



## Emotional competence: Review

<sup>1</sup> Rizwan Hassan Bhat, <sup>2</sup> Dr. Shah Mohd Khan

<sup>1</sup> Research Scholar, Department of Psychology, Aligarh Muslim University, Aligarh, Uttar Pradesh, India

<sup>2</sup> Associate Professor, Department of Psychology, Aligarh Muslim University, Aligarh, Uttar Pradesh, India

### Abstract

In this research article, an attempt was made to identify significant correlates and critical predictors of emotional competence. A large number of researches were examined. The significant correlates and predictors of emotional competence emerged as mental health, social behaviour, maladjustment, forgiveness, happiness, adolescent risky behavior, well-being, emotional abilities, self-efficacy, empathy, life satisfaction, social support, resilience, psychopathology, risk behaviours and self-esteem. Though, age, gender, type of school, working & non-working conditions and residential locality from demographic perspective emerged as significant correlates and predictors. While analyzing the researches, the validity of statistics, statistical design and use of reliable and valid psychometric properties of variables under study was the qualifying condition. The results compiled in the article will help the research professionals to visualize significant correlates and predictors in summative form.

**Keywords:** emotional competence, mental health, social behaviour, resilience, well being

### Introduction

Kumar in 2015 <sup>[7]</sup> conducted a study on Emotional Competence as a predictor of mental health of pre-service teachers. The purpose of his study was to investigate such factors which are responsible for teachers "poor mental health and instability in emotions which are affecting teachers mental health and emotionality". A sample size of 120 science pre-service teachers from colleges of education of four districts of Himachal Pradesh was selected. The scale of emotional competency developed by Sharma and Bhardwaj (1998) was used to measure emotional competence of pre-service teachers of science. The scale has 30 items to measure five emotional competencies where each competency measured by six items selected for the purpose. The reliability of total emotional competence was 0.76 which was determined by split-half method. The validity of this scale has been determined with factor A and C of 16 -personality factor sub questionnaire and found to be 0.64 and 0.69 respectively.

The results of the study revealed that pre-service teachers of science belonging to general and reserved categories were found significantly different in their mental health. The poor score of mental health of pre-service teachers belonging to reserved category indicates their weakness in qualities like self-confidence, self-acceptance, self-identity, self-realization, acceptance of others and adjustment in different situations.

Shabani, J. *et al.* (2010) <sup>[2]</sup> conducted the study on Exploring the relationship of emotional intelligence with mental health among early adolescents. The participants of the study consisted of 247 high school students. Emotional intelligence inventory, youth version was developed by Reuven Bar -On and James D.A. This is a 60-item inventory and is a self-report instrument designed to measure emotional intelligence in young people aged 7 to 18 years. Responses are invited on a four-point scale ranging from "very seldom true of me" to

"very often true of me". For this study the simple Likert method (1–2–3–4) was chosen. The measure yields an overall EI scores (range 60–240). The scale has a Cronbach's alpha of 0.74.

The hypotheses of the present study (i.e., the emotional intelligence negatively correlate with the negative symptoms of mental, and emotional intelligence can predict mental health scale and sub-scales) are supported. The findings of the present study indicate that the different levels of emotional intelligence established, to some extent, related with mental health scales and sub-scales (total mental health, somatic symptom, anxiety, social dysfunction and depression). Negative correlation of emotional intelligence with negative symptoms of mental health scales and sub-scales highlights that emotional intelligence can be helpful as means in dealing with mental health of school students of republic Islamic of Iran. Finally we can sum up that the significant relationship of emotional intelligence and mental health and sub scales of mental health. Furthermore, the results of the study revealed that mental health and mental health scales effects by Emotional intelligence.

Liab, D. (2007) <sup>[3]</sup> conducted a study on Attachment with parents and peers in late adolescence links with emotional competence and social behavior. The aim of the study was to examine the relationship between parents and peer attachment, emotional competence and social behavior in the stage of late adolescence. In all 170 late adolescents were participated in the study. To measure emotional expressiveness, participants completed the self-expressiveness questionnaire (seq; Halberstadt, Cassidy, Stifter, Parke & Fox, 1995) <sup>[24]</sup>. The seq (rated on a nine-point scale) assesses how frequently the adolescent expresses emotions that are positive (a = . 86), negative dominant (a = . 80), or negative-submissive. Negative dominant emotions consist of those negative emotions that are

abrasive and confrontational (Halberstadt, Crisp, & Eaton, 1999).

The results of the study examined that attachment security with both parents and peers were significantly related with aspects of adolescent's emotional and social competence. Also in the study the path model showed that parents and peer attachment had no direct relationship with social behavior. Instead, the relationship between the parents and peer attachment were indirect, mediated through aspects of emotional competence.

Wrong, S. S. and Ang, R. P. (2007) [4]. Carried out a study emotional competencies and maladjustment in Singaporean adolescents and the aim of this study was to measure the relationship between four emotional competencies and four factors of maladjustment. The sample of the study consisted of 217 students. Emotional quotient inventory: youth version was used to measure general emotional competence and its components. The measure consists of 24 items that provide an emotional competence total score and scores on four scales – intrapersonal skills, interpersonal skills, adaptability skills, and stress management skills. The items used a Likert scale of 1 = never, seldom; 2 = sometimes; 3 = often; 4 = very often. Bar-on and parker (2000) (reported internal reliability) Coefficients ranges from. 77 to. 87 for subscales and full scale (males, 16–18 years), and ranging from. 75 to. 87 for subscales and full scale (females, 16–18 years). Cronbach's alpha for the scales in the current sample ranged from. 62 to. 84 test–retest reliability coefficients (3 weeks) range from. 81 to. 88.

The findings of the study revealed that stress management skills significantly predicted overall maladjustment, anti-social behavior, anger control problems, emotional distress and negative self-problems. The three remaining emotional competencies, interpersonal skills significantly predicted negative self-problems. Apart from this intrapersonal skills and adaptability skills were not predictive of any of the four factors of maladjustment.

Conceptual framework, methodology, sample, research design, results & discussion, findings see: <http://www.sciencedirect.com/science/article/pii/S0191886907002322>

Dumitriu, C., Timofti, L. and Dumitriu, G. (2014) [4]. In their study, they focused on assessing the level of emotional competence and suggests some effective strategies of formative intervention. 210 students were taken for this study. In the present study the emotional intelligence questionnaire (EIQ) and the emotional maturity questionnaire (EMQ) were used. The emotional intelligence questionnaire (EIQ) composed of two sets of questions, with Yes" and No" answers. The score was obtained by summing the responses of each item. Depending on the score, the participants can be placed into one of the following categories: 7 points or less – low level; 8-16 points – medium level; 17-30 points – high level of emotional intelligence. As for EMQ, it measures the degree of emotional maturity and it is structured on 25 items with Yes" and No" answers. The score is obtained by summing the points for each item and by dividing it to 25. A score up to 10 points signifies infantilism and a score over 25 points means a normal emotional maturity.

The findings of the study revealed that the level of emotional

intelligence of students recorded average and above average (high), regardless of age, gender and speciality. Whereas the level of emotional maturity recorded significant differences according to gender, age and specialization.

Kumar, S. (2012) [28]. made an attempt to explore the study on Emotional competence of Senior Secondary School teachers in relation to their age, gender, type of school & locality The study was conducted with an aim to evaluate emotional competence on the basis of gender, age, school type and location. 200 secondary school teachers were taken as a sample to for this study. The Emotional competence scale by H.C. Sharma and R. Bharadwaj was used to collect the data.

The findings of the study revealed that no significant difference was found in emotional competence of teachers on the basis of gender whereas a significant difference has been found in emotional competence of teachers on the basis of their age and type of school.

Celeste simões *et al.* (2012) [6] examined the Risk behaviors in adolescents with special needs: Are social and Emotional competences important? The main aim of the study was to investigate the role of negative life events and emotional and social competences on risk behaviors, in a population of Portuguese adolescents with special needs. 494 adolescents were taken to complete the study. The questionnaire used in this study was the "risk and resilience in adolescence survey" (simões, matos, tomé, *et al.*, 2009). This questionnaire includes, besides socio-demographic questions, a set on HBSC/WHO questions regarding life styles and a set of questions related with resilience, life events, and mental health.

The findings of the study revealed that negative life events and some of personal and social competencies – cooperation and communication, empathy, self-awareness, and self-efficacy are related to risk behaviors. Further, Adolescents that present higher levels of negative life events or lower levels of these competences present higher levels of disruptive behavior.

Thakur, K.S. and Kumar, S. (2013) [29] conducted a study on mental health as a predictor of emotional competence of prospective teachers of science. The sample of the study was consisted of 120 potential teachers of science. The investigator used scale of emotional competence (sec) developed by Sharma and Bhardwaj (1998) to measure emotional competence of prospective teachers of science. The scale has 30 items to measure five emotional competencies where each competency was measured by six items selected for the purpose. The reliability of total emotional competence was 0.76 that was determined by split-half method. The validity of this scale has been determined with factor A and A of 16-personality factor questionnaire and found to be 0.64 and 0.69 respectively.

The results of the study revealed that prospective teachers of science belonging to general and reserved categories were significantly different in their emotional competence. Further the results of the study shown that no significant difference was found in the emotional competence of high and low mentally healthy prospective teachers of science. Moreover, the study also reported that no significant interactional effects were found between the variables.

Mehrotra, K & Dua, R.Sai (2014) [7] in their study Gender and

locality matter in emotional competence of adolescents attempted to assess the emotional competence among adolescents. To complete this study the sample of 600 adolescents were taken. Emotional competence scale (ecas) was used in this paper; the scale consists of 30 items, each having five different options for responses. This scale evaluates individuals on five dimensions of emotional competence such as adequate depth of feeling, adequate expression and control of emotions, ability to function with emotions, ability to cope with problem emotions and enhancement of positive emotions. The reliability of the scale has been derived by employing two methods, viz., test-retest (.90) and split-half method (.82). The ECA-scale was found to have moderate validity. Validity ranged from .64 to .69.

The findings of the study revealed that the students have average level of emotional competence on various dimensions of emotional competence scale and girls showed more enhancements of positive emotions than the boys. Urban students showed more enhancements in positive emotions than the rural students. On all the other dimensions of emotional competence scale and also on overall emotional competence, rural and urban students were found similar.

Devassy, V.P. and Raj, S.J.M. (2014)<sup>[8]</sup> conducted a study on the relationship between emotional competence, forgiveness, and happiness among adolescents in their study they tried to assess the association between emotional competence, forgiveness and happiness among adolescents. 237 adolescents were taken to complete this study. The author measured the emotional competence of the adolescents using the emotional competence scale developed by Sharma and Bharadwaj (1995)<sup>[35]</sup>. It consisted of 30 items a five point Likert scale in measuring five emotional competencies. The scale has a test-retest reliability of .74 and split half reliability of .76. The validity of the scale was arrived at with factor A and C of 16 pf questionnaire and was found to be .64 and .69.

The findings of the study revealed positive correlation between emotional competence and happiness. However, no significant relationship was found between forgiveness and happiness. Gender differences were observed in happiness and four dimensions of emotional competence.

Hessler, D. and Katz, L.F (2011)<sup>[25]</sup> made an attempt to explore the study Brief report: associations between emotional competence and adolescent risky behavior. The aim of the study was to assess the relationship between emotional competence and adolescent risky behavior. 88 children were participated to complete this study. For emotional competence, Items were coded on a Likert-type scale with 5="strongly agree" to 1="strongly disagree" and 0="don't know". Scores were derived by summing items within each dimension and using mean substitution for "don't know" responses Inter-rater reliability using Pearson r correlations ranged from  $r=.60$  to  $r=.91$  across the scales and time points. Coding of CMEI was organized into three conceptually based dimensions per emotion (sadness and anger) including children's: (1) awareness/ understanding of their own emotion, (2) comfort with their expressivity of their own emotion, (3) regulation of their own emotion, the average alpha across scales and time points was .68. Alphas for individual scales were comparable to those previously found (Hunter, 2008).

The findings of the study revealed that children with poor emotional awareness and regulation had a higher likelihood of using hard drugs. Difficulty regulating emotions was related with having more sexual partners, and both emotion regulation and expression difficulties were associated with greater behavioral adjustment problems. Results were consistent across the concurrent and longitudinal findings and pointed to anger as an important emotion. The results of the study further suggested that children's emotional competence may serve as a useful point of intervention to decrease risky behavior in adolescence.

Ciarrochi, Jan Scott. (2006)<sup>[11]</sup> carried out a study The link between emotional competence and well-being: a longitudinal study. The study was aimed to assess the relationship between emotional competence and well-being. 163 university students were carried out to complete this study. Following measures were used in the present study for the construct of emotional competence the problem orientation scale (nine items) of the social problem solving inventory consists of statements such as 'I avoid dealing with problems in my life' (frauenknecht & black, 1995)<sup>[23]</sup>. The emotional control questionnaire measures people's ability to control emotions in trying circumstances, and consists of scales measuring 'aggression control', 'rumination', 'benign control', and 'emotional inhibition' (ciarrochi *et al.*, 2003; roger & najarian, 1989, 1998)<sup>[21, 13, 32]</sup>. The measure of central importance to the present study is the rumination scale, which consists of items such as 'I find it hard to get thoughts about things that upset me out of my mind'. Consistent with its validity, the rumination scale has been shown to predict delayed recovery from stress, as indicated by delayed heart-rate (roger & Jamison, 1988) and physiological (cortical) recovery (roger & najarian, 1998). The Toronto alexithymia scale is a 20-item, self-report measure that is broken down into three subscales: difficulty identifying feelings (seven items), difficulty describing feelings (five items), and externally-oriented thinking (eight items) (bagby *et al.*, 1994b<sup>[10]</sup>; Taylor, 2000). The scale predicts the ability to process and manage emotional states and the ability to recognize faces (Taylor & Taylor, 1997)<sup>[36]</sup>. The results of the study suggested that well-being decreases in absence of emotional competence.

Hen, M. & Goroshit. (2016)<sup>[12]</sup> conducted a study examined the relationship between emotional abilities and self-efficacies and empathy among teachers. The sample of the study was 312 teachers. To measure emotional self-efficacy, we used emotional self-efficacy scale (kirk, schutte, & Hine, 2008)<sup>[26]</sup>. This instrument comprised 32 items on a 5-point likert scale (from 1—does not describe me at all to 5—describes me well). This instruments validity has been tested and established in different populations, like university students (Dacre pool & qualter, 2012)<sup>[22]</sup> and young adolescents (Qualter *et al.*, 2015)<sup>[31]</sup>, and in different ethnic groups, like Turkish students (totan, 2014)<sup>[37]</sup>. In addition, this instrument was tested for test-retest reliability and was found to be reliable (Kirk *et al.*, 2008)<sup>[26]</sup>. In our research, the internal reliabilities of the dimensions were:  $\alpha = .83$  for understanding emotions,  $\alpha = .89$  for perceiving other's emotions,  $\alpha = .87$  for facilitating emotions, and  $\alpha = .84$  for regulating emotions.

The results of the study revealed that a strong positive association between the three social-emotional competencies,

and direct and indirect (via teachers' self-efficacy) effects of emotional self-efficacy on empathy.

Ciarrochi, J. *et al.* (2003) <sup>[13, 21]</sup> made an attempt to explore the relations between social and emotional competence and mental health: a construct validation study. The study assessed a variety of aspects of social and mental health (e.g. Depression, anxiety, hopelessness, suicidal ideation, life satisfaction, social support). Three hundred and thirty-one university students participated in this study. Emotional control questionnaire (Eke; Roger & Najarian, 1989) <sup>[32]</sup> were used in the present study. The Eke measures people's ability to control emotion in trying circumstances, and consists of scales for measuring "aggression control", "rehearsal", "benign control", and "emotional inhibition". Participants rate statements true or false of themselves on each of the 14-item scales. Example items and alphas from each scale are as follows: rehearsal ( $\alpha=0.80$ ; "I find it hard to get thoughts about things that upset me out of my mind."); emotional inhibition ( $\alpha=0.77$ ; "when something upsets me, I prefer to talk to someone about it rather than bottle it up"), benign control ( $\alpha=0.63$ ; "I often say things without thinking whether I might upset others")

The results of the study revealed that all Social and Emotional Competence measures except minimizing emotions had significant incremental value over the other measures and over stressful events in predicting social and mental health.

Habib, U., Habib, O., Ansari, A. (2016) <sup>[14, 15]</sup> conducted a study on emotional competence in male and female adolescents of Jammu and Kashmir. The present study was aimed to assess the emotional competence in male and female of Jammu and Kashmir. The sample of this study consists of 200 adolescents between the age group 16 to 19 yrs and the data was collected from two main senior secondary schools of Baramulla district (Kashmir). Emotional competence assessment scale (ECAS) was used in the present study. The scale has been developed by Paiva and Dr. Kumar in the year 2009 <sup>[30]</sup>, which is used for all age groups. With all in all 35 items and eight dimensions, each dimension consisting of 5 items. The eight dimensions of the scale are; happiness, love, interest, sympathy, fear, anger, sadness and jealousy. It is a four-point scale where the subject has to choose one from four responses namely; Always, Sometimes, Rarely and Never.

The findings of the study revealed that male and female adolescents differ significantly in respect to their emotional competence. Examination of the various dimensions of emotional competence further revealed that female adolescents scored significantly high on three dimensions of emotional competence (happiness:  $m = 9.90$ , love:  $m = 9.83$  & interest:  $m = 10.10$ ). Dimension-wise analyses of emotional competence revealed that male and female adolescents do not differ on the following dimensions i.e.; anger, sadness & jealousy, but they do differ on the dimensions of happiness, love, interest and sympathy.

Habib, U., Habib, O., Ansari, A. (2016) <sup>[14, 15]</sup> carried out a study on correlational studies of resilience, emotional competence and self-esteem. The study was aimed to explore correlation if there exists any between resilience and self-esteem, resilience and emotional competence and emotional competence and self-esteem. 289 victims of Kashmir flash floods (2014) served as participants. Emotional competence

assessment scale (ECAS) developed by Paiva and Kumar (1999) was used to assess the emotional competence of participants. The findings of the study revealed a positive correlation between resilience and emotional competence, resilience and self-esteem and emotional competence and self-esteem.

Greg., Kirigin M., Ligutić RS, Bilać S. (2014) <sup>[14]</sup> made an attempt to examine the emotional competence of mothers and psychopathology in preschool children with specific language impairment (SLI). This study aims to establish whether mothers of children with specific language impairments (SLI) have reduced emotional competence and whether individual dimensions of maternal emotional competence are related to emotional and behavioral problems in children. The clinical sample comprised 97 preschool children (23 girls) with SLI from, while the peer sample comprised 60 (34 girls) developmentally normal preschool children. The emotional competence of mothers was evaluated by using the Emotional Competence Questionnaire (ECQ-45). Emotional and behavioral difficulties in children were assessed by mothers, speech therapists, and teachers, using Achenbach's CBCL and CTRF scales. Cronbach's internal reliability coefficients of all scales ranged from 0.80 to 0.92.

The results of the study revealed that a lower emotional competence was found in mothers of children with specific language impairments. Mothers in clinical and peer samples differed in their ability to express emotions, while there was no statistically significant difference in their ability to recognize and manage emotions. Poor emotional regulation in mothers was linked to increased emotional reactivity, anxiety, and depressive manifestations in children with SLI, as well as to their speech comprehension.

Hundekar, *et al.* (2015) <sup>[17]</sup>. Conducted a study on emotional competence of working and not working women. The present study was an attempt to examine the emotional competence of working and non-working women from the urban and rural areas of Dharwad Taluk. A total of 120 working and non-working women were recruited for the study that were administered emotional competence scale developed by Bharadwaj and Sharma in 1995 <sup>[35]</sup>. The test-retest reliability of the scale is 0.74 and split-half reliability is 0.76. The validity of this scale has been determined with factor A and C of 16 personality factor questionnaire and was found to be 0.64 and 0.69 respectively.

The findings of the study suggested that emotional competence was higher in both urban employed and non-employed women. Rural employed and non-employed women were incompetent with their emotions. Emotional competence influences the potentialities for learning and developing the emotional literacy necessary for quality of life, life satisfaction and overall happiness.

## Discussion

Emotional competence is considered as an ability to appropriately display one's emotions and inner feelings. It is considered a social skill to interpret and understand the emotions displayed by others as well as of us. This paper examined the cluster of research studies pertaining to emotional competence and found that there are various predictors as well as correlates of emotional competence. Research studies conducted by Kumar showed that qualities

like self-confidence, self-acceptance, self-identity, self-realization, acceptance of others and adjustment in different situations were essential for better emotional competence.

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Dumirtriu, Timofti and Dumirtriu (2014) [5] Kumar S (2012) [28], Thakur and Kumar (2013) [29] Mehrotra and Dua (2014) [7] in different studies studied the role of emotional competence where gender and area of residence were studied with relation to emotional intelligence. Emotional competence researches need to be gear up and wider areas need to be studied in relation with emotional competence.

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