

INPLASY

Instruments to assess socioemotional competencies in students and teachers in primary education: a systematic review protocol

INPLASY202390073

doi: 10.37766/inplasy2023.9.0073

Received: 21 September 2023

Published: 21 September 2023

Arroyo-Hernández, MP¹; Ramiro-Sánchez, T²; Ramiro, MT³.

Corresponding author:

M. Pilar Arroyo-Hernández

pilararroyohdz@correo.ugr.es

Author Affiliation:

Facultad de Ciencias de la Educación y del Deporte de Melilla, Universidad de Granada.

ADMINISTRATIVE INFORMATION

Support - Not applicable.

Review Stage at time of this submission - Piloting of the study selection process.

Conflicts of interest - None declared.

INPLASY registration number: INPLASY202390073

Amendments - This protocol was registered with the International Platform of Registered Systematic Review and Meta-Analysis Protocols (INPLASY) on 21 September 2023 and was last updated on 21 September 2023.

INTRODUCTION

Review question / Objective The general objective is to carry out a theoretical study to determine which are the most effective instruments used to assess the socioemotional competences of pupils (6-12 years old) and teachers in Primary Education.

As regard to the specific objectives, the aim is to carry out a search for information on research articles in order to describe the peculiarities of the corresponding studies on the instruments that measure socioemotional competences, both in teachers and in Primary School pupils, in order to be able to identify and analyse their main features. For this purpose, the proposed systematic review will address the following question: What are the most effective instruments for assessing socioemotional competences in primary school pupils and teachers?

The development of the proposed objectives will make it possible to recognise the main theories or models that support the framework of

socioemotional competencies and to identify the most commonly used instruments for their corresponding study in the proposed population.

Rationale At the present time, a focus of attention in the research field has been directed towards the proliferation of measures of Emotional Intelligence (EI), such that one can find review articles on instruments to measure EI in the general population without specifying by age (Sánchez-Teruel and Robles-Bello, 2018), with the adult population or teachers (O'Connor et al. 2019; Puertas et al., 2018; Sánchez-Teruel and Robles-Bello, 2018) or with students in basic education (Arrivillaga and Extremera, 2019; Sánchez-Camacho and Grane, 2022; Sánchez-Teruel and Robles-Bello, 2019). However, with regard to the measurement of EI social-emotional competences, in the literature, reviews can be found referring to primary and secondary school teachers (Lozano-Peña et al., 2020) or for primary and secondary school students (Martínez-Yarza et al., 2023), but there is no systematic review of the most

appropriate instruments for primary school students (6-12 years) and their teachers, in a related way. Therefore, the present review is necessary, since socioemotional competences are conceived as a decisive factor for the teaching-learning process, given that they improve the construction of the teacher-learner bond and, at the same time, the socioemotional competences of the teacher have an influence on those of their students, as well as on the academic performance of the students (indirectly), on the quality of education and on the classroom climate (Collie et al., 2016; DeLay et al., 2016; Garrido y Gaeta, 2016; Poulou, 2018; Roorda et al., 2017; Schonert-Reichl, 2017; Valverde-Forttes, 2015).

Condition being studied Based on the problem posed in the research paradigm, the proposal of the present study is directed towards the need to discern which are the most effective instruments that measure the socioemotional competencies of EI in students (6-12 years old) and which are the most effective in those of Primary Education teachers, exploring and identifying the theories and theoretical models based on the aforementioned competencies, in order to support professionals involved in the educational field in their efforts to investigate quality education and, therefore, in the assessments of the social and emotional skills involved in daily educational practice.

METHODS

Search strategy The conceptual search terms to be used combine keyword, abstract and title field tags for the bibliographic compilation of the literature in the databases together with the Boolean terms "and", "OR" and "AND" to wrap spelling variants, to combine search terms and to circumscribe only results that refer to the three mentioned blocks respectively: ("assess*" OR "evalua*" OR "instrument*" OR "survey*" OR "estudio*" OR "scale*" OR "escala*" OR "measure*" OR "medir*" OR "screening*" OR "cribado*" OR "questionnaire*" OR "cuestionario*" OR "tool*" OR "herramienta*") AND ("emotional competencies*" OR "social emotional competenc*" OR "competencias emocionales*" OR "social-emotional competenc*" OR "competencias socioemocionales*" OR "competencias socio-emocionales*" OR "social-emotional skills*" OR "habilidades socioemocionales*" OR "habilidades socio-emocionales*" OR "social emotional skills*" OR "capacidades socioemocionales*" OR "capacidades socio-emocionales*" OR "desarrollo socioemocional*" OR "social-emotional development*" OR "desarrollo socio-emocional*" OR "socialemotional development*" OR

"competencias sociales y emocionales*" OR "social and emotional competenc*" OR "desarrollo social y emocional*" OR "social and emotional development*" OR "capacidades sociales y emocionales*" OR "habilidades sociales y emocionales*" OR "social and emotional skills*" OR "emotional training*") AND ("primary education*" OR "educacion primaria*" OR "elementary education*" OR "educacion escolar*" OR "primary school*" OR "enseñanza primaria*" OR "elementary school*" OR "elementary education students*" OR "elementary school students*" OR "primary school students*" OR "students in primary education*" OR "pupils primary education*" OR "estudiantes de educación primaria*" OR "discentes de educación primaria*" OR "escolares de educación primaria*" OR "alumnos de educación primaria*" OR "docente*" OR "maestr*" OR "teacher*" OR "student*" OR "alumn*").

Participant or population Research focused on teachers in primary education and pupils aged 6-12 years is included. Articles measuring emotional and social competences in students with specific educational support needs and studies with disruptive students related to social-emotional competences will be excluded for this review.

Intervention Not applicable.

Comparator Not applicable.

Study designs to be included Descriptive survey studies, experimental studies, quasi-experimental studies, ex post facto studies and instrumental studies.

Eligibility criteria The inclusion criteria are the following: (a) articles measuring emotional and social competencies, (b) complete and accessible studies in English or Spanish, (c) empirical research with quantifiable data on psychometric properties, (d) studies in a school context, (e) research focused on teachers in primary education, (f) research focused on students aged 6-12 years. Concerning exclusion criteria, exclusion is based on the following points: (a) articles measuring emotional and social competences in students with specific educational support needs, (b) non-peer-reviewed studies, (c) research focused on the development of intervention or training programmes, theoretical reviews, or studies of disruptive behaviours related to social-emotional competences.

Information sources The databases to be used in order to have a greater coverage and indexing quality concerning bibliographic records are Web of Science, Scopus, Psycinfo, Psycodoc and ERIC, as they offer a greater granularity of information in comparison with other databases.

Main outcome(s) (a) name of author(s) and year of publication (citation), (b) sample (number of participants), (c) description of participants (learners or teachers and their ages), (d) theoretical approach (qualitative, quantitative or mixed), (e) socioemotional competence construct (conceptualisation; theoretical model), (f) instruments (names of tools that measure social-emotional competencies), (g) year in which the instrument was developed or validated, (h) purpose of the instrument, (i) assessment technique (self-report questionnaire, diary, interview, etc), (j) aspects/dimensions of the social-emotional competencies it assesses, (k) the model/format of the instrument items, (l) reliability and validity of the instrument, (m) limitations of the study.

Additional outcome(s) Not applicable.

Data management All study abstracts resulting from the search will be screened for inclusion/exclusion criteria by two investigators independently. Where the abstract does not provide all the required information, the full text will be accessed. When there are disagreements between investigators or doubts about the criteria for inclusion/exclusion in a registry, it will be analysed by a third investigator. Reference management of all results to check inclusion/exclusion criteria and analysis of included studies will be done manually using Microsoft Office Excel.

Quality assessment / Risk of bias analysis This will be done to ensure the methodological quality of the study, as well as the impartial review and selection of publications, we will proceed to use two different assessment tools, applying the Joanna Briggs Institute (JBI) checklists for the use of systematic reviews (Lockwood et al., 2015) and the Critical Appraisal Skills Programme (CASP, 2021), which consists of a series of questions addressing the outcomes, objectives, methods and impact of studies, answered with "NO" (if not meeting the criteria), "YES" (if meeting the criteria), NA (if not applicable), "NO" (if not meeting the criteria) and "NA" (if not applicable).

Strategy of data synthesis The synthesis of the data analysis will be carried out qualitatively. The type of outcome data to be synthesised will be

mainly qualitative, dichotomous, polytomous and continuous.

Subgroup analysis Not applicable.

Sensitivity analysis Not applicable.

Language restriction English or Spanish.

Country(ies) involved The country in which the systematic review is being carried out is Spain.

Keywords Instrument; social emotional competences; students; teachers; primary education.

Dissemination plans Publication in scientific journals and at international conferences.

Contributions of each author

Author 1 - M. Pilar Arroyo-Hernández - MPAH, TRS and MTR contributed to the conception and design of the systematic review. MPAH, TRS and MTR conducted the protocol for the systematic review. MPAH and TRS will review and code all articles included in the review. MPAH will conduct the narrative review of the findings.

Email: pilararroyohdz@correo.ugr.es

Author 2 - Tamara Ramiro-Sánchez - MPAH, TRS and MTR contributed to the conception and design of the systematic review. MPAH, TRS and MTR conducted the protocol for the systematic review. MPAH and TRS will review and code all articles included in the review. TRS and MTR will review the narrative review of the findings.

Email: tramiro@ugr.es

Author 3 - María Teresa Ramiro - Contributed to the conception and design of the systematic review. MPAH, TRS and MTR conducted the protocol for the systematic review. MPAH and TRS will review and code all articles included in the review. MTR will examine articles where there is disagreement and will review the findings.

Email: sramiro@ugr.es