

REVIEW

Measuring and strengthening intelligence and emotional competencies in higher education: A systematic analysis

Medición y fortalecimiento de la inteligencia y competencias emocionales en educación superior: Un análisis sistemático

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ABSTRACT

The assessment of emotional intelligence and emotional competencies in higher education represents a constant challenge due to the complexity of these constructs and their increasing relevance in the academic and professional environment. This study aims to analyze the publications that report on the creation or validation of instruments to assess emotional intelligence and emotional competencies in adults, with special emphasis on their application in higher education. For this purpose, an exhaustive systematic review of articles published between 1994 and 2022 in the Web of Science, Scopus and SciELO databases was carried out, following the PRISMA methodology. Of the 4653 articles initially identified, 67 met the inclusion criteria. The results show the temporal evolution of scientific production, identifying authors, journals, countries, sample types and psychometric properties of the instruments analyzed. It is observed that the construction of tools to assess emotional intelligence began in 1998, while the development of specific instruments to measure emotional competencies intensified from 2010. In addition, in recent years there has been a growing interest in the assessment of emotional intelligence in adult populations with disabilities, mental health conditions or in contexts of deprivation of liberty, reflecting an inclusive approach. Finally, this systematic review highlights the proliferation of instruments in higher education and their importance for the development of training programs and intervention strategies aimed at strengthening these competencies in students and professionals.

Keywords: Measurement Instruments; Emotional Intelligence; Emotional Competencies; Systematic Review.

RESUMEN

La evaluación de la inteligencia emocional y las competencias emocionales en educación superior representa un desafío constante debido a la complejidad de estos constructos y su creciente relevancia en el ámbito académico y profesional. Este estudio tiene como objetivo analizar las publicaciones que informan sobre la creación o validación de instrumentos para evaluar inteligencia emocional y competencias emocionales en adultos, con especial énfasis en su aplicación en la educación superior. Para ello, se realizó una revisión sistemática exhaustiva de artículos publicados entre 1994 y 2022 en las bases de datos Web of Science, Scopus y SciELO, siguiendo la metodología PRISMA. De los 4653 artículos inicialmente identificados, 67 cumplieron con los criterios de inclusión. Los resultados evidencian la evolución temporal en la producción científica, identificando autores, revistas, países, tipos de muestra y las propiedades psicométricas de los instrumentos analizados. Se observa que la construcción de herramientas para evaluar inteligencia emocional comenzó en

1998, mientras que el desarrollo de instrumentos específicos para medir competencias emocionales se intensificó a partir de 2010. Además, en los últimos años ha surgido un creciente interés por la evaluación de inteligencia emocional en poblaciones adultas con discapacidad, condiciones de salud mental o en contextos de privación de libertad, reflejando un enfoque inclusivo. Finalmente, esta revisión sistemática destaca la proliferación de instrumentos en educación superior y su importancia para el desarrollo de programas formativos y estrategias de intervención destinadas al fortalecimiento de estas competencias en estudiantes y profesionales.

Palabras clave: Instrumentos de Medición; Inteligencia Emocional; Competencias Emocionales; Revisión Sistemática.

INTRODUCTION

Emotional intelligence and emotional competencies are fundamental to the skills people should develop throughout their personal, social, and professional lives. Because their impact directly influences how people manage their emotions, interact with others, and face challenges in different contexts, especially in higher education. Having these skills adequately developed and strengthened promotes personal well-being and translates into more efficient and effective performance in various areas, contributing to healthy coexistence.

From this perspective, it is essential to measure both emotional intelligence and emotional competencies, as their evaluation allows us to understand their level of development and design strategies to strengthen them. The systematization carried out by the authors seeks precisely to substantiate the relevance of this process, showing how the measurement of these competencies can contribute to the integral formation of students and, consequently, to their academic, professional, and personal success.

The evaluation of emotional intelligence (EI) and emotional competencies (EC) in the field of higher education has gained increasing interest in scientific research due to its impact on the integral development of students and their preparation for the labor market.^(1,2) The measurement of these constructs represents a constant challenge, given that various theoretical models and methodological approaches have evolved. In particular, the literature has shown that the study of EI emerged from Thorndike's concept of social intelligence,⁽³⁾ consolidating itself as a construct with the work of Salovey and Mayer.⁽⁴⁾ Since then, its conceptualization and evaluation have undergone significant transformations, which have given rise to various instruments designed to measure it in different contexts.^(5,6)

The need for valid and reliable instruments to assess EI and EC in higher education has led to many studies in this field, especially since the 2010s.⁽⁷⁾ However, the diversity of tools has generated the need for a systematic review to synthesize advances and evaluate trends in the validation of instruments within the university context. Therefore, this study aims to analyze the instruments used to measure and strengthen emotional intelligence and emotional competencies in adults with an emphasis on the context of higher education between the years 1994 and 2022, considering articles published in high-impact databases such as Web of Science, Scopus, and SciELO.

The selected analysis period responds to methodological and scientific reasons that allow us to capture the evolution of these instruments from their origin to the present day. Although the concept of EI was formally introduced in 1990, its measurement did not begin to develop widely until 1994, when the first evaluation models appeared.⁽⁵⁾ The inclusion of studies before 2020 provides a theoretical and methodological basis that allows for the contextualization of recent advances in the measurement of these constructs, while the incorporation of more current articles responds to the need to understand how the instruments have been refined and adapted to the new demands of higher education.^(8,9)

Likewise, the literature review shows that, since 1998, the construction of specific instruments to evaluate emotional intelligence began, while from 2010, tools focused on measuring emotional competencies were developed.^(10,7) Since 2020, the COVID-19 pandemic has reinforced interest in assessing these competencies in the university environment, promoting new validations and adaptations of instruments in adult populations in higher education.^(11,12) The growing scientific output in this area highlights the importance of tools that allow EI and EC to be assessed and integrated into training programs that promote student well-being and academic success.⁽¹³⁾

In this context, this systematic review offers a holistic view of the main instruments available and the research trends in their validation and application in higher education. Based on a rigorous search in high-impact interdisciplinary databases, the aim is to answer the following research question: What instruments have been published to assess and strengthen emotional intelligence and emotional competencies in a population aged over 17 and under 65 in the Web of Science, Scopus and SciELO databases over the last three decades

(1994-2022)? What instruments published between 1994 and 2022 in the Web of Science, Scopus, and SciELO databases have been designed, validated, or used to evaluate and strengthen emotional intelligence and emotional competencies in adults (between 18 and 65 years old), with special emphasis on their application in higher education?

The relevance of this review lies in the fact that, although multiple tools have been developed to measure these constructs, the literature points to shortcomings in selecting suitable instruments and validating tools in different countries and educational contexts.⁽¹⁴⁾ The integration of emotional competencies in higher education is essential to respond to the demands of a society that requires professionals with high levels of technical knowledge and socio-emotional skills that allow them to effectively manage their emotions and interpersonal relationships.^(15,16,12)

In summary, this research seeks to consolidate existing knowledge about the instruments for measuring EI and EC in the university environment, providing a basis for future research and practical applications in higher education.

METHOD

Research design

This research corresponds to a retrospective ex post facto study, according to the classification of Montero et al.⁽¹⁷⁾, and is ascribed to the qualitative paradigm, specifically to a descriptive and exploratory documentary analysis.⁽¹⁸⁾ The systematic review answers the research question: What instruments have been published to evaluate and strengthen emotional intelligence and emotional competencies in a population over 17 and under 65 years of age in the Web of Science, Scopus, and SciELO databases over the last three decades (1994-2022)?

Protocol and registration

This systematic review follows the guidelines of the PRISMA 2020 statement,⁽¹⁹⁾ which extends and updates the methodological recommendations, guaranteeing rigor and precision in identifying, selecting, and evaluating studies.⁽²⁰⁾

The initial search identified 4653 articles in the selected databases. A multi-stage filtering process was applied. First, 4149 articles were discarded because they were unrelated to emotional intelligence or competencies. Subsequently, 58 duplicate records and 29 articles that were not openly accessible were removed.

In the eligibility stage, 350 texts were excluded for not meeting the previously established inclusion criteria (articles on the construction and validation of EI and EC instruments and the population over 17 and under 65). Finally, 67 articles were selected for analysis, which met the standards of methodological quality and thematic relevance. Two researchers independently reviewed and applied the inclusion and exclusion criteria to ensure objectivity in the selection process. The degree of agreement between the evaluators was measured using Cohen's Kappa index, guaranteeing a high level of inter-evaluator agreement and minimizing bias in the selection of studies.⁽²¹⁾

This methodology strengthened the validity and reliability of the systematic review, ensuring that the included studies provide an up-to-date and relevant overview of the instruments for assessing emotional intelligence and emotional competencies in higher education (figure 1).

Inclusion Criteria

Original research is included that addresses the construction or validation of instruments to measure Emotional Intelligence and Emotional Competences, provided that they were published in indexed and peer-reviewed journals. To ensure accessibility to the information, only studies offering full text were selected, either through open access or through institutional subscription. In addition, we opted for those studies that were directly related to the subject of the review and that involved the participation of human beings, limiting ourselves to a population over 17 and under 65 years of age in a university context.

Exclusion criteria

Editorials, letters to the editor, opinions, systematic reviews, meta-analyses, conference summaries and any study that was not peer-reviewed were excluded, given the lack of methodological rigor they present. Studies whose full content was not available were also discarded, as this would limit the exhaustive evaluation of their methodology and results. Likewise, studies that did not directly relate to the subject of the review were excluded, as well as those involving populations outside the established age range or contexts other than university settings.

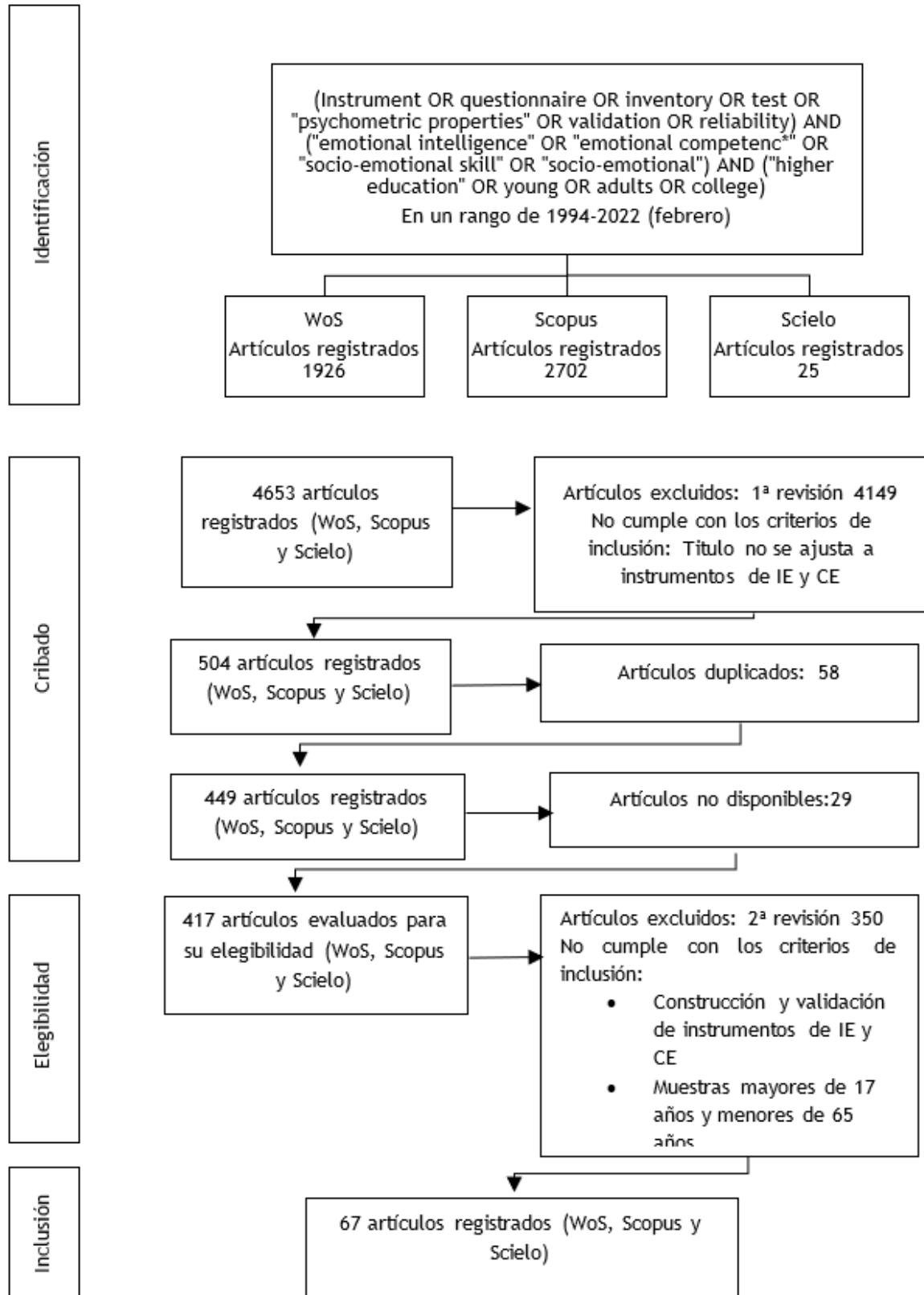


Figure 1. Flow chart based on the PRISMA statement

Information sources and search strategy

In accordance with table 1, the study begins with the definition of key words that give rise to the specific search strategy, which was entered into the search engines selected in advance, following the specifications of each database.

Table 1. Specifications of the search for articles in the databases			
Search refinement			
Keywords	“Instrument”, “questionnaire”, “inventory”, “test”, “psychometric properties”, “validation”, “reliability”, “emotional intelligence”, “emotional competenc*”, “socio-emotional skill”, “socio-emotional”, “higher education”, “young”, “adults” y “college”		
Search strategy	(Instrument OR questionnaire OR inventory OR test OR “psychometric properties” OR validation OR reliability) AND (“emotional intelligence” OR “emotional competenc*” OR “socio-emotional skill” OR “socio-emotional”) AND (“higher education” OR young OR adults OR college)		
Databases	Web of Science (WOS) All databases	Scopus Document search	SciELO Collections
Descriptors	Subject	Article, title, abstract, keywords	All indexes
Time period	Customize range of years: 1994-2022	Limit: 1994-2022	Year of publication: 1994-2022
Type of document	Article	Article	Article
Search results	1926	2702	25

Information analysis

The selected studies were analyzed using thematic qualitative content analysis.^(22,23) In the pre-analysis, a preliminary review of the records was carried out, applying eligibility criteria to guarantee the relevance of the selected studies. The main instruments used in measuring emotional intelligence (EI) and emotional competencies (EC) in higher education were identified, allowing for the contextualization of their theoretical development and methodological evolution. In the descriptive analysis phase, the studies were characterized according to key variables such as the type of instrument, the underlying theoretical model, and the reported psychometric properties. There was a predominance of self-report tools, such as the Trait Meta-Mood Scale (TMMS-24), the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT), and the Emotional Quotient Inventory (EQ-i), used in different educational contexts and university populations. In the interpretative phase, an integrated analysis of the findings was carried out, allowing the construction of analytical categories for assessing EI and EC in higher education. Emerging trends were identified, such as the increasing application of these instruments in populations with disabilities, students in vulnerable situations, and contexts of deprivation of liberty, reflecting an expansion of interest in measuring emotional intelligence in diverse settings.

Ethical aspects

Given that the study is based on the compilation and synthesis of information from previously published secondary sources, fundamental ethical principles were considered, such as academic integrity and respect for the copyright of the research analyzed. Ensuring compliance with ethical and methodological standards in the treatment of scientific literature. Finally, priority was given to the inclusion of peer-reviewed studies published in indexed journals, avoiding bias in the selection of sources.

RESULTS AND DISCUSSION

In this systematic review, 4653 articles were obtained from the WoS, Scopus and Scielo databases and 67 articles were obtained in accordance with the search strategy, the PRISMA method and its inclusion criteria. Table 2 below shows the number of published articles on the EI and EC instruments constructed and validated between 1994 and 2022 in a population aged over 17 and under 65.

Table 3 below specifies the five registered publications of instruments that measure EI from the year 1998, with the authors, country, number of items, factors or variables, scale, sample and internal consistency, decade in which the authors Mayer et al.⁽⁵⁾ incorporated into the scientific literature the model of mental capacity or ability based on the adaptive use of emotions to solve and face contextual situations effectively.⁽²⁴⁾ Likewise, it can be seen that the construction of EI instruments continued until 2018.

Table 2. Constructed and validated instruments of EI and EC that meet the inclusion criterion based on the PRISMA method (67 articles)

Built IE		Built-in CE		Validated Disability EI		CE validated		IE validated			
Name Instrument	N°	Name Instrument	N°	Name Instrument	N°	Name	N°	Name	N°	Name	N°
Emotional Intelligence Scale (EIS)	1	Questionari de Desarrollo Emocional para Adultos (QDE-A)	1	Emotional Intelligence Scale (EIS)	1	Profile of Emotional Competence (PEC)	2	Trait Emotional Intelligence Questionnaire (TEIQUE)	11	Self-Report Emotional Intelligence Test (SREIT)	2
Emotional Intelligence Profile (EIP)	1	Profile of Emotional Competence (PEC)	1	Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT)	1	Beliefs about Emotions Scale (BES)	1	Wong-Law Emotional Intelligence Scale (WLEIS)	8	Work Group Emotional Intelligence Profile-Short version (WEIP-S)	2
Emotional Intelligence Scale (EIS)	1	Emotional Competence Inventory (ECI)	1	Schutte SelfReport Emotional Intelligence Scale (SSREI)	1	Questionnaire on emotional development in adults (CDE-A35)	1	Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT)	7	Emotional intelligence scale (EIS, 1998)	1
Trait Emotional Intelligence Scale for Korean Adults	1	Inventario de Competencias Socio Emocionales (ICSE)	1	Assessing Emotions Scale (AES)	1			Trait Meta-Mood Scale (TMMS)	5	Emotional Intelligence Inventory and the Emotional Intelligence Scale (EII y EIS)	1
Perceived Emotional Intelligence (PEI)	1	Social Emotional Health Survey Higher Education (SEHS-HE)	1	Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT)	1			Brief Emotional Intelligence Scale (BEIS10)	2	Emotional Intelligence Test (IPIP-EIT)	1
		Social-Emotional Expertise (SEE) Scale	1	Emotional Quotient Inventory (EQ-i)	1			Emotional Quotient Inventory (EQ-i)	2	Schutte's Emotional Intelligence Scale (SEIS)	1
								Schutte Emotional Intelligence Scale (SSREI)	2	Schutte Self Report Emotional Intelligence Scale (SSREIS)	1
N° of Articles Total	5		6		6		4		37		9
67 articles											

Table 3. Publications of the instruments constructed to evaluate EI in the adult population registered in the databases

Instrument	Authors	Country	N° items	Factors or variables	Scale	Sample	Internal Consistency
Emotional Intelligence Scale (EIS)	Schutte, et al. (1998)	Estados Unidos	33	-	Likert scale 5 points (1=strongly disagree to 5=strongly agree)	346 participants (average age 29)	Cronbach's alpha 0,90
Emotional Intelligence Profile (EIP)	Cortés et al. (2002)	México	161	Emotional control, Self-esteem, Impulse control, Stress management, Social skills, Creative balance, Communication skills, Goal management, Self-motivation, Positive attitudes	-	1009 adult participants	Cronbach's alpha 0,958
Emotional Intelligence Scale (EIS)	Akerjordet y Severinsson (2009)	Noruega	23	Self-management and creativity, Social skills, Emotional self-awareness	4-point Likert scale (1= very low degree to 4= very high degree)	250 postpartum women	Cronbach's alpha 0,93

Trait Emotional Intelligence Scale for Korean Adults	Lee y Kwak (2012)	Corea del Sur	20	Emotional understanding, facilitation, Emotional regulation	recognition/ Emotional	-	Study 1: 660 respondents Study 2: 490 respondents. All aged between 30-40 years old	Cronbach's alphas range from 0,69 to 0,77
Perceived Emotional Intelligence (PEI)	Mikulic et al. (2018)	Argentina	135	Interpersonal attention, understanding, regulation, Interpersonal understanding and regulation, Emotional expression	emotional Emotional	Scale of 1 to 5 points (1= strongly disagree to 5= strongly agree).	356 adult participants (average age 27)	Cronbach's alphas range between 0,81 and 0,92

Tabla 4. Publications of the instruments constructed to evaluate SC in the adult population registered in the databases

Instrument	Authors	Country	N° Items	Factors or variables	Scale	Sample	Internal Consistency
Questionnaire on Emotional Development for Adults (QDE-A)	Pérez-Escoda, Bisquerra, Filella y Soldevila 2010	España	48	Emotional awareness, emotional regulation, emotional autonomy, social skills, skills for life and well-being.	11-point Likert scale (0= strongly disagree to 10= strongly agree)	1537 participants (aged between 17 and 64)	Cronbach's alpha 0,92
Profile of Emotional Competence (PEC)	Brasseur, Grégoire, Bourdu y Mikolajczak 2013	Bélgica	50	Intrapersonal CE: Identification, Expression, Understanding, Regulation, Utilization Interpersonal CE: Identification, Expression, Understanding, Regulation, Utilization	5-point Likert scale (Strongly disagree to strongly agree)	5,676 participants (aged 17-84)	Cronbach's alpha 0,88
Emotional Competence Inventory (ECI)	Bueno, Correia, Abacar, Gomes y Júnior 2015	Brasil	76	Perception of emotions, Regulation of low-intensity emotions, Emotional expression, Regulation of emotions in other people, Regulation of high-intensity emotions	5-point Likert scale (1= does not apply to me at all to 5= applies perfectly to me)	409 participants (average age 30)	Cronbach's alpha 0,89
Inventory of Socio-Emotional Competences (ICSE)	Mikulic, Crespi y Radusky 2015	Argentina	72	Self-efficacy, Optimism, Assertiveness, Emotional expression, Emotional awareness, Empathy, Emotional regulation, Prosociality and Autonomy	5-point Likert scale (1= completely disagree to 5= completely agree).	Phase 1: 446 participants Phase 2: 509 participants	Cronbach's alpha = 0,89
Social Emotional Health Survey Higher Education (SEHS-HE)	Furlong, You, Shishim y Dowdy 2017	Estados Unidos	36	Belief in oneself, Belief in others, Emotional competence and a committed life	6-point Likert scale 1= Very different to me to 6= Very similar to me	2,184 higher education students	-
Social-Emotional Expertise (SEE) Scale	McBrien, Wild, Bachorowski 2020	Estados Unidos	25	Adaptability and Expressiveness	7-point Likert scale (0= never to 6= always)	Three experiments with 155, 2885 and 382 participants (aged between 18 and 29)	Cronbach's alphas range between 0,82 and 0,92

With regard to the construction of instruments for assessing EC in the adult population, table 4 shows that the first questionnaire recorded dates from 2010 and is called the Adult Emotional Development Questionnaire (QDE-A). Five other instruments were published later, the data for which indicate high rates of internal consistency, which ensures the high reliability of each instrument.

As for the instruments to evaluate EI in adults, it can be seen that their construction begins in 1998 and the creation of instruments to evaluate ECs begins in 2010. This can be seen in figure 2, and it should be noted that this coincides with the stage at which scientific relevance begins to be given to the study of these constructs.^(5,25)

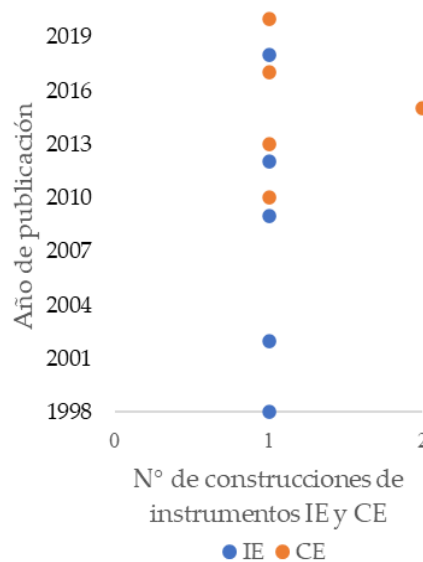


Figure 2. Chronology of publication of the instruments constructed to measure EI and EC

There have been repeated validations of EI instruments in different countries, which show the expansion of the EI construct and the need for its evaluation, using first-generation instruments for this purpose. This result coincides with the second line of research, aimed at the creation of instruments to reliably evaluate emotional intelligence in different populations.^(5,26) Table 5 below shows EI instruments with the highest validation in the databases.

Table 5. EI instruments with the highest level of validation registered in the databases.

	Country	Italia	Bélgica	Serbia	España	Grecia	Francia	Australia	Brasil	Chile	Reino Unido
Trait Emotional Intelligence Questionnaire (TEIQue)	No. of validations	2	1	1	1	1	1	1	1	1	1
	Year(s)	2016; 2019	2007	2014	2016	2016	2016	2017	2021	2021	2021
Wong-Law Emotional Intelligence Scale (WLEIS)	Country	Corea del sur	España	Estados Unidos	Portugal	Perú	Italia				
	No. of validations	2	2	1	1	1	1				
	Year(s)	2012; 2020	2016; 2019	2007	2016	2016	2017				
Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT)	Country	España	Australia	Irán	Estados Unidos	Italia					
	No. of validations	3	1	1	1	1					
	Year(s)	2006; 2013; 2016	2005	2006	2011	2013					
Trait Meta-Mood Scale (TMMS)	Country	España	Francia	Italia	Argentina						
	No. of validations	2	1	1	1						
	Year(s)	2010; 2021	2016	2017	2021						

The first validation of an EC instrument (PEC) was published in 2015 in Japan and then in Brazil (BES) and Spain (CDE-A35) successively. These validations show that the construct of emotional competences⁽²⁷⁾ has an incipient development when contrasted with that of emotional intelligence, according to the instruments validated in the database. This record is shown in table 6 with its authors, year and country.

Instrument	Authors	Year	Country
PEC	Nozaki, Y., Koyasu, M.	2015	Japón
PEC	Nozaki, Y., Koyasu, M.	2016	Japón
BES	Mograbi, D.C., Indelli, P., Lage, C.A., (...), Landeira-Fernandez, J., Rimes, K.A.	2018	Brasil
CDE-A35	Perez-Escoda, N; Rossello, AA and Lopez-Cassa, E	2021	España

Finally, among the results obtained in this systematic review is the validation of EI instruments in adults with disabilities, mental disorders and who are deprived of their liberty. Table 7 shows that this record of instruments dates from 2001 to 2020, including the countries of Japan, China, the United Kingdom and Spain, making a contribution to the focus on diversity and inclusion.

Instrument	Authors	Country	No. of items	Factors or variables	Scale	Sample	Internal Consistency
Emotional Intelligence Scale (EIS)	Fukunishi et al. (2001)	Japón	65	Intrapersonal Interpersonal Situacional	-	398 outpatients and 267 university students	Cronbach's alphas range between 0,75 and 0,80
Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT)	Ma et al. (2010)	China	49	Facing up to tasks Emotional management tasks Tasks involving emotional relationships The branch of managing emotions	-	93 adults and 38 patients with schizophrenia and affective disorders	Cronbach's alphas range from 0,63 to 0,81
Schutte Self Report Emotional Intelligence Scale (SSREI)	Qualter et al. (2010)	Reino Unido	33	Seeking and using positive emotions Positive regard and awareness of emotion Optimism and determination of others' emotions Understanding others' emotions	-	225 adult women deprived of their liberty	Cronbach's alphas range from 0,50 to 0,87
Assessing Emotions Scale (AES)	Chien 2013	China	-	Empathy Self-awareness of emotions Positive cognitive style	-	114 young adults with ASD	Cronbach's alphas range from 0,70 to 0,83
Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT)	Mao et al. (2016)	China	141	Perception, assessment and expression of emotions Emotional facilitation of thought Understanding and analysis of emotions Reflective regulation of emotions to promote emotional and intellectual growth .	5-point Likert scale	728 adults and 76 of them with schizophrenia	Cronbach's alpha 0,93
Emotional Quotient Inventory EQs-i	Sánchez-Teruel et al. (2020)	España	54	Intrapersonal Interpersonal Adaptation Stress management General state of mind	4-point Likert scale	742 Spanish adults with Down's syndrome (average age 26)	Cronbach's alpha 0,91

CONCLUSIONS

This systematic review analyzed the instruments published between 1994 and 2022 in Web of Science, Scopus, and SciELO on emotional intelligence and emotional competencies in adults (18-65 years old), emphasizing higher education. It was observed that the majority of the instruments have been designed to measure emotional intelligence, in particular the Trait Emotional Intelligence Questionnaire (TEIQue), the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT), the Emotional Quotient Inventory (EQ-i) and the Schutte Self-Report Emotional Intelligence Scale (SSREI). Emotional competencies, unlike emotional intelligence, have gained relevance in recent years, with the identification of measurement instruments such as the Profile of Emotional Competence (PEC), the Emotional Development Questionnaire for Adults (QDE-A), and the Socio-Emotional Competence Inventory (ICSE). Likewise, self-reports predominate, which facilitates application but limits comprehensive evaluation. In addition, there was evidence of uneven distribution in the validation of these instruments, with more excellent production in Spain, the United Kingdom, and the United States, while in Latin America, contributions are emerging in Chile, Brazil, and Argentina. These findings reinforce the importance of developing tools to assess and strengthen emotional intelligence and emotional competencies in higher education, ensuring their impact on well-being, academic performance, and professional training.

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