Artículos científicos

Gestión del talento humano, calidad, competencias socioemocionales y bienestar psicológico: el reto profesionalizador de las universidades

Management of Human Talent, Quality, Socio-Emotional Skills, and Psychological Well-Being: The Professionalizing Challenge of Universities

Gestão do talento humano, qualidade, competênciassocioemocionais e bem-estar psicológico: o desafioprofissionalizante das universidades

Sandra Carina Fulquez Castro
Universidad Autónoma de Baja California, México
sfulquez@uabc.edu.mx
https://orcid.org/0000-0003-1673-4503

Luis Fernando García Hernández
Universidad Autónoma de Baja California, México
luis.fernando.garcia.hernandez@uabc.edu.mx
https://orcid.org/0000-0003-4704-1662

Joaquín Vázquez García
Universidad Autónoma de Baja California, México
joaquinvazquez@uabc.edu.mx
https://orcid.org/0000-0003-1636-5584

Liliana Zamora Alvarado
Universidad Autónoma de Baja California, México
zamora.liliana@uabc.edu.mx
https://orcid.org/0000-0001-9029-7749

Resumen

El mundo laboral actual se ha caracterizado por ser cambiante y requerir de trabajadores creativos, entusiastas, emprendedores y con talante para afrontar las demandas del contexto profesional de forma exitosa. El objetivo de esta investigación fue evaluar las carencias relacionadas con la gestión del talento humano a través de competencias socioemocionales, manejo del estrés y bienestar psicológico para la calidad con universitarios en formación terminal. La metodología utilizada se basó en un enfoque cuantitativo, no experimental, descriptivo y transversal. La muestra se compuso de 67 universitarios de último año de licenciatura, bajo un muestreo por conveniencia. Los instrumentos utilizados han sido un cuestionario de variables sociodemográficas creado para este estudio, la Escala de Bienestar de Ryff, la Escala Rasgo de Metaconocimiento (TMMS-24) y el Inventario SISCO de Estrés Académico. Los resultados indican que 31.34 % de los participantes no poseen habilidades para identificar y expresar adecuadamente sus emociones; 47.76 % percibe que no comprende su estado emocional. Los estresores más frecuentes identificados por los estudiantes han sidola sobrecarga de tareas (82 %) y las evaluaciones (63 %). Los síntomas psicológicos más identificados han sido la ansiedad, la angustia y la desesperación, ya que fueron reportados por 64.5 % de la muestra. En referencia al bienestar psicológico, 84.7 % afirma que no identifica tener salud física ni mental. Existe una correlación significativa (sig. = 0.03) entre las variables grado de bienestar psicológico con atención emocional (sig. = 0.03) y regulación emocional (sig. = 0.04).En conclusión, los resultados arrojaron bajos niveles de competencias socioemocionales, inadecuados estilos de afrontamientos al estrés y falta de recursos para obtener bienestar psicológico, así como una relación entre el grado de bienestar psicológico y las competencias socioemocionales.

Palabras clave:afectividad, competencia para la vida, competencia profesional, enseñanza superior, salud mental.

Abstract

Today's world of work is changing and requires enthusiastic creative workers with entrepreneurship and the spirit to face the demands of the professional context successfully. The objective of the study was to evaluate the deficiencies related to the management of human talent through socio-emotional competencies, stress management and psychological well-being for quality with university students in terminal training. The methodology used was based on a quantitative, non-experimental, descriptive and cross-sectional method. The sample was made up of 67 last year university students, under a convenience sampling. The instruments used were a questionnaire with questions related to sociodemographic variables, the Ryff Well-being Scale, the Meta-Knowledge Trait Scale (TMMS-24) and the SISCO Inventory of academic stress. The results obtained indicate that 31.34% of the subjects do not have the skills to adequately identify and express their emotions; 47.76 % perceive that they do not understand their emotional state. The most frequent stressors identified by the students have been, in the first place, the overload of tasks (82 %) and later the evaluations (63 %). The most identified psychological symptoms have been anxiety, anguish and despair, since they have been reported by 64.5 % of the sample. In reference to psychological well-being, 84.7 % affirm that they do not identify having physical or mental health. There is a significant correlation (sig. = 0.03) between the variable degree of psychological well-being with emotional attention (sig. = 0.03) and emotional regulation (sig. = 0.04).In conclusion, the results showed low levels of socio-emotional skills, inadequate styles of coping with stress and lack of resources to obtain psychological well-being, as well as a relationship between the degree of psychological well-being and socio-emotional skills.

Keywords:emotions, basic learning skills, skill requirement,intelligence,emotions,higher education, mental health.

Resumo

O mundo do trabalho atual está mudando e requer trabalhadores criativos entusiasmados, com empreendedorismo e espírito para enfrentar com sucesso as demandas do contexto profissional. O objetivo do estudo foi avaliar as deficiências relacionadas à gestão do talento humano por meio de competências socioemocionais, gestão de estresse e bem-estar psicológico para qualidade com universitários em estágio terminal. A metodologia utilizada baseou-se em um método quantitativo, não experimental, descritivo e transversal. A amostra foi composta por 67 universitários do último ano, em amostragem por conveniência. Os instrumentos utilizados foram um questionário com questões relacionadas a variáveis sociodemográficas, a Ryff Well-being Scale, a Meta-Knowledge Trait Scale (TMMS-24) e o SISCO Inventory of Academic Stress. Os resultados obtidos indicam que 31,34% dos sujeitos não possuem habilidades para identificar e expressar adequadamente suas emoções; 47,76% percebem que não entendem seu estado emocional. Os estressores mais frequentes identificados pelos alunos foram, em primeiro lugar, a sobrecarga de tarefas (82%) e posteriormente as avaliações (63%). Os sintomas psicológicos mais identificados foram ansiedade, angústia e desespero, pois foram relatados por 64,5% da amostra. Em relação ao bem-estar psicológico, 84,7% afirmam não identificar ter saúde física ou mental. Existe uma correlação significativa (sig. = 0,03) entre a variável grau de bem-estar psicológico com atenção emocional (sig. = 0,03) e regulação emocional (sig. = 0,04). habilidades emocionais, estilos inadequados de enfrentamento do estresse e falta de recursos para obter bem-estar psicológico, bem como uma relação entre o grau de bem-estar psicológico e as habilidades socioemocionais.

Palavras-chave: afetividade, competência para a vida, competênciaprofissional, ensino superior, saúde mental.

Introduction

The purpose of higher and upper secondary education is to promote the achievement of professional, technical and conceptual skills in students, as well as the acquisition of social skills (cooperative work, cognitive flexibility and adaptation to situations, effective communication, leadership...) and personal skills (self-motivation). , self-knowledge and management of own and others' emotions). Emotional management corresponds to emotional intelligence (EI), defined by a set of skills aimed at using information to resolve conflicts: interpersonal, intrapersonal and emotional regulation skills. Companies need professionals who identify opportunities and prevent conflicts, who are creative and decisive. This leads to developing in students skills related to emotional management, which would correspond to learning to live together, to do, to be and learn to learn (four pillars of Delors).

For some decades, internationally it is intended to achieve a higher educational quality at different levels and one of the most outstanding elements of this objective, specifically of the universities, is measured by the labor insertion and the performance of the graduates.

Society demands increasingly prepared professionals, technicians and workers; it is the knowledge society and it is global, which makes it a changing scenario in which it is necessary to analyze, innovate and decide. Knowledge is more complex and the subject is surrounded by information, you just have to know how to select it to use it in the situations and needs of the context that arise. This ability to apply knowledge is what competency-based education aims to achieve, especially in higher education, not relegating the integral formation of the human being. According to Cano (2008), competency proposals should include sets of knowledge, skills and attitudes that interact with each other and that include intelligences that have not been promoted in educational systems, since they focus on cognitive intelligence. Likewise, Lasnier (2000) points out that competence is not only the integration of skills and abilities, but also includes cognitive, affective and social skills. Therefore, it is possible to affirm that we are talking about elements of emotional intelligence, since the person must be aware of the stimuli or scenarios that surround him, understand them, but not only situations, but also detect and understand how he feels in the face of these new challenges and how to respond, act, in front of them. In addition to this

fact, Tardif (1992) mentions that there are three levels of information processing: affective, cognitive and metacognitive.

The world requires professionals capable of responding to problems and needs, capable of foreseeing conflictive situations and with the ability to create. This means that the worker not only has self-confidence for the creation of new ideas-innovation and entrepreneurship, but also a wide range of strategies against adversity, that is, that they effectively face stressful circumstances with optimism. Consequently, the challenge is to train professionals capable of solving problems with ethical commitment and social responsibility.

In this way, the concept of competence is related to efficient behaviors, actions that result from the combination of knowledge, skills, experiences, motivations, personality characteristics, interests, among others. Within these competencies, emotional competencies stand out, since emotion is the basis of motivation and behavior.

Therefore, this study, from its approach, aims to evaluate the shortcomings related to the management of human talent through socio-emotional skills, stress management and psychological well-being for quality with university students in terminal training. Therefore, it is necessary to determine if future professionals have the psychological resources (understood as tools belonging to human talent for the efficient performance of their work and the achievement of quality in organizations) necessary for their future professional performance.

To achieve the objective, the classification of Namakforoosh (2002) was followed. According to which, this research is non-experimental, cross-sectional, interrogation and correlational. In addition, it is quantitative (Hernández, Fernández and Baptista, 2012) and a sample obtained by a non-probabilistic convenience sampling technique was used. According to Montero and León (2002), this research is a descriptive study through surveys and ex post facto.

Quality in educational organizations: considerations for talent training

The concept of quality is subjective, it will depend on ideals formed by a group of people and a certain sociocultural context. And in the case of education, of a particular context, yes, but it also responds and adjusts to demands of International organizations.

In 2015, the Organization for Economic Cooperation and Development (OECD) defined quality in education as generating that students obtain not only knowledge, but also knowledge, attitudes, abilities and skills that allow them to perform efficiently in adult life. The teacher is the main tool through which this educational quality is achieved or not, through the implementation of strategies to comply with the curriculum of educational programs. As a result, the teacher is the facilitator who drives student development in the formal educational setting. Based on this idea, and as has already been mentioned, one of the parameters to be evaluated to determine the educational quality of an institution or system is the results of its students, and in the university sphere, terminal efficiency, insertion into the world of work, the registration of patents or research, for example.

Likewise, the United Nations Organization for Education, Science and Culture [Unesco] (2004) conceptualizes educational quality as that which improves cognition, promoting civic attitudes and providing scenarios for affective and creative development. In addition, the positioning of higher education institutions is given by three elements: quality, relevance and internationalization. It is possible to conceive of relevance as scientific studies and the training of specialized personnel who respond to the needs of the social context.

External evaluation, including the accreditation of educational organizations and programs, are elements inherent to quality (Hernández and Hernández, 2012; Monarca, 2014). Consequently, universities are pushed to compete in contests wishing to be in the first places, since this positioning generates economic income. Thus, the way to be in the top positions is competitiveness, achieved by having quality, accreditations and first places in different rankings. In Mexico, the evaluating organizations prevail evaluative factors different from those indicated by international rankings; An example of this is the difference in the weighting of areas of research, teaching, linkage and internationalization. Specifically, Mexican evaluation systems prioritize teaching and linkage, restricting research criteria, and consequently the accessibility of universities to international competition is limited. (Moctezuma, López, Zayas y Navarro, 2014).

The Autonomous University of Baja California (UABC), through the guidelines of the institutional development plan, promotes mechanisms that promote the more active participation of academic staff in the areas of research, such as the promotion of university rankings, quality guidelines in the investigative exercise and providing data on the publication process in scientific journals. At the same time, undergraduate and postgraduate

students are encouraged to publish their work and to enroll in other learning modalities such as research and teaching assistantships.

It is pertinent and necessary to increase strategies at the undergraduate and postgraduate levels that have repercussions on academic performance and on the reduction of school desertion.

In the production criteria, characteristics of the institution and of the subjects that make it up, especially of the student, are considered, and this is where it is necessary to act more emphatically in the integral formation of the student body.

Not only institutional but also personal elements participate in these productivity indicators, and this is where the comprehensive education of the student comes in. Admission to higher education implies a new period, a new cycle not only in the academic sphere, but also in other scenarios of education. life, such as having greater independence and autonomy, responding to greater responsibilities and entering adult life, for example.

In addition, although the majority of students who enter higher education do so in institutions located in the same city where they reside, there are another number of students who must move from their hometown, so they face not only the change of new school stage, but also to adapt to another urban environment and even another culture. Undoubtedly starting a new stage entails having to put into practice resources to face new and stressful situations, in many cases circumstances different from those expected, which implies the exercise of tolerance, flexibility, optimism, self-motivation, emotional regulation. , among others, all the aforementioned topics of emotional intelligence. Emotional intelligence is presented in the four factors established by UNESCO to achieve quality criteria:

1) Cognition: emotional intelligence is related to the planning, facilitation or questioning of facts, as well as in the analysis of these.

2) Affectivity: emotional intelligence supposes the emotional world of the subject and of himself in relation to others.

3) Creativity: self-motivation, optimism, self-confidence, emotional awareness, among others, are components of emotional intelligence that cultivate it.

4) Civic attitudes: in interaction with peers and with the context, empathy, social awareness, respect, altruism, among others, are all present in an emotionally intelligent person.

Job placement is another of the transcendental data to ensure the educational quality

of an institution, so it is important to spend time preparing students to successfully respond to the labor market and have easy access to it. This is achieved with actions aimed at improving leadership, interpersonal relationships and emotional regulation.

In this sense, Fulquez, Flores and Galindo (2014), Fulquez and Kempton (2012) and Fulquez and Alguacil (2011) point out that companies require leaders and workers who adapt to what exists, while proposing ideas and promoting changes that lead to improvement. The emotionally intelligent employee is a leader and tries to allocate time and resources so that the climate is adequate and improve interpersonal relationships to achieve the participation and cooperation of his work team.

Emotional intelligence and psychological well-being as elements of human talent

The individual is a social being, and therefore interacts with their peers, but also with and in response to the context. Biologically, it has a system in charge of emotions, therefore, the person is an emotional being, who responds with or without emotional awareness in a cognitive or behavioral way before the different stimuli that are presented to him. Sometimes, he manifests a planned or thought behavior , but most of the time he relates and communicates spontaneously, where he expresses emotions that can lead to acceptance, trust, empathy and recognition of others, to mention a few examples, or just the opposite, acquire social rejection before demonstrations of anger, anger, apathy, insecurity, mistrust, to point out some situations. It is in this sense that emotions have the power, according to Gumma and Castilla (2019), to mark the quality of life. But it is possible to add that even emotions not only delimit the quality of life, but also the desire to continue or not with life. For example, individuals diagnosed with depressive or anxiety disorder may express liking for the thought of no longer existing for the sole purpose of relieving their suffering. In this way, you can talk about the need to know your own emotional state and that of others as a tool for well-being, health and prosperity.

Until shortly before 1995, the argument that IQ predicted the individual's success in their various roles dominated: it was believed that people with high cognitive abilities would have optimal school performance and, therefore, later on, professional success. But this belief ceased to be certain when it became clear that there are people with high abilities, with excellent qualifications, but who present difficulties in their personal lives, such as, for

example, not being able to keep a job or a partner, difficulties in relating and managing in a team. , and so on.

In the last almost 30 years, cognitive factors more linked to emotions have been highlighted. Hence, in 1995, the term emotional intelligence appeared. Currently, the concept of emotional intelligence can contribute to a better understanding of the predictors of social and professional efficiency. It is considered that its knowledge is of the utmost importance at the moments of the individual's life cycle where emotions are most manifested: adolescence.

Emotional intelligence, comprised of skills such as attention to one's own emotional states, clearly experiencing feelings and the ability to regulate negative emotional states, influences school performance (Alonso, Gaytán, Beltrány Hernández, 2015; Rodas and Rojas, 2015). Studies conducted by Petrides, Fredericksony Furnham (2004) confirm that individuals with certain deficits (poor skills, emotional maladjustment, learning problems, among others) are more likely to experience stress and emotional difficulties during their studies. The results show that in the most vulnerable groups, emotional intelligence could act as a moderator of the effects of cognitive abilities and on the way of coping with high demands and the generators of eustress and distress. The concept of stress is generally associated with a negative connotation, but it is necessary to differentiate between the stress that leads the subject to generate mechanisms or situations of advancement (eustress) and the stress that makes it impossible for the individual to act and face adversity or high demands (distress). Stress is defined as "the non-specific response of the organism to any demand from outside or inside the individual and there may be signs of response in the physical or emotional field" (Shturman, 2005, p. 13). Consequently, it is considered relevant to know the stress factors that promote non-adaptive responses of individuals, as well as the coping they do with these sources of stress. As has been indirectly mentioned, the coping style corresponds to the emotional regulation of each individual.

In recent years, therefore, emotional intelligence has become an area of psychology that has been gaining relevance in the scientific dimension and in its applicability in various professional fields, as well as in everyday life.

Likewise, emotional intelligence has been considered as a necessary skill for the proper functioning of the person, a skill that allows knowing emotional states, thinking, understanding and controlling emotional and behavioral responses (Zaccagnini, 2004). Emotional intelligence is a broad concept that ranges from self-knowledge, through

motivation, perseverance, optimism, among others, to emotional regulation, which is related to tolerance of frustration, coping styles in the face of difficulties and, above all, in search of strategies to achieve personal goals, in addition to managing effectively and successfully exiting interpersonal conflicts. All of them are aspects that are associated with performance (Carrasco, 2013; Flores and Orozco, 2013; Pulido and Herrera, 2015 and Suberviola, 2012), since this does not only imply cognitive abilities, but there are personal and skill factors that are related to performance such as, for example, motivation, search for strategies, planning... all of them belonging to emotional intelligence.

Based on the above, it is understood that the understanding of the different aspects of the emotional experience and the regulation of one's own emotions and those of others seem to contribute to physical and mental health in different ways (Hodzic, Ripoll, Costa and Zenasni, 2016 ;Luque, Augusto and Pulido, 2014). Considering that emotional regulation is a relevant element for mental and physical health, it is essential to expand its knowledge and analyze its implementation in work environments, since it affects not only the prevention of occupational risks, but also the motivation towards one. himself and towards others, as well as in improving the quality of interpersonal relationships both with colleagues and with subordinates and superiors. This is how emotional regulation is responsible for employing strategies in situations to provide an emotional response that, in the best of cases, satisfies the demands of the context and its own. To this is added the current entry into force in October 2020 of NOM-035, which stipulates that the company must monitor the work stress of its employees. Consequently, it is necessary to observe and create actions that affect on job performance in training spaces.

In this sense, the human being faces changes, which can be derived from moving from his place of residence and starting a new stage that implies efforts and facing new and stressful situations, which in turn implies adapting, facing situations that could be different from the expectations that were had at the beginning (tolerance to frustration), to face and resolve circumstances never before experienced and often unpleasant and unexpected, so the subject has to use personal resources related to self-motivation, optimism, self-regulation of emotions (emotional control), emotional independence, leadership, listening and communication skills (favors persuasion and negotiation), among others. All these elements mentioned belong to what is called emotional intelligence. Likewise, the four elements (cognition, civic attitudes, affectivity and creativity) established by UNESCO

(1996) are necessary to develop to achieve quality standards belong to emotional intelligence.

In conclusion, to raise human talent through quality and meet the criteria of international rankings, it is necessary to promote professionalization (including innovation, entrepreneurship and competitiveness) and efficiency. And for this, a strategy to consider is to develop both in the student and in the teaching staff elements of emotional intelligence, mainly identifying emotions (emotional literacy), questioning oneself to think about emotions (emotional facilitation), understanding where they come from those emotions (emotional understanding) and regulate behavior, being rational-emotional (emotional regulation).

Methodology

According to the different classifications, and following Namakforoosh (2002), the present study is non-experimental (there is no manipulation of variables), cross-sectional (measurement of variables in a single moment), interrogation (items were presented for the subject to give an answer) and correlational (relationships between variables are analyzed).

It is a quantitative research (Hernández et al., 2012) whose sample was obtained by a non-probabilistic sampling technique for convenience (Otzen and Manterola, 2017). On the other hand, according to the classification of Montero and León (2002), it is a descriptive study using surveys (a set of items is used with a descriptive objective) and ex post facto (the independent variable cannot be manipulated). This type of methodology was chosen due to the advantages offered by the principles of positivism, the independence of the researcher's influence on the object of study, the causality that allows identifying the relationship between the variables and the operationalization of the variables to quantify them. In addition, the fact that it is a cross-sectional study allows observing constructs that occur at a certain time in the specific study group and gives access to know the relationship between the different variables. The cross-sectional study was also selected due to the low costs that it implies and the possibility of controlling the measurement. The disadvantage that could be considered is that it does not represent the entire population, but the interest of the research was a specific group of students with well-defined characteristics.

This type of study was chosen to respond to the objective of evaluating the deficiencies related to the management of human talent through socio-emotional skills, stress management and psychological well-being for quality with university students in terminal training.

Subjects

The sample that has been used for the research has been psychology and business administration students who met the criteria of being enrolled in the last year of said undergraduate programs. The sample is made up of 67 students out of 79 who were invited to participate in the study, 89% women and with a mean age of 22.8 and a deviation of 1.2. Regarding the distribution by degree, 68% were psychology students and 32% business administration.

Materials

The instruments used have been, in addition to a questionnaire of sociodemographic variables: Ryff Well-being Scale, Trait Metaknowledge Scale (TMMS-24) and Siscode Stress Inventory (see table 1).

The sociodemographic questionnaire was created for this research and its purpose is to know the gender, age, with whom they live, the city of origin, the study area and the semester.

The Spanish adaptation of the Ryff Well-being Scale carried out by Díaz et al. (2006) was used, which evaluates psychological well-being through 39 items divided into six dimensions (Self-acceptance, Positive relationships, Autonomy, Mastery of the environment, Purpose in life and Personal growth) with a Likert-type response ranging from one (totally disagree) to six (totally agree). The scales presented internal consistency (Cronbach's alpha), values between 0.83 and 0.68, according to the Spanish adaptation, and in the Mexican population they range between 0.61 and 0.79 (Medina, Gutiérrez and Padrós, 2013).

The TMMS-24 (Extremera, Fernández, Mestre, & Guil, 2004) is a self-report measure and assesses three dimensions of emotional intelligence: attention, clarity, and emotional repair. It consists of 24 Likert response items (eight for each factor). It has high

reliability in the dimensions, since Cronbach's alpha for attention is 0.90, for comprehension it is 0.90 and for regulation it is 0.86.

To measure stress, the Sisco Inventory was used for middle and higher education students (Barraza, 2008), a 31-item self-report test that reports on the environmental stimuli that are valued as stressors, the frequency of reactions to the stressor stimulus (symptoms) and the use of coping strategies. The items belonging to the dimension of stressors refer to: a) competences with classmates, b) overload of tasks and work, c) personality and character of the teacher, d) evaluations, e) type of work requested, f) not understanding the issues addressed, g) participation and h) limited time to do the work. The symptom component includes both physical (sleep disturbances, chronic fatigue, headaches or migraines, digestion problems, abdominal pain or diarrhea, scratching, nail biting, rubbing, and drowsiness or need to sleep) and psychological (restlessness, feelings of depression or sadness, anxiety, anguish or despair, concentration problems and feelings of aggressiveness or increased irritability) and behavioral (conflicts or tendency to argue or discuss, isolation, reluctance to perform tasks and increased or reduced food consumption). The third dimension is coping strategies, which includes: a) assertive ability, b) preparation of a plan and execution, c) self-praise, d) religiosity, e) search for information about the situation and f) ventilation and confidences. Of the total number of items, 28 are answered on a Likert-type scale of five categorical values (never, rarely, sometimes, almost always and always), except for one item with a numerical value (from one to five, where one is little and five is a lot). Its reliability is 0.90.

Table 1. Distribution of variables by applied instruments

Instrumentos	Variables	
Instrumento sociodemográfico	Género	Ciudad de procedencia
	Edad	Con quién vive
	Licenciatura	Estado civil
	Semestre	Número de hijos
Escala de bienestar de Ryff	Autoaceptación	Dominio del entorno
	Relaciones positivas	Propósito en la vida
	Autonomía	Crecimiento personal
Escala rasgo de metaconocimiento	Atención emocional	Reparación emocional
	Claridad emocional	
Inventario Siscode Estrés Académico	Estresores	
	Síntomas: físicos, psicológicos y comportamentales.	
	Estrategias de afrontamiento:	

Source: self made

Process

University students who met the inclusion criteria were contacted by email during the first month of the start of the school year (February). They were sent an access link to complete the Google Forms form, which contained the psychometric tests, in which, first, they had to give their consent to informed consent and then the reagents of the instruments were presented. Data were obtained anonymously and confidentially.

The data were analyzed with SPSS.21.0 and the analyzes performed were descriptive; the frequencies of the different dimensions of the psychological tests used are presented, as well as the inferencial analyzes of correlations to determine the association between variables.

Results

In reference to emotional intelligence as the set of socio-emotional competencies, it was observed that 64.17% of individuals perceive that they have an adequate level of emotional attention, however, there are 31.34% whose scores indicate that they should improve their emotional identification and expression skills. Regarding emotional

understanding, 50.74% of the sample obtained scores ranging from 24 to 34, which indicates that they perceive that they understand what they are feeling, both themselves and others. It stands out that 47.76% perceive that they do not understand the emotional states of themselves or of others. On the other hand, in reference to emotional regulation, 42.5% obtained scores between 24 and 34, which indicates that they perceive themselves as capable of regulating emotional states. In this aspect, it stands out that 41.8% indicate that they should improve their emotional repair and 14.94% believe they regulate their emotions and those of others in an excellent way (see table 2).

Table 2. Distribution of frequencies and percentages of emotional intelligence dimensions

Nivel IE	Atención emocional		Claridad emocional		Reparación emocional	
	Frecuencia	Porcentaje	Frecuencia	Porcentaje	Frecuencia	Porcentaje
Debe mejorar	21	31.34	32	47.76	28	41.8
Adecuada	43	64.17	34	50.74	29	43.29
Excelente	3	4.49*	1	1.5	10	14.94
Total	67	100	67	100	67	100

* In this dimension, having high scores is interpreted as paying too much attention to emotions and does not imply having excellent emotional attention skills.

Source: self made

The data obtained in the analysis of the Sisco self-report indicate that the demands of the environment that are most frequently valued as stressors are overload of tasks and jobs (82%), evaluations (63%), the type of work that is requested (58.2%), excess personal responsibility for fulfilling school obligations (56%); and the personality and character of the teacher (29.2%), participation (21.7%) and competition with classmates (17%) are perceived as less stressful.

Regarding the dimension of physical symptoms, those that occur most frequently are headaches or migraines (45.6%), drowsiness or increased need to sleep (38%) and digestion problems, abdominal pain or diarrhea (33.8 %). In the psychological symptoms dimension, those that report the most frequent appearance are anxiety, anguish or despair (64.3%), restlessness (46%), feelings of depression or sadness (49%) and concentration

problems (33%). At the same time, in the behavioral factors dimension, reluctance to perform tasks (45%), isolation (37.6%), increase or reduction of food (31.3%) and absenteeism (29%) stand out. It can be observed that the report of psychological symptoms predominates to the detriment of the physical ones.

The coping strategies that are most frequently used are evasive distraction (67.8%), preparation of a plan and execution of their tasks (52.5%) and ventilation and confidences (89%). Depending on the degree of study, psychology students are the ones who use a greater number of coping strategies oriented to the problem or to emotional regulation.

The results obtained in stress allow us to point out that 92% of university students in the seventh and eighth semester of their undergraduate degree report having had stress due to school demands. Comparing results based on the degree variable, it is found that business administration students are the ones who present stress more frequently, while psychology students obtain a lower frequency.

In the psychological well-being scale, an average of 102 points was obtained with a standard deviation of 10.5, which indicates that university students have low levels of psychological well-being. Thus, the frequency distribution data indicates that 84.7% of the students report having a low degree of psychological well-being. The results indicate that 48.9% of the sample report that they know what their life purpose is. In reference to the positive relationships with the environment, the students state that 34.8% have a deficit level, while 27.8% express a low level of personal growth.

Regarding the inferential type analysis, the results obtained from the Pearson test show that there is a statistically significant correlation between emotional attention and the degree of psychological well-being, where Pearson's r has a significance of less than 0.05 (sig. = 0.03) and the same happens with emotional regulation and degree of psychological well-being (*r* de Pearson con sig. = 0.04).

In reference to emotional regulation and psychological symptoms, a negative correlation is obtained, where Pearson's r has a significance of less than 0.05 (sig. = -0.09), that is, an inverse relationship, which indicates that greater emotional regulation there are fewer psychological symptoms related to stress. Similar data is obtained by associating the variable emotional regulation and behavioral symptoms, where the coefficient has a value of r= -0.7 with 95% reliability.

Discussion

The results obtained show that having high levels of emotional intelligence (identifying, understanding and regulating emotions) predict better psychological well-being, specifically the higher the emotional intelligence score, the higher the psychological well-being score, which coincides with other studies (Castro, Hernández and Barahona, 2021; García, Serrano and Pérez, 2015; Sánchez-López, León and Barragán, 2015). Theoretically, these data are also explained by Seligman's theory called PERMA, where well-being is associated with other components such as positive emotions, social relationships, which constitute elements of emotional intelligence (Gumma and Castilla, 2019; Luqueet al., 2014). This demonstrates the relevance of emotional education (Hernández & Dickinson, 2014) not only for the personal satisfaction of the person in having well-being, but also as a preventive phenomenon for psychopathologies (Cejudo, 2016; Lizeretti & Rodriguez, 2011), such as mood disorders (Gil-Olarte, Gómez-Molinero, Ruiz-Gonzalez & Guil, 2019), as well as prevention of social problems (Gutierrez-Ángel, 2019). related to social adaptation, as is the case of delinquency, aggression, addictions, to name a few examples.

The limitation of this research was the sample of terminal stage students that was obtained from Higher Education, but at the same time the majority of the population with the inclusion criteria and belonging to a Faculty of Higher Institution participated. The prospective of the study is to expand the sample size and involve other faculties, as well as to design an intervention program based on the results obtained to promote the improvement and acquisition of skills related to emotional intelligence.

Conclusions

The results indicate that it is necessary to reinforce training aimed at human talent, since university students perceive that they know how to identify emotions in themselves and in others, in addition to expressing them appropriately. However, in the more complex skills, such as emotional understanding and emotional regulation, it is perceived that they do not have the skills to understand their emotional states like that of others (empathy), nor do they have the necessary skills to stop and manage negative emotions or to prolong positive emotions (psychological well-being). These skills are essential for teamwork, for leadership, as well as for having a favorable perspective (optimism) in solving problems or

responding to demands.

Regarding stress, the elements they consider stressful are the demands of the tasks and assignments, as well as the type of evaluation carried out by the teacher/supervisor. On the other hand, the physical symptoms that manifest most frequently are headaches or migraines and difficulty falling asleep or the need to sleep more. And the most frequently reported psychological symptoms are anxiety, anguish or despair, and restlessness. As a coping strategy for these stressful situations, the subjects look for distracting activities.

It highlights that the majority of university students (more than 85%) report low degrees of psychological well-being, which means that they do not have quality of life or are satisfied with their lives.

The results obtained show that it is important and necessary to carry out intervention actions aimed at strengthening emotional skills, stress coping techniques and aimed at obtaining life satisfaction to achieve adequate psychological well-being. For the individual to be satisfied with life and obtain well-being, it is necessary to work on techniques of self-knowledge or emotional awareness (includes the ability to pay attention and emotional understanding), as well as interpersonal relationships. The fact that the human being is satisfied with his life (it implies self-acceptance, positive relationships with others, autonomy, mastery of the environment, purpose in life and personal growth) has repercussions on his performance, since without motivation, without having good relationships with his group, which generates, by the way, a climate of tension and problems with himself (not acceptance, not autonomy, not having a goal in life, disorientation...), without these aspects, we said, he will have difficulties in the capacity of attention, memory, as well as in the execution of the works and tasks requested.

The worker has to take on new challenges, and not only in response to situations as unexpected and adverse as the pandemic that began internationally at the beginning of 2020, but also to challenges for the development and improvement of opportunities both individually. as a group in labor organizations. Some of these challenges are teleworking, virtual meetings, social networks such as corporate communication, process automation, reverse mentoring (where young people transmit ideas and knowledge to older employees), but above all the challenge will be for the supervisors of the work teams or managers. In itself, any professional, regardless of their position or discipline, must possess not only technical or theoretical knowledge, but also a series of capacities that are linked to socio-emotional competencies and that favor creativity, teamwork, leadership, security and self-

confidence, optimism, optimal ways of coping, among others... The data obtained demonstrate the need for emotional education in the university environment, in this way contributing to an integral formation of the human being. As a result, it is necessary to train and train human talent not only in companies, but from the university, since it is expected that the student will be prepared for the work environment.

Future lines of research

In reference to the prospective of the study, it would be interesting to carry out a study where the discipline is controlled and see if there are statistically significant differences according to the profession, as well as by the labor requirements, since there are tasks that are characterized by subjecting the person to a constant stress. It would also be very pertinent to expand the sample number, since this was a limitation in this study, and the results obtained cannot be generalized, they only correspond to one faculty. It would be pertinent to expand the sample so that the results can be generalized.

Likewise, based on these obtained data, it is necessary to design an intervention program with objectives aimed at acquiring emotional regulation tools, socialization, such as communication skills, including assertiveness and active listening, and techniques for achieving well-being.

References

Alonso, R., Gaytán, L., Beltrán, Y. y Hernández, L.(2015) Impacto de la inteligencia. emocional en el rendimiento académico de estudiantes universitarios. EnCorral, M. y Aguilera, V. (coords.), *EducationHandbook T-II. Congreso Interdisciplinario de Cuerpos Académicos* (pp. 15-28). España: Ecorfan.

Barraza, A. (2008). El estrés académico en alumnos de maestría y sus variables moduladoras: un diseño de diferencia de grupos. *Avances en Psicología Latinoamericana*,*26*(2),270-289. Recuperado dehttp://www.redalyc.org/pdf/799/79926212.pdf.

Carrasco, I. (2013). Inteligencia emocional y rendimiento académico en estudiantes universitarios de Farmacia y Bioquímica en Huancayo. *Apuntes de Ciencia y Sociedad*, *3*(1), 36-50.

Castro, A., Hernández, M. y Barahona, I. (2021). Metacognición y autodeterminación, impulsividad e inteligencia emocional, y su relación con indicadores de bienestar y salud en adultos jóvenes. *Interacciones*, 7, 1-13. http://dx.doi.org/10.24016/2021.v7.216

Cejudo, J. (2016). Relationship between Emotional Intelligence and mental health in School Counselors,*Electronic Journal of Research in Educational Psychology*, 14(1), 131-154.

Díaz, D., Rodríguez, C., Blanco, A., Moreno, J., Gallardo, I., Valle, C. y Van Dierendonck, D. (2006). Adaptación española de las escalas de bienestarpsicológico de Ryff. *Psicothema*,*18*(3), 572-577. Recuperado de http://www.psicothema.com/psicothema.asp?id=3255.

Extremera, N., Fernández, P., Mestre, J. yGuil, R. (2004). Medidas de evaluación de la inteligencia emocional. *Revista Latinoamericana de Psicología*, *36*(2),209-228.Recuperado de http://www.redalyc.org/articulo.oa?id=80536203&idp=1&cid=32824.

Flores, Y. y Orozco, E. (2013). Motivaciones sociales, inteligencia emocional y rendimiento académico en estudiantes universitarios. *Revista de Formación Gerencial,12*(1), 147-182.

Fulquez, S.Cy Alguacil, M. (2011). La inteligencia emocional como elemento formativo para la profesionalización de los adolescentes españoles y mexicanos: recurso

personal para desarrollo delos 4 pilares de Delors. En Román,J.,Carbonero, M.y Donoso, M. (comps.) *Educación, aprendizaje y desarrollo en una sociedad multicultural*(pp. 15339-15359). Madrid, España: Asociación Nacional de Psicología y Educación.

Fulquez, S.C, Flores, A. y Galindo, G. (2014). Las habilidades emocionales de los jóvenes y el capital humano: estudio comparativo España-México. *Revista Iberoamericana de Ciencias*, *5*(1),1-14.Recuperado de http://www.reibci.org/octubre.html.

Fulquez, S.CyKempton, A. (2012). Innovación en la introducción de elementos de la inteligencia emocional en la educación superior para el éxito de una profesionalización de calidad. *Revista del CIDUI*, (1), 1-11. Recuperado dehttps://www.cidui.org/revistacidui/index.php/cidui/article/view/121/109.

García, D., Serrano, M. y Pérez, C. (2015). Bienestar psicológico e inteligencia emocional con relación a la humanidad y amor en estudiantes de educación integral. *Encuentro Educacional*, 22 (2), 153-164.

Gil, P., Gómez, R., Ruiz, P. y Guil, R. (2019). Inteligencia emocional y ansiedad en mujeres, *International JournalofDevelopment and EducationalPsychology*, *4*(1), 45-56.

Gumma, E. y Castilla, M. (2019). El bienestar emocional como predictor de calidad de vida en los seniors co-housing. *Cuadernos de Trabajo Social*, *32*(2), 365-379

Gutiérrez, N. (2019). Tipos de violencia escolar percibidos por futuros educadores y la relación de las dimensiones de la inteligencia emocional, *Interacciones,5*(1), 1-7.

Hernández, C. y Dickinson, M. (2014). Importancia de la inteligencia emocional en medicina. *Investigación en Educación Médica*, *3*(11), 155-160.

Hernández, O. y Hernández, C. (2012). Indicadores de calidad de las instituciones de Educación Superior.*Diálogo*, (20), 185-200.

Hernández, R., Fernández, C. y Baptista, C. (2010). *Metodología de lainvestigación.*México: McGraw-Hill.

Hodzic, S., Ripoll, P., Costa, H.and Zenasni, F. (2016). Are emotionally intelligent students more resilient to stress? The moderating effect of emotional attention, clarity and repair. *Behavioral Psychology*, *24*(2), 253-272. Retrieved fromhttps://www.researchgate.net/publication/307990727_Are_emotionally_intellig ent_students_more_resilient_to_stress_The_moderating_effect_of_emotional_attent ion_clarity_and_repair.

Lasnier, R. (2000). *Réussir la formationparcompétences*. Montréal, Canada: Guérin.

Lizeretti, N. y Rodríguez, A. (2011). La inteligencia emocional en salud mental: Una revisión.*Ansiedad y Estrés*, 17, 233-253

Luque, O., Augusto, J.y Pulido, M. (2014). La relación entre la inteligencia emocional percibida y la salud mental en directivos y mandos intermedios: el papel del estrés percibido como mediador. *Ansiedad y Estrés*, *20*(1), 61-73.

Medina, M., Gutiérrez, C. y Padrós, F. (2013). Propiedades psicométricas de la escala de bienestar psicológico de Ryff en población mexicana. *Revista de Educación y Desarrollo*, *10*(27), 25-30.Recuperado de https://www.cucs.udg.mx/revistas/edu_desarrollo/anteriores/27/027_Padros.pdf.

Moctezuma, P., López,S.,Zayas, C.y Navarro, A. (2014). Evaluación de la calidad de la educación superior en México: comparación de los indicadores de rankings universitarios nacionales e internacionales. *Revista Internacional de Estudios sobre Sistemas Educativos*, *2*(4), 35-51.

Monarca, H. (2014). Introducción: Evaluación de la calidad en educación superior. En Monarca, H. y Valle, J. (coords.). *Evaluación de la calidad en educación superior en Latinoamérica* (pp.13-19). Madrid, España: Gipes-UAM.

Montero, I. y León, O. (2002). Clasificación y descripción de las metodologías de investigación en Psicología. *Revista Internacional de Psicología Clínica y de la Salud,3*(2), 503-508.Recuperado de http://www.aepc.es/ijchp/articulos_pdf/ijchp-53.pdf.

Namakforoosh, M. (2002). *Metodología de la investigación*. México: Limusa.

Organización de las Naciones Unidas [ONU]. (3 de noviembre de 2004). UNESCO lanza informe sobre calidad de la educación.*Noticias ONU*. Recuperado dehttps://news.un.org/es/story/2004/11/1044771.

Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura [Unesco]. (2004). *Educación para todos: el imperativo de la calidad*. París, Francia: Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura.

Otzen, T. y Manterola, C. (2017). Técnicas de muestreo sobre una población a estudio. *International Journal of Morphology*, *35*(1), 227-232.Recuperado de https://scielo.conicyt.cl/scielo.php?script=sci_arttext&pid=S0717-95022017000100037&lng=en&nrm=iso&tlng=en.

Organización para la Cooperación y el Desarrollo Económico [OECD] (2015). Panorama de la Educación 2015.(Nota país). Recuperado de https://www.oecd.org/mexico/Education-at-a-glance-2015-Mexico-in-Spanish.pdf

Petrides, K.,Frederickson, N.andFurnham, A. (2004). The role of trait emotional intelligence in academic performance and deviant behavior at school. *Personality and Individual Differences*, *36*(2), 277-293.

Pulido, F. y Herrera, F. (2015). La inteligencia emocional como predictora del rendimiento académico. *Innoeduca: International Journal of Technology and Educational Innovation*, *1*(2), 98-105.

Rodas, J.y Rojas, M. (2015). Rendimiento académico y los niveles de inteligenciaemocional. *Hacer: Revista de Investigación y Cultura*, *4*(1), 87-96.

Sánchez, D.,León, S. y Barragán, C. (2015). Correlación de inteligencia emocional con bienestar psicológico y rendimiento académico en alumnos de licenciatura. *Investigación en Educación Médica*, *4*(15), 126-132. Recuperado de http://doi: 10.1016/j.riem.2015.04.002.

Shturman, S. (2005). *El poder del estrés*. México: Edamex.

Suberviola, I. (2012). Competencia emocional y rendimiento académico en el alumnado universitario. *Vivat Academia*, (extra), 1-17.

Tardif, J. (1992). Pour un enseignementstratégique: l'apport de la psychologie cognitive. Montréal: ÉditionsLogiques. *Revue des sciences de l'éducation*, *19*(2), 421-422. Récupéré de https://doi.org/10.7202/031636ar.

Zaccagnini, J. (2004) *Qué es inteligencia emocional. La relación entre pensamientos y sentimientos en la vida cotidiana*. Madrid, España: Biblioteca Nueva

Rol de Contribución	Autor (es)
Conceptualización	Sandra Carina Fulquez Castro principal Luis Fernando García Hernández igual Joaquín Vázquez García apoyo Liliana Zamora Alvarado apoyo
Metodología	Sandra Carina Fulquez Castro principal Luis Fernando García Hernández igual Joaquín Vázquez Garcíaigual
Software	NO APLICA
Validación	Sandra Carina Fulquez Castro Principal

	Luis Fernando García Hernández igual
Análisis Formal	Sandra Carina Fulquez Castro principal Luis Fernando García Hernández igual
Investigación	Sandra Carina Fulquez Castro principal Luis Fernando García Hernández igual
Recursos	Sandra Carina Fulquez Castro principa
Curación de datos	Sandra Carina Fulquez Castro principal Luis Fernando García Hernández igual
Escritura - Preparación del borrador original	Sandra Carina Fulquez Castro principal Luis Fernando García Hernández igual Joaquín Vázquez García apoyo Liliana Zamora Alvarado apoyo
Escritura - Revisión y edición	Sandra Carina Fulquez Castro principal Luis Fernando García Hernández igual Joaquín Vázquez García apoyo Liliana Zamora Alvarado apoyo
Visualización	Sandra Carina Fulquez Castro Principal
Supervisión	Sandra Carina Fulquez Castro Principal
Administración de Proyectos	Sandra Carina Fulquez Castro Principal
Adquisición de fondos	Sandra Carina Fulquez Castro Principal