Social-emotional skills in public institutions' elementary and high school education: context, difficulties, and challenges

Las habilidades socioemocionales en la educación primaria y secundaria de las instituciones públicas: contexto, dificultades y retos

Competências socio-emocionais no ensino básico e secundário em instituições públicas: contexto, dificuldades e desafios

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Abstract: The objective of this research was to analyze the socioemotional competencies of students in elementary and high school at public institutions. The study is qualitative, documentary and descriptive. Information from Scopus and interviews applied to public school management personnel in Medellin-Colombia were used. The data were analyzed with VOSviewer, Bibliometrix and ATLAS. ti and the technique of textual analysis of written documents was used, which also included the transcribed data from the interviews. The main results revealed that the development of students' socioemotional skills continues to be a matter of concern, due to the growing problem of detachment from studies and social relationship problems with increasingly alarming symptoms of aggression and self-injury. Institutional initiatives to address these problems have been unsuccessful due to other realities such as lack of teacher training and lack of commitment from parents and guardians.

Keywords: Socioemotional skills, primary education, secondary education, school performance.

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En-Contexto 12(22) • Julio - Diciembre 2024 • Medellín - Colombia • página 319 de 426 ISSN: 2346-3279 • E-ISSN: 2711-0044

319

Resumen: Esta investigación tuvo como objetivo analizar las competencias socioemocionales de los estudiantes en la educación básica y media en instituciones públicas. El estudio es cualitativo documental y descriptivo. Se utilizó información proveniente de Scopus y de entrevistas aplicadas al personal directivo colegios públicos en Medellín-Colombia. Los datos se analizaron con VOSviewer, Bibliometrix y ATLAS.ti y se utilizó la técnica del análisis textual de documentos escritos, que incluyó también los datos transcritos de las entrevistas. Los principales resultados revelaron que el desarrollo de las habilidades socioemocionales de los estudiantes sigue siendo tema preocupante, debido a la creciente problemática que revela el desapego al estudio y problemas de relación social con síntomas de agresividad y autolesiones cada vez más alarmantes. Las iniciativas institucionales para abordar estos problemas han sido infructuosas por otras realidades como la falta de capacitación de sus docentes y la falta de compromiso de los padres y representantes.

Palabras clave: Habilidades socioemocionales, educación primaria, educación secundaria, rendimiento escolar.

Resumo: O objetivo desta investigação foi analisar as competências socioemocionais dos alunos do ensino básico e secundário de instituições públicas. O estudo é qualitativo, documental e descritivo. Utilizámos informação da base de dados Scopus e entrevistas a pessoal da direção de escolas públicas em Medellín-Colômbia. Os dados foram analisados com VOSviewer, Bibliometrix e ATLAS. ti e foi utilizada a técnica de análise textual de documentos escritos, que também incluiu os dados transcritos das entrevistas. Os principais resultados revelaram que o desenvolvimento das competências sócio-emocionais dos alunos continua a ser preocupante, devido ao crescente problema do afastamento dos estudos e dos problemas de relacionamento social, com sintomas cada vez mais alarmantes de agressividade e automutilação. As iniciativas institucionais para resolver estes problemas têm sido infrutíferas devido a outras realidades como a falta de formação dos professores e a falta de empenhamento dos pais e encarregados de educação.

Palavras-chave: Competências socio-emocionais, ensino básico, ensino secundário, desempenho escolar.

Introduction

In contemporary education, the study of emotions has become fundamental, due to the interest in the development of socioemotional competencies from childhood and during adolescence. The lack of development of socioemotional skills in students has become a trigger for alarm in schools, due to its repercussions in situations of disagreements through interpersonal relationships, in addition to impacting low academic performance, addiction problems, and suicidal tendencies, among other difficulties (Parra et al., 2021; Rodríguez, 2022; Estrada et al., 2022; Tena-Suck et al., 2018).

Based on this problem, the question arises: How are the socio-emotional skills of students in primary and secondary education in public institutions in Medellin-Colombia presented and addressed? To answer this question, the objective of analyzing socioemotional skills in primary and secondary education in Medellín-Colombia arises through a systematic review of the literature and interviews applied to the management staff of public schools in the study.

Literature

The interest in recognizing how emotions affect teachers when evaluating their students, as well as how they affect students in their academic process, represents a clear objective, which leads to the need to turn to training programs to develop emotional competencies. In this sense, the literature review has evidenced that training in emotional and social competencies for students at school ages, as well as for their teachers generates benefits at the individual and collective level (Berrocal et al., 2017).

Universal school-based social and emotional learning (SEL) interventions demonstrate the enhancement of positive youth development, as the benefits extend regardless of race, socioeconomic background, or geographic location of the student's school (Taylor et al., 2017). Likewise, and following the interest in investigating the role of students' social-emotional skills at the school level, it has been recognized that these skills continue to have a gap in the student context, due to the prominent interest of the student generation known as digital natives, who demonstrate confidence in their digital knowledge significantly overestimating their real competencies, apart from not having sufficient social-emotional skills in general (Porat et al., 2018).

Given the interest in analyzing the insertion of socioemotional skills at the curricular level in secondary school, a study has been developed that involves a new segment through a subject called Tutoring and Socioemotional Education. This qualitative

En-Contexto 12(22) • Julio - Diciembre 2024 • Medellín - Colombia • página 321 de 426 ISSN: 2346-3279 • E-ISSN: 2711-0044

321

study was developed through an analysis of document interpretation and the results revealed that there is a lack of a systematic approach in the preparation of teachers to foster these socioemotional skills, despite their crucial importance in the comprehensive development of students (Benítez & Ramírez, 2019).

On the other hand, the curriculum proposal based on the life cycle is shown to assist educators in the selection of appropriate content and skills for each educational stage. In this way, the importance of educators' training is highlighted as a key element before implementing emotional education programs in education. These considerations lead to rethinking the appropriate curricular contents for each stage of school development, which highlights that appropriate didactic methodologies and criteria should be used for the development of these programs that facilitate the development of socio-emotional skills (Pérez & Filella, 2019).

When school education takes into account technological, migratory, demographic, and climatic changes, the demand for soft skills and competencies that are revealed through practical experiences in the public and private sectors becomes important. For this reason, there is a need to adapt educational systems to promote soft skills, innovation, and entrepreneurship from an early age of schooling. For this reason, collaboration between governments, companies, and social organizations is considered to address the challenges in the development of skills that promote harmonious behavior of people. The support of the application of a questionnaire to a representative group of individuals made it possible to discover the perception and measure the level of preparation of the population sample in the area of socioemotional training. The results revealed that a very high percentage affirmed that socio-emotional skills are pillars for professional success and demand that the educational system ensures a curriculum that links the cognitive, behavioral, and socioemotional (Mateo & Ricci, 2019).

The Regional Comparative and Explanatory Regional Study (ERCE, 2019), focused on learning achievement in Mathematics, Language, and Science in grades 3 and 6, also analyzed the impact of socioemotional skills on students. The ERCE methodology consisted of data collection batteries from different participating countries, with emphasis on aspects such as self-regulation, empathy, and conflict resolution. The findings emphasize the importance of promoting social-emotional skills, such as empathy and self-regulation, in the daily teaching practice of teachers. For this reason, such skills should be explicitly incorporated into the curricular content of each subject, as a guarantee of the comprehensive development of students (UNESCO, 2021).

In line with this research, another study focused on improving the socioemotional skills of vulnerable adolescents to reduce drug and alcohol consumption. From a quantitative perspective, a program was implemented with the participation of

322

En-Contexto 12(22) • Julio - Diciembre 2024 • Medellín - Colombia • página 322 de 426 ISSN: 2346-3279 • E-ISSN: 2711-0044

69 adolescents, who showed significant improvements in frustration tolerance and resistance to social pressure towards drugs and alcohol. Thus, the relevance of socioemotional skills to effectively face and overcome problematic situations and reduce the risks of addiction is concluded (Morales, 2021).

The Colombian Institute for the Evaluation of Education (ICFES) and the Colombian Ministry of National Education (MEN) propose three tests to evaluate the citizenship competencies of students in grades 3, 5, 7, and 9. These competencies refer to Citizenship Thinking, Citizenship Attitudes and Actions, and Socioemotional Skills. This entity intends to diagnose these competencies broadly and rigorously so that teachers and institutions can design specific improvement plans appropriate to the needs of the students. The methodology implemented respects the guidelines and orientations of the Ministry of National Education (MEN) on Citizenship Competencies and considers the development of meetings, discussions and study groups with the participation of researchers, expert advisors, members of the MEN team and professionals in charge of the ICFES tests. The evaluation instrument was the result of the discussion of experts, on a piloting and feedback process, which allows knowing the scope of the students in each area that is evaluated among which are the social-emotional skills (ICFES, 2021).

The relevance of research studies on socioemotional issues leads to exploring the connection between the trends that are shaping the future of societies and their relevance for education and the world of work, intending to identify common points and analyze how the development of people's skills and competencies can help them adapt to the changes. Likewise, it has been important to address socio-educational guidelines with actions for educational reactivation and recovery in the regions. In this way, collective transformation processes focused on socioemotional learning could be incorporated into educational environments, considering several interrelated stages that allow their integration, such as creation, adoption, and guarantee (UNESCO, 2021).

The city of Bogota was part of the first Cycle of Surveys on Socioemotional Skills, led by the Organization for Economic Cooperation and Development (OECD). The purpose of this event was to analyze the socioemotional skills of schoolchildren, as well as their relationship with individual, family, and school factors. It also explored the policies and socioeconomic contexts associated with the development of these skills, to provide recommendations to educational leaders and public policy makers. The research was conducted in ten cities around the world, including Bogotá. It was concluded that investing in socioemotional skills has a long-term impact on various aspects, such as reducing bullying, violence, and school dropout, as well as improving the mental health and general well-being of students, which contributes to the good functioning and quality of life in the city (ICFES, 2021).

En-Contexto 12(22) • Julio - Diciembre 2024 • Medellín - Colombia • página 323 de 426 ISSN: 2346-3279 • E-ISSN: 2711-0044

323

At the university level, a higher education entity implemented a strategy for the prevention and intervention of mental health problems from a psychological and educational perspective, which sought to define life skills from the cognitive, emotional, and social dimensions, highlighting their importance to counteract phenomena that affect schoolchildren. Based on a documentary review, variables such as mental health, human development, and socialization processes were analyzed to develop pedagogical proposals based on these concepts (Parra et al., 2021).

There is also a study aimed at understanding the relationship between social skills, self-concept, and self-esteem in high school students in Lima, Peru. As a result, a positive and moderate correlation between social skills and self-concept has been revealed. In addition, a positive and moderate correlation between social skills and self-esteem. This highlights the statistical analyses in favor of the search for the diagnosis of the states of social skills in given contexts, intending to offer solutions to the gaps found (Cuarez et al., 2020).

The feelings of students at school have been studied to foster the sensitivity of learners towards others and promote harmonious and also restorative relationships. All this exerts an ethical-political commitment in education, which contributes to the promotion of affective experiences that impact positively in contexts of social adversity. With this intention, the researchers will explore the role of emotions in education, especially in disadvantaged environments. Throughout their study, the authors investigate how emotions affect school dynamics and propose strategies to promote a more inclusive educational environment with harmonious affect (Kaplan, 2021).

The study on socioemotional skills in Latin America and the Caribbean serves as an input in the creation of public policies for the relevance and improvement of the quality of education. Among the findings and conclusions, positive levels were observed in self-regulation, empathy, and openness to diversity, although these results were lower than the regional average in terms of empathy and school self-regulation. The influence of social and cultural factors suggests that these results may be more influenced by contexts outside the school environment. However, the relationship between teachers' teaching and the development of socio-emotional skills, as well as the incidence of victimization experiences, highlights the central importance of the school in this process (UNESCO, 2022).

School violence has been a triggering problem in the different stages of schooling of children and youth. This situation denotes the interest in studying different means that converge in their relationship with emotions. In this way, and from a documentary perspective, it has been known that school violence affects the entire educational community (students, teachers, others) and that in the face of this problem, it is necessary to implement systematic actions such as workshops or programs to improve the management of the emotional intelligence of school actors (Aguilar, 2022).

Understanding that all this is also imbricated in the topic of emotions, it is worth highlighting the relationship between emotional intelligence and psychological well-being with the academic performance of students. In this regard, a correlational analysis has been developed that showed that the relationship between these variables was indeed significant, so in the educational context the surveillance of emotional and psychological factors in students should be maintained, to contribute to their efficient development during their school years (Mamani, 2022).

The socioemotional skills and the management of the environment in kindergarten classrooms expose the performance of teachers about the aspects that determine affectations in the educational environment. Thus, it has been possible to identify effective and ineffective behaviors through reflective processes that promote self-knowledge and teacher self-management, to improve the well-being of students. This study was conducted with the support of a methodology with reflective practices. The main findings showed that the development of self-awareness, self-management, and emotional intelligence transformed the participants' perception and teaching practice. These aspects were revealed as key elements to improve the quality of teaching-learning and evaluation processes (Montañez, 2022).

On the other hand, the evaluation of the effectiveness of a psychoeducational intervention program designed to improve self-concept and socioemotional skills in adolescents in the experience in Spain showed that although emotional intelligence did not show improvement indexes, on the other hand, aspects such as self-concept and academic performance offered significant improvements. The methodology implemented was a pretest-posttest quasi-experimental design with a control group, which allowed the finding that the program was effective in improving self-concept in the family and social dimensions (Estrada et al., 2022).

Regarding the pedagogical strategies used by preschool teachers in the Dominican Republic, aimed at addressing the socioemotional development of children, teachers recognize their importance in early childhood students but admit that they do not give it the necessary attention during their working day. This evidence implies the need to deepen the teaching of this aspect for a more comprehensive education (Del Castillo & Cabral, 2022).

The intention to deepen the connection between socioemotional competencies and academic success has led to a study focused on the potential for socioemotional adaptation and resilience correlated with school performance of mathematics and language students, which has shown statistically significant relationships. Currently, the importance of cultivating socioemotional development in the educational environment and keeping a watchful eye on its impact on school success is still relevant (Suárez & Castro, 2022).

En-Contexto 12(22) • Julio - Diciembre 2024 • Medellín - Colombia • página 325 de 426 ISSN: 2346-3279 • E-ISSN: 2711-0044

325

The influence of emotional education in the context of the Colombian educational system has been the subject of analysis on the role of educators and regulations, to improve the development of students, based on the inclusion of such emotional education in the curriculum. Emotional education promotes the development of individuals with socioemotional skills that enable them to face life with greater success in their human relationships. It should be noted that many social problems have been attributed to the lack of these skills and are shown as inadequate management of emotions, lack of empathy and intolerance towards diversity (Ensuncho & Aguilar, 2022).

Social-emotional skills are recognized as a person's ability to manage his or her own emotions and to be able to interact with others efficiently. These skills include emotion management, self-efficacy, empathy, leadership, and conflict resolution, which are fundamental for the integral development of individuals (Ávila & Székely, 2018). Social-emotional learning involves individuals acquiring skills to understand and regulate their emotions, set positive goals, demonstrate empathy, maintain healthy relationships, and make responsible decisions. This process focuses on five core competencies: self-management, self-awareness, social awareness, social skills, and responsible decision-making (CASEL, 2023). Likewise, socioemotional learning is a process based on two dimensions: a) individual actions, which involve thinking-feeling-acting, and, b) relationships, which comprise relationships with oneself, with others, and with the environment (UNESCO, 2020).

These socioemotional skills represent a set of knowledge and skills necessary to recognize, understand, express, and adequately regulate emotions, promoting personal and social well-being. The structure of socioemotional skills is based on five skills: a) emotional awareness, b) emotional regulation, c) personal autonomy, d) social competence, e) life skills for well-being (Bisquerra, 2009). Tables 1, 2, and 3 present the dimensions and scope of socioemotional skills, based on different reference sources.

Table 1
Socioemotional Skills from models and methods

Model / Method	Scope dimensions	Skills
Big Five Model Lewis Goldberg and Warren Norman (1960)	Openness to experience	Curiosity, tolerance, and creativity.
	Responsibility	Achievement orientation, self-control, and persistence.
	Extraversion	Sociability, assertiveness, energy.
	Collaboration	Empathy, confidence, cooperation.
	Emotional Stability	Resistance to stress, optimism, and emotional control.

326

En-Contexto 12(22) • Julio - Diciembre 2024 • Medellín - Colombia • página 326 de 426 ISSN: 2346-3279 • E-ISSN: 2711-0044

Model / Method	Scope dimensions	Skills
ATC21S Method (2015)	Flexibility and adaptability Initiative and self-direction Social and intercultural competences Leadership and responsibility	Adaptation to change Manage time goals Independent work Self-directed learning Interacting effectively with others Leading and guiding others
CASEL Method (2017)	Self-awareness Self-regulation Awareness of the social environment Social relationships Decision making	Emotion identification, self-confidence, self-confidence, self-efficacy, self-perception, self-esteem. Impulse control, stress management, focus on achievement, self-motivation. Perspective-taking, empathy, appreciation for diversity, respect for others Communication, social engagement, cooperation, conflict resolution, teamwork. Problem identification, evaluation, ethical responsibility.
SEL Method (2017)	Social teaching practices Instructional teaching practices	Student-centered discipline. Teacher language. Accountability and choice. Warmth and support. Cooperative learning. Classroom discussions. Self-evaluation and self-reflection. Balanced instruction. Academic press and expectations. Competency Development.

Source: Own elaboration based on Modelo Big Five (1960), Método CASEL (2017), Método SEL (2017), ATC21S (2015).

Table 2

Socioemotional Skills frame of reference from different organizations

Organization	Scope dimensions	Skills
OCDE (2015)	Open-mindedness (Openness to experience) Performance on task (Meticulousness) Engagement with others (Extroversion) Collaboration (Kindness) Emotional regulation (Emotional stability)	Curiosity, tolerance, and creativity. Responsibility, self-control, and persistence. Sociability, assertiveness, and energy. Empathy, trust, and cooperation. Stress resilience, optimism, and emotional self-control.

En-Contexto 12(22) • Julio - Diciembre 2024 • Medellín - Colombia • página 327 de 426 ISSN: 2346-3279 • E-ISSN: 2711-0044

327

Organization	Scope dimensions	Skills
National Research Council	Cognitive Intrapersonal Interpersonal	Critical thinking, problem-solving, decision-making, creativity, and innovation. Openness, adaptability, personal and social responsibility, curiosity, perseverance, citizenship, emotional stability, self-regulation. Collaboration, teamwork, empathy, conflict resolution, extraversion, leadership.
UNICEF (2022) Transferable Skills	Cognitive Instrumental Individual Social	Creativity, critical thinking, and problem-solving.Cooperation, negotiation, and decision-making. Self-management, resilience, and communication. Respect for diversity, empathy, and participation.
UNICEF (2020) Life skills	Decision-making and critical thinking Self-management and coping with problems Interpersonal communication	Evaluate situations. Determine problems and their causes. Reflection and analysis. Confidence, self-esteem, goal setting, self-assessment, and self-awareness. Responsibility for one's feelings. Stress management. Negotiation, handling rejection, empathy, cooperation and teamwork, persuasion, establishing and maintaining networks.
Educational Alliance (2020)	Self-awareness Self-regulation Social awareness Positive communication Determination Responsible decision-making	Self-concept, self-efficacy, and emotional awareness. Emotion management, delay of gratification, and frustration tolerance. Perspective taking, empathy, and prosocial behavior. Active listening, assertiveness, and conflict management. Achievement motivation, perseverance, stress management. Option generation, critical thinking, and consequence analysis.

Source: Own elaboration based on Mateo y Rucci (2018), Método CASEL (2017), OCDE (2015), UNICEF (2022 / 2020), Alianza Educativa (2020), Método SEL (2017), ATC21S (2015), Programa Paso a Paso (2016), Programa Construye T (2014).

328

En-Contexto 12(22) • Julio - Diciembre 2024 • Medellín - Colombia • página 328 de 426 ISSN: 2346-3279 • E-ISSN: 2711-0044

Table 3

Socioemotional Skills framework from governmental programs

Program	Scope dimensions	Skills
Construye T Program (2014) Mexico	Conócete T Relaciónate T Elige T	Self-awareness. Self-regulation. Determination. Social awareness. Relationship with others. Responsible decision-making.
Step by Step Program (2016) Colombia	With myself: Self-awareness Self-regulation With others: Social awareness Positive communication With our challenges: Determination Responsible decision making	Self-concept. Self-efficacy. Emotional awareness. Emotional management. Postponement of gratification. Frustration tolerance. Perspective taking. Empathy. Prosocial behavior. Active listening. Assertiveness. Conflict management. Motivation to achieve. Perseverance. Stress management. Critical thinking. Generation of opinions. Analysis of consequences.

Source: Own elaboration based on the Programa Construye T (2014), Programa Construye T (2014), Programa Paso a Paso (2016).

Educating for life through the development of socio-emotional skills and the essential role played by teachers in this process leads to an interest in understanding how they perceive and approach socioemotional skills in their daily educational practice (Arias et al., 2020).

The Horizontes Program aims to improve the life project of adolescents in rural high schools, focusing on the development of socio-emotional skills. It began its design process by researching reference frameworks and relevant experiences in Latin America while reviewing the National Basic Education Curriculum to integrate a curricular proposal into the school environment (Ríos, et al., 2021).

En-Contexto 12(22) • Julio - Diciembre 2024 • Medellín - Colombia • página 329 de 426 ISSN: 2346-3279 • E-ISSN: 2711-0044

329

Methodology

This research is qualitative and is based on the systematic review of the literature concerning the socioemotional skills of students in elementary and middle school, in addition to the development of semi-structured interviews applied to the management staff of five public educational institutions, making a total of twenty-three actors. The literature review was developed with the Scopus database and the support of VOSviewer, Bibliometrix, and Atlas.Ti software. The data from the literature, as well as those transcribed from the interviews, were treated with the technique of textual analysis of documents (Vieytes, 2004).

Results

The first phase of results: a bibliometric analysis

Based on the search equation in the Scopus database, the findings presented below were recorded. This equation was: (TITLE-ABS-KEY ("habilidades socioemocionales") OR TITLE-ABS-KEY ("social-emotional skills") AND TITLE-ABS-KEY ("primaria") OR TITLE-ABS-KEY ("secundaria") OR TITLE-ABS-KEY ("elementary school") OR TITLE-ABS-KEY ("high school") OR TITLE-ABS-KEY ("rendimiento académico") OR TITLE-ABS-KEY ("academic achievement") OR TITLE-ABS-KEY ("**éxito** escolar") OR TITLE-ABS-KEY ("school success")). The findings are described below with each figure presented (Tables 4, 5, and Figure 1).
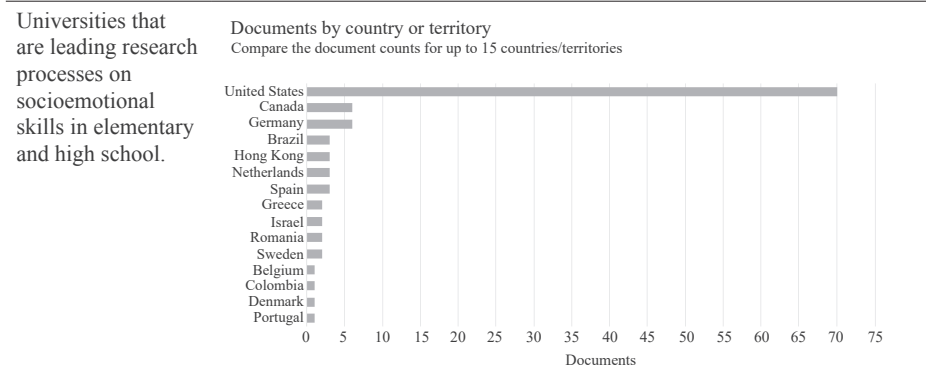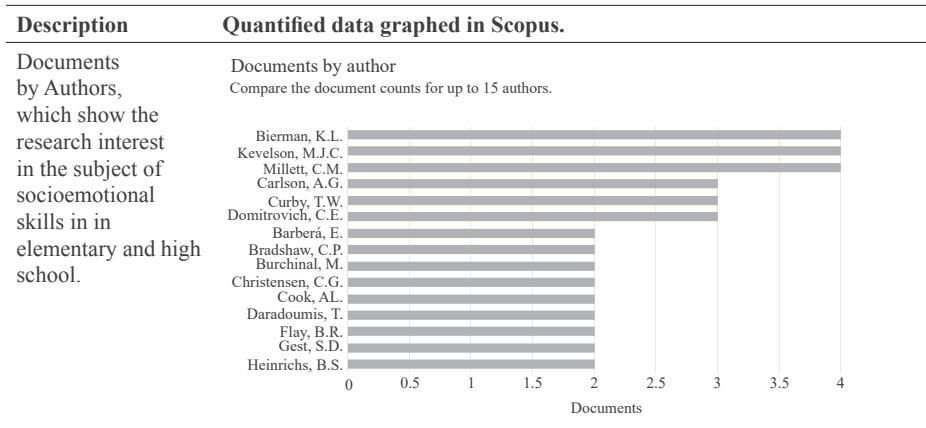
Table 4

Documents by year and country with socioemotional skills at the primary and secondary education stage

Description	Quantified data graphed in Scopus.
Documents by year, which show the research interest in the subject of socioemotional skills in elementary and high school.	

Description	Quantified data graphed in Scopus.
Countries leading research processes on socioemotional skills in elementary and high school.	Documents by country or territory Compare the document counts for up to 15 countries/territories United States, Canada, Germany, Brazil, Hong Kong, Netherlands, Spain, Greece, Israel, Romania, Sweden, Belgium, Colombia, Denmark, Portugal (bar chart, Documents 0–75)

Source: own elaboration, based on Scopus, 2023.

Table 5

Papers by authors and universities with socioemotional skills in elementary and high school education

Description	Quantified data graphed in Scopus.
Documents by Authors, which show the research interest in the subject of socioemotional skills in in elementary and high school.	Documents by author Compare the document counts for up to 15 authors. Bierman, K.L., Kevelson, M.J.C., Millett, C.M., Carlson, A.G., Curby, T.W., Domitrovich, C.E., Barberá, E., Bradshaw, C.P., Burchinal, M., Christensen, C.G., Cook, AL., Daradoumis, T., Flay, B.R., Gest, S.D., Heinrichs, B.S. (bar chart, Documents 0–4)
Universities that are leading research processes on socioemotional skills in elementary and high school.	Documents by country or territory Compare the document counts for up to 15 countries/territories United States, Canada, Germany, Brazil, Hong Kong, Netherlands, Spain, Greece, Israel, Romania, Sweden, Belgium, Colombia, Denmark, Portugal (bar chart, Documents 0–75)

Source: own elaboration, based on Scopus, 2023.

En-Contexto 12(22) • Julio - Diciembre 2024 • Medellín - Colombia • página 331 de 426 ISSN: 2346-3279 • E-ISSN: 2711-0044

331

Regarding the typology of documents on socioemotional skills in elementary and high school, scientific articles show research continuity at 78.29 %, review articles at 12.9 %, conferences at 5 %, and book chapters at 4 %. From this review in the Scopus database (2024), three clusters on the thematic reviewed were highlighted: cluster 1: school performance and socioemotional skills in elementary and high school education; cluster 2: socioemotional tools and skills in students and school teachers; cluster 3: learning of socioemotional skills in childhood and adolescence; cluster 4: socioemotional skills in school teachers; cluster 5: socioemotional skills in school teachers; cluster 6: socioemotional skills in students and teachers; cluster 7: socioemotional skills in school teachers; cluster 8: socioemotional skills in school teachers; cluster 8: socioemotional skills in school teachers; cluster 9: socioemotional skills in school teachers; cluster 10: socioemotional skills in school teachers; cluster 11: socioemotional skills in school teachers; cluster 11: socioemotional skills in school teachers.

It was also found that academic performance is closely linked to elementary education, to childhood in general, and to the emotional competencies that accompany it (Figure 1).
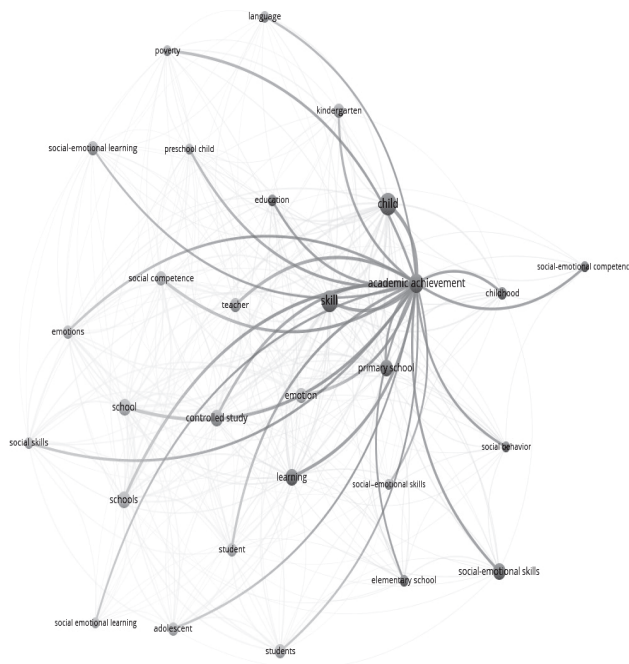

Figure 1. Type of documents.

Source: own elaboration, based on Scopus 2023 with VOSviewer.

332

En-Contexto 12(22) • Julio - Diciembre 2024 • Medellín - Colombia • página 332 de 426 ISSN: 2346-3279 • E-ISSN: 2711-0044

Student learning is closely linked to emotions, childhood in general, elementary education, social-emotional skills, as well as school achievement (Figure 2).
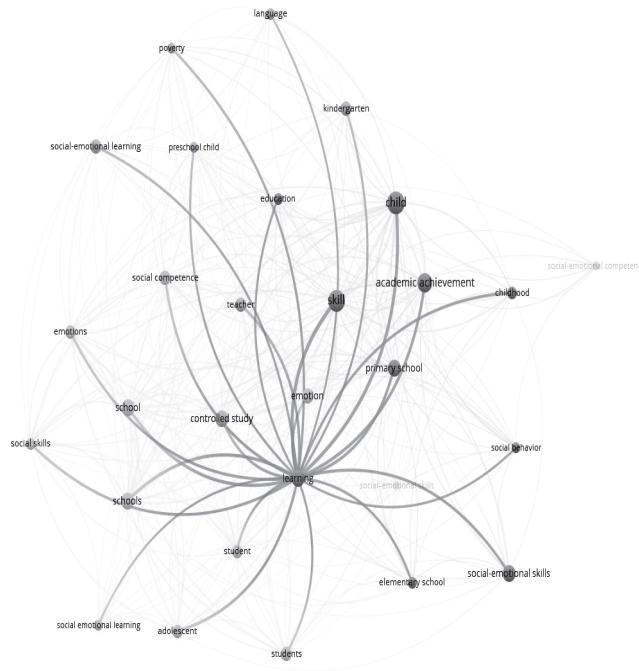

Figure 2. Nexus learning in elementary education with students' social-emotional skills. Source: own elaboration, based on Scopus 2023 with VOSviewer.

Socioemotional skills have been studied with great intensity in elementary school, due to their importance in the formation of students from an early age. Likewise, these skills continue to be a focus of attention in high school, due to the problems that adolescents present in their formative processes facing their personal growth. For adolescents, socioemotional skills represent a substantial value in their integral learning and this is reflected in research showing their importance related to school performance, among other aspects. It should be noted that socioemotional skills, based on the literature reviewed, show a close relationship with human development in general, with teachers, and with students at all stages of their schooling (Figures 3, 4, 5). It is fundamentally emphasized that socioemotional competencies present a close connection with academic performance, with childhood, and with the social behavior of students in the context of primary and secondary education in general, so the link with social competence is also observed (Figure 6).
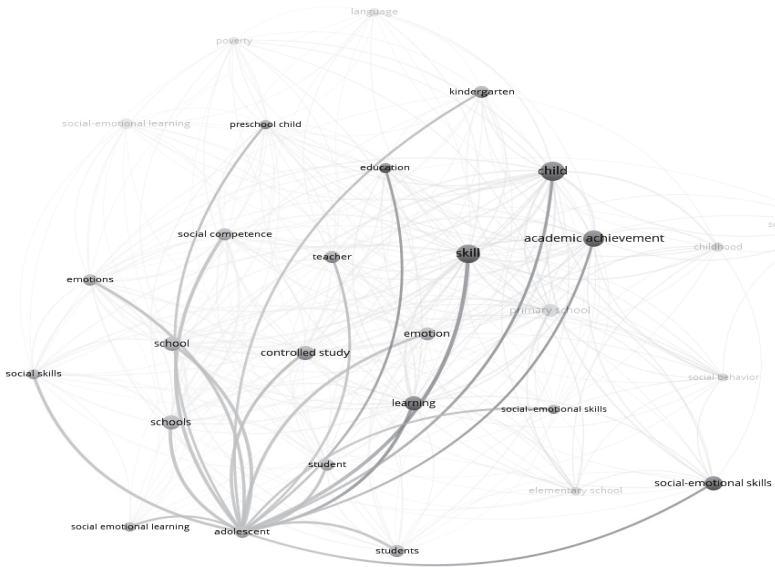
En-Contexto 12(22) • Julio - Diciembre 2024 • Medellín - Colombia • página 333 de 426 ISSN: 2346-3279 • E-ISSN: 2711-0044

333

Figure 3. Nexus of adolescence during schooling with socio-emotional learning and school achievement.
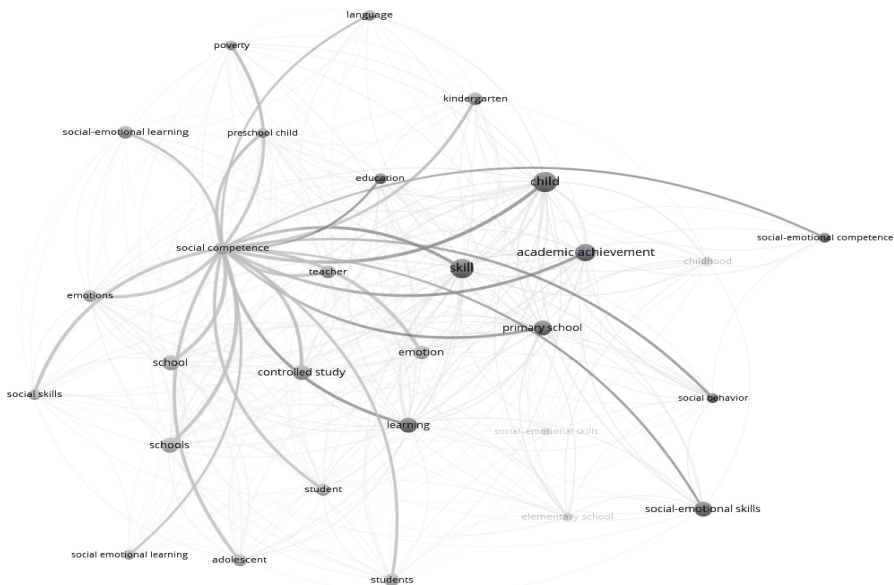Source: own elaboration, based on Scopus 2023 with VOSviewer.

Figure 4. Social competence in the school context with teachers, students and school achievement.
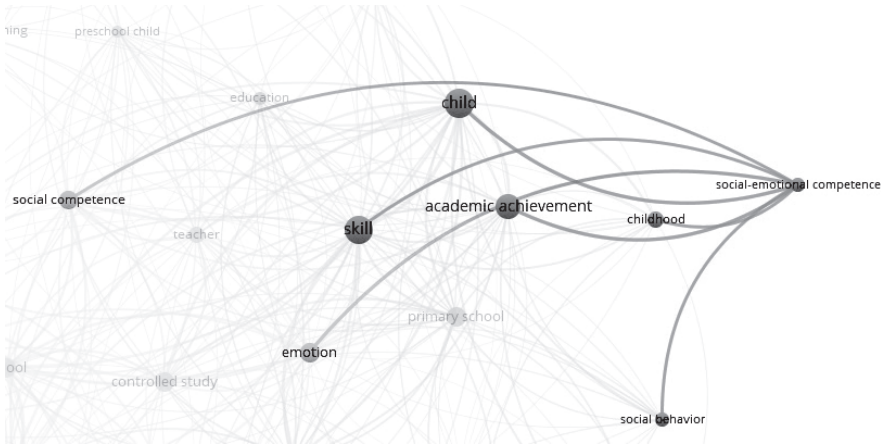Source: own elaboration, based on Scopus 2023 with VOSviewer.

334

En-Contexto 12(22) • Julio - Diciembre 2024 • Medellín - Colombia • página 334 de 426 ISSN: 2346-3279 • E-ISSN: 2711-0044

Figure 5. Nexus of social-emotional competencies with academic achievement in elementary and high school education.
Source: own elaboration, based on Scopus 2023 with VOSviewer.

On the other hand, social behavior reveals its importance and relationship with academic achievement and social-emotional skills (Figure 6).
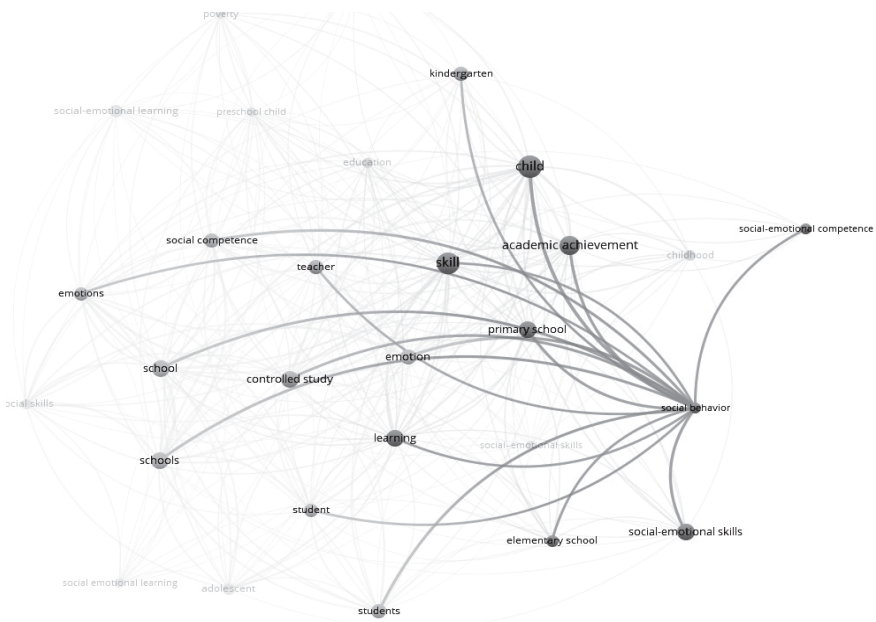

Figure 6. Nexus of social behavior with academic achievement and social-emotional skills.
Source: own elaboration, based on Scopus 2023 with VOSviewer.

En-Contexto 12(22) • Julio - Diciembre 2024 • Medellín - Colombia • página 335 de 426 ISSN: 2346-3279 • E-ISSN: 2711-0044

335

In addition, based on Bibliometrix (2024), it was found that social-emotional skills represent a high academic value for elementary education and become a driving theme in the literature reviewed. Likewise, these social-emotional skills acquire importance in terms of prevention for adolescents and early intervention from childhood. From the point of view of the basic themes in the literature, social-emotional learning linked to mental health with social-emotional skills prevails, in addition to academic performance linked to social-emotional skills with preparation in school skills. In terms of emerging themes, the learning of social-emotional skills stands out significantly for academic achievement in primary education, as well as in preschool education, taking into account the importance of empathy (Figure 7). Consequently, social-emotional skills together with academic achievement represent key elements in school education, which transcends from elementary to high school and later in life as a whole (Figure 8).
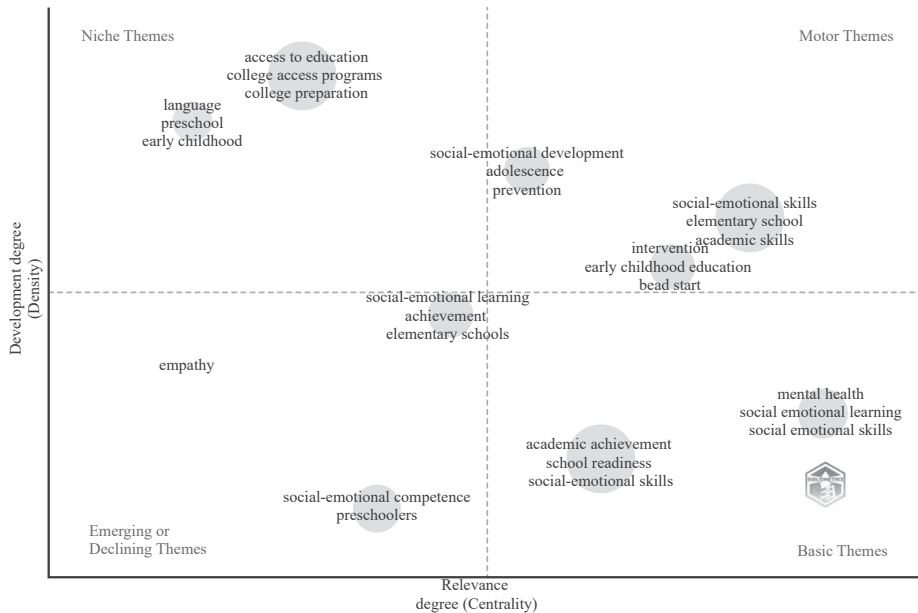

Figure 7. Students' social-emotional skills from their degree of development and relevance in the literature.
Source: own elaboration based on Bibliometrix.

En-Contexto 12(22) • Julio - Diciembre 2024 • Medellín - Colombia • página 336 de 426 ISSN: 2346-3279 • E-ISSN: 2711-0044
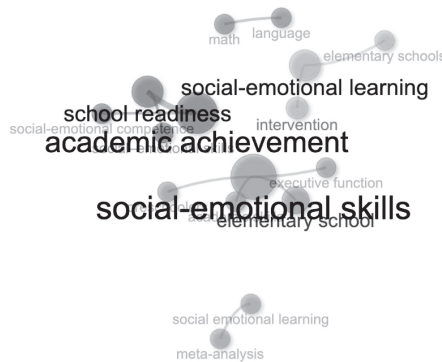
336

Figure 8. Representativeness of social-emotional skills and academic performance of students from their developmental stage in elementary and high school.
Source: own elaboration based on Bibliometrix.

When looking at the literature analysis tree, through Bibliometrix, three main clusters are observed, which are: a) social-emotional skills, b) academic achievement, and c) social-emotional learning. This highlights the substantial value of the development of these skills in contributing to the improvement of academic achievement (Figure 9).
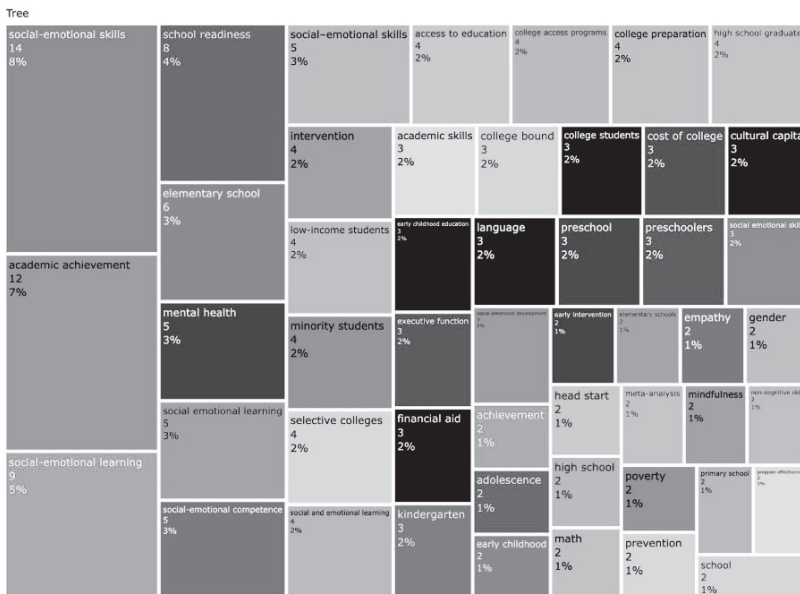

Figure 9. Tree of social-emotional skills, academic performance and social-emotional learning of students in elementary and high school.
Source: own elaboration based on Bibliometrix.

En-Contexto 12(22) • Julio - Diciembre 2024 • Medellín - Colombia • página 337 de 426 ISSN: 2346-3279 • E-ISSN: 2711-0044

337

Finally, the analysis emanating from Bibliometrix exposes the most relevant terms in the studies of socio-emotional skills of elementary and high school students, through Figure 10).

Figure 9. Relevant terms in the study of socio-emotional skills of students in elementary and high school.
Source: own elaboration based on Bibliometrix.

Table 6 shows the most cited authors on the subject of socioemotional skills in elementary and high school education based on Bibliometrix.

Table 6
Most cited authors on the subject of social-emotional skills in education

Paper	DOI	Total Citations	TC per Year	Normalized TC
Taylor Rd, 2017, Child Dev	10.1111/cdev.12864	1051	131,38	4,71
Rhoades Bl, 2011, Early Child Res Q	10.1016/j. ecresq.2010.07.003	143	10,21	2,37
Burchinal M, 2006, Parenting	10.1207/ s15327922par0601_4	139	7,32	1,26
Porat E, 2018, Comput Educ	10.1016/j. compedu.2018.06.030	119	17,00	6,33
Jones Sm, 2010, J Consult Clin Psychol	10.1037/a0021383	98	6,53	1,96
Bradshaw Cp, 2015, J Educ Psychol	10.1037/a0037630	82	8,20	3,28
Aviles Am, 2006, Child Adolesc Ment Health	10.1111/j.1475-3588.2005.00365.x	81	4,26	0,74
Nix Rl, 2016, J Consult Clin Psychol	10.1037/a0039937	56	6,22	1,56
Bierman Kl, 2017, J Child Psychol Psychiatry Allied Discip	10.1111/jcpp.12618	52	6,50	0,23

338

En-Contexto 12(22) • Julio - Diciembre 2024 • Medellín - Colombia • página 338 de 426 ISSN: 2346-3279 • E-ISSN: 2711-0044

Paper	DOI	Total Citations	TC per Year	Normalized TC
Murphy Pk, 2014, Educ Psychol Rev	10.1007/s10648-014-9281-3	51	4,64	2,34

Source: own elaboration based on Bibliometrix.

From the systematized review, it was possible to synthesize the set of skills that, contextually, should be taken into account for the socio-emotional development of students during their formative process in elementary and high school, since they promote higher school achievement, besides guaranteeing the best integral development of students (Table 7).

Table 7

Synthesis of social-emotional skills in elementary and high school students

Skills dimensions	Description and scope
Self-awareness	• Ability of an individual to accurately recognize his or her own emotions and thoughts, and understand how they influence the way he or she acts.
Empathy	• Ability to understand the point of view of peers. • Putting oneself in the emotional place that the other person is experiencing at that moment. • Reacting takes into account the situation in which the other person finds him/herself.
Self-regulation	• Observance of classroom rules and guidelines established in the school environment. • Ability to ask for guidance or help when needed. • Persistence and ability to postpone immediate rewards or satisfactions.
Conflict resolution	• Seeking creative solutions and negotiating to resolve problem situations, which facilitates collaboration with others. • Address everyday challenges in the educational institution by finding innovative solutions that improve the school environment.
Decision making	• Evaluate the situation, and recognize and approach problems with a sense of ethical responsibility, which implies considering the possible repercussions of decisions both on oneself and on others.

Source: own elaboration, based on a systematic review of the literature.

The second phase of results: analysis of the interviews

Three semi-structured questions were developed to know the perception of the directors regarding the student problems related to the lack of control of emotions, low academic achievement in some areas, and the planning of the institution, taking into account the following points of interest: a) the development of socio-emotional skills of students as part of the institutional project, b) strategies or special plans for the attention of the

En-Contexto 12(22) • Julio - Diciembre 2024 • Medellín - Colombia • página 339 de 426 ISSN: 2346-3279 • E-ISSN: 2711-0044

339

areas of lower academic achievement, c) special resources for the attention of socio-emotional problems of students verifying their impact on academic achievement.

When analyzing the transcripts of the interviews with Atlas.Ti, results were obtained as shown in Figure 10, which shows the topics of greatest intensity during the interviews and their relationship with other topics discussed. In the first place, socio-emotional skills are observed, and in the second place, academic performance, highlighting a close relationship between the two. In third place are institutional strategies or plans, the fourth place is occupied by the Institutional Educational Project (PEI) and, in last place is the intervention of parents and representatives in the educational process involving social-emotional skills (Table 8).
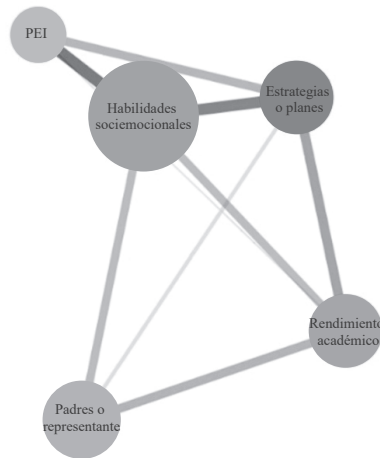

Figure 10. Most relevant terms during the interviews and their relation to the other topics.
Source: Prepared by the authors based on AtlasTi.

Table 8
Congruence of socio-emotional skills of elementary and high school students in the topics highlighted during the interviews

		◇ Habilidades sociemocionales
		💬 241
◇ Estrategias o planes	💬 110	44
◇ Padres o representante	💬 66	23
◇ PEI	💬 66	48
◇ Rendimiento académico	💬 110	22

Source: Prepared by the authors based on AtlasTi.

On the other hand, the Sankey diagram shows that the social-emotional skills of elementary and secondary students in the public institutions of the study are presented with greater flow involved with institutional strategies and plans and with the institutional educational project (PEI). Finally, with lower flow, these skills are involved with academic performance and with the intervention of parents and representatives (Figure 11).
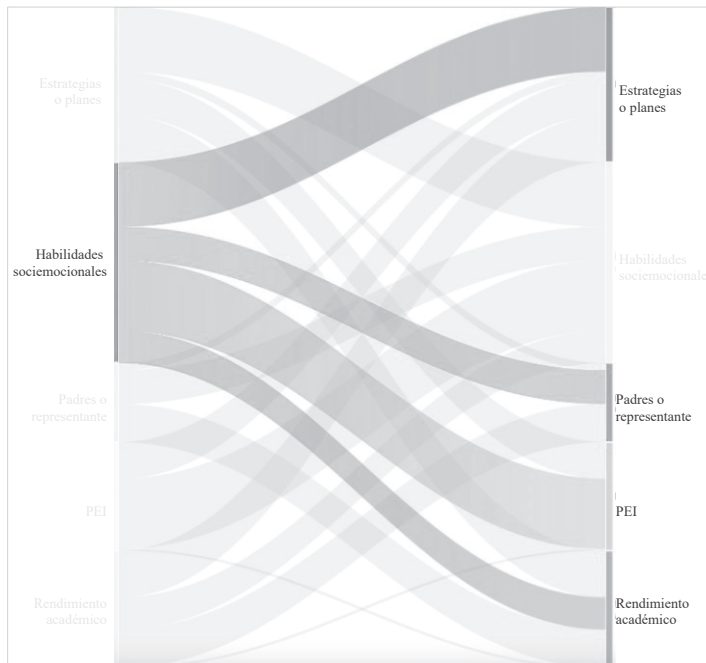

Figure 11. Sankey diagram with socio-emotional skills of elementary and high school students in public institutions.
Source: Prepared by the authors based on AtlasTi.

One of the most relevant aspects is the imperative need for collaboration that parents and representatives must provide, as well as, the implementation of strategies and special programs to serve students with low academic achievement, in addition to the integration of social-emotional skills in the curriculum. The relevance of considering developing these skills is evident, taking into account the collaboration with specialized external professionals and the implementation of specific programs that guarantee the continuous improvement of students in developing the socioeconomic environment of students in the development of these skills is evident, taking into account the collaboration with specialized external professionals and the implementation of specific programs that guarantee the continuous improvement of

En-Contexto 12(22) • Julio - Diciembre 2024 • Medellín - Colombia • página 341 de 426 ISSN: 2346-3279 • E-ISSN: 2711-0044

341

students in the development of their emotionality. Although the importance of social-emotional skills is recognized, the need to continue working on their integration explicitly and adequately in the study plans stands out, considering the follow-up with the participation of parents and representatives in this process.

Several strategies implemented by the institutions to face the socio-emotional problems of the students and the latent difficulties regarding low academic performance are mentioned, as well as the collaboration of parents and representatives in the whole school process of their children. However, there is an urgent need to develop a more individualized approach, according to each context and the integration of these social-emotional skills in the educational project of the institution.

Another aspect of interest during the interviews was the pressure and stress that some mothers exert on their children due to academic performance, which generates situations of violence and high levels of stress in the students. For this reason, the monitoring and follow-up of these cases and the call to parents and representatives to get involved with the school through the process of their children, is of vital importance, because it is required to support and properly manage students to improve their academic performance, promoting a calm, harmonious and happy learning environment, while avoiding exacerbating stress and anxiety.

From the interviews, the importance of considering social-emotional skills in the educational context is highlighted, as well as the need to continue developing and integrating effective strategies to support students in these areas. In addition, the relevance of integrating more effectively and efficiently the collaboration between the educational institution, parents - representatives, and professionals specialized in the integral development of students is highlighted.

In addition, interviewees highlight the importance of considering social-emotional skills in association with school achievement, due to their recognition of the significant impact of these skills on students' academic achievement. It is also recognized that the development of social-emotional skills positively influences emotional well-being and good school coexistence, which enhances the need to integrate the development of these social-emotional skills in the curriculum and the institutional educational project. Likewise, the collaboration of parents and representatives continues to be vital for the development of these skills in their children, which is why the interviewees agree that social-emotional skills are fundamental for the academic success and general well-being of students.

On the other hand, special strategies and programs implemented in educational institutions for the development of social-emotional skills include psychological support, collaboration with external professionals, the implementation of specific

342

En-Contexto 12(22) • Julio - Diciembre 2024 • Medellín - Colombia • página 342 de 426 ISSN: 2346-3279 • E-ISSN: 2711-0044

programs to address the social-emotional needs of students, and the integration of these skills into the school curriculum. In addition, educational institutions carry out continuous evaluations provide specialized support to students with low academic performance, and promote comprehensive training programs that link social-emotional processes with the development of social-emotional skills.

But, despite these support systems, in reality, they are not enough and no route determines the need for intervention in groups of students for the continuous improvement of their emotionality and consequent behavior. All this, because the mentioned interventions with specialists are subject to very specific cases identified by extreme behaviors of some cases, leaving aside what concerns the global conglomerate of students, where cases arise that, although being minor, are the germ of more intense problematic situations in the future.

As for other actors in the educational community, these interviews revealed that the level of collaboration of parents and representatives in the development of socio-emotional skills of students varies among educational institutions. In general, most parents collaborate very little in the development of these skills, although it is recognized that some other parents show a better interest. However, there are areas of improvement that educational institutions are identifying for the collaboration of parents and representatives in the development of socio-emotional skills of students, because this strengthens the integral development of students.

The interviewees' recognition of the impact of social-emotional skills on the academic performance of students was overwhelming, and they expressed that it is evident through various aspects of the teaching-learning process. Nevertheless, and during the current circumstances, it was found that there are still problematic situations that hinder the development of socio-emotional skills of students in these schools, among which stand out mainly the lack of training of teachers for the control, regulation, and continuous improvement of their own emotions, as well as for the efficient management of socio-emotional development in their students, in addition to the lack of commitment of parents and representatives with the integral development of their children.

For this reason, the plans of the subjects taught do not always have specific and visible strategies that evidence the incorporation of social-emotional development in students, especially to promote better academic performance. On the other hand, teachers who demonstrate their concern for the emotional development of their students usually incorporate some strategies through their curricular plans, although they are not always taken into account as a guideline for all teachers in general.

In the educational institutions visited, there is a general plan that guides school development and takes into consideration the development of good behavior

En-Contexto 12(22) • Julio - Diciembre 2024 • Medellín - Colombia • página 343 de 426 ISSN: 2346-3279 • E-ISSN: 2711-0044

343

skills, but it is not sufficiently explicit in the way it guides the incorporation of the development of social-emotional skills in the curricular plans that each teacher must manage for each school period. In addition, it is also not allowed to observe how parents and representatives can explicitly help their children in the promotion of these skills for their personal development and the improvement of their school performance in all areas of knowledge and subjects.

However, although the guidelines issued by national education ministries are considered, they do not explicitly show the transition from an educational policy to the general institutional plan and, subsequently, to the plan for each subject, with specific reference to the development of students' social-emotional skills, which are oriented to their integral development and to the improvement of their academic performance. For this reason, it is suggested to consider the skills summarized in Table 7, to be incorporated in the formation of students, through their different subjects and areas of knowledge in the school stage.

The analysis of the interviews revealed a series of priorities to be considered in order to address the development of socioemotional skills of elementary and high school students in public institutions, which should also contribute to the advancement and progress of academic performance in all areas of knowledge (Table 9).

Table 9

Synthesis of institutional requirements for the development of socio-emotional skills of elementary and high school students.

Institutional Requirements	Responsible Leaders
Contextualization of ministerial guidelines in the Educational Institution, through the institutional project and the Macro curriculum.	Rector of the institution and management team.
Development of the curricular phase by area of knowledge (Meso curriculum) with emphasis on the development of social-emotional skills.	Area coordinators and/or directors.
Development of study plans or syllabus (Micro curriculum) oriented to the development of social-emotional skills for each subject.	Teachers with support assisted by the directors corresponding to the area of knowledge.
Periodic diagnosis of students' social-emotional skills about academic performance in each area of knowledge and/or subject.	The commission is elected institutionally and in each academic year, which must be made up of key teachers and directors.
Knowledge management for teachers' progress in the development of students' social-emotional skills.	Commission elected institutionally and in each academic year and chaired by the institutional directors with specialized external support.

Source: own elaboration, based on interviews.

344

En-Contexto 12(22) • Julio - Diciembre 2024 • Medellín - Colombia • página 344 de 426 ISSN: 2346-3279 • E-ISSN: 2711-0044

Conclusions

In today's education, it is important to study the emotions of students from childhood to develop social-emotional competencies. The lack of these skills can negatively affect interpersonal relationships, academic achievement, and even the mental health of students. Teachers must prepare to teach these skills, as they can benefit both individually and collectively. The inclusion of social-emotional skills in the school curriculum is fundamental for the integral development of students. In addition, it has been shown that promoting these skills can have positive long-term impacts, such as reducing bullying, violence, and school dropout, thus improving the quality of life of students.

There are programs in Latin America that focus on improving the quality of life of rural adolescents in secondary schools, focusing on developing social and emotional skills. There has also been a lot of research on this topic in elementary and high school students. These skills are important for students' academic performance, personal development, and social behavior. However, there are challenges in implementing specific strategies to foster these skills in the educational system. It is suggested to incorporate these skills in the curricula and in the training of students to improve their academic achievement.

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En-Contexto 12(22) • Julio - Diciembre 2024 • Medellín - Colombia • página 345 de 426 ISSN: 2346-3279 • E-ISSN: 2711-0044

345

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346

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En-Contexto 12(22) • Julio - Diciembre 2024 • Medellín - Colombia • página 347 de 426 ISSN: 2346-3279 • E-ISSN: 2711-0044

347

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348

En-Contexto 12(22) • Julio - Diciembre 2024 • Medellín - Colombia • página 348 de 426 ISSN: 2346-3279 • E-ISSN: 2711-0044

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En-Contexto 12(22) • Julio - Diciembre 2024 • Medellín - Colombia • página 349 de 426 ISSN: 2346-3279 • E-ISSN: 2711-0044

349