



Sociopedagogical challenges for emotional education: voices of teachers in La Araucanía, Chile

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ABSTRACT. The article presents research results on sociopedagogical challenges that teachers face to develop emotional education in the case of schools in La Araucanía, Chile. The methodology is qualitative of a descriptive type, which focuses on the understanding of the narratives, experiences and meanings about the strengths and limitations for the development of emotional education in the classroom. Eight teachers from urban schools in La Araucanía participated. The data collection instrument is the semi-structured interview. The information analysis technique is content analysis in complementarity with grounded theory. The main results allow us to maintain that there are challenges for the implementation of emotional education in the classroom, as a result of the lack of knowledge of the actors in the educational environment and the lack of didactic strategies and resources for its implementation, which hinders the development of life skills such as emotional regulation in the children and young people served, limiting their development and social well-being. We conclude that the main sociopedagogical challenges materialize in three areas, at the level of teaching practice, educational policies and initial teacher training. Addressing these aspects is crucial to move towards the implementation of emotional education in the educational system, promoting the academic success of all students.

Keywords: emotional education; sociopedagogical challenge; teachers; learning.

Desafíos sociopedagógicos para la educación emocional: voces de docentes en La Araucanía, Chile

RESUMEN. El artículo expone resultados de investigación sobre desafíos socio pedagógicos que enfrenta el profesorado para desarrollar una educación emocional el caso de escuelas de La Araucanía, Chile. La metodología es cualitativa de tipo descriptivo, la que se centra en la comprensión de las narrativas, experiencias y significados sobre las fortalezas y limitaciones para el desarrollo de la educación emocional en el aula, participaron ocho profesores/as pertenecientes a colegios urbanos de La Araucanía, Chile. El instrumento de recolección de información es la entrevista semiestructurada. La técnica de análisis de la información es el análisis de contenido en complementariedad con la teoría fundamentada. Los principales resultados permiten sostener que existen desafíos para la implementación de la educación emocional en el aula, producto del desconocimiento de los actores del medio educativo y la falta de estrategias y recursos didácticos para su implementación, lo que dificulta el desarrollo de habilidades para la vida como lo es la regulación emocional en los niños y jóvenes que se atiende, limitando su desarrollo y bienestar social. Concluimos que los principales desafíos socio pedagógicos se materializan en tres ámbitos, a nivel de práctica docente, políticas educativas y de formación inicial docente. Abordar estos aspectos es crucial para avanzar hacia la implementación de la educación emocional en el sistema educativo promoviendo el éxito escolar del estudiantado.

Palabras clave: educación emocional; desafío socio pedagógico; profesorado; aprendizaje.

Desafios sociopedagógicos para a educação emocional: vozes de professores em La Araucanía, Chile

RESUMO. O artigo apresenta resultados de pesquisas sobre os desafios sociopedagógicos que os professores enfrentam para desenvolver a educação emocional no caso das escolas de La Araucanía, Chile. A metodologia é qualitativa de tipo descritivo, que se concentra na compreensão das narrativas, experiências e significados sobre os pontos fortes e limitações para o desenvolvimento da educação emocional em sala de aula Participaram oito professores de escolas urbanas de La Araucanía, Chile. O instrumento de coleta de dados é a entrevista semiestructurada. A técnica de análise da informação é a

análise de conteúdo em complementaridade com a teoria fundamentada. Os principais resultados permitem-nos sustentar que existem desafios para a implementação da educação emocional em sala de aula, fruto do desconhecimento dos atores do ambiente educativo e da falta de estratégias e recursos didáticos para a sua implementação, o que torna difícil o desenvolvimento de competências para a vida, como a regulação emocional nas crianças e jovens que são cuidados, limitando o seu desenvolvimento e bem-estar social. Concluímos que os principais desafios sociopedagógicos materializam-se em três domínios, ao nível da prática docente, das políticas educativas e da formação inicial de professores. Abordar estes aspectos é crucial para avançarmos para a implementação da educação emocional no sistema educativo, promovendo o sucesso académico dos alunos.

Palavras-chave: educação emocional; desafio sociopedagógico; professores; aprendizagem.

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Introduction¹

Currently, the Chilean school education system has been faced with socioemotional problems such as conflicted educational relationships (Arias-Ortega & Quintriqueo, 2023), inadequate coexistence between peers and teachers (Salas et al., 2020) and mental health problems (Rojas-Andrade & Leiva, 2018), which affect students and have had a negative impact on the development of teaching and learning processes, affecting academic and educational achievement (González Gaeta et al., 2020; Superintendency of Education, 2023). Likewise, technical reports from the Chilean Ministry of Education (MINEDUC) show an increase in complaints from parents and teachers regarding physical and psychological violence among students, discrimination, and the application of disciplinary measures associated with the violation of school rules (Gallegos Pulido, 2020; Superintendency of Education, 2023). This has been reflected in the return to academic processes after two years of pandemic lockdown and student confinement (Aranguren-Zurita et al., 2022). Research results from Acción Educar and the Ministry of Education in Chile (2020) confirm that there are increased symptoms among students, associated with emotions such as sadness, listlessness, changes in appetite and difficulty sleeping (Ministry of Education, 2020; Rojas-Andrade et al., 2021; Larraguibel et al., 2021). The National Service for the Prevention and Rehabilitation of Drug and Alcohol Use (2017) reports that teachers express professional exhaustion that affects the proper development of educational activities at school. Professional exhaustion manifests itself in a feeling of emotional exhaustion, with symptoms such as feeling excessively tense, irritable and anxious, unmotivated and emotionally disconnected from their work tasks (National Service for the Prevention and Rehabilitation of Drug and Alcohol Use, 2017). This set of problems experienced in the classroom highlights the urgent need to move towards the development of emotional education that engages, motivates and protects the health of students and teachers throughout the educational process.

The aim of this article is to report on the sociopedagogical challenges faced by teachers in developing emotional education in urban schools in La Araucanía, Chile.

Emotional education

Emotional education as a theoretical approach raises the urgency of educating new generations with a strong knowledge and development of skills related to emotions, in order to increase individuals' well-being and prepare them to face the challenges of everyday life (Bisquerra Alzina, 2012). Thus, emotional education is considered a tool for prevention and promotion, to achieve social well-being and ensure the academic and educational success of students (Bisquerra Alzina & García Navarro, 2018). This educational approach should be present throughout the academic training process, considering the link between learning and emotions, which directly affects concentration, self-motivation and understanding of content, facilitating the achievement of learning (Inostroza Pardo, 2021).

Emotional education promotes the development of five emotional competencies for the training of new generations: 1) emotional awareness, which refers to the skills that enable us to understand our own emotions and thoughts as well as those of others and how they influence our behaviour (Bisquerra Alzina & García Navarro, 2018); 2) emotional regulation, understood as the skills to effectively manage and express

¹ This research has been approved by the Ethics Committee of the Psychology Department at the author's university.

one's own emotions and behaviours (Perera Medina, 2017); 3) emotional autonomy, which refers to the individual's capacity for personal self-management, which considers the development of self-esteem, a positive attitude towards life, responsibility, the ability to critically analyse social norms, seek help and resources, as well as emotional self-efficacy (Oliveros, 2018); 4) social skills, understood as the ability to maintain good relationships through communication, active listening and collaborative work (Bisquerra Alzina & García Navarro, 2018); and 5) life skills and well-being, referring to the ability to adopt appropriate and responsible behaviours in the various areas in which the individual operates (Bisquerra Alzina, 2012).

From this perspective, the development of emotional education in teaching and learning processes is a necessary learning experience that allows students to acquire the ability to recognise and manage their emotions, foster empathy, improve their communication skills, cultivate a positive self-image, and resolve conflicts effectively (Bisquerra Alzina, 2012; Cabello Cuenca et al., 2019). This requires guidance and orientation from teachers, who lead the educational processes and accompany students for long periods during the day. Thus, teachers should be trained in these contents from the outset, as they play a fundamental part as role models for their students, whose attitudes and skills are more likely to be adopted by students. In addition to being the ones who are systematically involved and interact with students, as a result of the time they share together and the bonds they build with them during their schooling.

Methodology

The methodology is based on a qualitative approach (Hernández Sampieri et al., 2014), with the aim of exploring and understanding, from the voices of teachers, the sociopedagogical challenges for emotional education in La Araucanía, Chile. The scope is exploratory, as it addresses a topic that has rarely been explored empirically (Hernández Sampieri et al., 2014). The study was conducted in the Araucanía region, considering urban educational environments at different levels (preschool, primary, secondary).

The participants were eight teachers working in urban educational establishments in La Araucanía, selected on the basis of the following inclusion criteria: (1) being qualified teachers; (2) having a minimum of five years' teaching experience, justified by the need for knowledge based on professional practice; (3) four male and four female teachers were chosen for reasons of parity; and (4) the participants work in an urban context, which is justified because these are highly populated environments with a highly diverse and multicultural student body. The information gathering tool was a semi-structured interview, which allows the explicit and latent meanings of the subject of study to be captured through open and in-depth conversation (Calleros Rodríguez, 2022). The interviews were conducted in person and covered the following topics: (1) sociopedagogical challenges for emotional education, (2) main consequences of the lack of emotional education, and (3) courses of action that favour the incorporation of emotional education in educational contexts.

The information analysis technique used was content analysis, which allows for a detailed and in-depth understanding of the meanings and significance underlying the participants' narratives about the subject of study. This content analysis was carried out through a process of coding explicit and latent meaning clusters, which was supported by Atlas ti 10.2 qualitative analysis software. This allowed us to organise and systematise the participants' narratives, recognising patterns and emerging concepts in the data collected during the interview, as well as validating and corroborating the conclusions obtained from other data sources (Flick, 2015). Operationally, content analysis involved familiarisation with the data and the generation of initial codes summarising relevant aspects of the content, as well as the search for potential themes by grouping these codes into categories or subcategories that allow for understanding the object of study, to then be reviewed to ensure their consistency and relevance. Thus, in a final phase, the themes are defined, named, refined, and labelled in a clear and concise manner that allows for understanding and explaining the sociopedagogical challenges faced by teachers in implementing emotional education in the classroom.

Ethical safeguards took into account the regulations of the American Psychological Association (APA) and the use of informed consent. The study was approved by the Ethics Committee of the Psychology Department of the researchers' university. The nomenclature used in the coding process is as follows: a) the letter (I) is used to identify the interviewee, accompanied by the interview number; b) the letter (F) is used to identify whether the interviewee is female and (M) to identify whether they are male; c) the number where the participant's expression is found in the hermeneutic unit of Atlas ti10. 2 is incorporated in square brackets, as follows: (I3F [3:10]).

Results

The results emerging from the analysis of the interviews conducted with teachers allow us to identify a central category called ‘sociopedagogical challenges for emotional education’, which consists of three subcategories. The first is ‘pedagogical strategies’, defined as planned and systematic approaches used to facilitate the teaching and learning process. The second is ‘limitations to implementing emotional education’, which refers to the obstacles that hinder the implementation of emotional education in the classroom. The third is ‘opportunities’, which refers to the spaces and resources that teachers propose as possibilities for acquiring knowledge, skills and competences that would enable them to develop emotional education in the classroom.

Pedagogical strategies

The first subcategory, entitled Teaching strategies in emotional education in the classroom, consists of three codes (Table 1).

Table 1. Pedagogical strategies.

Code	Recurrence	Percentage
Multidisciplinarity	21	41%
Student recognition	16	31%
Promoting bonds	14	28%
Total	51	100%

Source: Created by the authors.

The first code, called multidisciplinarity, refers to the collaborative work of multiple disciplines or areas of knowledge to develop emotional education strategies in the educational environment. Thus, multidisciplinarity is conceived as an essential resource in schools, as it allows for collaborative work between professionals from different disciplines, such as psychologists and special education teachers, among others. In this regard, one interviewee states:

We have a multidisciplinary approach; teachers are not alone. New professionals have joined the school, including psychologists, speech therapists, and special needs teachers, who support us in areas outside of our scope or where we lack knowledge or strategies for working with the kids. [...] We must value this. Education is not only the responsibility of teachers, but also receives support from other professionals (I1M [1:22]).

Looking at this quote, it is possible to infer that multidisciplinarity is conceived as a positive force in education, where collaboration between professionals from different disciplines enriches teaching and support for students, which in turn contributes to the growth and development of the educational community.

The second code, referred to as student recognition, refers to the process in which teachers recognise and validate the unique characteristics, needs and strengths of each student. In relation to this code, teachers state that they face the challenge of understanding the individual needs and characteristics of each student, which is essential for adapting their pedagogical approach and supporting emotional and academic development as an integral part of the teacher’s role. This understanding extends to identifying students’ strengths and the context in which they operate, which has a significant impact on academic success. In addition, student recognition promotes closeness between teachers and students, fostering an empathetic environment that contributes positively to the teaching-learning process. In this regard, one interviewee states:

I identify who the leading students are, those who find it a little more difficult, in order to support them with the student who is stronger in the subject; I also identify who is a little more shy (...) for example, I have had a student who finds it very difficult to present in front of the class, so with her I sometimes have to use a different methodology, so that she has the opportunity to develop her skills (I2M [2:4]).

These words highlight the importance of the role of teachers in recognising the differences between students and adapting their teaching approach to meet their individual needs. This allows them to focus on the student by creating a learning environment that promotes their comprehensive growth. Another interviewee adds that: “Understanding that a child does not learn if they are not in an appropriate context, and that context considers their entire reality, emotional, social and cultural history, all these elements will condition learning” (I6M [6:9]). This highlights the need to approach children’s learning holistically, taking into account all aspects of their lives and context, which emphasises the importance of personalisation and consideration of each student’s individuality to facilitate meaningful learning.

The third code, called promoting bonds, refers to creating opportunities for students and teachers to form closer and more meaningful relationships that facilitate the development of emotional education. One interviewee states: “The first thing you have to work on with students is the bond, a teacher [...] who relates empathetically to children, understands them, gives them confidence, gives them love and affection, achieves meaningful learning” (I8F [8:1]). In relation to these words, teachers highlight the importance of emotional relationships in the educational process, as they create an environment of understanding, empathy and affection that can lead to deeper and more meaningful learning. Another interviewee adds that:

He gave [the students] the space to discuss and work through feelings and emotions when they needed to, in order to achieve an important bond between teacher and student, to achieve that rapport that is the motivation behind the work we are doing in this place (I1M [1:1]).

These words emphasise the importance of open communication about emotions and feelings with students in order to strengthen the educational relationship, which in turn contributes to successful teaching and learning.

Sociopedagogical limitations

The second subcategory, entitled sociopedagogical limitations in emotional education in the classroom, consists of four codes (Table 2).

Table 2. Sociopedagogical limitations.

Code	Recurrence	Percentage
Behavioural problems	13	28%
Family barrier	12	26%
Teacher training	11	24%
Focus on evaluations	10	22%
Total	46	100%

Source: Created by the authors.

The first code, referred to as behavioural problems, refers to persistent and problematic behaviours that interfere with students’ proper functioning in different school contexts. Teachers report that disruptive behaviour in the classroom limits the proper development of the learning situation, ranging from offensive comments that create a tense atmosphere that is not conducive to learning, to crying and continuous interruptions during class. These problems are not limited to verbal or emotional expressions, but can also manifest themselves through physical aggression or self-harming behaviour, creating an unsafe and unsuitable environment for learning. These disruptive behaviours can also trigger difficulties in peer relationships, creating conflicts and hindering the development of social skills that are fundamental for coexistence and collaborative learning in the classroom. One interviewee indicates: “Children who do not want to go to class, who refuse to work, show signs of some kind of crisis, whether through crying, disruptive behaviour or self-harm” (I5M [5:16]). This shows emotional and behavioural problems among students, which may be indicative of emotional or psychological difficulties that are affecting their well-being and their ability to participate appropriately in the school environment.

The second code, referred to as teacher training, refers to the lack of preparation and training in skills, techniques, and knowledge to develop emotional education at the undergraduate level. The lack of specialised knowledge or limited opportunities for professional development throughout their careers hinders their ability to stay up to date in an ever-changing educational environment. In addition, the multiplicity of roles that teachers play, from educators to counsellors and guides, requires adaptability and versatility, which can be overwhelming in a context where time is limited. This lack of time is exacerbated by the lack of comprehensive preparation at university, which generally does not address aspects such as socioemotional management in the classroom, limiting their ability to act in their professional work, as they do not have the tools to deal with this type of school problem. One interviewee indicates that:

We are teachers, we perform many roles, but we are not licensed and we do not have qualifications in this area. Sometimes we are psychologists or social workers trying to help with children with their problems. We really find it difficult to devote the necessary time to achieving what we set out to do (I1M [1:13]).

This account shows how teachers must perform various roles, acting not only as educators but also taking on responsibilities that sometimes correspond to other disciplines. This multiplicity of functions

represents an additional burden for those who do not always have the training or time necessary to perform these tasks effectively. The lack of specific skills in these areas leads to sociopedagogical challenges, as the lack of training can limit the ability to address students' socioemotional and behavioural needs. One interviewee points out that:

Sometimes we do it because we read, talk to other colleagues, interact, and say, 'Ah! This worked for me, and you can replicate it in the group', but we don't have the theory. At university, they teach us one semester of psychology, so we're not prepared for that (I3F [3:10]).

The testimony shows a combination of practical experience and self-taught learning on the part of teachers. Likewise, the limitations of initial teacher training pose a shortcoming that prevents them from effectively addressing the socioemotional and psychological issues of their students.

The third code, called family barrier, refers to obstacles that arise within the family environment and can negatively affect students' development and emotional well-being. These obstacles can hinder effective communication, understanding, and healthy development within the family environment. Thus, family difficulties can directly impact students, which can manifest itself in a lack of stability and support, expressed in the form of anxiety, health problems, or emotional difficulties. For example, the existence of unclear norms between family dynamics and school expectations can create conflicts for children as they try to understand and adapt to different sets of rules and expected behaviours. One interviewee mentions:

One of the problems we have encountered is that the family can also be a barrier. Sometimes it helps us, but it can also hinder our work in the socioemotional sphere. Many parents are very reluctant to open up about their emotional environment or their identity (I1M [1:16]).

In relation to these words, it is evident that, despite teachers' efforts to develop socioemotional skills in students, parents' reluctance to open up about their emotional and family environment hinders this process. This creates an environment where students feel insecure or uncomfortable expressing their feelings or concerns, limiting honest communication and mutual understanding.

The fourth code, referred to as focus on evaluations, refers to the prioritisation of formative-academic evaluations over emotional education. Participants note that there is a predominant focus on school evaluations, which are closely linked to standardised testing, leading to evaluations that focus primarily on academic results, leaving aside consideration of students' emotions and socioemotional well-being. This approach limits teachers' ability to create spaces dedicated to the comprehensive development of students, as the education system tends to prioritise the transmission and evaluation of content due to curriculum requirements, which sometimes limits flexibility in addressing students' individual needs and emotional growth. One interviewee indicates: "[...] we teachers see how they are based on the content, the curriculum that I have to cover, but there are children who have serious problems at home and are not going to grasp what is being taught" (I3F [3:7]). These words reflect the prioritisation of curriculum content and learning objectives, thereby negating the socioemotional aspects of schooling. In this regard, another interviewee adds that: "Basically, there is the curricular requirement, which is very pronounced in schools, the more academic situation, to the detriment of socioemotional development or socioemotional learning" (I5M [5:3]). His words suggest that the pressure on teachers and students to cover specific curriculum content and meet certain academic standards and objectives can lead to a strong prioritisation of traditional subjects such as mathematics, relegating the development of socioemotional skills to the background.

Opportunities for developing emotional education in the classroom

The third subcategory, entitled opportunities for the development of emotional education in the classroom, consists of three codes (Table 3).

Table 3. Opportunities for the development of emotional education in the classroom.

Code	Recurrence	Percentage
Educational policies	17	37%
Developing emotional skills	16	35%
Continuing education	13	28%
Total	46	100%

Source: Created by the authors.

The first code, called educational policies, refers to the set of current policies, standards, practices, and resources provided by the Chilean Ministry of Education, designed to provide emotional education to students. In relation to the code, we can see that there has been a shift towards the inclusion of emotional education as an integral part of these policies. This change recognises the importance of addressing students' emotional well-being in order to achieve comprehensive development. Current plans and programmes offer a valuable opportunity to address these issues across the school curriculum. Thus, the training of educational actors is of vital importance, as it would provide them with the necessary tools to address emotional education effectively. One interviewee indicates:

I believe that the Ministry of Education is making progress in this area; they have surveyed children regarding socioemotional issues [...], they have data that shows that these children need this [...], so what are we waiting for? We are waiting for guidelines to be issued at some point in the educational system, where class hours are allocated, so that more time is devoted to the socioemotional area, in a more targeted way (I8F [8:33]).

Based on her words, it can be inferred that teachers are open to implementing changes and adjustments in their teaching practices that will enable socioemotional development.

The second code, called developing emotional skills, involves acquiring and cultivating a set of competencies that enable students and teachers to recognise, understand and manage their own emotions, as well as understand and respond to the emotions of others effectively. Thus, the development of emotional skills requires the collaboration of various professionals to implement effective strategies. Teachers play a key role as trainers, as the development of these skills will allow students to be more confident in their processes, achieving more meaningful learning and strengthening empathy, self-awareness, self-confidence and respect. Ultimately, the development of these emotional skills not only benefits their present, but also plays a fundamental role in preparing them for a successful future. One interviewee indicates that:

The benefits of socioemotional learning for students in the classroom have to do with enabling them to get to know themselves, express their emotions, feel capable of learning, and be in a context where they feel important and involved; this will improve the way they access, participate in, and progress through the curriculum. We are also creating or strengthening students who are confident and capable of participating in their current context and then projecting that into the future (I7F [7:17]).

She indicates that incorporating emotional education into the school curriculum not only facilitates socioemotional learning, but also provides students with essential tools for facing challenges in adult life. Another interviewee points out: "Children need to develop socioemotional skills in order to continue their studies. When things go wrong, when they don't know what to do, they need to be strong enough to make good decisions" (I6M [6:24]). Thus, the development and strengthening of socioemotional skills allows them to acquire tools to cope with difficult situations in their education and in life in general.

The third code, referred to as continuing education, refers to training and skill development opportunities for teachers to understand, manage, and effectively teach emotions, both their own and those of their students. Continuing education in emotional training encompasses teachers' willingness to create spaces for understanding that reflect a proactive attitude towards improving emotional education skills and strategies that enrich the educational environment. One teacher indicates:

I believe that the Ministry is making progress in this area [...] there is a lot of material available, and what we hope for is that they will have some kind of socioemotional skills training. In order to do this well, we need to train ourselves and be role models. I may understand the concept, but if I don't apply it properly, it's useless (I8F [8:26]).

She is talking about the fact that the Ministry of Education has made teaching materials available that provide an opportunity to enrich teaching and learning methods. However, training and personal development are urgently needed, as it is not enough to have access to resources; it is also necessary to be able to apply this knowledge effectively to ensure the cognitive and emotional development of students.

Discussion

The results of the research allow us to confirm the urgency of identifying those elements in the classroom that favour the development of emotional education in the children and young people being taught. Thus, the need to identify and value the individual characteristics of the student body is highlighted, which contributes to the establishment of educational relationships based on attachment and affection. In

this way, adequate emotional education contributes to the teaching and learning process and, therefore, to the academic and educational success of students (Cabello Cuenca et al., 2019). In effect, it implies that teachers and students generate positive emotions in their educational relationship, in order to create environments conducive to learning. Bisquerra Alzina (2012) argues that adequate emotional development generates positive effects on the cognitive and affective spheres of children and young people, improving the educational relationship and increasing the students' commitment to their learning process (Rosas et al., 2019; Arias-Ortega, 2020; Lalomia & Cascales-Martínez, 2022).

In the same vein, it is important to identify the limitations to the development of emotional education in the classroom in order to move towards the implementation of teaching practices based on an emotional education approach, both theoretically and practically. Thus, discussing and highlighting the need, for example, to strengthen initial teacher training in these areas and to offer training for those already in professional practice is of vital importance (Milicic Müller & Marchant Ortega, 2020). This is crucial, as the development of emotional skills in the educational environment facilitates interpersonal relationships and coexistence (Bisquerra Alzina, 2012), which in turn contributes to subjective well-being. These aspects have been relevant to the Chilean Ministry of Education in the post-pandemic period, which has stated that school coexistence is one of the experiences that marks the lives of students during their educational journey (Chilean Ministry of Education, 2020). Thus, the development of emotional skills is currently one of the main learning objectives, according to post-pandemic educational reactivation policies (Chilean Ministry of Education, 2023). However, in order to develop emotional education in the classroom, it is necessary to master knowledge, skills and resources related to emotional skills, which would enable teachers to be guided in the implementation of emotional education.

Final considerations

In conclusion, we can argue that the sociopedagogical challenges for the development of emotional education materialise in three areas: teaching practice, educational policies and initial teacher training. Some courses of action for advancing emotional education are related to: 1) incorporating emotionally enriching activities and projects into the school curriculum, thus facilitating the mainstreaming of emotional education in various areas of study; 2) raising awareness among parents, guardians, and teachers about the importance of emotional education for the development of emotionally strong children and young people; and 3) co-constructing with the educational community the necessary teaching resources and activities that promote self-care and adequate emotional development, for a comprehensive education that contributes to social well-being.

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