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Research Competencies of Higher-Education Teaching Staff Based on Emotional Intelligence

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Abstract

The present study aims to describe the research skills of university professors at the Universidad Iberoamericana del Ecuador (UNIBE) through emotional intelligence. The research is focused on the quantitative paradigm, through a descriptive study of a population, which was represented by 35 full-time professors of the university. For the collection of data, a survey was applied as the technique, and as an instrument, a questionnaire was used to the teaching population, it is subdivided into the following variables: emotional self-knowledge, emotional self-control, and structured self-motivation. The Likert model is used for responding with a scale of 5 alternatives. To test the reliability of the instrument, a pilot test was applied, giving a value of 0.894 of the Cronbach alpha statistical coefficient. The scales present Kendall's coefficient of agreement presenting as similarity of variables with a value of $p = 0.039$, congruence ($p = 0045$), and tendentiousness ($p = 0.035$). In conclusion, it is established that research competencies are an attitudinal alternative that imply the understanding and transfer of knowledge, as well as emotional values oriented to significantly stimulate the research potential of a university professor. This shows difficulties in terms of the acquisition of research skills, referring to a set of knowledge, skills, behaviors, and values that teachers should use to face their daily academic lives.

Keywords: Emotional intelligence, higher education, research skills, university research

1. Introduction

Higher-education institutions are considered organizations that are developed under a humanistic approach. The university strives to ensure that their teaching staff develops well and that the quality of the institution is always improved. Nowadays, the study of emotional intelligence is incorporated

as a factor that can positively influence the work life of any individual. However, the dilemma is that many teachers may not use this skill, causing their job performance, specifically in the field of scientific research production, to be affected. As a consequence, this leads to a low level of production in the publication of scientific articles.

In the present study, the concept of emotional intelligence as presented by Goleman (2008) will be assumed as the capacity to learn the principles of self-control of emotions and emotional competence as the degree of mastery of those abilities. Thus, it facilitates expression in the research field and its corresponding intellectual production. In this sense, the profound capacities of emotional intelligence are considered a necessary condition. Although it is not the only one, it is one of the factors that show certain competence in teachers who are dedicated to research and the production of scientific articles at a university level.

The study focuses on the fundamental role of emotions in the intellectual production of those who are in the field of teaching and are dedicated to researching and reviewing what factors come into play. For example, when people with high IQs do not know what to do, whereas others, with modest IQs or even low IQs, do it very well (Goleman, 2008). Consistent with the above, we will examine the difficulties of self-knowledge of emotions, emotional self-control, and the ability to motivate oneself, which may be factors blocking the intellectual production of these teachers.

The specific case that occupies the present investigation is to take into consideration the links between feelings and the expansive impulse of emotions that is transformed into action or inaction. It is understood that emotions can predispose the investigative praxis and production of scientific articles, as a result of the lack of self-control over these emotions. The preponderance that can exist in the emotional mind over the rational mind, as well as the balance that can exist between both, is a cause for reflection in this article, explaining how emotions can nourish and shape the operative actions of the rational mind and how the rational mind can adjust emotions.

Emotional intelligence is a new space for people to learn about the emotions that can affect their performance. In this sense, it is worth noting that the study conducted was aimed at determining those emotions that block the performance of a teacher in his or her role as a researcher and, consequently, the ability to produce scientific articles. In this regard, it is appropriate to state that emotions are of current importance, both personally and professionally, because they largely decide the quality of life we have or, rather, we feel we should possess (Gan and Triginé, 2012).

In the same way, the cited authors maintain that not recognizing one's own emotions prevents knowing how one reacts, in such a sense, it is based on the principle that recognizing within each person how he feels, how he lives his emotions, and how he expresses them outwardly will allow him to access conscious communication with his own self, with his personality, allowing him to improve them from his self-knowledge and then move on to the positive and productive actions in his work as a person and as a professional.

In the same vein, Bar-On (2000) states that emotional intelligence is made up of a variety of attitudes, competencies, and no cognitive abilities that intervene in an individual's ability to achieve success in his or her handling of the demands in their professions. On the other hand, Samayoa (2012) argues that IQ should not be underestimated. Emotional intelligence is becoming important in the workplace, especially for teachers as a predictor of success and performance in education. Therefore, it is not an exception in the field of educational work, so attention must be paid in the development of the socioaffective skills of teachers.

1.1 Research objectives

In accordance with the approaches outlined above, this study has the following research objectives:

- To determine the emotional self-awareness of UNIBE teachers and their relationship with scientific research and the publication of scientific articles.
- To describe the emotional self-control and the recognition of emotions of teachers that block research practice and the publication of scientific articles.
- To reflect on research competencies focused on the emotions that allow the achievement of objectives and goals in the research work and the corresponding publication.

2. Theoretical Framework

2.1 Emotional intelligence in higher education

For a long time, it has been thought that rational intelligence is the most important in the development of education, with much emphasis on the development of education. It is not that this is not correct, but that, in recent decades, there have been scientific advances in the study of emotions (Goleman, 2004). According to Bueno et al (2005), they affirm this position by stating that learning is determined by the rational and affective dimensions and that it takes us fully into the complex relationship between cognition-affectivity, reason-emotion, mind-heart, and also introduces us to a broad field of research that interests us to study this within our educational environment, if we want to deepen our understanding of the effective strategies that improve learning.

For Goleman (2004), there are two minds: one is rational and the other is emotional, that is, one that thinks and another that feels. These two minds, the emotional and the rational, which are semi-independent faculties, operate in perfect harmony for the most part, generally seeking a balance or equilibrium between the emotional and rational mind, where emotion feeds and informs the operations of the rational mind, and the rational mind purifies the input of emotions. In this sense, it can be said that the development of competencies related to emotional intelligence has been shown to have a positive influence on the social, academic, and labor dimensions (Palomera et al, 2008).

Páez & Castaño (2015) state that emotionally intelligent students have greater self-esteem, adjustment, emotional, and interpersonal well-being and satisfaction, quality of interactive networks, social support, and less willingness to engage in disruptive, aggressive, or violent behavior; they also have lower degrees of physical symptoms, anxiety, and depression.

Today, there is some research combining the area of psychology with psychopedagogy, which shows that education is not only performed from a cognitive point of view but also from a different or complementary perspective, which is also the emotional or affective part (Pekrun & Linnenbrink, 2014). Likewise, other research reports on the concatenation between cognitive, social, and emotional competencies, which are being performed in the classrooms, highlight the emotional formation of students (Chan, 2008, Di Fabio & Palazzeschi, 2008, Jennings & Greenberg, 2009).

According to Bello (2010), there is sufficient evidence that shows that cognitive abilities are not the only determinants of success; in other spheres of life aside from academia, they are sometimes virtually irrelevant. The proposal of emotional intelligence emerges as a response to the demands that the new social conditions impose on successful performance in various spheres of human activity, which is a new criterion of excellence. Experiences of recent years have shown that emotional intelligence is a necessity for everyone in various settings.

This shows that education is currently in a process of transformation, where not only the cognitive or rational part is what matters but also the expansion of emotional intelligence as described by Goleman (2004). This process implies a metanoia perspective, which is nothing more than a change of focus, mental displacement, or a fundamental change in thinking (Senge et al, 2006). This change of approach is what is happening in the contemporary world, strengthening the scientific theories that they promulgate, that is, that the rational mind is not enough to form competent university students, it has to be complemented by the emotional mind to form integral students of knowledge, that is, cognitively intelligent, and at the same time self-fulfilling and happy with what they do and what they are.

2.2 Self-awareness and emotional self-control

According to Goleman (2009), it demonstrates the importance of adapting to the new conditions in modern companies; the need for self-control in stressful situations; and the importance of being honest, integral, and responsible. The most effective managers are emotionally intelligent because of their clarity of purpose, their self-confidence, and their power to positively influence and read the feelings of others. The good news is that emotional intelligence can be learned.

Goleman (1998) defines emotional intelligence as the ability to recognize one's own feelings, the feelings of others, to motivate oneself, and to adequately manage the relationships that are sustained with others and with the same being. Hence, the fundamental pillars of emotional

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intelligence from the perspective of Goleman (2004) are based on emotional self-knowledge or the knowledge of one's emotions. The author considers it to be the key to emotional intelligence, because self-understanding is fundamental. The inability to sense our own feelings leaves us with uncertainty. If a person knows himself better, he will be able to make better decisions in his life, which is an advantage over all the other processes.

Another fundamental pillar of emotional intelligence is emotional self-control, which is the management of emotions. Goleman (2009) states that self-control consists of managing harmful emotions and impulses in a conscious way. In other words, managing feelings to make them appropriate is a capacity based on self-awareness.

2.3 The motivation

Maslow represents one of the most important references in the field of humanistic psychology and in other fields of knowledge, such as education and social studies, he explains the hierarchy of these needs (Maslow, 1991). The diverse stages that the human being goes through to satisfy his needs begin in the most basic and primary stage of physical needs, going through security, love, and ending in self-realization. So it is inferred that, according to this theory, human beings are moved or motivated by different internal and external factors that lead them toward the conquest of what has been proposed as their goal.

For Reig (1996), it is necessary to motivate oneself to change one's personality, to act, to confront. Motivating ourselves will enable us to intervene in the circumstances of our personal environment and to improve our work performance. It also requires motivation to make the most of the time that life has to offer and to design a future that every being requires. Palmero (2001) conceptualizes motivation today as the coordination that the individual possesses to activate and manage the behaviors toward the goals he can establish.

As stated above, there are several elements that determine the behavior of a human being to the attainment of that which will allow him to grow and have self-realization. For the university lecturer, the factors that affect his own motivation are at a higher level, according to the hierarchy of needs of Maslow (1991). The most basic needs are a primary engine, but something higher in the intellect of the human being transports it toward the discovery of new knowledge. For Maslow (1991), the desire for strength, achievement, adequacy, mastery and competence, confidence in the world, independence, and freedom are in the first place of hierarchy. Second, there is what can be defined as the desire for reputation or prestige, status, fame and glory, domination, recognition, attention, importance, dignity, or appreciation.

2.4 Self-motivation

Recognition is one of the factors that motivates university professors to do a research. Because of this, the independence of thought demonstrates the capacity of an individual to freely distinguish his or her own path. However, external influences indicate that different decisions, as well as what should be thought, are so strong that the subject gives in to those opinions (Diez, 2014). A highly determining factor in the scientific production of university professors is the institutional requirement that aims to achieve higher scores for UNIBE in scientific publications produced each year.

In some cases, the discrepancies of emotions block the teacher in one of the activities most inherent to his role in the university, which is scientific production. Self-motivation is the motivation that an individual obtains from knowing its functions and causes. Self-motivation projects to regulate the force that stimulates human action, based on the knowledge it has about itself. In daily life, self-motivation exercises a conscious activity, in reflective individuals, that manages their behavior (Roca, 2006). That is to say, the teacher is in the capacity of mastering any blockages that exist in his or her research activity and allow him or her to advance.

2.5 Research competencies

For Echevarría (2011), the conditions and dispositions of the training process of the research teacher are developed in two very important areas, the first being research in the different

disciplines and research in teaching activity.

In the field of education and in more universities, research goes beyond techniques. As Boscán & Hernandez (2011) states, research teaching is more feasible for transmitting knowledge. Teaching research is based on promoting and deploying a series of skills and attitudes typical of scientific thought. Capacity and training generate knowledge. Scientific work is considered as a habit with a long tradition and is unique in the characteristic features of a university, transmitting the craft of producing knowledge to the universe.

For this reason, university teacher training cannot be pigeonholed solely into the scientific field, the teacher does not research for himself/herself, he/she researches for a community. They should develop research skills with a more social and psychological focus that clarify their role in solving problems in educational contexts, as expressed by Echevarría (2011) in interaction with other people and the contextual elements where the work was performed.

3. Research Methods

This study was performed using a quantitative method. This study is characterized by a generalized positivist conception using hypothetico-deductive method, which is particular and objective in nature. The research is oriented to the statistical results of the natural sciences of human behavior (Filstead, 1986). For the authors, the research conception describes the university educational reality that coincides with the positivist perspective, which is characteristic of statistical data analysis. The descriptive type of study allows us to observe reality, without the need to intervene or manipulate the factors of the study, only obtaining data and analyzing what happens to the phenomenon in natural circumstances of reality (Polit & Hungler, 2002). The reality of the research environment, as perceived by the teaching authors at UNIBE, is the lack of research skills on the part of the university professors.

The study is descriptive because no variables are manipulated. Situations are designed and reported directly and objectively. Data are detailed and recorded deformation methodologically, after which, the research skills of teachers are analyzed through their emotional intelligence. This research is considered a field research because it applies systematic analysis to the problems of the study environment to describe them, interpret them, and understand their nature and the factors that constitute them to explain their relative causes and effects (UPEL, 2016). Therefore, the study focuses on the methodical investigation of reality, and objections are raised to understand the environment of the studied phenomenon. The authors collected a comprehensive information on the perceptions of the teachers working at UNIBE.

For Torres (2007), a population is the accumulation of people who are longing to know something about a research project. The population or universe can be made up of individuals, where a statistical point of view is indicated, for which the conclusions obtained in the study will be necessary. In this study, the population is made up of 35 teachers who work full time in different areas and specialties.

For the collection of data, the survey technique is applied as well as the questionnaire instrument, and these were applied to the 35 teachers mentioned above. A 30-item questionnaire is designed, with the suggestions from Palella & Martins, (2006) who suggested that, to obtain better data, clear, precise, and understandable questions should be posed, ensuring that there is no ambiguity, with in-depth information in the opinion of the respondents. The 30 items from the questionnaire were divided into three sections. That is, 10 questions for the emotional self-knowledge variable, 10 questions for the emotional self-control variable, and finally, 10 questions for the self-motivation variable. The response options were established by the Likert model, which allows the measurement of attitudinal elements and characteristics in social and humanistic sciences (Fabila et al. 2013). It was constructed with a scale of five (5) alternative answers, which are highlighted as never (N), almost never (AN), sometimes (S), almost always (AA), and always (A) (see Tables 7, 8 and 9). When the instrument was designed, a pilot test was applied to determine its reliability, giving a statistical value of 0.894 (see Table 1), considered to be of high confidence (Quero, 2010).

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Table 1. Questionnaire reliability statistics.

Reliability statistics		
Alfa Cronbach	Alfa Cronbach based on standardized elements	N elements (items)
0.894	0.892	30

4. Results of the Analysis

Once the data were obtained, the Statistical Package for the Social Sciences (SPSS) version 23 was applied to calculate the reliability of the questionnaire. The Kendall coefficient of agreement test (1938) was used to determine the degree of agreement between the answers assigned by the teachers to the three variables of the study (Figure 1), which helped to determine whether the data are suitable for an analysis of the three main components (variables). This test makes it appropriate to decide the level of agreement between the teachers, which has a value ranging from 0 to 1. The value 1 symbolizes a total agreement concordance, and the value 0, a total disagreement. The formula is as follows:

$$W = \frac{S}{1\frac{1}{12}k^2(N^3 - N) - K\sum Li}$$

Figure 1. Kendall's concordance coefficient formula (Kendall, 1938)

In the statistical formulation, *W* represents the Kendall concordance coefficient. *S* represents the sum of the squares of the perceived differences from an average. *N* represents the size of the population (35 teachers). *K* is the number of variables included (3 variables). *Li* is the sum of the leagues or equalities between the ranks. To establish the concordance, an analysis was performed per category of evaluation, in this way, the correlation value in each of them was compared, wherein the following system of hypotheses was planned, at a level of significance of 5%

    HN: There is no concordance between the valuations issued by the responses of the variables.

    HV: There is agreement between the valuations issued by the responses of the variables.

    The criterion to refute the null hypothesis (HN) is the following: if the calculated or theoretical significance value is greater than 5% (p > 0.05), it means that there is no concordance or similarity between the valuations issued by the variables, otherwise, the null hypothesis is rejected (p < 0.05) (Tables 2, 3 and 4 are shown below).

Table 2. Statistical results of the clarity criterion

Ranges		Statistical of probe	
Variables	Range promotion	Number of participants	35
Variable 1	1.95	W of Kendall(a)	0.081
Variable 2	2.01	Chi-squared	6400
Variable 3	1.94	GI	1.8
		Sig. asymptotic	0.049
		a. Kendall's concordance coefficient	

Table 3. Statistical results of the congruence criterion

Ranges		Statistical of probe	
Variables	Range promotion	Number of participants	35
Variable 1	2.02	W of Kendall(a)	0.091
Variable 2	1.89	Chi-squared	6550
Variable 3	1.97	GI	1.8
		Sig. asymptotic	0.038
		a. Kendall's concordance coefficient	

Table 4. Statistical results of the trend criterion

Ranges		Statistical of probe	
Variables	Range promotion	Number of participants	35
Variable 1	1.94	W of Kendall(a)	0.089
Variable 2	2.02	Chi-squared	6500
Variable 3	1.89	GI	1.8
		Sig. asymptotic	0.042
		a. Kendall's concordance coefficient	

After obtaining the concordance data, a factorial analysis is performed. Where a factorial data adjustment is taken into consideration, the data obtained from the final version of the scale were taken from the KMO and sphericity test by Bartlett (1950). The KMO sample adequacy measure proposed by Kaiser, Meyer and Olkin suggests that if the KMO value ≥ 0.75, the idea of performing a factorial analysis is good; if the resulting value is $0.5 ≤ KMO, < 0.75$ it is acceptable; and if it is lower than 0.5, it is inadmissible. On the other hand, Bartlett's sphericity test disagrees with the null hypothesis that the correlation matrix was identifies, and if so, the inter-correlations between the variables is zero, that is, the model is significant when the value is less than 5% ($p < 0.05$).

For this purpose, the value of the determinant was 1.96×10^{-36}, showing that the three study variables are linearly related. The KMO sample suitability test was 0.523 and the Bartlett sphericity test was demonstrative at p<0.000, so that the suitability for the use of factor analysis is ratified. Tables 5, 6, and 7 show the items with their own variance value explained. As shown, there is no need to retain factors, because all of them had an adequate value that is greater than 1.

Table 5. Total variance of the 10 items, corresponding to the variable emotional self-knowledge.

Variables	Ítems	Totality	Variance
Variable 1	0001	0.844	0.646
	0002	0.676	0.622
	0003	0.894	0.332
	0004	0.734	0.196
	0005	0.946	0.281
	0006	0.479	0.259
	0007	0.664	0.010
	0008	0.655	0.638
	0009	0.138	0.678
	0010	0.398	0.684

Table 6. Total variance of the 10 items, corresponding to the variable emotional self-control.

Variables	Ítems	Totality	Variance
Variable 2	0011	0.857	0.619
	0012	0.235	0.780
	0013	0.029	0.093
	0014	0.151	0.600
	0015	0.361	0.701
	0016	0.711	0.495
	0017	0.669	0.656
	0018	0.669	0.926
	0019	0.734	0.349
	0020	0.958	0.726

Table 7. Total variance of the 10 items, corresponding to the self-motivation variable.

Variables	İtems	Totality	Variance
Variable 3	0021	0.961	0.539
	0022	0.928	0.510
	0023	0.751	0.241
	0024	0.711	0.495
	0025	0.669	0.656
	0026	0.734	0.349
	0027	0.958	0.726
	0028	0.928	0.510
	0029	0.751	0.241
	0030	0.958	0.726

The following are the percentage results issued by the teachers surveyed at UNIBE.

Table 8. Distribution of frequencies and percentages of the variable emotional self-awareness

Items	General description	Always		Almost Always		Sometimes		Almost Never		Never	
		FA	%	FA	%	FA	%	FA	%	FA	%
1.Voltage	Of the emotions, Which you recognize that affect your dedication to scientific research and the publication of scientific articles	10	28.57	21	60.00	4	11.43	0	0.00	0	0.00
2. Fear		9	25.71	23	65.71	3	8.57		0.00		0.00
3. Anxiety			0.00	5	14.29	25	71.43	5	14.29		0.00
4. Pessimism			0.00	11	31.43	19	54.29	5	14.29		0.00
5. Insecurity and shyness		13	37.14	18	51.43	4	11.43		0.00		0.00
Subtotality		6.4	**18.29**	15.6	**44.57**	11	**31.43**	2	**5.71**	**0**	**0.00**
6. Enthusiasm	Which of the following emotions do you not feel or experience when you are engaged in scientific research or publication?	0	0.00	9	25.71	26	74.29		0.00		0.00
7. Acceptance		18	51.43	16	45.71	1	2.86		0.00		0.00
8. Empathy		7	20.00	18	51.43	10	28.57		0.00		0.00
9. Inner peace			0.00	12	34.29	23	65.71		0.00		0.00
10. Rejoicing			0.00	15	42.86	20	57.14		0.00		0.00
Subtotality		5	**14.29**	14	**40.00**	16	**45.71**	0	**0.00**	0	**0.00**
Totality		5.7	**16.29**	14.8	**42.29**	13.5	**38.57**	1	**2.86**	0	**0.00**

Table 8 shows the results of the self-knowledge variable issued by the 35 teachers participating in the study. Most of the professors (42.29%) almost always express knowledge of their attitudes and type of emotional reactions that affect the university's research dedication. About 38.57% of teachers responded that they sometimes understand the obstacles to conducting scientific research, and 16.29% of those surveyed stated that negative emotions always occur, such as fear, tension, and lack of acceptance when undertaking the research study commitment. Finally, 2.86% of the professors participating in the study in their minority expressed almost never knowing the reasons that hinder their research. It is important to emphasize that teachers recognize and accept that there are emotional difficulties to develop scientific studies at UNIBE.

Table 9. Frequency distribution and percentages of the variable emotional self-control

Items	General description	Always		Almost Always		Sometimes		Almost Never		Never	
		FA	%	FA	%	FA	%	FA	%	FA	%
11. Reaffirmation	Which of the following attitudes do you assume to control the emotions that affect your scientific dedication and the publication of scientific articles?	0	0.00	0	0.00	3	8.57	29	82.86	3	8.57
12. Distraction		0	0.00	3	8.57	32	91.43	0	0.00	0	0.00
13. Avoid negative thoughts		0	0.00	0	0.00	0	0.00	20	57.14	15	42.86
14. Focus on positive thoughts		0	0.00	16	45.71	19	54.29	0	0.00	0	0.00
15. Find the reason for your emotions		0	0.00	0	0.00	11	31.43	17	48.57	7	20.00
Subtotality		0	**0.00**	3.8	**10.86**	13	**37.14**	0	**37.71**	5	**14.29**
16. Do you take a depressed attitude?	When they make suggestions about things that need to change in a scientific article.	3	8.57	19	54.29	13	37.14	0	0.00	0	0.00
17. Do you feel a strong discomfort?		22	62.86	13	37.14	0	0.00	0	0.00	0	0.00
18. Do you admit it if they come from people close to you?		0	0.00	0	0.00	21	60.00	14	40.00	0	0.00

19. You are welcome to make suggestions, it is a way to improve		0	0.00	17	48.57	14	40.00	4	11.43	0	0.00
20. Do you think that behind most of the criticism lies a bad intention?		0	0.00	18	51.43	15	42.86	2	5.71	0	0.00
Subtotality		5	**14.29**	13.4	**38.29**	12.6	**36.00**	4	**11.43**	0	**0.00**
Totality		2.5	**7.14**	8.6	**24.57**	12.8	**36.57**	2	**24.57**	2,5	**7.14**

For the emotional self-control variable, the results presented in Table 9 show that 36.57% of the teachers sometimes assume emotional control, as well as 24.57% of the respondents who almost always responded and almost never make decisions that control their emotions, in the face of strong situations that affect their research. Also, in an equitable way in percentages, 7.14% of the teachers always responded and never had emotional self-control.

As shown in the results, the percentage data were emphasized in a central point, that is, the teachers do not have sufficient emotional capacity of control to assume changes and to receive suggestions of support that allow them to facilitate making effective decisions, especially those that are presented at the moment of feeling some discomfort or depression with the requests made by the editorial reviewers of scientific journals.

Table 10. Frequency distribution and percentages of the self-motivation variable

Items	General description	Always		Almost Always		Sometimes		Almost Never		Never	
		FA	%	FA	%	FA	%	FA	%	FA	%
21.You feel responsible and guilty	When an investigation is not written at the correct time	0	0.00	4	11.43	18	51.43	13	37.14	0	0.00
22.You think you've had a bad day and you'll make it another time.		3	8.57	17	48.57	15	42.86	0	0.00	0	0.00
23.You try to do your best		0	0.00	16	45.71	19	54.29	0	0.00	0	0.00
Subtotal		1	**2.86**	12.33	**35.24**	17.33	**49.52**	4.33	**12.38**	0	**0.00**
24.You expose the person closest to you at that moment what happens to you and ask them to help you.	When you're on research and you're having trouble with methodology.	0	0.00	0	0,00	7	20.00	10	28.57	18	51.43
25.You go to someone and tell them what's going on, but wait for them to offer to help you.		0	0.00	16	45.71	19	54.29	0	0.00	0	0.00
26.You don't usually ask for help, you have trouble asking for favors and openly expressing what you need.		13	37.14	19	54.29	3	8.57	0	0.00	0	0.00
Subtotality		4.33	**12.38**	11.66	**33.33**	9.66	**27.62**	3.33	**9.52**	6	**17.14**
27. I'm doing my best to get him accepted.	Cuando envías un artículo a una revista y el mismo es rechazado	0	0.00	0	0.00	27	77.14	8	22.86	0	0.00
28. I avoid the hassle and decide to send the research to another journal.		14	40.00	21	60.00	0	0.00	0	0.00	0	0.00
29. To avoid suffering I decide not to send the investigation.		19	54.29	16	45.71	0	0.00	0	0.00	0	0.00
30. Are you in a position to receive research guidance to help you overcome the emotions that hinder or hinder the production of scientific research and scientific articles?		31	31.43	4	35.24	0	25.71	0	7.62	0	0.00
Subtotality		16	**31.43**	10.25	**35.24**	6.75	**25.71**	2	**7.62**	0	**0.00**
Totality		7.11	**15.56**	11.41	**34.60**	11.25	**34.29**	3.22	**9.84**	2	**5.71**

In the self-motivation variable of Table 10, 34.60% of the teachers highlighted the need to avoid inconvenience or inconvenience by changing magazines when a study was rejected, as well as the fact that they almost always felt guilty for not completing a study on time, as well as for not feeling comfortable when requesting help from colleagues. For the remaining 34.29% of the respondents, they responded that they sometimes wish to avoid sending studies to research journals as a means of avoiding any form of discomfort. About 15.56% of teachers consider that there are research problems for special reasons, such as a bad day. Next, 9.84% of the teachers stated that they almost never try to do the best they can when they receive a rejection of their studies, or when they consult other professors who specialize in research. Finally, 5.71% of the teachers decided to share their situation to other teachers to request research support.

Of the statistical results, university teachers have knowledge related to science, technology, research and methods; however, the moment they apply these in practice, they exhibit great deficit and weaknesses. In particular, for the development and execution of research work, therefore, this environment may hinder the use of scientific methods to develop solutions for academic problems. From an emotional analysis, it was observed that teachers do not always have the research skills that allow them to make use of tools that allow them to design and execute studies that are well written enough to be presented in high-impact research journals.

Based on these data, the authors of the study demonstrate that most of the professors consider it necessary to expand their research skills, consistent with the productive and academic knowledge of the university. However, the results show that they tend not to value scientific knowledge as an essential part of the university lecturer's research processes.

5. Conclusions

According to the results obtained, through an emotional descriptive analysis, the research skills of UNIBE teachers are established, which is the main purpose of this investigation. Generating research skills in a classroom or educational environment strengthens the systematized learning of interdisciplinary content which is a function of the emotional self-knowledge indicator and allows university teachers to generate a meaningful teaching and learning method, developing the knowledge from the research application in its different spaces of knowledge as practices. The authors present a communicative interconnection competence, which is of vital importance for establishing a connection between the university, society, study, work, theory, and practice.

In this research, emotional self-control is used as a transversal axis, it is an alternative that makes it possible to dynamize the knowledge of how to use and perform motivational resources, highlighting the intellectual and value competence of a teacher who finally contributes to his or her continuous research training, as well as for successful professional performance. It has been investigated that the competitive development of university teachers, through competencies, represents a dilemma for the higher-education system, which is why it is recognized in this study as a topic for discussion, reflection, and especially for the action of those who are part of UNIBE, contributing to the consolidation of the academic and cultural research competence for efficiency and quality.

For this study, the research competence is proposed, based on the premise "learning to investigate, researching is learned," here the university teacher is encouraged to perform studies to be presented to international journals, through the use of knowledge skills, and research skills together with social behavior. The aim is to promote continuous training, teamwork, and optimal performance of research professors to increase the productivity in each area of knowledge and research function to satisfy the social, scientific, ecological, and humanistic demands in Ecuador.

It is important for higher-education teachers to understand that the university must redefine its current professional development policies to appropriate a process for the management of research competencies. To this end, each university institution must instruct a diagnostic process that allows to create the potential of each teacher, as well as the collective goals in the field of research, and subsequently design accompanying programs with the active participation of researchers.

Likewise, every university demands and requires a professional that possess motivational competence of commitment and willingness to learn new mental schemes that give way to new learnings that imply change, making it possible to take advantage of opportunities and challenges in the field of research which can be incorporated in their daily academic practices.

6. Recommendations

In this context, the following recommendations are considered as a proposal to strengthen the research skills of UNIBE teachers:
1. To implement strategies and actions that enable the appropriation of research competencies, starting from the potential of a researcher in higher education, also to justify a common thread between university policies and those of the Republic of Ecuador in the

field of scientific research.

2. To promote research practices of diverse nature, through which an epistemological, ontological, axiological, and philosophical position can be achieved in each of the research methods, where there are no specialists, but research professors instead that are willing to learn interdisciplinary and transdisciplinary work in research action.

3. Understanding that research is a unique way of life and lifestyle for professional teachers, so it depends on their own training, as well as on their own initiative and the level of commitment and challenge that the professor must face at a university. Therefore, they must participate in any research skill program that they aspire to pursue at UNIBE, where they need the will and emotional control to face up to their social responsibilities through research.

4. To develop research-oriented workshops that affirm the structural framework of UNIBE. This can be done through organizational spaces for learning, exchange, dialogue, and meetings for misunderstandings, experiences, and situations, these can build research skills, individually or in groups, which intentionally allow us to guarantee the acquisition of communicational, collaborative and organizational skills, with a vision of updating and constant renewal to respond to the socioeducational demands and professional perspectives of the researcher himself.

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