



Emotional Competence In Higher Education: A literature Review

Mrs. Gauri M. Kulkarni,

Shri Shahu Mandir Mahavidyalaya, Pune.,

Dr. Mrs. Aparna Astaputre

Guide and Head,

Department of Psychology, Dr. Babasaheb Ambedkar Marathwada University, Aurangabad.

Abstract:

This literature review is aimed at understanding the role of emotional competencies in education, through the previous researches conducted in this respect. With the analysis of the various study results, it is revealed that emotional competencies can be handled with effective techniques of developing self-regulations, self-awareness and enhancement of positive emotions. There are gender differences existing in emotional competency skills among university students. There is a need for inclusion of training for emotional competence, in university curriculum.

Key words: Emotional Competence, Self-awareness, Self-regulation.

Introduction:

Higher education needs and challenges require emotional skills. One has to build himself to manage his emotions, to sustain and deal with the problems. How one handles his emotions competently or incompetently explains the growth of his/her personality. Now, the broader emphasis is given on developing the emotional intelligence, competencies and effective knowledge. So emotional development with competency skills is a need of the day.

Emotions have been identified from the stage of infancy. The nature of emotional state may be termed as a psychological condition or as a physiological condition modified by cognitive glasses (Shechter and Leventhal 1981). The emotions are strongly influenced by individuals' estimations of their capabilities involving social and cultural factors. Thus, emotions as an impulse towards a definite form of behavior may arouse, sustain and direct activity. It plays an energizing role in the

expression of one's behavior. So, we can say that emotional skills are necessary for a complete development of one's personality for the academic milestones and achievements.

Concept of Emotional Competence:

To achieve and maintain a feeling of adequacy, an individual has to acquire a few competencies. Various factors such as intellectual, emotional and physical, play an important part to master these competence skills and knowledge. A person begins to develop his own methods and competence for the growth of his/her personality (Coleman- Maslow1970). Competencies can be termed as the mastering of abilities to do a particular task, sufficiently, for living and developing the abilities like observation and comprehension. Competence, primarily is a biological concept of human beings, as an urge to act effectively with the environment.

According to Danial Goleman, 'Emotional competence is a learned ability grounded in Emotional intelligence'. 'Emotional competency' is an efficiency to deal effectively with several dissociable but related processes and consists of five components. Adequate depth of feeling (ADF), adequate expression and control of emotions (AECE), ability to function with emotions (AFE), ability to cope with problem emotions (ACPE), enhancement of positive emotions (EPE).

Recent studies on Emotional Competence:

Researches conducted in the domain of emotions clearly indicate that personality aspects play a vital role in the manifestation of human behavior to deal with different emotive situations. During evolutionary processes, the organism became capable of dealing with environmental emergencies where these emotions formed a useful set of response patterns. Adequate depth of feeling has found to be greater in children, who perceive their parenting as protection than that of carelessness (Sharma2003). Emotional expressiveness as compared to emotionally inexpressiveness, perceived as their fathering imbued with greater neglect in a group of adolescence (Tiwari2004). It is also noted that few variables namely frustration, anxiety, gender, religious affiliation and socioeconomic status affect the level competence in people of high socio-economic status. (Agrawal 1991). It is also noted that competencies are affected by level of frustration. Frustration or regression denotes emotional competencies in people of high socio-economic status. Ego strength promotes the ability to function with emotions and ability to cope with problem emotions (Garg1996). A few studies were conducted to ascertain the relation of emotional competencies with many types of handicaps and it was found that the children's level of competence differ significantly among both the handicapped and non-handicapped.

Bharadwaj (1997) observed in his study that adequate expression and control of emotions promote the need for achievement in general as well as in congenitally blind girls. Adequate depth of feeling is found to be greater in girls than boys. Silverman, Lafforgue and Clayton (2004) examined relationships between familial emotional support, self-esteem and emotional wellbeing and delinquency. The results revealed

several effects on adolescent's behavior and emotional adjustment. A variety of factors such as intellectual, emotional and physical competencies play an important part to acquire skills and knowledge to the growth of his personality (Rishi Pal 2010).

Anna burkiewicz (2014), promoted the study for first year medical students., in which research emotional competencies reported to be a predictor of inter personal and communicational skills particularly in medicine. The aim of this study was to verify whether there are any differences in structure of emotional intelligence among branches of medicine faculties. The previous reports on studies conducted in Poland, provided statistically significant differences between the students of medicine and other faculties. Concluded that students of medicine obtained significantly lower results in measuring level of emotional competence.

Researches on Emotional competence and gender

Aithat (2017), Constanta Dumitru (2014), Gilar R. et.al. (2015), Helene G. (2021) conducted the researches on the medical students to find out the level of emotional competence with the academic performance with gender effects. No gender effects were found as far as emotional competencies were evaluated among medical students.

In the studies conducted by Michel (2014), K. Sudheer (2017), May Chio Min et.al. (2018), Monika T. (2017), significant differences were observed among college students with respect to gender. Ms. V, Jansi (2017), V, Surendran (2002) also observed the differences in emotional competence with gender in college students. It was concluded that the level of emotional competencies were predictors of one's wellbeing. Roberta W. (2014), Saba A. (2017), Singh B. (2013) found gender differences in medical college students and high scores in the level of emotional competencies in female students than that of the male students.

M.Hojat & J.S. Gonnella, M. Magee, June 2002, conducted a study on empathy in medical students as related to academic performance and Clinical competence with gender. The research hypothesized that the medical students with higher ratings are high in clinical competence in core clinical clerkships. Secondly, women would obtain higher empathy scores than men. Both these hypotheses were confirmed.

Enhancement of emotional competence for personality development:

1. Emotional self-awareness: Person with emotionally self-aware, can balance all types of emotional situations
2. Accurate self-evaluation: One, who, is aware of his strength and weaknesses can judge him selves accurately.
3. Self-confidence: People with self-confidence can take their decisions, stand up with their views firmly and can face the challenges.

4. Positive impact on others: People, who are able to help others, see big picture and influence them for their desired outcomes, are emotionally balanced and get success in their field.

Conclusions and suggestions:

- Students differ in emotional competence with respect to gender. Female students possess greater emotional skills than male students.
- Psychologist focused that if the appropriate emotions are not expressed on regular basis, or stored, this may result in suppression of emotions.
- For mastering emotional competence, person has a choice of handling situation calmly through self-control.
- Emotional competence involves emotional self-awareness, accurate self-evaluation and building up self-confidence. These factors lead to positive impact in personality development.

With all the above views further researches can be conducted on the step-by-step development in emotional competence at degree level students. When we expect the outcomes of higher education, we should train the students with emotional as well as social skills. There is a need for training and assessment of emotional competence at every step of higher education.

References:

1. Bharadwaj, R. L. (1994b) Development of emotional competencies measures. *Indian Journal of Psychology and Education*, 69, 133-138.
2. Bharadwaj, R. L. and Chauhan, S.K.S. (1996a) Incidence of emotional competencies in chemical dependent and non-dependents. *Indian Psychological review*, 46, 33-36.
3. Cooper, A. (2010) Psychometric analysis of the trait emotional intelligence Questionnaire using item response theory. *Journal of Personality assessment* 92 (5), 445-457, <https://www.tandfonline.com/doi/abs/10.1080/00223891.2010.497426>
4. Goleman, D. (1998). *Working with emotional intelligence*, Bantam Books.
5. Goleman D. (2007). *Social Intelligence*, Arrow Books.
6. Gular, R., Pozzo, T (June 2018) *Can Emotional Competence Be Taught in Higher Education? A Randomized Experimental Study of an Emotional Intelligence Training Program Using a Multimethodological Approach*, *Frontiers of Psychology*/ <https://doi.org/10.3389/fpsyg.2018.01039>
7. Sharma, H.C.; Bharadwaj, R.L. (2007) *Manual for the Scale of Emotional Competencies*, Pankaj Mapan, Agra

8. Sophie, B., Jacques (2013). Profile of emotional competence: Development and validation of self-report measures that fits demotions of emotional competence theory. *PLOS One*, <https://doi.org/10.1371/journal.pone.0062635>
9. Travis B, Jean G (2009). *Emotional Intelligence* (2nd ed). Talent Smart Publications

