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EMOTIONAL INTELLIGENCE IN THE STRUCTURE OF PERSONALITY SELF-REGULATION

Emotional intelligence as the ability to develop potential, empathize, cooperate, motivate, and develop others cannot be separated from the system of effective activity and human resource management. The article raises the question of the growing acceptability of emotional intelligence as the main factor in the structure of personality self-regulation. It has been emphasized that interpersonal relationships require a mutual understanding of others' emotions, what they feel or think, what motivates them, how they react, their views on various topics, strengths or weaknesses, approaches to work, etc. The understanding of true emotional intelligence has been substantiated. The research in the field of development of the emotional sphere of the individual self-regulation has been characterized. The authors have done the theoretical discourse of the leading models of emotional intelligence by R. Bar-On, J.D. Mayer-P. Salovey-D. Caruso and D. Goleman. A theoretical analysis of four areas of emotional intelligence has been given, namely, the detection of emotions; the use of emotions; understanding emotions; management of emotions. Prospects for further research have been outlined as an empirical study of an individual emotional intelligence and its role as a factor of self-regulation of the personality.

Keywords: emotional intelligence, personality, self-regulation, emotional coefficient, emotional competence.

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ЕМОЦІЙНИЙ ІНТЕЛЕКТ У СТРУКТУРІ САМОРЕГУЛЯЦІЇ ОСОБИСТОСТІ

Емоційний інтелект як здатність розвивати потенціал, співпереживати, співпрацювати, мотивувати та розвивати інших не можна відокремити від системи

ефективної діяльності та управління людськими ресурсами. У статті піднято питання зростання прийнятності емоційного інтелекту як основного фактору у структурі саморегуляції особистості. Акцентовано, що у міжособистісних стосунках необхідне взаємне розуміння емоцій інших, того, що вони відчувають або думають, що їх мотивує, як вони реагують, їхніх поглядів на різні теми, сильних чи слабких сторін, підходів до роботи тощо. Обґрунтовано розуміння істинного емоційного інтелекту. Охарактеризовано дослідження в області розвитку емоційної сфери саморегуляції особистості. Здійснено теоретичний дискурс провідних моделей емоційного інтелекту Бар-Она, Майєра-Саловея-Карузо та Гоулмана. Надано теоретичний аналіз чотирьох сфер емоційного інтелекту, а саме виявлення емоцій; використання емоцій; розуміння емоцій; управління емоціями. Окреслено перспективи подальших досліджень, які полягають у емпіричному дослідженні емоційного інтелекту особистості та його ролі як фактору саморегуляції особистості.

Ключові слова: емоційний інтелект, особистість, саморегуляція, емоційний коефіцієнт, емоційна компетентність.

Formulation of the problem. Emotional intelligence (EI) is a psychological construct that has gained prominence in the past few decades as researchers and practitioners recognize its significance in personal and interpersonal success. This article delves into the history of emotional intelligence for to investigate theoretically the phenomenon of emotional intelligence and to analyse its components.

For many years in a row, the problems of emotional intelligence have been the subject of scientific psychological researchers. The level of emotional intelligence is an important means of an individual successful self-realization. High emotional intelligence helps a person to balance emotions and mind, to feel inner freedom and responsibility for oneself, to realize one's own needs and motives of behavior, balance, and to adjust one's own life strategy.

The research on the importance of emotional intelligence began a long time ago. Back in ancient times, the ancient Greek philosopher Plato drew attention to the importance of emotions in the learning process [1].

Since the recognition of the emotional expression concept, emotional intelligence has been interested in academic publications from the beginning of the 20th century until today. Despite its short history, different authors have defined this concept in different ways. The importance of emotional intelligence in many areas of human activity is difficult to overestimate.

The roots of emotional intelligence as a psychological concept can be traced back to the early 20th century when psychologists like E. Thorndike proposed the idea of “social intelligence”, referring to the ability to understand and manage interpersonal relationships effectively [2]. However, it was D. Wechsler's work in the 1940s that introduced the concept of non-

cognitive intelligence, emphasizing the importance of emotional factors in intelligence [3].

It is a well-known fact that psychologists already call the 21st century the time of the “epidemic of depression” and the “age of melancholy”. A. Maslow, a well-known representative of humanistic psychology, notes: people remain tense, neurotic and anxious because they do not understand themselves and each other. It is still striking that students with the highest grades in school and university exams are not as successful in their later careers compared to their less gifted peers. They are also often dissatisfied with life, relationships with friends and families. So, there are factors that are more important than a high level of academic or professional knowledge. And there are concepts that embody a new format of human characteristics. These are “emotional competence”, “emotional culture” and “emotional intelligence”.

The ability to notice your emotions allows you to know yourself better, why certain emotions arise at a certain moment, what they signal, what their function is at a specific moment. People who better understand their feelings, make quick decisions, hesitate less, are ready to hear their true needs and desires, and achieve what they want more easily [4].

Literature review. Among the scientists who developed the concepts of emotional intelligence were D. Goleman, P. Salovey, J. Meyer, D. Caruso, G. Gardner, R. Bar-On, S. Hein, R. Cooper, A. Sawaf, H. Weisbach, J. Gottman and others.

The phenomenon of emotional intelligence is a potential factor in the life self-realization of an individual. Today, the problems of emotional intelligence research indicate that it belongs to widely discussed issues.

The purpose of the article is to investigate theoretically the phenomenon of emotional intelligence in the structure of personality self-regulation; to analyse the components of emotional intelligence and related skills and assessment issues.

Methods. A theoretical analysis and discussion of psychological characteristics of emotional intelligence as the factor in self-regulation of the personality.

Originality. In the bowels of the last century, the idea of the need to study those aspects of personality and behaviour that were previously not subject to identification and assessment but were important for effective functioning in both professional and personal spheres, was already maturing.

The dominant vector of the 20th century in society's views on human potential are cognitive abilities and the means of their measurement: the coefficient of mental development IQ and tests for determining this

coefficient. Emotional intelligence, emotional competence are important factors that ensure the successful self-realization of a person.

Basic research in the field of the emotional sphere development, conducted in the USA, led to the appearance of the leading models of emotional intelligence R. Bar-On, J. Mayer, P. Salovey, D. Caruso and D. Goleman.

R. Bar-On coined the term “emotional quotient” (EQ) as a measure of emotional intelligence based on a model he was developing, and that model itself. Emotional intelligence is understood by Reuven Bar-On as a set of non-cognitive (emotional and social) abilities, knowledge and skills that affect an individual's ability to successfully meet the demands of the environment and resist its pressure [5].

R. Bar-On's model of emotional intelligence itself consists of five spheres and fifteen scales. Thus, the intrapersonal sphere, as the ability to understand and manage oneself, includes self-analysis, assertiveness, independence, self-respect, and self-actualization. The next, interpersonal sphere characterizes the ability to interact with other people and consists of three scales: empathy, social responsibility, and interpersonal relations. When considering the field of adaptability, three scales are distinguished: assessment of reality, flexibility, and ability to solve problems. The field of stress management, as the ability to resist stress and control one's impulsivity, has two scales: tolerance to stress and control of impulsivity. Finally, the general mood domain has two scales: optimism and life satisfaction [5].

Therefore, emotional intelligence contains norms of human behavior recognized in any environment. It can be applied to all cultures, professional groups, and other aspects of human existence [6].

Gradually, the view of emotions as intelligence is spreading in the scientific community, and in 1990 the term “emotional intelligence” was first used by psychologists P. Salovey and J. Mayer. In the early 1990s, they introduced their groundbreaking model. They defined emotional intelligence as the ability to recognize, understand, manage, and use emotions effectively in oneself and others. Their model laid the foundation for empirical research on EI [7].

In 1995 a book by D. Goleman “Emotional Intelligence” was published and brought the concept EI to the mainstream. D. Goleman expanded on P. Salovey and J. Mayer's model, arguing that EI was a critical factor for success in various life domains, including personal relationships, education, and the workplace. This book ignited interest in emotional intelligence across disciplines [8].

D. Goleman believes that one of the reasons why people are so bad at mastering the main skill of living is that they did not provide training to

each child in the necessary skills to overcome anger, did not teach them to show compassion, control impulses and did not introduce them to the basic principles of emotional competence [9].

The scientist outlined a promising direction in psychological research of the emotional sphere. He believes that the coefficient of mental development does not explain why people with the same aptitudes and abilities have different talents. D. Goleman traced the lives of 95 Harvard students in the 1940s and noticed that in middle age the men with the highest grades on university exams were less successful in their careers compared to their less gifted peers. They were also not satisfied with life, relationships with friends and families. Similar data were found in a study cited by Goleman involving 81 high school students in Illinois [9].

From this, we can assume that the academic mind does not ensure the individual's readiness to use life's opportunities, nor does it prepare him to overcome life's adversities. For our own destiny, emotional giftedness-meta-ability is of great importance, which determines how well we can use any other skills and abilities. Emotionally gifted people are satisfied and successful, and the ability to establish control over their emotional life helps to increase their own productivity.

The Mayer-Salovey-Caruso model of emotional intelligence is based on the ability model. This model consists of four characteristic areas: perception and expression of emotions, understanding emotions, strengthening thinking with the help of emotions, managing emotions [10].

O'Connor P. J., Hill A., Kaya M. gave the following official definition of emotional intelligence: "...the ability to analyze one's emotions to improve the thinking process. It includes the ability to accurately perceive emotions, evaluate and generate them in such a way as to support thinking, understand and identify emotions, and reflexively direct emotions to contribute to one's emotional and intellectual growth" [11].

Regarding the very possibility of the development of EI in psychology, there are different opinions.

For example, J. Mayer, believes that it is almost impossible to increase the level of EI, since it is a relatively stable ability. But emotional knowledge, that is, the type of information that emotional intelligence operates on, is relatively easy to acquire, including in the learning process [10].

Another point of view is that emotional intelligence can and should be developed.

D. Goleman makes the following argument: the neural pathways of the brain continue to develop until the middle of human life, therefore emotional development is also possible, which is manifested in the conscious

regulation of emotions. He urges not to waste time and to help children “live their lives better”. To do this, they need to develop what he calls “emotional intelligence”, namely: self-control, perseverance, and persistence, as well as the ability to motivate their actions [8].

Considering the above components of emotional intelligence according to D. Goleman, we can conclude that: self-awareness is the ability to understand one's emotions when making decisions, being aware of weaknesses and strengths, determining one's goals and life values; self-regulation is the ability to manage emotions without giving in to impulses; motivation is the ability to achieve one's personal goals to increase productivity – for the sake of achievement; empathy is the ability to understand the emotions of others, empathize with them and, despite this, make objective decisions; social skills are the ability to build strong relationships with your team [9].

Early influential work on emotional intelligence was done by J. Mayer and P. Salovey in 1990. These researchers defined emotional intelligence as “the ability to monitor one's own and others' feelings and emotions, distinguish between them, and use this information to guide one's thinking and actions”. They argued that people with a high level of emotional intelligence had certain emotional abilities and skills related to the evaluation and regulation of emotions – their own and other people's. It means that people with high levels of emotional intelligence can accurately perceive certain emotions in themselves and others (for example, anger or sadness) and regulate emotions in themselves and others to achieve a range of adaptive outcomes or emotional states, such as motivation, creative thinking [10].

Later research works more and more were supporting the existence of a mental ability emotional intelligence that is kind of distinct from standard analytical intelligence [10, 11]. For example, C. S. Nosal claimed that emotional intelligence combines two spheres of human mental functioning, namely emotional and intellectual. This is the result of the interaction of mechanisms that, on the one hand, are responsible for the formation of emotions and, on the other hand, concern the categorization of emotions and the interpretation of situations that cause various emotional states [12].

Scientists have identified four areas of emotional intelligence: 1) detection of emotions – the ability to recognize one's own feelings and the feelings of other people (facial expressions, gestures, appearance, gait, behavior, voice); 2) the use of emotions – the ability to access emotions and reason with them (using emotions to make decisions); 3) understanding of emotions (emotional knowledge) – the ability to detect and realize what J. Mayer and P. Salovey call “emotional chains” – the transition of one

emotion to another; 4) managing emotions – the ability to self-regulate emotions and manage them in others.

As interest in EI grew, various measures and assessments were developed to quantify emotional intelligence. The Emotional Quotient Inventory (EQ-i) and the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) are notable examples. These instruments allowed researchers to study the relationship between EI and outcomes such as job performance and leadership effectiveness [10].

For example, in the study of ballet dancers it was found moderate to high levels of correlations between self and other ratings of trait EI and a positive relationship between trait EI scores and ballet dancing ability ratings. And in the study of musicians, it was found a positive relationship between trait EI scores and length of musical training [13].

In general, educators and leaders recognized the importance of emotional intelligence in their respective domains. In education, EI programs aimed to improve students' social and emotional skills, leading to better academic and behavioral outcomes. In leadership, EI was identified as a crucial trait for effective leadership, fostering better teamwork and organizational performance.

Conclusion. In recent years, research on emotional intelligence has expanded to explore its neural underpinnings [14], cultural variations [15], and practical applications in areas like mental health and artificial intelligence. Future directions may involve refining measurement tools and gaining a deeper understanding of the relationship between EI and various life outcomes. Emotions and people are inseparable, which is why they need to be treated with maximum sensitivity for the benefit of employees and organizations. Understanding your own emotions, as well as the emotions of others, is what supports emotional intelligence. Individuals with a high level of emotional intelligence are more open to feedback, criticism, conflict resolution, and channel it in a positive way instead of being negatively affected. In the form of learning needs discussions, emotional intelligence can help an individual identify current and future desired soft or hard skills and support their career development plans. Happy and motivated people are, as a rule, those who know how to manage their emotions and the emotions of others in any situation, committed to their own work. We see the *prospects for further research* in the empirical study of emotional intelligence and their influence on the self-development of the personality.

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