

# PROPOSAL

## FOR AN EDUCATIONAL INTERVENTION TO STRENGTHEN TEACHERS' SOCIO-EMOTIONAL SKILLS AT THE SAN CRISTÓBAL DE LAS CASAS ELEMENTARY SCHOOL IN CHIAPAS

PROPUESTA DE INTERVENCIÓN EDUCATIVA PARA FORTALECER LAS HABILIDADES SOCIOEMOCIONALES DE LOS DOCENTES EN LA ESCUELA PRIMARIA SAN CRISTÓBAL DE LAS CASAS, CHIAPAS

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**Submission:** 07/03/2024

**Acceptance:** 08/12/2024

**Publication:** 09/01/2024

### ABSTRACT

The global educational landscape continues to face challenges and challenges, as educational systems seek to rethink their curricular content in order to offer quality education to students. In 2018, Mexico's Ministry of Public Education (SEP) incorporated Socio-Emotional Education (SEE) for the first time into its plans and programs. It is understood as a learning process that develops five main skills: self-knowledge, self-regulation, autonomy, empathy, and collaboration. This represents a major advance in the educational system for children and adolescents. However, for teachers, it is a challenge in practice, given the lack of prior training. In this regard, a proposal for educational intervention is being developed for teachers at the Filiberto Santiago Flores Elementary School in San Cristóbal de Las Casas, Chiapas. The main objective is to develop socio-emotional skills and strengthen their teaching practice.

### Keywords:

Socio-emotional education, teachers, socio-emotional skills.

### Suggested citation (APA, Seventh Edition)

Sántiz-Ruiz, G., & Zúñiga-Rodríguez, M. (2024). Proposal for an educational intervention to strengthen teachers' socio-emotional skills at the San Cristóbal de las Casas elementary school in Chiapas. *Sophia Research Review*, 1(3), 5-8.

### RESUMEN

El panorama educativo a nivel mundial sigue enfrentando retos y desafíos que resolver, los sistemas educativos buscan replantear sus contenidos curriculares con la finalidad de ofrecer una educación de calidad para los estudiantes. En el 2018 México, La Secretaría de Educación Pública (SEP) incorporó por primera vez la Educación Socioemocional dentro de los planes y programas, entendiendo a la Educación socioemocional como un proceso de aprendizaje el cual se desarrollan cinco principales habilidades: Autoconocimiento, autorregulación, autonomía, empatía y colaboración. Esto, representa un gran avance en el sistema educativo para el aprendizaje para niños y adolescentes. Sin embargo, para los docentes es un desafío en la práctica, considerando que no hay una capacitación previa. En este sentido, se desarrolla una propuesta de intervención educativa, para los docentes de la escuela primaria Filiberto Santiago Flores en San Cristóbal de Las Casas en Chiapas. Con el objetivo principal que ellos puedan desarrollar habilidades socioemocionales y fortalecer su práctica docente.

### Palabras clave:

Educación Socioemocional, docentes, habilidades socioemocionales.



## INTRODUCTION

Education in the 21st century demands a comprehensive vision of the human being, in which emotional, social, and cognitive dimensions are coherently integrated to foster meaningful learning processes. Within this framework, the role of the teacher acquires central importance, as their performance depends not only on academic or pedagogical competencies but also on their ability to understand, manage, and appropriately express emotions. However, in many educational contexts, teachers' socio-emotional skills have been a neglected area within initial and continuing training programs, creating significant gaps in educators' preparation to face the complexities of today's school environment.

Currently, teachers face multiple challenges ranging from work overload and administrative demands to managing diversity in the classroom and addressing students' emotional needs. These conditions, compounded by stress, professional burnout, and limited institutional support, negatively impact their emotional well-being and the quality of teaching. In response to this reality, strengthening teachers' socio-emotional skills becomes an essential component to promote personal balance, improve school coexistence, and create a more empathetic, collaborative, and resilient educational environment.

The educational intervention proposed here is based on recognizing the importance of emotional intelligence in the teaching profession. Inspired by theoretical models such as Bisquerra's (2003); and Goleman's (1995) principles of emotional education, it aims to develop competencies that encompass self-awareness, self-regulation, empathy, social skills, and responsible decision-making. These dimensions not only strengthen the teacher's relationship with themselves but also enhance their interactions with students, colleagues, and the broader educational community.

The design of the intervention includes spaces for reflection, experiential workshops, and collaborative activities that enable teachers to identify their emotions, understand their impact on the school climate, and apply effective emotional regulation strategies. Likewise, a progressive approach is proposed that links theory and practice, allowing participants to transfer what they have learned to their daily work environment. The intention is not to impose a single model of emotional behavior but to offer adaptable tools suited to the specific needs and contexts of each educational institution.

Additionally, the proposal emphasizes the importance of institutional support and networking as key elements for sustainability. Educational authorities and school leadership teams are expected to take an active role in promoting teacher well-being by providing spaces for dialogue, continuous training, and professional

recognition. Only through collective commitment will it be possible to build emotionally healthy educational communities capable of facing pedagogical challenges with balance, empathy, and creativity.

The study by Sánchez Matas et al. (2024) provides valuable insights into the relationship between motor and social competence in early childhood education. Through the analysis of a teacher-tutor's perceptions and the implementation of a motor reinforcement program, the research demonstrates how structured physical activity can significantly enhance children's psychomotor and social development. The findings highlight the importance of integrating motor learning with social interaction to promote holistic growth in young learners, suggesting that educational interventions aimed at developing both areas simultaneously can strengthen cooperation, self-confidence, and emotional regulation among preschool children.

Ríos Muñoz & Araya Herrera (2023) contribute to the field of educational innovation by examining the role of teacher feedback and student self-assessment in higher education, particularly in the initial training of primary education teachers. Their study underscores the transformative potential of evaluative practices that foster reflection, autonomy, and professional growth. By emphasizing feedback as a dialogical and formative process, the authors argue that it enhances students' ability to self-regulate their learning and promotes more meaningful engagement with academic content. Their research highlights the need to shift from traditional assessment models toward more participatory and reflective approaches that support the continuous improvement of teaching practices.

The systematic review by Lozano-Peña et al. (2022) offers a comprehensive overview of socio-emotional competencies among primary and secondary teachers. Their work identifies key dimensions such as emotional awareness, empathy, and relationship management as essential for effective teaching and classroom well-being. The review reveals that many educators still lack adequate training in socio-emotional education, which limits their ability to manage stress and build positive learning environments. The authors advocate for the incorporation of socio-emotional training into teacher education programs, emphasizing its role in improving not only teachers' emotional health but also students' academic and personal development.

In Mexico, socio-emotional skills were incorporated for the first time into the Ministry of Public Education's Educational Model in 2017. The development of socio-emotional skills (SESS) is now considered an emerging and highly relevant topic. Teachers who possess these skills are more aware of their own emotions and better equipped to manage the complex and challenging situations that arise in the teaching profession. Equally important, they will be able to guide and strengthen

their students' SESS skills (Méjico. Secretaría de Educación Pública, 2017).

This educational intervention proposal aims to strengthen teachers' socio-emotional skills as a pathway to improve both their personal development and professional practice. The comprehensive approach presented here seeks to go beyond mere technical training, promoting a cultural shift in education that acknowledges the centrality of emotions in teaching and learning. Forming emotionally competent teachers is, ultimately, an investment in the human and pedagogical quality of the educational system, and a decisive step toward a more conscious, inclusive, and transformative education.

## MATERIALS AND METHODS

This intervention-action study was conducted with 18 teachers, six of whom were women and 12 men, from a primary school in San Cristóbal de Las Casas, Chiapas. To achieve the objectives of this educational intervention, a mixed methodology was used, employing two instruments: a TMMS-24 Likert-type scale and a semi-structured diagnostic interview.

The TMMS-24 scale is a validated instrument based on Salovey and Mayer's basic model of emotional intelligence. It was adapted into Spanish to measure three important dimensions: attention to emotions, emotional clarity, and emotional repair (Fernández-Berrocal et al., 2004). Frequency and percentage graphs were generated for the analysis using Excel.

## RESULTS AND DISCUSSION

The results of the analysis of the TMMS-24 instrument indicate that, of the 18 teachers: Attention to emotions: 100% of women did have good attention to their emotions, while 75.0% corresponded to men.

Emotional clarity: 100% of women are emotionally clear, while 58.3% of men have good emotional clarity.

Emotional healing: 50% of women have adequate emotional healing, compared to 83% of men. As shown in Table 1.

Table 1. Socio-emotional skills of teachers at the San Cristóbal de las Casas primary school.

		F	%	M	%
Attention	Excessive	0	0.0	2	16.7
	Adequate	6	100.0	9	75.0
	Scarce	0	0.0	1	8.3
Clarity	Total	6	100.0	12	100.0
	Excessive	0	0.0	1	8.3
	Adequate	6	100	7	58.3
Repair	Scarce	0	0.0	4	33.3
	Total	6	100.0	12	100.0
	Excessive	2	33.3	2	16.7

Repair	Adequate	3	50	10	83.3
	Scarce	1	16.7	0	0
	Total	6	100.0	12	100.0

## CONCLUSIONS

The results obtained through the TMMS-24 instrument reveal that teachers demonstrate adequate levels of emotional attention, clarity, and repair, which suggests a solid foundation for managing emotions in their professional environment. Nevertheless, a significant gap becomes evident when exploring their understanding of socio-emotional education. During the interviews, teachers expressed a lack of theoretical and methodological knowledge to effectively integrate these competencies into their classroom practices, indicating that emotional management skills are present but not systematically developed or applied.

Although the Ministry of Public Education has implemented programs aimed primarily at addressing the socio-emotional needs of students (Chao, 2022), these initiatives have not sufficiently extended to teachers. Without formal training in socio-emotional education, teachers often rely on intuition and personal experience to manage emotions in educational settings. This situation underscores the need for comprehensive professional development programs that equip teachers with the conceptual and practical tools necessary to cultivate both their own emotional well-being and that of their students.

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#### **Conflicts of Interest:**

The authors declare no conflicts of interest.

#### **Author Contributions:**

Guadalupe Sántiz-Ruiz, Maricela Zúñiga-Rodríguez: Conceptualization, data curation, formal analysis, investigation, methodology, supervision, validation, visualization, writing – original draft, and writing, review, and editing.