

EMOTIONAL COMPETENCES IN UNIVERSITY AND TEACHERS: A SYSTEMATIC REVIEW

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Abstract:

The objective of this review was to analyze the impact of emotional competencies in the context of university curriculum and therefore on teachers. The study was developed under the parameters of the PRISMA declaration, the information compilation was carried out mainly in scientific databases such as Scopus, Proquest and Ebsco; using key search terms such as “emotional skills and education”, “emotional skills in teachers”, “emotional skills and training; among others that allowed to find the theories and scientific results that allow to base the present review. The period comprised between the years 2017 to 2020. As results, 19 studies that met the inclusion criteria were included. These results allow us to conclude that emotions and educational success have been determining factors in the development of the emotional competencies of university students and teachers; In addition, it is necessary to build learning scenarios that promote emotional management and interrelation with others.

Keywords:

Emotional Competencies; Development of Emotions; Academic Learning and Training; Educational Success



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INTRODUCTION

The low presence of emotional competences in the course of university students' learning, especially in teachers, is a latent concern, for this reason various investigations have confirmed that these competencies would help to face various situations that are presented to them, being able to carry out teaching and learning in favor of their students (Torres-Rojas et al., 2020). Emotional competencies are the set of skills through which people can carry out activities for a healthy coexistence with others, counting on appropriate feelings, regulate their own mood, as well as of the other individuals (López et al., 2018); We can say that it implies the ability to spontaneously regulate these interactions by exchanging emotions in accordance with the requirements of each situation (García et al., 2018).

The study and teaching of emotional competencies in students is very important because it responds to the demands of the globalized world in which people with new professional competencies are required. In this sense, educational institutions should be concerned about teaching to live with other people; socialize, interact, understand and accept the way of being of others, recognize, read, control one's own emotions and that of another; developing strategies for an adequate emotional education among

students and teachers, which help to improve life's challenges and as a consequence, provide better personal and social well-being. Works regarding competencies we can mention that of Serrano, et al., (2017) whose main objective is to evaluate these competencies in initial training, in order to prevent burnout syndrome in teachers.

Another related work, Moncada & Gómez (2016), whose main purpose was to analyze the relationship between the formation of socio-emotional competencies and conflict resolution. Mejía et al. (2016) in accordance with the World Health Organization, developed a guide of strategies for the formation of competencies, where it mentions the need to develop emotional competencies, with the objective of both the development of cognitive or mental processes, as well as also affective areas, where the individual can get to know himself, manage his emotions, build better relationships with other people; all of this is essential for the achievement of positive mental health and better coexistence in society. In this sense, the development of a systematic review of the literature was proposed that will help to consolidate some recommendations of experts in the area of education. Therefore, the main objective of this review is to present the evidence on the aspects related to emotional competencies in university students and teachers.

METHOD

This systematic review of scientific articles was prepared from 2017 to 2020, in order to know the impact regarding emotional competencies in education. The compilation of the information was carried out mainly in scientific databases such as Scopus, Proquest and Ebsco; using key search terms such as “emotional skills and education”, “emotional skills in teachers”, “emotional skills and training; among others that allowed to find the theories and scientific results that allow to base the present review. The period comprised between the years 2017 to 2020. Inclusion criteria: research articles, systematic reviews and case studies; peer-reviewed, related or interrelated to emotional competencies in students and teachers. Exclusion criteria: investigations that were not subjected to peer review, with methodological deficiencies or that did not demonstrate a relationship or interrelation with the declared category. Those articles that contained information related to the aforementioned constructs were selected, in periods between the years 2017 to 2020. In total, there were 19 works selected out of 155 that the global search yielded.

RESULTS AND DISCUSSION

The selected works were those that met the inclusion criteria, as shown in Figure 1.

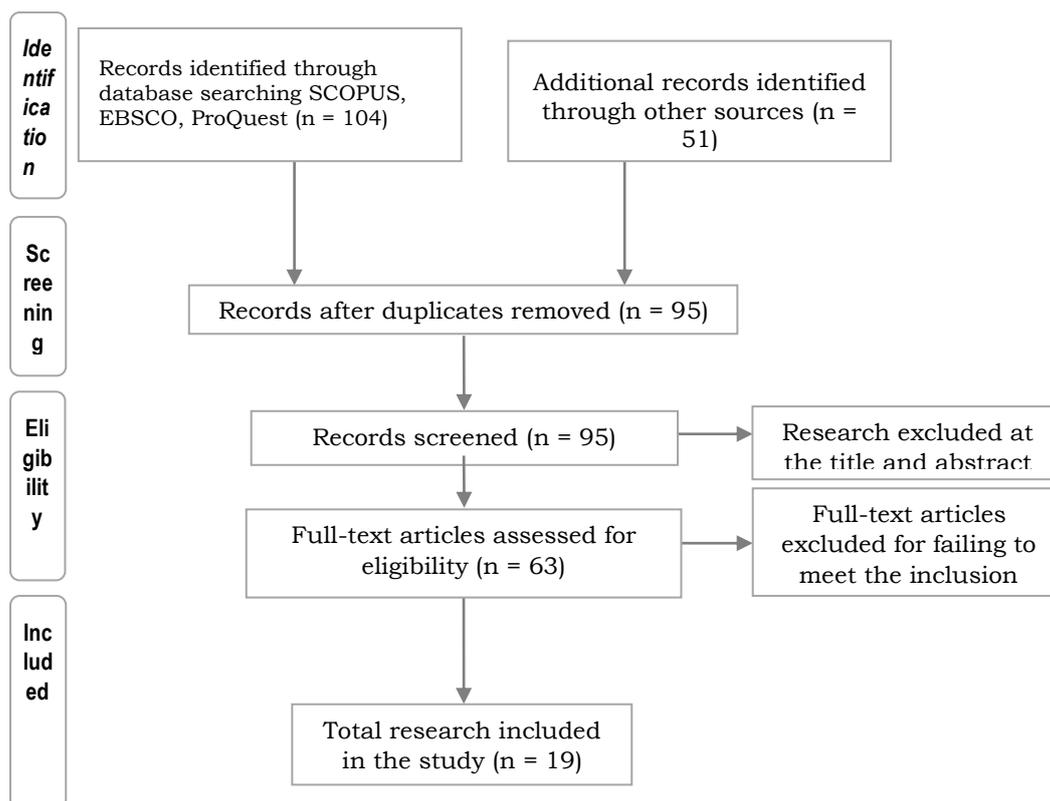


Figure 1. PRISMA model flow diagram (Coronel et al., 2020)

Table 1. Distribution of search results by author (s), categories and methodology

No	Authors	Emotional Competences in University and Teachers			Methodology	
		Development of emotions	Learning and Academic Training	Educational success	Type of study	Techniques or instruments
1	(Sánchez et al., 2019)		X		Quantitative	Questionnaire - Surveys
2	(Llorent et al., 2020)			X	Quantitative	Questionnaire
3	(Cejudo y López, 2017)			X	Quantitative	Questionnaire
4	(García et al., 2019); (Heras Sevilla, 2016)	X			Quantitative	Surveys
5	(Rendón, 2019)			X	Quantitative	Questionnaire
6	(Martín y Jiménez, 2020)	X			Mixed	Questionnaire
7	(Mira et al., 2017)	X		X	Quantitative	Questionnaire
8	(Pérez et al., 2019)	X		X	Quantitative	Questionnaire
9	(Tonial y Marin, 2019)	X			Quantitative	Questionnaire
10	(Zamora et	X			Qualitative	Interview

	al., 2017)					
11	(Barrientos et al., 2020)	X	X	X	Quantitative	Questionnaire
12	(Fernandez y Malvar, 2020)	X			Mixed	Questionnaire
13	(Torres-Rojas et al., 2020)		X		Quantitative	Questionnaire
14	(Sánchez, 2019)		X		Mixed	Interview, Questionnaire and Observation Guide
15	(Fonseca et al., 2017)	X			Quantitative	Case study
16	(Javier Cejudo, 2017)	X	X		Quantitative	Questionnaire
17	(Escorcía y Díaz, 2020)	X			Qualitative	Questionnaire
18	(Laudadio y Mazzitelli, 2019)		X		Quantitative	Questionnaire
19	Gendron, 2017)	X		X	Quantitative	Questionnaire

Source: Data Processed 2021

Table 1 shows the distribution of the search results by author, categories and methodology. 63.15% of the studies respond to the development of emotions subcategory (5 of the 12 studies show an interrelation with the other subcategories). 50% to the learning and academic training subcategory (2 of the 6 studies are interrelated with the other subcategories). 36.84% of the selected studies respond to the educational success subcategory (4 out of 7 show an interrelation with the other subcategories). 73.68% of the included studies were quantitative, 10.52% qualitative and 15.78% mixed. When reviewing the results, it is confirmed that the development of emotions, learning and academic training, educational success were categories that have determined the emotional competencies of university students and teachers.

Regarding the development of emotions, it is necessary to strengthen the teaching activities of socio-emotional competencies in students (García et al., 2019); In this sense, it is necessary to develop an environment of peace, where emotions are consolidated, allowing them to face different situations and thus achieve total success in their personal and work development. While it is true what Martín & Jiménez (2020) point out, that emotional competence has a high degree of interest in future teachers, who believe in the advantages that emotional work has for the development of individuals, nevertheless it is It must transmit the appropriate way of using these social skills, within the teacher's learning process in order to promote and strengthen their pedagogical work. Therefore, it is necessary to promote previous training in teachers on emotional competencies in the identification of feelings. (Martín & Jiménez, 2020); In other words, teachers are required to provide knowledge and strategies for the proper detection and management of emotions so that their students can benefit from their learning. Emotional work in the classroom has enormous importance for future teachers (Martín & Jiménez, 2020), since teaching them in the skills of development areas, especially in the area of communication, could be more effective since it is part of the emotional content, since it enables you to have a record of the

emotions of yourself and others, guiding you to develop a better management of your actions.

On the other hand, Mira et al. (2017) stated that the development of emotional competences will allow a better coexistence with other people, developing emotional competencies, this in order to improve relationships for the benefit of society; In that sense, it will require a certain degree of emotional competence to handle conflicts, recognize their feelings, of others, and help them regulate them (Tonial & Marin, 2019); For this reason, the importance of strengthening these actions that favor the development of appropriate behaviors that help to have a healthy and full life around oneself as well as in others. These competencies will allow students, after the completion of their higher career, to be able to achieve a job according to their training (Pérez et al., 2019); In this way, the future professional will be in a position to face the highly competitive globalized world, and to obtain answers to their social and emotional developments in order to achieve their objectives. For this reason, the importance of implementing activities for the development of said competences in future professionals in the academic curriculum and, in this way, they can develop activities for collaborative work.

In the same way, the components of emotional competence, the ability to regulate impulses and feelings, coping styles, not criticizing oneself for what happens in stressful situations, are essential for the affinity in the student-teacher interaction (Tonial & Marin, 2019); Although it is true these feelings are often related to failure, for this reason it can be shown that helping to build new channels to enrich different alternatives that favor development within the educational system for all. Parent workshops is a very important mechanism for the development of the student, since it will help the future professional teacher to achieve a permanent change within their emotional development to shape relevant aspects in family life and allow the development of emotional competencies will enable a positive mediation in the face of educational needs that arise from the social and family environment (Zamora et al., 2017); In this sense, the work of the teachers constitutes a source of alternative for the achievement of the affective bond with the family, managing to modify some inappropriate behaviors of the students within it, as well as in the school and society.

On the other hand, it is observed how the self-perception of the teacher's competences is related to obtaining a correct learning climate in their classroom (Barrientos et al., 2020); therefore, the experience of teachers with a good academic training in both social and emotional competencies can face the different obstacles that may arise in schools. In this sense, the development of the emotional competencies of teachers becomes a factor of enormous relevance for the optimization of educational quality (Barrientos et al., 2020), this makes teachers maintain good relationships with students since In this way, it provides opportune strategies in their emotional part, makes them commit to generating an affective climate and enriching their teaching-learning development. Likewise, the evaluation of emotional competencies can significantly reveal results in the development of their emotions to develop it successfully (Fernandez & Malvar, 2020); which, with advice oriented to the educational reality, will allow a development in the professional degree assuming responsibilities that can support success in the different scenarios that are presented to them.

Positive achievements in emotional teaching have been demonstrated in university programs; therefore, it would be advisable to extend it to other educational and cultural settings, such as university programs for adults. Likewise, it is necessary to continue analyzing the role of feelings and the emotional in personal peace, as well as obtaining evidence of the effects of emotional teaching programs (Fonseca et al., 2017); Emotional competencies should not only be seen as a primary part of basic education, but on the contrary also in the teaching of adults because it will allow them to have a

healthier psychological and physical life; It is also important to accompany our adult students with regard to emotions so that we can have optimal results for the achievement of their learning. Each emotional competence is valued with a high importance; therefore, we have the possibility of highlighting the impulse of self-esteem in oneself and in others, regulating one's own feelings (Javier Cejudo, 2017); Therefore, it should be noted that both interpersonal and intrapersonal emotional competencies are appreciated very effectively because it is necessary to take into account the understanding of emotions and take greater importance at the time of their organization. Teachers contemplate the importance of the formation of emotional competencies, to offer emotional support to parents, help families feel better and react to the disadvantages of the student (Escorcía & Díaz, 2020); In this sense, universities must train professionals using different tools so that they know how to attend and guide parents; how their emotional state intervenes in their children's non-compliance, often generating negative effects on their actions; since teachers recognize that their emotional competencies facilitate a special bond with families and allow communication (Escorcía & Díaz, 2020); It is also known that the attitude of the family towards the needs of the students, many times originate significant changes since they are the main source of their integral development.

In this sense, Gendron (2017) states that there are positive changes in future educators and teachers regarding the self-regulation of their emotions, because this training helped them to know themselves better; This will help individuals to cope with difficulties and give a broader sense of a better quality of life. Developing emotional competence helps individuals to act on themselves, possess acceptance and commitment training by participating in this development; which will allow to continue committing in facts and thus demonstrating values favoring obligations within their learning. Therefore, emotional competence is a singular capital in which individuals, institutions and society must invest in it, for the particular advantages, training centers should invest more to ensure educational improvements both in their social and economic life. In relation to learning and academic training, it is necessary to develop basic aspects such as values and interpersonal and intrapersonal skills (Sánchez et al., 2019); as well as the transmission of knowledge, skills, abilities and correct reactions to understand, manifest and regulate emotional phenomena in a timely manner (Torres-Rojas et al., 2020); To this end, it is necessary for universities to have tools that help develop emotional competencies, both individually and in groups, improving the quality of teaching-learning courses; where it is essential to have as a fundamental piece in the curricula the development of emotional competencies in students.

Therefore, it is necessary to build more effective learning scenarios, which allow changing the being, doing and knowing of teachers who are the necessary axis to educate society (Torres-Rojas et al., 2020), so these scenarios they will allow the formation of students capable of controlling their emotions and increasing social relationships; and it is the teacher through different activities and reflections on the value of emotions, he will have the possibility of perceiving that the students are continuously active (Sánchez, 2019); so that these learnings are worked on, planned based on the feelings of the students so that they are the protagonists of their evolution in their learning. Sánchez (2019) states that the main development on the part of the teachers is dialogue and conversation, with the purpose that the students manage to express what they feel, by creating spaces for that, allowing them to freely express their own feelings. Therefore, in initial training, it will be essential to incorporate the development of emotional competences in the study plans so that future teachers can detect their teaching styles and be able to develop and strengthen these points in their professional profile (Laudadio & Mazzitelli, 2019); In this sense, the curricula must have contents that can solve the deficiencies of the emotional

aspect, consider collaborative work, communication and determination to establish new teaching designs within their professional profile.

Regarding educational success through the development of competences, it is important to carry out studies to know the degree of achievement of objectives that have been promoted based on the teaching of socio-emotional competencies in teachers and incorporate them into the university curriculum (Llorent et al., 2020); This in order that these strategies promote activities, in which future students and teachers can achieve assertive actions, where they develop competencies for emotional attention in the rest of the students. Therefore, it is essential that the results be fed back from other successful experiences, both national and international, with larger samples, to achieve changes in the personal characteristics of the teachers (Cejudo & López, 2017); which will contribute to having a high professional level with better research on the teacher's mission. The successful results, referring to the emotional competencies of the students and graduates themselves, will serve so that teachers are always updated, strengthen their careers, improving the success of their students in the education-learning process (Rendón, 2019); In this sense, it is pertinent to continue making progress in improving the probability of achievement by acquiring essential skills within their professional development.

CONCLUSION

The findings agree that emotional competencies must be emphasized in university students and teachers because they are the ones that will determine the decisions that their students may have within their family and social life. The development of emotional competencies due to their importance, must be developed from the beginning of school teaching, since it will allow the student to acquire skills to know himself, also, relate affectively with other people, have the ability to solve problems in daily life; In this sense, the teacher will be able to face diverse situations in the classroom.

The development of training activities in teachers must include the ability to recognize problems in the emotional state of their students in order to solve the difficulties that may arise. In the same way, teachers, through their professional knowledge and practical experience, will also be able to improve emotional competencies in families. Professionals with a comprehensive training in emotional competencies will enhance and strengthen their teaching-learning process in their pedagogical work. The teaching of emotional competencies in the university curriculum will help to favor university students and teachers to develop strategies that help avoid difficulties and allow their students to achieve educational success. It is necessary to build learning scenarios where professionals are a fundamental piece in the education of their students, as it will allow them to be able to regulate their emotions and to be able to relate to others.

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