

INVESTIGACIÓN/RESEARCH

Recibido: 15/05/2016 --- Aceptado: 30/09/2016 --- Publicado: 15/12/2016

TEACHER'S SOCIO-EMOTIONAL COMPETENCY IN ACHIEVING GENERIC SKILLS OF THE GRADUATE PROFILE IN HIGHER SECONDARY EDUCATION

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ABSTRACT

Changes in family structure, the dynamics and the growing social demands, the new skills required of teachers and the poor results achieved in the Higher Secondary Education of the Mexican Educational System (INEE, 2012), makes teaching a complex process that increases Teacher emotional tensions (Marchesi, 2008). Therefore, in this paper we seek to investigate the level of development of socio-emotional skills of teachers to contribute to the achievement of learning generic skills of the graduate profile of Secondary Education in Mexico. A mixed methodology was used; in the Quantitative Phase two standardized instruments were used: the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) and the Maslach Burnout Inventory (MBI), which were applied to 172 secondary education teachers. In the qualitative phase five teachers with the highest levels and five with the lowest level of socio-emotional competence were interviewed (according to the results of MSCEIT). In this paper we present the findings of the quantitative inquiry. The study results showed that, in general, teachers have a sufficient ability that allows them a development with some success, that is, the ability to perceive emotions; to access, generate and use emotions to help thinking, and regulate emotions to promote emotional and intellectual growth. Also, no diagnostic parameters indicative of burnout syndrome were found by means of MBI.

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KEYWORDS: Emotions - Teaching skills - Emotional competence - Emotional intelligence - Generic skills - Comprehensive education - Graduate profile - Upper secondary education - Burnout Syndrome

LA COMPETENCIA SOCIOEMOCIONAL DOCENTE EN EL LOGRO DEL APRENDIZAJE DE LAS COMPETENCIAS GENÉRICAS DEL PERFIL DE EGRESO DE EDUCACIÓN MEDIA SUPERIOR

RESUMEN

Los cambios en la estructura familiar, las dinámicas y crecientes exigencias sociales, las nuevas competencias exigidas a los docentes y los pobres resultados alcanzados en la Educación Media Superior del Sistema Educativo Mexicano (INEE, 2012), hace de la enseñanza un proceso complejo que incrementa las tensiones emocionales del profesor (Marchesi, 2008). De ahí que en este trabajo se busca indagar sobre el nivel de desarrollo de la competencia socioemocional docente que contribuya al logro del aprendizaje de las competencias genéricas del perfil de egreso de Educación Media Superior en México. Se utilizó una metodología mixta; en la fase cuantitativa se usaron dos instrumentos estandarizados: el Test de Inteligencia Emocional Mayer-Salovey-Caruso (MSCEIT) y el Maslach Burnout Inventory (MBI), los cuales se aplicaron a 172 profesores de educación media superior. En la fase cualitativa se entrevistó a cinco docentes con los niveles más altos y cinco con los más bajos de competencia socioemocional (según los resultados del MSCEIT). En el presente texto se dan a conocer los hallazgos de la indagación cuantitativa. Los resultados del estudio mostraron que, en general, los docentes poseen una habilidad suficiente que les permite un desenvolvimiento con cierto grado de éxito, es decir, capacidad de percibir emociones; de acceder, generar y utilizar las emociones para ayudar al pensamiento, y regular las emociones para que promuevan el crecimiento emocional e intelectual. Asimismo, se encontraron parámetros no indicativos de diagnóstico de Síndrome de Burnout según el MBI.

PALABRAS CLAVE: Emociones - Competencias docentes - Competencia emocional - Inteligencia emocional - Competencias genéricas - Formación integral - Perfil de egreso - Educación media superior - Síndrome de burnout.

1. INTRODUCTION

In recent years the social and family structures have experienced diverse and rapid changes, so the school system has been under increasing social demands when trying to respond to the challenges it faces in today's society of knowledge and critical information. However, the purpose of the continuing education is to ensure the harmonious development of the personality of each individual and his social integration; where the teacher -agent of culture- has faced the challenge and recognizes that school is a vital space available to the society to ensure culture and to

form citizens. Consequently, in the last two decades it has drawn much attention in educational management word: competition. Globalized term that UNESCO (1999, cited by Argudín, 2010) defined based on the "four pillars of education" as the set of socio-affective behavior and cognitive, psychological, sensory and motor abilities to perform properly an activity or task.

Hence many of the purposes of current educational programs are defined on the basis of comprehensive development centered on skills in the pursuit of educational quality and to respond to current social and professional demands. Particularly, in the Mexican high school level (SEP, 2008) seeks to develop in students skills that help them understand the world and influence it, to enable them to continue learning autonomously throughout life, to develop harmonious relations with those around them and participate effectively in their social, professional and political life (generic skills). To achieve this proposal requires that teachers have the skills needed to assume a new role, which emphasizes its companion or facilitator of the process, from such a mastery that allows them to adapt to new situations, to arouse the interest of the learner learning, management class in optimal conditions, thereby achieving increase the chances of success in the task of teaching.

In this context, it is not only to transmit knowledge, but also to work with students (and with himself) the competencies that contribute to the development of autonomous, integral learning that prepare citizens; including for this purpose apart from the cognitive and procedural skills, the social and emotional ones (Vaello, 2009). Thus, educators must be more than transmitters of knowledge, they have to play more complex roles to develop creativity, intellectual curiosity, thinking skills, emotional and physical health, sense of active citizenship of students (generic skills). They should know the keys for increased self-esteem, academic performance and vision of learning opportunities present and future of their students, through their commitment, knowledge and skills (Day, 2007).

In the Mexican educational system it is provided that teachers possess the educational, pedagogical and content of their subject matters, necessary for a proper performance, establishing training actions and / or update aimed at their achievement, with consequent improvement in educational quality. However, the actions taken have failed to impact successfully in achieving the educational goals (INEE, 2012), as evidenced by the high rates of failure and dropout of students nationally (32.7% and 14.9% respectively) and low levels of terminal efficiency (62.2%) reported in the 2009-2010 school year in EMS (INEE, 2012). By virtue of having favored both teachers and students develop cognitive and procedural skills at the expense of giving importance to the plurality of human nature and emotion, a necessary condition for comprehensive development. It has also been forgotten that in the teaching and learning processes involve highly emotional beings -professor and students- and that teaching is an inherently social activity (TALIS, 2009).

As the show in their work various researchers, who point to the importance of emotions not only in the content of thought, but also the processes themselves

involved in this as making rational decisions and social interactions (Bisquerra, 2009; Damasio, 1994; and Chabot Chabot, 2010; Palomera, Fernández-Berrocal and Brackett, 2008). So, emotions and skills related to their management act on learning processes, the mental and physical health as well as in the academic performance. Without forgetting its important preventive role regarding to the occurrence of multiple disorders in the school population such as: problems of anxiety and depression, attention and reasoning problems, impulsivity and poor school performance, aggression and violence, conflict and antisocial behavior.

In the presence of the positive important evidences of socio-emotional skills in the educational context, provided by the various investigations in the national and international context, and concerned about the educational problems present in the Higher Secondary Education (EMS) of Mexico, the concern to investigate on the level of development of these skills arose, in which the professors that can contribute to the learning of generic skills of EMS. Also, to notice some relationship between the level of teaching socio-emotional competence and development of the teaching Burnout Syndrome.

2. METHODOLOGY

2.1 Participants

For the development of this study, the teaching population (n = 301) from four campuses of Middle school in a town from the south-east of Mexico, was subjected to a process of random stratified probabilistic selection, from which a sample of 172 teachers was integrated, 80 men and 90 women, aged between 23 and 71 years old.

2.2 Instruments

Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT, 2009), Spanish adaptation by Extremera and Fernández-Berrocal. An instrument that intends to measure the ability to identify, facilitate, understand and manage emotions (141 items). This is a capacity scale, that is, it measures how people perform tasks and solve emotional problems; the ability to reason using emotions and the ability to use feelings to improve thinking. Emotional intelligence evaluated with MSCEIT involves four components or branches referred to the following capabilities: emotional perception, emotional facilitation, emotional management and emotional understanding. The data analysis was performed according to the following guidelines (see Table 1).

Table 1. Guidelines for the interpretation of scores MSCEIT

<i>CIE range</i>	<i>Qualitative range</i>	<i>Description</i>
Less than 70	Needs Improvement	There may be some difficulty in this area, could be useful to improve the skills in it.
Between 70 and 89	You can improve	This area is not a strong point, so it may be interesting to try to improve it
Between 90 and 110	Competent	Person has sufficient skill in this area that can cope with some degree of success
Between 111 and 130 point for the person.	Proficient	This area constitutes a strong
Greater than 130	Expert	Highly developed area with high potential in it.

Source: Mayer, Salovey and Caruso (2009)

Maslach Burnout Inventory (MBI, 1996). An instrument consisting of 22 items that are distributed in three scales known as: personal fulfillment at work (8 items), emotional exhaustion (9 items) and depersonalization (5 items). The data analysis was performed according to the methodology proposed by Maslach, which states that scores high in the dimensions of emotional exhaustion (EC) and depersonalization (DP) and low personal accomplishment (RP) diagnosed the person with the syndrome (see Table 2).

Table 2. Scores set for MBI.

<i>Burnout</i>	<i>CE</i>	<i>DP</i>	<i>RP</i>
Low	18 o menos	5 o menos	33 o menos
Medium	19 a 26	6 a 9	34 a 39
high	27 o más	10 o más	40 o más

Source: Maslach, Jackson y Leiter (1996).

2.3 Procedure

The application of tools to teachers was held at school, as a group own. The instructions were given orally at the beginning of the application by one of the study investigators. Data confidentiality is assured and that participants could ask questions at any time reiterated. Data collected from MBI and MSCEIT were procesados en SPSS statistical Software 20 (StatisticalPackagefor Social Sciences) for analysis.

2.4 RESULTS

2.5 Socio-demographic characteristics of the sample

Regarding the sociodemographic characteristics of the sample, we can mention that the age of the teachers in the professional exercise is between 2 years and 43 years (Figure 1). The professional profiles of teachers were very different (engineering, professional teaching, psychology, professional in the area of health, law, administrative professional, computer area professional, other professions), being the highest percentage of professionals (29.4%) in the engineering area, followed by the administrative area 22.4%. Significantly, only 11.2% of the teachers have professional teaching studies (Figure 2). Finally in the educational level of teachers, we found that 43% have undergraduate level, 42% have a master degree and only 2% have doctoral studies.

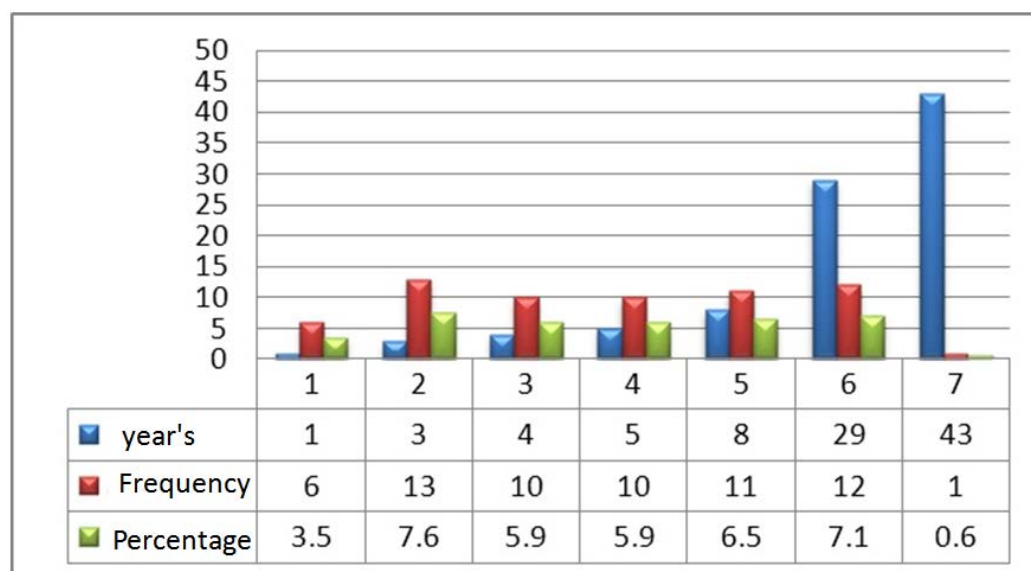
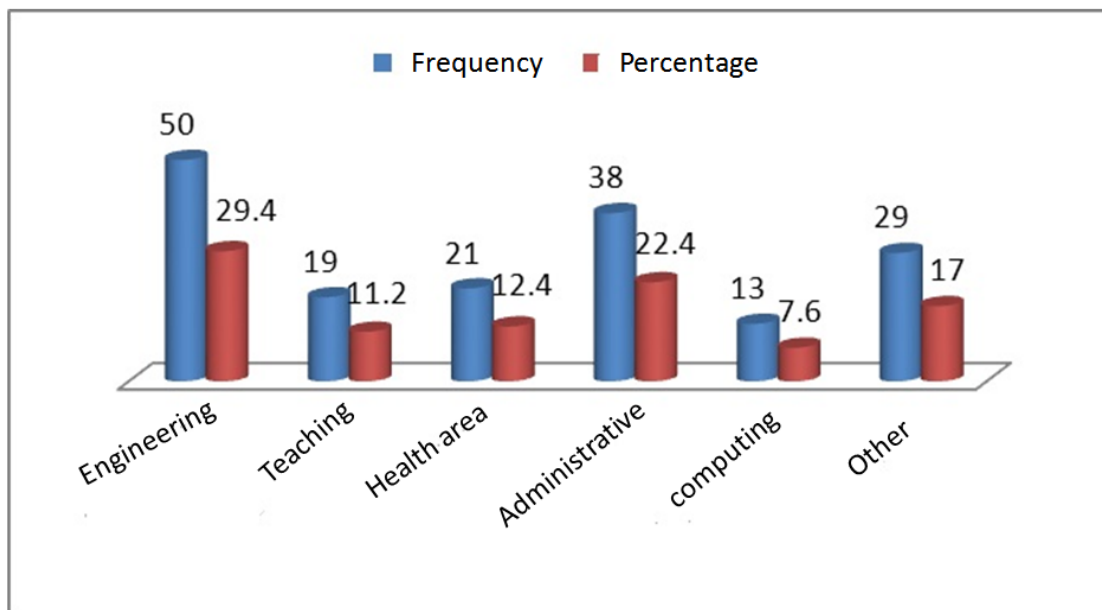


Figure 1. Age in the teaching practice

Source: Made by myself.

Figure 2. Teaching Professional profile
Source: Made by myself.



2.6 Teaching socioemotional competence

For the purposes of this study only the total scores of MSCEIT (CIE), the two area scores (Experiential CIEIX and Strategic CIES), and the four branch scores (Emotional perception CIEP, emotional Facilitation CIEF, Understanding emotional CIEC, Management and emotional ICES) were considered.

Regarding scores branch, we believed important to highlight the values obtained regarding the emotional perception, by virtue of showing a decrease in their maximum value (131) with regard to the other three scores (135), which affects the value of the average (98.82) and the standard deviation (12.027). Here are the global general results (see Table 3):

In the graph 3 we can see the global general results, where only four teachers were identified with socio-emotional skills of experts (values 130 and more on the rating scale) representing 2.35% of the study sample. The 51.17% of teachers were reported as competent, by virtue of being between the values of 90 and 109 on the scale. Finally, for 24 teachers the recommendation to develop and / or improve those skills was issued because they had values less than 89 within the rating scale, representing 14.11% of the total sample.

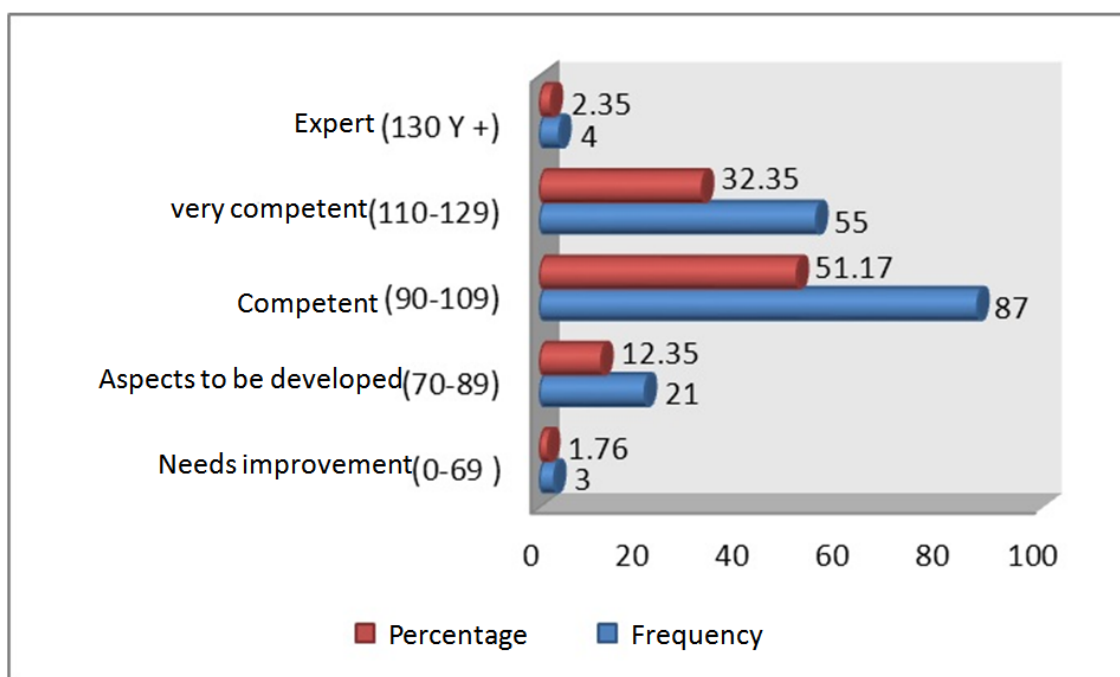


Figure 3. Levels of socio-emotional competence teacher

Source: Made by myself

In relation to gender, we found that the levels of development of socio-emotional competence were slightly higher in women than in men, since 54.44% of them had values above the average, while in men only 41.25% recorded competence values above the overall average (103.21 CIE).

Table 4. Development of teaching socio-emotional competence by gender

Gender	>de 103.21	< de 103.21
Man	33 (41.25%)	47 (58.75%)
Woman	49 (54.44%)	41 (45.55%)

2.7 Burnout Syndrome

The analysis of the data for each one of the subjects of the sample was performed, considering the methodology proposed by Maslach et al. (1986), to identify the corresponding scores for each dimension and the reliability of the data collected. In Table 5 we can see the frequencies according to the dimensions.

Table 5. Frequencies per MBI dimension

Dimension	High Level	Intermediate Level	Low Level
Emotional exhaustion	5	8	157
Depersonalization	9	32	129
Personal fulfillment	134	24	12

Source: own elaboration

Regarding the distinction of indicators of the Burnout Syndrome in teachers, as a guiding element for a diagnosis of their emotional state, we can mention that we found low emotional exhaustion (92.35%), low depersonalization (75.88%) and high personal accomplishment (78.82%), which according to the parameters established in the MBI they are not indicative of Burnout Syndrome diagnosis

. Therefore, in order to be able to determine if teachers had some level or stage of development of Burnout Syndrome, the Golembiewsky, Munzenraider and Carter model (1983, cited by Lozano et al., 2008) was considered. Achieving in this way to establish the frequencies of incidence by levels of involvement (Figure 4), where most often located at Level III, with low burnout, corresponding to 60.58%, and the lowest frequency at level V intermediate Burnout (1.17%).

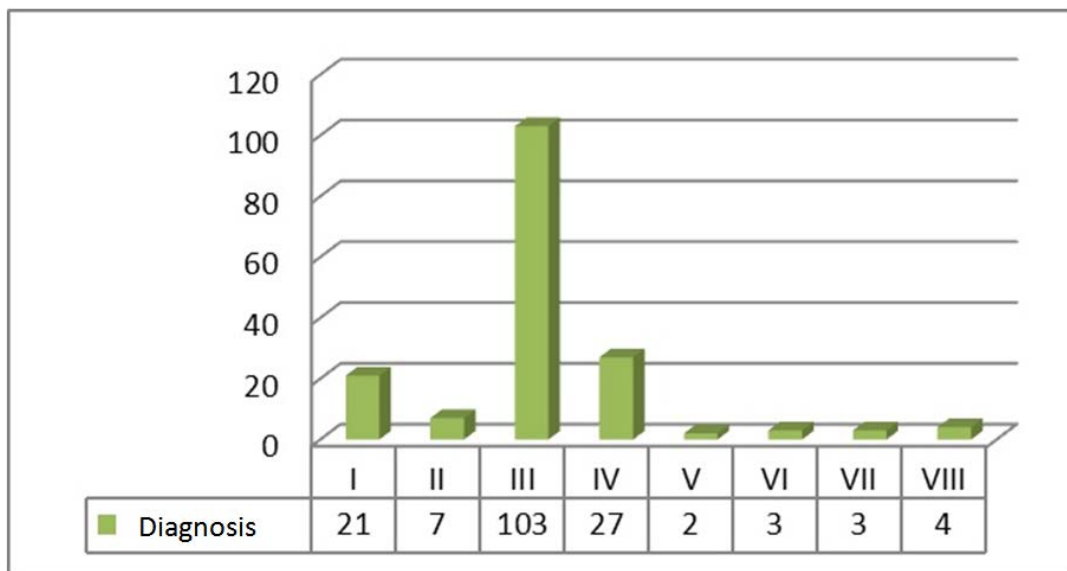


Figure 4. Level of Burnout (Golembiewski et al., 1983)

Source: Made by myself

As for the assessment of Burnout Syndrome, considering the scores of all levels, it was found that most teachers (77.05%) had low levels of development and only ten

teachers (5.89%) showed scores indicative of high levels of the Syndrome (see Chart 5).

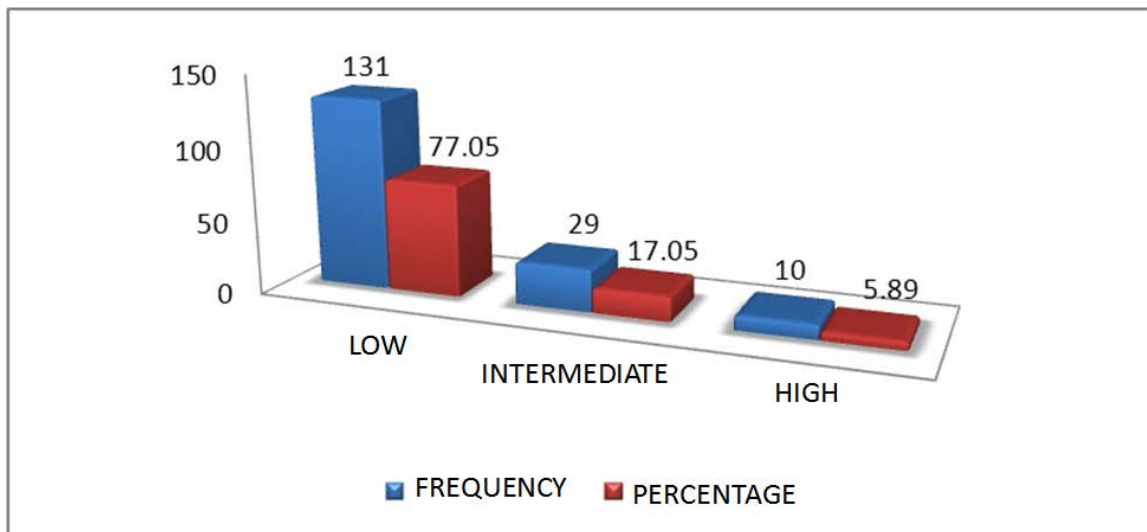


Figure 5. Levels of Burnout Syndrome teachers

Source: own elaboration

By linking levels of Burnout detected with the sex of teachers surveyed, we see that men showed a 76.25% (n = 61) low levels of the Syndrome, while the proportion in women with these same levels was 77.77% (n = 70). High levels were shown in men in 6 cases and in women in 4. In addition, when linking the years of seniority in teachers with the levels of Burnout found, it was striking that the Syndrome has a higher incidence in the early years of exercise in 33 teachers (in the range of 3 to 5 years teaching).

In order to detect any preventive benefit of socio-emotional skills in the development of Burnout Syndrome, as suggested by some authors (Doménech, 2010; Extremera and Duran, 2007; Extremera and Fernández-Berrocal, 2005), we decided to compare the Burnout Syndrome levels of teacher identified according to the model of Golembiewsky et al. (1983), with levels of teaching socio-emotional competence, determined by the MSCEIT (Table 6). It was observed in the present study that this preventive benefit was not evident in the comparative results of the shear test that determines that these variables are independent of each other. We believe this may be because it is difficult to attribute a cause to Burnout Syndrome and its consequences, as is the vast number of factors occurring during teaching practice for the occurrence of work stress.

Table 6. Relationship between levels of C. S. Social Emotional and Burnout.

Competency Level IE	Frequency	Level Burnout Syndrome
Expert (130 y más)	4	3 Low Level 1 Intermediate Level
Very competent (110-129)	55	44 Low Level 10 Intermediate Level 1 High Level
Competent (90-109)	87	64 Low Level 14 Intermediate Level 9 of High Level
Aspect to be developed (70-89)	21	18 Low Level 3 Intermediate Level
Needs Improvement (0-69)	3	2 Low Level 1 Intermediate Level

Source: own elaboration

3. ANALYSIS AND DISCUSSION

Based on the results found we conclude, regarding the degree of development of teaching socio-emotional skills in the subjects of the sample, that their level of competence (according to the rating scale of MSCEIT) it is indicative of possessing sufficient skills that enables a development with some degree of success (average = 103.21), that is, an ability to perceive emotions; to access, generate and use emotions to help thinking, and regulate emotions to promote emotional and intellectual growth.

Notwithstanding the foregoing, we consider important to note that the emotional perception was the less developed dimension (average 98.82). Also, the ten reports with lower levels of competition were identified in teachers aged between 50 and 68 years. Similarly, it was detected in the 24 lowest scores of socio-emotional competence (according to the results of MSCEIT), ten are teachers with a range of seniority in the teaching practice of 21 to 30 years and eight teachers with a range 4 to 10 years of seniority. This is why we consider it necessary to elaborate on the conditioning aspects in future research.

These results suggest that teachers with low socio-emotional competence make a great effort to regulate not only their own emotions, but also that of their students; It is for them a challenge to adjust the curriculum to the heterogeneity of their students, the deployment of skills for interpersonal relationships, creating favorable environments for learning, decision making, etc. (Extremera and Fernández-Berrocal, 2005; Palomera, Fernández-Berrocal and Brackett, 2008; Waisburg, 2008). The previous paragraph, by virtue of the great importance that emotions have in the educational process to guide the attention, which in turn directs learning and memory (Damasio, 1994, 2010; Day, 2007; Jensen, 2010); by making the contents to be personally interesting and deeply felt, an essential aspect for good teaching (Day, 2007). Similarly, these teachers have less capacity to prevent and overcome stress, and thus increased risk of developing the Burnout Syndrome, putting his teaching welfare and classroom performance (Lazarus and Folkman, 1984 at risk; Lazarus, 1993; Matthews and Zeidner, 2000; Zaidner and Endler, 1996; cited by Bisquerra, 2009).

For his part, Martínez-Otero (2008) states that when teaching, the teacher communicates not only knowledge but also shows his personality, communicates with his posture, tone of voice, look, gestures, etc., thereby creating a classroom atmosphere which can be positive for learning or on the contrary, negative, hindering the achievement of educational purposes. In this sense, Maturana (2001) says that emotions are the most important aspect to facilitate learning in education because positive emotions and pleasant surroundings will allow the realization of favorable learning actions, and negative emotions or unwelcome environments will obstruct it. Therefore, the relational complexity of the class demands an adequate preparation of teachers to interpret and organize the classroom, making a successful negotiation with students and establishing a set of tasks and most appropriate content for training (Tobon, et al., 2010), areas in which a teaching socio-emotional competence, adequate didactic-pedagogical training and a deep ethical commitment, can help the teacher in achieving educational goals.

Regarding the results found on the application of MBI we can conclude that the cause of development of Burnout Syndrome and its consequences is daunting because of the variety of factors present during the teaching practice for the occurrence of work stress. As noted by the explanatory theoretical model of Burnout Syndrome developed by Gil-Monte and Peiró (1997, cited by Gil-Monte, 2001) based on structural theory, which suggests that stress is a result of lack of balance perception between the demands and the responsiveness of the subject, being important factors in its development as his *personal history*. As an example of them, we can mention the experience, self-esteem, personality characteristics, etc.; *interpersonal* linked to the educational relationship (student motivation, poor relationship with their peers, poor discipline, etc.) *interpersonal*; and *organizational factors*, such as work overload, lack of resources, etc. Because emotional intelligence skills (socio-emotional competence) are within the *personal history* of the related factors, then we should investigate in future studies what level of influence have organizational factors and those linked to the educational relationship in teachers of EMS in the development of high and

intermediate levels of Burnout Syndrome in this study population. We consider it important to reiterate that this condition is not only a threat to the teaching physical and mental health, but has significant impact on interpersonal relationships (with students, peers, parents, etc.), significantly damaging their professional workmanship and education quality, introducing absenteeism, dropout, etc., as several authors refer (Belcastro, 1982; Calvete and Villa, 2000; Chakravorty, 1989; Gibbs, 2001; Landsman, 2001; Maslach, 1992; Matud, Garcia and Matud 2002; Quevedo-Aguado et al., 1999; Smith, 2001; Söderfeldt, Söderfeldt and Warg, 1995, cited by Moriana and Herruzo, 2004).

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