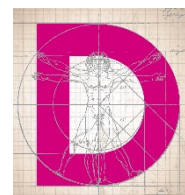
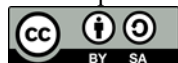


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SOCIAL AND EMOTIONAL COMPETENCE AND TEACHERS' SELF EFFICACY IN SPAIN

COMPETENCIA SOCIAL Y EMOCIONAL Y AUTOEFICACIA DE LOS DOCENTES EN ESPAÑA

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Abstract

This study aimed to explore the relationships between social and emotional competence and teachers' self-efficacy in the Spanish educational context, as understanding these dynamics is essential for enhancing teachers' ability oversee classrooms effectively, foster favorable student outcomes and advance overall wellbeing in educational environments. The quantitative approach and descriptive correlational study were used to conduct the investigation. The data was gathered from 212 primary school teachers who were selected using a non-probabilistic sampling method in Cordoba. Participants completed three questionnaires- emotional intelligence questionnaire, which assess emotional competence; interpersonal competence questionnaire, which evaluates social competence; and self-efficacy questionnaire, which measures teachers' beliefs in their ability to successfully manage teaching tasks. Descriptive analysis was employed to summarize the characteristics of the variables, while correlation analysis explored the relationships between them. According to the results of these analyses social and emotional competence and dimensions of teachers' self-efficacy were positively correlated with each other according to Pearson correlation. Additionally, *t*-tests were

used to discover possible differences in these variables based on demographic characteristics like gender and teaching experience. Considering gender, it was determined that there were not any differences in most variables. Additionally, there was not a significant association between teachers' experience and any of the self-efficacy subscales.

Keywords: interpersonal competence; emotional intelligence; self-efficacy; self-assessment; classroom performance.

Resumen

Este estudio tuvo como objetivo explorar las relaciones entre la competencia social y emocional y la autoeficacia de los maestros en el contexto educativo español, ya que comprender estas dinámicas es esencial para mejorar la capacidad de los docentes de gestionar eficazmente las aulas, fomentar resultados favorables en los estudiantes y promover el bienestar general en los entornos educativos. Se utilizó un enfoque cuantitativo y un estudio descriptivo correlacional para llevar a cabo la investigación. Los datos fueron recopilados de 212 maestros de primaria que fueron seleccionados mediante un método de muestreo no probabilístico en Córdoba. Los participantes completaron tres cuestionarios: el cuestionario de inteligencia emocional, que evalúa la competencia emocional; el cuestionario de competencia interpersonal, que evalúa la competencia social; y el cuestionario de autoeficacia, que mide las creencias de los docentes sobre su capacidad para gestionar con éxito las tareas de enseñanza. Se empleó un análisis descriptivo para resumir las características de las variables, mientras que el análisis de correlación exploró las relaciones entre ellas. Según los resultados de estos análisis, la competencia social y emocional y las dimensiones de la autoeficacia de los maestros estaban positivamente correlacionadas entre sí según la correlación de Pearson. Además, se utilizaron *pruebas t* para descubrir posibles diferencias en estas variables basadas en características demográficas como el género y la experiencia docente. Considerando el género, se determinó que no había diferencias en la mayoría de las variables. Además, no hubo una asociación significativa entre la experiencia de los maestros y ninguna de las subescalas de autoeficacia.

Palabras clave: competencia interpersonal; inteligencia emocional; autoeficacia; autoevaluación; desempeño en el aula.

1. INTRODUCTION

In recent years, the value of social and emotional competence (SEC) in education has become more prevalent. International organizations such as The Organization for Economic Co-operation and Development (OECD), European Union, and United Nations acknowledge that SEC is important for human development and has predictive power for educational results (Poulou, 2018). The World Bank, World Health Organization, UNICEF, and other partners have collaborated to set specific goals for developing social and emotional intelligence (Muller et al., 2020). The teaching profession can be regarded as one of the most emotionally challenging occupations, with potential impacts on mental health and well-being (Martínez-Monteagudo et al., 2019). The self-efficacy of teachers affects both their behaviour and the performance of their students (Tschannen-Moran et al., 1998). It is essential to investigate factors that are associated with teachers' self-efficacy, as noted by researchers such as Klassen et al. (2011). As a result, there has been a growing emphasis on providing teachers with the training and support necessary to cultivate these skills in their students.

The objective of the study is to analyse the relationship between SEC and teachers' self-efficacy in Spain. The study specifically aims to investigate whether teachers' self-efficacy is related to their social and emotional competence, which includes their capacity to recognize and regulate emotions, empathize with others, and build positive relationships. The study will also explore whether various demographic factors such as gender, and years of teaching experience relate to the relationship between SEC and teacher self-efficacy. Understanding the relationship between social-emotional competence and teacher self-efficacy is crucial as it may provide insights into how to support teachers in enhancing their teaching practices and ultimately in improving student outcomes.

This study has three hypotheses: Higher levels of social-emotional competence will be positively associated with higher levels of teachers' self-efficacy. Secondly, self-efficacy levels between male and female teachers differ significantly in Spain, with female teachers indicating higher levels than male teachers. The last one, social and emotional competence and teachers' self-efficacy are significantly influenced by years of teachers' teaching experience and gender.

2. THEORETICAL FRAMEWORK

2.1. SOCIAL AND EMOTIONAL COMPETENCE

Emotional and social intelligence are indeed interrelated, as both are critical for fostering interpersonal relationships and enhancing individual wellbeing. Emotional competence supports effective communication and relationship-building, while social competence is reliant on the ability to recognize, understand, and manage emotions in

oneself and others. These two domains are mutually dependent due to their complementary functions (Agbaria, 2021; Aguilar et al., 2019; Aldrup et al., 2017). SEC involves the cognitive and behavioral processes that enable individuals to manage emotions, set positive goals, demonstrate empathy, cultivate healthy relationships, and make responsible decisions (CASEL, 2013). SEC is vital for effective social interaction, academic achievement, and overall well-being (Denham et al., 2013). Early development of SEC is linked to better academic performance and future success (Lindqvist & Vestman, 2011; Greenberg et al., 2003), while lack of SEC can lead to negative behavioral outcomes, such as substance abuse (Lindqvist & Vestman, 2011).

Development of SEC results in effectiveness in social interaction, adaptation to norms and social expectations, as well as adherence to social morals and values. It consists of three core components: cognitive processes, emotions/affections, and behavior. Demonstrating self-efficacy is also an important aspect of SEC (Dung & Aniko, 2021). SEC is an essential competency that people of all ages, including toddlers and adults, can learn and develop (Greenberg et al., 2017).

The relationship between SEC and self-efficacy is significant since SEC enhances self-efficacy by helping individuals manage emotions and challenges, while strong self-efficacy boosts confidence in applying social-emotional skills, improving outcomes in areas like education and mental health (Bandura, 1977; Jennings & Greenberg, 2009). Strong SEC has been shown to enhance self-efficacy, which in turn positively influences mental health and emotional well-being (Bandura et al., 2003; Jennings & Greenberg, 2009). This reciprocal relationship between SEC and self-efficacy highlights the importance of emotional regulation in overcoming stress and achieving psychological balance (Aldrup et al., 2020).

2.2. TEACHERS' SELF-EFFICACY

Bandura's social-cognitive (1997) theory suggests that self-efficacy beliefs are context-dependent and have an impact on how people assess events and decide how to respond. According to the theory of social cognition, educator self-efficacy can be defined as a teacher's confidence in their own abilities to arrange, prepare, and perform the necessary tasks to achieve specific academic objectives (Skaalvik & Skaalvik, 2010). Skaalvik and Skaalvik also mentioned that (2007), various factors including observational and social learning, persuasive language, and physiological conditions can have an impact on self-efficacy beliefs. Observing others' success boosts belief in one's abilities, while positive reinforcement through language can strengthen self-efficacy. Additionally, how one interprets physiological cues, such as stress, can either enhance or undermine confidence in one's capabilities (Bandura, 1997; Pajares & Urdan, 1996).

Teachers with higher self-efficacy are more likely to implement diverse teaching strategies, manage student behavior effectively, and maintain student engagement (Friedman, 2003). As such, improving teacher's self-efficacy is critical to enhancing educational outcomes and fostering a positive learning environment (Skaalvik & Skaalvik, 2007).

Skaalvik and Skaalvik (2007, 2010) developed the concept of teachers' self-efficacy by taking into consideration the impact of perceived self-efficacy on teachers' effectiveness. They used the Norwegian educational curriculum to analyze the roles of teachers, which are common to all contemporary educational systems. The self-efficacy of teachers is separated into six dimensions, each of which refers to one of the most significant functions played by instructors. These dimensions include Instruction, Motivating Students, Maintaining Discipline, Adapting Instruction to Individual Students' Needs, Cooperating with Colleagues and Parents, and Coping with Challenges. Moreover, the researchers developed the Norwegian Teacher Self-Efficacy Scale to be consistent with the structure of the self-efficacy notion. These dimensions provide a structured way to assess how teacher's self-efficacy interacts with their SEC – a central aim of the study.

2.3. THE IMPLICATION OF SOCIAL AND EMOTIONAL COMPETENCE IN SPAIN

Social and emotional competence has become an increasingly important area of research and practice in education in Spain. There is a significant amount of practice focused on social and emotional competence, including the development and implementation of interventions and programs aimed at promoting social and emotional competence among children, adolescents, and adults. These interventions include Social and Emotional Learning (SEL) programs, mindfulness-based interventions, positive psychology interventions, and others. According to research conducted by Loinaz (2019), teachers in Spain are aware of the importance of social and emotional learning for developing students' mental health, well-being, academic success, and relationships. In Loinaz's article, it is mentioned that Spanish teachers tend to create classrooms that allow for the expression of both students' and teachers' emotions, and that they believe in blurring the boundaries between home and school emotionally. This is in line with ecological theory, which suggests that children may face challenges when there is a disconnect between parents and educators (Bronfenbrenner, 1979). Overall, the findings suggest that emotional openness and integration may be valued in the Spanish educational context. One of the intervention projects that aimed to help and support Spanish teachers in enhancing students' social and emotional skills and offering methods that may be applied internationally is Learning to Be (L2B; Aguilar et al., 2019). Aguilar et al. (2019) highlight that promoting a culture of caring in schools is essential for fostering positive social relationships and encouraging respectful behavior. This culture is deeply influenced by educational leadership, which plays a critical role in teaching ethical values and setting expectations for social conduct. Such a culture must be established to foster a supportive learning environment. Another project to implement these competences.

In Spain is the BOOST project (BOOST, 2022). BOOST is dedicated to developing a new and creative approach to enhancing the social and emotional skills of students in schools to improve mental health and well-being. The BOOST strategy was used in schools in various cultural and socioeconomic situations, and as a result, a diverse range of youngsters with various histories, vulnerabilities, and educational requirements

was included. With the help of this project, the school's atmosphere was significantly enhanced as a result of teachers acquiring numerous new social and emotional skills (BOOST, 2022). These skills, in turn, improved the ability to manage classrooms effectively and fostered a more positive learning atmosphere. This is particularly relevant to the aim of this study, which seeks to explore the impact of teachers' SEC on their teaching effectiveness and classroom management. As Romero-Garcia et al.(2022) highlight, developing these competences is widely acknowledged as essential for improving teaching outcomes and creating supportive classroom environments.

2.4. RELATIONSHIP BETWEEN SOCIAL AND EMOTIONAL COMPETENCE AND SELF-EFFICACY

SEC and self-efficacy are deeply interconnected in educational settings. Teachers who develop SEC are better equipped to handle the demands of their profession, from classroom management to student engagement (Romero-Garcia et al., 2022). Emotional regulation, self-awareness, and empathy allow teachers to build stronger relationships with students and effectively manage classroom challenges (Jennings &Greenberg, 2009). Research suggests that SEC not only enhances teachers' ability to engage with students but also increases their confidence in adapting instruction to meet individual needs (Romero-Garcia et al., 2022).

When examining the association between SEC and teachers' self-efficacy, it is crucial to consider self-efficacy as a multidimensional construct. To provide a helpful and interesting learning environment in the classroom, social and emotional competence includes abilities like emotional regulation, empathy, and interpersonal communication. The relationship between social and emotional competence and teachers' self-efficacy can be fully comprehended by considering the multidimensionality of teachers' self-efficacy, which includes their beliefs in instructional strategies, motivating students, maintaining discipline, adapting instruction to individual students' needs, cooperating with colleagues and parents, and coping with challenges.

2.5. SOCIAL AND EMOTIONAL COMPETENCE AND TEACHER-STUDENT RELATIONSHIP

The relationship between teachers and students is essential to the growth of students' cognitive, social, and emotional skills. Several studies have emphasized the importance of the learner-teacher interaction quality in academic progress and motivation including the works of Kunter et al. (2013), Hamre et al. (2014), and Aldrup et al. (2018). The quality of teacher-student interaction can be considerably affected by the well-being of teachers and their ability to handle the different needs of their students. This suggests that the skills of teachers in managing the different requirements of their students, and their own emotional and psychological health can have a considerable effect on the nature of the relationship between teachers and students (Aldrup. et al., 2020). Moreover, lower levels of occupational well-being are linked to teachers experiencing feelings of anger or anxiety and struggling to establish effective interactions and connections with their

students in the long term (Aldrup et al., 2017). Research has found that teachers who feel emotionally drained are less sensitive toward their students and provide less emotional support during their interactions, which in turn can lead to lower levels of motivation and achievement in their classes (Aldrup. et al., 2020). Programs like TRUST and RISE (Resilience in Schools and Educators) highlight the importance of emotional competence in building positive teacher-student relationships and improving classroom dynamics (Fitzgerald et al., 2022).

2.6. SOCIAL AND EMOTIONAL COMPETENCE AFFECTS CLASSROOM MANAGEMENT

The social and emotional intelligence of educators has a significant influence on their effectiveness in the classroom (Jennings & Greenberg, 2009). According to Jennings and Greenberg (2009), they can foster a positive environment by building trusting relationships with their students, adapting their lessons to fit their needs and interests, enforcing rules that promote self-motivation, resolving conflicts, encouraging cooperation among students, and setting good examples of pro-social and effective communication. Effective classroom management is a major role of teachers in schools since the formation of socially and emotionally healthy classroom environments is essential for accomplishing any academic goals (Brackett et al., 2009). Additionally, in 2015, Sieberer-Nagler stated that teachers who are effective classroom managers may arrange their pupils, resources, physical space, and time in a way that promotes the best possible learning environment. According to Fitzgerald et al (2022), teachers who were emotionally competent and able to control their emotions had superior classroom management abilities because they could build supportive relationships with their pupils and foster an environment that was conducive to learning.

2.7. SOCIAL AND EMOTIONAL COMPETENCE AND TEACHERS' PERFORMANCE

Teachers are making progress in implementing social-emotional learning when they can effectively manage their classrooms and establish positive relationships with their students. They are considered the main and direct providers of social and emotional learning, and those with higher social and emotional competence tend to feel comfortable modelling and assisting others in developing SEL abilities (Jennings et al., 2017). Teachers with high SEC also clearly show high levels of self-awareness. As a result, they can build techniques to effectively use their emotions to motivate and encourage pupils to study (Dung & Aniko, 2021). This particular competence is especially advantageous in the implementation of SEL programs. According to Schonert-Reichl (2017), teachers with high SEC also demonstrate strong social awareness. They can identify and understand the feelings of others, including their students, parents, and co-workers, and they work hard to build trusting and enduring relationships with them. Moreover, they possess cultural awareness and acknowledge that others' perspectives may differ from their own. This enables them to approach conflicts constructively and positively, coming

up with solutions that are beneficial for all parties involved. SEC unquestionably has a significant influence on a teacher's performance. It has a substantial impact on several elements, including the well-being of teachers, interactions between them and their students, classroom management, and the success of adopting SEL programs. Establishing a positive teacher-student relationship and fostering a welcoming classroom environment are essential factors that can significantly impact students' social, emotional, and academic success (Schonert-Reichl, 2017). Consequently, these outcomes can also influence the teacher's career satisfaction and happiness.

2.8. INFLUENCE OF DEMOGRAPHIC FACTORS ON SOCIAL AND EMOTIONAL COMPETENCE AND SELF-EFFICACY

According to some studies, demographic factors including gender and years of teaching experience may influence teachers' social and emotional competence as well as teachers' self-efficacy. Despite conflicting results, several studies revealed that teaching experience may not have a substantial impact on instructors' self-efficacy and social and emotional competence. Klassen and Chiu (2010) analysed the relationship between teaching experience and self-efficacy beliefs among teachers and discovered that the years of experience did not have a significant effect on teachers' self-efficacy. Similarly, Jennings and Greenberg (2009) found no evidence of a substantial relationship between teaching experience and social and emotional competence in their investigation. In contrast, Tschannen-Moran and Woolfolk Hoy's (2001) study discovered that teachers with more teaching experience had higher levels of self-efficacy. Romero-García et al. (2022) found that women and teachers with more teaching experience tended to possess higher SEC and SE levels than men. Similarly, according to Piovano et al. (2020), women demonstrated higher levels of pro-social behaviour- actions intended to benefit others, such as, helping, sharing, and cooperating and emotional expression, and Llorent et al. (2020) discovered that women were more socio emotionally competent than men with higher scores in pro-social conduct and emotional self-awareness. These attributes are closely related to SEC, as pro-social behavior and emotional expression are key components of SEC.

However, while significant research has examined the role of SEC in students' success, there is limited understanding of how teachers' SEC correlates with their self-efficacy -particularly in the context of Spanish primary schools. Therefore, this study seeks to fill this gap by analyzing the relationship between SEC and teachers' self-efficacy in Spain. Understanding this relationship is essential for supporting teachers in improving their practices and enhancing classroom outcomes. To address this gap, the following research questions guide this study.

- What is the relationship between the social and emotional competence and self-efficacy of teachers in Spain?
- What demographic factors are associated with the relationship between social and emotional competence and teacher self-efficacy?

3. METHODOLOGY

3.1. PARTICIPANTS

Participants were 212 primary school teachers selected from 26 public schools in Cordoba (in Andalusia, Southern Spain). 27.9% of participants were male ($n = 59$) and 72.1% of them were female ($n = 153$), aged between 22 and 64 ($M = 44.64$; $SD = 9.65$). The majority of participants were female and in their mid-40s. In terms of teaching experience, the participants ranged from those with minimal experience (0,08) to highly experienced individuals with up to 41 years of professional practice ($M=18,76$; $SD=10.10$).

While both age and years of teaching experience might be considered significant study variables, the decision was taken to focus on teaching experience. This choice was guided by research indicating that years of teaching experience is a more direct predictor of self-efficacy than age. (Klassen & Chiu, 2010). Years of experience provide a more accurate assessment of how teachers develop their competence and confidence in the classroom since self-efficacy is closely linked to the amount of time spent practicing and improving teaching skills. Therefore, age is excluded from the study as a primary variable.

Table 1

Demographic data about participants

Variables	Categories	<i>N</i>	Percent
Gender	Male	59	27.9%
	Female	153	72.1%
Age categories	Age 21-40	74	34.9%
	Age 41-64	119	56.1%
	Age 64 and over	19	9.0%
Experience categories	Experience 1-25	74	62.6%
	Experience 25-45	119	28.0%
	Experience over 45	19	9.5%

3.2. INSTRUMENTS

The study utilized a quantitative research method to investigate the research question and objectives. This approach involves the collection and analysis of numerical data to find correlations and statistical associations (Lerche, 2012). Moreover, three different questionnaires were used to facilitate the exploration of relationships and patterns within collected data. For this study, the non-probabilistic sampling method was employed to ensure accessibility and practicality (Berndt, 2020). Participants completed a three-measure survey. Questionnaires to evaluate emotional intelligence, interpersonal skills, and teachers' levels of self-efficacy quality were given after a demographic sheet. The demographic sheet of the survey collected various personal information about the participants, including age, gender, and years of teaching experience.

The TMMS-24 Trait Emotional Meta-Mood Scale, which Fernández-Berrocal (2004) modified and validated in Spain, was used to measure emotional intelligence (EI) (Fernández-Berrocal et al., 2004). This scale was chosen because emotional awareness, clarity, and emotional regulation are foundational to understanding socio-emotional competence. The TMMS-24 consists of 24 items, divided into three subscales: Emotional Attention measures a person's capacity to be conscious of their feelings and to distinguish between various emotions (e.g., "I constantly think about how I feel"). Emotional Clarity assesses a person's capacity for correct understanding and labelling of their emotions (e.g., "I can frequently describe my feelings"). Emotional Repair evaluates a person's capacity to control their emotions and employ useful coping mechanisms for unpleasant feelings (e.g., "Although I sometimes feel sad, I tend to have an optimistic outlook). On a scale from 1 (completely disagree) to 5 (absolutely agree), all 24 things are assessed. In this study, Cronbach alpha coefficients for the questionnaire were determined and the reliability value for the EI was $\alpha = .90$.

Interpersonal Competence was evaluated using the Interpersonal Competence Questionnaire (ICQ) by Buhrmester et al (1988), which evaluates a person's ability to navigate various social interactions effectively. The ICQ was selected because interpersonal skills-such as managing conflicts, asserting oneself, and offering emotional support – are key to socio-emotional competence. It consists of 40 items, and respondents rate each item on a 5-point scale ranging from 1 (I'm poor at this) to 5 (I'm extremely good at this) which was designed by Levenson and Gottman (1978). Questions included "Telling a companion at work you don't like a certain way he or she has been treating you", "Turning down a request by a companion that is unreasonable", and "Helping a close companion cope with family or roommate problems". The average of the eight stated items determines the scale scores for each of the five domains. Through statistical analyses, Buhrmester et al. (1988) established that the Interpersonal Competence Questionnaire evaluates five unique social competence components and discovered evidence to support the scale's validity for both same-sex and opposite-sex assessments. In this study, Cronbach alpha coefficients were computed and $\alpha = .92$ was found for the general reliability of ICQ. To analyze the relationships between SEC and dimensions of self-efficacy, five dimensions of Interpersonal Competence were taken into consideration as one dimension that was also applied in other studies such as Herzberg et

al. (1998). In his study, this approach was validated and shown to provide a comprehensive measure of Interpersonal Competence.

Few measures now available for evaluating SEC fully account for the range of intrapersonal and interpersonal competence; instead, they focus on certain aspects including emotional intelligence or social skills. This study addresses a vacuum in the literature by combining the TMMS-24 and ICQ to provide a more expansive, comprehensive assessment of SEC. The emotional and social aspects that are crucial for teachers to effectively handle classroom dynamics and enhance student outcomes are captured by this combination. Other research (Herzberg et al., 1998) have demonstrated similar composite techniques, where a combined SEC measure provided a comprehensive assessment of competence. A strong internal consistency ($\alpha = .91$) was obtained by calculating Cronbach's alpha across the combined items from the TMMS-24 and ICQ to ensure the validity and reliability of this new composite SEC measure. This indicates that a single, cohesive SEC construct is effectively measured by the combination of these two instruments.

The 24-item Norwegian Teacher Self-Efficacy Scale (NTSES), created by Skaalvik and Skaalvik in 2007, was used to evaluate teachers' levels of self-efficacy in a variety of areas. Six dimensions of the scale, each with four items, were measured. The NTSES assesses teachers' self-efficacy in six areas, including their capacity to deliver effective instruction, modify instruction to meet the needs of particular students, inspire students, uphold classroom order, work cooperatively with coworkers and parents, and manage changes and challenges in the teaching environment. Participants' responses ranged from "Not certain at all" to "Absolutely certain" on a 7-point scale. The internal consistency of six dimensions of Teachers' self-efficacy was calculated in this study using the Cronbach alpha coefficient, which was found to be sufficient: 1. instruction ($\alpha = .81$) (e.g., "Explain central themes in your subjects so that even the low-achieving students understand"), 2. motivate students ($\alpha = .82$) (e.g., "Wake the desire to learn even among the lowest-achieving students"), 3. maintain discipline ($\alpha = .86$) (e.g., "Maintain discipline in any school class or group of students"), 4. cope with changes ($\alpha = .78$) (e.g., "Successfully use any instructional method that the school decides to use"), 5. cooperate with colleagues and parents ($\alpha = .74$) (e.g., "Co-operate well with most parents"), 6. adapt instruction to individual needs ($\alpha = .81$) (e.g., "Organize schoolwork to adapt instruction and assignments to individual needs").

3.3. DATA COLLECTION

The project was approved by the Ethics and Biosafety Committee of the University of Cordoba. After the required permissions were obtained from the regional government, the schools were selected based on their location and willingness to participate. After that they were contacted, and the purpose of the study and anonymity were explained. The study included teachers who were currently employed at the selected primary schools and who had previously agreed to participate after being provided with all the necessary information about the study. During the study, these schools were visited to conduct the survey. Teachers were informed about the voluntary and confidential nature of their

involvement. After that, questionnaires were given to teachers in envelopes during a scheduled meeting at each school where all participants were invited, and they were made aware that they had two weeks to complete them. Subsequently, questionnaires were collected from participants in closed envelopes. The data collection process was completed in one month.

3.4. DATA ANALYSIS

To assess the psychometric qualities of the TMMS-24, ICQ, and NTSES a correlational descriptive study method was utilized. SPSS (Statistical Package for the Social Sciences version 28) was used to perform descriptive statistics.

Firstly, to find out the general characteristics of participants, descriptive statistics were computed including mean, standard deviation, maximum values, and minimum values for emotional intelligence, interpersonal competence, and self-efficacy subscales. Student's *t* test was used to analyze gender differences between variables. Cohen *d* was a measure to determine the differences between group effect sizes (Cohen, 1992). According to this measure, $d = 0.2$ is a small, $d = 0.5$ is a medium, and $d = 0.8$ is a large effect size. Next relationships between SEC, dimensions of teachers' self-efficacy, and teaching experience were calculated using a Pearson correlation analysis. Emotional intelligence and interpersonal competence were considered key indicators of SEC. These scales captured both the intrapersonal and interpersonal dimensions of SEC, which were essential to acknowledging how teachers' abilities to manage emotions and navigate social interactions relate to their self-efficacy in the classroom. The SPSS statistical package was utilized to organize, code, and analyze the data.

4. RESULTS

4.1. RESEARCH QUESTION 1: WHAT IS THE RELATIONSHIP BETWEEN THE SOCIAL AND EMOTIONAL COMPETENCE AND TEACHERS' SELF-EFFICACY IN SPAIN

4.1.1. Descriptive analysis

After analyzing descriptive statistics of all study variables, the dimension of instruction had the highest mean scores on the Norwegian Teacher Self-Efficacy Scale ($M = 6.12$; $SD = .72$), followed by adapting instruction to individual needs ($M = 6.04$; $SD = .72$) and cooperating with colleagues and parents ($M = 5.99$; $SD = .86$). The mean score and standard deviation of Emotional intelligence were $M = 4.64$; $SD = .69$ and the numbers for Interpersonal competence were $M = 4.51$; $SD = .57$. In Table 2 descriptive statics of study variables were demonstrated.

Table 2

Mean and standard deviation of the variables

Variables	<i>M</i>	<i>SD</i>
Emotional intelligence	4.64	.69
Interpersonal competence	4.51	.57
Instruction	6.12	.72
Motivate students	5.70	.87
Maintain discipline	5.92	.96
Cope with changes	5.81	.83
Cooperate with colleagues and parents.	5.99	.86
Adapt instruction to individual needs	6.04	.72

4.1.2. Correlation analysis

The first and third hypotheses concentrated on the connection between SEC, years of teaching experience, and dimensions of teachers' self-efficacy. According to the results of the correlation analysis (Table 3), the dimensions of teachers' self-efficacy are positively correlated with emotional intelligence and interpersonal competence ($p = .001$). The correlation between emotional intelligence and subscales of teacher self-efficacy was weak but statistically significant ($p = .001$). The correlation between interpersonal competence and two dimensions of self-efficacy (Instruction and Cooperate with colleagues and parents) was low but positive and statistically significant. The correlations between interpersonal competence and the remaining four dimensions were very weak but positive and statically significant ($p = .001$). However, years of teaching experience did not indicate a significant association with any of the self-efficacy subscales. Moreover, the association between years of teaching experience and most of the subscales of self-efficacy was weakly negative.

Table 3

Correlation between variables

1	2	3	4	5	6	7	8	9
1								
.32*	1							
.06	-.05	1						
.17**	.32**	-.05	1					
.28**	.28**	-.11	.71**	1				
.18**	.20**	-.07	.58**	.72**	1			
.22**	.22**	-.07	.68**	.64**	.59**	1		
.26**	.34**	.02	.69**	.71**	.68**	.59**	1	
.25**	.23**	-.07	.72**	.65**	.60**	.72**	.59**	1

**Correlation is significant at the 0.01 level (2-tailed)

4.2. RESEARCH QUESTION 2: WHAT DEMOGRAPHIC FACTORS ARE ASSOCIATED WITH THE RELATIONSHIP BETWEEN SOCIAL AND EMOTIONAL COMPETENCE AND TEACHERS’ SELF-EFFICACY?

4.2.1. Gender differences

The second research hypothesis was that there are substantial differences in self-efficacy levels between male and female teachers in Spain, with female teachers reporting greater levels than male instructors. Considering sex, it was determined whether there were any differences in SEC and teachers’ self-efficacy. For this aim, *t*-tests were used. As can be seen in Table 4, men and women achieved an equal average range in almost all variables. The results demonstrated that there was no significant difference between female and male primary school teachers across most variables. However, it was revealed that there is a significant difference in the “Motivating students” dimensions of self-efficacy, where female teachers scored higher than male teachers ($M = 22.96, SD = 2.83$ for females; $M = 21.96, SD = 3.58$ for males), indicating that female teachers tend to report greater self-efficacy in motivating students compared to their male counterparts.

Tabla 4

T-test group statistics

Variables	Gender	<i>M</i>	<i>SD</i>	<i>F</i>	<i>t</i>	<i>df</i>	<i>p</i>	<i>d</i>
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Emotional intelligence	Male	91.98	10.26	.885	.944	206	.346	-.148
	Female	93.77	12.64					
Interpersonal competence	Male	146.03	18.44	.539	1.584	206	.115	.249
	Female	141.62	17.42					
Instruction	Male	23.90	2.42	.001	-.113	203	.910	-.018
	Female	23.95	2.49					
Motivate students	Male	21.96	3.58	2.339	-2.072	203	.040	-.327
	Female	22.96	2.83					
Maintain discipline	Male	22.85	4.00	.415	.418	203	.677	.066
	Female	22.62	3.24					
Cope with changes	Male	22.85	2.75	2.227	.140	203	.889	.022
	Female	22.78	3.18					
Cooperate with colleagues and parents	Male	23.38	3.10	.715	-.474	203	.636	-.075
	Female	23.58	2.59					
Adapt instruction to individual needs	Male	23.07	2.44	1.465	-.392	203	.695	-.062
	Female	23.24	2.93					

5. DISCUSSION AND CONCLUSION

Considering the significance of the social ramifications associated with socio-emotional competences and the impact of teacher self-efficacy on students, the current study concentrated on how social and emotional competence relates to teachers' self-efficacy and how demographic factors such as years of teaching experience and gender can link to social-emotional competence and teachers' self-efficacy.

First of all, the capacity to deliver effective instruction and to modify instruction to meet the needs of students have perceived at a high level, as shown by the high scores in these areas. These high scores suggest that teachers feel confident in their ability to effectively utilize a variety of teaching strategies to engage learners, regardless of their interests or specific requirements. Dimensions including cooperating with colleagues and parents, motivating students, maintaining discipline, and coping with changes demonstrated moderate scores. This discovery is crucial since previous studies have indicated that educators with a lack of methodological techniques might seriously affect their professional practice in the future, to the point where some may even think about quitting a job (Faez F, 2012). According to Tschannen-Moran et al. (1998), teachers' level of self-efficacy can influence the amount of effort they contribute to the regular educational process of teaching youngsters. In other words, educators who have a strong belief in their own talents are more likely to utilize methods that reduce unfavourable outcomes and promote pleasant learning environments marked by supportive relationships and academic engagement (Tschannen-Moran et al., 1998). Moreover,

teachers' confidence in their abilities can lead them to identify their strengths and weaknesses and develop their organizational and self-awareness skills (Agbaria, 2021). Self-efficacy of teachers is a crucial aspect of future teachers since it has a lasting impact on their professional practice over the long term and demonstrates resistance to change (Romero-García et al., 2022).

Secondly, relationships between social-emotional competence and dimensions of self-efficacy were investigated. Based on our hypothesis, our findings indicate a significant correlation between SEC and self-efficacy. However, while this suggests that individuals with higher social-emotional competence tend to demonstrate a higher level of self-efficacy. It is important to note that this study cannot establish a causal relationship between the two variables. Romero-García et al. (2022) also provided similar outcomes in a study of future secondary school teachers. They found that there was a significant relationship between socio-emotional competences and secondary school teachers' self-efficacy. However, this study chose not to replicate their instruments, as the context of primary education requires a tailored approach. We developed a new instrument to better capture the socio-emotional competences and self-efficacy dimensions relevant to teachers working with younger children. Furthermore, Llorent et al. (2020) associated socio-emotional competences with the capacity to address particular requirements of learners. It can be concluded that social and emotional competence and self-efficacy have a positive impact on each other.

Additionally, it was found that there was no significant association between years of teaching experience and most dimensions of teachers' self-efficacy. Teaching experience did not appear to significantly influence the self-efficacy subscales, which was also provided by Djigic et al. (2014). According to Bandura's social cognitive theory, a variety of elements, including mastery experiences, vicarious experiences, social persuasion, as well as physiological and affective states, have an impact on self-efficacy. These factors can interact in complex ways that may overshadow the direct impact of teaching experience alone. The study also addressed how gender affected social and emotional competence and teachers' self-efficacy. Overall, there were no statistically significant differences between male and female teachers in most variables, except in the area of motivating students, where female teachers showed slightly higher scores. However, this difference should be interpreted with caution, as it was not found to be strongly significant across all variables.

There are some limitations related to the current study. Firstly, questionnaires rely on the self-reporting of participants, which can introduce response biases and social desirability effects. Participants may tend to respond in a way that is socially desirable which could cause them to overestimate or underestimate their social-emotional competence and self-efficacy. Furthermore, since the participants were not chosen randomly, non-probabilistic methods are subject to sampling bias. Similarly, although descriptive and correlational analyses can identify relationships between variables, they cannot determine the cause of the link or its direction. Additionally, a longitudinal study would enable greater comprehension of the reasons behind, and characteristics of the associations made in the presented model. Therefore, future studies should test the research variables in primary education while taking these limitations into consideration.

In order to prove causal links between SEC and self-efficacy, we recommend conducting longitudinal research to assess the stability of the models developed.

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Appendix: Questionnaires

The Trait Meta-Mood Scale

Please read each statement and decide whether you agree with it. Circle a number to each statement using the following scale:

1	2	3	4	5
Completely disagree	Somewhat agree	Mostly agree	Very much agree	Completely agree
1. I pay a lot of attention to feelings				1 2 3 4 5
2. I usually care a lot about what I'm feeling				1 2 3 4 5
3. I usually spend a lot of time thinking about my feelings				1 2 3 4 5
4. I think it's important to pay attention to my feelings and my moods				1 2 3 4 5
5. I let my feelings affect my thoughts				1 2 3 4 5
6. I constantly think about how I feel				1 2 3 4 5
7. I often think about my feelings				1 2 3 4 5
8. I pay a lot of attention to how I feel				1 2 3 4 5
9. I understand my feelings				1 2 3 4 5
10. I can frequently describe my feelings				1 2 3 4 5
11. I almost always know how I am feeling				1 2 3 4 5
12. I usually know how I feel about people				1 2 3 4 5
13. I'm often aware of my feelings in different situations				1 2 3 4 5
14. I can always explain how I feel				1 2 3 4 5

15. Sometimes I can explain my feelings	1	2	3	4	5
16. I am able to understand my feelings	1	2	3	4	5
17. Although I sometimes feel sad, I tend to have an optimistic outlook	1	2	3	4	5
18. Even though I feel bad, I try to think about pleasant things	1	2	3	4	5
19. When I am sad, I think about the good things in life	1	2	3	4	5
20. I try to think positive thoughts even when I feel bad	1	2	3	4	5
21. If I complicate things by thinking too much, I try to calm down	1	2	3	4	5
22. I am concerned with feeling well	1	2	3	4	5
23. I have a lot of energy when I feel happy	1	2	3	4	5
24. When I am angry, I try to change my mood	1	2	3	4	5

Interpersonal competence questionnaire

	1	2	3	4	5
	I'm poor at this	I'm only fair at this	I'm OK at this	I'm good at this	I'm extremely good at this
1. Asking or suggesting to someone new that you get together and do something, e.g., go out together	1	2	3	4	5
2. Telling a companion you don't like a certain way he or she has been treating you	1	2	3	4	5
3. Revealing something intimate about yourself while talking with someone you're just getting to know	1	2	3	4	5
4. Helping a close companion work through his or her thoughts and feelings about a major life decision, e. g., a career choice	1	2	3	4	5
5. Being able to admit that you might be wrong when a disagreement with a close companion begins to build into a serious fight	1	2	3	4	5
6. Finding and suggesting things to do with new people whom you find interesting and attractive	1	2	3	4	5
7. Saying "no" when a date/acquaintance asks you to do something you don't want to do	1	2	3	4	5
8. Confiding in a new friend/date and letting him or her see your softer, more sensitive side	1	2	3	4	5
9. Being able to patiently and sensitively listen to a companion "let off steam" about outside problems s/he is having	1	2	3	4	5

10. Being able to put begrudging (resentful) feelings aside when having a fight with a close companion	1	2	3	4	5
11. Carrying on conversations with someone new whom you think you might like to get to know	1	2	3	4	5
12. Turning down a request by a companion that is unreasonable	1	2	3	4	5
13. Telling a close companion thing about yourself that you're ashamed of	1	2	3	4	5
14. Helping a close companion get to the heart of a problem s/he is experiencing	1	2	3	4	5
15. When having a conflict with a close companion, really listening to his or her point of view	1	2	3	4	5
16. Being an interesting and enjoyable person to be with when first getting to know people	1	2	3	4	5
17. Standing up for your rights when a companion is neglecting you or being inconsiderate	1	2	3	4	5
18. Letting a new companion get to know the "real you."	1	2	3	4	5
19. Helping a close companion cope with family or roommate problems	1	2	3	4	5
20. Being able to take a companion's perspective in a fight and really understand his or her point of view	1	2	3	4	5
21. Introducing yourself to someone you might like to get to know (or date)	1	2	3	4	5
22. Telling a date/acquaintance that he or she is doing something that embarrasses you	1	2	3	4	5
23. Letting down your protective "outer shell" and trusting a close companion	1	2	3	4	5
24. Being a good and sensitive listener for a companion who is upset	1	2	3	4	5
25. Refraining from saying things that might cause a disagreement to build into a big fight	1	2	3	4	5
26. Calling (on the phone) a new date/acquaintance to set up a time to get together and do something	1	2	3	4	5
27. Confronting your close companion when he or she has broken a promise	1	2	3	4	5
28. Telling a close companion about the things that secretly make you feel anxious or afraid	1	2	3	4	5
29. Being able to say and do things to support a close companion when s/he is feeling down	1	2	3	4	5
30. Being able to work through a specific problem with a companion without resorting to global accusations ("you always do that")	1	2	3	4	5
31. Presenting good first impressions to people you might like to become friends with (or date)	1	2	3	4	5

32. Telling a companion that he or she has done something to hurt your feelings	1	2	3	4	5
33. Telling a close companion how much you appreciate and care for him or her	1	2	3	4	5
34. Being able to show genuine empathic concern even when a companion's problem is uninteresting to you	1	2	3	4	5
35. When angry with a companion, being able to accept that s/he has a valid point of view even if you don't agree with that view	1	2	3	4	5
36. Going to parties or gatherings where you don't know people well in order to start up new relationships	1	2	3	4	5
37. Telling a date/acquaintance that he or she has done something that made you angry	1	2	3	4	5

1	2	3	4	5
I'm poor at this	I'm poor at this	I'm poor at this	I'm poor at this	I'm poor at this

38. Knowing how to move a conversation with a date/acquaintance beyond superficial talk to really get to know each other	1	2	3	4	5
39. When a close companion needs help and support, being able to give advice in ways that are well received	1	2	3	4	5
40. Not exploding at a close companion (even when it is justified) in order to avoid a damaging conflict	1	2	3	4	5