Psicología y Educación. Presente y Futuro

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Directrices para el desarrollo profesional de la inteligencia emocional en estudiantes universitarios a través de un contexto de aprendizaje permanente

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El objetivo es explorar el desarrollo de la inteligencia emocional dentro de un entorno virtual de aprendizaje activo intercultural en línea con la misión de la Asociación Europea para la Garantía de la Calidad en la Educación Superior (ENQA): contribuir de manera significativa al mantenimiento y mejora de la calidad en la Educación Superior a un alto nivel.

La inteligencia emocional implica dos competencias importantes: (1) la capacidad de reconocer las emociones propias y ajenas; así como (2) la capacidad de utilizar esa información para resolver conflictos y mejorar las interacciones con otras personas.

Los resultados sugieren que las destrezas socioemocionales son relevantes para alentar los estudiantes a ampliar sus horizontes y experiencias. De esta manera, se pretende contribuir al compromiso de mejorar los programas de estudio para adaptarlos a los cambios sociales; especialmente en los países en transición, donde las reformas políticas e institucionales implican cambios frecuentes y donde son esenciales los procesos de adaptación inherentes a los entornos educativos y profesionales. Por último, las líneas de investigación futuras contemplan el seguimiento de los logros en la adquisición de competencias socioemocionales en la etapa de postgrado.

Palabras clave: Inteligencia emocional; Educación Superior, Aprendizaje virtual; Tecnología inmersiva
1. Introduction

Emotional Intelligence (EI) is the ability to deal with your own and others emotions. Nowadays, there has been a growing body of research on academic achievement and emotional intelligence (Mayer, Caruso, Panter, & Salovey, 2012; Mayer, Panter, & Caruso, 2012; Ivcevic, Brackett, & Mayer, 2007; Mayer, Salovey, & Caruso, 2004b; Mayer & Epstein, 2000; Mayer & Beltz, 1998; Mayer & Geher, 1996). In fact, the emotional skills teaching have been growing in importance around the world for decades (Mayer, Caruso, & Salovey, 1999; Mayer & Salovey, 1995; Mayer & Salovey, 1993).

Higher Education policy on emotional intelligence provides all overview of the research areas of emotional; inte-
lligence, social and emotional learning, and character education (Brackett, Mayer, & Warner, 2004; Mayer, Salovey, & Caruso, 2004a; Brackett & Mayer, 2003; Ciarrochi, Caputi, & Mayer, 2003; Caruso, Mayer, & Salovey, 2002; Mayer, Salovey, Caruso, & Sitarenios, 2001; Cobb & Mayer, 2000).

So, this article analyzes how the abilities of the intelligence could develop with an advanced training cross-cultural course on emotional intelligence by e-learning systems.

2. Method

2.1. Participants

The study was conducted on a sample of 778 students who were enrolled in Higher Education. With the objective of evaluating the cross-cultural intervention performed, students were divided into 3 groups: Moldova (N=302), Romania (N=112), Ukraine (N=15), Spain (N=193) and Argentina (N=156).

2.2. Measures

The Students Academic Satisfaction Scale is a questionnaire that is specifically designed to assess satisfaction of university students with the Advanced Training Course on Emotional Intelligence.

This satisfaction survey (Appendix I) comprises 15 self-referencing statements and requires subjects to rate the extent to which they agree or disagree with each statement on a five-point scale (1 = strongly disagree; 5 = strongly agree). Participants reply on a likert scale and a total score is derived by summing up the item responses. The scale had an overall Cronbach’s alpha coefficient of .91.

2.3. Procedure

First, we requested an interview with the dean or rector of each University to present the project and request permission to conduct the research.

Secondly, lecturers who had given classes during the academic year were contacted. We arranged sessions, times and days during which assessments could be carried out and the various instruments completed.

After the random assignment of the study participants, we conducted a briefing of the each students group in order to present the project and ask for their voluntary participation. Participants received brief oral instructions together with a packet of documents. The documents included a cover letter, a consent form and instructions.

Subsequently, we run the ATCEI program. First of all, the participants’ works in a virtual campus across flipped classroom methodology. Secondly, in each of the presencial lessons, the objective of the work block that will be considered is defined. At the end, the conclusions are share in the Virtual Learning Platform across Immersive Technology.

Finally, the teacher reviews the results of the session to prepare the next lesson based on the pace of learning by the student body. To conclude, the students who have successfully followed the course got a diploma.

3. Results

In order to assess whether there were a higher degree of satisfaction of the work completed during the development of the programme and the effort that completing the programme to develop emotional competencies required of
students across the different cultures, a comparison of means of the scores on the survey administered to the countries groups was conducted and the results showed that there were a higher satisfaction in all groups.

In fact, the findings included greater satisfaction related to the objectives established in the course in the given period (the objectives were adequate for the planned duration and the established work schedule), the evaluation criteria (I found the evaluation criteria to be understandable), the general exercises (in general, the exercises of the course satisfied my expectations) and the means used for its completion (it would be positive to work on the subject in a Virtual Learning Platform across Immersive Technology because doing so allows organizing the resources and tasks in blocks of work that make it easier for me to understand the exercises).

To conclude, the total scores of satisfaction is higher in all countries groups, specifically a 93% of students is highly satisfied with the ATCEI program and the result achieved in Moldova (N=302), a 88% of students is highly satisfied in Ukraine (N=15), a 91% of students is highly satisfied in Romania (N=112), a 83% of students is highly satisfied in Spain (N=193) and a 78% of students is highly satisfied in Argentina (N=156) (Figure 1).

4. Discusión

In the last decade, Emotional Intelligence has played a crucial role in the training of students, supporting them in understanding the world around us, making them active citizens, responsible and capable of innovation in a knowledge-based society (Rivers et al., 2013; Duncan et al., 2013; Rivers, Brackett, Reyes, Elbertson, & Salovey, 2013; Lopes, Mestre, Guil, Kremenitzer, & Salovey, 2012; Ermer, Kahn, Salovey, & Kiehl, 2012; Brackett, Reyes, Rivers, Elbertson, & Salovey, 2012).

In fact, in recent years emotional intelligence programmes have been used in a plethora of countries and cultures in order to improve academic achievement and life success (Brackett, Rivers, Reyes, & Salovey, 2012; Lopes et al., 2011; Cote, Lopes, Salovey, & Miners, 2010; Brackett, Palomera, Mojsa-Kaja, Reyes, & Salovey, 2010). In this way, the student perception about satisfaction in the Advanced Training Course on Emotional Intelligence can act as an essential tool to enhance the universities service quality.

So, this article analyzes how the abilities of the intelligence could develop with an advanced training cross-cultural course on emotional intelligence by e-learning systems. Emotionally intelligent people are defined in part as those who regulate their emotions according to a logically consistent model of academic and cognitive functioning.
Students who are good at connecting thoughts to feelings may better “hear” the emotional implications of their own thoughts, as well as understand the feelings of others from what they say (Mayer, Salovey, & Caruso, 2008; Reis et al., 2007; Dunn, Brackett, Ashton-James, Schneiderman, & Salovey, 2007; Lopes, Grewal, Kadis, Gall, & Salovey, 2006; Mestre, Guil, Lopes, Salovey, & Gil-Olarte, 2006).

In fact, some forms of emotional problem solving require emotional openness as well as general intelligence (Mayer et al., 2008; Reis et al., 2007; Dunn et al., 2007; Lopes et al., 2006; Mestre et al., 2006).

In this way, we are trying to maintain and enhance the quality of Higher Education at a high level, and to act as a major driving force for the development of quality assurance across several countries in order to develop and share good practice on emotional competence training.

5. Conclusions

In conclusion, the present paper presents a higher satisfaction of university students’ among ATCEI in Spain, Moldova, Argentina, Romania and Ukraine. The use of this new program helps to provide a new approach to various learning styles and improve the social-emotional competences, while helping to motivate and encourage students to find a desire for a kind of education on their own terms and perhaps with a new “perception” of learning today through educational technologies.
References


### APPENDIX II: Students Academic Satisfaction Scale

<table>
<thead>
<tr>
<th>SATISFACTION SURVEY</th>
<th>Disagree</th>
<th>Somewhat agree</th>
<th>Quite agree</th>
<th>Highly agree</th>
<th>Totally agree</th>
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<tbody>
<tr>
<td>1. The activities and practical tasks have facilitated an appreciative of the theoretical concepts about Emotional Intelligence</td>
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<td>2. The objectives have been sufficient for the planned duration and labour schedule proposed.</td>
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<td>3. In general, I consider the utilized methodology to be adequate in the lessons.</td>
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<td>4. I consider working through the ATCEI to be attractive and beneficial.</td>
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<td>5. I have had the opportunity to ask questions that arise during the course of the tasks, in presencial and virtual lessons.</td>
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<td>6. It would be good to work on the course in a Virtual Learning; Immersive and technology because doing so allows organizing resources and tasks in work blocks that facilitate my understanding of the exercises.</td>
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<td>7. I consider the evaluation criteria to be comprehensible, understandable and clear.</td>
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<td>8. I believe the knowledge that I have gained will positively affect my academic work and professional future development.</td>
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<td>9. I believe that the competencies that I have gained will help me better recognize my emotions and manage them successfully.</td>
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<td>10. My participation during the exercises of the course has been dynamic and active.</td>
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<td>11. In general, the lessons and task of the course have satisfied my expectations and requests.</td>
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<td>12. My motivation and interest during the exercises have been constructive and encouraging.</td>
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<td>13. I consider ATCEI to be a high-quality resource for my socio-emotional development.</td>
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<td>14. I consider this course to be a good motivation for my academic improvement.</td>
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<td>15. I consider this course to be an important support and inspire for my future performance.</td>
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