

Education of socioemotional competence and teaching styles in high school *

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Abstract

The purpose of this paper is to present some results of a research project which analyzed the relationship between education of the social-emotional competence and teaching styles of teachers of secondary school in the municipality of Cauca. This was a descriptive research, performed during 2012; in which both, qualitative and quantitative instruments were applied. The sample consisted of 50 teachers and 955 students in grades 10 and 11 H.S. of some institutions of the region. In general, it may be stated that although teachers show a high trend towards a participating style, and some aspects promote the acquisition of standards and values. But, there was a repeated appreciation by students that methodology of teachers is rigid, repetitive, and it does not allow free expression of personal matters, building social ties, and solve conflicts.

It is noted that although the students scored middle high in the test of social-emotional competence, there are problems of cohabitation and social emotional in competences such as: self-efficacy, self-regulation, self-control, problem solving, social skills and empathy. Likewise, dialogue was constantly used as a means to educate socio-emotional competences, and to resolve this type of conflicts; but students claimed a lack of communication, and a little interaction supposedly existing between teachers and students.

As a response to the objective it may be stated that teaching styles are directly related to the students' education of the social-emotional competence, as they allow or not proper environments for dialogue, conflict management and strengthening of emotional and social skills, which in turn promote ethical coexistence at the schools.

Key words: Socio-emotional competence, school conflict, school cohabitation, teaching styles.

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Introduction

Violence index and school conflict considerably increased specially in secondary education and in many schools in the municipality of Caucasia, have showed cases of aggression among classmates, mistreatment by students toward their teachers, and in general, a lack of socio-emotional skills (information expressed by local teachers, collected in spaces of training and encounter with such teachers). Although such situations come from a combination of social, economic and cultural causes, there are other causes related to the education institution which adversely impact socio-emotional performance: from the school, or education institution, reflection and empathy are not promoted, the teacher does not make any effort to educate on socio-emotional competence, and strategies to be used in this matter are not clear enough; correction or punishment are used in front of improper behavior, but reasoning dialogue is not used.

In this order of ideas, by exploring from various researches, it is evidenced that the problem of aggressiveness and school violence becomes the starting point to development and justification of many intervention proposals, most of which aimed at improving social skills, emotional intelligence, and problem solving skills as alternatives to achieve better social and emotional behavior in education contexts, since they impact learning, academic performance, communication, values, and cohabitation. (López, S. 1992; Gallego, O. M. 2008; Álvarez and other, 2007; Mangrulkar, L., Vince, C., Posner, M. 2001, Mena, M. I., Romagnol, C., Valdés, A. M., 2009; Monjas, M^a. I., González, B., 1998; Repetto, E., Pena, M., Mudarra, M. J., Urizarri, M., 2007; Contini, 2004; Marín, M., Teruel, M.^a P. and Bueno, C., 2006; Acosta de Valera, M. Páez, H., Vizcaya, O., 2007; Repetto, E. and Pena, M., 2010; Arís Redó, M., 2010, Sureda, I. and Colom, J., 2002).

Some researchers coincide in stating that teachers need to strengthen their educative style, and make of their classes dynamic spaces for knowledge acquisition, and health personal formation as well, in such a way that students do not act as passive individuals, but participate in education processes, as a mechanism to learn how to manage and properly control emotions, and establish competent relationships. The teacher is charged with the task of becoming a promoter of socio-emotional competence at the classroom, and as a guarantee achieve better flexibility, tolerance

to resolve conflict in a constructive and dialoguing fashion. (Arís Redó, 2010).

Regarding the teacher role and teaching styles placed at stake in his teaching labor, studies on communicative dimension, and the human being are of a great importance, as relevant criterions at the time of analyzing teacher styles, but they are variables assumed reported researches in a generalized manner; they call for more rigorous and exhaustive analyses. Likewise, aspects such as motivation and students participation in teaching-learning process are approached, as well as social relationships with the students (Núñez del Rio, M. C. and Fontana, M., 2009; Cano, Garton, y Raven., 1992; Grasha, 1996; Zhang and Sternberg, 2002; Martínez, 2009; López, 1996; Sicilia and Delgado, 2002; Álvarez, 2004; De la Fuente; Salvador and De la Fuente Arias, 1992; Carreras, Guil y Mestre, 1999; Bennett, 1979; Arce and Estrella, 1998; Gardiá, 1997; De León, 2005).

Although socio-emotional education of students has not been the preferred topic during self-reflection exercises performed by teachers on their own teaching, it is an essential and irreplaceable part of integral formation that should be provided at the school. Therefore, if considered that school cohabitation should be featured by positive interactions, then teaching styles used at the classroom should promote negotiation, thought exchange, and cohabitation among citizen bearing different identity and requirements; it supposes a citizen responsibility by the teacher, and take into account in his pedagogic practice inclusion and application of actions such as negotiation, consensus, dialogue, democracy, respect, freedom, tolerance, and cooperation. In this manner, a teaching style characterized by harmonic and enriching relationships, lead not only to peaceful cohabitation, but also a permanent feeling of confidence/safety, and socio-emotional growth of the students.

Therefore, a way of reviewing how teachers promote solidary and peaceful cohabitation, is by taking a look at their teaching styles, and teaching strategies they use and which contribute to formation of socio-emotional competences.

It is taken into account that problems of the various municipalities of the State of Antioquia, including Caucasia, are structural, which implies not only implementation of proposals and programs, but also learning how social and emotional formation are

being built from practices and teaching styles by teachers, which are suitable for this task. As a result of the above, it was proposed as a question of research: ¿What is the existing relationship between education of socio-emotional competence and teaching styles of teachers of Middle Education in the municipality of Caucasia?

In answering this question the research considered as specific objectives: identification of teaching styles of teachers of middle education in the municipality of Caucasia, and the socio-emotional competence level of the students, characterization of education of socio-emotional competence, and comparison of characteristics of education of socio-emotional competence, and the socio-emotional competence level of the students.

Socio-emotional competence is understood as:

Ethic social and emotional acts of subjects in various contexts and problem situations. Socio-emotional competence includes identification, interpretation, argumentation and resolution of socio-emotional problems by integrating values, skills and social and emotional ability moved when acting in a real situation. As every competence, it places into action, on integrated basis, both knowing how to be, and knowing how to learn, and knowing how to do, in the various interactions and in the various ambits where human beings perform, including the school ambit. In this order, socio-emotional competence and multi-dimension (cognitive, attitude and behavioral) and their exercise involved uncertainty. (Rendon, 2011, p 7) The following are categories considered as components of socio-emotional competence:

Table 1. Components of socio-emotional competence (taken from Rendon, 2009)

Emotional component and motivation affective	Cognitive component	Relationship component
Knowledge on oneself	Personal	Knowledge of proper skillful behavior.
Self-concept	constructors	Social and communication skills
Valuation of oneself	Problem	Knowledge of social customs
Confidence on oneself	solving ability	Knowledge of the various response signals
Self-motivation		Empathy
Self-efficacy		Proper social or interpersonal perception
Expectations		
Preferences and subjective		
Self-regulation systems and plans		
Selfcontrol		
Autonomy		

Source: taken from Rendon, 2009

For our case, teaching styles are:

Modes, ways, adoptions, or particular manners and characteristics of thinking the educative process, and how to assume teaching learning process in a specific context expressed in attitudes, behavior, actions, procedures, which activities are showed in the teaching praxis in function of aspects such as: classroom environment; relationship, interaction, socialization and orientation to the students; organization, preparation, or planning the academic activity; information presentation, teaching methods, direction, guiding, and control of teaching learning process, assignments direction, and evaluation. The

above are the product of assumptions, principles, beliefs, ideas, and underlying concepts to pedagogic practice which may be more or less conscious. (Rendon, 2010 p. 7)

For this research two styles of teaching were taken which more frequently appear in specialized literature: the magisterial expositive style, and mediation style, with the following indexes:

Tabl2 2. Teaching styles (Taken from Rendón, 2013)

Criteria in featuring styles	Indicator for magisterial style	Indicator for mediation style
Personal actions, / teacher-student interaction (Knowing how to be)	Promotes little interaction in the classroom Established a strict academic relationship with students. Expresses little availability for dialogue Imposes his ideas over proposals made by the students.	Promotes confidence at the classroom Manages a close relationship with his students. Provides space for dialogue Uses ideas of his students for construction of knowledge.
Conception of learning (pedagogic skills)	Considers students mistakes as a lack of knowledge Promotes data memory learning	Assumes his students mistake as learning opportunities. Encourages cooperative work and group for learning.
Environment organization / process control / knowing how to be didactic)	Prefers silent and attentive listening during his classes Attends students questions only when he considers proper. Prefers questions to be asked at the end.	Promotes Exchange and participation of his students. Develops class topics parting from questions of his students. Prefers questions made by his students to be discussed during his exposition.
Teacher and student role (pedagogic skills)	Recognizes himself as the unique one responsible for class activities. Requires students with comply with standards established by the school. When evaluating, values results.	Recognizes that both students and teacher are responsible for learning. Together with students builds standards, and behavior guidance.
Objectives and goals of education / evaluation (kowing how to be didactic)	Considers evaluation as teacher duty Causes students to be dependant	Performs evaluation tracking and feedback to learning processes. Considers self-evaluation as a formation process. Considers autonomy as the fundamental purpose toward teaching should be aimed at.

Source: taken from Rendon, 2013

Materials and methods

This is a descriptive mixed research performed in 2012. In order to characterize education of socio-emotional competence several instruments were used: A semi-structured interview, with 8 open questions, and a group self-administered survey with a 7-open questions, for the students to reflect on socio-emotional and cohabitation problems, and possible causes and alternatives provided by education institutions to resolve such difficulties. In order to expand and deepen a little more on information related to socio-emotional competence, its education and difficulty on this matter, it was applied an observation guide and another group self-administered survey, with 27 open questions, directly related to the same socio-emotional competences measured through scale-type test. The observation guide, in turn, included two parts; the first one in order to identify

concrete socio-emotional difficulties which do not promote healthy cohabitation; and the second one, to register positive actions which promote cohabitation.

In order to identify teaching styles (magisterial and mediation), a scale-type questionnaire was implemented, designed both for students and teachers, composed of 28 items, measured in the following scale: 1-Neve; 2-sometimes; and 3- always; a half of them correspond to Mediation Style Teaching; and the other half to Magisterial Style.

To identify socio-emotional competence level of students of middle education involved, a 76-item Likert scale socio-emotional competence test was applied. Each of the 19 skills involved in socio-emotional competence was evaluated with 4 items, and such items were measured in a scale 1 to 3 (1 – level; 2 sometimes; and 3 always).

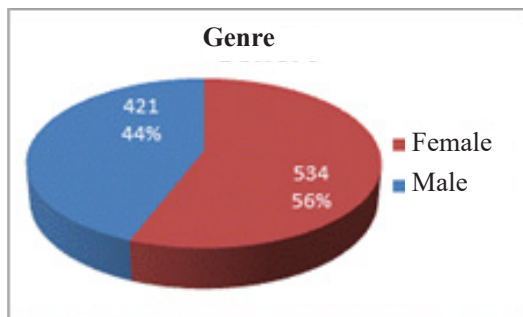
As obvious, individuals volunteered for application of instruments; and in analysis of information, confidentiality about those participating individuals was kept.

In concordance with the type of research, all information was analyzed on descriptive basis, qualitative data (2 group surveys, and interview), through analysis of content, and category to decode latent messages. Analysis of qualitative data, (observation guide, questionnaire on teaching styles, and socio-emotional competence test), realized through descriptive statistics, central trend measures, frequencies presented in tables and graphics. The T Student test was applied for independent samples in the case of comparisons her Genre and Grade in the questionnaires. One-factor Anova test was applied to find possible difference by Institutions and Ages. In this analysis variables of institution, age, areas and teacher experience, (the latter ones in the questionnaire of teaching Styles), had more than two values of answer¹.

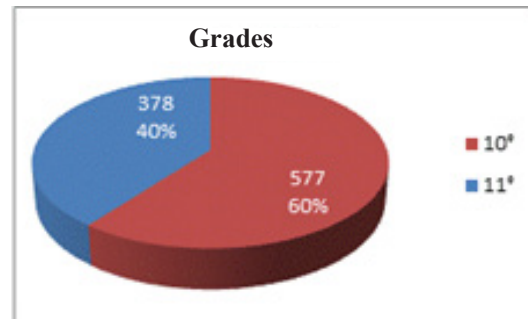
Results

The population was composed of students and teachers of middle education in the municipality of Cauca, Colombia (grades 10th and 11th). The sample included 50 teachers serving at 5 education institutions (See figure 2), and 955 students, 56% women, and 44% men. 85% of the students between 15 and 17 years age, the remaining under 14 years age, and older than 18.

Figure 1. Students sample

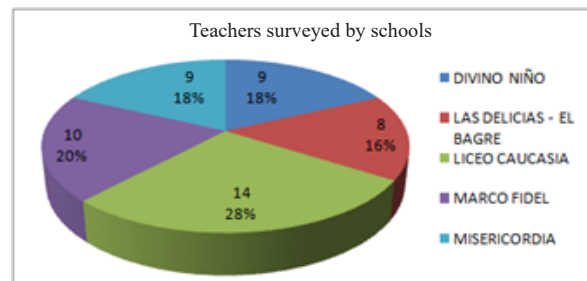


¹ It is necessary to explain that since application of measurement instruments was made on independent basis (one instrument first, and then the other), it is not –statistically – correct to think of correlation conclusions, and tables presented to summarize results, are just descriptive. In spite of this, there are relevant qualitative considerations which lead to establish comparison among teachers styles, education practices and students socio-emotional performance.



Source: the author

Figure 2. Teachers sample



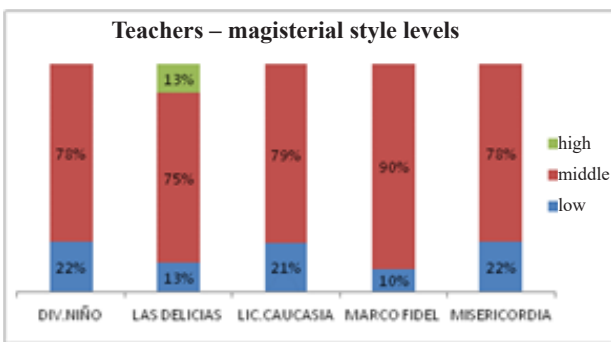
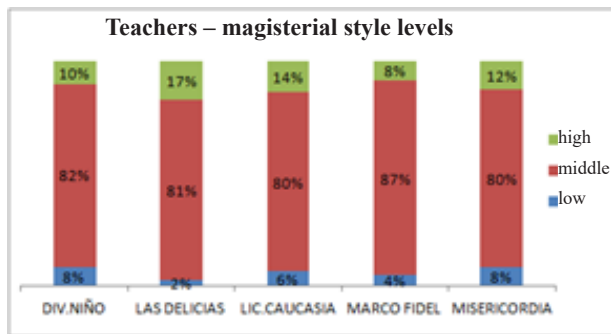
Source: the author

The following describes the results obtained through applied instruments.

Regarding the instrument of teaching styles and to evaluate reliability of such instrument Cronbach's Alpha test was applied, and an estimate of 0,7871664 was achieved in the answers of the students, which is admissible to ensure reliability of results. In answers by teachers to the instrument of Teaching Styles, an estimate of Cronbach's Alpha of 0,8873329 was obtained.

Based on results of the questionnaire of teaching styles, the responses were classified in the following ranks: Low; 1 to 1,6. Middle: 1,7 to 2,3. High: 2,4 to 3. The following graphics take into account this classification, and provide a general perspective of the teaching style trend for involved teachers.

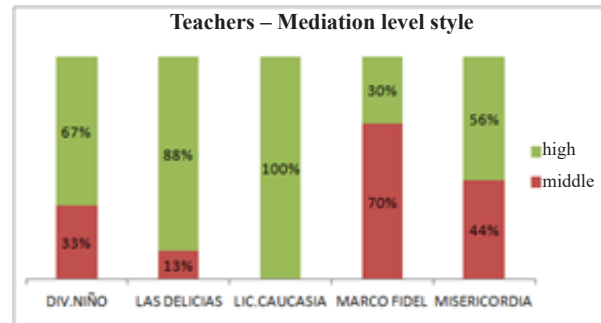
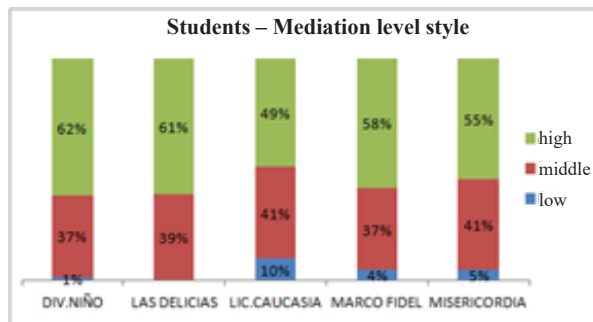
Figur2 Evaluation by students and teachers of magisterial teaching style



Source: the author

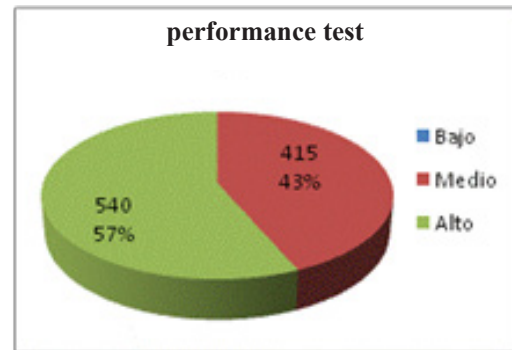
It is observed how a higher percentage of teachers qualified on Low Magisterial level, as compared to evaluation made by the students, who graded them High in the magisterial style, which reveals that the students perceived their teachers as more traditional and magisterial than teachers had considered themselves. However, the students of Liceo Caucasia school, and Marco Fidel and la Misericordia schools, valued item corresponding to style as low.

Figure 4. Evaluation of mediation style to students and teachers



Source: the author

Figure 5. General performance of students in the test of socio-emotional competence.

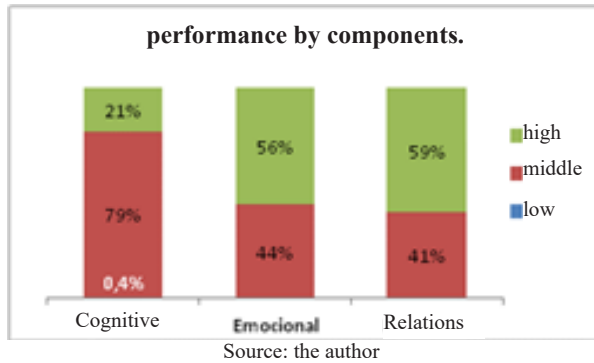


Source: the author

In front of socio-emotional competence test, 11 surveys with more than 8 questions with no answer were eliminated, (equal to 10%), in order to ensure reliability or research results. Once converted or recoded the 35 questions (out of 76), made in a negative fashion, an estimate of Cronbach's Alpha of 0,7668112 was obtained². In a general perspective of performance of the socio-emotional competence test (defined in the introduction and made operational in table 1), it may be stated that in the participating groups and institutions there were no students scoring Low in socio-emotional competence; 43% of them scored middle, and most of them scored high.

² It is worth to mention that scale type quantitative questionnaires applied, come from other previous researches: "Teaching styles of teachers at Antioquia University" carried out in 2007, and "Education of socio-emotional competence through development of reflective critical thought, and cooperative learning at the school context", performed in 2010. For both instruments two methods of validation of such researches were taken into account: validation by experts, which is the critical review made by one or more experimented individuals on topics of the same. Based on such review, the questions were fixed in a balanced and harmonic general way, and suitability of items length was verified. The second way of evaluation was application of the questionnaire to a pilot sample, in order to analyze the answers and optimize the questionnaire.

Figure 6. Students performance by components of the socio-emotional competence test.



By components (see table 1), the lower performance was Cognitive, where 0,4% of the students scored low; 79% middle, and just 21% scored high.

In the case of Emotional and Relational components, a similar performance was observed among students, relational skills being slightly lower.

The five best evaluated in the test were the following:

Ccs – Knowledge on social customs (of Relationship component)

Au – Autonomy (of emotional component)

Vs – Valuation of oneself (of Emotional component)

Hsc – Social skills and communication (of Relationship component)

Ccda – Knowledge of proper skillful behavior (of Relationship component)

Otherwise, the three lower scoring skills were:

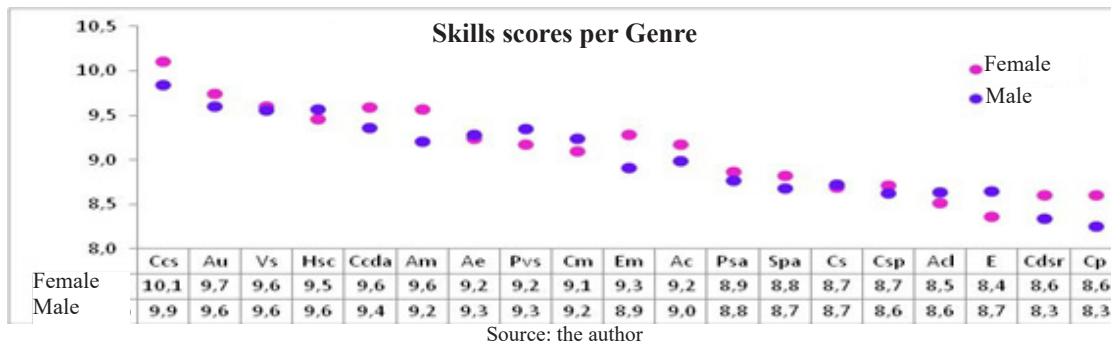
Cp – Personal constructors (of Cognitive component)

Cdsr – Knowledge of the various answer signals (of Relationship component)

E – Expectations (of Emotional component)

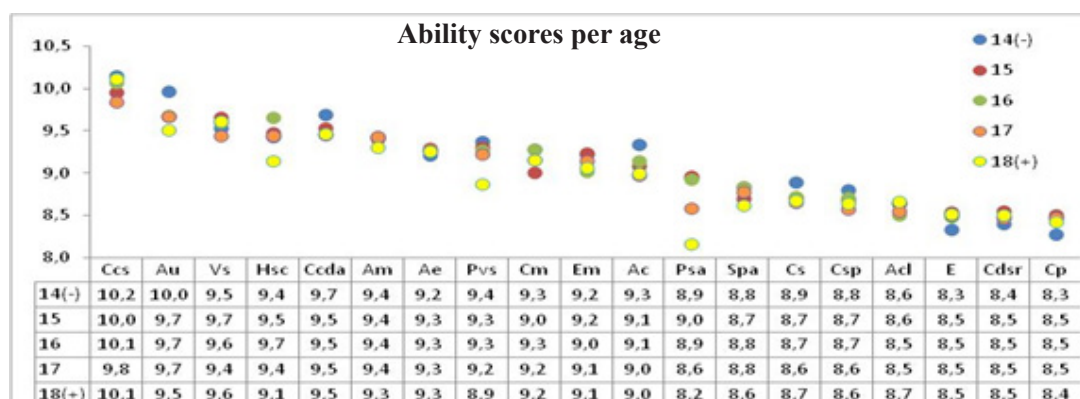
Notwithstanding, these 3 skills scored lower, their performance was Middle but not Low, because as mentioned above, there were no students scoring low socio-emotional competence. It is important to note that, because of dealing with a self-evaluation or a self-administered instrument, the response to this instrument shows a high subjectivity, and it may cause the trends described herein, i.e. appearance of a high level in the emotional component.

Figure 7. Students performance in socio-emotional competence test per genre.



In 12 of the 19 skills, a higher score may be seen in women as compared to men, suggesting that in the involved sample female genre bear major socio-emotional competence. Higher difference per genre are noted in the following skills: Am – Self-motivation (Emotional component); Em – Ability to place in the other’s place (Relationship component); Cp – Personal constructors (Cognitive component).

Figure 8. Students performance in the test of socio-emotional competence per age.



Source: the author

By age, it draws the attention performance of skill Psa – proper social or interpersonal perception, where students over 17-year age scored better. It could be supposed that with age, individuals trend to become more observer, discover and understand feelings and points of view different from their own ones.

In spite of the above, and the high level reached in the test of socio-emotional competence, through the two group surveys, the interview, and the observation guide it was possible to characterize and find some socio-emotional and cohabitation nodal difficulties, how social links were structured, social skills, and external management and control performed at the institution before conflicting situations; in addition, it was possible to identify several block of problems, which include the following:

Table 3. Problems associated to socio-emotional competence

Components and skills of socio-emotional competence	Identified problems
Problems of emotional component and affective motivation	
Selfconcept, oneself valuation, confidence on oneself	Problems of self esteem and self-valuation, confidence on oneself.
Autoefficacy and expectations	Attitudes of ambition, conformism. Lack of orientation, indecision, immaturity, desperation.
Selfmotivation	Attitudes of apathy, lack of interest, lack of motivation, little effort, negativism.
Preferences and subjective values	Dishonesty, lack of respect toward other's belongings.
Autoregulation systems and plans	Disregarding toward observations, disobey, irreverence in front of standards, and toward adults.
Autocontrol	Aggression, lack of impulse control, arrogance, vulgarity, verbal and physical mistreatment, fights.
Autonomy	Lack of commitment or responsibility, failure or comply, dependence on others.
Problems of relationship component	
Social and communication skills	Insulation, little sociability, failures in communication, lack of listening, lack of social skills, indiscretion, lack of dialogue and interaction, rivalry.
Ability to place in the other's place (Empathy)	Harassment, nicknames, gibes, chating, gossips, exclusion and discrimination, rejection, indifference, intolerance, hostility, antipathy, bullying.
Proper social or interpersonal perception	Mistrust about others, lack of union, enmity, incomprehension, lack of comradeship, of cooperation, of integration.

Source: the author

In addition, and although it was asked for strategies or tools to educate socio-emotional competence, the participants fell short in description of such tools, since most answers were concentrated on weak aspects and to be improved, anyway, the following strategies used by the institution in conflict management were mentioned:

- Direct actions with students when conflicting situations surge: agreements, commitment, negotiations, advise, mediation, approach, support, help, guidance by group director.
- Teacher attitudes: good treatment, setting the example, dialogue as a strategy for permanent formation, attention, listening, orientation, guidance.
- Activities with families: Parents school, meetings with parents, parents guidance, general meetings, conferences, advise to parents.
- School activities: Group formations, general formations to apply correction actions, strengthening values, constant projects, cultural activities, integration activities, conferences, tours, reflective readings, life project.
- Psychologist or psycho-guide intervention
- Due process when there are socio-emotional of cohabitation conflicts which deserve it: referral to: the coordinator, or academic council, or cohabitation coordinator, or cohabitation committee. or principal, or police.

Other answers both by students and teachers, revealed that teachers use another types of strategies to control their class, and cohabitation, such as: summon, use of discipline book, or certain institutional procedures proposed from the PEI as action protocols to face and manage various conflicts. In the most serious and urgent situations, and in front of aggressive students disciplinary sanctions are applied, and in extreme situations direct dismissal is applied.

It is important to understand that many problems posed by students at the school, reflect what happens at home; therefore, in managing such problems, it is very important to involve the family.

From the teacher role and interaction established with the students (which are criterions to characterize and identify teaching styles), the students refer some

acts by teachers which make their socio-emotional education difficult, such as:

- Relationship or interaction: little approach, interaction and dialogue, indifference, ignorance of situations, teachers do not understand or inquire about what happens to the student, judge a priori or cast judgment, or disregard the reality, there is no time to listen to, or to talk, there is intolerance, there are no proper relationships with students, little assertive communication, improper climate for classes, teachers devote to class but no more.
- Emotional control: improper or hard treatment, insults, arrogance, shouting, anger, upsetting, boring, bad temper, bitterness.
- Authority management: reprimands, sometimes in public, authority abuse, superiority.
- Other situations related to teacher job: Foreign teachers with different culture and customs, tired teachers who do no work for vocation, lack of updating, or commitment, or responsibility.

In addition to this variety of conflicts, difficulties and problems expressed in interview, the students and teachers expressed a great variety of values which are promoted or are found un formation processes provides at schools, among them: responsibility, spirit de corps, tolerance, respect, discipline, comradeship, punctuality, faith, charisma, hope, honesty, culture, integration, cooperation, harmony, comprehension, justice, solidarity, communication, friendship, confidence, courtesy, kindness, participation. The above results contradictory, since, when asking about the most breached standards, and conflicts surged at the classroom, questioned individuals pointed at lack of respect, little approach between teachers and students, negative attitude of both sectors; they talked about a vulgar, non-respectful student; and a haughty, angry, arrogant, rigid, vertical teacher. This type of attitudes by students and teachers, talks not only of a socio-emotional competence problem, but also a call and a great need of strengthening skills of both teachers and students, to learn and practice suitable strategies to deal with problems.

As it may be seen, spaces where should be used to promote and encourage healthy interaction and encounter of subjectivities, is being marked by conflicting encounters. Under this panorama, it is clear that within school environments there is a clear contra-

diction between *declarative knowledge (know what)*, and *procedural knowledge (know how and when)*, held by the students on their repertory of socio-emotional competences, that is, most teachers know and know how to account for a series of socially skillful behavior (as shown in the table of socio-emotional competence which results were shown above), which are important for healthy school cohabitation; notwithstanding, certain failures are obvious and habitual at the time of placing such competences into practice; a sample of which are those problems identified through the applied instruments.

Discussion of results

Notwithstanding being undeniable the fact that teachers teach in many ways, and that there is no a unique manner of promoting integral development of the students, there are more suitable manners of guiding interactions at the classroom, in such a manner as to improve and promote socio-emotional competences. Regarding this matter, it is worth to mention that teaching styles being adoptions and adaptations that the teacher may control, they lead to assume a posture about the pedagogic reality to be faced, and education purposes that should be strengthened such as education of socio-emotional competence. Therefore, the fundamental role of the teacher, should be to promote an atmosphere of respect, freedom and self-confidence which lead and promote the students learning, which makes us think about the mediation style as an alternative to achieve such purpose. In general terms, the mediation style features acceptance of ideas and proposals coming from the students, and an encouraging attitude by the teacher. It is also a teacher duty, not only to evaluate learning process but also the ways of acting, thinking; it is a matter of feeling the student (Davalos, 2011). In this style the student is active and autonomous, there is a dialoguing attitude, and behaves through critical awareness; the teacher knows how to listen to students, and guide them.

From this perspective it becomes important to highlight that in the mediation style, item 19 was the highest evaluated aspect in the criterion related to Learning; both, students and teachers recognize that cooperative work and group work for learning are motivated, which issue is very important, because cooperative learning groups are based on a positive independence among group members. In cooperative learning each individual has a clear responsibility and provides himself with feedback on each member progress, for the other to see who needs help and being encouraged (Dávalos, 2011). In this order or

ideas, it is necessary to take into account that human beings build the standard and appropriate of some moral principles as we interact with others.

If we take into account that teaching is not neutral, but each one makes a personification at assuming the style of being a teacher, it supposes a certain conception of the standard in the teaching job, and implies a particular impact on the student's learning style.

From the educative point of view, it is indispensable to create discussion spaces on cohabitation standards governing the institution, groups and school community, which each member feels morally committed to. (MEN, s.f.). And it is worth to make clear that "school discipline and standards may not be considered as an end by themselves, but a means for performance of the academic activity, and to achieve goals set forth by the community" (MEN, s.f. p.22). Therefore, standards and laws should gain their own legitimacy, and it is also achieved through organization of times, spaces, and taking into account interests and needs of the students. The climate produced in class, evaluation it proposes, and used method, may become an example of those standards and values that the teacher should transmit.

Values take as a whole, lead to an integral education, since the turn into guidance and behavior principles with give meaning to life, and lead to self-realization, progress and human re-dimensioning as they are structured through changing circumstances of reality and concrete conditions.

Understanding socio-emotional education linked to education in values as a social practice, requires the teacher to know and value the reality he performs in, and understand the meaning of his job in this context, in addition to act with autonomy, critical sense, and creativeness. Regarding the student, the teacher should deeply know his integral development, his motivations and socio-cultural conditions, in order to be able to organize teaching and learning processes. In this sense, it becomes necessary a dialoguing communication with the students which promotes critical thought. The human being is a social being, who in order to be educated, needs the other, and in addition, an amount of affective links, and interaction systems. But each one thinks differently, and in that particularity he runs into the other, to confront their opinions, then during certain rivalry or confrontation. Therefore, it is required a relationship of respect, and a democratic environment, as a part of such dialoguing communication.

Regarding this matter Dávalos (2011) invites to reflect on the teacher style, and on three ways or alternatives to influence formation of socio-emotional competences of the students: presentation of identification models; selection and evaluation of provided information, and the use of the necessary incentives for achieving formative learning. The author adds that the teacher is a personal and professional model in formation of the students; therefore, it is important not only what he teaches, when he teaches, but also what he expresses through the exercise of authority, style, gestures, and words. In this order of ideas, Dávalos (2011) proposes that personality of the teacher, attitudes, affective relationships, and in general, his communication with the student, becomes a true mediator factor for learning, and of a great relevance in the teacher action.

Through varied experiences and from various pedagogic approaches, it has been proved the importance of promoting communication among students, and extend dialogue in such a manner that it promotes discussion and opinion and ideas exchange. Dialogue from Lipman's (1992) perspective, has been retaken as a fundamental method of reflection for personal development of the students, and for affective motivation development, and processes such as self esteem, understanding oneself, or self-concept.

Conclusions

As an answer to the reserach question, it may be stated that teaching styles are directly related to education of socio-emotional competence of the students, as they allow or not proper environments for dialogue, conflict management, and strengthening socio-emotional competences, which in turn, promote ethic cohabitation at the school.

Through information collected along the research, it was found that notwithstanding the fact that teachers possess a middle high trend toward mediation (participative) style, and aspects such as standards and values acquisition are promoted, there was a reiterated feeling by the students that teacher methodology many times result rigid, repetitive, and does not them freely express personal issues, construction of social links is promoted, and described conflicting situations may be faced. Many answers assumed that teachers are a model and example to follow; however, the students expressed that teachers also participate in discussion and mistreatment, and in some cases teacher lack of control to manage some problems.

In addition, although the students made middle high score in the test of socio-emotional competence, there are cohabitation problems and socio-emotional in competences such as: self-efficacy, self-regulation, self-control, problem solving, social skills and empathy.

Regarding education of socio-emotional competence at these schools, the following practices were outstanding: contributions by professionals such as the psychologist, and conferences or group activities in search of creating a healthy relationship among peers. In addition, the students suggest as priority alternatives to face such problems, promotion of values and social relationships.

Among treatment in conflict solving, the most used, as claimed by students and teachers, was dialogue, but when asked on acts by teachers and students to improve cohabitation and social relationships, they expressed lack of dialogue, which makes teacher and student interaction difficult. In this sense, although some students expressed that there is a communicative environment, other students denounced various problems surged at their institutions.

Considering the above, the participating institutions are encouraged not only to approach current critical situation, but research on causes and consequences of the above mentioned problems, and their negative impact on mental health of their students. Immediate solutions are necessary, but it becomes convenient for education of socio-emotional competence, that education institutions pay due attention to problems surged from and faced by the students, in addition to academic matters; teachers are the ones in the position of promoting agreeable spaces, and social interaction; therefore their teaching style should not be authoritarian, but assign priority to the emotional and affective of their students; the teacher should be able to promote social ties, promote participation and dialogue, and consider flexibility of their methodology, without forgetting objectives to be achieved; and especially, being able to see, stop and identify problems surged both in and out of the classroom.

If taken into account that socio-emotional competences are not innate talent, but learned ability that should be worked and developed, it is necessary to consider them as a fundamental part of teaching learning processes, since beyond academic intelligence, socio-emotional competences impact on school failure and on the individual ability to achieve education goals proposed either by an educative system or by an educative institution.

Under these circumstances, education of socio-emotional competences acquire a great importance as they act as transformer factor of social behavior, since it helps to acquire another kind of experiences, relationships and interactions, in order to produce other ways of behaving.

Opening the door to education of socio-emotional competences is a continuous and permanent educative process, and it is a way of primary prevention aimed at minimizing vulnerability of the individual in front of certain disorders (stress, depression, aggressiveness, etc.), or prevent them from occurring. It does not mean that the teacher should loss his role as teacher and as trainer, but it is an invitation to enrich his labor, in order to strengthen this type of competences, which are the core in the students life.

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