

<https://doi.org/10.23913/ride.v15i29.2141>

Scientific articles

Educación Socioemocional en la enseñanza primaria: un análisis práctico de la experiencia

Socioemotional education in primary teaching: A practical analysis of the experience

Educação Socioemocional no ensino fundamental: uma análise prática da experiência

Berenice Lissette Askia Castillo

Universidad de Pedagogía Aplicada, México

MtraLissy@Gmail.com

<https://orcid.org/0009-0000-6534-8508>

Resumen

Este estudio se enfoca en las experiencias de los docentes de educación primaria al implementar la Educación Socioemocional en sus aulas. La investigación procura entender las percepciones, vivencias y estrategias didácticas de los profesores en la enseñanza de habilidades socioemocionales, así como los recursos y apoyos que consideran útiles. Además, busca conocer sus propuestas para superar los desafíos identificados. Por tal motivo utilizando un enfoque metodológico cualitativo y un análisis de contenido en las respuestas dadas en un cuestionario de preguntas abiertas, se encontró que los docentes tienen un nivel medio de comodidad al enseñar habilidades socioemocionales pues se perciben con la necesidad de recibir una oportuna capacitación sobre el tema. A pesar de los desafíos, los docentes han demostrado resiliencia y creatividad, utilizando una variedad de estrategias para superar estos obstáculos. Sin embargo, se concluye que se requiere de un mayor apoyo en términos de recursos, capacitación y participación familiar para facilitar la efectiva implementación de la Educación Socioemocional en el aula.



Palabras clave: Capacitación Docente, Educación Socioemocional, Estrategias Socioemocionales, Evaluación Socioemocional, Experiencias en Implementación Socioemocional.

Abstract

This study focuses on the experiences of elementary school teachers in implementing Socioemotional Education in their classrooms. The research seeks to understand the perceptions, experiences, and didactic strategies of teachers in teaching socioemotional skills, as well as the resources and support they consider useful. In addition, it seeks to know their proposals to overcome the identified challenges. For this reason, using a qualitative methodological approach and a content analysis of the answers given in an open-ended questionnaire, it was found that teachers have a medium level of comfort in teaching socioemotional skills as they perceive the need to receive timely training on the subject. Despite the challenges, teachers have shown resilience and creativity, using a variety of strategies to overcome these obstacles. However, it is concluded that improving the support received is a requirement in terms of resources, training, and family participation to facilitate the effective implementation of Socioemotional Education in the classroom.

Keywords: Social-Emotional Assessment, Social-Emotional Education, Social-Emotional Strategies, Teacher Training, Socioemotional Implementation Experience.

Resumo

Este estudo tem como foco as experiências de professores do ensino fundamental ao implementarem a Educação Socioemocional em suas salas de aula. A investigação procura compreender as percepções, experiências e estratégias de ensino dos professores no ensino de competências socioemocionais, bem como os recursos e apoios que consideram úteis. Além disso, procura conhecer as suas propostas para superar os desafios identificados. Por este motivo, recorrendo a uma abordagem metodológica qualitativa e à análise de conteúdo das respostas dadas num questionário de perguntas abertas, constatou-se que os professores apresentam um nível médio de conforto no ensino de competências socioemocionais porque se percebem como tendo necessidade de receber treinamento oportuno sobre o tema. Apesar dos desafios, os professores demonstraram resiliência e criatividade, utilizando uma variedade de estratégias para superar esses obstáculos. Contudo, conclui-se que é necessário

maior apoio em termos de recursos, formação e participação familiar para facilitar a implementação eficaz da Educação Socioemocional em sala de aula.

Palavras-chave: Formação de Professores, Educação Socioemocional, Estratégias Socioemocionais, Avaliação Socioemocional, Experiências de Implementação Socioemocional.

Reception Date: April 2024

Acceptance Date: October 2024

Introduction

Socio-emotional education is an essential factor in the comprehensive education of students, because it enables the development of emotional and social skills that allow them to respond in the personal and social sphere. In addition, it promotes democratic coexistence, helps to manage emotions, as well as to establish and achieve goals. It is also a tool that combats violence, harassment, dropping out and school failure by fostering empathy, feeling it and showing it. Supervising Socio-emotional Education in school allows us to understand components such as motivation, creativity, collaboration and learning in the classroom. It also facilitates the development of skills such as dialogue, conflict resolution, resilience and emotional management. However, the effective implementation of Socio-emotional Education in classrooms depends largely on the teaching strategies used by teachers.

For this reason, it is relevant to highlight that, in the previous educational model in Mexico, based on Key Learnings, it is ensured that the management of emotions is an integral part of human development. Basic skills such as identifying emotions, knowing how to express them orally or recognizing their triggers, to favor self-regulation and development with others (Secretaría de Educación Pública [SEP], 2017), are necessary tools that teachers must promote in the classroom. However, based on a new educational model whose practice began in August 2023 and called the New Mexican School, the subjects were no longer applied in isolation, but were linked to projects worked on by Training Fields (SEP, 2022). This raises the concern of how teachers have faced this educational innovation in their classrooms by considering that the didactic strategies of Socio-emotional Education need to be adapted to the context and needs of their students. Considering the last above, this work is based on the hypothesis that the lack of specific training in Socioemotional Education can result in more challenging experiences for teachers when trying to incorporate these concepts into their classroom work.

The topic of this research is focused on understanding and analyzing teachers' experiences when incorporating Socio-Emotional Education into their teaching. The main objective of this study is to explore and understand teachers' experiences in teaching Socio-Emotional Education at the primary level and to achieve this, the following specific objectives have been established:

1. Understand and analyze teachers' perceptions and experiences regarding Socio-Emotional Education.
2. Identify the teaching strategies that teachers use to teach social-emotional skills.
3. Determine which resources, supports and solutions teachers consider useful for teaching Socio-Emotional Education and for overcoming the identified challenges.

Comprehending this information, we seek to capture teachers' perceptions and adaptations in the implementation process, with the aim of identifying opportunities to improve support for teachers and optimize practice to guide Technical Pedagogical Advice. This research was carried out in the last semester of 2023 in a federal school zone at the elementary level TC, located in the urban area of the Municipality of San Nicolás de los Garza, in the state of Nuevo León, Mexico, through physical surveys with open questions for data collection, the information collected aims to contribute to scientific knowledge about the obstacles that teachers in this particular school zone encounter, with the aim of analyzing said practice and improving it.

Socio-emotional education

After the COVID-19 pandemic, Socio-emotional Education took on a new impetus in the classroom by considering it a support tool to respond to the emotional ravages left by lockdown, situation that even affected girls, boys and adolescents. To continue, it is necessary to establish a key concept, for this we resort to SEP (2017), an organization that understands Socio-emotional Education as a learning process that allows girls, boys and adolescents to practice concepts such as values, attitudes and skills within the school to integrate them into their daily lives, favoring the understanding and management of their emotions as a basis for the construction of their personality and the way in which they relate to others, with the above it is encouraged to learn how to regulate emotions in the face of adversity for an autonomous and productive life.

In a closely related way for Tobón (2017), Socio-emotional Education is defined as the knowledge, skills and attitudes that the student integrates cognitively within himself to face difficult situations, exemplifying it in decision-making for the search for his well-being and that of others. It provides resilience and tolerance, therefore, he refers that socio-emotional skills allow self-understanding, the expression of feelings, interaction with others in a respectful and collaborative way, in addition to the confrontation of daily challenges (United Nations Children's Fund [UNICEF], 2018).

Up to this point, it is understood that Socio-emotional Education impacts personal and social well-being by working on skills such as self-regulation, being a way of promoting students' autonomy by making them aware of their own needs and understanding those of others, which promotes a positive atmosphere in the student's immediate environment. In this context, Álvarez (2020) emphasizes the importance of supporting Socio-emotional Education from a humanistic perspective that considers the internalized aspects of the individual and the way in which these are externalized, which is intrinsically related to the formation of values to promote personal and social well-being.

The objectives pursued by Socio-emotional Education are to provide Students the necessary skills to recognize their own and others' emotions in order to understand and manage them in an assertive and self-regulated manner, establishing optimal social and interpersonal relationships of understanding and empathy to generate healthy relationships, denoting that "the nature of emotions is conditioned by social nature" (Bericat, 2000, p. 150). Therefore, emotional competencies impact academic performance and social interaction inside and outside of school. Teachers should seek the possibility of reflecting on their own emotions and how to correspond to the emotions of others as a basic tool that promotes harmonious coexistence in the classroom.

Teacher Responsibilities and Expectations

Elementary education works to achieve the following objectives: learning to express, regulate and manage emotions appropriately by understanding their causes and effects; developing tolerance to frustration and the ability to postpone immediate rewards ; being able to communicate assertively and with active listening; valuing diversity with inclusive attitudes; reaffirming the exercise of autonomy with actions and projects that benefit the community; also strengthening self-esteem; and practicing empathy to establish sincere and respectful relationships (SEP, 2017).



During this academic stage, children are between six and twelve years old. At this time, autonomy and the capacity for action are consolidated, and Socio-emotional Education helps to recognize, value and promote their integral development through activities that involve participation, collaboration and dialogic communication (SEP, 2017).

The role of the teacher is fundamental in the implementation of educational practices that promote empathy, tolerance, active listening, and dialogue. These elements are intrinsically related to educational processes that seek to create learning environments that promote student well-being. In these spaces, students have the opportunity to recognize, regulate, and mobilize their emotions effectively (Borja, 2022).

All the elements mentioned so far lead to the reflection of the role that each teacher has in relation to Socioemotional Education, since teaching practice is a social praxis that is governed by norms, but at the same time is intentionally shaped by meanings and perceptions, promoting intentional actions in the actors involved.

According to Pacheco-Salazar (2017), teacher training in Socio-Emotional Education is essential for the comprehensive development of students. An emotionally healthy teacher with theoretical knowledge will be able to interact appropriately with his or her students and respond to classroom conflicts, as well as regulate and manage his or her own emotions to generate appropriate responses that shape children's behavior (Gutiérrez-Torres and Buitrago-Velandia, 2019).

The information described above assumes that this type of education must be "An interaction framed in the recognition of the dignity of the other as a human being, able to transform himself and his environment to expand the opportunities of his own life and others" (SEP, 2017, p. 522). It is understood that Socio-emotional Education must have updated teachers, teachers that know how to control their own emotions and identify socio-emotional skills, as well as implementing them in the classroom.

Thus, mediation is marked in a cordial, complex, but at the same time sensitive sense that supports emotional expression in social interactions. Requiring the teacher as a facilitator of learning armed with tools such as dialogue, respect and empathy. Also as a modeler of environments where active listening and mutual respect are encouraged. Agent of participation and appropriation of theory through practice governed by self-knowledge, self-regulation, autonomy, empathy and collaboration (SEP, 2017).

Materials and method

The methodology chosen for this research focuses on collecting teachers' experiences in relation to the work they do within the framework of Socio-emotional Education. To do so, it is important to also consider their perceptions and the strategies used for such situations, thus answering the research question: What are teachers' experiences when implementing didactic strategies for teaching socio-emotional education in elementary school?

Approach

The research design is qualitative since it allows for analysis from a natural environment, extracting the real perceptions of the participants instead of using a measurement instrument with predetermined answers (Hernández *et al.*, 2014). This approach allows for an in-depth exploration of the participants' experiences, thereby rescuing the challenges they face. A survey instrument with open questions was used where participants were able to freely express their answers, the information of which was subject to a content analysis process. The type of study chosen was the case analysis, where a specific group is analyzed in order to generalize the knowledge obtained, a typology frequently used in the field of education as in the research presented in this document.

Participants and sampling

Socio-emotional Education has become an essential mechanism of education to foster the development of integral citizens. However, its effective implementation not only presents challenges, but also a variety of experiences that teachers live in their daily practice. These experiences can significantly influence the way in which Socio-emotional Education is implemented and how teachers adapt to these challenges.

For this study, the sample selection was made up of all the teachers in charge of a group of a Full-Time Federal Elementary School, in an urban area located in the Municipality of San Nicolás de los Garza in the state of Nuevo León, Mexico. This School Center was chosen for the application of this research topic because it was urgently considered by all the actors in its Workforce, after it was detected internally in this work space. It is relevant to mention that, in order to obtain reliable results in this research, the disposition of all the teachers that make up this study center was counted on.

The participants agreed that, in this elementary school, all are teachers in front of a group and have a federal base position, with a total of 11 individuals who were invited to participate in the study and who voluntarily agreed to do so. It was planned to exclude teachers who were new to the system due to their lack of continuous experience, however, no participants with these characteristics were found. This provided a complete and detailed view of the challenges that teachers face when implementing didactic strategies for teaching Socioemotional Education in this educational institution. Table 1 shows the participants distributed by gender, years of service and highest level of education.

Table 1. Study participants

Participants	Gender		Years of service	Highest level of education			
	Male	Female		Average experience	Basic Normal	Degree	Mastery
11	1	10	12	2	8	1	0

Source: Own elaboration

Data collection instruments

The experiences of the teachers in front of groups were collected through a physical survey that included eleven open questions. The instrument was divided into two sections, the first to collect personal data such as gender, years of service, the degree where they teach and their highest level of studies. The names of the participants were deliberately omitted in order to respect confidentiality and give more openness to the respondents to express their ideas. In the next section they were questioned about what Socioemotional Education is, if they believe that it impacts the lives of their students and what teaching strategies they use for the development of socioemotional skills as well as any experience they have had, the type of formal training received on the subject, how they evaluate progress in this area, the challenges they face and how they have overcome them, the level of comfort they feel in its implementation, what support they consider they lack to improve their practice in Socioemotional Education, and finally, how they perceive Socioemotional Education from the New Mexican School.

In drafting the questionnaires, the aim was to explore teachers' perceptions regarding Socio-emotional Education, examine the teaching strategies they use within this area, also

identify the supports they consider useful to improve teaching, and finally, to learn about the challenges identified in their practice, as well as their proposed solutions. Thus, the general objective of the questionnaire was to gather information that contextualizes the experiences that teachers live in front of the group of the analyzed school area when recovering their performance when working on the Socio-emotional aspect. Table 2 details the questions that made up the questionnaire and subsequently, Table 3 expresses the relationship between variables and questions.

Table 2. Questions from the questionnaire for teachers.

Number	Ask
1	What is Socio-Emotional Education?
2	How do you think Socio-Emotional Education impacts the learning and development of your students?
3	What teaching strategies do you currently use to teach social-emotional skills?
4	How do you integrate Emotional Education in the classroom?
5	What formal training have you received on Social Emotional Education?
6	How do you assess your students' progress in learning social-emotional skills?
7	What challenges have you faced in implementing these teaching strategies?
8	How have you overcome these challenges?
9	What is your comfort level with teaching social-emotional skills?
10	What resources or supports do you think would be useful to teach Social Emotional Education effectively?
11	How do you perceive Socio-emotional Education in the New Mexican School?

Source: Own elaboration

Table 3. Link between variables and questions

Variable	Question Number
Teachers' experiences	2, 5, 9
Teaching strategies	3, 4, 6
Teachers' perceptions	1, 11
Resources and supports	5, 10
Solutions to the challenges	7, 8

Source: Own elaboration

Results

In the development of this research, a questionnaire was used to collect information about the challenges that teachers detect during their practice in Socioemotional Education. As previously mentioned, the data review was carried out through content analysis to identify and count the frequency of words or phrases in the responses, using the following steps as a guide: preparation, coding, categorization, analysis and interpretation.

In this study, all the answers provided by the participants in the questionnaire were carefully read. The information collected was transcribed and organized into teaching tables using Excel, where the questions and their corresponding answers were divided. From this organization, emerging patterns were identified. During the preparation phase, the questions were grouped into relevant categories. In the coding stage, labels were assigned to each category using colors to facilitate their identification. Later, during the categorization, the labels were grouped into broader categories. In the analysis phase, the results were examined to identify significant trends. Finally, in the interpretation stage, the findings were synthesized, from which the results of this study were formulated, which are presented below accompanied by the frequency percentage.

The research results, presented in terms of these categories of analysis, provided a detailed insight into teachers' experiences in teaching Social-Emotional Education. These findings are presented in relation to the specific research objectives as shown in Table 4, allowing for a deeper understanding of teachers' perceptions and experiences, the teaching strategies they use, the resources and supports they find useful, as well as the solutions or strategies they propose to overcome the challenges identified in teaching Social-Emotional Education.

Table 4. Relationship between analysis categories and specific objectives.

Categories of Analysis	Specific Objectives
Perceptions of Socioemotional Education. Impact of Socioemotional Education. Perceptions of Socioemotional Education in the New Mexican School.	To understand and analyze teachers' perceptions and experiences regarding Socio-Emotional Education.
Teaching strategies and techniques. Integration of Socio-Emotional Education.	Identify the teaching strategies that teachers use to teach social-emotional skills.
Useful resources and support. Formal training. Challenges in implementation. Overcoming challenges. Comfort level teaching social-emotional skills.	Determine what resources, supports and solutions teachers consider useful for teaching Socio-Emotional Education and for overcoming the identified challenges.

Source: Own elaboration

Perceptions of Socio-Emotional Education

Regarding Socio-emotional Education, the results of the analysis show the following: 50% of the participating teachers consider that Socio-emotional Education is the reflection that students make about emotions, 30% see it as a learning process and for 20% it means educating students in social and emotional skills.

Impact of Socio-Emotional Education

When asking about how they perceive the impact of Socio-Emotional Education on the learning and development of their students, all participants indicated that it is important, 41.67% mentioned that it improves coexistence, 41.67% consider that it favors academic development and the remaining 16.66% believe that it provides tools to formulate goals that allow overcoming obstacles.

Teaching strategies and techniques

When questioning about the strategies and techniques currently used to teach social-emotional skills, it was found that 33.3% of respondents use Project-Based Learning, another 33.3% use the dialogue circle, and the remaining 33.3% use collaborative work.

Integration of Socio-Emotional Education

Respondents have integrated Socio-Emotional Education into several highly satisfactory experiences. 30% have done so for the expression of emotions, 20% through artistic activities, another 40% in practices focused on self-knowledge and reflection, and 10% have been related to calming techniques.

Formal training

84.62% of the participants indicated that they have not received formal training, so they have sought support from specialized texts, conferences and inputs suggested in the didactic guidelines of the Technical School Council or by retrieving topics seen in their professional career. 15.38% have been in online courses on their own initiative.

Assessing student progress

Regarding the evaluation process that the surveyed teachers apply to measure the progress of students, 62.5% do so through training activities and 37.5% use records to mark the progress of minors.

Challenges in implementation

When exploring the challenges that participants have faced when implementing teaching strategies in Socio-Emotional Education, they mentioned several. For 61.54% of respondents, it has been the lack of interest of students reflected in their lack of participation and emotional expression. 15.38% indicate that the lack of training in this area is an obstacle and 15.38% point to the absence of material resources, finally, the remaining 7.69% mention the lack of spaces.

Overcoming challenges

Regarding how teachers have overcome the challenges that arise in their daily practice, the majority, that is, 43.75%, research and use their own resources, 37.5% indicated that they engage in conversations with students, 6.25% use audiovisual media, another 6.25% overcome challenges by talking to parents or guardians, and the remaining 6.25% mentioned that they do so through incentives.

Comfort level teaching social-emotional skills

In our survey, participants provided information about their comfort level with teaching social-emotional skills. The results show a variety of experiences and perceptions. The majority, 63.6%, reported a medium level of comfort. 27.3% indicated a high level of comfort, while the remaining 9.1% reported a low level of comfort.

Useful resources and supports

Regarding the resources or supports that would be useful to teach Socioemotional Education effectively, 16.67% agreed on the importance of having a school for parents and guardians that educates them on how to support their sons and daughters. 25% mentioned that having specific materials would be beneficial, 25% of teachers want to have specific training in this area. In addition, 8.33% mention the benefits that would come from having multimedia resources, the other 8.33% considered a workshop on emotions for students to be beneficial, and that it also goes according to the school grade, and the remaining 16.67% emphasized that having more technological equipment would be very effective.

Perceptions of Socioemotional Education in the New Mexican School

Regarding the question of how participants perceive Socioemotional Education in the New Mexican School, 33.33% indicated that it does not offer a repertoire to work on, 25% believe that it seeks to promote the management of emotions, while another 25% consider that it requires providing suggestions from external resources, the minority, the remaining 16.67% mention that it is framed in the lack of teacher training.

Discussion

The following section discusses key findings about teachers' experiences implementing Social-Emotional Education at TC Elementary School, where the research work was conducted. According to Pérez (2020), the results of this type of work highlight the importance of Social-Emotional Education in student development and reveal the various teaching strategies that teachers use in their daily practice. The challenges that teachers face, the solutions they have developed to overcome these challenges, and the resources and supports they consider useful for the effective teaching of Social-Emotional Education are also explored. Finally, the implications of these findings for the training and professional

development of teachers in the area of Social-Emotional Education are discussed, for which the research questions will be answered.

What are teachers' perceptions and experiences regarding Socio-Emotional Education?

For this question, it was identified that participants have shared that they value Socioemotional Education for its impact on student development and have experienced that it fosters self-awareness and self-reflection, as mentioned by Ferreira.-*et al.* (2023), in their research where participants also associated the ability to develop skills that lead to self-regulation of one's own emotions, also agrees with the review of the literature which highlights the benefit that this teaching gives in areas such as academic performance, health and citizenship training (United Nations Educational, Scientific and Cultural Organization [UNESCO], 2022).

However, they also expressed facing challenges such as student disinterest, lack of training and material resources. Despite this, they have found ways to overcome them, such as researching and using their own resources, engaging in conversations with students, in addition to using audiovisual media, as Rodríguez (2019) also agrees, saying that lacking training or resources is an obstacle, however, creativity led by the determination of teachers is one of the best tools they have.

What teaching strategies do teachers use to teach social-emotional skills?

In this case, teachers have used a variety of methods to teach social-emotional skills, including Project-Based Learning, the dialogue circle, and collaborative work in line with what was analyzed by Ferreira *et al.* (2023), where working in groups and using team games were also strategies chosen by the participants in their research in order to improve the students' experience, a correct choice according to what was pointed out by Gómez (2021).

What resources and supports do teachers consider useful for teaching Socio-Emotional Education?

After the review, it is determined that surveyed participants have identified several resources and supports that would be useful to teach Socioemotional Education effectively, such as having a school for parents and guardians, having specific materials, and receiving

specific training in this area provided by the SEP, something that Martínez (2022) supports by pointing out that specific training in this area is essential to develop meaningful teaching. Returning to the fact that schools better integrate Socioemotional Education by combining it with the students' experience (Payton *et al.*, 2008).

What solutions or strategies do teachers propose to overcome the challenges identified in teaching Socio-Emotional Education?

The results indicate that teachers have developed several strategies to overcome the identified challenges, such as researching and using their own resources, engaging in conversations with students, and using audiovisual media. In addition, as was the case with Ferreira *et al.* (2023), they have expressed the need for more training and professional development opportunities in Socio-Emotional Education, which are essential to overcome the obstacles present in practice, an ideology shared by Sánchez (2023).

This study offers insight into teachers' experiences in teaching Social-Emotional Education in the specific context of a public elementary school in an urban area. However, it is important to note certain limitations. First, due to the small sample size, the findings may not be representative of all elementary school teachers. Furthermore, since the study focused on a single context, the results may not be applicable to settings with differences in origin, such as schools in rural areas or private schools. Finally, although diverse experiences were collected, not all possible perceptions related to Social-Emotional Education may have been captured by not considering Support Teachers. These limitations should be taken into account when interpreting the results and planning future research.

Conclusions

This study has provided a detailed insight into teachers' experiences in teaching Socioemotional Education in the context of the New Mexican School. The results obtained support the initial hypothesis that the lack of specific training may be a factor contributing to the challenging experiences teachers face when working on it. Despite these challenges, teachers have demonstrated resilience and adaptability by using a variety of strategies and overcoming obstacles in various ways and following to the best of their ability the attachment to what is suggested by the literature according to their role within the classroom.

This research has highlighted that these experiences range from the management of limited resources to the need for more in-depth training and the integration of the family in the educational process of children. In addition, the findings of this study highlight the need for a comprehensive approach that considers not only students, but also teachers in the effective teaching of Social-Emotional Education. Several resources and supports were identified that would be useful, including a school for parents and guardians, current materials, specific training in this area, multimedia resources, a workshop for students on emotions according to the school grade, and more technological equipment. Another aspect to note is the apathy shown by students towards participation in Social-Emotional Education activities, which becomes a frequent obstacle for teachers. It is considered that despite the growing interest in this educational area, there is still a lack of specialized training that provides elementary school teachers with the right tools to face the challenges that currently exist. Due to this lack of updating, resources and support, a gap is created in practice, limiting the capacity of schools to provide effective Socio-emotional Education to their students.

Finally, teachers' varied perceptions of Socioemotional Education in the New Mexican School provide valuable insight into how teachers view the implementation of Socioemotional Education in the current context of education in Mexico. This information, together with the results presented, contribute novelties to the study of Socioemotional Education and can inform future research and policies in this field.

Future lines of research

This study has provided valuable insight into teachers' experiences of implementing Social Emotional Education in the context of primary education. However, there are several areas that could benefit from further research.

A line of future research could include developing in-depth case studies or conducting classroom observations to gain a deeper understanding of these strategies in action.

In addition, it would be interesting to explore how teacher training and capacity building in Socio-Emotional Education will be improved to support them more effectively. This could involve evaluating existing or developing training programs.

It would also be relevant to expand the field of study to obtain a more complete and representative view; future research could include a variety of schools in different contexts, as well as teachers from specific areas.

These lines of research will not only allow us to delve deeper into the findings of this study, but will also inform the development of policies and practices to improve the implementation of Social Emotional Education in the classroom.

References

- Álvarez, E. (2020). Educación socioemocional. *Controversias y Concurrencias Latinoamericanas*, 11(20), 388-408. <https://www.redalyc.org/articulo.oa?id=588663787023>
- Bericat, E. (2000). La sociología de la emoción y la emoción en la sociología. *Papers: Revista de Sociología*, 62, 145-176.
- Borja, M. (2022). Rol del docente en la educación socioemocional: Aspecto clave dentro del proceso de enseñanza y aprendizaje de los estudiantes durante la pandemia. *Revista La Casa del Maestro*. 1(2), 9-14
- Ferreira, M., Reis-Jorge, J., Olcina-Sempere, G. y Fernandes, R. (2023). El aprendizaje socioemocional en la Educación Primaria: una investigación sobre las concepciones y las prácticas de los maestros en el aula. *Revista Colombiana de Educación*, (87), 37-60. <https://doi.org/10.17227/rce.num87-12704>
- Fondo de las Naciones Unidas para la Infancia (UNICEF). (2018). *Competencias socioemocionales para el aprendizaje y la vida*. UNICEF.
- Gómez, L. (2021). *Estrategias didácticas para la enseñanza de habilidades socioemocionales*. Editorial Educativa.
- Gutiérrez-Torres, A. y Buitrago-Velandia, S. (2019). Las habilidades socioemocionales en los docentes: Herramientas de paz en la escuela. *Revista Praxis & Saber*, 10(24), 167-192. <https://doi.org/10.19053/22160159.v10.n25.2019.9819>
- Hernández, R., Fernández, C. y Baptista, P. (2014). *Metodología de la investigación (6ta ed.)*. McGraw-Hill/Interamericana Editores. ISBN: 978-1-4562-2396-0.
- Martínez, P. (2022). Recursos y apoyos para la enseñanza de la educación socioemocional. *Revista de Investigación Educativa*, 30(2), 45-60.
- Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura (UNESCO). (2022). *Habilidades socioemocionales en América Latina y el Caribe. Estudio Regional Comparativo y Explicativo (ERCE 2019)*. UNESCO.
- Pacheco-Salazar, B. (2017). Educación emocional en la formación docente: clave para la mejora escolar. *Revista Ciencia y Sociedad*, 42(1), 104-110.

- Payton, J., Weissberg, R., Durlak, J., Dymnicki, B., Taylor, D., Schellinger, B. y Pachan, M. (2008). *The positive impact of social and emotional learning for kindergarten to eighth-grade students: Findings from three scientific reviews*. Collaborative for Academic, Social, and Emotional Learning.
- Pérez, J. (2020). La importancia de la educación socioemocional en el desarrollo de los alumnos. *Revista de Pedagogía*, 25(1), 15-30.
- Rodríguez, M. (2019). Desafíos y soluciones en la enseñanza de la educación socioemocional. *Revista de Educación*, 28(2), 75-90.
- Sánchez, R. (2023). *Formación y desarrollo profesional en educación socioemocional*. Editorial Universitaria.
- Secretaría de Educación Pública (SEP). (2017). *Plan y programas de estudio para la educación básica: Aprendizajes clave para la educación integral (ACUERDO 12/10/17)*. SEP. <https://www.sep.gob.mx/marcocurricular/>
- Secretaría de Educación Pública (SEP). (2022). *Plan y programas de estudio para la educación básica: Nueva Escuela Mexicana*. SEP. <https://www.sep.gob.mx/marcocurricular/>
- Tobón, S. (2017). *Evaluación socioformativa. Estrategias e instrumentos*. Mount Dora, USA: Kresearch.