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Emotional competencies and teaching practice during the reopening of Peruvian schools

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Abstract---Introduction: The reopening of schools required a look at the last two years of virtual education in Peru due to the confinement measures that were given by the Covid-19 disease. Objective: to determine the relationship between emotional competencies and teaching practice during the reopening of Peruvian schools. Methodology: the quantitative approach with correlational design was used, with a sample of 141 teachers belonging to public and private management educational institutions. Results: according to the statistical processing of Spearman's Rho, a correlation of 757 was obtained. Conclusion: there is a positive relationship between emotional competencies and teaching practice.

Keywords---emotional competencies, COVID-19, schools, pedagogical practice and reopening.

Introduction

Worldwide, due to the recommendations of the World Health Organization (WHO) in the face of the Covid-19 pandemic, several countries implemented public health measures of mandatory confinement, to prevent the transmission of this disease, it was in this context that decided to implement the virtual, distance or remote education modality in schools, institutes and universities, however, the United Nations Educational, Scientific and Cultural Organization (UNESCO), disseminated information in which it explained the problems that affected the distance education such as digital gaps and technological limitations (1) ; these conditions harmed the most vulnerable, in this sense it was necessary to return to attendance, therefore different countries gradually reopened their schools; however, Peru was slow to make this decision to return to the classroom, because the year 2022 was given (2) .

For the reopening of schools, the different countries received recommendations from UNESCO and the United Nations Children's Fund (UNICEF) where agreements should be reached between the different members of the educational community for a voluntary and flexible return, likewise, the The Inter-American Development Bank (IDB) also provided guidance on how health care, distancing, and hygiene should be in schools (3) , it was necessary to implement efficient and effective biosafety protocols that had the capacity to respond to possible infections (4) in addition, they should contain recommendations regarding the proper use of masks, hand hygiene and distancing (5) .

In addition, in the pandemic there were also emotional conditions due to confinement that "generated despair, loss of freedom, boredom, insomnia, poor concentration, anger, anxiety, anguish due to the absence of physical contact" (6) depression could not be alien In this context, family losses, economic difficulties, and not very encouraging news due to ignorance of the disease exacerbated this condition, according to previous studies by Cuenca et al. (7) before, there was a higher prevalence in women in demonstrating this condition, teleworking and that homes became schools presented a complicated scenario in the emotional issue, in this sense, returning to the classroom could improve these difficulties, both teachers As students, they could socialize and alleviate the tensions generated emotionally by the disease, because young people, through their adaptive behaviors, have the strength to develop social skills (8) .

In this context, it was normal for parents to fear contagion from sending their children to school, as demonstrated in Colombia by Alvarado-Socarrás et al. (9) , the uncertainty caused by the progress of the Covid-19 disease had generated emotional affections due to the fear of becoming infected (10) in addition, the not very encouraging news increased this condition (11) ; nevertheless. In Peru, like other countries, the application of vaccines in children and adolescents (12) helped reduce the fear of parents to send their children to school, in Peruvian schools it was not considered mandatory that students had received a dose of the vaccine.

The opening of the classrooms required a new look at education of what the interaction and participation of the different actors of the educational community

would be like, it was necessary to prioritize curricular contents, promote socialization activities, physical and socio-emotional activity (13) , in what that would be recognized as the new normality, new scenarios very different from what pre-pandemic education was (14) Therefore, face-to-face contact was necessary to alleviate tensions and recover learning (13) . It was the teachers who had to use emotional competencies as a form of contingency in returning to the classroom as part of their teaching practice.

Emotional competencies are "the set of knowledge, skills, abilities and attitudes necessary to understand, express and appropriately regulate emotional phenomena" (15) , these contribute to personal development and the ability to cope in adverse situations as represented by the pandemic; these can be dimensioned in 1) emotional awareness, in which individuals become aware of their emotions, this was necessary among teachers who, in the context of the pandemic, assumed resilient behaviors like the rest of the population that went through high stress tensions faced with the difficult moments experienced and had to overcome and continue with their usual activities (16) , 2) emotional regulation in such a way that they can manage negative and positive emotions, dosing spontaneity (17) in such a way that they radiate security and confidence, in this line the teachers, despite the fact that in their environment they faced complicated situations in the return to class, were a support for students after two years of confinement, an attitude that could also be assumed by students who also have the ability to face adverse situations that affect them psychologically (18) ; 3) personal autonomy, implies the attitude that one has towards life, self-esteem and personal value, promoting it in students is essential (19) in the context of the health emergency it was necessary to raise it, being the teachers agents of motivation, because The confinement severely affected children and young people, who were exposed to situations of violence, psychological conditions that (20) producing in them irritability, insomnia, anguish, etc. (21) ; 4) interpersonal intelligence understands how to interact with others, through adequate verbal and non-verbal communication (22) , teachers encourage empathy with students, making the school a welcoming place; 5) life skills and well-being, this depends on the behavior that each person demonstrates where they are not only concerned about themselves ; but it transcends by worrying about the well-being of others (15) .

The teaching practice implies professional performance, it has as its center the integral formation of students, providing them with the necessary curricular contents and an education in values (23) , for a better understanding of the professional performance of teachers, it is necessary to approach it from the following dimensions: 1) preparation for learning, during the return to classes it was necessary to prioritize learning in the planning of their sessions (24) , 2) teaching for student learning, making use of what was gained during the pandemic such as the development of the digital skills that allow them to innovate; likewise, it is essential that teachers develop assertive and precise communication, the return to the classroom overcame the difficulties that virtual education represented, the distancing limited obtaining evidence on the progress of the students and achieving the expected achievements (25) , who shared your information on the platforms with which they worked; however, upon returning it was observed that they lacked the development of some skills; 3) the partition in

the management of the school , the teachers could not be oblivious to the decisions made by the authorities of their schools, they were also an active and consultative part during the reopening, to prepare protocols, institutional documents and commissions required according to recommendations from the Ministry of Education, because proper management contributes to providing quality education (26) ; 4) development of professionalism and teaching identity , where teachers are able to demonstrate proper professional performance, are permanently training in order to improve their professional practice.

According to the above, the objective was to determine the relationship between emotional competencies and teaching practice during the reopening of Peruvian schools, this study was considered important because it will make available to the academic community the perception of teachers during the year. 2022, when in Peru it was decided to reopen the classrooms.

Methodology

The quantitative approach was used, with a correlational design; There was a sample of 141 teachers, to whom two Likert-scale surveys were applied to measure their perception. The first instrument measured socio-emotional competencies that were sized according to Bisquerra's proposal (27) in: emotional awareness, emotional regulation, emotional autonomy, social competence and competences for life and well-being . The questionnaire contains 22 items, with an ordinal scale and polynomial levels. The second instrument was for the teaching practice variable, which was dimensioned according to the recommendations of the Good Teaching Performance Framework regulated by the Ministry of Education of Peru (28) in: preparation for learning, teaching for student learning, , partition in school management and development of teacher professionalism and identity, the questionnaire had 28 items, both instruments considered on the Likert scale always (5), almost always (4), sometimes (3), almost never (2) and never (1) and the levels of: outstanding, expected, acceptable and low. Content validation was through expert judgment, where the first instrument obtained a .953 reliability using Cronbach's Alpha and the second .942, showing both instruments to be highly reliable for the application. It was considered as an inclusion criterion that the teachers surveyed were performing functions during the 2022 school year, belonging to public or private educational institutions. In the exclusion criteria, the participation of teachers who belonged to Alternate Basic Education, and Special Basic Education, as well as those who perform remote work due to health issues, was rejected.

Results

The data obtained in the surveys were processed by the statistical processing software SPSS in version number 26, providing the following information:

Table 1. Emotional competencies

		Frequency		Percentage	Percentage
		Percentage		valid	accumulated
Valid	Bass	0	0	0	0

Acceptable	fifteen	10.6	10.6	10.6
Expected	67	47.5	47.5	58.2
Outstanding	59	41.8	41.8	100.0
Total	141	100.0	100.0	

In table 2 it was possible to observe that the dominant dimension according to the perception of the teachers surveyed is expected, which allowed us to infer that, when returning to the classroom, teachers are managing emotions adequately despite the complicated moments that they had to live during mandatory confinement and the development of virtual classes.

Table 2. Dimensions of emotional competencies

	Bass	Acceptable	Expected	Outstanding
emotional awareness	0.7	23.4	63.1	12.8
emotional regulation	0.7	19.1	63.8	16.3
emotional autonomy	2.1	19.1	53.2	25.5
social competence	4.3	22.7	55.3	17.7
Competencies for life and well-being	1.4	5.0	37.6	56.0

Table 3 provided information on each of the dimensions of emotional competencies, where it can be seen that, both in emotional awareness and emotion regulation, there is a percentage, although not very significant, with 0.7% of teachers who are At the low level, this allowed us to infer that there are still people who find it difficult to adapt; however, the best positioned dimension with a percentage of 63.8% according to the persecution of teachers at the expected level was regulation of emotions, giving an encouraging figure showing that a significant number of teachers have this ability.

Table 3. Teaching practice

Frequency		Percentage	Percentage valid	Percentage accumulated
Valid	Bass	0	0	0
	Acceptable	3	2.1	2.1
	Expected	48	34.0	36.2
	Outstanding	90	63.8	100.0
	Total	141	100.0	

Table 4 with respect to the teaching practice allowed us to observe that the teachers were located at the highest level according to their perception, it was highlighted with 63.8%, quite encouraging information because in the return to classes it was necessary to adapt curricular contents, make innovations regarding their professional performance in the classroom and because the return was flexible, some institutions continued to use semi-face-to-face education or hybrid classrooms, for this reason teachers should also have mastery of the use of ICT. In the survey carried out, it was necessary to consider some of these questions to count in order to have greater certainty if they were prepared to return to school.

Table 4. Correlation of variables

rho of spearman	emotional competencies	Coefficient of correlation	1,000	.757 **
		Next. (bilateral)	.	,000
		N	141	141
	Teaching practice	Coefficient of correlation	.757 **	1,000
		Next. (bilateral)	,000	.
		N	141	141

According to Spearman's Rho correlation, it was observed in table 4 that the level was acceptable because it is less than 0, however, the correlation between both variables was not very high, it was .757, which allowed inferring that even They must omit some aspects that disturb teachers regarding how their performance should be during the return to classes.

Discussion

The findings of the statistical processing regarding the study topics: emotional competencies and pedagogical practice, provided quite encouraging results, because the levels considered in the surveys low, acceptable, expected and highlighted, showed that the teachers were located mainly in the last two demonstrating an adequate execution of their professional work; however, when looking for the relationship between variable mana, the data did not give a very high relationship. Adapting to the new context of education in the return to class also meant forgetting some ways of what the pre-pandemic learning sessions were like, in this new normal they had to be autonomous, as stated by Kim et al. (29) .

From another perspective, Idoiaga et al. (30) argued that in Spain the reopening of schools also contemplated implementing actions that guaranteed the physical and emotional well-being of teachers and students, Anand et al. (31) in the study carried out in India they described in this country it was necessary to implement a transition period during the reopening of schools, a similar situation occurred in Peru because according to the regulations issued by the Ministry of Education in those places where the contagions were minimal and due to the limitations of having technological devices and Internet connection, the return to class was allowed, but it was in rural areas in 2020, during 2021 in September some city schools that complied with certain protocols were allowed could reopen, the demands being so high that only 17 schools considered the most expensive in the capital were given permission because implementing bubbles, distancing measures, disinfection area, medical support and devices for hybrid classes resulted in an economic investment that not many schools could afford, it was with Ministerial Resolution No. 048-2022 (32) that the restart of face-to-face service.

In this line of the disadvantages that were faced during virtual education for Anderete (18) the reopening of auela would help balance the gaps that arose, which affected the most vulnerable, however, the author also addressed the fears caused in Argentina by the second wave when the schools had already opened,

which did not generated greater complication, a similar study was carried out by Massad et al. (33) in Brazil, where the second wave did not expose them to a higher risk of infection, in this trend of little possibility of acquiring Covi-19 by attending school was demonstrated in United States by Tatapudi and Das (34) who found a slight increase in cases when 100% of schoolchildren returned

For Picón et al. (35) there was no doubt that virtual education represented a challenge during the mandatory confinement measures, for this reason teachers had to acquire digital skills for virtual classes, despite the fact that so much of what was acquired would be used during the return to schools, in In the Peruvian case, there are still schools with adequate support to enhance the use of digital tools and technological devices, for this reason the teacher must return to certain traditional practices such as the use of the blackboard. Toasa and Toasa (32) described how virtual classes caused health problems not only for students and teachers, it is inferred that since the use of technological devices in the development of the class is no longer required, it can mean a relief for teachers.

Conclusión

The appearance of the COVID-19 disease changed the educational scenario for two years in Peru; However, due to the recommendations of international institutions such as UNESCO, it was necessary to reopen schools, it was more than evident, despite the strenuous effort of teachers, it was not possible to develop a quality education that would serve everyone on equal terms, because there were access limitations due to multiple factors, mainly digital gaps and the lack of technological devices.

It is in this sense that teachers making use of their skills and abilities had to use emotional competencies in their educational community, in addition to seeing the use of all possible resources to improve their professional performance, in such a way that in this study it was possible to conclude that this positive relationship between emotional competencies and teaching practice during the reopening of Peruvian schools, however, was not very high, it was at an acceptable level, however, when looking separately at the study topics, the data obtained were encouraging because most of the teachers were located at the expected level with respect to the regulation of emotions, in this sense it allowed to infer that they assumed resilient and adaptive postures of the scenario that represented the new post-pandemic normality.

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