



## THE PSYCHOLOGICAL PECULIARITIES OF THE EMOTIONAL INTELLIGENCE OF FUTURE SOCIAL SPHERE PROFESSIONALS

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**Abstract.** The results of the study of the phenomenon of emotional intelligence and the research of the psychological peculiarities of the emotional intelligence of future social sphere professionals have been analyzed in the article. It has been shown that such components of emotional intelligence as “emotional awareness”, “self-motivation”, “empathy” and “recognition of other people’s emotions” are mostly expressed on an average level; the indicators of the “management of one’s own emotions” component correspond to a low level. Such formation levels of partial and integrative emotional intelligence are going to complicate effective performance of professional activities by social workers in the future, as the particularity of their work has to do with interaction with people (certain individuals and groups) who need social and psychosocial care. A model to optimize the formation of emotional intelligence during the college training of future social sphere professionals that includes a system of special social and psychological didactic conditions and means has been proposed.

**Key words:** emotional intelligence, components of emotional intelligence, partial emotional intelligence, integrative emotional intelligence, emotional intelligence of social sphere professionals, social sphere, professional training, optimization of forming emotional intelligence, cognitive culture, training of future social sphere professionals.

### Introduction

The solution of the specific tasks of the social sphere require a high development of general and special abilities alike, well-formed professionally relevant intellectual and personal qualities and a well-formed individual intellectual style of activities, intellectual and personal culture and efficiency in professionals-to-be.

The requirements for the professionally relevant qualities of a social sphere professional are based on the determination of the particularity of their work, which is associated with interaction with both individual people and groups and communities requiring social support, protection and care. The personal attitudes, values, life senses and personal priorities of a social worker, which may both facilitate and hinder their effective professional work, manifest in their relations with clients. Emotional intelligence is an important factor that organizes and directs the intellectual, emotional, volitional and moral resources of a future social sphere professional towards the performance of professional tasks.

The history of the analysis of the category of emotional intelligence begins in the works dedicated to the study of social intelligence by such scientists as E. Thorndike (Thorndike, 1920), J. Guilford (Guilford, 1967), G. Ayzenk (Ayzenk, 1995). The abilities associated with emotional intelligence are also determined by H. Gardner in his works (Gardner, 1983).

P. Salovey and J. Mayer introduced the term “emotional intelligence” itself into scientific use and proposed a model of this phenomenon (Salovey, Mayer, 1990). They interpreted emotional intelligence as “the ability to trace one’s own and others’ feelings and emotions, distinguish between them and apply this information to direct thinking and activities (Salovey, Mayer, 1990, p. 189). In their later publications, the authors further defined and supplemented the model of emotional intelligence, basing it on the fact that human emotions contain information about connections (current, past, imaginary) to other people or objects (Mayer & al., 2001). The supplemented model contained components having to do both with one’s own emotions and the emotions of other people: 1) identification of emotions, 2) the application of emotions to raise thinking and activity effectiveness, 3) understanding of emotions, 4) management of emotions (control, decrease in intensity etc.) (Mayer & al., 2001).

In his model of emotional intelligence, D. Goleman combined the cognitive characteristics determined by Salovey and Mayer (Salovey, Mayer, 1990) with the personal attributes of perseverance, enthusiasm and social skills (Goleman, 1995).

In his studies, R. Bar-On (Bar-On, 1997) defines emotional intelligence as the abilities, knowledge and competences ensuring effective solution of real-life situations and including the following components: 1) self-cognition (realization of one's emotions etc.), 2) interpersonal communication skills (empathy etc.), 3) ability to adapt, 4) stress management (stress resistance), 5) the dominating attitude (optimism, happiness etc.).

The problems of emotional intelligence have also been reflected in the works of I.M. Andreeva (Andreeva, 2006), D.V. Lyusin (Lyusin, 2000) etc. The peculiarities of the emotional intelligence of psychologists have been studied by A.M. Grys (Grys, 2013) and other Ukrainian psychologists.

In general, scientists associate certain cognitive structures that allow differentiating, processing and applying in thinking and practical activities the emotional information having to do with the individual themselves and other people with the individual's emotional intelligence.

While defining emotional intelligence as an important factor of successful professional activities of future social sphere professionals, one obviously should speak of the ability of the professional-to-be to adequately take into account the particularity of social situation in their professional interaction with various categories of clients, their ability to render psychological support and care to individuals in a state of crisis, to effectively carry out the self-regulation of one's own emotional states, which is topical for the prevention of burnout syndrome. No studies of the emotional intelligence of social sphere professionals have been conducted in Ukrainian psychology.

In our study, we have proceeded from the assumption that social sphere professionals in training have sufficient level of expression of emotional intelligence components, which will enable them to effectively perform professional activities in the future. Emotional intelligence was the object of our study, whereas the emotional intelligence of future social sphere professionals was its subject. The aim of the study is to study the psychological peculiarities of the emotional intelligence of future social sphere professionals as a factor of their effective performance of professional activities. The following tasks have been solved during the study: 1) determining the levels of expression of emotional intelligence components in social sphere professionals in training; 2) determining a model of optimizing the formation of the emotional intelligence of future social sphere professionals during their college training.

## **Method**

105 Year 1 to 5 day students of the Social Work and Management Institute of National Pedagogical Dragomanov University (18 men and 87 women) participated in the study. Emotional intelligence was studied using the N. Hall Emotional Intelligence Diagnostics method (Fetiskin, 2002). The respondents were proposed to rate 30 statements that describe the manifestation of an individual's ability to understand attitudes represented in emotions and manage their own emotional sphere on a six-point scale. The statements are united in five scales, which allowed measuring emotional intelligence levels: 1) emotional awareness, 2) management of one's own emotions (emotional flexibility), 3) self-motivation (voluntary management of one's emotions), 4) empathy, 5) recognition of other people's emotions (the ability to influence the emotional states of other people). Furthermore, the integrative emotional intelligence level of students of various years of the experimental group was measured.

## **Results**

The results of the study conducted allowed recording the following trends in the manifestation of emotional intelligence components in the sample studied:

- the arithmetic mean whole sample values on the Emotional Awareness scale for year 1 to 5 students are (respectively):  $M=7.6$ ;  $M=11.9$ ;  $M=10$ ;  $M=10.5$ ;  $M=9.8$ , which, in general, corresponds to the average level of expression of this value except for the value for first-year students (a low level);

- the arithmetic mean whole sample values on the Management of One's Own Emotions scale for experimental groups from year 1 to 5 are (respectively):  $M=0$ ;  $M=-0.11$ ;  $M=1.7$ ;  $M=3.3$ ;  $M=1.3$ ; such values reflect low levels of development of this component of intelligence in all the student groups studied from year 1 to 5;

- the arithmetic mean whole sample values on the Self-Motivation scale for the student sample studied from year 1 to year 5 are (respectively):  $M=6.4$ ;  $M=5$ ;  $M=8.3$ ;  $M=10.4$ ;  $M=7.3$ ; the values of this component for first-, second- and fifth-year students corresponding to a low level and those of third- and fourth-year students – to an average one;

- the arithmetic mean whole sample values on the Empathy scale for the student groups studied (year 1 to 5) are (respectively): M=7.9; M=10.9; M=9.9; M=10.7; M=9.3; the data obtained correspond to a low level of expression of this component in first-year students and an average level of expression in second-, third-, fourth- and fifth-year students;

- the arithmetic mean whole sample values on the Recognition of Other People's Emotions scale for the experimental sample of students (years 1 to 5) are (respectively): M=7.3; M=9.2; M=9.5; M=11.0; M=8.4; such results reflect a low level of expression of this component in first-year students and average levels of expression of this emotional intelligence component in second-, third-, fourth- and fifth-year students;

- the arithmetic mean whole sample integrative values of emotional intelligence for the experimental groups are (respectively): M=28.8; M=40.1; M=38.9; M=46.1; M=36.2; the results obtained evidence a low level of social intelligence in first-, third- and fifth-year students and an average one in second- and fourth-year students;

- no statistically significant sex differences have been found.

The descriptive statistics for the scales of the Emotional Intelligence Diagnostics test is given in Appendix A.

### **Discussion**

The obtained results of the expression of partial intellect in student groups of various years of study composing our experimental sample evidence an insufficient level of awareness of the emotional sphere of the individual and the ability to differentiate between one's own and others' emotions, an insufficient level of development of the ability to empathize and the ability to influence other people's emotional states, as well as an insufficient level of the ability to control oneself and regulate oneself regarding one's own emotional states and feelings, which is professionally significant. Obviously, a situation like this is going to complicate effective performance of their professional activities by the young professionals in the future, as the search for the resources facilitating the improvement of the client's social functioning is important for social workers. Working with internal resources (intelligence, education, profession, sense of purpose, will, motivation etc.) gives clients an opportunity to come to believe in their own strengths, to realize their own competence and abilities, to learn self-control and positive self-esteem, to master the skills of self-management and managing their social roles etc. All of this, actually, along with other intellectual and personal attributes, is determined by the development of the partial and integrative emotional intelligence of social sphere professionals.

Our results are concordant with the data of the study of the emotional intelligence of applied psychologists in training conducted by A.M. Gryś (Gryś, 2013), where insufficient levels of expression of partial and integrative emotional intelligence were also recorded.

Obviously, the process of college study is more oriented towards equipping students with specific knowledge and techniques of professional activities. Forming professionally significant formations and qualities remains outside the scope of curricula. The context of such results clearly implies the need for work aimed towards the formation of professional intelligence and emotional intelligence as a component of it in future social sphere professionals during their professional college training, which will ensure they will be able to assess and react at various situations of professional interaction with various categories of clients in a balanced and objective manner, be emotionally stable and active in professional communication and activities etc. in the future.

We determine a model of optimizing the formation of the emotional intelligence of future social sphere professionals during their college training that includes a system of conditions: 1) the creation of a professionally-oriented environment that forms psychological culture and cognitive culture, particularly; 2) the maximum, all-round self-expression of students and lecturers in constructive, professionally-oriented learning activities; 3) the stimulation of educational interaction between lecturers and students on various levels, in various aspects and in various types of joint activities, which implies the creation of particular didactic conditions aimed at modeling the contents of education through the combination of theoretical knowledge and their actualization through a system of various forms of classes and practices; 4) the provision of a system of professionally-oriented awareness-raising work, where students have the opportunity to "immerse themselves" in the actual problems of the social spheres, gain the experience of professional interaction with various categories of clients, realize their own professional and personal attributes. (Melnychuk, 2012) We determine such methods of optimizing the formation of emotional intelligence during college study as individual and group trainings, coaching, professional situation modeling etc. Such a model of optimizing the formation of the students' emotional intellect will facilitate

the development of individual emotional intelligence attributes (emotional awareness as the ability to interact effectively with people in the system of interpersonal relations, the ability to orient in social situations, to determine the personal peculiarities and emotional states of other people correctly, to choose adequate methods of relations with them and to implement them in the process of interaction; the ability to individualize as the ability to distinguish a person's individual traits and change the process of interaction in accordance with them; empathy as the ability to empathize, sympathize, to understand the states of others, as the willingness to render social and psychological care to them; self-regulation ability as the ability to manage oneself and muster one's mental resources; reflection as the ability to realize one's own needs and motives, to analyze one's thoughts, feelings and actions, as the ability to learn oneself; tolerance as stress resistance, as the absence or weakening of the reaction to unfavorable factors; erudition as general awareness of various domains of the life of the individual and society in general) and will define the effective professional activities of social sphere professionals in the future.

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## Appendices

### Appendix A

#### Descriptive statistics by the scales of N. Hall emotional intelligence test

Test scales	Descriptive statistics values					
		Year 1	Year 2	Year 3	Year 4	Year 5
Emotional awareness	Min	2	7	- 4	4	3
	Max	15	16	16	15	17
	M	7.6	11.9	10	10.5	9.8
	$\sigma$	2.9	2.8	5.7	4.0	3.9
Management of one's own emotions	Min	-13	-17	- 13	- 10	- 8
	Max	14	10	10	14	9
	M	0	-0.11	1.7	3.3	1.3
	$\sigma$	7.4	7.6	6.3	8.9	5.1
Self-motivation	Min	- 4	- 18	- 6	1	- 2
	Max	14	17	14	18	15
	M	6.4	5	8.3	10.4	7.3
	$\sigma$	4.9	10.1	5.3	5.7	4.9
Empathy	Min	- 5	1	- 4	4	- 1

	<b>Max</b>	15	18	18	16	14
	<b>M</b>	7.9	10.9	9.9	10.7	9.3
	<b><math>\sigma</math></b>	4.9	5.2	5.1	3.6	4.5
<b>Recognition of other people's emotions</b>	<b>Min</b>	- 1	- 1	- 7	6	- 1
	<b>Max</b>	15	15	16	15	15
	<b>M</b>	7.3	9.2	9.5	11.0	8.4
	<b><math>\sigma</math></b>	4.3	4.8	5.7	3.0	4.5
<b>Integrative value</b>	<b>Min</b>	7	15	7	25	6
	<b>Max</b>	61	61	59	73	64
	<b>M</b>	28.8	40.1	38.9	46.1	36.2
	<b><math>\sigma</math></b>	15.3	12.9	13.9	17.5	16.1

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