

Socio-emotional skills, self-efficacy, and family support in future primary education teachers

(es) **Competencias socioemocionales, autoeficacia y apoyo familiar en futuros docentes de educación primaria**

(port) **Competências socioemocionais, autoeficácia e apoio familiar em futuros professores de educação primária**

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Abstract (en)

The general objective of this research is to identify the level of development of socio-emotional competencies, perceived self-efficacy, and family support in initial teacher training students; specifically, it aims to analyze the relationship between the different dimensions that comprise socio-emotional competencies (awareness, regulation, and emotional autonomy) and perceived self-efficacy and the level of family support. Using a quantitative approach, with a non-experimental design and correlational scope, the survey technique was used, using a Google Forms questionnaire as an instrument, completed by 93 sixth-semester students of the bachelor's degree in Primary Education from a teacher training school in northwestern Mexico. Among the main findings, participants reported moderate levels of socio-emotional competencies (awareness and regulation) and self-efficacy, and a high level of family support. Similarly, high significant correlations were observed between emotional clarity and the importance of emotion recognition, fundamental aspects of emotional awareness. The self-efficacy variable is positively related to thought regulation and emotional clarity and negatively related to emotional disorganization. Finally, family support is found to be positively correlated with self-efficacy and awareness (regarding emotional importance and clarity). This concludes the importance of these findings for strengthening the well-being and comprehensive preparation of future teachers.

Keywords: Teacher competencies; awareness; family; primary school teacher training.

Resumen (es)

La presente investigación tiene por objetivo general identificar el nivel de desarrollo de las competencias socioemocionales, la autoeficacia percibida y el apoyo familiar en estudiantes de formación inicial docente; de manera específica, pretende analizar la relación entre las distintas dimensiones que conforman las competencias socioemocionales (conciencia, regulación y autonomía emocional); con la autoeficacia percibida y el nivel de apoyo familiar. A través de un enfoque cuantitativo, con diseño no experimental y alcance correlacional, se utilizó la técnica de encuesta y como instrumento un cuestionario en Google Forms respondido por 93 estudiantes de sexto semestre de la Licenciatura en Educación Primaria de una escuela formadora de docentes del noroeste de México. Entre los principales hallazgos, los participantes reportan niveles moderados en las competencias socioemocionales (conciencia y regulación) y la autoeficacia, y un nivel elevado de apoyo familiar. De igual forma, se observan correlaciones significativas altas entre la claridad emocional y la importancia del reconocimiento de emociones, aspectos fundamentales de la conciencia emocional. La variable autoeficacia se relaciona positivamente con la regulación de pensamientos y la claridad emocional y de forma negativa con el descontrol emocional. Por último, se percibe que el apoyo familiar se correlaciona positivamente con la autoeficacia y la conciencia (en cuanto a la importancia y claridad emocional). Se concluye sobre la importancia de este tipo de hallazgos para fortalecer el bienestar y la preparación integral de los futuros docentes.

Palabras claves: Competencias del docente; conciencia; familia; formación de docentes de primaria.

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Resumo (port)

O objetivo geral desta pesquisa é identificar o nível de desenvolvimento de competências socioemocionais, autoeficácia percebida e apoio familiar em estudantes de formação inicial de professores; especificamente, visa analisar a relação entre as diferentes dimensões que compõem as competências socioemocionais (consciência, regulação e autonomia emocional) e a autoeficácia percebida e o nível de apoio familiar. Utilizando uma abordagem quantitativa, com delineamento não experimental e escopo correlacional, foi utilizada a técnica de survey, utilizando um questionário do Google Forms como instrumento, respondido por 93 estudantes do sexto semestre do curso de bacharelado em Educação Primária de uma escola de formação de professores no noroeste do México. Entre os principais achados, os participantes relataram níveis moderados de competências socioemocionais (consciência e regulação) e autoeficácia, e um alto nível de apoio familiar. Da mesma forma, foram observadas correlações altamente significativas entre clareza emocional e a importância do reconhecimento de emoções, aspectos fundamentais da consciência emocional. A variável autoeficácia está positivamente relacionada à regulação do pensamento e clareza emocional e negativamente relacionada à desorganização emocional. Por fim, constatou-se que o apoio familiar está positivamente correlacionado com a autoeficácia e a consciência (em relação à importância e clareza emocional). Isso conclui a importância desses achados para o fortalecimento do bem-estar e da preparação integral de futuros professores.

Palavras-chave: Competências dos professores; conscientização; família; formação de professores do ensino fundamental.

Introduction

The performance of the teaching profession requires multiple and varied personal and professional competencies because it is a highly complex and demanding task (Lagos San Martín & López-López, 2020). On the other hand, in the current context of the twenty-first century, characterized by constant changes, it is urgent that teachers receive comprehensive training that includes the development of socio-emotional competencies (Samaniego González et al., 2024).

In previous years, Mulsow (2008) has already stated that the challenges in the initial training of teachers require not only the mastery of disciplinary and pedagogical knowledge, but also the implementation of skills to manage emotions, establish positive bonds and maintain confidence in their abilities. Teachers as fundamental pillars within the school as a space for meeting, interaction, and learning require adequate management of emotions (Muñoz, 2023). In this sense, and due to the relevance of emotional development and the direct impact on academic, relational and professional training, it is of priority interest to study how socio-emotional competencies (awareness, regulation and autonomy) are manifested and related to self-efficacy and family support in young normalistas, who are preparing to be teachers in basic education.

Due to the above, it is important to consider the study of socio-emotional competencies to understand the degree to which they are present in students and what are the factors related to them. For example, studies that have examined the relationship between the dimensions of this type of competence have found that autonomy has a weak correlation with emotional awareness (.16*) and a moderate correlation with regulation (.44*); and a moderate relationship between the latter two (.38*) (Pérez Escoda et al., 2023). Allegretta et al. (2024) concludes that correlations of stress electrophysiological activity are connected to emotion regulation and emphasize the importance of body state awareness in stress and emotion management for overall well-being and quality of life.

For their part, Das Antu and Bakul (2023) found that adolescent autonomy significantly explained 14.6% of the variance for adaptive emotion regulation and 4.6% of the variance for less adaptive emotion regulation. This indicates the variation of the effects on the types of regulation. Bagnoli (2018) explains that the main function of emotions is to contribute to emotional autonomy. One of the factors that is interesting to examine in this study is self-efficacy. In this case, a positive correlation has been found between socio-emotional competencies and this variable (Romero-García et al., 2022; Munir et al., 2023). Specifically, self-efficacy in transitioning from school to work is strongly associated with social-emotional skills (Molina Costa et al., 2024).

Self-efficacy has also been examined as an intermediary variable. In this regard, Winahyu and Farozin (2024) found a significant indirect influence, through social self-efficacy as a mediating variable of authoritarian parenting and socio-emotional skills on adolescents' prosocial behavior. For their part, Martanto et al. (2022) found that self-efficacy and emotional intelligence had a significant effect on the quality of students' products.

On the other hand, the family as a variable or related factor has also been examined in some previous research. Social support, including that of the family, is modestly related to the socio-emotional development of young university students (Veramendi Villavicencios et al., 2023). Barboza Merino (2023) found a positive

correlation between family climate and socio-emotional competencies. For their part, Ruiz and Carranza Esteban (2018) found a direct correlation between family climate and emotional intelligence.

Haralur et al. (2019) conclude that family factors such as the relationship with parents influence the development of Emotional Intelligence (EI). Wijekoon et al. (2017) found that having a good relationship with parents shows significant differences in the level of emotional intelligence than those who do not have it; likewise, this variable was one of the independent predictors of EI. In the case of autonomy, Arancibia Alarcón (2022) points out that the role of parents and teachers is essential for adolescents to learn to manage the competence of emotional autonomy in an optimal or positive way. Molina Moreno et al. (2024) identified higher mean emotional intelligence scores in high family functioning high school students compared to lower functioning groups. Puitiza Vega and Oseda Gago (2021) state that the family climate has a direct influence on the development and strengthening of students' emotional intelligence.

The literature review presents a panorama of relationships that need to be confirmed and verified in the context of future Mexican teachers, in order to have a greater understanding and understanding of how these competencies are presented and what are the factors associated with them. The training path in teacher training schools not only represents a merely academic process, but also an opportunity for the integral development of students, who in most cases will replicate this knowledge in their own teaching practice. Hence the importance of understanding how their personal and emotional resources are configured, particularly in terms of awareness, regulation and autonomy, as well as the family support perceived through the development of competencies.

General objective:

To identify the level of development and the relationship that exists in socio-emotional competencies, perceived self-efficacy and family support in initial teacher training students

Specific objectives:

- To describe the levels of socio-emotional competencies, self-efficacy and family support perceived by the normal school students.
- To analyse the relationship between the different dimensions that make up socio-emotional competences (expression, awareness, empathy and emotional regulation).
- To examine the relationship between socio-emotional competencies and perceived self-efficacy.
- To explore the association between socio-emotional competencies and the level of perceived family support.

From the approach of Bisquerra Alzina and Pérez Escoda (2007), emotional competencies can be grouped into five dimensions: emotional awareness, emotional regulation, personal autonomy, social competence and competencies for life and well-being. Emotional awareness is understood as the ability to

understand one's own emotions and those of others; while emotional regulation is the appropriate way to manage emotions and self-regulate in a positive way; personal autonomy impacts emotional self-management, through self-esteem, responsibility and self-efficacy; social competence is the disposition to maintain good relationships with other people; and finally, the competencies for life and well-being are reflected through appropriate and responsible behaviors to satisfactorily face the daily challenges of life.

The regulation of emotions is consolidated as a fundamental component of the individual's development, since it allows them to manifest affective responses or behaviors in the face of an endless number of daily situations that affect their development within contexts of coexistence, as well as their school, work or personal performance (Gómez Pérez & Calleja Bello, 2016). In this sense, emotional regulation is an essential part of emotional competencies, understood as a set of knowledge, skills and attitudes that allow the individual to understand, express and adequately manage their emotions and those of others (Bisquerra Alzina & Pérez Escoda, 2007). From this perspective, context, space and time are conditioning factors of emotional competence. In relation to the school environment, these competencies are especially relevant, since they affect the way in which students face learning challenges and establish positive interpersonal relationships, promoting healthier school climates and more effective training processes.

Emotional development encompasses a wide range of elements to understand its complexity. On the one hand, there is the internal construct of emotions, in the same way contextual elements that surround the individual must be considered, as well as sociocultural and educational factors that influence the way in which they are expressed, lived and consolidated. Early experiences, affective bonds, and the school environment cannot be left aside, as these are important factors in interpersonal interaction with the environment (Olhaberrya & Catalina Sieverson, 2022).

The development of emotional competencies depends on the circumstances surrounding each person and the interpretation made of these circumstances. These two large blocks of knowledge can provide guidelines for intervening in the development of their integral well-being (Bisquerra, 2011). From the social level, authors such as Vigotsky or Bandura express the influence of context on the management of emotions, in such a way that, according to Barrett's perspective (2017), in the case of emotions, theories of social construction question how beliefs or family roles influence feelings and perceptions.

The family is one of the most influential environments in people's lives, mainly during educational stages where social, affective, and interaction skills with their environment are consolidated (Tovar Viera & Lara-Machado, 2023). The family environment not only provides emotional support, but also impacts the ability to face challenges in the development of autonomy, seen not as a capacity to isolate oneself from others, but rather "to take into consideration the network of relationships in which we develop in order to position ourselves, define ourselves and decide what our own disposition is in that framework" (Álvarez, 2015, p. 18). For this reason, it is in the family where the first space is configured to strengthen the exercise of relational autonomy. A family environment that validates emotions shows openness to dialogue and contributes significantly to strengthening subjects' confidence in their abilities to manage their emotions, resolve conflicts and function effectively in different contexts, including academic and professional.

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Methodology

This research was carried out under a quantitative approach, with a non-experimental design and correlational scope. The survey technique was used with the use of the questionnaire that was answered by 93 students of the sixth semester of the bachelor's degree in Primary Education of a teacher training school in northwestern Mexico.

The participants in this study were 93 of the 95 students enrolled in the sixth semester of the bachelor's degree in Primary Education at a normal school in northwestern Mexico. 82.8% are women, 16.1% men and only one chose the option "I prefer not to say it". They were integrated into four sections: 28% in section A, 24.7% in section B, 23.7% in section C and 23.7% in section D. Their age was between 20 and 25 years, 61.3% from Hermosillo and 38.7% from outside the city.

The technique used was the survey with the support of an online questionnaire. To measure emotional competencies and self-efficacy, the Inventory of Socio-Emotional Competencies for Adults (ICSE) was used, designed and validated by Mikulic et al. (2015) and complemented with the Trait Meta Mood Scale (TMMS-24) questionnaire proposed by Salovey and Mayer's group (as cited in Patiño Domínguez, 2021).

From the first instrument proposed by Mikulic et al. (2015), the following scales were selected: self-efficacy (with 14 items), conscientiousness (with 8 items), regulation (7 items) and autonomy (5 items). These last three dimensions of emotional competencies were completed with the TMMS-24, ensuring that they were closely related to the definition proposed by Bisquerra (2011). With this process, conscientiousness was made up of 20 items, regulation by 11 and autonomy by 5. For the family aspects (in four items), specific situations of good communication, feeling loved and accepted by their parents, and that their family motivates and cares about them were considered.

In total, the questions examined in this study were 63: the first nine had to do with general aspects such as age, gender, origin, who they live with or if they have taken a course on emotions, the 14 items of self-efficacy, 36 on the three dimensions of socio-emotional competencies and four related to the family. Except for the general data, a frequency scale from 0 to 4 was used for all other items, where 0 means never, 1 almost never, 2 sometimes, 3 almost always, and 4 always.

To request the participation of the students, in a class session at the beginning of June 2025, they were informed about this research project explaining its objective and commitment to the confidential handling of their data and that they would only be used for academic and research purposes, it was also clarified that participation would be completely voluntary. After this first moment, a QR was shared with them with the link to the Google Forms questionnaire. The duration of responses took between 10 and 15 minutes.

Once the four groups of students answered, the answers were downloaded in an Excel sheet and this was transferred to the SPSS, version 21. The first analysis that was performed was Cronbach's alpha, obtaining a score of .812 considering the 54 items that made up the study variables. Subsequently, confirmatory factor analyses were performed to reduce the dimensions. With this, two factors of self-efficacy were obtained, but

only one was considered, made up of three questions that were posed directly with confidence in the ability to solve problems and make decisions.

Regarding consciousness, three factors were clearly obtained, one related to difficulty in naming emotions (conciencia_f1, made up of 6 items), another was related to aspects about giving importance to what they feel (conciencia_f2, with 7 items) and another had to do with having clarity in what they feel (conciencia_f3, with 7 items). Regulation was made up of two factors within this dimension: one referred to the difficulty of controlling their emotions, that is, to emotional lack of control (regulación_f1, with 5 items) and the other related to regulation through controlling thoughts and mood (regulación_f2). In the case of autonomy, of the five questions that were asked, three were associated with a factor and had to be associated with its counterpart, emotional dependence.

Once the factors were formed, variables were calculated with the new values to proceed with the analysis of the mean scores and standard deviations of each of the variables that were formed. Finally, correlation analyses were performed using Pearson's correlation. These were transferred in a single table to proceed with their description and interpretation.

Results and Discussion

The mean scores presented in Table 1 indicate that participants perceive a high level of support from their family in terms of feeling appreciated, can talk to their parents about any topic, motivate them and care about them. The aspects in which the lowest average scores are observed are related to negative issues such as difficulty in recognizing their emotions (conciencia_f1), emotional dependence (autonomía_f1), and difficulty in controlling emotions (regulación_f1). In relation to self-efficacy, conscientiousness (f2 and f3) and regulation (f2), a good level ranging from 2.52 to 2.64 is perceived, which means a moderate level in these dimensions, considering the scale from 0 to 4 (see Table 1).

Table 1

Mean, standard deviation and Pearson correlation of the study variables

	Stocking	OF	1	2	3	4	5	6	7	8
1. Family	3.45	0.65	1							
2. Self-efficacy	2.56	1.05	.214*	1						
3. Conciencia_f1	1.40	0.99	-.165	-.182	1					
4. Coinciencia_f2	2.56	0.89	.265*	.004	-.163	1				
5. Coinciencia_f3	2.64	0.86	.308**	.226*	-.429**	.574**	1			
6. Regulación_f1	1.95	1.02	-.195	-.240*	.540**	-.161	-.388**	1		
7. Regulación_f2	2.52	0.96	.138	.410**	-.159	.262*	.382**	-.383**	1	
8. Autonomy	1.93	0.96	.190	-.162	.294**	.226*	-.041	.370**	-.161	1

Note. Conciencia_f1 (difficulty naming emotions), conciencia_f2 (giving importance to what they feel), conciencia_f3 (having clarity in emotions), regulación_f1 (emotional lack of control), regulación_f2 (control through thoughts and mood).

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In relation to the correlational analysis, significant correlations were found with self-efficacy ($r=.214$, $p=.039$), which indicates that those who perceive greater family support are those who indicate a higher level of self-efficacy and vice versa. Similarly, family support correlates with awareness focused on the importance of recognizing emotions (*conciencia_f2*, $r=.26$, $p=.010$) and the clarity of their emotions (*conciencia_f3*, $r=.308$, $p=.003$).

This is consistent with studies that have found that a good relationship with parents is a determining factor in the development of socio-emotional competencies (Barboza Merino, 2023; Molina Moreno et al., 2024; Puitiza Vega & Oseda Gago, 2021; Ruiz & Carranza Esteban, 2018). However, in this analysis, a relationship was only found with the dimension of conscientiousness and not with regulation, nor emotional autonomy as other dimensions of these competencies.

Self-efficacy is specifically related, in a positive way, to awareness of the clarity of emotions (*conciencia_f3*, $r=.226$, $p=.029$); negatively with emotional regulation related to lack of control of emotions (*regulación_f1*, $r=-.240$, $p=.020$) and positively with regulation that has to do with positive thoughts and mood improvement (*regulación_f2*, $r=.410$, $p=.000$). No relationship was found between this variable (self-efficacy) and awareness of the difficulty of identifying emotions (*conciencia_f1*), of giving them importance (*conciencia_f2*), nor with emotional autonomy (in this case presented in the opposite way as dependence).

Then, it is possible to identify that feeling confident both in oneself and in making decisions, as well as considering oneself good at solving problems is related to having clarity in emotions (awareness), to regulating one's thoughts and mood (*regulación_f2*) and negatively to emotional lack of control (*regulación_f1*). In the latter relationship, being negative, it is highlighted that, the higher the level of perceived self-efficacy, the lower the degree of lack of control of emotions, and vice versa. This partly proves the findings of other research that found positive relationships between self-efficacy and socio-emotional competencies or skills (Molina Costa et al., 2024; Munir et al., 2023; Romero-García et al., 2022).

When analyzing the correlation between the dimensions of socio-emotional competencies considered in this study, it is observed that conscientiousness, referring to the clarity of emotions (*conciencia_f3*), correlates significantly and negatively with its counterpart of the conscientiousness factor in terms of the difficulty of recognizing one's emotions (*conciencia_f1*, $r=-.429$, $p=.000$). and positively with a stronger correlation than the previous one with its analogue of consciousness related to the importance given to recognizing their emotions (*conciencia_f2*, $r=.574$, $p=.000$). It is noteworthy that the latter was the highest correlation found in the resulting correlations. It is also highlighted that there was no significant correlation between awareness of difficulty (*conciencia_f1*) and the importance of recognizing their emotions (*conciencia_f2*).

On the other hand, the regulation referring rather to emotional lack of control (*regulación_f1*) correlates with two factors of consciousness: positively with the difficulty of naming emotions (*conciencia_f1*, $r=.540$, $p=.000$), resulting in the second strongest correlation in this study; and negatively with clarity of emotions (*conciencia_f3*, $r=-.388$, $p=.000$). It does not correlate significantly with the importance given to emotions

(conciencia_f2). In these relationships, it is understood that students who indicated having emotional lack of control also indicated a higher level of difficulty in naming their emotions and vice versa; Similarly, greater lack of control is associated with lower levels of clarity in their emotions. In this regard, Price and Hooven (2018) explain that there is compelling evidence demonstrating the links between deficient or altered awareness of sensory information, or interoceptive awareness, and difficulties with emotional regulation.

Likewise, this type of regulation referring to emotional lack of control (regulación_f1) correlates negatively with its counterpart of the regulation in terms of thought and mood control (regulación_f2, $r=-.383$, $p=.000$), which indicates that the higher the level of lack of control that the students pointed out, the lower the degree of thought control; and that, the lower the level of lack of control reported, the higher levels of regulation through their thoughts. In addition, it is also observed that lack of control is associated with autonomy ($r=.370$, $p=.000$), in this case treated negatively as emotional dependence. As it is a positive correlation, this means that those students who reported having greater lack of control of their emotions were the ones who indicated greater dependence.

In contrast, the regulation that has to do with the control of thoughts and mood (regulación_f2) correlates positively and significantly with two factors of consciousness: the one related to giving importance to emotions (conciencia_f2, $r=.262$, $p=.011$) and the one related to clarity in emotions (conciencia_f3, $r=.382$, $p=.000$). This indicates that regulation through thoughts is clearly related to giving importance to emotions and having clarity when naming what they feel, but it is not significantly associated with the difficulty of naming them (conciencia_f1), nor with emotional dependence (autonomy). Regarding the latter variable, these results are contrary to what was found by Das Antu and Bakul (2023), who concluded that support for autonomy shows an increase in adolescent emotional regulation.

Finally, the counterpart of autonomy, in this case referring to emotional dependence, correlates positively and significantly with two of the three factors of consciousness: the first refers to the difficulty of naming emotions (conciencia_f1, $r=.294$, $p=.004$), and the other related to giving importance to what one feels (conciencia_f2, $r=.226$, $p=.029$). This dependence is not related to clarity in naming emotions. Thus, significant relationships indicate that students who indicated greater emotional dependence have greater difficulty in naming their emotions. What is surprising in these results is that it is also positively related to the importance of naming emotions, that is, those who indicated higher levels of dependence were also those who indicated greater importance of what they feel. This means that even being emotionally dependent on others can be associated with giving importance to what they feel. In this regard, Bagnoli (2018) explains that attention to the varieties of emotional vulnerability (such as difficulties in emotional awareness) shows that the main function of emotions is to contribute to agency autonomy.

Conclusions

The results of this research allow us to establish relevant conclusions in line with the proposed objectives related to socio-emotional competencies (awareness, regulation and autonomy), self-efficacy and family support that impact the initial teacher training of normal school students.

Firstly, it is possible to identify that students in general show a moderate to high level in the analyzed dimensions of the proposed emotional competencies (Bisquerra Alzina & Pérez Escoda, 2007), highlighting awareness and emotional regulation with a greater relationship with self-efficacy. Considerable areas of improvement are also observed to strengthen the recognition of emotions (conciencia_f1), autonomy and control of emotions (regulación_f1), which shows the feasibility of continuing to develop strategies in the classroom to promote key emotional competencies for the teaching function.

In relation to the self-efficacy variable, the results show that students are observed with a moderate level of confidence in their problem-solving skills, which is fundamental in their future interventions as teachers. It is distinguished that self-efficacy is related to aspects that provide emotional clarity (conciencia_f3) and to the regulation of mood in a positive way (regulación_f2), but negatively to the control of emotions (regulación_f1); This shows that favorable emotional management has a positive impact on the individual's sense of self-efficacy, on the other hand, not knowing how to manage emotions has a negative impact on this perception.

In general, it is found that the support provided by the family environment is essential for emotional clarity (significant association) and self-efficacy for future teachers, but it does not show a significant correlation with the regulation of emotions or autonomy. This shows that, from the perspective of the participants, the family context becomes relevant in terms of the determination to be considered as a protective factor that allows the professional development of normal school students to be enhanced.

The internal contrast between the dimensions of emotional awareness is interesting since, on the one hand, the dimension referring to emotional clarity (f_3 awareness) is negatively related to the difficulty in recognizing emotions and positively related to the importance given to this recognition (f_2 awareness), the latter correlation being the strongest, which leads to think that, from the perspective of the participants, the value of recognizing emotions provides greater emotional clarity and therefore, emotional awareness is strengthened.

Undoubtedly, at the culmination of this study, it is interesting to glimpse that, in a transversal way, a significant link is distinguished between the variables of consciousness, emotional regulation and self-efficacy, so that the promotion of these impacts on the development of skills to face the various challenges of teaching. It is pertinent to include socio-emotional development paths in the training programs of normal schools to strengthen their well-being and comprehensive preparation.

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