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ASSESSMENT OF EMOTIONAL SELF-REGULATION AND SOCIO-EMOTIONAL DIMENSIONS IN HIGH SCHOOL STUDENTS

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Abstract: This study aims to analyze the relationships between emotional self-regulation and various socio-emotional dimensions in high school students. Through exploratory and confirmatory factor analysis, five key dimensions were evaluated: family environment, self-perception, life skills, socioemotional health, and the impact of confinement, using a sample of students from the Colegio de Bachilleres del Estado de Zacatecas during the 2022-2023 school year. The results show that students' socioemotional stability is strongly influenced by family support and self-perception skills, which in turn impact their emotional self-regulation and ability to make informed decisions. The importance of integrating socioemotional training into the educational curriculum to promote students' comprehensive development, preparing them to face the challenges of their environment with resilience, is highlighted.

Keywords: emotional self-regulation, socio-emotional dimensions, upper secondary education.

INTRODUCTION

Since the second half of the 20th century, some classic authors in psychology have highlighted the importance of adolescence as the stage of development in which individuals are most inclined to plan their future, since building a life purpose at this stage of human development is related to vital aspects of every person (Dellazzana-Zanon, 2021). Therefore, it is vitally important to promote emotional well-being during the formative years of adolescents, as a reference point for their adult lives (Machado Sotomayor and Rivera Balseca, 2023; Silva Gutiérrez, et al., 2022; Valencia Arias, et al., 2024). To this end, consistency between adolescents and their environment is essential. Emotional management is essential for adolescents to face the challenges that life presents, as there is sufficient evidence of the importance of social-emotional work and its relationship with academic performance, life trajectory, and other aspects related to this concept (Estrada, et al., 2021).

An important part of socio-emotional well-being in adolescents is built through the relationships that young people establish, where the need to be happy, become successful, and have a favorable outlook on life exerts pressure (Mattebo et al., 2022). The emotional aspect then becomes a significant variable, as interpersonal relationships determine emotional development in certain ways (Barragán Martín, et al., 2021). Socioemotional learning can be understood as an essential part of a well-rounded personality. This is because each individual is conceived as a whole that encompasses body, intellect, emotions, and spirit. From this perspective, education has the role of supporting the formation of feelings and emotions (Yepez Gomezjurado et al., 2023). It is associated with interaction and adaptation to the environment by adolescents and with balance in different aspects of life. It is a reference point for young people's perception of themselves, as well as aspects of self-efficacy, resilience (Bravo-Andrade and Ruvalcaba-Romero, 2021) and emotional self-regulation, while also highlighting how the socio-emotional aspect influences students' academic trajectories and the type of social relationships they build.

Emotional self-regulation is related to how a person influences their own or others' emotional states, either consciously or unconsciously. When a person discovers that the emotions they are feeling are out of context or inappropriate for the environment in which they live, this has an impact on physiological, cognitive, and behavioral changes. Emotional self-regulation serves two purposes: to improve well-being by reducing painful or negative emotions and to encourage the person to behave better within their living environment (Teixeira et al., 2022).

The way in which individuals process their emotional information is related to how they resolve their emotional conflicts (Pecchinenda, et al., 2022). Understanding emotional conflict control is essential for adaptive and flexible behavior (Pecchinenda et al., 2022). In this sense, research suggests that emotional regulation may be a critical mechanism in adolescent development (Murray et al., 2022). This highlights the need for young people to evaluate emotional situations and identify affective responses that support their emotional regulation (Easdale-Cheele, et al., 2024).

The development of a student's personality is supported by the construction of a life project as a fundamental element, as it reflects various aspects of their desires, intentions, and lif . It is therefore a process that is integral to human growth, both cognitively and socio-emotionally (Yepez Gomezjurado et al., 2023).

A review of the literature indicates that various studies have focused on determining socio-emotional profiles or analyzing specific psychological aspects. This research often focuses on particular issues, such as anxiety, attachment bonds, level of emotional intelligence, or the distinctive characteristics of groups of adolescents or infants within specific contexts (Calderón, 2023; González et al., 2023; Gutiérrez, 2020; Martín et al., 2022; Miranda, T, 2021; Menéndez et al., 2021). However, these studies rarely explicitly explore how socioemotional factors may influence the formation of a life project in upper secondary school students. This is where the relevance and significance of our research work become evident.

This study is distinguished by its focus on constructing a socio-emotional profile specifically designed to identify the resources available to COBAEZ students. This approach seeks to support students in developing a life project that not only ensures the continuity of their academic training at the higher level but also allows them to acquire the maturity necessary to face life's challenges and obstacles with resilience. Thus, we propose the creation of a model that will clarify the emotional characteristics of students for future generations. This model will serve as a basis for recommending specific strategies to the teaching staff aimed at strengthening this crucial aspect of adolescent education at a decisive moment in their development, covering the stage from 14 to 17 years of age.

This research aims to analyze the relationships between emotional self-regulation and students' determination to follow a successful educational path.

THEORETICAL REFERENCES

During adolescence, individuals seek to construct their own identity, which is why self-esteem becomes important in regulating social relationships, needs, and aspirations (Rojas Cuastumal and Pilco Guadalupe, 2023, self-esteem and social skills; Vicente, 2024, self-esteem and emotional intelligence in adolescents; Castro-Sánchez, et al., 2023, psychological needs in adolescents). In this context, young people seek an interpersonal setting in which to express their emotions, rights, ideas, and needs. This is a time in life when adolescents, as they make decisions, seek to feel comfortable with their environment, which in some way involves having different experiences. In this process, adolescents develop tools to find a personal balance, which is based on self-control of emotions (Pérez Pérez et al., 2022).

Self-regulation is the basis of a successful educational path and the foundation of a fruitful life project for adolescents, which opens the door to exploring the multiplicity of socio-emotional changes that shape students' personalities, in order to find variables that favor their well-being and development under optimal conditions (Arslan, 2023).

Psychological well-being depends on the quality of life that adolescents have in their environment, so the entire context surrounding them is the basis of the self-esteem on which their well- s founded, where the meaning they give to their psychological development also ends up directly influencing their academic performance (Bustamante Espinoza et al., 2022).

SOCIO-EMOTIONAL HEALTH

Since academic performance is a multifactorial issue involving physical, cognitive, and social characteristics, non-cognitive factors such as emotional factors must also be taken into account, as they also have a significant impact on any student's academic path. People with good social-emotional health identify and control their emotions and feelings, are empathetic and resilient, which sets them up to excel in life by becoming efficient and productive individuals (Doménech et al., 2024).

There is sufficient information to establish the impact of social-emotional skills on academic performance (Ayllón-Salas and Fernández-Martín, 2024, emotions and academic performance; Hidalgo Zambrano and Párraga Obregón, 2024, emotional education and academic performance; Palacios Ibarra and Ramírez Chávez, 2024, social-emotional competencies and comprehensive education). However, it is necessary to define which ones have the greatest influence, since according to different studies, self-awareness, self-reflection, and decision-making are key not only to success in school but also to the overall success that adolescents may have in their adult lives (Portela-Pino et al., 2021).

Understanding social-emotional competencies requires reference to different models of emotional intelligence. Some of these models focus on the interpersonal aspect, while others focus on the social dimension, which integrates factors such as empathy and social skills, competencies for coping with challenges, and emotion management for appropriate decision-making (Cebollero-Salinas et al., 2022). This allows us to visualize how school education influences not only the academic trajectory but also the social and emotional development of adolescents (Wong et al., 2021). Another aspect to highlight is the influence of emotional health on young people's social goals, the relationships they establish, the goals they pursue, and the representations of reality that adolescents construct. Hence, at school, interactions between teachers and peers can become a relational support between their goals and their social behavior (Shin, 2021).

SELF-REGULATION

Emotional self-regulation involves using skills to respond appropriately to the environment, based on established norms and the individual's desired goals (Doménech et al., 2024). It also promotes learning, as emotional regulation mechanisms help adolescents achieve better results at school (Runke Huang et al., 2023). Self-regulation related to empathy, the development of awareness, social competence, acceptance, success, and social and emotional well-being reduces stress and promotes attention (Bockmann and Yu, 2023). From the above, it is clear that it is important to promote emotional self-regulation through different practices and strategies to support adolescents' learning tasks and the construction of their life project.

Self-regulation is essential in interactions, social behaviors, moral aspects, well-being, academic development, and health (Bing, 2023). From this, self-regulatory behaviors emerge, which are the result of planned and adjusted behaviors to achieve personal goals . This is a cyclical process that involves setting goals, monitoring progress, making adjustments, and evaluating results (Khawar et al.,

2023). Self-regulated students are inclined to choose learning strategies to continue their successful academic development (Huamani de la Cruz, et al., 2024, academic self-efficacy and emotional self-regulation; Chávez-Martínez and Salazar-Jiménez, 2024, emotional intelligence and academic performance). At a stage of schooling with many subjects, different teachers, and schedules, it is not difficult to recognize the role that emotional self-regulation can play in adolescents' adaptation to school (Khawar et al., 2023). In addition, emotional regulation plays a significant role in the ability to cope with unexpected and sudden events (Tang et al., 2022) and is a central element of metacognition, where the teacher's work is essential in generating strategies that reinforce this crucial socio-emotional element in adolescent development.

LIFE PROJECT

Students' experiences during their high school years contribute to their understanding of social life and its dynamics, as well as fostering the development of a sense of identity (Becht, et al., 2021). One way to promote such participation and integration is to support adolescents in defining their life purposes, understood as the intention to achieve goals that are meaningful to themselves and others. Adolescents' goals tend to focus on educational, work, and family aspects, although there is a growing trend toward materialistic goals (Dellazzana-Zanon et al., 2021).

The value of developing a life plan for students lies in promoting their autonomy and providing them with social security as part of a favorable environment for adolescents. The aspirations, values, and principles that begin to emerge at this stage of life stem from age-related changes and affective psychological processes, since it is important for everyone to set goals and prioritize, which empowers adolescents to become catalysts in their environment. By analyzing the relationships between emotional self-regulation and various socio-emotional dimensions, this research seeks to provide elements for teachers and tutors to support their students in developing a life plan as a strategy that will contribute to their autonomy and social, emotional, and personal development. Having a vision of the future allows students to set goals and prioritize, which in turn enhances their decision-making skills.

This perspective allows us to link cognitive development with the emotional side of students, since planning for the future strengthens confidence and a sense of purpose in life, which in turn strengthens resilience in the face of the challenges and difficulties that each person encounters, depending on their circumstances, context, and aspirations. A life project helps adolescents, in accordance with the proposals of the New Mexican School Curriculum Framework, to connect with their community and contribute to creating conditions for the common good, as well as being a key element in comprehensive education.

METHOD

Based on the concepts of self-regulation, social-emotional health, and life project described above, an instrument was developed consisting of 44 items distributed in f : family, self-perception, life skills, social-emotional health, and confinement. The instrument is based on different social-emotional scales, consultations with teachers from the Colegio de Bachilleres de Zacatecas (COBAEZ) in the area of social-emotional training, and experts in the field. This research arose from the observation that, after lockdown, there was a significant behavioral change in students. The purpose of this instrument is to determine the social-emotional profile of COBAEZ students during the 2022-2023 school year. After designing the instrument, it was validated by three teachers from the social-emo-

tional training department at COBAEZ and three experts in methodology and research instrument development. In accordance with the initial proposal, a total of five items were eliminated, leaving a total of 44, with a 100% level of agreement. In order to ensure the reliability of the data collected and to evaluate its performance in conditions similar to those of its final application, a pilot test was conducted with 44 students. As a result, the wording of some items was adjusted and shared with the experts mentioned above for final approval. A sample of 7,535 students was selected from a total of 13,125 enrolled at the time of the questionnaire application. Convenience sampling was used, although an effort was made to maximize the number of completed questionnaires. Students responded to the questionnaire via Google Forms, accessing it through a link sent to each of them. The estimated time to complete the questionnaire was approximately 15 minutes. Each dimension of the instrument includes a specific number of items, detailed in Table 1.

Dimension	No. of questions.	Characteristics
Family	10	Analysis of the students' family environment.
Self-perception	10	Assessment of students' self-perception in relation to their physical appearance, personality, and socio-emotional aspects.
Life skills	10	Assess individuals' perceptions of their vision of the future and their self-efficacy in relation to their ability to face the challenges and adversities that life presents.
Socio-emotional health	11	Personal assessment of socio-emotional state, as well as resilience and self-control.
Confinement domain	3	Assessment of mood in the stages prior to, during, and after confinement.

Table 1 Structure of the social-emotional profile instrument

We are aware that the main risk of a convenience sample is its lack of representativeness, which would directly affect external validity and, consequently, the results obtained (Palinkas et al., 2020). However, this has been remedied by ensuring that the sample has demographic and contextual characteristics similar to those of the student population surveyed in terms of social status, lifestyle, and age (Taherdoost, 2020). Biases such as location, socioeconomic status, distance, ethnic profile, and performance level have been avoided, making explicit efforts to achieve the greatest possible variability in the sample. However, it should be clarified that the results obtained should be interpreted in the context of the specific school environment where the sample was taken, and therefore caution should be exercised in replicating this type of study and extrapolating data.

A Likert scale was used for the different questions in the instrument, as these are quasi-quantitative variables (Canto de Gante et al., 2020), which encourages respondents to answer using a one-dimensional, ordered scale (Bertram, cited by Matas, 2018). Two five-point scales were used: very good, good, fair, poor, and very poor, and always, almost always, sometimes, almost never, and never. This allows for the analysis and interpretation of the data collected, since, when validating the instrument, 7,535 surveys were administered to a total of 13,125 COBAEZ students enrolled in the 2022-2023 school year during the month of September 2022, where the variables considered in the study are organized into dimensions capable of reflecting a general socio-emotional profile, in order to detect essential traits necessary for an analysis of this nature, as indicated in Table 1.

RESULTS

Once the information was collected and processed using SPSS statistical software, Cronbach's alpha test was performed, obtaining a value of 0.889, as shown in Table 3. Subsequently, Exploratory Factor Analysis (EFA) was applied, whose main function is to analyze the dimensionality of the instruments to provide internal validity, particularly in the early stages of the development of the measurement tool. EFA facilitates the determination of the minimum number of factors necessary that are common to correctly reproduce the correlation matrix of the items (Goretzko et al., 2021).

Cronbach's alpha	N of items
.889	4

Table 2 Reliability statistics

Own source

Bartlett's sphericity test was performed to verify the possibility of conducting Exploratory Factor Analysis (EFA), together with the Kaiser-Meyer-Olkin (KMO) statistic to evaluate the adequacy of the correlations between the variables involved in the EFA and determine the feasibility of factor analysis (Benites, n.d.). The KMO test evaluates whether the sample data are suitable for factor analysis, considering values between 0.8 and 1 to be acceptable (Pizarro Romero and Martínez Mora, 2020). On the other hand, Bartlett's sphericity test examines whether the correlation matrix differs from an identity matrix, which would indicate an absence of relationship between the variables; a value of P<0.05 is considered significant (Garmendia, 2007). The results, presented in Table 4, with a KMO of 0.940 and a Bartlett sphericity of P<0.001%, suggest that it is appropriate to proceed with the FEA.

Kaiser-Meyer-Olkin measure of sampling adequacy		**.940**
Bartlett's sphericity test	Approx. Chi-square	99927.045
	gl	946
	Sig	.

Table 3 KMO and Bartlett's test

Exploratory Factor Analysis (EFA) was implemented using the principal component method, which allows factor estimates to be obtained by taking standardized scores of the initial k components and the factor loading matrix as a reference, through the correlations between the variables that make up these components. Although this approach ensures a solution in all cases, it can lead to biases in its estimates if the communalities are low (De la Fuente, 2011). Therefore, once the CFA was performed, Confirmatory Factor Analysis (CFA) was carried out, since Cronbach's alpha and CFA alone would not be sufficient to validate the reliability and validity of an instrument. In this sense, CFA is a valuable alternative (Batista-Foguet et al., 2004), functioning as a technique that evaluates a proposed measurement model based on a specific theory (Fernández, 2015).

It should be noted that the main difference between Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA) lies in how variables are handled. In EFA, variables are standardized to obtain normalized solutions, while in CFA there is no such standardization of variables, as the variance-covariance matrix is used as a reference instead of the correlation matrix. This allows the parameters to be estimated in the original metric of the indicators. In addition, CFA is necessary to indicate the nature of the concordances between measurement errors (Fernández, 2015).

EXPLORATORY FACTOR ANALYSIS

Exploratory factor analysis (EFA) is used to organize the structures of theoretical models. It is a multivariate analysis that identifies interdependencies and reduces dimensions by determining factors that relate a set of quantitative variables. The sample should be as large as possible. According to Nunnally's rule (1978), 10 subjects per item are recommended for factor analysis, which is greatly exceeded in this study given the size of the sample obtained. This is because factor analysis depends on correlations that are largely determined by the sample size (López-Aguado and Gutiérrez-Provecho, 2019). Using SPSS statistical software, the 44 variables were entered to perform the multivariate analysis of AFE. The variables were classified into three main factors that explain 71.414% of the variability of the elements involved in defining the socio-emotional profile of COBAEZ students, as shown in Table 5.

The results of the analysis associate 8 of the 44 variables with the dimensions of family environment (4 variables), self-perception (2 variables), and socio-emotional health (2 variables). To arrive at the proposed model, variables with a factor loading of less than 0.60 were discarded to achieve a higher total variance explained index. Values greater than 0.50 can be considered a good indicator of the latent factor (Hair, et al., 2020).

CONFIRMATORY FACTOR ANALYSIS

Confirmatory factor analysis (CFA) is a multivariate model that uses covariance analysis to test a measurement model against data obtained from a sample. This model theoretically reflects certain characteristics of the study population and is based on both theory and the findings of Exploratory Factor Analysis (EFA) to construct a theoretically oriented model (Martínez, 2021). In addition,

CFA allows for the identification and correction of possible deficiencies identified in EFA, since covariance analysis, unlike correlation analysis, helps to verify the equivalence of indicators. This approach provides a statistical framework for evaluating the validity of each item, assisting the researcher in optimizing the structure of the instrument and in the interpretation and analysis of the results (Escobedo et al., 2016).

In advance, a number of common factors are assigned to promote flexibility and grouping of variables in the construction of the model, based on the results of the FEA. In the case of the present research, three categories are established, as shown in Table 6, which simplifies the 36 variables, allowing us to associate a total of eight items in the model. Figure 1 illustrates the constitution of the model, where the regrouping of variables allows each component to be named according to the organization of the variables, defining the structure of the proposed model.
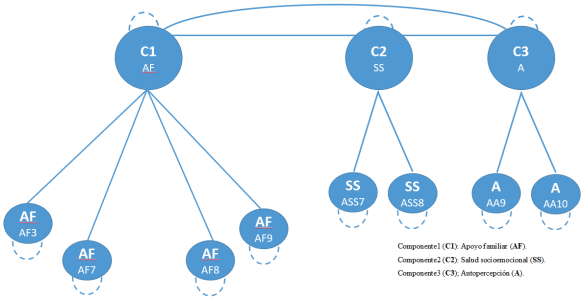

Figure 1 Socioemotional Model (Confirmatory factor analysis)

According to Figure 1, the analysis of factor loadings shows that family support (Component 1, AF), socioemotional health care (Component 2, SS), and self-perception (Component 3, A) are the three main components that determine self-regulation. For the first component, the relationships established in the home and the self-affirmation that young people receive through recognition and support, sometimes even reciprocally (AF3,

Component	Initial eigenvalues			Squared loadings			Squared sums of load rotation		
	Total	% variance	Cumulative	Total	% variance	Cumulative	Total	% variance	Cumulative
1	3,065	38,316	38,316	3,065	38,316	38,316	2,648	33,103	33,103
2	1,417	17,711	56,027	1,417	17,711	56,027	1,553	19,407	52,511
3	1,231	15,388	71,414	1,231	15,388	71,414	1,512	18,903	71,414
4	.520	6,497	77,911						
5	.498	6,224	84,135						
6	.462	5,775	89,911						
7	.451	5,635	95,546						
8	.356	4,454	100,000						

Note. Extraction method: principal component analysis

Table 4 Total variance explained

Item	AF	SS	A
AF3 How is your relationship with the people where you live?	**.781**	.067	.03
AF7 Do you feel recognized by the people you live with?	**.795**	.079	.161
AF8 Do you feel supported by the people you live with?	**.842**	.080	.103
AF9 How would you rate your support for the people you live with?	**.802**	.106	.100
AA9 Do you consider that your physical characteristics make you accepted in your environment?	.088	.	**.87**
AA10 Do you consider that your personality makes you accepted in your environment?	.161	.	**.835**
ASS7 Do you consider yourself able to say NO to yourself?	.103	**.870**	.06
ASS8 Do you consider yourself able to say NO when the situation calls for it?	.103	**.867**	.083

Extraction method: principal component analysis.

Rotation method: Varimax with Kaiser normalization.
Component 1 (**C1**): Family support (**FS**).
Component 2 (**C2**): Socioemotional health (**SS**).
Component 3 (**C3**): Self-perception (**A**).

Table 5 Components of the confirmatory factor analysis

Note. Own source.

AF7, AF8, and AF9), are fundamental factors that determine the influence of the family on the emotional security of adolescents. Regarding the second component, the ability to distance oneself from risky situations and avoid what is harmful, both physically and emotionally, is a key factor in developing strong social-emotional health (ASS7 and ASS8). Finally, in the case of the third component, both physical characteristics and personality play a crucial role in self-image, which allows adolescents to strengthen their self-confidence.

To validate the accuracy of the model, several statistical indices are used. In this study, the χ^2 value is 0.001, as shown in Table 7. The Root Mean Square Error of Approximation (RMSEA) shows how well the model's covariance matrix fits, with an adequate fit below 0.8 (McDonald and Ho, 2002); in this case, the RMSEA was 0.046, within the theoretical limit. The Normed Fit Index (NFI) and the Tucker-Lewis Index (TLI) improve and compare the fit of the model, respectively, with ideal values above 0.9, with values of 0.898 and 0.892, respectively, found in this study (Table 7). The Comparative Fit Index (CFI) compares the model with a null model, with a value above 0.9 considered a good fit (Gefen et al., 2011); here, the CFI was 0.902. Finally, the Goodness of Fit Index (GFI) adjusts according to the degrees of freedom, indicating a perfect fit close to 1, with a value of 0.991 for this model (Table 7).

These indices, being within or close to the established ranges, as in the case of the NFI, suggest that the Confirmatory Factor Analysis confirms that the proposed model accurately represents the population analyzed, thus validating the proposed model.

Index		Value
Comparative fit index (CFI)		0.902
Tucker-Lewis Index (TLI)		0.892
Bentler-Bonett normalized fit index (NFI)		0.89
Goodness of fit index (GFI)		0.991
RM p-value	SEA	0.046
Cronbach's alpha of the resulting model		0.741

wTable 7 Fit indices

Own source

Perceiving feelings, determining emotions, and promoting a resilient personality are essential factors in mental health, as they are essential elements of psychological balance (Kartol et al., 2024). Therefore, it is necessary to stimulate the development of socioemotional and h skills in adolescents as part of their high school education, given that adolescence is a key moment in people's lives, when decisions are made that have a significant impact on the adolescent's future, whether in the short, medium, or long term (Ramírez, 2022).

Social and emotional skills enable young people to understand their life context, adapt, and make informed decisions, which highlights the importance of integrating a social and emotional approach into curriculum planning (García Bojórquez, et al., 2022). Therefore, it is essential to have a socio-emotional snapshot of the variables that have the greatest influence on adolescents' mood and their psychological outlook.

From the confirmatory factor analysis, with regard to Component 1 (C1) referring to Family Support (FS), it can be seen that the most important factor in students' socio-emotional balance is the relationship they establish with the members of their household, as this variable (FS3) is directly related to the type of recognition students feel (FS7), as well as the support they believe they receive, since "in the family system, a direct relationship is established between the family and the different behaviors that an individual develops ac-

cording to the various stages of the life cycle" (Flores Peña and Navarrete Cueto, 2023, p. 3). As Castro and Castro (2020) refer to Maddaleno (1986), they point out that an unstable family environment will cause maladjusted behaviors in a person, which becomes a benchmark for evaluating family functioning and, consequently, the adolescent's ability to overcome conflict situations that impact their social-emotional health.

It is interesting to note that this socio-emotional analysis shows that students' emotional stability is not only related to the recognition, support, and relationships they have with their family members, but also to the incidence of variable AF9, which is related to the support that adolescents themselves can give to their family members. It has been discovered that family support related to cultural socialization can be a factor that translates into positive outcomes for adolescent development (Barragán Martín, et al., 2021).

This invites future research to verify how this reciprocal relationship between adolescents and the people they live with occurs, in order to understand the specific value of the influence that adolescents themselves may be able to provide (AF9), with the obvious impact on their social-emotional well-being, which can be shown in multiple ways: happiness, helping with household chores, obedience, good academic results, among other ways of showing it.

With regard to component 2 (C2), which focuses on social-emotional health (SS), it shows us that when adolescents are fair in their decisions and have a concept of self-care that allows them to make favorable decisions about themselves, knowing how to recognize what is not good for themselves (ASS7), this directly influences their ability to control themselves in everyday situations that they may consider risky (ASS8), such as avoiding situations of violence, avoiding substance or alcohol abuse, or any other situation in which the adolescent may feel uncomfortable or put their physical or emotional integrity at risk. It can be added that this relationship between variables (ASS7) and (ASS8) is important for assessing the degree of maturity of adolescents.

Self-concept is related to personal and social development and determines psychosocial adjustment (Martín, et al., 2021). In Component 3 (C3), called self-perception (A), there is a high degree of significance between the adolescent's perception of their physical qualities (AA9) and their acceptance in their environment (AA10), which indirectly affects their confidence and security in making important decisions regarding their life plan. This result invites further scientific investigation into the impact that social media may be having in this regard. In the image-driven era we currently live in, social media promotes a kind of social mask, with attributes that are presented as ideals in the new sociocultural context constructed in these virtual environments (Martín, et al., 2021). And although it is true that part of one's personality is related to physical appearance, it does not necessarily have to be a predominant factor, as adolescents are indicating in the present socio-emotional profile.

Adolescence is a crucial period for the consolidation of lifestyles, also marked by instability and risky behaviors that affect physical, emotional, and mental health (De la Rosa et al., 2020). The recent pandemic has caused significant changes in daily routines, including a decrease in social contact that has led to boredom, frustration, and isolation (De la Rosa, 2020), aspects that require attention in order to develop comprehensive training strategies that incorporate socio-emotional aspects as a cross-cutting component in student education. In this context, it is noteworthy that the complementary emotional support that students receive may be important and even necessary, but not as decisive as the emotional shelter that adolescents need to receive at this crucial stage of their lives.

Adolescents' ability to regulate and control their emotions plays a crucial role in their lives, as it involves modulating their emotions both consciously and unconsciously in order to adapt resiliently to their environment. Emotional difficulties often stem from an inability to experience, distinguish, and react appropriately to emotions as required by the specific situation (Alcindor et al., 2022). This indicates that the development of an emotional profile should be a reference point for creating strategies that address socio-emotional aspects, thus facilitating an environment that promotes comprehensive education and the healthy development of adolescents.

The findings shown allow us to highlight that regardless of the environment in question at the upper secondary level, it is important for educators, psychologists, and education professionals to prioritize strengthening social-emotional work, promoting healthy emotional relationships between adolescents and their families through school-based work for parents and the promotion of healthy lifestyles that lead to family integration.

If the aim is to strengthen the social-emotional aspect as an important factor in building successful educational trajectories, it is necessary to involve parents, teachers, and administrators in this goal. This can be reinforced through the development of community proposals that connect young people with their life context, as they gain leadership and confidence by becoming involved in solving problems that affect their community, as proposed by the new curriculum reform for upper secondary education, proposed by the New Mexican School ( ), which places particular value on the expanded curriculum to include social-emotional learning as a key element in achieving a comprehensive education.

DISCUSSION

The factor analysis conducted in this study has identified the factors that shape the socio--emotional profile of students at the Colegio de Bachilleres del Estado de Zacatecas during the 2022-2023 school year. This analysis not only facilitated a reduction in factors to understand the interrelationship of socioemotional aspects from various areas of students' lives, but also opened new avenues of research to determine which of these factors are most influential and their causes. This has a direct impact on how adolescents build their life plans and achieve socioemotional stability that ensures the fulfillment of their educational goals.

An important part of this study is the development and validation of an instrument that allows for the assessment of the level of socio--emotional status or level, which was designed to be concise, theoretically coherent, and a reference for future studies. The development of this socio-emotional profile underscores the importance of integrating socio-emotional learning into student education, establishing guidelines for collaborative work aimed at strengthening this aspect across the board.

This approach is consistent with the Common Curriculum Framework of the New Mexican School, which includes it as part of the expanded curriculum. Furthermore, it is essential to recognize that comprehensive education must include these socioemotional elements, which are essential for students to develop personal mastery and acquire the confidence necessary to undertake a life project that will enable them to follow a successful educational path.

Therefore, the objective of this study to analyze the relationships between emotional self-regulation and students' determination to follow a successful educational path has been satisfactorily achieved. The findings demonstrate that research of this type can offer valuable recommendations for teachers to im-

plement actions that encompass the five areas of the expanded curriculum, in line with the Curriculum Framework for Upper Secondary Education proposed by the New Mexican School starting in the 2023-2024 school year (Rangél Torres and Teos Aguilar, 2023).

Future studies could focus on determining how emotional self-regulation relates to academic performance. It would be important to determine how different social and emotional competencies influence this relationship. Other studies could focus on analyzing how social media influences adolescents' self-regulation, examining situations of depression, anxiety, or self-esteem levels. Likewise, further research could be conducted to indicate how adolescents can become agents of social-emotional health in schools and their environment, beginning by examining both the obstacles and opportunities that promoting an education aimed at strengthening self-control and emotional resilience in students represents for teachers.

The new curriculum proposal of the New Mexican School is aimed at building new alternatives that link social-emotional work in a cross-cutting manner. However, educational authorities need to be attentive to providing timely support to teachers, offering relevant training on the one hand and, on the other, defining criteria for monitoring the development of the expanded curriculum, which will strengthen collegial work and teacher integration, promoting a greater understanding of how to address socio-emotional aspects in the classroom, as this is not the exclusive task of educational guidance teachers.

The results of this study contribute to the current understanding of emotional self-regulation, leading us to conclude that, first of all, in a context such as that in which adolescents find themselves, it is essential to offer them emotional support during their high school years. Teachers must also be made aware that, now more than ever, a comprehensive education that includes aspects of emotional regulation is crucial to ensuring that students continue their higher education studies on a regular basis. Given the many distractions available to adolescents today, mainly through virtual media, it is necessary, first, for all members of the school community to delve deeper into the subject and, second, to make collective decisions that lead to the establishment of strategies that strengthen expanded curriculum compliance, as indicated by the New Mexican School.

The value of this study lies in that it provides elements for understanding the socio-emotional dimensions related to self-regulation in high school students. The existing literature highlights how emotional self-regulation is directly related to academic achievement and optimal adolescent development (Ghazali et al., 2024). Furthermore, given the lack of research in Spanish-speaking countries on this topic (Donayre-Arango et al., 2023), this study may be a watershed for future studies, continuing to emphasize the importance of socioemotional training for adolescents in the Latin American context. An important limitation of this work has been that the variables involved in this study have not been specifically measured, as it has been based on a general social-emotional profile to highlight some elements related to students' self-regulation and thus provide a descriptive analysis as a starting point.

It can be stated conclusively as a result of this research that this model indicates that personal relationships, recognition, and support received by adolescents from their families, together with their self-perception and self-control in risky situations, are the most important factors determining emotional health in young people, based on the methodology section, which considered family aspects, self-perception, life skills, socio-emotional aspects, and issues related to the past lockdown, as indicated in Table 1.

Education is a shared responsibility, but social-emotional learning involves promoting a cultural change in schools in terms of understanding and meaning with regard to the interpretation and significance of what has traditionally been conceived as education. Therefore, it can be said with certainty that the results that will be seen in the educational environment in the coming years will be closely linked to the social-emotional sphere.

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