

# The development of emotional competence in adolescent

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## **Abstract:**

*The present study aims at finding out the progress of the emotional competence of the teenagers whose ages (12,13,14,15,16) years as well as exploring the significant differences at the effective efficiency of the sex and age variables . To achieve the aim at the study , the researcher has designed a scale for the effective efficiency which consists of (47) items.*

*A sample of (400) male and female teenagers has been chosen randomly, then, the psychometric factors of the scale have been secured including (validity and reliability)*

*The researcher has come up with the following results:*

- 1. Teenagers of (15) years have effective efficiency*
- 2.Effective efficiency is considered a progress factor (constructive) for the ages (12,13,14,15,16) years and this fact is assured by the theories of the progressive stages .*
- 3.The progress of the effective efficiency is affected by the sex variable since girls are faster in progress of the effective efficiency than boys. In the light of the results and the conclusions, the researcher has written some suggestions and recommendations.*

**Keywords:** *emotional competence, teenagers, psychometric factors*

## **I. Definition of Research**

### **Research Problem: Problem of research**

Emotions and emotions are the important and basic part of the psychological structure of the individual. Recent studies and research have confirmed that the emotional system in the human makeup is complex, important and complex, resists change and defines the features of the human personality from an early age in a person's life. (Yunus, 2006: 367-368)

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Our current era is characterized by the rapid frequency of events that result in tension and fatigue that sometimes exceed the individual's ability to work, such as psychological pressures generated by the rapid rhythm of this age and which penetrates into all aspects of social and psychological life that may lose the individual his emotional competence in dealing with these pressures. (Continent) The Net, 2011: 125)

And that people who do not realize what they are feeling are less able to solve their emotional problems in constructive ways, and this means that they lack emotional competence and that the way in which people deal with their emotions and the problems associated with them is nothing but an expression of emotional competence, and that the individual has low degrees of emotional competence Be an obstacle to his attempt to get out of the psychological crisis to which he is exposed. (Nelis&Kotsou, 2011: 354)

And that the adolescent's lack of emotional competence may lead to difficulty in organizing (the self) and thus the adolescent cannot control or control his emotions and there are strong chances for the emergence of behavioral problems (Shaban, 2014: 251), and this is what was confirmed by each of the studies (Couley&Shrout, 2008) And the campball&Giliom study, 2000, the najaka.et.al study, 2001, and the Breitenstein& Gross 2001 study, as the results of these studies indicated the existence of a direct relationship between poor emotional competence and behavioral problems. (Gouley&shrout, 2008: 380)

Nelson (2008) believes that adolescents have problems related to their knowledge of emotions and have a low level of academic competence with their peers due to their inability to control their emotions and also they are unable to solve problems and empathize with others (Nelson, 2008: 10)

The lack of emotional competence results in an antisocial behavior among adolescents, which may cause an annoying problem for both the family, the school and society, and the weakness of the emotional competence of the adolescent may result in the weakness of his efficiency in the school learning process and his low academic achievement and low self-concept. (Al-Khatib, 2003: 7)

Saarni (2000) discussed the concept of emotional competence from the point of view of the functional perspective and assumed in her theory that emotional competence develops in individuals and is affected by the environment (135: Saarni, 2000). In this regard, the results of many studies on the effect of the age variable on efficiency have contradicted. Emotionality, as the results of the study of (Lafreniere& dumas, 1969) and (Sorongon, 2011) and (Mendes &Fantuzzo, 2002) concluded that emotional competence develops with increasing age, while the results of other studies indicated that emotional competence does not develop with increasing age as a study (Fantuzzothorell&Rydoll, 2002) and a study (santos&dotal, 2014), and with regard to the gender variable, the results of some studies indicated the existence of statistically significant differences according to the gender variable (male - female) in emotional competence as it develops in females to a greater degree than males as a study (Coolahah, 2006) and Denham (2003). (Hay &chadiwick, 2004: 34)

In light of the above, the problem of this research is determined by answering the following questions: (To what extent adolescents possess emotional competence?), (Does emotional competence develop in adolescents according to the variable of age and sex?), And (Does this development take a cumulative evolutionary path or

Intermediate?), (And what is the age at which emotional competence is formed in adolescents?), (Does sex play a role in this evolutionary path?) This is what the search will try to answer it.

### **The importance of research**

Emotional Competence is considered a relatively recent concept in psychological literature, as this concept appeared to direct the attention of the owners of the theories of emotional intelligence to the great role that emotional competence plays in the successes achieved by the individual on the personal and social levels, which are done by adopting his ability to perceive his emotions Express it, control it and direct it. (Salovey& et.al, 1995: 189)

And emotional competence is necessary for success in life, as mental capabilities are not the only factor or the most important for individuals to grow and develop in today's society, skills related to emotional competence are essential for successful social interactions and a rich life. (Goleman, 1995: 65)

And that the individual's ability to adapt and face life successfully depends on the integrated employment of his mental and emotional capabilities, and his success in personal relationships depends on his ability to think about his emotional experiences and emotional information and respond by emotionally compatible means. (Milli, 2010: 138)

In view of the importance of emotional competence in different areas of life, this concept has been employed in several areas, including the field of work such as business administration, human resources, economics, politics, health, psychological, educational and social counseling (Sarni, 1999: 105) as the high level of emotional competence in the individual improves happiness on both levels. He has the ability to organize himself and understand others and deals with those around him with flexibility, skill and responsibility in social relations (Nelis&Kotson, 2011: 354)).

Cruz and Levison (1997) emphasized that competence helps individuals to identify emotions that are socially and culturally unacceptable, and that knowledge of cultural judgment is transmitted through emotional attitudes in the individual's culture, and since the learning process is one of procedural emotions, re-response and interaction Social contexts contribute to the development of the individual's emotional competence (Saarni, 2011: 54)

Studies that dealt with the concept of emotional competence in terms of factors that can affect it as a developmental developmental dimension confirmed that its dimensions change according to the different stages of maturity, and that the individual acquires the interpretation of different emotions through personal and environmental stimuli, as individuals move through different developmental stages. (saarni& et.al, 2007: 35)

And that the safe environment provided by caregivers with their openness to expression and organization enhances the comprehension of the regulation of emotion for individuals, and thus individuals develop into a more stable emotional state with a great tendency to engage in problem-solving and adaptation (Cassidy & Shaver, 2008: 4) and in this area the study (Humpl) concluded et.al, 2001) indicates the existence of a relationship between emotional competence and mental health (Humpl. et.al, 2001: 399), and the Nelis&Kotsou study, 2011) which

concluded that raising emotional competence improves happiness on the psychological level. And the physical and strengthens social relationships. (Nelis&Kotsou, 2011: 354)

Emotion has a strong effect in moving and stimulating behavior, or hindering and directing it to make it a tool that expresses joy, pleasure and joy, or to make it a repulsive tool because it reflects pain, distress, fear and sadness, and the emotional expression is affected by external stimuli and is affected by the emotional subjective experiences that accompany the emotional state, the emotional experience is An involuntary subjective experience with a negative or positive personality strongly influenced by the cognitive expression of the external attitude and stimulates the tendency to act, and it is usually accompanied by physical, visceral, and physiological reactions (Zaghoul and Al-Hendawi, 2007: 421)

Based on this, emotions are considered one of the basic aspects with regard to the individual's cognitive, professional and academic competence. According to (Sarni, 1999), emotional experiences are multifaceted and form in the individual cognitive structures related to them, leading him to make emotional cognitive judgments and behaviors that together constitute what is expressed as competence in Performance in all areas of life. (Garner, 2010: 297)

Higgs &Dulewicz (2000) stated that the idea of emotional competence means that a person who is characterized by a high level of emotional intelligence has certain capabilities, abilities and competencies that can be developed that may not be characterized by another person, and whoever possesses this characteristic can negotiate through his style of life during the exchanges interactions with others and organizes his emotional experiences in a constantly changing and challenging sociocultural environment. (Coetzee & et.al, 2006: 64-65)

It is through emotion that the reality of the desires and needs of the individual is revealed clearly and clearly, as the individual who possesses emotional competence is distinguished by that he has depth of feelings and their content, but they work to direct and support him and work to stimulate his ability to perform. Emotions are a dynamic system linked to higher feelings, including feelings of shame and modesty. The philosopher (Spinoza) explained the role of emotions through his observations on interpersonal relationships based on friendliness, love, respect and altruism, or on hatred, aggression and aversion (BaniYunus, 2012: 333-336). He found that the emotional competence of individuals is an important indicator of academic success. . (Parker &et. Al, 2004: 1321)

And that the ability of the individual to control his emotions and the ability to withstand the pressures of life are basic principles of personality, self-control and emotional sympathy with others are two moral attitudes that affect them in the current era, and that people who have academic competence but at the same time cannot control themselves or control their emotions will be They have a limited relationship between practical success and impulse control (Khawaldeh, 2004: 44-46)

**Objective of the research .:Aims of Research: This research aims to know- :**

-1The emotional competence of adolescents according to two variables- :

A- Age (16,15,14,13,12)

B- Gender (males, females)

2-Significance of differences in emotional competence according to the two variables- :

A- Age.

B- Sex.

**Limits of Research: This research is determined by- :**

- 1- Objective boundaries: emotional competence in adolescents.
- 2- Time limits: the academic year (2018-2019)
- 3- Spatial boundaries: Al-Kut city / Wasit Governorate capital.
- 4- Human limits: This study was limited to adolescents, males and females, of ages (16,15,14,13,12)

years.

### **Limits of Terms**

#### **First: Development**

ArafaQatami and others (1990)

It is the organic formative, functional, and behavioral changes associated with chronological age. These changes may be in the form of improvement or progress, as is the transition from childhood to adolescence, and may be in the form of regression or deterioration, as is the case with the transition from adulthood to old age”(Qatami et al., 1990: 111)

#### **Procedural definition**

Changes in adolescents' scores on the Scale of Emotional Competence with age.

#### **Second: Emotional Competence: (Emotionl Competence)**

It was known by: -

Sarni (1999): It is a set of skills necessary for the individual to be effective when participating with others in situations in which emotions appear and include eight skills: (self-awareness, understanding of others, empathy, emotional expression, emotional distinction, self-regulation. , Social interaction, development of self-efficacy). (Saarni, 1999: 120)

Neil (2005): that it is the individual's perception of the level, competence, or effectiveness of his own potentials or abilities, and the mental, cognitive, emotional, sensory, and neurophysiological motive components to address situations, tasks, problems, or academic goals, and influence events to achieve an achievement in light of the existing environmental determinants. Neil, 2005: 44)

Naveen (2011): defined as the ability of a person to express and unleash his feelings in a manner that achieves the highest levels of psychological and social harmony. (Naveen, 2011: 15)

Theoretical definition: The two researchers adopted the definition of (Sarney, 1999) as a theoretical definition of emotional competence in this research due to its adoption of its theory of the construction of the scale.

Procedural definition: the total score that an individual obtains by answering the scale of emotional competence adopted in this research.

### **Third: Adolescence**

Erikson (1950): The stage extending between (12) years to (18) years during which the individual develops a clear sense of self, adapts to changes in the body and forms new relationships that are more mature with friends of the same age, as well as achieving emotional independence from his parents to form a family life Stable (Erikson, 1950: 83)

## **II. Theoretical framework and previous studies**

### **The first axis / theoretical framework**

#### **Theories of Emotional Competence**

##### **1- Daniel Goleman's theory, 1995**

This theory appeared in conjunction with the views of David Maclind (1975), who is the first to propose the concept of emotional competence as a basis for distinguishing performance, especially work performance, and later in (1995) distinguished a wide range of emotional competencies through the concept of emotional intelligence and at the same time identified the psychologist. Daniel Goleman (1995)) Daniel Goleman (1995) The concept of Emotional Competence in a theoretical model, distinguished from emotional intelligence, and Goleman defines emotional competence as a capacity acquired from the concept of emotional intelligence (Intelligence (Emotional), and on this basis Goleman differentiates between intelligence The emotional and emotional competence that the first refers to a group of emotional abilities or capabilities that enable the individual to learn emotional skills, while Goleman expresses emotional competence by means of achieving the skill represented by emotional competence, and therefore the latent predisposition represented by emotional intelligence is necessary, but it is not sufficient to demonstrate competence. Emotionality.

In (1998), Goleman proposed a model for emotional competence in the light of which he prepared the first list that measures the emotional competence (ECI) Emotional Competence Inventory, which includes two main components: (Personal Competence and Social Competence), and two factors fall under each of them. The second-order factors are the two factors of self-awareness and self-management within personal competence, and the two factors of social awareness and relationship management within social competence, and each second-degree factor emanates from a varying number of Less complex sub-factors. (Al-Shayeb, 2010: 54)

Goleman (2001) has developed a harsh perspective through which emotional competence is based, which is based on the four basic abilities of emotional intelligence, which define the underlying capabilities that underpin

emotional competence, and Goleman's perspective contains (20) of overlapping competencies in four groups of general abilities. For emotional intelligence. Goleman believes that emotional competence appears in two basic aspects for the individual, namely (personal competence and social competence) and in these two aspects there are two processes that achieve these two competencies, and the two processes are (recognition and organization).

## **2- (Bharadwaj& Sharma theory, 1995)**

In recent times, there has been an increasing interest in emotional competence and attempts to distinguish it from emotional intelligence, in addition to attempts to measure it. The concepts of emotional intelligence and emotional competence have been controversial among those interested in this topic, and in this regard, some researchers have been studying it in multiple cultures, trying to benefit from the perspective (Goleman, 1995). On emotional competence, (Bharadwaj& Sharma, 1995) is one of the most famous researchers who worked in the study and measurement of emotional competence in Indian culture. They developed a theoretical concept in light of which they define emotional competence in five areas:

The first area: Adequate Depth of Feeling (ADF): This refers to the awareness that the individual has of his ability to control his emotions and their effects that lead to the integrity of his personality and the effectiveness of his judgments, which lead him to an active and strong participation in life.

The second domain: Adequate Expression and Control of Emotions (AEC): - This field expresses the dynamism of the natural stability of the individual. It refers to the individual's perceived tendency to adequately express his feelings and control them automatically as the situation requires.

The third field: - The ability to employ emotions (Ability to Function with Emotions) (AFE): - It means the ability of the individual to develop a distinct pattern of interaction with his emotions, when he is in a strong emotional situation that affects and is very difficult, enables him to perform his daily functions and tasks in a manner. Right.

Fourth Domain: Ability to Cope with Problem Emotions (ACPE): It means the ability of the individual to deal with emotional problems that may play a destructive role and pose potential damages in the individual's life cycle, and this is done through Understand and feel the emotions resulting from these harmful effects, and develop the ability to resist them later.

Fifth Domain: Encouragement of Positive Emotions (EPE): It refers to the ability of the individual to enhance the dominance of positive emotions in his personality to ensure a meaningful life and to integrate to some extent well in life, and this is done by developing positive emotional experiences and strengthening them with energy Continuous and lively for intellectual and spiritual growth. (Naveen: 2011: 87)

## **3- Wolmarans& Martins theory (2001)**

Wolmarans& Martins (2001) developed a theoretical framework on emotional competence based mainly on what the emotional intelligence measures reveal, and this framing includes a wide range of competencies, not only limited to the competencies that exist between people (Interpersonal Competence) or within traditional people.

Intrapersonal)), but beyond, and these emotional competencies are represented in the ability of the individual to manage his emotional life cognitively, either with high efficiency or skill or with low competence or skill. (Stuart & Panquet, 2007: 64)

The two scholars (Wolmarans & Martins, 2001) assume that emotional intelligence develops through periods of an individual's life. However, the individual's ability to exhibit emotionally efficient behavior can increase and develop through the training process. It is very important to know that individuals are not always aware of the way they behave or what they do because of their constant exposure to defensive, transformative and preventive mechanisms and processes that are related to aspects of their self-esteem, and from this perspective, many people's emotions enter into a state of challenge with conscious control. And the emotional system that they possess. ((Wolmarans & Martins, 2001: 70)

According to Wolmarans & Martins (2001), some have certain capabilities and certain competencies that another person may not possess. Individuals who have very developed or very good emotional intelligence abilities can develop their emotional competencies, as they can direct their paths in life in a positive manner, and they do so despite facing the changes taking place with their relationships with others, and they can also organize their emotional experiences in light of the challenges and changes taking place in their cultural and social environments. On this basis, the concept of emotional competence includes a sense of psychological happiness and the ability to conform with high skill and creativity and ultimate confidence to change the outcome of the cultural and social environment, which is characterized by ambiguity and uncertainty. (Wolmarans & Martins, 2001: 72)

#### **4- The theory of Sarni (Saarni, 1999):**

One of the most prominent people interested in the field of emotional competence, the scientist, Sarni, and she has many writings in this field, through which she explained her outlook and method for her understanding of emotional competence, which she defined as interactions with the self, and others through emotional social situations. (Damon, 2004: 13-24)

According to Sarney's functional perspective, emotional competence can be developed in response to dynamic interactions with others important in the environment, and the individual acquires the interpretation of different emotions by environmental and personal stimuli, and that individuals move through different developmental stages, and in line with Sarni's functional perspective in her assumption that Emotional development will be affected by interactions between individuals within the ethnic and psychological environment, that is, culture and the social world. Skills in managing and regulating emotions can be acquired through learning and interpretation of emotional stimuli in personal and social interactions within individuals, although emotional competence is acquired by development. This acquisition does not involve a hierarchical formula (sequentially or consecutively), but rather according to what interactions present within the social environment, as well as each skill mutually influencing other skills in developing individuals. (Saarni, 2000: 68-91)

Sarney stresses that the perception of problems generated in emotional contexts has an impact on youth happiness. Regarding youth happiness, Sarney shows that emotional problems are one of the main emotional



competency variables (Saarni, 2007: 15-35), and defines emotional competence as "a set of skills necessary for the individual to be effective when participating with others in situations in which emotions appear." (Saarni, 1999: 96)

### **Discuss the theoretical framework**

The theories that dealt with emotional competence differed in their interpretation of this variable, with regard to the theory (Goleman, 1995), which considers that emotional competence is an ability acquired from the concept of emotional intelligence, which is a means to achieve the capabilities caused by emotional intelligence. (Emotional competence) includes two basic components: competence Personality and social competence, and under each component there is a set of personal and social competencies. As for (Bharadwaj & Sharma, 1995), they defined emotional competence in five areas, which are (sufficient depth in the emotional feeling, expression and control of emotions, the ability to employ emotions, the ability to deal with the emotions resulting from the crisis or problem, and the promotion of positive emotions)

As for (Wolmarans & Martins, 2001), they developed a theoretical framework for emotional competence and includes a wide range of competencies. They are not limited to the competencies within people, but rather to the individual's ability to manage his emotional life cognitively, either with high efficiency or skill or with low efficiency or skill. Each of them believes that these competencies are increasing and developing through the training process, and they have defined these competencies according to seven areas (emotional awareness, self-esteem and self-evaluation, self-management, self-motivation, flexibility in change, the relationship between people, the unification of mind with the heart).

As for (Brasserur, Gregroie Bourdu, Mikolajczak, 2013) they have defined emotional competence in a number of areas (emotions, understanding, expression, organization, use of one's own emotions and the emotions of others) and that individuals differ among themselves in these areas and the proponents of this theory agreed (Brasserur, Gregroie Bourdu, Mikolajczak, 2013 (with Wolmarans & Martins, 2001) suggest that emotional competence can be developed through the training process. It can learn, study and acquire, unlike emotional intelligence, which is innate.

As for the theory (Saarni, 1999), it considers that individuals develop through different developmental stages, that their emotional development is affected by interactions between individuals within the ethnic and psychological environment, and that emotional competence is acquired by development, but this acquisition does not involve a basic (consecutive) formula, but rather according to what you propose. Interactions within the emotional environment Sarney suggested eight skills as components of emotional competence (self-awareness, understanding of others, empathy, emotional expression, emotional discrimination, self-regulation, social interaction, development of self-efficacy).

The researchers see through her previous observation of the theories that they all agree that emotional competence is a group of skills despite their differences in type and number, and that emotional competence is subject to change and development due to the interaction between genetics and environment factors.

## **Second / Previous studies: -**

### **1- Telzer et al. (2014) study:**

The aim of this study is to know the emotional competence of adolescents and its relationship to the nervous sensitivity of parents towards emotions. As learning the appropriate response to emotions is an essential and successful component of youth development, and (Telzer, 2014) believes that such emotional competence appears through the relationship between parent and child, and in this study he used a multi-faceted approach that went beyond self-report measures and studied whether sensitivity is Parents' nervousness towards emotions predicted the emotional competence of their children, and the sample included twenty-three parents and twenty-three adolescents who were (15) years old and after they completed an fMRI scan (while they labeled their emotional expressions of equivalent aspects negatively), the results indicated that the two parents The amygdala region and other areas of the brain were involved in mental thinking, which is (inferring the emotional states of others), and their teenage children had high emotional competence. These results were obtained after controlling for emotional expression of self-reported parents and adolescents' self-reports of warmth and support in their relationships with their parents. In addition, adolescents recruited neural areas that included mental thinking while naming or referring to emotion, which confirmed the relationship between the nervous sensitivity of parents and the emotional competence of adolescents, confirming the assumption (that adolescents model or refer to their parents' emotional files, and this contributes to better emotional efficiency) . (Telzer, 2014: 1)

### **2- A study (Askaret. Al, 2018):**

This study aimed to find out the relationship between teachers 'assessments of adolescents' emotional competence and self-assessments of emerging adolescents 'emotional competence according to the gender variable. The study sample consisted of (104) students from the eighth grade, including (69) females and (35) males, of average age (6, 13) in general, and the number of teachers was (13) teachers from (9) schools in southern Ontario, and the emotional competency scale was used for (Denham, 1998) and the evidence of interaction between people (Davis, 1980) with the sub-scales (respecting the other's point of view, Imagination, interest in feelings) The results of the study indicated that the teacher's assessment of emotional competence with high degrees was associated with a high self-report of empathy on the imagination sub-scale, and there is a relationship between the gender variable and the teacher's estimate of emotional competence, as females were estimated to be more emotionally efficient than males than Before their teachers, there is a difference between teacher estimates of the emotional competence of a developing adolescent and adolescents' estimates of their emotional competence regardless of gender. (Askar. et. Al, 2018: 1)

## **III. Research methodology and procedures**

This chapter includes defining the method used in this research and its procedures in terms of its society, selecting the sample, extracting the psychometric properties of the research tool, as well as identifying the statistical methods that were used in analyzing the data as follows: -

**First: Research methodology:**

The current research aims to investigate the development of emotional competence in adolescents, and accordingly the researchers adopted the descriptive approach, which seeks to determine the current situation of the phenomenon studied, and then describe it, and as a result it is based on studying the phenomenon on what it is in reality and is interested in describing it. Accurate "(Melhem, 2000: 324). The study of any phenomenon or problem requires, first and foremost, a description of this phenomenon and its quantitative and qualitative determination. The aim of adopting this type of studies is to reach a deeper understanding of the phenomenon studied, as the descriptive approach does not stop at the limits of describing the phenomenon, but goes beyond it to analysis, interpretation and comparison, leading to more information about that phenomenon. Linguistic and Mathematical. (Dawood and Abdel-Rahman, 1990: 163)

At the same time, achieving the goal of this research requires adopting an evolutionary studies approach that "aims to measure the changes that occur in some variables as a result of the passage of time." (Odeh and Melkawi, 1992: 112)

The two researchers have adopted the cross-sectional studies that fall under the evolutionary studies approach from the descriptive approach, "as the data in this type of studies are collected from a sample drawn from the research community representing different age groups, and information about it is gathered at the same time to reflect the development of the characteristic of interest over time, This is what happens in development studies in growth psychology. " (Al-Batsh, and Abu Zina, 2007: 225)

**Second: Research procedures: -**

1 - The research community: It is meant by society that it is all the individuals who carry the data of the phenomenon that are within the reach of the study (Daoud and Abdel-Rahman, 1990: 66). 1992: 159). The population of this research consists of adolescents (males and females) who are in middle and middle schools in the city of Al-Kut, the center of Wasit Governorate, who are (12, 13, 14, 15, 16) years old and the number is (37171) adolescents and adolescents, for the academic year (2018-2019).

2- The research sample: The two researchers adopted the selection of the sample by random stratified method to represent the variables of age and gender by (80) male and female students of each age included in the research equally between males and females, and Table (1) illustrates this.

Table (1) Research sample according to age and gender

total	years 16		years 15		years 14		years 13		years 12		Age  School
	fem ale	mal e	fem ale	mal e	fem ale	mal e	fem ale	mal e	fem ale	mal e	

60					20		20		20		Narcissus Medium for girls
60					20		20		20		Medium alburhaan button for girls
60						20		20		20	Medium alsalam for boys
60						20		20		20	Canadian medium for boys
40	20		20								Zahra Preparatory School for Girls
40	20		20								Qudama Preparatory for Girls
40		20		20							Al Kut Preparatory School for Boys
40		20		20							July 14 Middle School for Boys
400	40	40	40	40	40	40	40	40	40	40	<b>total</b>

3-The research tool (Emotional Competency Scale): In order to achieve the two objectives of the research (measuring the emotional competence of adolescents), the two researchers built the emotional competency scale, and the two researchers sought when building this scale to be compatible with the literature and theoretical frameworks from which the research was launched and with the nature of the sample search . The theoretical definition of emotional competence was adopted by Sarni (saarni 1999), which includes eight components of emotional competence. Alternatives to the scale Three alternatives were identified for the response, graded in measurement, which are (it applies to me a lot, it applies to me sometimes, it does not apply to me at all) and the grades were identified (3, 2, 1), respectively.

Statistical analysis of the paragraphs of the measure of emotional competence.

Calculate the discriminatory strength of paragraphs (external consistency)

In order to verify this, the two researchers took the following steps:

- 1- Selecting a sample of (400) male and female students distributed according to specialization and grade.
- 2- The scale was applied in its final form (Appendix / 1) to the discrimination sample, and after correcting the answers, the answers were arranged in descending order from the highest degree to the lowest degree and ranged between (95 - 161).
- 3- Choosing the upper 27% and the lower 27%, which represents the two extreme groups, as Anastasi (1988) believes that the typical rate is 27% and that the sampling error is large if the sample is small (Anastasi, 1988: 23), and the two groups included ( 216) male and female students, so that each group consisted of (108) male and female students.
- 4- The two researchers used the T-test (t.test) for two independent samples with the aim of testing the differences between the upper and lower groups of each paragraph of the scale and counted the T value as an indicator to distinguish each paragraph by comparing it with the tabular value of 1.96, and the results showed that all the items Distinguished at a level of significance (0.05) and with a degree of freedom (214), so all paragraphs were retained.

#### Psychometric properties of emotional efficiency scale

A- The validity of the scale: The concept of honesty is one of the basic concepts in the field of psychometrics, and honesty means that the scale measures what it is intended to measure. (Higgitt, 1994: 21 &Fongy), and honesty is a broad concept that has several meanings that differ according to the use of the test, but the first meanings of truthfulness is the extent to which the test is successful in measuring, in diagnosis and predicting the field of behavior for which the test is set, meaning that the test is valid because it measures what it is designed to measure (Awad, 1998: 59), so the true measure is that measure that is able to measure the characteristic or phenomenon that it aims to measure, and to distinguish between it and the other features and phenomena that may be mixed with or overlap with it. (Keeves, 1988: 323) (Abdel-Rahman, 1998: 183), and the researcher extracted the validity of the measure of emotional competence as follows: -

1- Apparent honesty: Extracting this type of honesty is one of the desirable procedures in the early stages of test preparation. (Abu Hatab and Othman, 1976: 98), and it refers to the general appearance of the test in terms of vocabulary and how it is formulated, and the extent of its clarity, in addition to the test instructions, their accuracy, degree of clarity, objectivity, and the suitability of the test for the purpose for which it was set. (Al-Azzawi, 2008: 94), by presenting the scale paragraphs to a group of arbitrators to judge their validity in measuring the characteristic to be measured (Allen & yen, 1979: 96). This type of honesty was achieved through the two researchers presenting the scale to a group of experts and specialists in educational and psychological sciences (Appendix 2). For more accuracy, the two researchers adopted a second procedure to find the validity of the scale, which is the validity of the construction.

2- Construct validity: The construct validity is one of the most important types of honesty as it depends on the empirical verification of the extent to which the scores of the paragraphs coincide with the psychological structure of the characteristic to be measured. (Thorndike and Heigen, 1989: 70)

B - Stability: Two types of constancy are extracted in this measure: -

1- Stability with the Alpha Cronbach coefficient method for internal consistency: The idea of this method, which is characterized by its consistency and reliability of its results, is based on the calculation of the correlations between the scores of all the scale paragraphs on the basis that the paragraph is a stand-alone measure, and the reliability coefficient indicates the consistency of the opinions of the individual, i.e. the homogeneity between the paragraphs of the scale (Odeh, 1998: 354), and to extract the stability in this way, the equation (Alpha Cronbach) was applied to extract the stability of the scale, as the two researchers took the responses of the sample of statistical analysis of (400) students, since this method requires a large sample to extract the stability, and the stability parameter has reached This way (0.79). The stability value is good. (Ahmad, 2000: 129)

2- The re-test method: The calculation of stability in this way depends on applying the test or scale on a representative sample and then re-applying after a time interval determined according to the nature of the sample or the measured characteristic, then calculates the correlation coefficient between the scores of the two applications, which represents the stability factor over time (Zeller & Carmines, 1986: 52). The stability of the scale or its stability over time is one of the important characteristics in psychological scales when finding stability by the method of repetition, as the psychometric theory indicates that when other conditions are equal, the scale's stability increases with the increase in the size of the sample of behavior subject to measurement (Odeh and Al-Khalili, 1988: 143) and to find stability in this way. The scale was applied to a sample of (50) respondents from the research, with (10) students for each age stage and equitably between males and females, and they are the same individuals who were applied to the scale in the first phase, after their names were determined by the two researchers, and the time period between the two applications was The first and the second are two weeks, as Adams believes that re-applying the scale to see its stability should not exceed two weeks from the first application (Adams, 1964: 58). Then he calculated the Pearson correlation coefficient between the scores of individuals in the two applications and it reached (0.84). This coefficient is a good indicator of static testing. (Issawi, 1985: 58)

After completing the procedures for preparing the research tool (Appendix, 1), the two researchers relied, in extracting the results of the research on the discrimination sample of (400) male and female adolescents distributed by (200) males and (200) females, because no paragraph of the measure of emotional competence fell in the procedures of Statistical analysis, and the application of the search tool took (26) days in the period between 3/28/2019 until 4/22/2019.

### **Third: Statistical Means**

1. Pearson correlation coefficient to find out the relationship between each of the scale paragraphs and the overall score. It was also used to extract the stability by retesting method.

2. The t-test for one sample to test the difference between the hypothetical average and the arithmetic average of the sample scores on the emotional competency scale.

3. Analysis of binary variance to find out the significance of differences in the development of the theory of emotional competence according to the variables (age and gender) and the interaction between them.

#### IV. Results presentation, discussion and interpretation

This chapter includes a presentation of the findings of this research according to its objectives and the interpretation of those results according to the theoretical framework adopted by the two researchers and previous studies, as follows: -

The first goal: emotional competence among adolescents according to age and gender variables:

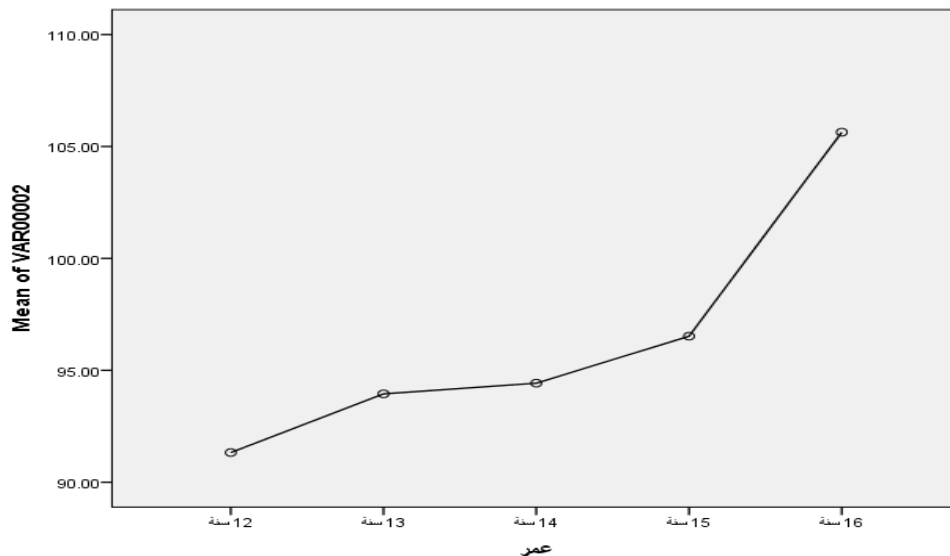
1- Emotional competence according to age: After applying the measure of emotional competence to the ages covered by the research (12, 13, 14, 15, 16), the arithmetic mean and the standard deviation for each age were extracted, and by using the T-test for one sample, the results showed that the difference between the calculated mean and the mean The hypothesis at the age of (12) years is statistically significant in favor of the hypothesis average at the level of significance (0.05) and the degree of freedom (79) and the differences between the calculated averages and the hypothetical average in the ages (15, 16) years are statistically significant in favor of the computed average as the calculated T values were greater From the tabular values at a level of significance (0.05) and with a degree of freedom (79), the difference between the two averages was not significant for my age (13, 14) years, and the age of (15) years is the age at which the emotional competence is formed in the research sample, table (2) and the graph (1) They make it clear.

Table (2)

Arithmetic means, standard deviations and T-values of adolescents' scores on the scale of emotional competence according to the variable of age

sign (0,05)	* Value t		Hypothesi zed mean	standard deviation	SMA	samp le	ages
	tubule	calculate					
sign for the benefit hypothesis	2,00	2.298	94	10.412	91.325	80	12
Not sign	2,00	0.040	94	10.975	93.950	80	13

Not sign	2,00	0.463	94	8.205	94.425	80	14
sign	2,00	2.501	94	9.030	96.525	80	15
sign	2,00	8.384	94	12.418	105.637	80	16



**Figure (1) means averages of emotional competency scores according to age**

2- emotional competence according to the gender variable:

2-1 The emotional competence of males: After applying the measure of emotional competence on the ages covered by the research (16,15,14,13,12). The arithmetic mean and standard deviation of the scores of males and for each age of the ages included in the study were extracted. With a degree of freedom (79), while these differences in ages (15,14,13) years were not statistically significant at a level of significance (0.05) and a degree of freedom (79), while the difference in age (16) years was statistically significant and in favor of the average Calculated at a level of significance (0.05) and with a degree of freedom (79). This means that the age of (16) years is the age at which emotional competence is formed in males, and Table (13) and Figure (3) illustrate this.

2-2 The theory of emotional competence among females: After applying the measure of emotional competence on the ages covered by the research (16,15,14,13,12). The arithmetic mean and standard deviation of the female scores and each age were extracted, and by using the T-test for one sample, the results showed that the differences between the arithmetic means and the theoretical average of (94) are not statistically significant in ages (14,13,12) years at a level of significance (0.05) and with a degree of freedom (79), while the differences in ages (16,15) years were statistically significant and in favor of the calculated average at the level of significance (0.05) and the degree of freedom (79). This means that the age of (15) years is the age at which emotional competence is formed in females, and Table (3) and Chart (2) illustrate this.



Table (3)

Mean scores of emotional efficiency scores, their standard deviations, calculated and tabular T-values, and their level of significance according to the age and gender variables

SIGN (0,05)	* VALUE t		Hypothesi zed mean	standard deviation	SMA	SAMP LE	SIX	AGES
	tubule	calculate						
sign for the benefit hypothesis	2,021	4.683	94	7.191	88.675	40	MALE	12 YEARS
Not sign	2,021	0.013	94	12.390	93.975	40	FEMAL E	
Not sign	2,021	1.860	94	7.739	91.725	40	MALE	13 YEARS
Not sign	2,021	1.043	94	13.188	96.175	40	FEMAL E	
Not sign	2,021	1.300	94	7.421	92.475	40	MALE	14 YEARS
Not sign	2,021	1.752	94	8.574	96.375	40	FEMAL E	
Not sign	2,021	1.388	94	7.288	95.600	40	MALE	15 YEARS
SIGN	2,021	2.078	94	10.502	97.450	40	FEMAL E	
SIGN	2,021	4.455	94	8.874	100.250	40	MALE	16 YEARS
SIGN	2,021	8.161	94	13.193	111.025	40	FEMAL E	

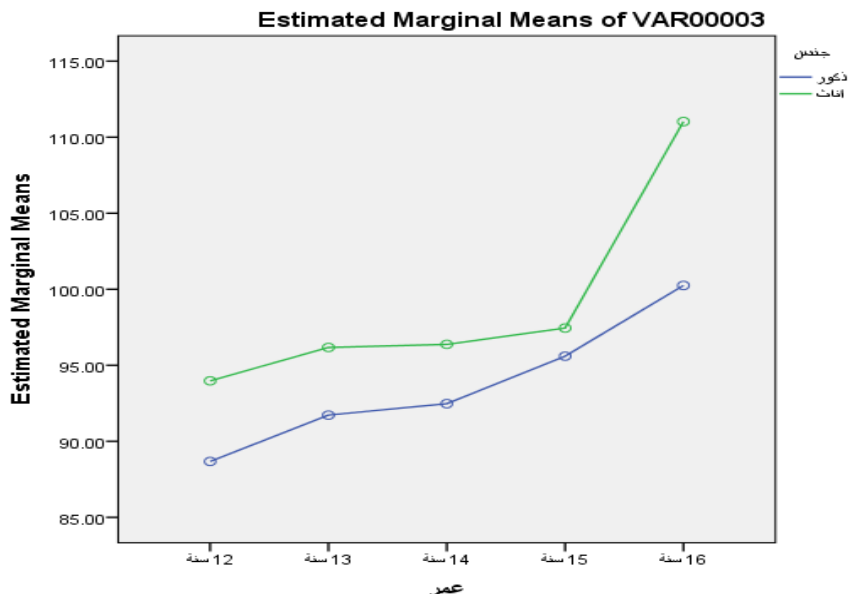


Diagram (2)

Average scores of emotional efficiency according to the variables of age and gender

The second goal:

1- Significance of differences in emotional competence according to age and gender variables.

1- The significance of differences in emotional competence according to the age variable: The two researchers used the Analysis of Variance tow way, to find out the differences between ages and sex and the interaction between them in emotional competence, and Table (4) illustrates this.

Table (4)

The results of the analysis of binary variance with interaction to identify statistically significant differences in the emotional competence of adolescents depending on the two variables (age and gender)

(0,05) SIGN	RATIO F	THE AVERAGE OF SQUARES	DEGREE OF FREE	Sum of squares	The source of the contrast
SIGN	24.596	2420.040	4	9680.160	Age
SIGN	28.066	2761.502	1	2761.502	Sex
NOT SIGN	2.264	222.753	4	891.010	Age * gender
		98.392	390	38372.825	The error
			399	51705.497	TOTAL

\* The tabular FID value is equal to (3.84) at the level of 0.05 and with a degree of freedom (1,162).

\* The tabular FIA value is equal to (2.37) at the level of 0.05 and with a degree of freedom (4,390).

It is clear from Table (4) that there are statistically significant differences in the age variable, as the calculated F value reached (24,596) degrees, which is greater than the tabular F value (2.37) at a level of significance (0.05) and with two degrees of freedom (4,390), which indicates On the existence of differences between ages in emotional competence, and to find out the source of the differences between ages, the researcher used the Scheffet test for dimensional comparisons, and Table (5) illustrates this.

Table (5)

Scheffe values calculated between the average scores of the sample members in the age groups on the scale of emotional competence

16 YEARS	YEARS 15	YEARS 14	YEARS 13	YEARS 12	AGES
-	-	-	-	-	12 YEARS
-	-	-	-	2.625	13 YEARS
-	-	-	0.474	3.10	14 YEARS
-	-	2.10	2.575	5.20	15 YEARS
-	9.112	11.212	11.687	14.312	16 YEARS
<b>(The critical Schiffie value at the level of significance (0.05) equals (4.828 *</b>					

Table (5) shows that there are (5) statistically significant comparisons out of a total of (10) comparisons in favor of older age, which are between each of the age groups (15,14,13,12) years with the age group (16) years, and the age group ( 12) years with age group (15) years, which indicates that children of older ages (15 and 16) are more developed in emotional competence than younger ages, while these differences were not significant between ages (13,12) with age (14) and ages (13,14) with age (15).

2- The significance of differences in emotional competence according to the gender variable: The results of the analysis of binary variance with the interaction showed the presence of statistically significant differences according to the gender variable in emotional competence, as the calculated mean value was (28,066), which is greater than the tabular index value (3.84) at the level of Significance (0.05) and two degrees of freedom (1-390), which indicates that there are statistically significant differences according to the gender variable as the averages of males and females were as shown in Table (6).

Table (6)

Arithmetic means and standard deviations for males and females

<b>standard deviation</b>	<b>SMA</b>	<b>NO.</b>	<b>Sex</b>
<b>8.603</b>	<b>93.745</b>	<b>200</b>	Males
<b>13.112</b>	<b>99.00</b>	<b>200</b>	Female

To find out the difference between the mean of males and females, a Shaivism test was used, and it was found that the difference is statistically significant, and in favor of females, the fact that the calculated Shaiv value (5.255) is greater than the critical Shaiv value of (1.943). This means that emotional competence develops faster in females than males.

2- The interaction between the age and gender variables in emotional competence: The results showed that there are no statistically significant differences according to the interaction between the age and sex variables, as the calculated FF value was (2,264), which is smaller than the tabular Fatal value of (2.37) at a significant level (0.05) and two degrees of freedom (4-390), as shown in Table (14).

Interpretation and discussion of results: The two researchers will discuss their findings and interpret them in light of the theoretical framework and previous studies.

First: The results indicated that the average grades of adolescents on the emotional competency scale gradually increase from the age of (12) years to the age of (16) years. This is consistent with what was proposed by (Sarney's functional theory), which considers that emotional competence is acquired and formed by evolution and that individuals move through different developmental stages, and that this development is not sequential (sequentially or consecutively), but rather according to what interactions within the social environment suggest. It helps individuals interpret information and situations as they progress through their life stages.

The results indicate, according to the criterion adopted by the researcher in judging the emotional competence, that the age of (15) years is the age at which the emotional competence of adolescents is formed from the research sample. This means that adolescents of this age have reached a level that enables them to master most competency skills that are Sarney identified them as components of emotional competence with stimulating emotion in social interactions, and that each of these skills works interchangeably with other skills in the development of the

individual, and this result is consistent with the results of the study (Telzer, 2014) regarding adolescents' possession of emotional competence at this age.

The disparity in the emergence of emotional competence in adolescents can be explained according to Sarney's perspective, which is that the knowledge that the adolescent creates about himself and others changes according to place and time, and that the difference in the cultural and social environment is reflected in the amount and type of cognitive and emotional experiences that the teenager is exposed to.

Second: The results of the analysis of variance regarding gender differences in the development of emotional competence showed that there is a statistically significant difference between males and females and in favor of females, and this result is consistent with the findings of the study (askar et.al, 2018), and this result is not consistent with the study (Al-Faily, 2015) that indicated the superiority of males over females in emotional competence, and a study (Al-Masoudi, 2017) that indicated that there are no differences between the sexes in emotional competence.

The researchers believe that this result can be traced back to the difference in the methods of socialization used with both genders and to the amount and type of emotional and social experiences that both males and females are exposed to in the social milieu.

The general tendency for the differences between the average scores of adolescents in emotional competence shows that the path taken by this development is a progressive, evolutionary path, as the differences were not significant in emotional competence between each age and the next except for the age (12) years with age (15) years, and between groups Age (12, 13, 14, 15) years with age group (16) years, and the differences were not significant between ages (12, 13) with age (14) and ages (14,13) with age (15), which indicates Adolescents of older ages (15, 16) are more developed in emotional competence than younger ages. Thus, ages (12, 13, 14) years represent a stage that differs from ages (15, 16) years, which represent a new stage in the development of emotional competence among adolescents. From the researcher's point of view, this path is supported by support for the evolutionary evolutionary theories that see that growth is a cumulative intermittent process, that is, a stage of educational theories (behavioral trend) and in which growth takes major transformations in the methods of behavior and thinking (Al-Hamdani, 1989: 49-50).

## **V. Conclusions:**

In light of the research results, the researchers can conclude the following: -

- 1- Adolescents at the age of (15) years have emotional competence.
- 2- Emotional competence is an evolutionary task (developmental) at ages (12, 13, 14, 15, 16). Sunnah and supports its path progressive theories of progress.
- 3- The development of emotional competence is affected by the gender variable. Females develop faster than males in emotional competence.

4- Emotional competence may develop in late adolescence, adulthood, and old age.

Recommendations: Based on the results of the current study, the two researchers recommend the following:

1- Guiding parents through the media, school seminars and meetings about the importance of emotional competence for their children of all ages.

2- Directing educational institutions on the necessity of enhancing the emotional competence of adolescents.

3- Holding educational seminars for teachers on methods of developing emotional competence among adolescents.

### **The proposals**

1- Conducting studies similar to the current research on other age stages such as (children, adults, the elderly).

2- Conducting studies dealing with the relationship of the current research variable with variables such as (parental treatment methods, self-esteem, social status).

3- Building an indicative program for the development of emotional competence.

5- Conducting a comparative study in emotional competence between adolescents in rural schools and adolescents in city schools.

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