Models for evaluating socio-emotional competencies in the educational field.

Modelos de evaluación de las competencias socioemocionales en el ámbito educativo

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Abstract:

Socioemotional competence is a construct that in recent years has received greater interest in studying and applying it to the educational field. However, it has been complicated to define it, making it difficult to establish adequate methodologies and procedures for its evaluation. This theoretical review article on evaluation models of socio-emotional competencies aims to review and analyze different theoretical approaches to socio-emotional competencies, identifying evaluation models that allow defining suitable strategies for their evaluation in scientific research in the educational area. When analyzing the articles found under the inclusion criteria, three thematic axes are established: Definition of socio-emotional competence/ability; Theoretical models of socioemotional competence and evaluation strategies in socioemotional competence in the educational field.

Keywords:

evaluation, socio-emotional competencies, evaluation models.

Resumen:

La competencia socioemocional es un constructo que en los últimos años ha recibido mayor interés para estudiarlo y aplicarlo al ámbito educativo. Sin embargo, ha sido complicado definirlo, lo que dificulta establecer metodologías y procedimientos adecuados para su evaluación. Este artículo de revisión teórica sobre modelos de evaluación de competencias socioemocionales tiene por objetivo revisar y analizar distintos enfoques teóricos de las competencias socioemocionales, identificando modelos de evaluación que permitan definir estrategias idóneas para su evaluación en investigaciones científicas en el área educativa. Al analizar los artículos encontrados bajo los criterios de inclusión se establecieron tres ejes temáticos: Definición de competencia/habilidad socioemocional; Modelos teóricos de la competencia socioemocional y Estrategias de evaluación en la competencia socioemocional en el ámbito educativo.

Palabras Clave:

Evaluación, competencias socioemocionales, modelos de evaluación

INTRODUCCIÓN

Defining socioemotional competence has represented a great challenge for the scientific community, from the discussion of the terms skills or competencies, to the conceptual review of emotional intelligence, a construct where scientific interest in defining it begins.

Emotional intelligence is described as the ability to solve problems, make decisions, regulate behavior, achieve personal and professional achievements, as well as predict successful social performance and promote feelings of satisfaction with life (Juárez et al., 2016). The above allows us to determine that emotional intelligence implies a high constructive nature for the individual, allowing them to adapt to environments and solve daily problems both for themselves and in relationships with others.

In Mexico, in accordance with the so-called "New Educational Model", launched in 2018, it includes the area of socio-emotional development in its curriculum, advocating a humanistic and comprehensive approach, explicitly recognizing the development of socio-emotional competencies and its relationship with learning (Patiño, 2017). The above involves not only the students, but also the training of teachers and, therefore, the evaluation of the socio-emotional skills of educational actors.

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For the development of scientific research, the evaluation of socio-emotional skills represents a challenge since, according to the different models of emotional competence, the constructs have not been defined in a unified way; however, some authors have taken the task of review these conceptualizations and define relevant evaluation models for this area.

Therefore, it is necessary to determine appropriate models for the evaluation of socioemotional competence, and this is where the diversity of models and perspectives makes the choice difficult, and the questions arise: what would be the most appropriate evaluation model to determine the socioemotional competences of teachers in training? What tools, strategies or evaluation instruments should be included in scientific studies on socio-emotional competencies of teachers in their initial training?

Mikulic et al. (2015) point out that, despite there being a diversity of instruments for measuring emotional intelligence, there are no instruments that measure socioemotional competence. It is important to reflect on the need to define the theoretical parameters for the development of relevant evaluation strategies for this construct.

According to the research reviewed (Alfaro, 2017; Ruiz, et al, 2021; Nájera Ruiz, et al, 2019; Porras, et al (2020); Salazar and Osuna, 2021; Serna Huesca, 2021; Cazarez, 2021) It can be seen that, although there has been an interest in describing the socio-emotional competencies of future teachers, research presents difficulties in conceptualizing them in their evaluation models, which leads to methodological strategies such as the choice of instruments or The chosen procedures make the analysis of the findings difficult.

Therefore, this article aims to present the theoretical models for the evaluation of socioemotional competence referred to and identified in scientific research which has been obtained from databases such as Web of Science and Redalyc. The key words used were socioemotional competence, pre-service teachers, emotional intelligence assessment, socioemotional competences, teachers in training.

According to the results obtained, those articles that met the following inclusion criteria were chosen: empirical research on socio-emotional competencies in teachers in training, theoretical review articles that included the key words, in the case of empirical research that included a model or evaluation technique defined in the methodological section, research published in a range from 2016 to 2022; Following these criteria, a total of 16 articles in Spanish and English, from different countries of origin, were reviewed.

This is how three thematic lines are defined in this article: Definition of socio-emotional competence/ability; Theoretical models of socioemotional competence and evaluation strategies in socioemotional competence in the educational field.

DEFINITION OF SOCIO-EMOTIONAL COMPETENCE/ABILITY.

Socio-emotional competencies are defined in different ways, calling them non-cognitive, soft skills, citizenship competencies, among others. These definitions have to do with the theoretical perspective in which they have been developed. However, it is highlighted that the areas of study that have defined them It has been psychology, economics, and health (Schoon, 2021; Delgado-Villalobos and López – Riquelme, 2022).

The first challenge encountered in the topic of socio-emotional education is the definition of ability or competence. For Delgado-Villalobos and López-Riquelme (2022), socio-emotional skills are defined as the ability to self-regulate emotional responses, as well as behavior in social interactions. Socio-emotional skills are developed through a learning process; therefore, these skills can be taught through contextualized activities and with curricular content (Otero, et al, 2017; Lozano-Peña, 2021).

However, for other authors, the definition of competence allows defining not only the ability, but also the knowledge and attitudes for the performance of parameters that allow conceptualizing and operationalizing socio-emotional development. This makes it difficult to measure the construct in a single instrument or strategy. but rather it involves the integration of other evaluation strategies that allow an exhaustive description of the competition.

Lozano-Peña et al (2021) carry out a historical analysis of the conception of socio-emotional competence where they identify that the constructs that have been used to refer to socio-emotional competences have included capacity, ability, skill, knowledge, attitudes and experiences.

The ability can be learned and is related to the biological characteristics of the subjects, skill would be how to do an action correctly and appropriately to the context and ability would be the learning potential to do something, which includes cognitive, affective, psychomotor skills. The competence would then include the combination of cognitive, motivational, moral and social skills that a person possesses and can learn (Lozano-Peña, et al (2021). That is, the competences would include the set of characteristics of the constructs of capacity, ability and skill (Figure 1).

Figure 1.
Elements that make up the concept of competence.
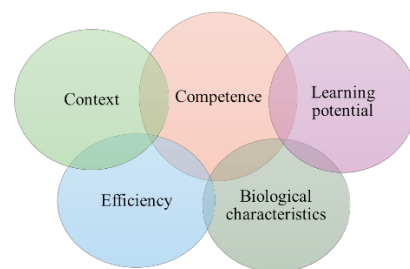
Once the concept of competence and ability has been differentiated, we can mention the concepts that have been developed from socio-emotional competences, as defined by Delgado-Villalobos and López-Riquelme (2022) to the capacity for emotional regulation and social behaviors in interindividual interactions; These are learned and developed through education and formal experiences.

Schoon (2021) includes that in addition to the expression, regulation and understanding of one's own and others' emotions, emotions and behaviors, the ability to adapt to constantly changing situations is considered.

It is important to mention that for the conceptual review of the evaluation of socio-emotional competencies, the conceptual approach of socio-emotional education in Mexico must be analyzed. According to Patiño (2017), in accordance with the New Educational Model in Mexico developed in 2017 and launched in

2018, the objective of socio-emotional education in said curriculum is that the student must put into practice actions and attitudes to promote their well-being. self and with others, as well as includes the understanding of emotional states. This is how it can be defined that, for the so-called New Educational Model 2018, the perspective of socio-emotional competence adjusts to the objectives set for the implementation of teaching-learning strategies.

With the above, we can conclude defining an appropriate construct for use in scientific research; it is required to use the conceptual definition of socioemotional competence, since this concept includes both the abilities, capacities and skills of the individual, allowing for a broader review and It is also true that this construct is related to what is proposed by the current educational model in our country, so it is consistent with what the student is expected to achieve in their socio-emotional development.

THEORETICAL MODELS OF SOCIOEMOTIONAL COMPETENCE.

Although the definition between socio-emotional skills and competencies has been complicated, establishing a theoretical model of this construct has also implied a challenge for the scientific community. As mentioned above, theoretical frameworks on socioemotional competencies are influenced by the theoretical perspective as well as the discipline in which they were developed. According to Delgado-Villalobos and López-Riquelme (2022), they point out that there are three theoretical approaches to socio-emotional competencies previously described by Fernández-Berrocal and Extremera (2006), which are: the ability model, the mixed intelligence model non-cognitive and the model of social and emotional competencies.

Lozano-Peña et al (2021) point out the existence of five theoretical models on socio-emotional competencies: Gross's Emotional Regulation Process model, Mayer and Salovey's Emotional Intelligence model, Bar On's Emotional Intelligence model, Prosocial model in the classroom and the socio-emotional learning model, Table 2 describes the main characteristics of each of them.

For the complete review of the approaches, a comparative table is made (Table 1) which describes both the main concept in which the theoretical approach is developed, as well as the dimensions in which the construct is described; Finally, in each approach, the model, strategy or evaluation instruments proposed for each one are identified.

Schoon (2021) proposes an integrative model of domains and manifestations of social-emotional competence (DOMASEC – domains and manifestations of social-emotional competences), which has the objective of integrating different conceptual approaches that have been generated through different disciplines, from a contextual approach. Three domains are proposed: orientations towards self, orientations towards others and towards tasks. Likewise, it describes the manifestations in three: the affective, cognitive and behavioral aspects of the competencies, to better define the evaluation (Figure 2). The DOMASEC model allows socio-emotional competencies to be described in different contexts and in different ways of manifesting themselves. This

multiple information will allow the development of more suitable competency profiles. Schoon (2021) proposes examples of competencies according to the different domains and manifestations, and they are represented in table 2.

Figure 2
Figure of domains and manifestations of socio-emotional competencies (DOMASEC)
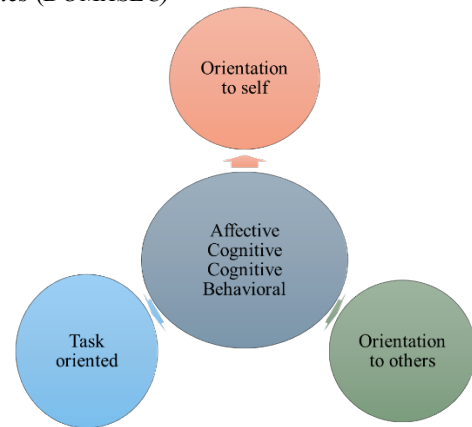
Source: Schoon (2021).

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Table 2.
Examples of socio-emotional competencies according to the DOMASEC model.

Manifestations/Domains	Self orientation	Guidance to others	Task orientation
Afective	Self-esteem	Empathy	Value/interest
Cognitive	Selfconcept	Take perspective	Forecast
Behavioral	Self-regulation	Cooperation	Performance skills

Source: Schoon (2021)

It is important to mention that, although it is necessary to determine the characteristics of the theoretical models of socio-emotional competencies, we must not lose sight of the fact that the context for said evaluation is educational, which is why it is important to analyze what theoretical characteristics the model indicates. New Educational Model. According to the Ministry of Public Education (2017), the articulation of five dimensions of socio-emotional education is proposed: self-knowledge, self-regulation, autonomy associated with the ability to make decisions and act responsibly, empathy and the collaboration. These dimensions allow the teacher to develop teaching strategies and design specific instruments for it.

Table 1

Theoretical approaches to socioemotional competencies

	Skill model	Mixed model of non-cognitive intelligence	Model of social and emotional competencies	Emotional regulation process model	Social-emotional learning model (CASEL	Prosocial model in the classroom
Authors	Mayer & Salovey (1997) Brackett y Salovey (2006)	Bar-On (1997; 2000)	Goleman (1998) Boyatzi (2006)	Gross (1998)	2013	Jennings & Greenberg (2009)
Main concept	Emotional intelligence	Emotional-social intelligence	Emotional competence	Emotional regulation process	Social-emotional learning	Social and emotional skills
Components/ Factors/ Dimensions	Perception Assimilation Comprehension Regulation of emotions	Interpersonal skills Interpersonal skills Adaptability Stress management Mood	Self-awareness Social conscience Self-management Relationship management	Selection of situations Modification of situations Attention Deployment Cognitive change selection Response modulation	Self-awareness Self-management responsible decision making Relationship skills Social conscience.	Socio-emotional and well-being competencies of the teacher. Healthy teacher-student relationships. Effective classroom management. Adequate implementation of emotional education learning programs. Healthy climate in the classroom
Evaluation model	Instruments that are based on performance and capacity measures.	Interviews, questionnaires for evaluators and self-reports.	Based on external evaluators.	Questionnaire	Questionnaire	Various instruments, not specifically defined.

Source: Delgado-Villalobos & López-Riquelme (2022); Lozano-Peña, et al (2021); Fernández-Berrocal & Extremera (2006).

ASSESSMENT STRATEGIES IN SOCIO-EMOTIONAL COMPETENCE.

Considering the complexity of the concept of socio-emotional competencies, some authors point out the importance of proposing contextual evaluation strategies, which through the design of instruments allow these competencies to be measured through the subject's self-perception, but also including the participation of other actors such as teachers. , collaborators, colleagues, among others (Delgado-Villalobos and López-Riquelme, 2022).

In addition to the above, Otero, et al (2017) emphasize the importance of integrating tools based on quantitative and qualitative methodologies, including various contexts such as inside and outside school, for which instruments such as self-measurement, observer reports, or behavioral records.

There are strategies for measuring socioemotional competence such as: skill or execution measures, self-report, rubrics, psychometric scales, surveys (Delgado-Villalobos & López-Riquelme, 2022; Otero, et al, 2017; Schoon, 2021, Huerta, (s/a)). According to

various authors, a series of advantages and disadvantages of these strategies can be translated and are summarized in table 4.

According to Delgado-Villalobos and López-Riquelme (2022), skill measures focus on the evaluated person providing a solution to a specific problem and then that response is compared according to specific criteria; These skills evaluation tools are called situational techniques, in which the evaluated person must respond to dilemmas that are presented according to their judgment about the resolution of the problem presented. These resolutions reflect the skills that are applied to situations. and their use avoids bias errors. (Otero, et al, 2017).

On the other hand, self-report measures allow the evaluated person to communicate, in the form of their own perception, affective, cognitive, motivational, physiological aspects, expressive behavioral processes and components of emotion. Otero, et al (2017) also propose the use of different techniques integrating the diversity of strategies such as self-reports, third-party reports, which include both situations that allow measuring the ability to solve problems and specific behavioral measures.

Table 3.
Advantages and disadvantages of socio-emotional competency assessment strategies

Strategy	Advantage	Disadvantage
Rubrics	• Communicate the criteria to evaluate the expected performance of the subjects. • Helps those evaluated to visualize their progress. • Allows adjustment of learning practices	• Poor reliability and validity • Ambiguity in the differentiation of the levels that make up the scale.
Psychometric scales	• Those evaluated can answer for themselves by giving true answers. • Easy to implement in research contexts. • They are truthful. • The cost is low than other strategies.	• Misinterpretation of the items by the evaluated person (for example, poor reading comprehension). • Wrong judgments. • Social acceptance bias. • Faking bias. • Acquiescence bias.

As some authors mention, it is necessary to consider some elements that allow reliable and valid evaluations to be carried out, such as: the proposed measures must be adjusted to the age of the participating subjects, they must consider the culture of the evaluated person, and they should not be take a long time to answer the instruments (Schoon, 2021; Otero, et al, 2017).

As an example, we can mention the Trait Meta-Mood Scale (TMMS-24), by Salovey, et al (1995), which has been adapted to the Spanish language by Fernández-Berrocal, Extremera and Ramos (2014) and aims to evaluate the perceived intrapersonal emotional intelligence (attention to emotions, clarity and emotional repair). It consists of 24 Likert-type items, and according to the authors, the application time is five minutes and can be applied individually or collectively.

This test has been used as an instrument for the description of socio-emotional skills in multiple investigations of the educational context (Hernández & Ramos, 2018), specifically applied to the higher education population; However, although the reliability indicators show an acceptable index (.85 to .89 in the different subscales), the construction and validation has been developed for the population between 12 and 19 years of age, therefore it has been used indiscriminately, without considering that it does not adjust to the ages of the participants in said investigations.

As an example of rubrics for evaluating socio-emotional competencies, the SEP (s/a), through the National School Coexistence Program, proposes a qualitative instrument with the purpose of allowing teachers to reflect on the social and emotional skills of their students. , identifying each skill and marking whether or not you have observed it in the minor. It is made up of six axes: self-esteem, emotions, coexistence, rules and agreements, conflict resolution and family. This instrument allows the identification of the axis that requires reinforcement in the student, thus the level obtained described in: expected, strengthening and requires support can be assessed according to the number of items in each axis.

With these examples, we can verify the importance of establishing a model that allows the scientist to expand and validate their findings, however, it is necessary to mention that the following elements must be considered: define the objectives of the evaluation, whether it is formative or, if applicable, It is for systematic studies or research projects. Likewise, it must be analyzed on which approach and theoretical model the socio-emotional competencies are going to be defined, likewise, including the majority of educational actors (parents, teachers, directors, students) to establish very specific criteria. but at the same time, they give a broad overview of socio-emotional competence (Otero, 2017; Schoon, 2021).

CONCLUSION

As a reflection, after analyzing the different scientific resources reviewed, the following can be concluded:

Returning to the current educational model in the national educational system, the competency evaluation model is the one that adjusts to the student population at the different levels of the educational system, therefore, operationally defining socioemotional competence is more appropriate. Then using ability-based constructs. The evaluation of socio-emotional competencies is essential for students to identify their strengths and weaknesses to contribute to their optimal performance. As stated, the objective of the evaluation of socio-emotional competencies is essential to determine the evaluation model. Evaluation strategies must be diversified, including quantitative and qualitative instruments, the context and the greatest number of educational actors that can be included must be included. The evaluation must be contextualized, there are a diversity of proposals in different cultural and social contexts, however, the social variables where the research projects are developed must be considered; in this case, concepts, models and evaluation strategies applied to teacher training must be adopted, in this way the evaluation will be more objective. According to what was pointed out by Lorenzo-Peña et al (2021), in the educational area there has been little development of methods for evaluating emotional skills, the authors propose that the teacher improve their instrumental and methodological resources, for example, in the constructions of evaluation instruments for their students. There is a tendency to develop psychometric strategies for evaluating socio-emotional competencies; however, it is necessary to include other strategies, instruments and models that allow the competency to be described in depth. The DOMASEC model allows you to analyze socio-emotional competencies in an objective and real way, framing them in aspects of time and real situations, which will help to objectively describe them. Finally, it is necessary to continue analyzing the evaluation models of socio-emotional competencies to establish criteria adjusted to the objectives of the evaluation, this will allow the findings obtained to have methodological consistency and can be used for the real description of the skills. Socioemotional competencies in an educational framework.

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