

**CONTINUING PROFESSIONAL
DEVELOPMENT OF COMPULSORY
SECONDARY TEACHERS:
AN OPPORTUNITY TO FILL
THE GAPS IN INITIAL TRAINING
WHEN CONFRONTED
WITH THE SOCIAL PROBLEMS
OF SECONDARY SCHOOL
STUDENTS IN ANDALUSIA (SPAIN)**

Elisa Velasco

Department of Sociology, Faculty of Education Sciences,
University of Granada,
Campus de Cartuja s/n, 18071, Granada, Spain
E-mail address: e.elisav@go.ugr.es
ORCID: <https://orcid.org/0000-0001-8148-4833>

Mar Venegas

Department of Sociology, Faculty of Education Sciences,
University of Granada,
Campus de Cartuja s/n, 18071, Granada, Spain
E-mail address: mariter@ugr.es
ORCID: <https://orcid.org/0000-0001-7500-8005>

Kiko Sánchez-Miranda

Department of Religion, Faculty of Education Sciences,
International University of La Rioja
Avda. de La Paz, 137, 26006, Logroño, Spain
E-mail address: franciscojavier.sanchez@unir.net
ORCID: <https://orcid.org/0000-0002-4092-2494>

ABSTRACT

Aim. This paper analyses the curriculum relating to continuing professional development of teachers in Andalusia, Southern Spain, focusing on what we define as ‘the social problems of secondary school students’. This training is offered to secondary school teachers by the Andalusian educational system. We understand the term ‘continuing teacher professional development’ as the training given to secondary school teachers during the course of their professional teaching career. This includes all the training activities involved in the preparation of teachers for scientific, technical, didactic and professional areas throughout their working life.

Methods. An exhaustive analysis of the 32 Teacher Centres within the Andalusian public education system was carried out. The Teacher Centres are the bodies responsible for providing continuing professional development on broad and diverse subjects to practising teachers during their professional careers. This research was undertaken during the 2018/202 academic year. The data collection followed the technique of documentary analysis of secondary sources, in this case the websites of the 32 Andalusian Teacher Centres.

Results. Only 96 of the 1,142 activities training for teachers are used to work on specific structural and generational social problems of secondary school students in Andalusia.

Conclusion. The results of this research show that the content of the training is insufficient to address and work on the social problems of Andalusian students.

Keywords: Continuing Teacher Professional Development, Social Problems, Compulsory Secondary School Education, Youth, Teacher Centres.

INTRODUCTION

This paper emanates from a broader investigation on the teacher development and training in the framework of the social problems of secondary school students in Andalusia, the southernmost region of Spain.

Specifically, this paper analyses the offer of Continuing Teacher Professional Development (hereinafter CTPD) for teachers working in Compulsory Secondary Education. CTPD is understood as the training activities aimed at improving the scientific, technical, didactic and professional expertise of teachers during their working life (Hattie, 2015). In Spain, secondary education is structured in a compulsory part until the age of 16 and in a non-compulsory part which is divided into two ways: (1) aimed at professionalisation (vocational training) and (2) oriented towards university studies.

High-quality teaching is largely determined by what teachers know and what they can do. CTPD gives teachers the opportunity to improve their competencies

and adapt them to a changing environment (Delhaxhe et al., 2018). The European Commission underlines the importance of teacher education for the quality of teaching, highlighting the role that collaborative work and professional development can play in teaching practice. The Commission stresses the need for CTPD to be accessible, attainable and relevant, and underlines the positive effect of involving schools and teachers in defining CTPD policies (Delhaxhe et al., 2018).

The aim of this research is to determine whether CTPD programmes, provided by the public education system, offer teachers sufficient resources to help them address the social problems of secondary school pupils. This is proposed in light of the lack of focus on these problems in the initial training of secondary school teachers. However, this is an issue beyond the scope of this paper. For this reason, this work is based on the thesis that CTPD can qualitatively fill the gaps in the initial teacher training curriculum when it comes to addressing the social problems of secondary students (Velasco et al., 2022; Birova & Klinka, 2024). It should be noted that, in Spain, educational competences are decentralised to the different regions. So, in addition to government guidelines, Andalusia has broad competences which permits it to legislate on education according to the Royal Decree 3969/1982 of 29th December 1982 (Presidencia del Gobierno, 1983).

This investigation is an in-depth analysis of the formative curricula of continuing professional development in the 32 Teacher Centres located in the eight provinces which make up the Andalusian region. They have pedagogical and management autonomy according to terms established in the Decree 93/2013 of 27th August, and the Andalusian System of Continuing Teacher Development, which regulate the Initial and Continuing Training of teachers in Andalusia. The Andalusian Commission of Teacher Training is the body which advises the Andalusian System of Continuing Teacher Development.

Analysing continuing professional development is of great importance in the framework of educational research since it is the only way of providing practising teachers with the training which is necessary to optimally overcome the daily routine of work in the classroom (Darling-Hammond et al., 2017; European Education and Culture Executive Agency: Eurydice et al., 2018). Teachers must have a good understanding of teaching and learning processes and how to effectively implement and transfer this knowledge (Khonamri et al., 2024).

This paper begins by analysing the current situation both of CTPD in Andalusia and of what we call the social problems of secondary school students (Velasco et al., 2023). Following this the methodological aspects of the research are described. Subsequently, the curriculum relating to continuing professional development available to teachers in Andalusia is analysed in relation to the social problems presented by students in secondary schools. The paper ends by discussing the main conclusions of the research findings (Velasco et al., 2022).

Theoretical Framework

Continuing Teacher Professional Development (CTPD)

In Spain, as indicated above, CTPD is understood as the set of training activities aimed at improving the scientific, technical, didactic and professional preparation of teachers during their working lives (Hattie, 2015). CTPD must offer knowledge related to methodology, diversity, information technologies in addition to training in foreign languages. This is key because teachers have an enormous influence on the success, or failure, of their students (Hattie, 2015; Moreno, 2018; Darling-Hammond et al., 2017). CTPD is a right, and it is also a professional duty of teachers to undertake it. In addition, public educational administrations are responsible for ordering, organising and recognising CTPD within their scope of management, offering and making available diversified training activities to state school teachers and those teachers financed by state funds (Darling-Hammond et al., 2017).

In Spain the implementation of the Organic Law of General Organisation of the Educational System introduced the concept of 'Attention to diversity' (Jefatura del Estado, 2020). This is a broad concept which includes a focus on learning difficulties, cognitive, sensory and physical disabilities, risk groups, and ethnic minorities. This education law speaks of 'Compensatory Education' as the education which will compensate inequalities derived from social, economic, cultural, geographical, ethnic or other factors (Art. 63). Education then moves from a focus on contents to a focus on students. This change implies an adjustment of both the situation and the working conditions of teachers, who are faced on a day-to-day basis with learning difficulties and educational inclusion of students in the classroom (Velasco et al., 2023). On the other hand, teachers have insufficient training in the social field which would enable them to understand, and reflect on, the relationship between students and their social context. In addition, there is the growing trend of accountability within current educational policies (Velasco et al., 2022). This prevents teachers from devoting more, and better quality, time to CTPD in order to tackle these problems (Venegas, 2017; Venegas et al., 2017a; Venegas et al., 2017b).

Therefore, there is a strong relationship between teacher training and the academic success of students (Darling-Hammond et al., 2017; Delhaxhe et al., 2018). This is despite the fact that the policies and institutions of Initial and Continuing Training of secondary teachers in Spain seem to remain oblivious to all this, as they are anchored in the past (Moreno, 2018; Velasco et al., 2022; Pont-Niclòs et al., 2024). However, one cannot make the mistake of thinking that the problems of considerable social significance, which end up in the classroom, are due, exclusively, to a lack of teacher training. Rather, teacher training is a factor that can help improve schools, provided that it is accompanied by a coherent educational policy. This should favour the personal and academic development of students by supporting teachers in terms

of organisational flexibility, advice, provision of resources, space for collaboration, improvement of working conditions (Arnaiz-Sánchez et al., 2023) and training models tailored to their needs.

In Spain, both currently and historically, a consecutive model has been followed (European Education and Culture Executive Agency: Eurydice, 2013) comprising a short initial training after obtaining a corresponding university degree (Master's Degree in 'Teaching of Compulsory Secondary Education and Baccalaureate, Vocational Training and Language Teaching', with 60 ECTS and a one-year duration). This has been based on psychopedagogical (mainly) and sociological knowledge (Molina-Luque, 2023), and is followed by continuing professional development, covered by the CTPD, during the development of the teaching practice (Velasco et al., 2022; Velasco et al., 2023). This is a CTPD which 52% of the teaching staff undertake (Imbernón, 2019), and they are teachers who recognise themselves as being insufficiently prepared to face the challenges of daily classroom practice.

In Andalusia, CTPD is assigned to the aforementioned Teacher Centres. These centres recognise the responsibility of the public administration in CTPD through self-improvement (Arnaiz-Sánchez et al., 2023). The Teacher Centres were created by Royal Decree 2112/1984 of 14th November, which regulates the Creation and Operation of Teacher Centres. They were defined as institutions dedicated to the improvement of non-university teaching staff, and to the development of innovation programmes through the exchange of meeting spaces and experiences in addition to reflection on education. These centres count on the material resources for a Continuing and Pedagogical (not social) Renewal (Ministerio de Educacion, Cultura y Deporte, 1984). They were, and are currently, the responsibility of the Ministry of Education and Vocational Training.

Subsequently, through the Order of 20th May, 1992, which regulates the operation of the Teacher Centres in the Andalusian region, the First Andalusian Plan for Continuing Teacher Development was approved (Consejería de Educación y Ciencia, 1992). This derives from the drive to implement the LOGSE (Jefatura del Estado, 1990). It is, therefore, focused on diverse students. But this is a form of diversity which is more focused on the physical or cognitive of the educational field than in the social field. Here the figure of 'advisor' appears to support teachers in their needs, and initiatives, for educational improvement and innovation.

Today, CTPD within the Andalusian system is made up of the Teacher Centres, the Provincial Training Coordinations, the Provincial Delegations and the General Directorate responsible for the CTPD, which was launched in 2013 (Consejería de Educación, 2013). In 2002, the Second Andalusian Plan for Teacher Training started, followed in 2014 by the Third Andalusian Plan for Teacher Training (Consejería de Educación, Cultura y Deporte, 2014a; 2014b). The Teacher Centres, therefore, represent the first important commitment to CTPD in Spain, giving teaching staff a crucial role. Teachers require continuing professional development which helps them to analyse problems in the classroom, as well as to focus on diversity, multiculturalism, coexis-

tence and conflicts. In other words, this helps students to work with, and relate to, their peers and the community (Imbernón, 2022).

The following statement constitutes the central premise of our research and our approach to critical analysis of CTPD in secondary education in Andalusia: CTPD can fill the gaps omitted in the initial training of teachers with regard to addressing the social problems of students. It is vital to understand and address teachers' needs with regard to their professional development (Darling-Hammond et al., 2017; Pont-Niclòs et al., 2024).

Social Problems in the Secondary School Students

There is a second dimension in the theoretical framework which we use as a basis for this study. This relates to the social problems of secondary school students (Velasco et al., 2023). Delimiting the concept of social problems from a sociological perspective is essential in order to contextualise this paper's objective.

We define the social problems of secondary school students in terms of any situation which negatively impacts on a significant number of students, and which can hinder progress in their academic, personal and social spheres (Velasco et al., 2023). It is, therefore, a definition of a sociological nature.

On the other hand, when we talk about secondary school students we are referring to teenage students. In this sense it is necessary to take into account the dual nature of this social group: as a social category (youth) and as a school category (students) (Venegas, 2017). As a social category, secondary school students are part of the young generation, aged 12–18, and are therefore confronted with age-specific generational social problems (Velasco et al., 2023). As a school category students present a typical potential problem in the study of the Sociology of Education. This is a problem which is defined by the social situation of the students, who may experience educational and social disadvantages (Bonal & González, 2020). These conditions often stem from the material and cultural backgrounds of the students' (unstructured) family environments (Velasco et al., 2023).

Youth corresponds to the logic of subjectivation (Dubet, 2017; Martuccelli, 2021). It complements socialisation in the evolution of a subject, and it is fundamental for the construction of an individual's subjectivity. This means a subjectivity which is different from that of other people, but one with a strong sense of ownership of the groups of which it is a part (Venegas, 2017; Velasco et al., 2023). This issue is central to understanding how secondary school pupils deal with their (structural and generational) social problems. Training teachers in this is, therefore, essential in order to provide them with resources to work on, and address, these social problems (Velasco et al., 2023).

The main problems of a (structural or generational) social nature which are currently found among secondary school students in secondary schools are:

- On a structural level: (1) Poverty and social exclusion. Here the socio-economic situation of the family is key (Laserna, 2017; Longás & Cussó, 2018); (2) Dysfunctional families: family violence, parental problems, single parent families (Laserna, 2017; Longás & Cussó, 2018); (3) Migration movements: cultural or religious diversity (Laserna, 2017; Longás & Cussó, 2018, Sanmartín et al., 2019).
- On a generational level: (1) school coexistence and conflict, with bullying and cyber-bullying as the high point (Laserna, 2017; Sanmartín et al., 2019; Velasco et al., 2023); (2) Early addiction to drugs, with or without substances, with a spike in addictions without substances (gambling) in youth (Laserna, 2017); (3) media and technologies: risks linked to the use of social networks (cyber-addiction, sexting (Sending or sharing sexually explicit images or text messages via an electronic device, especially a cellular phone), vamping (making excessive use of electronic devices such as cell phones, laptops, tablets, consoles... just before going to sleep), nomophobia (irrational fear of not having a mobile phone)) (Megías & Rodríguez, 2018); (4) Eating disorders: anorexia, bulimia (Ballesteros et al., 2020); (5) Specific needs of educational support: functional diversity, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorder (ASD), or late incorporation in school due to migration, etc. (Tudela et al., 2020); (6) Sexual and gender violence, absence of affective-sexual education (Sanmartín et al., 2019; Velasco et al., 2023).

In the following sections we examine the social problems of secondary school students from this broad and complex perspective, typical of contemporary society. In addition to all the challenges outlined in this section, and highlighted in the development of this paper regarding CTPD, a new obstacle for teaching exists as a result of the Covid-19 pandemic. This is because it is more difficult to detect, and address the social problems of the students, due, among other things, to online methodology and the digital divide which derives from it (Velasco & Sánchez, 2021). It is a problem that teachers must respond to in the medium and long term in order to avoid greater educational and social inequality (Bonal & González, 2020; Lesková et al., 2023).

METHODOLOGY

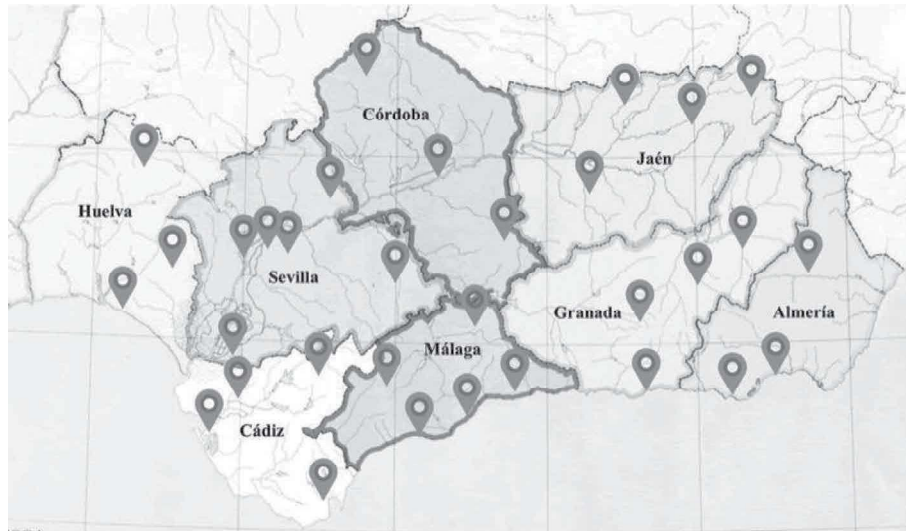
This paper focuses on the Andalusian region of Spain. Its aim is to identify the extent to which secondary school CTPD contributes to completing the initial training received by new teachers with regard to addressing the social problems presented by students in the classroom on a day-day basis. This training is devised by the state, and is offered to teachers who work in public and private subsidised schools, i.e. schools which receive part of their funding from state or regional institutions, despite their private ownership.

In order to reach this objective, this stage of the paper's investigation was carried out during the period corresponding to the 2018/2019 academic year. Data collection was done by documentary analysis of the content of the courses through the websites of the Teacher Centres.

The technique used was documentary compilation. This is a technique of secondary sources which obtains data and information from documentary sources (written documents, statistics, etc.) (Rengifo Avadez, 2021). By means of this technique, we have analysed the training contents offered in any of their modalities: courses, working groups, training in schools, tele-training and other actions. All this was undertaken in relation to contents to address and work with, students' social problems (as defined in the theoretical framework).

Figure 1

Andalusia' Teacher Centres by province



Source. Own research. Image downloaded from Google Maps.

In this way, the contents of each training course offered to teachers has been analysed from the point of view of the possible social problems which students may encounter in the classroom. An exercise of critical analysis of the curricular programming of each training modality has been carried out, searching for which contents correspond to the definition of social problems used as a framework in this research. Tables have been prepared showing the results obtained from the systematisation of contents. These tables identify the social problems which are covered by Teacher Centres offered to teachers, in addition to the extent to which they are covered.

On the other hand, the analysis of the social problems of secondary school pupils in the Andalusian region was based on an autoethnographic participant observa-

tion of the school environment. Autoethnography is a qualitative research method that links the researcher's personal experience with the social, political and cultural issues under investigation (Aravena & Quiroga, 2018; Velasco et al., 2023). In other words, it carries out scientific research from the researcher's own experience. It implies a personal distance, a 'metapraxis', from a 'critical view' that pursues reasonable examples rather than statistical representativeness (Dubet, 2017; Martuccelli, 2021) of the educational context. In addition, we have consulted secondary sources of authors and organisations dedicated to the study of the current situation regarding issues relating to adolescence and youth.

Results analysis

Training activities in the social environment for secondary teachers in Andalusia

Through documentary and secondary sources revision in relation to the Teacher Centres, we present the different training modalities offered to teachers, and the number of each of the modalities which were carried out in Andalusia during the 2018/2019 academic year. Out of the 7132 training activities offered by the Teacher Centres, there were 1142 activities focused on the social and emotional problems of secondary school students, or problems related to them.

Table 1

Type and number of training activities focused on social and emotional problems offered in Andalusia through the Teacher Centres

Type of Training Activities	Number of Training Activities
Courses	483
Working Groups	308
Training in Schools	160
Tele-Training	13
Other Actions	178
Total	1142

Source. Own research.

As can be seen, the most frequently used are the courses (face-to-face, blended and with follow-up). Secondly, there are the working groups involving the creation of opportunities where actions are planned, created and implemented. These actions are focused on different issues and based primarily on educational innovation aimed at the smooth running of the classroom. The working groups are made up of teachers from different schools and, in common with the other activities, are

carried out on a voluntary basis. The third option is the amount of other varied training activities. Here, for example, there are lectures, workshops, seminars and talks. Next, is training in schools. Although this modality is also based on courses, they are carried out in the schools themselves. At this point it is interesting to note that the reduction in the number of these training activities is due (according to sources from the Teacher Centres) to the low demand from schools for specific training tailored to their needs. Tele-training (online courses) has been an anecdotic activity up until the current pandemic crisis. However, it has now become the only possible option, so teachers have adapted different subjects to this modality.

Training thematic areas addressing the social problems presented by the students

Starting from the different training modalities previously mentioned, a thematic sweep was carried out. It focuses on addressing, and classifying, the training activities offered by the Teacher Centres, based on the structural and generational social problems of the secondary students described in this paper, and who we can consider as included in students with Specific Needs of Educational Support (SNES). This term began to be used in the Organic Law for the Improvement of Educational Quality in 2013 and continued to be used in the current education law of 2020, Organic Law for the Modification of the Organic Law on Education (Jefatura del Estado, 2013; Jefatura del Estado, 2020). It presents some variations regarding the Special Educational Needs concept, included in the Organic Law on Education (Jefatura del Estado, 2006). This is because Specific Needs of Educational Support encompasses, in a broader and social way, issues relating to addressing the diversity of the students. Thus, article 71.1 of the current education law modifies the previous law in the following way: “The educational administrations can establish plans for priority schools in order to support, in particular, those schools which enrol students in a socially disadvantaged situation”.

Article 71.2 of the Education Law makes a modification:

It is up to the educational administrations to ensure that there are the resources which are necessary for those students who require additional and special education. These resources should focus on special educational needs for students with specific learning difficulties and for those with Attention-deficit/hyperactivity disorder (ADHD). In addition, it should involve students who have high intellectual abilities, or those students who have joined the education system too late. Also included are those with difficult personal issues or school history. The aim is to help them to achieve the maximum possible development of their personal capacities and also the objectives established, in general, for all students (Jefatura del Estado, 2013).

In such a way, all students with personal, family or social problems are included. The Organic Law for the Improvement of Educational Quality (Jefatura del Estado, 2013) is the law on which teacher training was based from 2013 to 2020. Currently

in Spain, however, there is a new law, the Organic Law of Modification of the LOE (Jefatura del Estado, 2020). This law was definitively approved by the Spanish Senate on 23rd December, 2020, finally replacing the LOMCE (Jefatura del Estado, 2013).

Of all the training activities offered by the Teacher Centres, only those that are understood to offer CTPD on students' social problems, or issues related to them, have been selected. The crossing of these training subjects offered by the Teacher Centres, and the different training modalities offered, are detailed below. Therefore, the issues which are prioritised regarding the training of active teachers in Andalusia are extracted according to two aspects: (1) Teachers' demands for training in order to respond to daily classroom activity and (2) the training offered by the Teacher Centres themselves according to current educational policies. This is illustrated in Table 2 made in Velasco (2023).

Table 2

Teacher Centres training areas on students' social problems and number of training activities by modality

Social Problem	Courses	Other Actions	Tele-Training	Working Groups	Traning in School	Total	%
Specific Needs of Educational Support	84	16	2	53	12	167	15
Gender, Equality and Education (Co-Education)	52	19	1	34	2	108	9
Sexuality	11	11	0	5	3	30	3
Cultural Diversity	13	6	1	9	4	33	3
Religious Diversity	1	1	0	1	0	3	0
Coexistence and Inclusion	32	35	1	35	31	134	12
Bullying	22	6	0	5	4	37	4
Emotional Field	114	30	0	85	53	282	25
Conflict Mediation and Management	51	9	0	26	15	101	9
Pedagogical Innovation	64	17	8	52	34	175	15
Drugs	2	0	0	0	0	2	0
School Early Leaving and Failure	2	2	0	1	0	5	0
Dysfunctional Family	3	8	0	0	1	12	1
Exclusion	0	0	0	1	1	2	0
Social First Aid—Health	32	18	0	1	0	51	4
Total	481	178	13	308	160	1142	100

Source. Velasco et al. (2023).

The data indicate that the emotional field is the one with the highest presence, with 25% of the total and 282 training activities. This is a part of training which is not directly related to social problems. Rather, it is related to the emerging trend of working on educational coaching, mindfulness, the incorporation of social skills and multiple intelligences as a transversal working proposal in the classroom. It does not work directly on any of the social problems which are part of our contextual framework, but it has been selected due to the importance of working it with students in a transversal way. In any case, its high presence in CTPD means that there is a dominant psychological (and psychologising) orientation in the treatment of, and response to, students' social problems. This is demonstrated by the content of the programming of the different training activities analysed in this study.

With ten points of difference below, we find Educational Innovation, 175 training activities, representing 15% of the total. This confirms that this is also one of the aspects to which more educational space is dedicated at present. It represents a wide range of subjects including ICT courses, quality management and professional or methodological refresher courses. It also includes up-to-date approaches to service learning, cooperative learning, learning communities and project learning. Once again, this is not a training that focuses directly on social problems but it will help teachers to to guarantee the successful functioning of the classroom and students to cope successfully with the societal challenges.

The third place is occupied by the previously mentioned Specific Needs of Educational Support, which, like Educational Innovation, has 15% of the total (167 training activities). It focuses on learning to support pupils who need special and specific educational needs. Here we refer to students with high abilities, immigrant children with linguistic needs, or those with learning disabilities due to cognitive or physical functional diversity. Included here are students with social problems and Autism Spectrum Disorder and Attention Deficit Hyperactivity Disorder.

Taking this into account, coping with the social problems of the students would, in theory, belong to the Specific Needs of Educational Support group. However, only the training offered in relation to students with learning disabilities in the sensory, cognitive and physical issues has been maintained in this subject area. Thus, the other training courses, aimed at addressing social problems, have been segregated. This allows attention to be focused, in a direct way, on training related to specific social problems presented by students in the classroom.

It is striking that, of the three subject areas with the highest percentage, not one of them deals directly with the social problems presented by students; not, at least, with ad hoc content. In summary, training in Specific Needs of Educational Support presents 167 training activities (15%), while the sum of the remaining students' social problems presents 94 training activities (7% of the total). However, it must be remembered that the total number is 1,142.

The emotional field works in a general way with students, regardless of whether or not they present specific social problems. Educational innovation is more focused on quality

management within the schools themselves and the satisfactory progress of the class rather than on the students' social and socio-affective development. None of this addresses the social problems which, specifically, occur in the classroom. However, they have been analysed and highlighted because both areas empower students in certain situations that can socially affect them in a negative way.

From this point on the analysis is focused on the specific subjects which train teachers to address the social problems of Andalusian secondary school students. Attention to, and work on, a good coexistence accounts for 12% (134). Conflict resolution accounts for 9% (101), and bullying, a topic that is much more specialised and specific in conflict terms, 3% (37). Despite the attempt to unify these three areas because of the affinity existing between them, it has been decided to keep them separate. This is because the creation of spaces for a good coexistence, and the resolution of conflicts (specified in many schools as coexistence classrooms), addresses the problems in a more preventive rather than interventionist way. Otherwise, when we coin the term 'bullying', we are talking about a much more dangerous and negative situation. So, the training activities regarding bullying, carried out during the 2017/2018 academic year for the whole Andalusia were exactly 37 (3% of the total).

Training focused on co-education is 9% (108). This involves training focused on gender equality, or co-responsibility. The health field, with 5% (51), is focused, basically, on health education, with additional notes on eating disorders. Issues of sexual or cultural diversity are even less prominent. Each comprise of only 3% of the trainings, 33 and 30 training activities respectively.

Family issues, with 12 training activities, account for 1%. On the other hand, School failure, religious diversity, drugs and social exclusion account for 5, 3, 2 and 2 training activities respectively, representing 0% of the total activities carried out. According to these data, out of the 1142 activities concerned with emotional and social problems of secondary school students (Table 2), only 555 training activities are linked to the general social field. Table 3 extends the analysis of these learning activities directly connected to the structural and generational social problems of secondary school students, as defined in the theoretical framework.

Table 3

Training activities focused on the social problems of the students

Training Activities Focused on Structural And Generational Social Problems	Total	%
Poverty and Social Exclusion: School Failure	7	0
Dysfunctional Family: Violence, Parental Problems, Single Parent Families	12	1
Migration Movements: Cultural or Religious Diversity	36	3
School Coexistence and Conflict	243	21
Bullying	37	4
Addiction to Substances	2	0
Addiction Without Substances (Gambling)	0	0

Training Activities Focused on Structural And Generational Social Problems	Total	%
Risks in the Use of Networks: Cyber-Bullying, Sexting, Vamping, Nomophobia	0	0
Health Education (with Mentions to Eating Disorders)	51	3
Specific Needs of Educational Support (Late Incorporation to School and Problems in Social Environment).	167	15
Total	555	48

Source. Own Research.

Of these 555 training activities, only 94 dealt with structural and generational social problems specific to secondary school pupils in Andalusia, a notable decrease compared to the general group of training courses. This is due to the fact that training in Specific Needs of Educational Support, as has been pointed out previously, is aimed at students with educational, rather than social, needs. In addition, eating disorders are a residual issue if we examine the health education training programmes, or coexistence and school conflict. These issues are explored with activities such as ‘the day of peace’ or the prevention of possible school conflicts. These kinds of training activities account for a total of 461 out of the 555 analysed in table 3. Therefore, only 94 of the 1,142 training activities are used to work on specific structural and generational social problems of secondary school students in Andalusia.

Table 3 highlights the limited attention given to training on the structural and generational social problems of the students. Although these issues are highly significant, the results indicate an insufficient coverage of training. For example, it is important to remember that early school dropout in Andalusia, for the year 2018, was 21.9%, according to the analyses of the Ministry of Education and Vocational Training on the educational variables of the Active Population Survey (APS), from the National Institute of Statistics (Ministerio de Educación y Formación Profesional, 2024).

On the other hand, this analysis indicates that topics such as ‘non-substance addictions’ (gambling) or ‘risks in the use of social networks’ (cyberbullying, vamping, sexting, nomophobia), lack training activities. Fundamental issues such as poverty, social exclusion or violence in the family environment are marginally covered, with percentages ranging from 0% to 3%, despite their relevance as major structural problems. The data reflect the lack of training activities towards a more comprehensive and specific attention to these social problems. In summary, of the 7132 training activities offered by the Teacher Training Centres, only 1142 are related to the emotional and social problems of secondary school students, of which only 555 are aimed at addressing social problems. But out of these, only 94 focus on the structural and generational social problems of secondary school students as defined in the theoretical framework above. In other words, only 1.3 % of all training activities offered by Andalusian Teacher Centres are directly concerned with the social and structural problems of secondary school students.

Finally, it should be highlighted that the ‘Training in Work Centres’ modality related to students’ social problems has been, after online training, the training which teachers

have requested the least. This accounts for the low demand from teachers for specific training in social problems. Specifically, in the 2018/2019 academic year, throughout Andalusia, only 30 specific training sessions on social problems were requested out of a total of 1,142 training activities identified in the social area.

CONCLUSIONS

This paper started from the thesis that CTPD can be of help in order to complete the initial training that new teachers receive when it comes to addressing the social problems which secondary school students present in classrooms on a daily basis.

In the light of the data produced by the analysis of secondary sources relating to continuing professional development for secondary school teachers in Andalusia it can be seen that, in this region, CTPD does not adequately cover the social problems, structural and generational, of secondary school students. This is due to the fact that the training activities related to this subject represent a tiny part of continuing professional development activities for Andalusian teachers. This is easy to see if it is considered the activities aimed at specific social problems (drugs, school failure and social exclusion, for example), specifically, 96 training activities out of 1,142 related to cross-sectional work in the social field (emotional and innovative for the good progress of the class). This is a clearly lower percentage, if the total number of training activities offered to teachers is considered, and not only in the social sphere which are the ones considered in our analysis.

With regard to this lack of training given to teachers (Fernández Enguita, 2015) our data show that 52% say they are not sufficiently prepared for daily classroom practice (Imbernón, 2019). This leaves them without one of the fundamental dimensions—the social dimension—when dealing with educational practice in the classroom (Carabaña, 2020). It also points to the need for retraining in order to improve their teaching practice (Escudero Muñoz, 2022). The question is that problems, such as family dysfunction (Laserna, 2017; Longás & Cussó, 2018), bullying (Laserna, 2017; Sanmartín et al., 2019) and sexual or gender violence (Sanmartín et al., 2019), relate to issues that the majority of secondary teachers in Andalusia are completely unaware of. This lack of professionalising training means that, in recent decades, teachers have gone from a ‘formative optimism’ to a ‘formative pessimism’ (Yanes, 1998). This presents a problem if one takes into account the massive influence that teachers have on the academic and social success of their students (Moreno, 2018; Hattie, 2015; Darling-Hammond et al., 2017). Training in addressing social problems is one of the great educational challenges of CTPD (Rayou, 2014).

The data analysed allow us to conclude by highlighting the lack of awareness on the part of those who introduced the educational laws, the heads of Teacher Centres, the management teams and the teachers themselves when it comes to training

on social issues. Social training should have a sociological nature and should respond to the needs of the students in order to support them in their educational, personal and social maturation processes. This could be due to three causes:

a lack of motivation, awareness or initiative on the part of teachers to receive training (Fernández Enguita, 2015);

a lack of Teacher Centres awareness relating to the training needs of teachers with regard to more satisfactory development of professional teaching competencies, in addition to a lack of awareness among the trainers and managers of these Centres;

the need for a change in current educational policies, which are aimed at accountability, in the face of a change in the situation and working conditions of teachers who find learning and educational inclusion difficulties in the classroom on a daily basis, and who lack enough space and time for training, space and time which is taken up by administrative duties and accountability (Venegas et al., 2017a; Venegas et al., 2017b).

Therefore, in line with Pilar Arnaiz-Sánchez et al. (2023), José María Moreno (2018) and Linda Darling-Hammond et al. (2017), we believe that continuing teacher professional development should follow some reinforcement strategies, for example: (1) expanding knowledge about the characteristics of diverse students; (2) coordination between initial training (master's degree for teachers) and teachers' continuing professional development; (3) the design of training modalities which are adapted to the needs of each teacher; (4) improvement in the facilitation of teacher training by schools; (5) commitment to the provision of resources, and advisers, for the improvement of the teaching profession; (6) establishing a system of salary and non-salary incentives.

In conclusion, and based on the data analysed, it is clear that there is a need for continuous professional development that enables reflection on one's own teaching practice to address the problems in the classroom (Velasco et al., 2022; Velasco et al. 2023). For this to take place it is important to provide teachers with spaces for training, as well as to facilitate work based on classroom observation, resolution of conflicts and more personal commitment to students, rather than focusing only on the scientific aspect of each subject. (Imbernón, 2022).

REFERENCES

- Aravena, F. & Quiroga, M. (2018). Autoetnografía y directivos docentes: una aproximación experiencial a las reformas educativas en Chile. *Revista Electrónica de Investigación Educativa*, 20(2), 113–125. <https://doi.org/10.24320/redie.2018.20.2.1600>
- Arnaiz-Sánchez, P. De Haro-Rodríguez, R. Caballero, C. M. & Martínez-Abellán, R. (2023). Barriers to Educational Inclusion in Initial Teacher Training. *Societies*, 13(2). <https://doi.org/10.3390/soc13020031>
- Ballesteros, J. C. Sanmartín, A. Tudela, P. & Rubio, A. (2020). *Barómetro juvenil sobre Salud y Bienestar 2019*. Centro Reina Sofía sobre Adolescencia y Juventud, Fad. <https://doi.org/10.5281/zenodo.3768432>
- Birova, J. & Klinka, T. (2024). Some Reflections on the Benefits of the Professional Development Training Course “With Education to Plurilingualism” Managed through the Erasmus Plus Program. *Journal of Education Culture and Society*, 15(2), 363–371. <https://doi.org/10.15503/jecs2024.2.363.371>

- Bonal, X. & González, S. (2020). The impact of lockdown on the learning gap: family and school divisions in times of crisis. *International Review Education*, 66, 635–655. <https://doi.org/10.1007/s11159-020-09860-z>
- Carabaña, J. (2020). El ascensor social se aceleró: Mejoras en la movilidad particular de clase durante el último ciclo económico en España. In O. Salido, & S. Fachelli (Eds.). *Perspectivas y fronteras en el estudio de la desigualdad social: movilidad social y clases sociales en tiempos de cambio* (pp. 271–300). Centro de Investigaciones Sociológicas (CIS).
- Consejería de Educación y Ciencia. (1992, May). *ORDEN de 20 de mayo, por la que se regula el funcionamiento de los Centros de Profesores de la Comunidad Autónoma de Andalucía*. <https://www.juntadeandalucia.es/boja/1992/68/1>
- Consejería de Educación, Cultura y Deporte. (2014a, July). *Orden de 31 de julio, por la que se aprueba el III Plan Andaluz de Formación Permanente del Profesorado*. <https://www.juntadeandalucia.es/boja/2014/170/2>
- Consejería de Educación, Cultura y Deporte. (2014b). *III Plan Andaluz de Formación Permanente del Profesorado. Dirección General de Innovación Educativa y Formación del Profesorado*. <http://www.juntadeandalucia.es/educacion/portals/delegate/content/575d5155-4fb3-4fe3-8d82-9fdc93f92341>
- Consejería de Educación. (2013, August). *Decreto 93/2013, de 27 de agosto, por el que se regula la formación inicial y permanente del profesorado en la Comunidad Autónoma de Andalucía, así como el Sistema Andaluz de Formación Permanente del Profesorado*. <https://www.juntadeandalucia.es/boja/2013/170/1>
- Darling-Hammond, L. Hyler, M. E. & Gardner, M. (2017). *Effective Teacher Professional Development*. Learning Policy Institute. <https://learningpolicyinstitute.org/product/teacher-prof-dev>
- Delhaxhe, A., Birch, P., Piedrafita Tremosa, S., Davydovskaia, O., Bourgeois, A., & Balcon, M. (2018). *Teaching Careers in Europe: Access, Progression and Support. Eurydice Report*. European Commission.
- Dubet, F. (2017). *L'expérience sociologique*. La Découverte.
- Escudero Muñoz, J. M. (2022). El desarrollo profesional del profesorado: ampliando miradas, decisiones y prácticas coherentes. *Innovación Educativa*, (32). <https://doi.org/10.15304/ie.32.8719>
- European Education and Culture Executive Agency: Eurydice, Noorani, S., Parveva, T., Motiejunaite, A., & Riiheläinen, J. (2018). *Structural indicators for monitoring education and training systems in Europe: 2018*. European Commission. <https://data.europa.eu/doi/10.2797/889102>
- European Education and Culture Executive Agency: Eurydice. (2013). *Key Data on Teachers and School Leaders in Europe. Eurydice Report*. European Commission.
- Fernández Enguita, M. (2015). Presente y futuro de una profesión. *Boletín de la Institución Libre de Enseñanza*, 100, 15–30.
- Hattie, J. (2015). The applicability of Visible Learning to higher education. *Scholarship of teaching and learning in psychology*, 1(1), 79–91. <https://doi.org/10.1037/stl0000021>
- Imbernón, F. (2019). La formación del profesorado de secundaria: la eterna pesadilla. *Profesorado. Revista de currículum y formación del profesorado*, 23(3), 151–163. <https://doi.org/10.30827/profesorado.v23i3.9302>
- Imbernón, F. (2022). *Formação docente e profissional: formar-se para a mudança e a incerteza*. Cortez editora.
- Jefatura del Estado. (1990, October). *Ley Orgánica 1/1990, de 3 de octubre, de Ordenación General del Sistema Educativo*. <https://www.boe.es/eli/es/lo/1990/10/03/1>
- Jefatura del Estado. (2006, May). *Ley Orgánica 2/2006, de 3 de mayo, de Educación*. <https://www.boe.es/buscar/pdf/2006/BOE-A-2006-7899-consolidado.pdf>
- Jefatura del Estado. (2013, December). *Ley Orgánica 8/2013, de 9 de diciembre, para la Mejora de la Calidad Educativa*. <https://www.boe.es/buscar/pdf/2013/BOE-A-2013-12886-consolidado.pdf>
- Jefatura del Estado. (2020, December). *Ley Orgánica 3/2020, de 29 de diciembre, por la que se modifica la Ley Orgánica 2/2006, de 3 de mayo, de Educación*. <https://www.boe.es/eli/es/lo/2020/12/29/3/con>
- Khonamri, F. Podpera, R. Kurilenko, V. & Obloberdiyevna, D. S. (2024). The Predictive Role of Teaching Experience in Teachers' Implementation of Metacognitive Knowledge. *Journal of Education Culture and Society*, 15(2), 237–247. <https://doi.org/10.15503/jecs2024.2.237.247>
- Laserna, L. (2017). Educando ando: coaching estratégico y parentalidad positiva. *RES: Revista de Educación Social*, 24, 857–871.
- Lesková, A. Uličná, Z. Tkáčová, H. Leka, K. & Alvarez Mateo, D. (2023). Challenges and Current Issues of Education in the Era of Digital and Technological Changes. *Journal of Education Culture and Society*, 14(2), 319–327. <https://doi.org/10.15503/jecs2023.2.319.327>

- Longás, J. & Cussó, I. (2018). Educación y pobreza infantil: razones para la exigibilidad de un derecho fundamental. *Educació Social. Revista d'intervenció Socioeducativa*, 68, 45–63. https://www.observatoriodelainfancia.es/ficherosoia/documentos/5737_d_538412.pdf
- Martuccelli, D. (2021). *Une «autre» introduction aux sciences sociales*. *Res Socialis*. <https://doi.org/10.24894/978-3-7965-4327-2>
- Megías, I. & Rodríguez, E. (2018). *Jóvenes en el mundo virtual: usos, prácticas y riesgos*. Centro Reina Sofía sobre Adolescencia y Juventud, Fad. <https://doi.org/10.5281/zenodo.3638192>
- Ministerio de Educación y Formación Profesional. (2024). *Explotación de las variables educativas de la Encuesta de Población Activa. Año 2019*. <https://www.educacionfpydeportes.gob.es/servicios-al-ciudadano/estadisticas/laborales/epa.html>
- Ministerio de Educación, Cultura y Deporte. (1984). Real Decreto 2112/1984, de 14 de Noviembre, por el que se regula la Creación y Funcionamiento de los Centros de Profesores. <https://boe.vlex.es/vid/creacion-funcionamiento-profesores-15512893>
- Molina-Luque, F. (2023). La Sociología de la Educación en España: Perspectivas de futuro en investigación. In L. Cabrera (Ed.), *Fracturas sociales y educativas: desafíos para la Sociología de la Educación* (pp. 13–23). Institut de Creativitat i Innovacions Educatives de la Universitat de València.
- Moreno, J. M. (2018). Profesorado: más que una profesión. *Cuadernos de Pedagogía*, 489, 12–17.
- Pont-Niclòs, I. Echegoyen-Sanz, Y. & Martín-Ezpeleta, A. (2024). Creative Self-Perception of Spanish Secondary Teachers. *Journal of Education Culture and Society*, 15(1), 231–246. <https://doi.org/10.15503/jecs2024.1.231.246>
- Presidencia del Gobierno. (1983, December). *Real Decreto 3936/1982, de 29 de diciembre, sobre traspaso de funciones y servicios de la Administración del Estado a la Comunidad Autónoma de Andalucía en materia de educación*. <https://www.boe.es/eli/es/rd/1982/12/29/3936>
- Rayou, P. (2014). Prescriptions et réalités du travail enseignant Impasses et ouvertures de l'accompagnement en formation. In L. Dans Paquay, P. Perrenoud, M. Altet, R. Étienne & J. Desjardins. (Eds.), *Travail réel des enseignants et formation Quelle référence au travail des enseignants dans les objectifs, les dispositifs et les pratiques?* (p. 35–47). De Boeck Supérieur. <https://doi.org/10.3917/dbu.paqua.2014.01.0035>
- Rengifo Avadez, L. A. (2021). La Interdisciplinariedad desde la Perspectiva de Ezequiel Ander-Egg. *Revista Científica*, 6(20), 340–359. <https://doi.org/10.29394/Scientific.issn.2542-2987.2021.6.20.19.340-359>
- Sanmartín, A. Tudela, P. Ballesteros, J.C. & Rubio, A. (2019). *Barómetro juventud y género 2019. Violencia y acoso*. Centro Reina Sofía sobre Adolescencia y Juventud, Fad. <https://doi.org/10.5281/zenodo.3518992>
- Velasco, E. & Sánchez, K. (2021). Ni uno atrás: cómo atender y trabajar la Diversidad desde la asignatura de Educación Física usando Metodologías Activas. In H. Morente, F. González, & S. Sánchez (Eds.). *Metodologías activas en la práctica de la Educación Física*. (pp. 123–138). Ediciones Morata.
- Velasco, E. Venegas, M. & Sánchez-Miranda, K. (2023). Social Problems in the Secondary Classroom: Gaps in Teacher Initial and Ongoing Training in the Andalusian Region of Spain from the Perspective of Intercultural Education and New Technologies. *Sustainability*, 15(1). <https://doi.org/10.3390/su15010339>
- Velasco, E., Venegas, M. & Sánchez, K. (2022). La formación inicial del profesorado de Secundaria: vacíos y retos para trabajar los problemas sociales del alumnado. El caso de Andalucía. *Revista de Sociología de la Educación—RASE*, 15(3), 337–359. <http://dx.doi.org/10.7203/RASE.15.3.24306>
- Venegas, M. (2017). Le travail d'orientation des enseignant(e)s: une pratique éducative de responsabilisation sociale? In C. Maroy & Y. Dutercq (Eds.), *Le travail et le professionnalisme enseignants face aux politiques de responsabilisation*. (pp. 181–199). De Boeck.
- Venegas, M. Dutercq, Y. & Maroy, C. (2017a). El profesorado frente a las políticas de rendición de cuentas: ¿qué redefinición(es) de su profesionalismo y de su responsabilidad social? *Revista De Sociología De La Educación—RASE*, 10(3), 313–329. <http://dx.doi.org/10.7203/RASE.10.3.10754>
- Venegas, M. Luque, M., Velasco, E. & Sánchez, K. (2023). 'On Both Sides of the Strait': Discourses and Policies on Cultural Diversity in Southern Mediterranean Spain. *Revista Española de Sociología*, 32(2). <https://doi.org/10.22325/fes/res.2023.168>
- Venegas, M. Usategui, E. & Del Valle, A. I. (2017b). El profesorado de Secundaria en España ante las políticas de rendición de cuentas en el marco de implantación de la LOMCE. *Revista De Sociología De La Educación—RASE*, 10(3), 313–329. <http://dx.doi.org/10.7203/RASE.10.3.9951>