

**Socioemotional competencies in adolescents (high school level) for the prevention of risk behaviors****Competencias socioemocionales en adolescentes (nivel secundaria), para la prevención de conductas de riesgo**

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**Abstract**

The main objective of this study is to identify the socioemotional competencies of adolescents in secondary education who are currently in the first grade of secondary school (school year 2022-2023), which contribute to a better interaction with their peers and environment, in addition to preventing possible risk behaviors. It will be approached from a quantitative approach, with a descriptive scope. The sample consists of 19 students from a private institution, located in the municipality of Guadalupe, Zac. A questionnaire called emociogram was applied through the Habilmind platform, to identify the main characteristics regarding the emotional scale, which in turn is composed of five subscales such as: empathy, assertiveness, interpersonal emotional regulation, teamwork and conflict resolution. The results show us some areas of opportunity that should be emphasized in order to improve the results and thus improve the socioemotional competencies of adolescents.

**Socioemotional competencies, Adolescents and Risk behaviors****Resumen**

El presente estudio tiene como objetivo principal identificar las competencias socioemocionales en adolescentes de educación secundaria que cursan actualmente el primer grado de secundaria (ciclo escolar 2022-2023), mismas que coadyuven en una mejor interacción con sus pares y entorno, además de prevenir las posibles conductas de riesgo. Se abordará desde un enfoque cuantitativo, con un alcance descriptivo. La muestra esta constituida por 19 alumnos de una institución privada, ubicada en el municipio de Guadalupe, Zac. Se aplicó un cuestionario denominado emociograma a través de la plataforma Habilmind, para identificar las características principales respecto a la escala emocional, que a su vez se compone de cinco subescalas como son: empatía, asertividad, regulación emocional interpersonal, trabajo en equipo y resolución de conflictos. Los resultados arrojados nos hablan sobre algunas áreas de oportunidad en las que se debe de poner énfasis para elevar los resultados y así mejorar las competencias socioemocionales en los adolescentes.

**Competencias socioemocionales, Adolescentes y Conductas de riesgo**

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## Introduccion

In recent years the development of socioemotional competencies has generated great interest within the scientific community, in this regard Bisquerra points out that (2003), "socioemotional competencies are defined as the set of knowledge, abilities, skills and attitudes necessary to understand, express and regulate emotional phenomena appropriately", that is, they are all those mechanisms that human beings must develop in order to integrate in a healthy way in society, within their family, their community and the social groups to which they want to belong.

Generations have developed ways to keep in touch to satisfy their physiological needs, but their psychological development (focusing this, especially on socioemotional competencies), however this praxis has been affected, because the environment has become more complex, events such as the health pandemic caused by SARS-CoV-2 (year 2019 in Wang, China and Mexico declared 2020) forced the world not only to maintain a physical distance, but also a social isolation. On the other hand, according to the National Institute of Statistics and Geography (INEGI, 2018), the perception of insecurity nationwide shows that 75% of the population over 18 years old has a sense of insecurity in their state, evidently permeates the social fabric, eroding its values and healthy coexistence among its members, The rapid access to technology that causes a zero tolerance to frustration, as well as little refractory period and little response of gratification creating in children, a desire for immediacy, generating complex and difficult situations to manage both for themselves, as well as for the parental figures and educators.

In psychology, socioemotional skills constitute a large field of research, in which, over the years, more authors have paid attention to the problem and have proposed ways to contribute to the scientific community, such as Goleman in 1995 with emotional intelligence (2001), Gardner (2001) with multiple intelligences: intrapersonal and interpersonal, Vigotsky (1978) with learning by social interaction, and Bisquerra (2015) with emotional education.

Despite these advances, contexts change, hence, the importance of continuing to work in this area and offer contributions that serve as a guide to adapt theories to new contexts, in addition to providing intervention proposals.

This research seeks to provide information that will be useful for individuals and society as a whole, in order to promote the development of socioemotional competencies in adolescents. Due to the factors mentioned above (such as the pandemic and insecurity), previous studies focused on this topic should be constantly updated, so that this can serve as a contrast and other factors that contribute to the development of skills can be analyzed.

The present study is the result of the first stage of the work aimed at the detection of socioemotional skills and competencies in first year high school students, so that in this first approach the findings will be shown throughout the development of this article, emphasizing that, in another document, the part of the intervention and the results obtained will be presented and developed.

**Problematization**

The development and learning of socioemotional skills and socioemotional competencies are aspects that are learned not only at home, but also at school, human beings are not born with these competencies, but on the contrary, they are acquired throughout life, as a result of family, group and social interaction, undoubtedly peers play a determining role in the stage of adolescence so it is not surprising that young people lack rooted socioemotional competencies that allow them to have tools to confront social and / or individual problems. In this regard, the Organization for Economic Cooperation and Development (OECD, 2015, p. 2) points out that "responsibility, sociability and emotional stability are among the most important dimensions of social and emotional skills that affect the future prospects of children", therefore it is necessary to address each of these aspects; while the United Nations Children's Fund (UNICEF, s. f.) speaks of transferable skills: cognitive (learning to learn), instrumental (learning to do), individual (learning to be) and social (learning to live together) and the United Nations Educational, Scientific and Cultural Organization (UNESCO, 2021) defines these skills as knowledge, skills and attitudes that make it possible to relate with oneself and with others, being autonomous, responsible and motivated. Therefore, it is necessary that not only the idea of training in the subject of socioemotional skills or competencies be considered in the study plans and programs, but also to establish and generate real and applicable mechanisms that can be implemented in the study plans and programs, in addition to providing continuity and follow-up, that is, to promote socioemotional education not only from basic education, Undoubtedly, this could greatly reduce risk aspects and behaviors in adolescents such as drug use, joining an organized crime group, unwanted pregnancies, having an unprotected sex life, being victims of bullying, or cyber bullying, among others.

Therefore, there is an urgent need to continue educating and promoting the development of these skills, especially in the face of the wave of violence and insecurity. Regarding this panorama, these authors (Buxarrais & Martínez, 2009, cited in Ramírez, Acuña & Engler, 2021, p. 4) point out the following: "...education in values and feelings cannot be the result of good intentions and improvisation of teachers, but must be subject to systematicity and intentionality to achieve good results...".

The article is divided into the following sessions for the development in the first section we address the state of the art in which we mention and describe some of the research on our topic that support what has been done at present, in the second section we address the conceptual framework of the variables proposed in the subject, finally in the third section we expose at a theoretical level the authors or theories that have provided knowledge on the subject of social skills and socioemotional competencies.

**State of the art**

As regards the aspect related to research or authors who have contributed or focused their attention on the subject under study in this paper, some significant data have been identified that we will present in the following lines, as a beginning of accounts the authors Esteves, Paredes, Calcina and Yapuchura (2020) researchers at the National University of the Altiplano conducted a study called Social Skills in adolescents and family functionality, the objective was to identify the relationship between social skills and adolescents and family functionality, the method was quantitative, descriptive-correlational type; With a population of 726 sample of 251 students from first to fifth year of high school, the results were that there is a positive correlation between social skills and family functionality. The conclusion reached is that assertiveness is the most developed skill, unlike communication, which is where the difficulties are evidenced; on the other hand, self-esteem and decision making are skills that are at an average level.

As it is known, assertiveness will help the subject, the person or the adolescent in this case, by having this tool, will be able to prevent or avoid making wrong decisions, as well as embarrassing situations in which most of the times due to the stage of development in which he/she is, he/she will not know how to really behave and this will generate being immersed in problems or risky behaviors that will affect him/her in his/her daily life. To mention some examples, we have life stories or cases in which this type of population is really immersed in problems of addictions, unwanted pregnancies, failure or low school dropout rates, quarrels with peers, serious conflicts with family, neighbors, school authorities, low motivation, however what permeates and is precisely one of the alarming aspects, is the great difficulty they may present to communicate with their environment and this in turn leads to another situation as is the lack of knowing how to set limits verbally, just is the fact of not being assertive, in this regard Patricio, Maria and Becerra (2015) found in a study focused on social skills and offending behavior in adolescence that schooling and drug use is related to low scores in the subscales of self-control and assertiveness. The management of emotions, social skills and sociomotional competencies are elementary tools in academic training, but should be considered as an integral part of the life of every human being, therefore we will emphasize in adolescents, it is not a simple task, however it is not impossible; Ruvalcaba, Gallegos Orozco and Bravo (2019) in a study focused on identifying the predictive level of socioemotional competencies on resilience in adolescents, obtained as a result that adaptability skills, as well as optimism and self-concept, favor personal competence. While interpersonal competencies and the ability to generate positive emotions predict social competencies associated with resilience.

## Conceptual framework

### *Emotions*

Regarding the topic of emotions all human beings have them, it is inherent to us and is something that from the moment we are born they are manifested, an example of this is the cry of the newborn in response to the transition he/she lives at the moment of facing life outside the womb, therefore, Fernandez and Arjona (2020, p. 11) point out that "emotions are short-lived psychophysiological responses that help us adapt to certain environmental stimuli" On the other hand, there are authors who point out that emotions have responses to neurophysiological, behavioral or expressive and cognitive-experimental components (Martinez, Limonerone and Csacuberta, 2020, cited in Fernández and Arjona), after the above it is necessary to point out that the human being is a biopsychosocial entity and therefore each of his reactions, attitudes, activities and other elements, always have an impact on his daily life; Now when talking about emotions, it is convenient to emphasize that there are at least six types of emotions such as fear, surprise, disgust or aversion, anger, joy and sadness, therefore each of these will manifest in different ways depending on the situation and / or event that awakens them.

### *Emotional intelligence*

In this order of ideas let's talk a little about the historical background of emotional intelligence, there are indications or writings of great philosophers before Christ, who emphasized what is now known as intrapersonal and interpersonal intelligence, which give way to emotional intelligence to mention a few we find Socrates with his famous phrase "know thyself", Aristotle with "educate the mind without educating the heart is not educating. On the subject of emotions and the body, in the 20th century Cannon and Seyle studied the relationship between emotions and tension.

Thorndike is the one who coined the term of social intelligence, later it was Goleman (1999) considered as the father of emotional intelligence, however it should be clarified that this author took up the work done by Howard Gardner who proposes the theory of multiple intelligences, he speaks of different types of emotional intelligence such as: linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal and naturalistic, other authors Campbell, Campbell and Dickenson propose that the intelligences described by Garner can be regrouped into three categories, objective intelligences, abstract intelligences and intelligences related to people (Cannon s. f. n. d., Seyle n. d. Campbell, Campbell and Dickenson 2000; cited in Fernández and Arjona; 2020), consequently, the subject that concerns us is extremely significant in order to understand how adolescents could manage or regulate their emotions; other questions we could add are: why is it easier for some to learn to develop and put emotional intelligence into practice? What about the family context, the social environment, and in general a set of questions that, although they are not the objective at this time to answer, it is advisable not to lose sight of them for future research.

#### *Social-emotional skills and social-emotional competences*

Entering into the topic of emotions and emotional intelligence leads us to reflect and think or perhaps assert that they have the same meaning, and it is not so therefore now we will address and differentiate between what are the socioemotional skills and socioemotional competencies, the issue related to the skills we will break it down a bit because on the one hand identifies the part of the emotional ability, which is considered as emotional intelligence, in this sense the emotional skill is:

"...the ability of people to attend and perceive feelings appropriately and accurately, the ability to assimilate and understand them properly and the skill to regulate and modify our mood and that of others according to Fernández-Berrocal & Extremera, 2002 cited in Murillo, Cervantes, Nápoles, Razón & Rivas; 2018, p. 138).

It is interesting how from this definition gives us a clarity that practically a person who has the ability to achieve contact with their feelings, emotions and in turn to regulate them, undoubtedly underlies the management of emotions that is totally necessary and indispensable; on the other hand, in the aspect related to social skills, undoubtedly in the subjects, being social beings by nature, these skills will be indispensable to survive throughout the vicissitudes of life, in addition to that they will allow to achieve objectives, goals, in people, since living, relating from their family environment with the nuclear and extended family, at school with their peers and friends, teachers, partner, at the level of the family and the extended family, in the school with their peers and friends, teachers, partners, and at work, as long as a person has a positive development of these social skills, it is expected that he/she will have more and better opportunities to develop in this regard, as Garcia, Garcia and Rodriguez (1993) point out, he/she will have a better ability to act, which facilitates that the subjects manage to adapt to a social environment in a better way. Regarding the development of socioemotional skills, it is necessary to point out that formal education plays an indispensable role, since nowadays it is about teaching and developing these skills and competencies in children and young people, the first formal contributions are given in the New Educational Model in the administration of former President Enrique Peña Nieto (2012-2018) in the educational reform of 2013, currently in the administration of President Andrés Manuel López Obrador (2018-2024) a new educational reform is introduced calling it New Mexican School (NEM), in which more curricular and transversal aspects are embodied in teaching, not only in basic education but also at the higher level, proof of this is generated the program called Construyete-T in a formal and institutional way in 2014 in collaboration with the National Program for Productive Diversification (PNDP), the United Nations Organization (UNESCO) and the United Nations Children's Fund (UNICEF). Finally, then we could summarize that socioemotional skills are "the tools through which people can understand and regulate emotions; set and achieve positive goals; feel and show empathy towards others; establish and maintain positive relationships; and decision-making, perseverance, empathy and assertiveness (SEP, 2017, p. 665).

It should be clarified that then the socioemotional competencies will be more oriented to the knowledge, skills and attitudes necessary to express and regulate our emotions and manage introspectively or when coexisting with other people, undoubtedly put into practice when we live with our environment, therefore when speaking of socioemotional competence "presupposes the implementation of socioemotional skills that make up emotional intelligence in a specific context situation, in everyday life"(Fernandez and Arjona, 2020, p. 20).

So far in relation to the above, a brief overview has been made that allows us to understand both historical and conceptual aspects on the subject of emotional intelligence, as well as socioemotional skills and competencies, as we can see, if the adolescent has these skills it is clear that he/she will be less likely to engage in risky behaviors that expose him/her in his/her development and/or in the worst case scenario may even, It is therefore imperative that institutions provide and reinforce aspects that enhance tools such as self-concept, self-awareness, self-control or emotional regulation, self-motivation and self-direction, empathy, social skills Fernandez and Arjona, (2020); on the other hand we have social awareness, collaboration, decision making, self-demand, emotional language Tovar (2020), listening and conflict resolution Jiménez and Rivera (2019).

### **Risk behaviors**

As is known adolescence is a stage of life in which both physical and psychological changes will bring in the subject a series of situations that label it is a situation of vulnerability, since the infant will stop having magical thinking to face reality, according to the World Health Organization (WHO), defines it as:

"the period of growth that occurs after childhood and before adulthood, between the ages of 10 and 19 years. Regardless of the difficulty in establishing an exact age range, the adaptive, functional and decisive value of this stage is important" (n.d.).

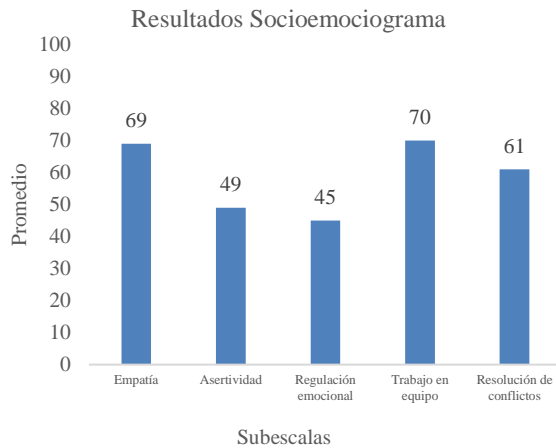
On the other hand, when going through this stage, the child will lack a proper identity, in this respect, he/she could be easy prey to get involved with people who are not properly noble, as well as to fall into some risk behavior that could be an addiction, eating disorder, drug use, problems of reprobation, being a victim of bullying or violence; in this regard, the WHO (s.f.) points out that a risk factor is the lack of a proper identity, and that the child may be a risk factor in the development of a risky behavior. ) points out that a risk factor is "any trait, characteristic or exposure of an individual to increase his or her probability of suffering a disease or injury", on the other hand some authors (Argaez, Echeverría, Elvia and Carrillo; 2018) attribute that risk behaviors can be understood as activities or actions either active or passive that compromise in the well-being of adolescents and will lead to negative consequences for health and development. Therefore, it is of utmost importance to keep these aspects in mind to generate greater awareness about the importance of caring for and contributing to socioemotional skills and competencies and avoid as much as possible that this population falls into any of these risk behaviors that could truncate or affect significantly in their lives and affect not only them but also their environment.

### **Methodology**

The type of approach is quantitative, with a descriptive-cross-sectional scope. The universe is composed of students from a private high school, the sample consisted of a group of first grade students consisting of 19 students, from the 2022-2023 school year, the inclusion criteria were for convenience, the instrument applied was the socioemocionogram (Martin n.d.) (Likert type composed of 36-40 items (this will depend on whether it is aimed at primary or secondary) through the Habilmind platform, the areas it measures are: empathy, assertiveness, conflict resolution, group interpersonal regulation, teamwork and group cohesion. The instrument is applied in a single moment, regularly at the beginning of the school year.

### **Results**

In this section we show the results of the application of the socioemocionogram of the first grade students, see graph 1.



**Graphic 1** Results of the socioemociogram

In what was found with the group, as we can see in the subscale of teamwork in which the score stands out from the rest of the subscales, this tells us about the ability of the group members to take advantage of the skills that the members have to achieve common objectives or goals. What corresponds to the empathy subscale is a good indicator that the students are capable of putting themselves in the other's place, and thus manage to understand situations or complicated moments in the life of each one of them.

The subscale of conflict resolution on average in the group identifies that there is a willingness to resolve conflicts or situations that may arise within the school context, however, they have the tools to move forward. According to the results, the alarming thing is that both in the subscales of assertiveness and emotional regulation, the data give us an overview of how, in general, the ability to adequately express thoughts, feelings and situations is not present and this can undoubtedly generate that young people are vulnerable to situations that lead them to fall into risky behaviors and on the other hand it is desirable that they acquire the tools to work on the regulation of emotions, how to manage them, what to do to achieve, as far as possible, to be able to overcome these situations.

## Discussion

It is essential that the care and attention given to students, especially at the secondary level when they are going through the stage of adolescence, generate awareness and also avoid as far as possible that they fall into risky behavior in principle, however, it is necessary to prevent other types of situations such as the appearance of anxiety and depression considered as mental and/or affective disorders, in this regard Ruvalcaba, Gallegos, Flores and Fulquez, 2013 in their study on socioemotional competencies as a protective factor against the symptoms of anxiety and depression in adolescents point out "... the importance of developing programs that, based on training in socioemotional competencies, contribute to prevent the early onset of affective disorders"(p. 1).

On the other hand, when talking about social or socioemotional skills, we find that Monasterio (2019) in his research called social skills and risk behaviors in adolescents in a private educational institution in metropolitan Lima shows "a statistically significant and indirect relationship between social skills and risk behaviors, i.e. the higher the social skills, the lower the presence of risk behaviors manifested by adolescents" (p. 24).

Following the above, we bet on the fact that adolescents should not only be educated in the aspect of knowledge, but also be provided with all the tools related to the management of their emotions, but also how to manage them, how to capitalize on them and above all, in daily life in the real world, that they are able to face situations in which their parents and educators will not be there to support them, the school context is undoubtedly a place where all these learned aspects should be put into practice, which will prepare them for adult life.

The learning of emotional skills and competencies is not only a commitment and duty of the institutions alone, but the family must also be considered, since no matter how much effort the school makes to provide students with these tools, the impact it may have on adolescents will be the least if the family is not involved, therefore parents should have emotional intelligence, emotional skills and competencies that we have already developed in this regard above, let us not forget that children learn by example, rather than words, so it is convenient that at all times the primary caregivers in addition to attending to all the needs generated by a child, such as food, health, protection, formal education among others, mental health care, socioemotional health should be a priority to address in this regard Marquez and Gaeta (2017) coin the following:

"If we start from the idea that the family and school environments are the most influential in the development of the individual and in his educational process, it is necessary the coordinated collaboration of these actors in the formation of pre-adolescents; since the lack of joint work between families and the educational sector can cause our society to generate frustrated, violent and irresponsible human beings; victims of addictions, insecurity, diseases, and even death" (p. 223).

It is therefore necessary that there be coordination between these actors to raise awareness of the consequences of not teaching socioemotional skills and competencies.

## Conclusions

In general terms, we could say that adolescents in the first grade of secondary education have adequate socioemotional competencies on average; however, they could improve, hence the intention to identify the socioemotional sub-areas in which students are low. Among the areas of opportunity for this population, we consider that it is convenient to strengthen aspects related to assertiveness and emotion regulation. It is important to recognize the commitment that this institution has with the care and attention in the emotional part of the students, so it is convenient to follow up especially in the intervention part of these aspects in order to prevent risk behaviors in these adolescents on a larger scale.

On the other hand, the lines of research and intervention are established in the short and medium term in favor of the young people studied, in order to follow up and present it at another time; in addition to replicate this type of study in the public sector, not only in basic education, but also could be oriented to middle and higher education; this with the purpose of contributing from a perspective of socioemotional education and psychology.

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