## *Original Article*

# Understanding the experience of Ph.D. students in psychology of the emotional competences in learning

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**Abstract**

**Introduction:** Emotional competence is considered as one of the most important factors related to academic learning. Students' experiences of emotional competence are very important and should be considered. Therefore, the aim of this study was to identify and describe the experience of emotional learning competencies in Ph.D. students in psychology.

**Materials and Methods:** The study was performed with a qualitative approach and phenomenological method. Twenty-five students were selected by purposeful sampling and interviewed at the university where they were studying during the academic year of 2017-2018. The data were written and analyzed using van Mann's combined phenomenology method**.**

**Results:** The results of the analysis were about two hundred and fifty initial codes, which finally appeared in six themes: recognizing your emotions, managing and controlling your emotions, proper interpersonal relationships, paying attention to the emotions of others, and so on. Empathy, social status, and balance in cognition and excitement. A number of sub-themes also described these themes.

**Conclusion:** Recognizing self-emotions was one of the main components of this experience. With their emotional management, the students tried to learn better. The educational department of the university and the professors of psychology can use these findings to improve the students' experience of emotional competences in learning.

**Keywords:** Emotional competence, Learning, Phenomenology.

## Introduction

One of the characteristics of a human being is his/her special talent for learning. The role of emotions in learning has also long been used to stimulate, influence and guidance of thoughts, this dimension of human existence should be considered by those involved in education. In addition, recognizing emotions and how they grow and how effective they are in learning individual and social behavior, as well as cultivating them in a balanced way to prevent emotional poverty and achieve scientific and moral progress are educational topics.

Emotional competence refers to basic social skills for recognizing, interpreting, and structuring responses to emotions in oneself and others (1).

In some definitions, emotional competence is equated with emotional intelligence.

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Received: Aug. 07, 2019
Accepted: Apr. 21, 2020

Emotional intelligence is a relatively new, multi-dimensional structure with concepts such as mood, information processing, emotional regulation, and acquired skills are distinguished (2). The importance of emotional competence and emotional regulation from birth has been confirmed in the conducted studies (3,4).

Emotional learning competencies include self-awareness, self-regulation, self-motivation, social awareness, and social skills that play an effective role in students' personal and social lives. So, they need more attention because emotional competencies are a set of personality traits that affect a person's destiny and lifestyle and allow him/her to use appropriate lifestyles and stages. By definition, self-awareness is a kind of individual ability to understand emotions and moods, self-regulation, skill in expressing emotions appropriately and socially, self-motivation, directing emotions toward a specific goal. Social awareness is the ability to understand emotions to achieve purposeful desires. Social skill is the ability to communicate with others in different social situations or social capacities (5).

Emotions define automatic performance patterns that are important for survival. Our cognitive ability creates opportunities for these early emotional patterns to be moderated and better adaptive patterns to be formed. This means that emotional self-awareness plays an essential role in adapting to the environment. According to Szczygiel et al., emotional self-awareness has been defined as an ability that identifies and describes the emotions of oneself and others (6). In this regard, recognizing emotions is one of the key steps in learning and paying attention to students' emotional competencies in addition to their academic achievement, commitment to a goal, longer-term well-being, personal well-being and development, inner satisfaction, positive relationships with others, and a happier and healthier life (7).

New theories in the realm of emotion emphasize the positive and adaptive role of emotion. According to these theories, excitement can play a constructive role in problem solving, information processing and decision making. However, it should not be forgotten that excitement is not always beneficial and often needs to be regulated and managed. Various studies have shown that people's ability to regulate cognitive excitement can play an important role in a person's adaptation to stressful life events (8,9). Most societies are made up of a combination of different ethnicities and nationalities, and students should be ready to enter a society with different social classes and citizens with diverse economic incomes, languages, religions, and ethnicities. More empathy in social relationships raises the level of trust and thus strengthens the sense of belonging to society (10). Proper interpersonal relationships, in addition to enhancing emotional competence, help students gain greater social acceptance among the family, students, and the university, and thus improve their academic learning (11). When emotional abilities and healthy mechanisms emerge in the process of overcoming events, a person reaches a higher level of resilience. Characteristics of a resilient person include: social competence, problem-solving skills, sense of purpose, self-confidence, a sense of competence, and a sense of a secure base. Happy people are usually more positive about their attitudes toward others, the world, and themselves. So it is to be expected that a resilient person will be more relaxed in stressful and negative events (12). Research has shown that low emotional clarity, independent of other aspects of emotional awareness, strongly predicts a wide range of psychological pathology. In contrast, people with high emotional clarity are more likely to be able to choose an adaptive emotion regulation strategy, such as cognitive reappraisal, to be more successful in managing their emotions, and to be healthier. Emotional regulation is a key factor that directly and indirectly affects mental health through cognitive regulation (10). In this regard, studies have shown that people use different patterns in how they express their emotions, such as expressing emotion, emotional control, and ambivalence in expressing emotion (13).

Various studies have shown the effect of emotional competence on improving learning, mental health, social skills, time optimization, emotion management and reducing aggression (14-20). The importance of self-awareness in improving learning and self-efficacy in various studies has also been confirmed (21-23). Also, various studies have shown that appropriate

communication skills and empathy are effective in improving learning (24,25).

Despite the importance of emotional learning competencies, most experts believe that the education cycle is still based on a traditional movement, mainly around cognitive education, and that the cultivation of emotional competencies has been ignored or neglected. Therefore, the role of emotional dimension in the teaching-learning process seems to be considered (7). Emotional competencies are a useful guide to gaining life skills, as well as measuring students' reactions to life events during their academic years. Because emotional competencies play a role in creating a conducive and motivating environment for learning as well as more effective communication. On the other hand, various studies have shown that learning does not take place without a connection to student emotions, and emotional programs improve students' academic achievement scores and performance. In other words, when students lack the skills to cope with their problems or lack social skills, self-management, and lack of recognition of their talents, any educational program, however meaningful, will not contribute to their academic achievement (14). In this regard, the results of the studies by Garner and Steiner showed that recognizing emotions is one of the key steps in learning (7,14). Despite the great importance that emotional learning competencies can have on students' personal and social development, fewer studies have examined this issue uniformly and comprehensively. Since the few studies that have been done through quantitative method, we decided to examine this phenomenon qualitatively. In general, phenomenological analyzes provide good thematic descriptions that provide an attitude toward life experience. Phenomenological research is often based on thematic anecdotes and stories based on the reported elements of different narrators to create a combined story. Such reports allow the reader to feel that he or she has the same experience. Audiences of such analyzes want to understand how people live a particular experience, and what that experience means to them (7).

Since qualitative research makes it possible to examine the world of phenomenology more deeply (26) and considering the importance of emotional competencies in mental health professionals in order to provide better

psychological services, this study aimed to examine the experience of Ph.D. students in psychology of the emotional competencies in learning.

**Materials and Methods**

The approach used in this study was a phenomenological approach, because it could be useful given the problem of "understanding the experience of PhD students in emotional learning skills." In this study, because both the experiences themselves and the understanding and interpretation of the details were important, combined phenomenology was used using the Van Mann method, which includes six steps: 1. Turning to the nature of live experience; 2. Exploring the experience; 3. Reflecting on the intrinsic themes that characterize the phenomenon; 4. The art of writing and 5. Rewriting, and 6. Consider the components and the whole (28).

In the present study, 15 students were selected among 35 students through targeted sampling. Participants were selected from Ph.D. students at Allameh Tabataba'i University; Islamic Azad University of Roodehen; Islamic Azad University, Science and Research; Islamic Azad University, Central Tehran Branch in the academic year 2017-2018. Participants were PhD students in the field of psychology (including majors: general, health, and education). Doctoral students in the field of psychology were considered as the criteria for entering in the selection of informants. They participated voluntarily after awareness about objectives, and they signed the consent form. They aged 28 to 49 years.

In this study, the main method of data collection was semi-structured open interviews, which began with a general question on the subject in an empty room at the college of the participating student who was relaxed. The initial guide to the interview included the following questions: "What comes to mind when you think of the word excitement? When and where was the last exciting experience you had? When and under what circumstances are you most excited?" Do you consider yourself a worthy person emotionally? What is the role of emotions in learning? Researcher explained the answer to each question with follow-up questions and sentences such as "more." Give me an example. What do you mean? He/she

examined more. The text of the interviews was recorded with the permission of the participants and then written. In three cases, in order to increase the accuracy of the work, the texts were checked and interpreted with the participants and additional interviews were performed. The time of the interviews varied from twenty minutes to fifty minutes. All interviews were conducted by one of the researchers (the first author of the article) and then listened, implemented, and analyzed. In addition, the accuracy of the interviews (questions asked in the interview and how to express the questions, etc.) was reviewed and confirmed by several professors of psychology (second and third authors of the article). To analyze the information obtained from the interviews, a holistic and line-by-line approach was used. In this way, first the text of each interview was read as a whole, and a summary

interpretation was prepared from it, and then the text of each interview was read many times line by line. During the research, the relationship between the components and the whole was considered and the texts were written and changed many times. To improve the accuracy and validity of the study, methods such as discarding the researcher's previous knowledge, returning to the participants and asking them questions were used in data analysis.

## Results
After analyzing and classifying the data, the findings are presented in this section. In order to protect the privacy of individuals, the demographic characteristics of the participants are provided without names and surnames and numbered in Table 1.

**Table 1.** Demographic characteristics of the participants

| Participant number | Gender | Age | University of study |
|:---:|:---:|:---:|:---:|
| 1 | Female | 39 | Allameh Tabataba'i University |
| 2 | Male | 28 | Allameh Tabataba'i University |
| 3 | Female | 49 | Islamic Azad University of Roodehen |
| 4 | Female | 35 | Islamic Azad University of Roodehen |
| 5 | Female | 45 | Islamic Azad University of Roodehen |
| 6 | Male | 42 | Islamic Azad University of Roodehen |
| 7 | Female | 30 | Islamic Azad University of Roodehen |
| 8 | Male | 32 | Islamic Azad University of Roodehen |
| 9 | Female | 42 | Islamic Azad University, Central Tehran Branch |
| 10 | Male | 31 | Islamic Azad University, Central Tehran Branch |
| 11 | Female | 40 | Islamic Azad University, Central Tehran Branch |
| 12 | Female | 31 | Islamic Azad University, Science and Research |
| 13 | Male | 35 | Islamic Azad University, Science and Research |
| 14 | Male | 38 | Islamic Azad University, Science and Research |
| 15 | Female | 39 | Islamic Azad University, Science and Research |

From the total data, about two hundred and fifty initial conceptual codes were extracted, which finally appeared in the form of 6 themes

and 19 sub-themes (Table 2) and then were examined.

**Table 2.** Themes and sub-themes extracted from the data

| Main themes | Sub-themes |
|---|---|
| 1- Recognize self-emotions | 1- Psychological factors (mental health, personality traits, self-efficacy, threshold of emotional arousal, self-confidence, resilience) |
|  | 2- Physiological factors (the effect of pleasant and unpleasant emotions on physical health) |
|  | 3- Developmental and transformational factors (family upbringing, having experience, education, finding the cause in the occurrence of emotions, self-awareness) |
| 2- Emotional management and control | 1- Personal management of emotions, pursuit of goals and planning |
|  | 2- Feeling independent in managing emotions |
|  | 3- Accepting your emotional changes and not suppressing them |
| 3- Appropriate interpersonal relationships | 1- Approved by others |
|  | 2- High energy for life, and academic and work success |
|  | 3- Accepting the emotions of others and not imposing your emotions on others |
| 4- Pay attention to the emotions of others and empathy | 1- Recognizing the emotions of others and respecting the feelings of others |
|  | 2- Having insight and the ability to change attitudes |
|  | 3- The role of body language in causing excitement and not suppressing other people's emotions |
| 5- Social status | 1- Socio-cultural-economic status |
|  | 2- Being in unfamiliar environments and new events occur in life |
|  | 3- The time and place of excitement |
|  | 4- The dynamics of educational and work environments |
| 6- Balance in cognition and emotion | 1- Considering the cognitive and behavioral dimensions |
|  | 2- Emotional intelligence |
|  | 3- The role of teaching and learning, and having balanced emotions |

Recognize self-emotions:

It was obvious that the participating students were excited. All participants were able to distinguish between unpleasant and pleasant emotions in the form of verbal explanations. But in students who identified themselves with a person with high emotional competence, a direct reference to the inner experience of emotion, the separation and naming of different emotions, and the recognition of one's emotions in different situations were more obvious. They used clearer explanations to explain their inner emotions. But the explanation for the experience of emotions in a group who identified themselves as low-emotion individuals contained general and ambiguous descriptions.

The following are examples of the two participants' statements about describing their own emotions. Participant No. 2 explained an example of his excitement. Explaining his excitement, he said: "Emotion for me is a concept that is associated with emotion and judgment (positive and negative) about events (internal and external). Emotional competence is related to emotional regulation and emotional self-efficacy. Even when I experience negative emotions, I organize myself so that I can pursue my goals ... ".

Participant No. 8 could not give an example of his excitement, and after guiding the interviewer, he described his excitement (possibly external excitement) as follows: "I don't care about the location of the excitement. "I get excited about interacting with people. For example, the way they talk and behave makes me feel positive or negative ..."

*Emotional management and control:*

One of the variables that students are involved in is emotion management and regulation. Cognitive-emotional regulation is the strategy that people use in stressful situations to control their emotions. When a person is faced with a situation, a good feeling and optimism alone are not enough to control his emotions, he needs to have the best cognitive function in these moments. In emotional management and control, greater skill was more evident in students who identified themselves with a person with high emotional competence in the form of using more effective strategies when experiencing unpleasant emotions and even regulating pleasant emotions. Participant No. 7 explained the forgetting of the language class and the problems that followed: "Yesterday, when I found out that the first session of the language class was held the day before, and I forgot, I was very upset. I had registered for EPT (English Test), it had been two sessions in total that I had missed one session. I didn't eat and I started reading the language myself ... ".

Participant No. 3 described her emotional management as follows: "Although I usually grow older and have more human experience, my emotional competence has not changed compared to the past. In fact, emotional control is now. "I'm less than I used to be, and my own management has diminished. I think I'm doing it because my life problems are getting worse and I'm having children and studying together. My management and emotional control has come down ..."

*Appropriate interpersonal relationships:*

Appropriate interpersonal relationships, especially in conflict situations, indicate an individual's emotional competence in situations where a communication problem has arisen, factors such as flexibility in resolving communication issues, problem-solving with the other party in time and place, and circumstances. It was important to appropriate and stylized the communication environment by using jokes or words and loving behavior to solve communication problems and learning related to relationships.

Participant No. 1 explained the impact of good interpersonal relationships with her professor on academic achievement and increased learning: "I had a conference today (pathology course). I explained pathology. Both the professor and the students liked it. At the head of the class, they said that you explain the damage very well and that you are proficient. Certainly, this positive excitement brought me closer to my relationship with professor. It also made me more intimate with my classmates. It boosts my motivation to learn.".

Participant No. 9 explained what problems arise if a person is unable to have good interpersonal relationships: "It seems that emotional competence in learning is related to one's interpersonal relationships (communication with professor) and to be in touch with her classmates. Anyone who doesn't have the emotional worth, his/her relationships with others will be weakened, and he/she will certainly fail in terms of academic performance ... "

*Pay attention to the emotions of others and empathy*:

Empathy means understanding the feelings of others without experiencing them ourselves. With this definition, empathy helps students build deeper relationships with their classmates and community. It was more important to pay attention to the emotions of others and empathy, in other words, to consider other people beyond self-centeredness or to focus solely on personal interests in the speech of students who identified themselves as highly qualified individuals. In interviews, benevolence for others and kindness to others were more apparent. Content about the happiness and well-being of family, friends and the general public, along with the phrase "I hope everyone has a good future ..." are examples of this. The following is an example of the participant No. 6 remarks about his empathy with others: "I get very upset when I hear about the suffering of others. It's very annoying that I can't do anything and it's out of my control. ... ""

*Social status:*

A person who feels competent and able to withstand adversity is likely to have more hope for the future. When a person experiences adverse events at any age, his or her individual, family, and environmental characteristics in the form of protective factors can play a role for him or her. Properly covered, it will withstand a great deal of adverse conditions. Social status and conditions were considered by the participants as one of the factors that are very important in creating emotional competence. Commenting on the impact of social status on increasing emotional competence, participant No. 4 explained: They believe me, it creates a positive excitement in me and it increases my self-confidence and makes me progress better."

*Balance in cognition and excitement:*

Equilibrium in cognition and excitement also implies that higher education and emotional manifestations of pleasure and happiness do not necessarily indicate high emotional competence. High education and desirable physical appearance are not necessarily indicative of emotional competence, but other factors such as family upbringing and natural factors are also influential. In fact, according to the participants, someone who can balance his cognition and excitement (thinking and feeling) is more emotionally worthy. Participant No. 3 says, "I know people who have a high level of education but don't have a lot of emotional competence and aren't successful in society ..." Commenting on the low role of cognition in academic competence, participant No. 5 explains: "In my opinion, the

most important factor influencing emotional competence is innate factors. The personality type of individuals is important in controlling and managing emotion. Emotion, in my opinion, is a concept similar to emotional intelligence, which is an innate concept ... ".

## Discussion

According to the explanations given, the main themes were: recognizing one's emotions, managing and controlling one's emotions, appropriate interpersonal relationships, paying attention to the emotions of others and empathy, social status and condition, and balancing cognition and emotion. Students participating in this study explained these topics as major factors in emotional competence in learning. Since the formation of psychology, the structure of emotion has been widely studied. Studies showed that emotions affect attention, decision-making, memory, physiological responses, and social interactions at all times, and even a wide range of interpersonal and intrapersonal processes are affected by emotions. In addition, emotional empowerment leads to better coping with life's challenges and improved mental health. According to Golman's statement, people with high emotional ability are good at recognizing their emotions, understanding implicit concepts, and expressing their emotional states to others. Compared to those who are unable to understand and express their emotional states, these people are successful in coping with negative situations and show better adaptation to the environment and others (11). Positive psychology also emphasizes the cultivation of positive emotions and its effect on learning (14). It can be said that learning combined with excitement is essentially more sustainable and that emotion and motivation motivate students to learn (9).

The results of the present study are consistent with the results of the previous studies. A study was conducted to evaluate the effectiveness of emotional competency training in order to increase emotional knowledge and emotional regulation and reduce aggression in orphaned and abused boys who aged 4 to 8 years in care centers in Mashhad city, Iran. The results showed that emotional competency training can be an effective way to increase emotional knowledge and emotion regulation and reduce aggression

(2). Also, Gilar-Corbi et al. research showed the effect of emotional competence training on improving learning, teamwork, effective social skills, time optimization and the ability to manage emotions and feelings in individuals (15). Hadiwijaya and Hutasoit research also showed that emotional competence has a positive effect on academic achievement and improving student learning. In this study, the components of emotional competence included self-awareness, self-management, motivation, social awareness and interpersonal relationship management, among which, social awareness had a greater share in improving academic achievement (16). The results of research by Badri et al., which were conducted to determine the relationship between emotional control and student procrastination, showed that negative emotional control and positive mental rumination predicted the procrastination of high school students in Rasht city (9).

Along with the results of the present study, self-awareness, as one of the components of emotional competence, improves learning in individuals. This finding is consistent with the results of other studies. Steiner's research showed the effect of the self-awareness process on learning (21). Namazian Dost et al. also examined the effect of self-awareness on the academic achievement of 11th grade female students in Ahvaz. Self-awareness training was conducted through four activities, which are: creating self-awareness and self-awareness, increasing self-awareness, recognizing emotions, learning and learning from past events and experiences. The results showed that self-awareness education has a positive effect on students' academic achievement (22). Research by Hatami et al. also examined the effect of self-awareness training on drawing on self-awareness and self-efficacy in orphaned adults. The training was conducted on 80 cases were supported by the Relief Foundation Imam Khomeini. The results showed that self-awareness training with painting approach is effective in promoting self-awareness and self-efficacy in orphaned adults (23).

Also, according to the results of the present study, emotion management is one of the effective elements in improving learning. Other research is consistent with the results of the present study. The results of the research of Khormaei et al., which was conducted to

investigate the role of patience in predicting the emotional regulation problems of undergraduate students of Shiraz University, showed that patience predicts negative and significant emotional regulation problems. Just as emotions are used to regulate one's behavior, emotions themselves are phenomena that are regulated by other factors (8).

Patience is one of the factors that can affect emotions and cognition. Emotional regulation includes managing emotional reactions or any related aspects (physiological arousal, cognition, attention, awareness, facial and muscular manifestations, etc.), or managing the precursors (or symptoms) of rapidly increasing negative emotions or the consequences of negative emotions. It is high that puts the emotional regulatory system in a state of "quick response" readiness (8). Emotional control have four components: rumination, which measures the degree of reflection on emotional disturbing events; emotional inhibition, which measures the tendency to inhibit experienced emotion, control of aggression, which examines hostility inhibition, and benign control, which is associated with impulsivity, are used to distinguish it from anger control. People with good controls can control their immediate and impulsive impulses (9).

As the results of the present study showed, according to the participants, family upbringing has an effect on creating emotional competence. Proper interpersonal relationships, in addition to enhancing emotional competence, help students gain more social acceptance among the family, students, and the university, and thus improve their academic learning. The results of research by Wang et al. showed the combined effects of child-teacher relationships with peers on students' emotional-social adjustment (11). In a qualitative research, teachers' attitudes toward outstanding points in relationships with students in their professional roles and the benefits and hidden problems associated with the communication structure were examined. The results showed a vague position of the communication structure with different attitudes of teachers, which depends on the well-being, autonomy and behavior of the student (29).

Along with the results of the present study, attention to the emotions of others and empathy also play a significant role in

emotional competence. Students who empathize have stronger effective skills and are able to acquire, and develop more effective behaviors, abilities, and attitudes (25). Two groups of experiences have the greatest impact on self-esteem: a) Romantic, friendly, and secure relationships. B) Success in doing things that the person is interested in and intends to do. Even a positive relationship in childhood and adulthood can reduce the damage caused by negative experiences or relationships (12).

In explaining the findings, classical information processing models have also concluded that mood or emotion may affect attention and memory biases. Cognitive perspectives generally imply that cognitive and emotional schemas may interact. These perspectives generally assume that mood or excitement may lead to attention and memory biases, and that early cognitive content may determine the emotions and memory recall. Garner said in a study titled "the impact of emotional competencies on teaching and learning" that there is a positive relationship between students' stable emotions and academic performance in schools, and adolescents perform better with managed emotions both academically and socially (14). Ghodsi et al. study, focused on the role of motivational and cognitive beliefs in explaining academic conflict and building their internal relationships, with the aim of examining the priorities of academic conflict based on expectancy-value theory. In fact, social cognitive motivational perspectives such as expectancy-value theory and documents provide the ability to best justify the decline in values and expectations by referring to variables such as interaction with others, documents, and self-concept (29).

relationship between psychological well-being and emotional competence is also focused (17). A study of the relationship between mental well-being and emotional competence found that people with higher perceptions of well-being had higher emotional adequacy. Perceived well-being is considered to be one of the most important factors related to mental and physical health, including emotional and cognitive components. The findings of Taghavi et al. study showed emotional adequacy in Iranian adolescent girls including seven classes of emotional cognition, managing their emotions,

managing emotions in mutual relationships, paying attention to the emotions of others and empathy, expressing emotions, expressing hope in belief and performance, and balance are in excitement (19). Promoting emotional competence and social support is also effective in improving academic achievement. In one study, the performance of high school students increased through the implementation of a program to prevent school dropouts through high-level skills training and social support. Academic optimism is also a collective structure that includes cognitive, motivational, and behavioral aspects of collective efficiency, trust in academic staff, and academic emphasis. Collective efficiency means the perception and perception of professors that the efforts made by the faculty of the university collectively have a positive effect on students (10). The goal of positive psychology is to understand the characteristics and tendencies involved in the mental health and well-being of individuals and society. Within the study of positive psychology, it is thought that individuals have characteristic abilities that can be nurtured and measured. Among the important issues in positive psychology in education centers are building trust and creating emotional relationships with students so that after the necessary identification of students, prominent people in any field, including educational, cultural, social, sports, etc. as active elements. To be selected so that they can pass on the goals of education to others and achieve the goals faster, more accurately and more completely.

Involving students in all matters and assigning responsibilities to them nurtures their potential talents and strengthens their self-confidence (10). The present study like any other research has its limitations. The first limitation was the small sample size and non-random sampling method that is present in most qualitative studies. For this reason, it is not possible to generalize the results. Another limitation of the present study was the setting of appropriate time for interviews with participants. Since the results showed the importance of emotional competence in Ph.D. students in psychology, it is recommended that the components of emotional competence be taught to psychology students in different educational packages in the form of educational packages and using qualified and capable professors of psychology.

**Conclusion**

Given that the mental health of society depends on having well-informed and qualified psychologists, emotional competence seems to be an important factor. It will be valuable to develop and implement preventive programs and to promote emotional skills appropriate to Iranian culture in order to nurture psychologists.

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