frontiers | Frontiers in Education

Analysis of personal competences in teachers: a systematic review

Pablo Molina-Moreno[1], María del Mar Molero-Jurado[1]*,
María del Carmen Pérez-Fuentes[1] and
José Jesús Gázquez-Linares[2]

[1]Department of Psychology, University of Almería, Almería, Spain, [2]Department of Psychology,
Universidad Autónoma de Chile, Santiago, Chile

Background: The relevance of teachers' emotional and social competencies in education has been highlighted as they enable them to establish effective relationships, manage emotional situations and create positive learning environments. The absence of these competencies can lead to emotional exhaustion and negatively affect the classroom environment, thus stressing the need to strengthen these skills so that teaching professionals can adapt to the changing demands of the educational environment.

Objective: The primary aim of this paper is to analyze the existing programs for training socioemotional skills in teachers and evaluate their effectiveness. To achieve this, a systematic review of the literature is conducted, focusing on the empirical research existing to date that promotes and enhances these skills through intervention programs.

Methods: A literature search was performed using the electronic databases Psycinfo, Psicodoc, Psychology Database, Pubmed, Science Direct and Dialnet Plus, following the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines. Studies were eligible for inclusion in this review if they investigated the effectiveness of interventions and training protocols for enhancing personal competencies of a sample of participants composed of teachers.

Results: Activities aimed at strengthening personal competencies in teachers tend to have a positive impact on areas such as job satisfaction, professional commitment, emotional management, and stress reduction, which has a favorable impact on students. However, the effectiveness of these interventions may vary depending on the design of the study and the individual characteristics of the participants.

Conclusion: The importance of training educators in personal and emotional skills is highlighted, due to its feasibility and the benefits it implies for both educators and students. Valuable insights for future practices, emphasizing the need for continuous training, digital technologies, mentoring, and holistic well-being to improve educational quality and job satisfaction for teachers are provided.

KEYWORDS

teachers, education, emotions, programs, personal competencies

1 Introduction

The school's mission has evolved from merely transmitting academic content to fostering competencies and values for the personal development of students by promoting their socio-emotional skills (Pérez-Fuentes et al., 2019; Zych, 2022). Current education system aims to ensure the complete development and well-being of both teachers and students, promoting socio-emotional connections and subsequently enhancing their personal competencies, thereby reducing vulnerability to risky behaviors (Sandoval, 2014; Pérez-Fuentes et al., 2019). To achieve the transfer of necessary knowledge, skills, values, and principles for the ethical, socio-affective, and intellectual development of students, teachers need specific personal competencies that enhance the teaching-learning process, and address individual and collective characteristics (Lytle et al., 2018). Personal competencies include encompassing self-knowledge and emotional and cognitive control (Galvis, 2007), and optimism, sociability, emotional understanding, and self-efficacy, have been highlighted as some of them, among others (Pérez-Fuentes et al., 2019).

Therefore, teachers constantly face a wide variety of challenges in educational institutions (Clandinin et al., 2015; Funes, 2016). Sometimes, these challenging situations exceed an individual's personal resources and, far from fostering a positive emotional environment, there is an increase in student and teacher attitudes that are detrimental and have a negative impact on student learning and the well-being of the entire educational community (Schutz et al., 2009; Extremera et al., 2019).

Education professionals who have an adequate personal repertoire of competencies are able to recognize and understand their own emotions and those of others and, therefore, use this information effectively to guide their behavior and make appropriate decisions in the classroom (Schutz et al., 2009; García, 2013). Teachers' personal competencies refer to the ability of teachers to recognize, understand and regulate their own emotional states, establish effective interpersonal relationships, and promote the development of socioemotional skills in the educational environment, such as emotional self-awareness, emotional self-regulation, motivation, empathy and social skills (Salovey and Mayer, 1990; García, 2013). It has been observed that the presence of these psychological skills is related to greater job satisfaction, a greater sense of excitement for the performance of their teaching work, better management of emotionally demanding situations and a reduction in job burnout since these competencies enable them to adapt to different personal and professional contexts (Salovey and Mayer, 1990; Bakker and Demerouti, 2017; Mérida López et al., 2020). Another factor that becomes important in teachers is metacognition, which refers to the ability to control one's cognitive processes by enabling one to understand oneself and others in terms of mental states, such as feelings, convictions, intentions, and desires, and to be able to reflect on one's own and others' behaviors (Iacolino et al., 2023). Thus, teachers who have a better repertoire of emotional regulation are more likely to be more effective in achieving their academic goals, creating quality social relationships and appropriately managing classroom functioning, preventing the occurrence of negative classroom situations and problems associated with adolescent disruptive behavior, such as bullying (in the classroom or through the Internet, interpersonal violence and substance abuse) (Sutton, 2004; Pérez-Fuentes et al., 2021; Molero et al., 2023).

Teachers with good personal competencies tend to create an emotionally safe classroom environment that favors the learning and socioemotional development of students, who develop skills such as empathy, peaceful conflict resolution and the cultivation of life skills; and benefit their state of well-being, the academic performance of their students and their personal development within the educational environment (Lasauskiene and Rauduvaite, 2015; Aristulle and Paoloni-Stente, 2019; Molero et al., 2022; Al-Jbouri et al., 2023). In contrast, teachers who lack good emotional skills tend to experience emotional exhaustion and may transmit negative emotions to their students, generating an unfavorable classroom environment for learning and hindering the establishment of positive relationships and effective conflict resolution, as well as the occurrence of burnout in students and a detriment in their school performance (Bermúdez and Amaíz, 2017; Martos et al., 2018; Calleja et al., 2019; Laudadío and Mazzitelli, 2019). Teachers who experience stress, job distress and *burnout* tend to have a lower sense of job satisfaction and a higher number of absenteeism episodes at work, as well as poorer teaching performance, with negative effects on both classroom climate and student performance and, therefore, with detrimental consequences for the quality of the educational abilities imparted (Gkontelos et al., 2023).

There are empirical studies that have been aimed at the development and implementation of designs, interventions, formations or trainings to strengthen social and emotional skills in students (Campayo-Muñoz and Cabedo-Mas, 2017; Badau and Trifan, 2022; Al-Jbouri et al., 2023). However, the need for comprehensive and continuous training of teachers in social–emotional skills has been highlighted in order to promote and develop their personal competencies (Aristulle and Paoloni-Stente, 2019). Although there are works focused on teachers' emotions (Sutton and Wheatley, 2003), the evolution of society and the current challenges in the educational field require a constant updating of interventions and trainings aimed at strengthening teachers' personal competencies, and social and emotional abilities given the associations between the capacity for emotional regulation and personal fulfillment and job satisfaction (Brackett et al., 2010). Personal competencies are critical to the well-being and academic success of teachers and their students who, in addition to benefiting from the presence of them, are also harmed by their absence (Jennings and Greenberg, 2009; Kelly et al., 2019). Research and interventions to date have provided valuable information, but there is a need to continue to review and update the literature to adapt to the changing needs of the educational environment. The development of personal competencies in teachers is essential to creating positive learning environments and fostering students' social–emotional growth (Jennings and Greenberg, 2009).

Given the benefits and risks associated with personal competencies in teachers, this paper aims to explore existing studies on socioemotional training programs for teachers. The objective is to analyze how this kind of competencies have been trained and the effectiveness of the included programs. To achieve this, a systematic review of the literature was conducted, focusing on empirical studies that aim to promote and enhance these skills in teachers through different intervention programs.

2 Methodology

To achieve greater rigor in the process, this systematic review was based and developed according to the standards indicated by the 2020

Preferred Reporting Items for Systematic Reviews and Meta-Analyses PRISMA methodology (Page et al., 2021).

2.1 Search strategy

The following databases were used for the search and review of documents: Psycinfo, Psicodoc, Psychology Database, Pubmed, Science Direct and Dialnet Plus. Based on the objective of this review, the search was to collect studies that addressed a training program aimed at fostering the development of personal competencies with participants who worked as teachers in an educational institution. For this reason, the chosen databases are particularly relevant to the subject matter of the study due to their specialized focus on psychological and educational research, which is relevant for studies on socioemotional skills.

To collect as many publications as possible, two search formulas were established and reviewed using a series of Spanish and English terms as descriptors combined with the Boolean operators "AND" and "OR," some of them searched for in the title of the publication (ti) and others in the abstract (ab). The two search formulas used in the databases were as follows (the first with English terms and the second with Spanish terms): (1) ti("emotional competencies" OR "emotional skills" OR "psychosocial competencies" OR "psychosocial skills" OR "personal competencies" OR "personal skills" OR "psychosocial well-being" OR "social–emotional competencies") AND ab[(Intervention OR treatment OR training OR enhance OR improvement OR program) AND (teacher OR professor)]; and (2) ti("emotional competencies" OR "emotional skills" OR "psychosocial competencies" OR "psychosocial skills" OR "personal skills" OR "personal skills" OR "psychosocial well-being" OR "social–emotional competencies") AND ab[(Intervention OR treatment OR training OR training OR enhance OR improvement OR program) AND (teacher OR professor)].

In all the databases and for all the searches performed, the following filters were applied: type of document (scientific journal article, with full text access and evaluated by experts), date (from 2010 to 2023) and language (Spanish and English). The databases used and the results of each search are shown in Table 1, detailing the publications obtained before applying the filters (initial results) and the results that passed the filters (final results).

2.2 Eligibility criteria

Once the eligibility criteria were established and applied, two reviewers independently examined each of the titles and abstracts of the remaining papers to assess their potential eligibility. When the abstract was not sufficient to assess its selection and inclusion in the present work, an exhaustive review of the full text was carried out. Any discrepancies detected in the selection of papers were resolved by consensus. We excluded those studies that did not meet these criteria or did not provide relevant information to respond to the proposed objective.

To establish the exclusion and inclusion criteria, the model known as PICOS (Landa-Ramírez and Arredondo-Pantaleón, 2014) was followed.

Based on this strategy, guidelines have been developed to reject or include documents in this study through its four elements:

1. Population: studies that provided samples of teachers of any educational level were chosen for this review.
2. Subject of interest: all the studies that carry out a training program with the objective of enhancing personal competencies with teachers have been considered.
3. Context: we selected research related to the educational field, excluding intervention studies carried out in any other type of professional context.
4. Study design: the documents included are empirical scientific articles, peer-reviewed and published in both Spanish and English from 2010 to the present. This publication date filter had the intention of compiling and analyzing as many intervention studies as possible. Studies that were narrative, review or intervention proposals were discarded, as well as those that were descriptive in nature and studies that did not address the training of personal competencies. In addition, articles whose text was not in Spanish or English were excluded.

2.3 Studies selection process

Of the 303 publications initially identified, 196 were selected after applying the filters. The title and abstract were reviewed to confirm their inclusion in the review, leaving 26 available. Finally, of the remaining 26 studies, 13 were rejected after review of the full text, leaving 13 papers selected and included in the review. The selection process of the publications included and reviewed in this work can be seen in Figure 1.

3 Results

A synthesis of the selected studies has been carried out. Table 2 shows the most relevant results of the papers reviewed and included in this work. From left to right, the authors, date of publication and country of origin of each study are shown first. Next, the number of participants and their occupation are shown. Next, the design of each study, the objectives established, the measuring instruments used, the data to be highlighted on the training carried out and, finally, the results obtained are indicated.

It should be noted that Spain is the country that has implemented the largest number of programs in this line of research, being the origin of eight of the 13 studies reviewed. It is also worth mentioning that the most recent study is that of Caires et al. (2023) and the oldest corresponds to Karimzadeh et al. (2012). The largest sample is observed in the work of Schoeps et al. (2019), of 340 participants, while the smallest had 20 teachers (Chianese and Prats, 2021). Five of the samples analyzed are composed of future teachers, i.e., Education students, while the rest of the participants were teachers working in different educational institutions (either public or private schools, and at different formative levels: Pre-school, Primary and/or Secondary). It was found that the most used design was quasi-experimental and, finally, although all the studies had the same research objective (to foster emotional skills in teachers), a great variety was found in the measurement instruments used, the intervention used, its duration, and the results obtained.

TABLE 1 Databases and search results.

Databases	Search formula	Initial results	Results after filters
Psicinfo	ti("emotional competencies" OR "emotional skills" OR "psychosocial competencies" OR "psychosocial skills" OR "personal competencies" OR "personal skills" OR "psychosocial well-being" OR "social–emotional competencies") AND ab(Intervention OR treatment OR training OR enhance OR improvement OR program) AND ab(teacher OR professor)	70	25
	ti("emotional competences" OR "emotional skills" OR "psychosocial competences" OR "psychosocial skills" OR "personal competences" OR "personal skills" OR "psychosocial well-being" OR "socio-emotional competences") AND ab(intervention OR treatment OR education OR training OR training OR enhancement OR program) AND ab(teacher OR teacher)	2	2
Psicodoc	ti("emotional competences" OR "emotional skills" OR "psychosocial competences" OR "psychosocial skills" OR "personal competences" OR "personal skills" OR "psychosocial well-being" OR "social–emotional competencies") AND ab(Intervention OR treatment OR training OR enhance OR improvement OR program) AND ab(teacher OR professor)	5	4
	ti("emotional competences" OR "emotional skills" OR "psychosocial competences" OR "psychosocial skills" OR "personal competences" OR "personal skills" OR "psychosocial well-being" OR "socio-emotional competences") AND ab(intervention OR treatment OR education OR training OR training OR enhancement OR program) AND ab(teacher OR teacher)	6	5
Psychology database	ti("emotional competencies" OR "emotional skills" OR "psychosocial competencies" OR "psychosocial skills" OR "personal competencies" OR "personal skills" OR "psychosocial well-being" OR "social–emotional competencies") AND ab(Intervention OR treatment OR training OR enhance OR improvement OR program) AND ab(teacher OR professor)	17	7
	ti("emotional competences" OR "emotional skills" OR "psychosocial competences" OR "psychosocial skills" OR "personal competences" OR "personal skills" OR "psychosocial well-being" OR "socio-emotional competences") AND ab(intervention OR treatment OR education OR training OR training OR enhancement OR program) AND ab(teacher OR teacher)	-	-
Pubmed	ti("emotional competencies" OR "emotional skills" OR "psychosocial competencies" OR "psychosocial skills" OR "personal competencies" OR "personal skills" OR "psychosocial well-being" OR "social–emotional competencies") AND ab(Intervention OR treatment OR training OR enhance OR improvement OR program) AND ab(teacher OR professor)	14	11
	ti("emotional competences" OR "emotional skills" OR "psychosocial competences" OR "psychosocial skills" OR "personal competences" OR "personal skills" OR "psychosocial well-being" OR "socio-emotional competences") AND ab(intervention OR treatment OR education OR training OR training OR enhancement OR program) AND ab(teacher OR teacher)	6	6
Science Direct	ti("emotional competencies" OR "emotional skills" OR "psychosocial competencies" OR "psychosocial skills" OR "personal competencies" OR "personal skills" OR "psychosocial well-being" OR "social–emotional competencies") AND ab(Intervention OR treatment OR training OR enhance OR improvement OR program) AND ab(teacher OR professor)	10	7
	ti("emotional competences" OR "emotional skills" OR "psychosocial competences" OR "psychosocial skills" OR "personal competences" OR "personal skills" OR "psychosocial well-being" OR "socio-emotional competences") AND ab(intervention OR treatment OR education OR training OR training OR enhancement OR program) AND ab(teacher OR teacher)	9	2
Dialnet Plus	ti("emotional competencies" OR "emotional skills" OR "psychosocial competencies" OR "psychosocial skills" OR "personal competencies" OR "personal skills" OR "psychosocial well-being" OR "social–emotional competencies") AND ab(Intervention OR treatment OR training OR enhance OR improvement OR program) AND ab(teacher OR professor)	18	18
	ti("emotional competences" OR "emotional skills" OR "psychosocial competences" OR "psychosocial skills" OR "personal competences" OR "personal skills" OR "psychosocial well-being" OR "socio-emotional competences") AND ab(intervention OR treatment OR education OR training OR training OR enhancement OR program) AND ab(teacher OR teacher)	44	26
Web of Science	ti("emotional competencies" OR "emotional skills" OR "psychosocial competencies" OR "psychosocial skills" OR "personal competencies" OR "personal skills" OR "psychosocial well-being" OR "social–emotional competencies") AND ab(Intervention OR treatment OR training OR enhance OR improvement OR program) AND ab(teacher OR professor)	102	83
	ti("emotional competences" OR "emotional skills" OR "psychosocial competences" OR "psychosocial skills" OR "personal competences" OR "personal skills" OR "psychosocial well-being" OR "socio-emotional competences") AND ab(intervention OR treatment OR education OR training OR training OR enhancement OR program) AND ab(teacher OR teacher)	-	-

FIGURE 1
Flow diagram of the studies selection process.
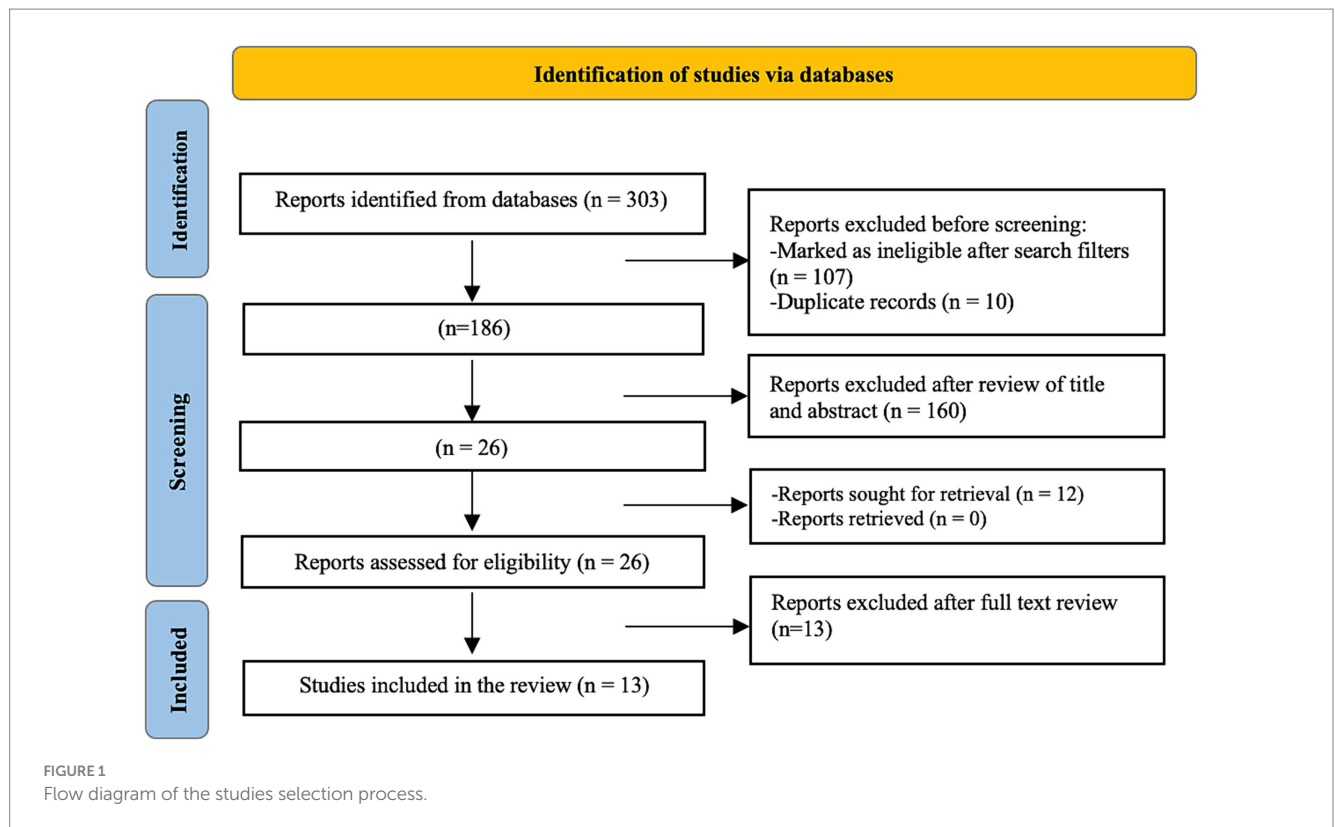
Bustamante and Mejía (2019) designed 12 workshops of two hours each, based on EI skills and aimed at fostering the development of competencies such as emotional self-awareness, empathy, emotional regulation, motivation, assertive communication, teamwork, and conflict resolution in teachers of a training center. The activities, both face-to-face and experiential, such as dance and theater, allowed the participants to express positive emotions and manage well-being, based on internal dialogue, attention, concentration, stress control and assertiveness. The results showed favorable effects on the development of competencies: they improved in coping with setbacks and work stress; in the management and expression of emotions, although they were not significant.

In the study conducted by Caires et al. (2023), they carried out an emotional education program consisting of six 90-min sessions in which socioemotional training was applied to future teachers. Participants indicate that, according to their experience, the program positively impacted four of the five domains covered by the program framework: self-awareness, social awareness, relationship skills, and responsible decision making. Results showed that participants experienced an improvement in their emotional repertoire, including the ability to express and understand their own and others' emotions, as well as empathy and emotional connection.

The training by Castillo-Gualda et al. (2017) followed the RULER method, a social–emotional intervention based on the EI model of Mayer and Salovey (1997) with a duration of three months (eight sessions of three hours each) and the development of EI skills: improving job satisfaction, the level of teaching commitment, and the reduction of work stress levels. Through a face-to-face methodology, teachers improved their emotional understanding (understanding the causes and consequences of

their emotions), expanded their emotional vocabulary, acquired a greater emotional management repertoire, and increased their feelings of job satisfaction and performance (personal fulfillment, job effectiveness, and greater concentration and motivation at work). However, no significant differences were obtained in the levels of burnout measured.

Chianese and Prats (2021) applied a Coaching in Education Program (CEd) that consisted of two phases (the first lasted 15.5 h and the second 9.5 h). Group training, individual sessions (face-to-face and online) and peer coaching sessions were conducted. Both qualitative and quantitative results showed a general improvement in these competencies, although the latter were not significant. According to the students, classroom management turned out to be more practical and they were more motivated after the training. On the other hand, teachers and the management team alluded to participation and space for reflection inside and outside the classroom as facilitators of change (justified by the authors as a possible contagion effect), as well as lack of time and overlapping with similar programs as variables that hindered improvement.

Dolev and Leshem's (2016) work consisted of 12 group workshops and 10 personal coaching sessions, conducted over a 2-year period, as part of an EI training program. Participants conclude that they experienced improvements in their emotional competencies and related behaviors, and that these changes had a positive impact on their work. In addition, many participants showed improvements as reported on the EQ-i measure.

Harvey et al. (2016) worked on classroom environments, relationships, patterns, beliefs, and emotional coaching. Through an emotional coaching of three semi-structured workshops called Quality Learning Circles (based on cognitive-behavioral therapy), each lasting one day and developed over a three-month period, as

TABLE 2 Synthesis of the selected studies.

Authors and country of origin	Participants and occupation	Design	Target	Evaluation instruments	Intervention and total duration	Results
Bustamante and Mejía (2019) Colombia	34 training center teachers	Mixed with pre-post test measurements. Conditions: intervention (N=17) and control (N=17)	To analyze the effects of a socioemotional competencies program on teachers.	Social–emotional competencies questionnaire	Social–emotional competencies training program – 24h	The emotional training program had favorable effects on the development of socioemotional competencies, although they were not statistically significant.
Caires et al. (2023) Portugal	56 Master of Education students	Qualitative study	To analyze the perceived impact of an emotional education program for trainee teachers.	The challenges and dynamics experienced were evaluated in terms of emotional experience and its meaning; and on difficulties and achievements.	Emotional Education Program (EEP) – 6 sessions of 90 min each	Participants showed an improvement in their emotional repertoire: the ability to express and understand their own emotions and those of others, and to feel empathy and connection.
Castillo-Gualda et al. (2017) Spain	54 teachers in kindergarten, primary and secondary education	Quasi-experimental with pre-post test measures. Conditions: intervention (N=32) and control (N=22).	To test the effectiveness of a socioemotional program in teachers.	-Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) - Utrecht Work Engagement Scale (UWES) -Maslach *Burnout* Inventory (MBI-ES)	RULER method: a SEL intervention based on Mayer and Salovey's theoretical model of EI. – 24h	Positive impact on perception, understanding and emotional regulation skills, as well as on the promotion of positive work variables related to job satisfaction and performance.
Chianese and Prats (2021) Spain	20 teachers at a secondary school and some members of the management team and students	Mixed integrated with pre-post test measurements. First phase (N=20) and second phase (N=6)	Analyzing changes in the emotional competencies of a secondary school faculty.	-Emotional Development Questionnaire (CDE A-35)	Comprehensive Coaching Intervention: Coaching in Education Program (CEd) – 25h	There was an overall improvement in emotional competencies, more practical classroom management and increased student motivation, as well as a change in participation and reflection.
Dolev and Leshem (2016) Israel	21 Secondary Education teachers	Mixed methodology, with pre-post evaluation.	To investigate the effect of EI training on teachers' repertoire.	-BarOn's Emotional Intelligence Inventory (EQ-i) Semi-structured interviews	EI training with 12 group workshops and 10 personal coaching workshops – 2 years	Participants report that their EI competencies and related behaviors improved, and that these changes had a positive impact on their work. Many participants improved as measured by the EQ-i
Harvey et al. (2016) New Zealand	27 primary (N=23) and secondary (N=4) education teachers from	Mixed with pre-posttest measurements. Four intervention conditions (mean N=7)	Improve teachers' social–emotional skills in the classroom and measure changes in teachers' emotional teaching practices, and changes in students' social–emotional behavior consequently.	-Classroom Affective Learning Environments Interactional Measure (CLIMATE) -Teaching Interaction Questionnaire (QTI) -Peer Relationship Questionnaire (PRQ) -How I feel scale (HIF) -Emotional Recognition Test (*ad-hoc*)	Semi-structured workshops based on the Harvey-Evans Model of the emotional environment of the classroom. – 3 days	Although no relationships were found between teacher changes and student prosociality, students of improving teachers reported significant differences in leadership, kindness, understanding, and student responsibility/freedom, among other competencies

(Continued)

TABLE 2 (Continued)

Authors and country of origin	Participants and occupation	Design	Target	Evaluation instruments	Intervention and total duration	Results
Izquierdo et al. (2022) Spain	141 primary school teachers	Experimental with pre-posttest measures. Conditions: intervention ($N = 70$) and control ($N = 71$).	To evaluate the effectiveness of an EI training program for primary school teachers and to improve their emotional competencies.	-Emotional Quotient Inventory (EQ-i)	An EI training program – 14 weeks	The skills addressed (intrapersonal and interpersonal intelligence, stress management, adaptability, and mood) have improved, highlighting the mood of the teaching staff.
Karimzadeh et al. (2012) Iran	68 primary school teachers	Experimental with pre-posttest measurements. Conditions: intervention ($N = 34$) and control ($N = 34$)	Train teachers in EI to improve their professional development, inter/intrapersonal relationships, stress and conflict management, mental health, and school environment.	-Bar-On emotional scale -General Health Questionnaire (GHQ)	EI Program for Teachers (EIT) – 20 h	Significant increase in socioemotional skills in the experimental group and a positive correlation between improved emotional skills and mental health.
Palomera et al. (2017) Spain	250 students of the Early Childhood Education ($N = 129$) and Primary Education ($N = 121$) degrees.	Quasi-experimental with pre-posttest measures. Conditions: intervention ($N = 192$) and control ($N = 58$)	To explore the impact of a training program on socioemotional competencies of future teachers.	-Rosenberg Self-Esteem Scale (RSES) -Interpersonal Reactivity Index (IRI) -Positive and negative affect program (PANAS) -Assertiveness Assessment Scale (ADCA-1) -Personal Speaker Confidence Report (PRCS) NEO Five-Factor Inventory (NEO-FFI)	Course with SEL training – 40 h	Significant increase in the following variables: self-esteem, empathy and confidence in public speaking, and significant decrease in fear in public communication and associated emotions.
Schoeps et al. (2019) Spain	340 teachers of pre-school, elementary, middle, and high school education	Quasi-experimental with pre-posttest measures. Conditions: experimental ($N = 135$) and control ($N = 205$).	Conduct an emotional skills training program to reduce *burnout* and improve the psychological well-being of teachers.	-Spanish Burnout Inventory (SBI) -Depression, Anxiety and Stress Scales (DASS) -Rosenberg Self-Esteem Scale (RSE) -Satisfaction with life scale (SWLS)	Intervention program based on the EI skill model – 14 h	Emotional intervention was effective as a short-and long-term prevention of burnout and emotional symptoms.
Torrijos et al. (2016) Spain	25 students of the master's degree in Secondary Education	Pre-experimental with pre-posttest measures. Experimental condition ($N = 25$)	Promote the emotional competence of future secondary school teachers and evaluate the program delivered.	-Emotional Development Questionnaire for Adults (CDE-A) -Final satisfaction questionnaire (*ad hoc*)	ProEmociona program : training of intrapersonal and interpersonal competencies – 30 h	Significant higher levels in the various emotional competencies assessed and a high degree of satisfaction with the training.

(Continued)

TABLE 2 (Continued)

Authors and country of origin	Participants and occupation	Design	Target	Evaluation instruments	Intervention and total duration	Results
Zych et al. (2022) Spain	322 students of the Faculty of Education Sciences	Quasi-experimental with pre-and post-test measures. Conditions: Intervention (N = 168) and control (N = 154)	Promoting the social and emotional competencies of future teachers.	-Trait Meta-Mood Scale-24 Questionnaire (TMMS-24) -Socioemotional Competencies Questionnaire (SEC-Q) -Basic Empathy Scale	Program with active and interactive methodology activities (role-playing or group work) with activities to promote different competencies. – No information on duration	The training is effective in promoting social and emotional competencies in the participants of the intervention condition.
Zych and Llorent (2020) Spain	126 students of the Degree in Early Childhood Education	Quasi-experimental with pre-and post-test measures. Conditions: Intervention (N = 94) and control (N = 32)	To enhance the social and emotional competencies of future early childhood education teachers.	-Trait meta-mood trait mood scale (TMMS-24) -Social and Emotional Competencies Questionnaire (SEC-Q)	Intervention program based on social–emotional learning (SEL) – 15 h	The level of social and emotional competencies increased after the program, although significant differences were found only in emotional repair, self-management, and motivation.

well as in a follow-up session, peer support was provided, performance practices were compared, and skills tested were reflected upon. The results show an improvement in the teachers' relationships, boundary setting and emotional awareness. However, not all of them improved and just over a third worsened in the data related to classroom climate. No change in improvement was observed in the students.

The 14-week program of Izquierdo et al. (2022) was based on the work of five dimensions: intrapersonal, interpersonal, stress management, adaptation, and mood/humor. The didactic approaches used in the classroom and their contribution to the development of competencies were analyzed, personal and professional strengths and skills of teachers were discovered, and the development of innovative methodologies and teamwork among teachers, strategies for their emotional development and for effective conflict resolution, work organization, time, communication, and leadership, among others, were encouraged. The dimensions addressed improved significantly in the participants of the intervention condition, highlighting the state of mind, a relevant factor in the creation of a more positive and healthier educational environment.

Karimzadeh et al. (2012) conducted an emotional intelligence teacher (EIT) program for 10 two-hour sessions over 10 weeks, the training provided teachers with a series of practical activities to perform on their own and in the classroom to promote the development of each EI skill, creating a more stable and productive learning environment through positive social interaction, engagement, and academic performance among students. The results showed a significant increase in social–emotional skills and their components in teachers, as well as a positive correlation between increased emotional skills and mental health.

During 10 weeks of a four-month period with two sessions of two hours each, Palomera et al. (2017) integrated an emotional training of active and cooperative methodology in a compulsory subject. Students were organized in small groups and deepened in the competencies introduced by their teacher: self-esteem, emotional regulation, empathy, assertiveness, and social skills; and individual and group practices (role plays, case studies, video analysis, self-reports, group dynamics) were carried out among them. Using audiovisual recordings and scores based on group coordination, communication skills, the quality of the content presented and creativity in the design of the practice, it was possible to increase creativity, self-esteem, and oratorical confidence, and to improve the empathic concern and assertiveness of the future teachers. However, they allude to a "sleeper effect" to explain that the effects at follow-up, 6 months or more after completion, are greater than those observed in the post measures.

Schoeps et al. (2019) organized teachers into seven groups and participated in an intervention program based on the EI skills model of Mayer et al. (2016), completing seven sessions of two hours each (over three months) on experiential dynamics: visualization/meditation, role-playing exercises, and discussions. At the beginning, group cohesion and EI skills were worked on, and in the last two sessions, assertiveness, conflict resolution, self-esteem and empathy were practiced in a natural context. Through the development of emotional skills and abilities, participants significantly reduced their levels of depression and anxiety, and decreased their levels of *burnout*: they felt less indifference towards work, psychological exhaustion, and

feelings of guilt. On the other hand, motivation and commitment remained stable in both groups and, although the experimental group reported feeling more life satisfaction and higher self-esteem than the control group, this result was not maintained over time.

Torrijos et al. (2016) taught an Emotional Education program (Pro-Emociona) in which participants worked on six thematic blocks (emotional recognition and regulation, self-motivation, empathy, and social competencies) through a practical, active, and participatory methodology lasting 30 h in total (two weekly sessions of 3 h). Participants refer to the need, importance, and usefulness of developing this type of competencies both for their teaching practice and for their personal and social well-being. The self-report measure and the satisfaction questionnaire reflect higher levels of intrapersonal competencies (emotional awareness, regulation, and motivation) and interpersonal competencies (empathy and social skills) once the training is completed.

Zych and Llorent (2020) applied an intervention program inspired by the social and emotional learning approach of Elbertson et al. (2009). Over ten sessions of one and a half hours each, they addressed awareness, understanding and emotional management: self-esteem, empathy, assertiveness and responsible decision making. In the intervention group, the program was incorporated into the regular curriculum as a mandatory course called School Climate and Culture of Peace in Early Childhood Education, while the control group followed their regular curriculum, which includes group work, role-playing and some content directly and indirectly related to these competencies. The classes were interactive, with group work, practical examples and role-plays in which participants worked in teams. The results reflect an improvement in the emotional clarity of the intervention group and in participants with low initial level in socioemotional competencies, a statistically significant improvement was found in emotional repair and self-management.

Finally, the author Zych together with other collaborators (Zych et al., 2022) implemented an intervention program based on at least 4 tasks carried out in each subject that was part of the plan for the promotion of social and emotional competencies. These tasks were interactive activities, with techniques such as *role-playing* and group work, designed to promote empathy, social competencies and emotional understanding and management. It was possible to promote social and emotional competencies in the participants of the intervention group, compared to those of the control group.

4 Discussion

The objective of this review was to analyze a series of experimental studies designed to enhance personal competencies in teachers at different educational levels, with the aim of collecting the work that has been done to date with this population in any educational context in the world. To this end, 13 documents were compiled and analyzed, revealing a certain variety in the approaches, interventions and results of the studies carried out.

First, it was observed that Spain was the country where the largest number of studies following this line of research was developed, indicating a significant interest in the topic in the Spanish educational context. Regarding the participants, some differences were found in the size of the samples, the largest being 340 teachers (Schoeps et al.,

2019), while the smallest sample was composed of 20 teachers in the study by Chianese and Prats (2021). In addition, five of the samples analyzed were composed of prospective teachers, while the rest were made up of practicing teachers in different educational institutions. This diversity of participants provides a broader view of the effects of interventions at different stages of the teaching career. It was also noted that the most recent study corresponds to Caires et al. (2023), while the oldest is that of Karimzadeh et al. (2012). In addition, it is highlighted that the quasi-experimental has been the most employed in the reviewed studies.

Given the objective of the present systematic review, all the studies reviewed have shared the objective of enhancing the personal competencies of teachers through different training programs under the premise that EI-based skills can be improved with educational intervention (Izquierdo et al., 2022).

The school we once knew has evolved, transitioning from merely teaching academic content to fostering students' socio-emotional skills with the aim of enhancing their competencies and values to promote personal growth (Pérez-Fuentes et al., 2019; Zych, 2022). The current education system seeks the holistic development and well-being of both teachers and students by strengthening socio-emotional connections to reduce vulnerability to risky behaviors (Sandoval, 2014; Pérez-Fuentes et al., 2019) and to achieve this, teachers need specific personal competencies (Galvis, 2007; Lytle et al., 2018; Pérez-Fuentes et al., 2019).

In line with this, several studies have demonstrated the effectiveness of programs that promote these personal competencies through effective interventions (Zych et al., 2022). For instance, Bustamante and Mejía (2019) developed an emotional training program that had favorable effects on the overall development of socio-emotional skills. Other programs have targeted specific competencies such as the ability to express and understand emotions, feel empathy and connection (Caires et al., 2023), leadership, kindness, understanding, and student responsibility/freedom (Harvey et al., 2016), self-esteem, empathy, and confidence in public speaking, as well as a significant reduction in fear of public communication (Palomera et al., 2017), and skills in emotional perception, understanding, and regulation (Castillo-Gualda et al., 2017). Some programs have focused on personal competencies related to intrapersonal and interpersonal intelligence, stress management, adaptability, and mood (Izquierdo et al., 2022), and on teachers' emotional skills through emotional intelligence, improving aspects such as emotional repair, self-management, and motivation (Dolev and Leshem, 2016; Zych and Llorent, 2020).

These programs have provided significant benefits, such as overall improvements in emotional competencies, more practical classroom management, and increased student motivation, as well as changes in participation and reflection (Chianese and Prats, 2021). They have also positively impacted the promotion of work-related variables associated with job satisfaction and performance (Castillo-Gualda et al., 2017), proving effective in the short-and long-term prevention of burnout and emotional symptoms (Schoeps et al., 2019), and improving teachers' mental health (Karimzadeh et al., 2012).

A great diversity was found in terms of the measurement instruments used, the content of the training sessions, the duration of these trainings, and the results finally obtained in each study. This variety reflects the fact that there is no single, uniform approach to the promotion of emotional skills in teachers, although it may be necessary to design personalized approaches adapted to

the specific needs of each group of participants. When analyzing the effects of the exercises presented, it was found that the development of emotional competencies in teachers was generally favorable, although not all the results were statistically significant. This type of interventions aimed at fostering emotional skills in teachers can have positive effects on certain aspects of their professional well-being, such as job satisfaction, teacher commitment, emotional regulation, and stress reduction at work; variables that have a beneficial impact on a student body made up of children and adolescents. However, it is important to note that the results vary according to the design of the study, the duration and nature of the intervention, as well as the characteristics of the participants. More research with rigorous designs and incorporating programs of this type consistently across the curriculum and at all levels is needed, as schools using the social and emotional learning program have been found to report improvements in academic success, less problem behavior, and better-quality educator-student relationships (Karimzadeh et al., 2012). Therefore, it is necessary to investigate this line of action since there is little empirical literature that proposes the development of experimental training programs with education professionals to enhance their cognitive, emotional, and social skills.

5 Conclusions

The results showed that training education professionals in personal and emotional skills is feasible and has numerous positive implications, both for themselves and for the rest of the educational community, especially the students. In this work, the objective was to review training programs aimed at improving personal skills in the educational context with teachers and educators.

One of the main limitations identified in this systematic review is the heterogeneity of the interventions. Programs can vary widely in terms of content, duration, frequency, and methodology, which makes direct comparison between studies difficult, as each intervention may be designed and applied differently, according to the professional delivering it and responding to specific needs of the contexts in which they are implemented. Another limitation to be highlighted is the cultural and geographical context in which the studies are conducted since intervention programs carried out in different cultural and geographical contexts may present results that are not directly applicable to other settings. Sociocultural characteristics, educational systems, and local norms and values can influence the effectiveness of interventions and how they are received by participants, underscoring the relevance of considering the context when interpreting study results and designing intervention programs for different educational environments.

Despite the mentioned limitations, this systematic review has provided valuable insights that can inform future practices in personal competency training for teachers. Training personal competencies in teachers not only improves educational quality but also contributes to educators' well-being and job satisfaction. Future practice lines should focus on the integration of continuous training, the use of digital technologies, evaluation and feedback systems, personalized research, and the promotion of holistic well-being. These integrated and sustainable approaches will ensure effective and adaptable development of personal competencies in teachers, preparing educators to face the challenges and opportunities of the contemporary educational environment.

Data availability statement

The original contributions presented in the study are included in the article/supplementary material, further inquiries can be directed to the corresponding author.

Author contributions

PM-M: Writing – original draft, Writing – review & editing, Conceptualization, Investigation, Methodology, Validation, Visualization. MM-J: Conceptualization, Investigation, Methodology, Resources, Supervision, Validation, Writing – review & editing, Visualization. MP-F: Conceptualization, Investigation, Methodology, Project administration, Resources, Supervision, Validation, Writing – review & editing, Visualization. JG-L: Conceptualization, Investigation, Methodology, Resources, Supervision, Validation, Writing – review & editing, Visualization.

Conflict of interest

The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

Publisher's note

All claims expressed in this article are solely those of the authors and do not necessarily represent those of their affiliated organizations, or those of the publisher, the editors and the reviewers. Any product that may be evaluated in this article, or claim that may be made by its manufacturer, is not guaranteed or endorsed by the publisher.

References

Al-Jbouri, E., Andrews, N. C. Z., Peddigrew, E., Fortier, A., and Weaver, T. (2023). Building elementary students' social and emotional skills: a randomized control trial to evaluate a teacher-led intervention. *Sch. Ment. Health* 15, 138–150. doi: 10.1007/s12310-022-09538-x

Aristulle, P. D. C., and Paoloni-Stente, P. V. (2019). Habilidades socioemocionales en las comunidades educativas: aportes para la formación integral de los y las docentes. *Rev. Educ.* 43, 26–64. doi: 10.15517/revedu.v43i2.28643

Badau, A., and Trifan, I. M. (2022). Promote positive behaviors in preschoolers by implementing an innovative educational program for the training and development of social and emotional skills (DeCo–SE). *Int. J. Environ. Res. Public Health* 19:14931. doi: 10.3390/ijerph192214931

Bakker, A. B., and Demerouti, E. (2017). Job demands-resources theory: taking stock and looking forward. *J. Occup. Health Psychol.* 22, 273–285. doi: 10.1037/ocp0000056

Bermúdez, L. N., and Amaíz, C. A. (2017). Competencias socioemocionales de los docentes en formación. *Acc. Pedag.* 26, 120–129. Available at: https://dialnet.unirioja.es/descarga/articulo/6344979.pdf

Brackett, M. A., Palomera, R., Mojsa-Kaja, J., Reyes, M. R., and Salovey, P. (2010). Emotion-regulation ability, burnout, and job satisfaction among British secondary-school teachers. *Psychol. Schools* 47, 406–417. doi: 10.1002/pits.20478

Bustamante, O. F., and Mejía, L. S. (2019). Programa de formación y sus efectos en las competencias socioemocionales de los maestros. *Acc. Pedag.* 28, 82–100. Available at: https://dialnet.unirioja.es/servlet/articulo?codigo=7997868

Caires, S., Alves, R., Martins, Â., Magalhães, P., and Valente, S. (2023). Promoting socio-emotional skills in initial teacher training: an emotional educational Programme. *Int. J. Emot. Educ.* 15, 21–33. doi: 10.56300/VCJW9231

Calleja, L. S., Gavira, R. B., Serra, V. Q., and García, M. G. (2019). Competencias emocionales en la formación inicial del profesorado: el aprendizaje y servicio como estrategia para su desarrollo. *Bordón* 71, 185–203. doi: 10.13042/Bordon.2019.68385

Campayo-Muñoz, E. Á., and Cabedo-Mas, A. (2017). The role of emotional skills in music education. *Br. J. Music Educ.* 34, 243–258. doi: 10.1017/S0265051717000067

Castillo-Gualda, R., García, V., Pena, M., Galán, A., and Brackett, M. A. (2017). Resultados preliminares del método RULER en la inteligencia emocional y el compromiso laboral de profesores españoles. *Electron. J. Res. Educ. Psychol.* 15, 641–664. doi: 10.25115/ejrep.43.17068

Chianese, C., and Prats, M. A. (2021). Desarrollo de las competencias emocionales del profesorado de secundaria mediante una intervención integral en coaching. *Rev. Esp. Orientac. Psicopedag.* 32, 110–131. doi: 10.5944/reop.vol.32.num.2.2021.31282

Clandinin, D. J., Long, J., Schaefer, L., Downey, C. A., Steeves, P., Pinnegar, E., et al. (2015). Early career teacher attrition: intentions of teachers beginning. *Teach. Educ.* 26, 1–16. doi: 10.1080/10476210.2014.996746

Dolev, N., and Leshem, S. (2016). Teachers' emotional intelligence: the impact of training. *Int. J. Emot. Educ.* 8, 75–94. Available at: https://files.eric.ed.gov/fulltext/EJ1098793.pdf

Elbertson, N. A., Brackett, M. A., and Weissberg, R. P. (2009). School-based social and emotional learning (SEL) programming: Current perspectives. *Second international handbook of educational change*, 1017–1032.

Extremera, N., Mérida-López, S., Sánchez-Álvarez, N., Quintana-Orts, C., and Rey, L. (2019). Un amigo es un tesoro: inteligencia emocional, apoyo social organizacional y engagement docente. *Praxis y Saber* 10, 69–92. doi: 10.19053/22160159.v10.n25.2019.10003

Funes, S. (2016). Las emociones en el profesorado: el afecto y el enfado como recursos para el disciplinamiento. *Educ. Pesqui.* 43, 785–798. doi: 10.1590/S1517-9702201610149719

Galvis, R. V. (2007). De un perfil docente tradicional a un perfil docente basado en competencias. *Acción pedagógica* 16, 48–57. Available at: https://dialnet.unirioja.es/descarga/articulo/2968589.pdf

García, C. H. (2013). Una experiencia de formación en competencias emocionales del profesorado universitario. *Revista d'Innovació Docent Universitària* 5, 42–61. Available at: https://revistes.ub.edu/index.php/RIDU/article/view/105.000001865/7580

Gkontelos, A., Vaiopoulou, J., and Stamovlasis, D. (2023). Teachers' innovative work behavior as a function of self-efficacy, burnout, and irrational beliefs: a structural equation model. *Eur. J. Investig. Health Psychol. Educ.* 13, 403–418. doi: 10.3390/ejihpe13020030

Harvey, S., Evans, I., Hill, R., Henricksen, A., and Bimler, D. (2016). Warming the emotional climate of the classroom: can teachers' social-emotional skills change? *Int. J. Emot. Educ.* 8, 70–87. Available at: https://www.researchgate.net/publication/316934429

Iacolino, C., Cervellione, B., Isgrò, R., Lombardo, E. M. C., Ferracane, G., Barattucci, M., et al. (2023). The role of emotional intelligence and metacognition in teachers' stress during pandemic remote working: a moderated mediation model. *Eur. J. Investig. Health Psychol. Educ.* 13, 81–95. doi: 10.3390/ejihpe13010006

Izquierdo, A., Corbi, R. G., Rico, T. P., and Costa, J. L. C. (2022). Results of training program in emotional competences for primary school teachers. *Eur. J. Educ. Psychol.* 15, 1–17. doi: 10.32457/ejep.v15i1.1746

Jennings, P. A., and Greenberg, M. T. (2009). The prosocial classroom: teacher social and emotional competence in relation to student and classroom outcomes. *Rev. Educ. Res.* 79, 491–525. doi: 10.3102/0034654308325693

Karimzadeh, M., Goodarzi, A., and Rezaei, S. (2012). The effect of social emotional skills training to enhance general healthy emotional intelligence in the primary teachers. *Procedia. Soc. Behav. Sci.* 46, 57–64. doi: 10.1016/j.sbspro.2012.05.068

Kelly, N., Cespedes, M., Clarà, M., and Danaher, P. A. (2019). Early career teachers' intentions to leave the profession: the complex relationships among preservice education, early career support, and job satisfaction. *Aust. J. Teach. Educ.* 44, 93–113. doi: 10.14221/ajte.2018v44n3.6

Landa-Ramírez, E., and Arredondo-Pantaleón, A. J. (2014). Herramienta pico para la formulación y búsqueda de preguntas clínicamente relevantes en la psicooncología basada en la evidencia. *Psicooncología* 11, 259–270. doi: 10.5209/rev_PSIC.2014.v11.n2-3.47387

Lasauskiene, J., and Rauduvaite, A. (2015). Expression of pre-service teachers' emotional competency in their educational practice. *Procedia. Soc. Behav. Sci.* 205, 103–109. doi: 10.1016/j.sbspro.2015.09.031

Laudadío, J., and Mazzitelli, C. (2019). Formación del profesorado: Estilos de enseñanza y habilidades emocionales. *Rev. Mex. Investig. Educ.* 24, 853–869. Available at: https://www.scielo.org.mx/pdf/rmie/v24n82/1405-6666-rmie-24-82-853.pdf

Lytle, J. H., Lytle, S. L., Johanek, M. C., and Rho, K. J. (2018). Repositioning educational kadership: Practitioners kading from an inquiry stance. New York: Teachers College Press.

Mayer, J. D., Caruso, D. R., and Salovey, P. (2016). The Ability Model of Emotional Intelligence: Principles and Updates. *Emot Rev.* 8, 290–300. doi:10.1177/1754073916639667

Mayer, J. D., and Salovey, P. (1997). "*What is emotional intelligence?,*" in *Emotional Development and Emotional Intelligence*. Eds. P. Salovey and D. J. Sluyter (New York, NY: Basic Books).

Martos, A., Pérez-Fuentes, M. D. C., Molero, M. D. M., Gázquez, J. J., Simón, M. D. M., and Barragán, A. (2018). Burnout and engagement in students of health sciences. *Eur. J. Investig. Health Psychol. Educ.* 8, 23–36. doi: 10.30552/ejihpe.v8i1.223

Mérida López, S., Extremera Pacheco, N., Quintana Orts, C., and Rey, L. (2020). Sentir ilusión por el trabajo docente: inteligencia emocional y el papel del afrontamiento resiliente en un estudio con profesorado de secundaria. *Rev. Psicol. Educ.* 15, 67–76. doi: 10.23923/rpye2020.01.186

Molero, M. M., Martos, A., Barragán, A. B., Pérez-Fuentes, M. C., and Gázquez, J. J. (2022). Anxiety and depression from cybervictimization in adolescents: a meta-analysis and meta-regression study. *Eur. J. Psychol. Appl. Legal Context* 14, 42–50. doi: 10.5093/ejpalc2022a5

Molero, M. M., Pérez-Fuentes, M. C., Martos, Á., Pino, R. M., and Gázquez, J. J. (2023). Análisis de red de síntomas emocionales y su relación con distintos tipos de cibervictimización. *Eur. J. Psychol. Appl. Legal Context* 15, 23–32. doi: 10.5093/ejpalc2023a3

Page, M. J., McKenzie, J. E., Bossuyt, P. M., Boutron, I., Hoffmann, T. C., Mulrow, C. D., et al. (2021). Declaración PRISMA 2020: una guía actualizada para la publicación de revisiones sistemáticas. *Rev. Esp. Cardiol.* 74, 790–799. doi: 10.1016/j.rec.2021.07.010

Palomera, R., Briones, E., Gómez-Linares, A., and Vera, J. (2017). Filling the gap: improving the social and emotional skills of pre-service teachers. *Rev. Psicodidact.* 22, 142–149. doi: 10.1016/j.psicod.2017.05.002

Pérez-Fuentes, M. C., Gázquez, J. J., Molero, M. M., Martos, Á., Barragán, A. B., and Simón, M. M. (2021). Student burnout and engagement: relationship with adolescent use of alcohol and attitudes towards authority. *Int. J. Clin. Health Psychol.* 21:100225. doi: 10.1016/j.ijchp.2021.100225

Pérez-Fuentes, M. D. C., Molero, M. D. M., Herrera, I., Oropesa, N., and Gázquez, J. J. (2019). Propuesta de un Modelo de Humanización basado en las Competencias Personales: Modelo HUMAS. *European J. Health Res.* 5, 63–77. doi: 10.30552/ejhr.v5i1.173

Salovey, P., and Mayer, J. D. (1990). Emotional intelligence. *Imagin. Cogn. Pers.* 9, 185–211. doi: 10.2190/DUGG-P24E-52WK-6CDG

Sandoval, M. (2014). Convivencia y clima escolar: claves de la gestión del conocimiento. *Última década* 22, 153–178. doi: 10.4067/S0718-22362014000200007

Schoeps, K., Tamarit, A., de la Barrera, U., and Barrón, R. G. (2019). Effects of emotional skills training to prevent burnout syndrome in school teachers. *Ansiedad y Estrés* 25, 7–13. doi: 10.1016/j.anyes.2019.01.002

Schutz, P. A., Aultman, L. P., and Williams-Johnson, M. R. (2009). "Educational Psychology perspectives on teachers' emotions" in Advances in teacher emotion research. eds. P. Schutz and M. Zembylas (Boston, MA: Springer), 195–212.

Sutton, R. E. (2004). Emotional regulation goals and strategies of teachers. *Soc. Psychol. Educ.* 7, 379–398. doi: 10.1007/s11218-004-4229-y

Sutton, R. E., and Wheatley, K. F. (2003). Teachers' emotions and teaching: a review of the literature and directions for future research. *Educ. Psychol. Rev.* 15, 327–358. doi: 10.1023/A:1026131715856

Torrijos, P., Ramos, J. P. H., and Conde, M. J. R. (2016). Desarrollo de competencias emocionales en los futuros docentes de Educación Secundaria: resultados de la aplicación de un programa formativo. *Hekademos* 21, 35–43. Available at: http://www.hekademos.com/hekademos/media/articulos/21/03.pdf

Zych, I. (2022). Positive school climate from the conceptual framework of developmental and Educational Psychology. *CES Psicología* 15, 202–224. doi: 10.21615/cesp.5465

Zych, I., and Llorent, V. J. (2020). An intervention program to enhance social and emotional competencies in pre-service early childhood education teachers. *Psychol. Soc. Educ.* 12, 17–30. doi: 10.25115/psye.v0i0.2374

Zych, I., Marín-López, I., Fernández-Rabanillo, J. L., and Fernández, C. M. G. (2022). Docentes emocional y socialmente competentes: innovaciones para el fomento de las competencias sociales y emocionales en el alumnado de Ciencias de la Educación. *Cont. Educ.* 29, 189–201. doi: 10.18172/con.5111