational decisions.
- Cheering myself up when feeling sad: 48% of respondents find this difficult. Sometimes, finding the motivation to keep going when feeling sad can be quite a challenge.

These results suggest that while setting personal goals is considered relatively easy, executing and achieving these goals are perceived as challenging for a significant portion of respondents.

Self-Management: Schoolwork

- Doing my schoolwork even when I don't feel like it: 48% of respondents find this difficult. Lack of motivation can sometimes hinder task completion, but it's important to find ways to overcome that resistance.
- Doing my assignments even when they are difficult for me: 50% of respondents also find this difficult. Tackling challenging tasks requires perseverance and problem-solving skills.
- Planning ahead to submit my work on time: Here's some good news. 65% of respondents find this easy. Planning and organization are key to meeting deadlines.
- Being prepared for my tests: Another positive aspect. 62% of respondents find this easy. Being well-prepared for assessments is crucial for academic success.
- Staying focused in class even when there are distractions: This is a real challenge. Only 37% of respondents find this very difficult. Maintaining focus in a distracting environment can be tricky, but developing focus techniques can help.

These results can be used to identify specific areas of support and development in the school setting and to implement strategies to help students overcome these difficulties.

Interpersonal skills

- Sharing what I'm feeling with others: 49% of respondents find this difficult. Expressing our emotions can be challenging, but it's crucial for effective communication and healthy relationships.
- Getting along with my peers, even when I disagree with them: 44% also find this difficult. The ability to maintain positive relationships even in times of disagreement is valuable.
- Getting along with any peer I must work with: Here's some good news. 67% of respondents find this easy. Collaboration and empathy are key to working well in a team.
- Apologizing when I upset a peer: Another positive aspect. 65% of respondents find this easy. Recognizing our mistakes and apologizing is important for maintaining harmonious relationships.
- Getting along with my peers: 68% of respondents find this easy. Cultivating friendships and positive relationships in the school environment is essential.
- Getting along with my teachers: Also considered easy by 67% of respondents. Maintaining a good relationship with teachers can facilitate learning and communication.

These results can be used to identify specific areas of support and development in the school setting and to implement strategies to help students overcome these difficulties.

Responsible decision making

- Thinking about what might happen before deciding: 63% of respondents find this easy. Considering the consequences before deciding is a valuable skill.
- Seeking advice when making an important decision: 46% also find this difficult. Sometimes, seeking others' opinions can provide helpful perspectives.
- Saying "no" to a friend who wants to break a rule: Here's some good news. 62% of respondents find this easy. Setting boundaries and maintaining integrity is important.
- Recognizing if something is good or bad before deciding: 52% of respondents find this very easy. Evaluating options from an ethical perspective is crucial for making informed decisions.

These data show that decision-making can be a complex process, influenced by emotional, social, and ethical factors.

RESULTS

Qualitative Results Analysis

- Students often face nervousness and insecurity when encountering new or challenging situations. Anxiety and academic performance influence their ability to speak in public and establish social relationships. These experiences are common and require support and strategies to overcome them. It has been observed that the influence of academic performance and anxiety manifests in the difficulty students experience in public speaking and in their ability to establish social relationships (Suarez Olea, 2023).
- Students feel motivated and engaged when working as a team to achieve goals. In these teams, roles vary, and some students take on leadership, collaboration, creativity, or

conflict resolution roles. Additionally, setting personal and academic goals is fundamental to their growth and success in student life. The degree of cooperativeness is reflected in the effectiveness of the team, that is, to what extent they manage to obtain the benefits of teamwork (Scagnoli, 2005).

Quantitative Results Analysis

The results of the CASEL test suggest that participants show a good understanding in several key areas:

- Self-concept and skills: Participants demonstrate a good understanding of their self-concept and skills. Emotional self-concept is the aspect that most influences the level of social skills. Perhaps this is largely because young people who do not consider themselves emotionally weak are more confident and willing to negotiate and psychologically commit to others. This argument is consistent with the findings of Labhane and Bavishar (2015) that self-concept is associated with high levels of emotional intelligence.
- Emotional self-concept: Unlike what was indicated by Monzón (2014), students at CBTIS 65 in Mexico demonstrate good management of their emotions and a solid understanding of how these affect their behavior. According to Monzón's (2014) research entitled "Social skills in institutionalized adolescents between 14 and 17 years of age" conducted in Guatemala, male adolescents institutionalized in that age range have deficiencies in various social skills. These difficulties include introducing themselves to new people, expressing affection, facing others' anger, responding to jokes, and making complaints. The most affected skill is the expression of feelings, with a 76.67%.
- Social awareness and empathy: Participants demonstrate a solid understanding of social awareness and empathy. Empathy is defined as the ability to understand how someone else thinks and comprehend what they are feeling (Chan, Xu, & Liu, 2018). Quantitative data from various publications indicate that students score higher in empathy after participating in service-learning programs (ApS) (Lee, Harris, Mortensen, Long, & Sugimoto-Matsuda, 2016; Horst, Schwartz, Fisher, Michels, & Van Winkle, 2019).
- Self-control and emotional regulation: These skills represent a challenge for many, suggesting the need to develop effective strategies to handle students' emotions. According to Orbea Guarnizo (2019), adolescents show a high level in the emotional repair subscale but demonstrate a lower level in the emotional clarity subscale. This evidence a medium level in social skills, with a greater predominance in the anger or dissatisfaction expression subscale.
- Goal setting and achievement: While setting personal goals is considered relatively easy, the execution and achievement of these goals are perceived as challenging for a significant portion of respondents.
- Challenges in specific tasks: Difficulties have been identified in tasks such as completing school assignments even when not feeling motivated, facing difficult tasks, maintaining concentration during classes, sharing emotions with others, getting along with disagreeing peers, and seeking advice when making important decisions. Respondents' answers align with Brocel Coello (2023), who points out that high school students have low social

skills due to their low self-esteem. This implies that they might avoid social situations or feel uncomfortable participating in meetings or group work. However, the study also reveals that despite their low self-esteem, they can still interact with their peers and follow instructions in meetings or group projects. This suggests that, despite their insecurities, they are willing to actively participate in social situations.

The following table summarizes the percentages of perceived difficulty in various tasks.

Table No. 1

Task	Perceived difficulty percentage
Doing homework even when I don't feel like it	48%
Doing homework even when it's difficult	50%
Staying focused in class even when there are distractions	37%
Sharing what I'm feeling with others	49%
Getting along with classmates even when I disagree with them	44%
Asking for advice when making an important decision	46%

CONCLUSION

- The comprehensive analysis of socioemotional skills in students of CBTIS 65 reveals significant strengths as well as crucial areas of opportunity to address. On one hand, participants demonstrate solid competencies in fundamental aspects such as self-concept, emotional self-awareness, social awareness, and empathy. These strengths enable them to understand and manage their emotions effectively, as well as recognize and connect with the feelings of others, laying the groundwork for establishing healthy interpersonal relationships and holistic development.
- However, there are areas that pose considerable challenges for students, such as self-control, emotional regulation, goal setting, and achievement. Anxiety and nervousness can hinder their ability to express themselves confidently in situations such as public speaking or interacting constructively with others. These difficulties can have a negative impact on their academic performance, motivation, and ability to face challenges resiliently.
- Additionally, it is identified that achieving personal and academic goals represents a significant challenge for a considerable portion of the surveyed students. This difficulty in setting and reaching objectives can affect their persistence, focus, and ability to overcome obstacles, which can also affect their socioemotional development and ability to establish solid interpersonal relationships.
- It is essential to implement strategies and programs specifically focused on strengthening identified deficient socioemotional skills. These initiatives will help students overcome these challenges, optimizing their communicative ability, consolidating their interpersonal bonds, and consequently, preparing them more effectively to achieve success both academically and personally.
- Furthermore, it is crucial to promote teamwork and provide opportunities for students to assume leadership, collaboration, and conflict resolution roles, which can be highly beneficial for the comprehensive development of these essential competencies.

Recommendations: While students of CBTIS 65 possess valuable strengths in certain socioemotional areas, it is

imperative to address the identified areas for improvement through specific programs and interventions, to promote a balanced and holistic development of these fundamental skills for their long-term personal, academic, and professional growth.

Acknowledgments: To the students of the Centro de Bachillerato Tecnológico Industrial y de Servicios No. 65

Conflict of interests: The authors declare that they have no conflict of interest.

Funding sources: This study was not funded.

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