

Emotional Competences and Trait-State Anxiety in University Students in the Context of the Covid 19 Pandemic, Chincha 2021

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Abstract

The research outlined as a general objective, to determine the relationship between emotional competencies and their components (emotional awareness, emotional regulation, emotional autonomy, social competence and competencies for life and well-being) with trait-state anxiety in university students in the context of the Covid 19 pandemic, Chincha 2021. The research was of basic type, of correlational descriptive level, with analytical method, and hypothetical-deductive and non- experimental design. The population consisted of 200 students, selected with the probabilistic technique, with simple random probability sampling. For data collection, the survey technique was used, and as an instrument: the Adult Emotional Development Questionnaire (QDE-A) of Bisquerra (2018) and the inventory of trait- state anxiety (IDARE) Carranza and Elorreaga, (2019). The results showed that: 48% of respondents have high emotional competencies and no anxiety-state trait. On the other hand, 50% have high emotional competencies and mild trait-state anxiety, 2% have high emotional competence and moderate trait-state anxiety. It is concluded, the Spearman Correlation test, it was possible to determine a mean negative correlation between the variables emotional competencies and trait-state anxiety, finding an association of $-.303$ with a value calculated for $p = 0.000$, which is lower than the significance value $= 0.05$; this is indicative of a strong negative association or mean inverse, among the variables emotional competencies and trait-state anxiety in university students in the context of the Covid 19 pandemic, Chincha 2021.

Keywords: *Competencies; emotional; anxiety; trait; state.*

Introduction

Emotional competencies are increasingly recognized for their importance in health, social well-being, and as predictors of success in academic, professional, and personal settings (Ibarrola, 2014). The pandemic and technological advances have increased the demand for emotional competencies in academic and professional settings, underscoring the importance of teaching college students how to manage their emotions.

It is understood that emotional competencies improve adaptation to different contexts, favoring learning, interpersonal relationships and problem solving. On the other hand, the Covid-19 health emergency has significantly increased anxiety disorders in students at all levels, characterized by anticipation of future threats and states of restlessness, which can evolve into a mental disorder that affects quality of life (Balluerka, et al., 2020).

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After the health emergency, studies indicate a poor management of emotional competencies and an increase in negative emotions such as anxiety, depression and stress, exacerbated by uncertainty about Covid-19 and the impact of quarantine and social distancing, which has aggravated mental and emotional problems, especially in academic contexts (Ozamis, et al, 2021).

In Peru, due to the COVID-19 lockdown, 1 in 3 people, especially low-income women under 35 years of age, suffer from anxiety and depression, and it is reported that 40% of the population suffers from affective disorders, with a prevalence of anxiety. In the case of universities, a study in Peru revealed that most university students have low to medium levels of anxiety, with higher levels of anxiety in women and underage students (Sánchez et al., 2021).

In the case of university students in Chinchá, as elsewhere, they also face psychological weaknesses due to adapting to academic demands and activities that affect their emotional state, especially during the transition from adolescence to later stages of the life cycle (Silva, et al., 2019).

In addition, university students, after the pandemic, have had to modify their perspective and adapt to a new context and lifestyle, replacing social interaction with online activities such as video conferencing and social media, which often causes them frustration and anxiety in the face of health problems and academic connectivity challenges.

With these considerations, the study posed the research question: How are emotional competencies and their components (emotional awareness, emotional regulation, emotional autonomy, social competence, and life skills and well-being) related to trait-state anxiety in university students in the context of the Covid 19 pandemic, 2021?

In addition, the general objective was to determine the relationship between emotional competencies and their components with trait-state anxiety in university students in the context of the Covid 19 pandemic, Chinchá 2021. Likewise, the general hypothesis outlined that emotional competencies and their components are negatively or inversely related to trait-state anxiety in university students in the context of the Covid 19 pandemic, Chinchá 2021.

It should be noted that the research is key in revealing the relationship between emotional competencies and anxiety in university students during the pandemic, providing a deep understanding of these problems and formulating recommendations based on an analytical approach and the scientific method.

In order to better understand the problem and its variables, the following lines describe the theoretical foundations on which this research is based.

Emotional competencies

Globally, competence focuses on the development of learning experiences and activities in educational systems through a capacity-based approach (Sacristán, 2016). Thus, emotional competence involves the practical application of emotional intelligence and skills acquired in different contexts, reflecting the individual or collective ability to handle specific emotional tasks, often perceptible by others (Bisquerra, et al, 2017).

Origins and Models of Emotional Competencies

The origin of the construct, and of studies on emotional competencies, has its starting point in the deductions developed by Daniel Goleman 1995. He publishes his research on emotional intelligence (EI) or EQ (emotional quotient); the same one that becomes a convenient construct for psychology. In the same vein, there are also the studies proposed by Mayer and Salovey, 1997, Bar-On, 2006.

Mayer and Salovey's research introduced the concept of emotional competence, but it was Saarni who defined it as a set of capabilities to act efficiently in changing contexts,

differentiating it from emotional intelligence. In addition, Bisquerra contributes with research and a unique model on emotional competencies, highlighting the importance of analyzing the original models of the researchers who developed the concept.

Rafael Bisquerra's Emotional Competencies Model

Bisquerra (2018) proposes a model of emotional competencies grouped into five dimensions:

1. Emotional awareness: refers to the ability to recognize and understand one's emotions and how they influence behavior.
2. Emotional regulation: involves managing emotions appropriately, applying knowledge and strategies to deal with problematic situations with effective emotional and behavioral responses.
3. Emotional autonomy: it requires the strengthening of self-esteem, self-motivation, self-confidence and critical sensitivity to social norms, in addition to developing the ability to seek help and resources efficiently without being affected by external stimuli.
4. Social competence: reflects the ability to maintain healthy social relationships, involving effective communication, respect, cordiality and assertiveness.
5. Life skills and well-being: demands the ability to act appropriately and effectively in various situations, such as family, professional or social, to improve quality of life and general well-being.

Bisquerra and Saarni's models of emotional competencies present similarities in dimensions and management of emotions, integrating elements of emotional intelligence, supported by solid studies that give validity and uniqueness to their definitions.

Emotional Competencies in College Students

Changes in the Peruvian education system, and globally, include a paradigm shift towards a competency-based approach, seeking a comprehensive education of students. This approach emphasizes self-knowledge and self-management of cognitive and emotional abilities, promoting students to be active agents and protagonists in their learning process in various contexts.

Bisquerra et. al, (2017) define competencies as the ability to effectively and adequately mobilize a set of cognitive and emotional resources to perform in various situations, linking this concept with the four pillars of education proposed by Delors: learning to know, doing, living together and learning.

In this sense, competencies, including emotional ones, vary according to the context and activity, emphasizing human interaction and emphasizing the importance of learning and cognitive acquisition in broad contexts. Mastering emotional competencies improves personality, facilitating learning, problem-solving, social interaction, and successful adaptation to various challenging scenarios and circumstances (Suberviola, 2017).

Dimensions of Emotional Competence

According to Pérez et al. (2016), Bisquerra and Pérez's theoretical model of emotional competence outlines the following dimensions:

a) Emotional awareness

Ability to clearly identify and label one's own emotions and those of the environment, increasing emotional vocabulary and perception of the emotional context. It involves the ability to adequately express emotions and feelings, using a specific vocabulary adapted to the social and cultural context (Bisquerra, et al., 2017).

b) Emotional regulation

Ability to effectively manage emotions, integrating knowledge, awareness, and behavior to positively influence emotional state and behavior. This competence involves understanding and properly expressing internal emotions, also regulating negative emotions to positively impact oneself and others (Pérez et al., 2016).

c) Emotional autonomy

This competence encompasses self-esteem and a positive attitude towards life, under personal acceptance and appreciation in physical, emotional and moral aspects, thus fostering good relationships with oneself. It also requires maintaining a positive attitude and useful emotions to face various daily challenges with safety, humanity, and justice. And, the commitment to emotional autonomy translates into safe and ethical behaviors, based on self-efficacy to manage emotions according to personal values and aspirations (Bisquerra, 2018).

(d) Social competence

This competency focuses on the ability to maintain healthy friendly and social relationships, involving assertiveness, respect, effective communication, and openness to dialogue. This skill requires assertive and effective communication, based on active listening and the precise interpretation of verbal and non-verbal signals to establish meaningful and expressive dialogues (Bisquerra, 2018).

(e) Life skills and well-being

This skill works on the use of appropriate behaviors and skills to effectively solve everyday problems in various contexts, promoting well-being and equity (Pérez et al., 2016). In addition, it involves setting realistic goals and making responsible decisions aligned with personal values and social norms in various contexts.

Anxiety

Anxiety is a state of agitation and nervousness in anticipation of a risk, characterized by physical and psychological symptoms such as startles and fears. It is also accompanied by physiological and behavioral alterations, and is considered a disorder only when it exceeds clinical criteria of frequency, intensity, and affectation of daily activities (Reyes & Fernández, 2019).

Under normal conditions, it is a phenomenon that makes people improve their performance, helps adjustment in the social, academic and professional environment. It also helps to mobilize a set of emotions in order to avoid or neutralize risks or dangers (Lazarus, 1976 as cited in Gutiérrez, 2019).

Anxiety trait-state

Spielberger (1980 as cited in Carrillo & Condo, 2016) differentiates between two types of anxiety: state anxiety (AE), which refers to a certain emotional state that usually appears immediately, but can be modified over time.

Spielberger's trait-state theory

For Spielberger (1980 as cited in Carrillo & Condo, 2016), anxiety becomes a form of emotional reluctance that leads to an increase in the autonomic nervous system and the perception of intangible impressions such as fear, tension, exaggerated worry, nervousness. Similarly, Spielberger shows two different modes of the way emotions are presented: trait anxiety and state anxiety.

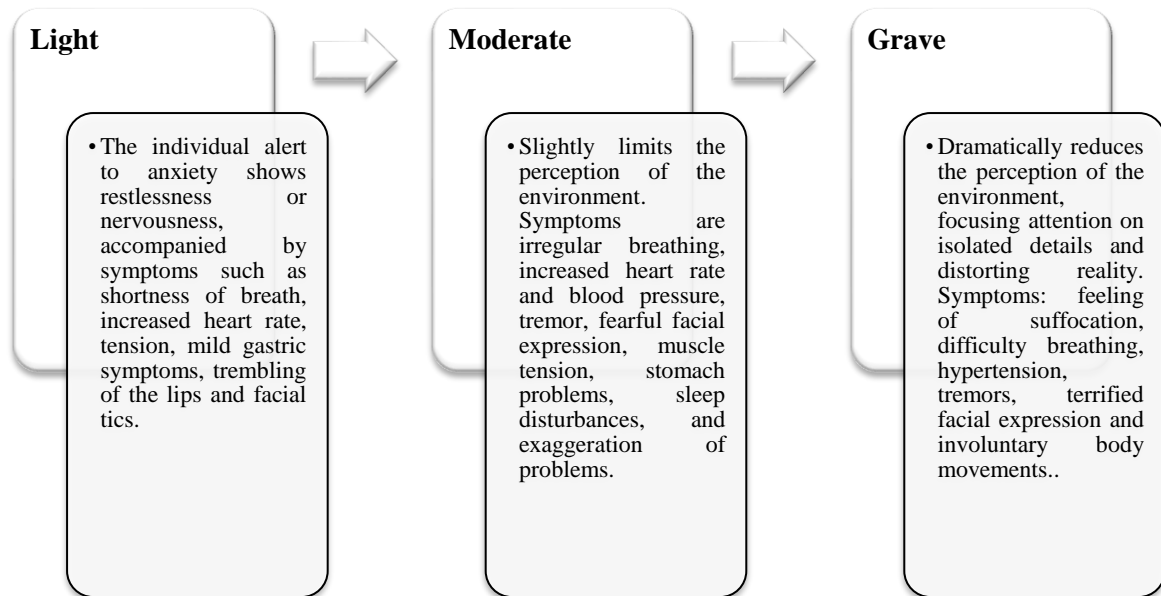
"Trait anxiety" is a constant and stable predisposition to experience anxiety, influenced by biological, environmental, social, and cultural factors. On the other hand, "State Anxiety" is a temporary and specific emotional reaction to situations perceived as threatening,

generating fear, worry, and physiological and behavioral responses (Carrillo & Condo, 2016).

Anxiety levels

Sánchez et al. (2021) in their study presents the following levels of anxiety:

Figure 1. Anxiety levels



Source: Sánchez et al. (2021).

Material and methods

Material

For the study, the survey technique and the questionnaire were used as instruments. This practice made it possible to obtain real and up-to-date information on the opinion of students at a private university in Chincha on anxiety and emotional competencies.

Methods

The research was quantitative because it is based on the numerical and statistical analysis of data, using mathematics, statistics and computer science as main tools. The analytical method was used with a non-experimental, descriptive correlational design. The study sample consisted of 132 students from a private university in Chincha.

For the development of the research, the following activities were taken into account:

- Statement and substantiation of the problem.
- Bibliographic and primary source collection.
- Selection of bibliography and primary and secondary sources.
- Elaboration of consistency matrix.
- Writing of the research project.
- Elaboration and validation of research instruments.
- Review and approval of the research project.
- Survey application.

- Data encoding.
- Tabulation.
- Data analysis and interpretation.
- Preliminary drafting of the final report.
- Presentation of the thesis for approval.
- Lift.

Results

Descriptive results

Table 1. Relationship Between Emotional Competencies and Trait-State Anxiety in College Students

Emotional competencies	Trait-state anxiety			
	No Anxiety (1-90)	Mild anxiety (91-118)	Moderate anxiety (119-148)	Severe anxiety (149-160)
Low (1-66)	0 0%	0 0%	0 0%	0 0%
Moderate (67-133)	0 0%	0 0%	0 0%	0 0%
High (134-200)	63 48%	66 50%	3 2%	0 0%

Note. Taken from the research database.

Analysis of the Results

In Table 1, 48% (63) of the respondents have high emotional competencies and no trait-state anxiety, 50% (66) have high emotional competencies and mild trait-state anxiety, and 2% (3) have high emotional competence and moderate trait-state anxiety. So, there is a relationship between the variables.

Table 2. Relationship Between Emotional Awareness and Trait-State Anxiety in College Students

Emotional Awareness	Trait-state anxiety			
	Anxiety-Free (1-90)	Mild anxiety (91-118)	Anxiety Moderate (119-148)	Severe anxiety (149-160)
Low (1-8)	0 0%	0 0%	0 0%	0 0%
Moderate (9-16)	0 0%	0 0%	0 0%	0 0%
High (17-25)	63 48%	66 50%	3 2%	0 0%

Note. Taken from the research database.

Analysis of the Results

In Table 2, 48% (63) of respondents have high emotional awareness and no trait-state anxiety, 50% (66) have high emotional competencies and mild trait-state anxiety, and 2% (3) have high emotional awareness and moderate trait-state anxiety. There is a relationship between the dimension and the variable.

Table 3. Relationship Between Emotional Regulation and Trait-State Anxiety in College Students

Emotional regulation	Anxiety-Free (1-90)	Trait-state anxiety		
		Mild anxiety (91-118)	Anxiety Moderate (119-148)	Severe anxiety (149-160)
Low (1-13)	0 0%	0 0%	0 0%	0 0%
Moderate (14-26)	12 9%	6 5%	0 0%	0 0%
High (27-40)	51 38%	60 45%	3 2%	0 0%

Note. Taken from the research database.

Analysis of the Results

In Table 3, 38% (51) of the respondents have high emotional regulation and no trait-state anxiety, 45% (60) have high emotional regulation and mild trait-state anxiety, and 2% (3) have high emotional regulation and moderate trait-state anxiety. There is a relationship between the variables.

Table 4. Relationship Between Emotional Autonomy and Trait-State Anxiety in College Students

Emotional autonomy	Anxiety-Free (1-90)	Trait-state anxiety		
		Mild anxiety (91-118)	Anxiety Moderate (119-148)	Severe anxiety (149-160)
Low (1-13)	0 0%	0 0%	0 0%	0 0%
Moderate (14-26)	7 5%	0 0%	0 0%	0 0%
High (27-40)	56 42%	66 50%	3 2%	0 0%

Note. Taken from the research database.

Analysis of the Results

In Table 4, 42% (56) of respondents have high emotional autonomy and no trait-state anxiety, 50% (66) have high emotional autonomy and mild trait-state anxiety, and 2% (3)

have high emotional autonomy and moderate trait-state anxiety. There is a relationship between the dimension and the variable.

Table 5. Relationship Between Social Competencies and Trait-State Anxiety in College Students

Social Competencies	Anxiety-Free (1-90)	Trait-state anxiety			Severe anxiety (149-160)
		Mild anxiety (91-118)	Anxiety Moderate (119-148)		
Down (1-16)	0 0%	0 0%	0 0%	0 0%	
Moderate (17-33)	3 2%	6 5%	0 0%	0 0%	
High (34-50)	60 45%	60 45%	3 2%	0 0%	

Note. Taken from the research database.

Analysis of the Results

In Table 5, 45% (60) of respondents have high social competencies and no trait-state anxiety, 45% (60) have high social competencies and mild trait-state anxiety, and 2% (3) have high social competencies and moderate trait-state anxiety. There is a relationship between the dimension and the variable.

Table 6. Relationship Between Life Skills and Well-Being with Trait-State Anxiety in College Students

Life skills and well-being	Anxiety-Free (1-90)	Trait-state anxiety			Severe anxiety (149-160)
		Mild anxiety (91-118)	Anxiety Moderate (119-148)		
Low (1-15)	0 0%	0 0%	0 0%	0 0%	
Moderate (16-30)	6 5%	2 2%	0 0%	0 0%	
High (31-45)	57 43%	64 48%	3 2%	0 0%	

Note. Taken from the research database.

Analysis of the Results

In Table 6, 43% (57) of respondents have high life competencies and well-being and no trait-state anxiety, 48% (64) have high life competencies and well-being and mild trait-state anxiety, and 2% (3) have high life competencies and moderate trait-state anxiety. There is a relationship between the dimension and the variable.

Normality analysis

Table 7. Test of normality Kolmogorov-Smirnov of the variable Emotional competencies in the total sample

Variable	Kolmogorov-Smirnov		
	Statistical	Gl	p.
Emotional Awareness	,167	132	,000
Emotional regulation	,156	132	,000
Emotional autonomy	,240	132	,000
Social Awareness	,192	132	,000
Life skills and well-being	,102	132	,002
COMPETENCES EMOTIONAL	,141	132	,000

Note: gl = Degrees of freedom, p = Statistical significance

100% of the scores obtained in statistical significance is ($p=000$), so it is concluded that the distribution of the data of the variable Emotional competencies and its dimensions: emotional awareness, emotional regulation, emotional autonomy, social awareness and competencies for life and well-being, do not have a normal distribution ($p < .05$).

Table 8. Kolmogorov-Smirnov Normality Test of the Trait-State Anxiety Variable in the Total Sample

Variable	Kolmogorov-Smirnov		
	Statistical	Gl	p.
Anxiety state	,136	132	,000
Trait Status	,154	132	,000
TRAIT-STATE ANXIETY	,134	132	,000

Note: gl = Degrees of freedom, p = Statistical significance

100% of the scores obtained in the statistical significance is ($p=000$), so it is concluded that the distribution of the data of the variable Trait-State Anxiety and its dimensions: state anxiety and state trait, do not have a normal distribution ($p < .05$).

Testing hypotheses

Specific Hypothesis Testing 1

HE1: Emotional awareness is negatively related to trait-state anxiety in university students in the context of the Covid 19 pandemic, Chinchá 2021.

HE0: Emotional awareness is not negatively related to trait-state anxiety in university students in the context of the Covid 19 pandemic, Chinchá 2021.

Table 9. Correlations of Specific Hypothesis 1

Spearman's Rho		Emotional Awareness	Trait-state anxiety
Emotional Awareness	Correlation coefficient	1,000	-,301**
	Follow-up (bilateral)	.	,000
	N	132	132
Trait-state anxiety	Coefficient of correlation	-,301**	1,000
	Follow-up (bilateral)	,000	.
	N	132	132

** . The correlation is significant at the level of 0.01 (2 tails).

A value of $r = -.301$ was observed, which means a mean negative correlation between the dimension of emotional awareness and the anxiety variable trait and $p < 0.05$, so the null hypothesis is rejected and the research hypothesis is accepted. This denotes a strong negative or mean inverse association between emotional awareness and trait-state anxiety in university students in the context of the Covid 19 pandemic, Chinchá 2021, i.e. increasing emotional awareness decreases trait-state anxiety.

Specific hypothesis testing 2

HE2: Emotional regulation is negatively related to trait-state anxiety in university students in the context of the Covid 19 pandemic, Chinchá 2021.

HE0: Emotional regulation is not negatively related to trait-state anxiety in university students in the context of the Covid 19 pandemic, Chinchá 2021.

Table 10. Correlations of Specific Hypothesis 2

Spearman's Rho		Emotional regulation	Trait-state anxiety
Emotional regulation	Correlation coefficient	1,000	-,400**
	Follow-up (bilateral)	.	,000
	N	132	132
Trait-state anxiety	Correlation coefficient	-,400**	1,000
	Follow-up (bilateral)	,000	.
	N	132	132

** . The correlation is significant at the level of 0.01 (2 tails).

A value of $r = -.400$ is appreciated, which means a mean negative correlation between the emotional regulation dimension and the anxiety trait state variable and $p < 0.05$, then the null hypothesis is rejected and the research hypothesis is accepted. There is a strong negative or mean inverse association between emotional regulation and trait-state anxiety in university students in the context of the Covid 19 pandemic, Chinchá 2021, i.e., greater emotional regulation reduces trait-state anxiety.

Specific Hypothesis Testing 3

HE3: Emotional autonomy is negatively related to trait-state anxiety in university students in the context of the Covid 19 pandemic, Chinchá 2021.

HE0: Emotional autonomy is not negatively related to trait-state anxiety in university students in the context of the Covid 19 pandemic, Chinchá 2021.

Table 11. Correlations of Specific Hypothesis 3

Spearman's Rho		Emotional autonomy	Trait-state anxiety
Emotional autonomy	Correlation coefficient	1,000	-,076**
	Follow-up (bilateral)	.	,000
	N	132	132
Trait-state anxiety	Correlation coefficient	-,076**	1,000
	Follow-up (bilateral)	,000	.
	N	132	132

** . The correlation is significant at the level of 0.01 (2 tails).

A value of $r = -.076$ was observed, which means a weak negative correlation between the emotional autonomy dimension and the state trait anxiety variable, and $p < 0.05$, so the null hypothesis was rejected and the research hypothesis was accepted. There is a strong negative or weak inverse association between emotional autonomy and trait-state anxiety in university students in the context of the Covid 19 pandemic, Chinchá 2021, i.e., greater emotional autonomy reduces trait-state anxiety.

Specific hypothesis testing 4

HE4: Social competence is negatively related to trait-state anxiety in university students in the context of the Covid 19 pandemic, Chinchá 2021.

HE0: Social competence is not negatively related to trait-state anxiety in university students in the context of the Covid 19 pandemic, Chinchá 2021.

Table 12. Correlations of Specific Hypothesis 4

Spearman's Rho		Social Competence	Trait-state anxiety
Social Competence	Correlation coefficient	1,000	-,047**
	Follow-up (bilateral)	.	,000
	N	132	132
Trait-state anxiety	Correlation coefficient	-,047**	1,000
	Follow-up (bilateral)	,000	.
	N	132	132

** . The correlation is significant at the level of 0.01 (2 tails).

A value of $r = -.047$ is observed, which means a weak negative correlation between the social competence dimension and the state trait anxiety variable, and $p < 0.05$, then the null hypothesis is rejected and the research hypothesis is accepted. There is a strong negative or weak inverse association between social competence and trait-state anxiety in

university students in the context of the Covid 19 pandemic, Chinchá 2021, i.e., the lower the social awareness trait-state anxiety.

Specific hypothesis testing 5

HE5: Life skills and well-being are negatively related to trait-state anxiety in university students in the context of the Covid-19 pandemic, Chinchá 2021.

HE0: Life skills and well-being are not negatively related to trait-state anxiety in university students in the context of the Covid 19 pandemic, Chinchá 2021.

Table 13. Correlations of Specific Hypothesis 5

Spearman's Rho		Life & Career Skills welfare	Trait-state anxiety
Life skills and well-being	Correlation coefficient	1,000	-,095**
	Follow-up (bilateral)	.	,000
	N	132	132
	Coefficient of correlation	-,095**	1,000
Trait-state anxiety	Follow-up (bilateral)	,000	.
	N	132	132

** . The correlation is significant at the level of 0.01 (2 tails).

A value of $r = -.095$ was observed, which means a weak negative correlation between the dimension of life skills and well-being and the anxiety variable trait state, and $p < 0.05$, so the null hypothesis is rejected and the research hypothesis is accepted. There is a strong negative or weak inverse association between life skills and well-being and trait-state anxiety in university students in the context of the Covid 19 pandemic, Chinchá 2021, i.e., better life skills and well-being decreases trait-state anxiety.

General Hypothesis Testing

HEi: Emotional competencies and their components (emotional awareness, emotional regulation, emotional autonomy, social awareness, and competencies for life and well-being) are negatively related to trait-state anxiety in university students in the context of the Covid 19 pandemic, Chinchá 2021.

HE0: Emotional competencies and their components (emotional awareness, emotional regulation, emotional autonomy, social awareness, and life skills and well-being) are not negatively related to trait-state anxiety in university students in the context of the Covid 19 pandemic, Chinchá 2021.

Table 14. General Hypothesis Correlations

Spearman's Rho		Emotional competencies	Trait-state anxiety
Emotional competencies	Correlation coefficient	1,000	-,303**
	Follow-up (bilateral)	.	,000
	N	132	132
	Coefficient of correlation	-,303**	1,000
Trait-state anxiety	Follow-up (bilateral)	,000	.
	N	132	132

** . The correlation is significant at the level of 0.01 (2 tails).

A value of $r = -.303$ was observed, which means a mean negative correlation between the variables emotional competencies and trait-state anxiety, and $p < 0.05$, then the null hypothesis was rejected and the research hypothesis was accepted. There is a strong negative or mean inverse association between the variables emotional competencies and trait-state anxiety in university students in the context of the Covid 19 pandemic, Chinchá 2021, that is, a greater development of emotional competencies decreases trait-state anxiety.

Discussion

The most outstanding statistical result of the study confirms that 100.0% of the sample has a "High" level in emotional competencies, and 50.0% of the respondents have a "Mild Anxiety" level in Trait-State Anxiety. In this context, the results of the study coincide with research by Ossa and Lagos (2022) that in emotional competencies, 75.8% present high levels. Likewise, with those of Pajares et al. (2022) and Porras et al. (2020), which result in 78.5% and 82.8% comparatively, they show high levels of development of emotional competencies.

Regarding the result of trait-state anxiety, it presents similarities with the data found by Portillo et al. (2021) that 59.0% have high levels of anxiety; Cabezas et al. (2021) 52.7% show mild anxiety; Pajares et al. (2022) 55.92% reveal a mild level of anxiety; Rodrich (2020) 62.0% mild state-trait anxiety; finally, according to Sandoval's studies (2020), 53.8% have mild trait-state anxiety.

Likewise, there was a mean negative correlation between the variables emotional competencies and trait-state anxiety, which is indicative of a strong negative or mean inverse association between the variables emotional competencies and trait-state anxiety. Indeed, the results coincide with the inferential results of Cabezas et al. (2021), Pajares, et al. (2022), Rodrich, (2020), Sandoval, (2020) who point out the existence of a negative or inverse relationship between the study variables.

This is supported by studies, such as that of Sigüenza and Vílchez, (2021) state that confinement and the pandemic have increased anxiety in students, where the most common symptoms have been panic attacks, followed by physiological symptoms, such as accelerated heart rate, tremor, pain, sweating, difficulty breathing, dizziness, nausea, among other signs (Balluerka, et al., 2020).

Regarding the result of trait-state anxiety, it presents similarities with the data found by Portillo et al. (2021) that 59.0% have high levels of anxiety; Cabezas et al. (2021) 52.7% show mild anxiety; Pajares, et al. (2022) 55.92% reveal a mild level of anxiety; Rodrich, (2020) 62.0% mild state-trait anxiety; finally, according to Sandoval (2020), 53.8% of patients have mild trait-state anxiety.

Therefore, there was a medium negative correlation between the emotional awareness dimension and the trait-state anxiety variable, as well as between the emotional regulation dimension and the trait-state anxiety variable, but a weak negative correlation between the emotional autonomy dimension and the trait-state anxiety variable, as well as between the social competence dimension and the trait-state anxiety variable. and similarly, between the dimension of life skills and well-being and the trait-state anxiety variable. Indeed, it coincides with the inferential results of Cabezas et al. (2021), Pajares et al. (2022), Rodrich (2020), and Sandoval, (2020) who point out the existence of a negative or inverse relationship between the study variables.

Indeed, the development of this emotional competence is related to the organization of daily activities, so that they provide a healthy, balanced life and allow the development of satisfactory experiences and activities (Suberviola, 2017), where poor time management

can generate communication problems, tardiness, tiredness, stress, anxiety, among other complications in students (Gutiérrez, 2019).

Thus, it can be said that the greater the emotional competencies, the greater the ability to cope with anxiety. Consistent with this idea, most of the antecedents analyzed point to the existence of a negative or inverse relationship between emotional competencies and trait-state anxiety. In other words, the greater the development of emotional competencies, the lower the presence of trait-state anxiety in university students.

Conclusions

There is a medium negative correlation between the variables emotional competencies and trait-state anxiety in university students in the context of the Covid 19 pandemic, Chinchá, that is, the greater the development of emotional competencies, the lower the trait-state anxiety.

There is a medium negative correlation between the dimension of emotional awareness and the trait-state anxiety variable in university students in the context of the Covid-19 pandemic, Chinchá, that is, by increasing emotional awareness, trait-state anxiety decreases.

There is a mean negative correlation between the dimension of emotional regulation and the trait-state anxiety variable in university students in the context of the Covid 19 pandemic, Chinchá, that is, the greater the emotional regulation, the trait-state anxiety is reduced.

There is a weak negative correlation between the emotional autonomy dimension and the trait-state anxiety variable in university students in the context of the Covid 19 pandemic, Chinchá, that is, the greater the emotional autonomy, the trait-state anxiety is reduced.

There is a weak negative correlation between the social awareness dimension and the trait-state anxiety variable in university students in the context of the Covid-19 pandemic, Chinchá, that is, the better the social awareness, the lower the trait-state anxiety.

There is a weak negative correlation between the dimension of life skills and well-being and the trait-state anxiety variable in university students in the context of the Covid 19 pandemic, Chinchá, that is, the better life skills and well-being, the trait-state anxiety decreases.

Conflict of Interest:

The authors declare that there is no possible conflict of interest.

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