

UDC 159.942.172

DOI: 10.61727/ssppj/2.2023.26

Emotional intelligence and its impact on human life in the global world

Liana Spytka*

Doctor of Sciences in Psychology, PhD in Law, Professor
Kyiv International University
03179, 49 Lvivska Str., Kyiv, Ukraine
<https://orcid.org/0000-0002-9004-727X>

Abstract. Everyone strives to be successful in their lives, but emotions often become the basis for destructive behaviour. The development of emotional intelligence allows people to understand and manage their emotions, which enables them to successfully adapt to change and build positive social interactions. The purpose of this study was to investigate the impact of emotional intelligence on human life in the context of personal and professional success. The study employed general scientific methods: analysis, synthesis, comparison, classification, generalisation, and formalisation. Different approaches to the interpretation of the term “emotional intelligence” were analysed. It was found that there is no unified approach to the definition of this term, but scientists build the concept of emotional intelligence considering four aspects of the human psyche in relation to emotions: self-management, self-awareness, social awareness, and control. The author also considered the history of the development of emotional intelligence as a category, which is very intensive in terms of understanding this concept and its research. It was found that throughout life, a person can develop their emotional intelligence, since it is not well-established from birth, but can be developed. It was argued that emotional intelligence does not depend on age and professional field of activity. The influence of developed emotional intelligence on the participants of the educational process, including teachers, students, and heads of educational institutions, was considered. The findings of this study can be used by researchers for further analysis of the term “emotional intelligence” and its impact on human life, by teachers for the development of teaching materials, and by students to get acquainted with the theory of this topic

Keywords: emotions; age groups; professional sphere; control; self-awareness; understanding; management

INTRODUCTION

Socio-economic transformations and globalisation processes in the modern world have a direct impact on people. Previously, researchers focused more on analysing a person's logical thinking and their ability to cope with the impact of the above factors using knowledge and skills. However, the ability to manage one's own emotions to overcome the impact of these factors is now becoming increasingly important. The study of human emotional intelligence reveals the knowledge of how to understand one's own emotions and the emotions

of other people and, based on this knowledge, build effective behaviour that can help a person achieve their goals. This creates the basis for the development of a person as an individual and can help to establish interactions in personal and professional life. That is why the subject of this study is relevant and appropriate.

The problematic of the study is that despite the considerable number of scientific papers devoted to emotional intelligence, its connection with certain aspects of life is outlined from the standpoint of one professional

Article's History: Received: 30.08.2023 Revised: 15.11.2023 Accepted: 26.12.2023

Suggested Citation:

Spytka, L. (2023). Emotional intelligence and its impact on human life in the global world. *Scientific Studios on Social and Political Psychology*, 29(2), 26-35. doi: 10.61727/ssppj/2.2023.26.



Copyright © The Author(s). This is an open access article distributed under the terms of the Creative Commons Attribution License 4.0 (<https://creativecommons.org/licenses/by/4.0/>)

*Corresponding author

group chosen by a person, and it appears that the review of the impact of emotional intelligence on a person's life in terms of their social relationships and personal life is insufficiently covered. It is also useful to compare different specialities, professions, and age groups to see the impact of emotional intelligence in terms of social effectiveness or ineffectiveness of a person.

N. Lavrychenko (2022) believes that the category of "socio-emotional intelligence" is necessary for Ukrainian pedagogy and the development of the educational system in the New Ukrainian School. A scientist combined these definitions and linked them to the conceptual foundations of the New Ukrainian School, which allowed her to give a place to methods of developing socio-emotional intelligence in the modern educational process. This correlation is required because of the influence and connection between social and emotional intelligence. The latter should be distinguished as a separate category for further research.

L. Derkach (2023) studies the relationship between emotional intelligence in primary school children. The researcher believes that the development of emotional intelligence of younger students is necessary because it enables the child to regulate their emotions and feelings more correctly in the future, to adequately perceive various situations both in everyday life and in school activities. Furthermore, this ability allows children to build relationships more correctly and resolve conflicts using good reasoning.

S. Derevianko (2016) defines emotional intelligence as a separate phenomenon and investigates it from the standpoint of understanding, management, and development. However, the impact of emotional intelligence on human life has not been covered. Yu. Asieieva *et al.* (2021) investigate emotional intelligence from the standpoint of its relationship with leader effectiveness. They interpret emotional intelligence as a factor that has a substantial impact on the effectiveness of a leader's actions. The findings of these researchers suggest that if a person has a positive attitude towards the work they are doing and a belief in a positive outcome, behavioural styles emerge that demonstrate the most effective management of cases or subordinates, depending on the individual case. These researchers note the presence of a direct link between an effective form of leadership and the ability to manage the emotions of others.

Ya. Raievska & K. Andriushchenko (2021) study emotional intelligence from the perspective of its impact on human professional activity, specifically, employees of the state employment service. According to researchers, stimulating the development of emotional intelligence for effective interactions in professional and social spheres entails training in the development of emotional intelligence (training sessions and support), as researchers emphasise that emotional intelligence can develop at any time of life. However, it needs to be further clarified how the proposed methods would

affect the professional and personal lives of employees. The purpose of the present study was to consider the positive and negative effects of emotional intelligence of an individual in terms of the effectiveness or ineffectiveness of their interactions with others.

MATERIALS AND METHODS

The main tools and methods used to cover the subject are theoretical research methods, which helped to cover and substantiate the more profound and substantial aspects of the phenomenon under study. This helped to create a holistic description of emotional intelligence and highlight its impact on human life. Using the methods of analysis and synthesis, the key concepts and definitions were considered, including "emotional intelligence", "impact of emotional intelligence", "components of emotional intelligence". The use of such a scientific method as analysis made it possible to consider the categories under study from the standpoint of individual components.

The study also analysed the changes in the concept of emotional intelligence as a scientific category. Such methods as classification and comparison allowed dividing the phenomenon under study into classes, groups, and types. Classification was used to compare the types of intelligence that exist in the descriptions of scientific studies, which include rational intelligence, social intelligence, spiritual intelligence. This method was also used to compare different formulations of the definition of emotional intelligence, which define it as an "ability", "capability", "component", "set", "component of the psyche".

The author classifies and defines the properties of emotional intelligence as a protective factor in building a prosperous life of a person who should, first of all, be socially active and stress-resistant. Using synthesis, which helps to investigate the object under study in its integrity and mutual connection, the functional connections and dependencies between the level of development of emotional intelligence and social relationships of people of different professions and ages were identified and examined. The combination of such scientific methods as analysis and synthesis guarantees an objective level of cognition in studying human emotional intelligence. This approach also shows the integrity of contradictions regarding their relationship with human life, and changes in the latter depending on the development of emotional intelligence.

The following specialities and professions were included in the review: legal, pedagogical, and medical, as well as civil servants, workers, and managers. The study also used this method to examine the impact of emotional intelligence at each stage of a person's life: childhood (1-12 years), adolescence (13-20 years), early adulthood (21-30 years), and maturity. Using the mental decomposition, the study identified the signs of emotional intelligence, its properties and attitudes. This method also made it possible to analyse each part

separately and to do so within the framework of the whole. This study also employed the method of generalisation, which helped to highlight and organise the experience and achievements of scientists in determining the impact of emotional intelligence on a person's professional and personal life in the modern world. This method was also used to investigate the impact of emotional intelligence on the pedagogical process and all its participants: teachers, students, and school administrators.

RESULTS

The theory of emotional intelligence has a brief history, as emotions and intelligence were opposed to each other, and only in the second half of the 20th century did theories emerge that emotions do not interfere with rational decision-making, but rather can help a person interact effectively with others. A theory of emotional intelligence was proposed (Owan, 2022). This theory is based on work on social and personal intelligence. Scientists believed that emotional and social intelligence are subsets of personal intelligence, which consist of two factors: intrinsic and interpersonal intelligence. They coined the term "emotional intelligence" and defined it as a set of skills that are hypothesised to facilitate the accurate assessment, expression, and regulation of emotions in oneself and others, as well as the use of feelings to motivate one to achieve excellence in one's life. Accurately assessing one's own and others' emotions and includes verbal (speech) and non-verbal (facial expressions, body language) communication as a key means of understanding what emotions are being assessed and expressed. Evaluating and expressing one's own emotions involves the ability to learn, analyse, and build logical connections based on these emotions.

M. Avhustiuk (2021) considers emotional intelligence to be one of the key components of a person's life, a multidimensional and controversial phenomenon in terms of emotional awareness and their regulation. J. Imperial *et al.* (2021) define emotional intelligence as a person's ability to recognise personal feelings and emotions of others, as well as to manage emotions

in oneself and in relationships with others. These researchers have conducted studies that link leadership qualities and the level of emotional intelligence development. It was established that effective leadership requires more than just cognitive intelligence; it requires the development of emotional intelligence. Progress begins with the perception of emotions, which represent the most basic emotional skills of intelligence.

The concept of emotional intelligence has been evolving, and in 2016, the scientist S. Derevianko (2016) proposed the following definition of this concept: it is a cognitive ability that provides analysis of emotions and their use to improve thinking, which may include the ability to accurately distinguish emotions to stimulate thinking, understand and consciously regulate emotions, which contributes to emotional and intellectual growth.

According to E. Riego de Dios (2020), emotional intelligence is a set of competencies that demonstrate the ability to recognise, understand, and manage behaviour, mood, and impulses. The scientist characterised emotional intelligence as a perception of how well a person understands, regulates, and expresses emotions to adapt to the environment and maintain well-being. Emotional intelligence is also the ability to perceive emotions, use them to improve thinking, understand, label, and regulate emotions in oneself and others.

There are scientists who do not distinguish the category of emotional intelligence and compare it with other categories: rational intelligence, social intelligence, spiritual intelligence (Fig. 1). D. Mendoza Velazco *et al.* (2018) believe that there are two minds: one rational and one emotional, i.e., one thinks and the other feels. These two minds, the emotional and the rational, which are semi-independent faculties, mostly operate in perfect harmony, maintaining the balance or equilibrium between them. Emotions nourish and enrich the activity of the rational mind, while the rational mind purifies and regulates the influence of emotions. In this sense, the development of competences related to emotional intelligence arguably has a positive impact on social, academic, and employment aspects.

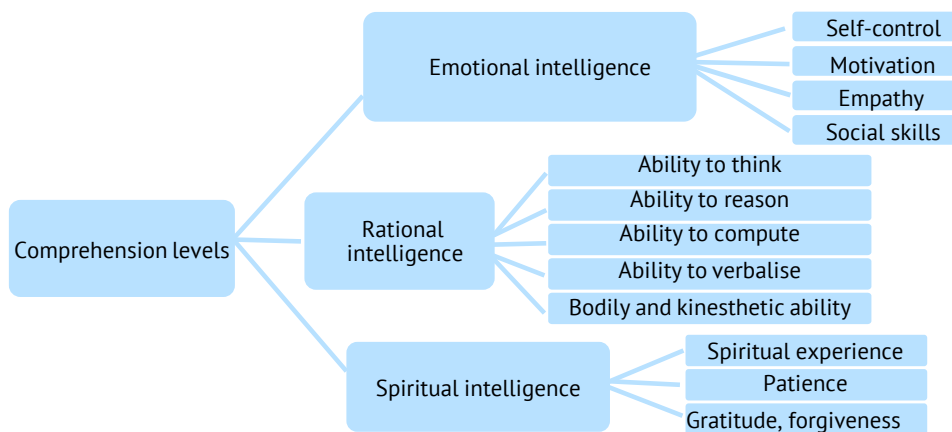


Figure 1. Categories of human intelligence

Source: compiled by the author of this study based on V. Priskillaa (2020)

H. Lavrychenko (2022) believes that in Ukraine, emotional and social intelligence have attracted the attention of educators, researchers, and practitioners at the stage of development and implementation of the New Ukrainian School concept. The scientist notes that Ukrainian scientists and educators prefer research where emotional and social intelligence are separate, independent objects of study, although in the context of the development of emotional and social abilities of an individual, ideas of their interconnection and mutual influence may appear. In the context of the present study, emotional intelligence is

considered as a component of the human psyche that ensures the perception, understanding, control, and evaluation of emotions, while distinguishing between them and using the information received to guide one's thoughts and actions. Human emotional intelligence is widely studied for reasons of its applied nature. Knowledge of how emotional intelligence affects human life in the professional and personal spheres is remarkably relevant. Table 1 shows the different professional areas that have been studied by researchers in the context of the relationship with human emotional intelligence.

Table 1. The impact of emotional intelligence based on occupation

No.	Profession	Impact
1	Legal specialities	The development of emotional intelligence is vital in the field of law, as lawyers are faced with resolving conflicts between two parties in their work. R. Sutton (2021) argues that in developing emotional intelligence, one must start with understanding oneself and developing a better understanding of oneself as a professional lawyer, negotiator, or mediator.
2	Pedagogical specialities	The study proved the existence of a strong positive relationship between developed emotional intelligence and active citizenship of teachers. A scientist has concluded that the success of a teacher in educational activities depends on a prominent level of civic engagement and developed emotional intelligence (Meniado, 2021). Teachers need to understand all the components of emotional intelligence, which is essential for the learning and teaching process, as well as a clear understanding of the contemporary emotional issues faced by students (Mustaffa, 2018). A teacher with high emotional intelligence will emphasise good behaviour in their students. An emotionally resilient teacher is the foundation of any educational programme (Agarwal, 2020).
3	Medical specialities	A range of studies have examined the emotional intelligence of medical staff. The analysis of the experimental data showed a positive prognosis in terms of efficiency and well-being at work with a sufficient level of emotional intelligence. Such people can better perceive the emotions of others, and this also has a positive impact on adaptation in the professional sphere due to the ability to manage their own emotions. The study also showed that such healthcare workers have fewer manifestations of depression. This helps to reduce negative behaviour, reduces disputes between medical staff and patients, and generally improves the comfort of work. In the work of a nurse, having a developed emotional intelligence is aimed at relieving tension and discomfort that can be caused by contradictions between nurses and patients by smoothing out their own emotions. When communication with patients is increased, nurses' ability to express themselves in communication is effectively realised and their satisfaction with communication increases (Li <i>et al.</i> , 2021).
4	Civil servants	Researchers Yu. Asieieva <i>et al.</i> (2021) conducted a study among civil servants of various levels. The results demonstrate the ability of a leader with developed empathy to positively influence the emotions of their subordinates and seek solutions to issues through synergy and interconnection. A leader who has the skills to manage their own emotions can motivate themselves to succeed and achieve better results. It is the emotional intelligence of the leader that enables them to change the organisational culture through the implementation of the principles of empathy, mutual development, and mutual improvement.
5	Workers	According to N.F. Andrabi & R.A. Rainayee (2020), properly managed emotions not only foster innovation and increase productivity of individuals, teams, and organisations, but also increase trust and loyalty.
6	Managers	J.C. Meniado (2021) found that empathy develops at a much faster pace when a person has a sufficient level of emotional intelligence. In addition, according to Yu. Asieieva <i>et al.</i> (2021), an effective leader had a sufficient level of development of emotional intelligence of effective leadership and, therefore, could interact more effectively with subordinates and establish work processes.

Source: developed by the author of this study based on the results of the literature search

Some scientists describe the negative consequences of underdeveloped emotional intelligence. According to T. Selvan (2020), ignoring emotional intelligence leads to a decline in intellectual abilities at a time when frustration, anxiety, or helplessness take over. Such emotional states cause inconsistencies in the rhythmic and electrical activity of the brain and heart, reducing neurological efficiency. This is one of the reasons why smart people can take rash actions. When a key relationship is stressed, broken, or disrupted, it affects the body and mind. People experience headaches and psychosomatic

diseases of many types. Their minds often become depressed, unfocused, and scattered. They lose the ability to think abstractly, thoroughly, analytically, and creatively. The spirit also becomes depressed and confused. People often feel helpless, hopeless, victimised, and sometimes so despondent that they develop suicidal behaviour. Therefore, it is vital to constantly develop relationships with other people and oneself (Selvan, 2020).

Emotional intelligence is essential at every stage of life. It helps children to adapt to the world, and young people to establish relationships with their peers and

improve their studies. For mature people, developed emotional intelligence helps them make informed and effective decisions at work, as well as build their own family and personal life (Table 2).

Table 2. The impact of emotional intelligence at different stages of human life

No.	Stages of life	Impact of emotional intelligence
1	Childhood (1-12 years)	Emotional intelligence is important even at an early age. This is confirmed by scientific publications investigating the development of emotional intelligence in preschool children and primary schoolchildren. Thus, L. Derkach (2023) believes that emotional development is vital for primary school students, as it enables the child to regulate their emotions and feelings more correctly in the future, to adequately perceive various situations in everyday and school activities. Furthermore, this ability allows children to build relationships more correctly, resolve conflicts using good reasoning, and communicate successfully with their peers.
2	Youth (13-20 years)	A sufficient level of emotional intelligence development enables rapid development of personal competence. This trend leads to better health and focus on learning, and creates a positive experience of success (Meniado, 2021). Emotional intelligence has a positive impact on the educational process and on the student's personality by increasing efficiency through raising the student's self-esteem and improving the student's self-perception of themselves.
3	Early maturity (21-30 years)	There are also scientists who distinguish between the learning styles of students depending on their development of emotional intelligence. Students with developed emotional intelligence have learning styles that can be described as self-development. It turned out that the level of well-being, expressed as life satisfaction, is related to this. Self-control, which reflects the ability of a person to manage their emotions, make decisions, cope with stress and helps this category of students to have an independent learning style. Whereas students with low emotional intelligence have a dependent learning style, meaning they need an expert to tell them what to do. This category of students needs outside help in the learning process (Vidyakala, 2019). Emotional intelligence affects work performance, behaviour, motivation, and job satisfaction, while in others, emotional intelligence affects psychological capital and job performance (Mustaffa, 2018).
4	Maturity	Emotional intelligence can increase employee productivity by creating relevant civic behaviours (Riego de Dios, 2020).

Source: developed by the author of this study based on the results of the literature search

As presented in Table 2, emotional intelligence is vital at every stage of life, as it helps in learning, work, and social communication. The claim that emotional intelligence is not a permanent trait and can therefore be developed throughout life is well-founded. However, everything a person learns requires constant use, because it is only through putting their knowledge into practice that they gain skills, experience, and growth, otherwise they will quickly lose their new achievements. Therefore, to develop emotional intelligence, a person needs to constantly work on themselves. Enhancing the development of emotional intelligence depends on the following (Priskilla, 2020):

- ◆ expanding the concept of emotional intelligence and understanding its role in one's own life;
- ◆ developing the ability to manage one's own emotions;
- ◆ understanding the emotions of other people, which will contribute to successful and effective professional activity.

Thus, emotional intelligence is not an absolute given, it is a special form of ability that can be developed. Therefore, emotional intelligence development programmes are substantiated, which should be designed according to the stages of life and be accessible

to all people. For a more profound substantiation of the significance of developing human emotional intelligence, it should be noted that human emotions do not prevent people from making balanced and effective decisions. And the level of intelligence itself is not always the key to a person's success. The researchers confirmed this hypothesis by investigating the educational process.

In school, there are often students who are unable to achieve academic success equivalent to their intellectual abilities. There are students who have high intellectual abilities but relatively low academic achievement, and there are students whose intellectual abilities are low but who can achieve high academic achievement. Therefore, the level of intelligence is not the only factor that determines success, as there are other factors that influence it (Priskillaa, 2020). As Figure 2 shows, a sufficient level of emotional intelligence in the participants of the educational process contributes to its better efficiency and a synergistic effect in which all participants develop. Another essential fact is that the research touched upon the study of emotional intelligence of people who are not successful in their personal lives due to the development of addictions (alcohol consumption) and suicidal tendencies.

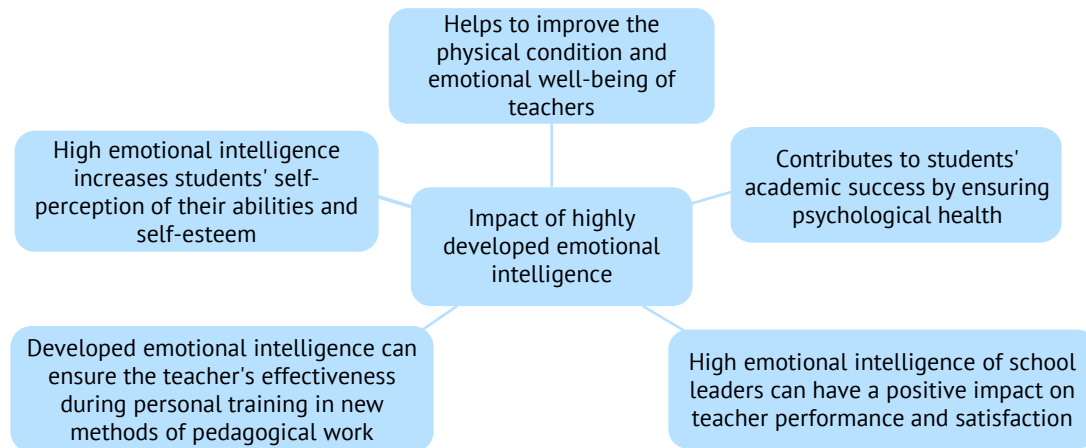


Figure 2. The impact of emotional intelligence on the pedagogical process and its participants

S. Obeid *et al.* (2021) concluded that there is a significant relationship between alcohol dependence and low development of emotional intelligence. A developed level of emotional intelligence leads to positive changes in professional and domestic life. These researchers found that emotional intelligence is essential for preventing the development of alcohol abuse disorders in both adolescence and adulthood. A low level of emotional intelligence in a person is manifested as an inability to understand one's own emotions and an inability to manage one's emotional state. With a sufficient level of emotional intelligence development, a person has advantages in the above-mentioned aspects, while suffering less from stress disorders. In addition, this category of personalities demonstrates more effective management skills. People who displayed low to moderate emotional intelligence in the study showed a low ability to control their negative emotions. This category of people also proved to be more prone to stress disorders and major depression. They are unable to recognise their emotions and those of others by facial expressions, showing limited thinking during stressful situations. On the contrary, people who demonstrated a prominent level of emotional intelligence were able to correctly identify, use, and express their emotions and, on this basis, take reasonable steps to overcome stressful situations. That is, developed emotional intelligence is a personal protective barrier against deviant behaviour in society. These scientists also investigated the relationship between the level of development of emotional intelligence and suicidal tendencies. The study identified factors that can increase suicidal tendencies, including depression, impulsive anger, low self-esteem, feelings of helplessness, and difficulties in expressing one's emotions. Individuals with a prominent level of emotional intelligence were able to cope with life's difficulties and psychologically negative states more easily than those with a low level of emotional intelligence. The latter showed a greater ability to succumb to stress and problems during the experiment (Obeid *et al.*, 2021).

Thus, a well-educated and professional person may not succeed in their career and personal life if the level of emotional intelligence is low. Emotional intelligence is responsible for self-awareness, control over emotional impulses and the ability to manage them. It is important to be able to manage emotions and avoid impulsive actions. That is why it is necessary to develop emotional intelligence and treat it as a resource that is on a par with intellectual and professional knowledge.

DISCUSSION

The theoretical analysis has shown that when researching the term "emotional intelligence", researchers build definitions around four attributes:

- ◆ self-management, defined as the ability to control impulsive feelings and behaviour;
- ◆ self-awareness, which is defined as a person's developed ability to understand their own emotions and their impact on the thought process and behaviour;
- ◆ social awareness, which is expressed as the ability to empathise;
- ◆ relationship management, which is expressed as the ability of an individual to maintain positive and good relationships with others, the ability to communicate well, which creates an inspirational impact on others.

Thus, emotional intelligence is a vital component of a person's psyche, which directly affects their life in professional and everyday life through active cognition of one's own emotions and those of others. J. Imperial *et al.* (2021) confirm this. These scientists define emotional intelligence through the lens of a person's ability to recognise their own and other people's emotions, as well as to manage them to build positive social relationships. These researchers have conducted studies that link leadership qualities and the level of emotional intelligence development. It was established that effective leadership requires more than just cognitive intelligence – it requires the development of emotional intelligence. Progress begins with the perception of emotions, which develops to the ability to manage

emotions, which represents the highest level of emotional intelligence skills.

E. Riego de Dios (2020) noted that emotional intelligence is a set of competencies that demonstrate the ability to recognise, understand, and manage behaviour, mood, and impulses. Furthermore, the author also outlined emotional intelligence as a perception of how well a person understands, regulates, and expresses their own emotions to adapt to the environment and maintain well-being. It is also the ability to perceive emotions, use emotions to improve thinking, understand, label, and regulate emotions in oneself and others.

O. Andrei (2023) proposed another definition of emotional intelligence. The researcher describes emotional intelligence as a tool for developing students and helping teachers to advance their professional careers. Teachers need to be aware of their emotions and feelings to help students solve problems. People with a higher level of emotional intelligence benefit from a sense of creativity, develop balanced thinking, cope with their nervousness, and establish quality relationships with others. Emotional intelligence encourages people to meet their physical, mental, spiritual, and emotional needs and to communicate effectively with others. Teachers with developed emotional intelligence are the best at managing their students' emotions. In the classroom, students should learn to recognise and accept differences in emotional expression and communication.

Generally, when describing emotional intelligence, scientists use different terms: intelligence, a component of a person's life, human ability, cognitive ability, competence, mind. To describe emotional intelligence, it is simplistic to use such categories as "ability", "capability", "component", "set", "tool", because it is a full-fledged component of the human psyche. Therefore, in the context of the present study, emotional intelligence is considered as a component of the psyche that ensures the perception, understanding, control, and evaluation of emotions, while distinguishing between them and using the information received to guide one's thoughts and actions.

The study found that the level of emotional intelligence determines the success of the educational process. This is also evident in the study of T. Selvan (2020), who found that emotional intelligence affects a person's life, forming the basis for success at home, school, and work. Teachers need emotional intelligence skills to work more effectively and impart knowledge to their students, as well as to maintain warm relationships with their colleagues and everyone around them. Emotional intelligence increases motivation, optimism, and joy. Therewith, it reduces violence, depression, and isolation. Emotionally developed teachers make better decisions, live holistically, and use their emotions as a source of energy. They are more effective in solving problems, collaborate better, and are more effective leaders. Rather, such teachers

demand a prominent level of emotional competence from students, while increasing their academic competence and performance (Selvan, 2020).

K. McEown *et al.* (2023) showed the presence of a relationship between emotional intelligence as a negative predictor of stress and confirms the predictive relationship between stress and burnout. From a practical standpoint, these results indicate how developed emotional intelligence can help mitigate the negative effects of stress and (indirectly) increase engagement. This points to the role of teacher attention to emotionality, self-control, sociality, and well-being in the classroom. Considering the potential of emotional intelligence as a learning construct, conducting training sessions can contribute to academic performance and help prevent emotional burnout.

At various stages of a person's life, there are different requirements and needs for the development of emotional intelligence. This is confirmed by scientific research, which emphasises that a mentor, or an adult with developed emotional intelligence, can act as an example for a child and develop their emotional intelligence. This is confirmed by studies of children of preschool and primary school age. Y. Wang *et al.* (2023) found that in interacting with children, teachers with developed emotional intelligence can better control their emotions and treat children with a more accepting attitude. It builds a good relationship between teacher and student that is more effective. Kindergarten teachers need regular training in emotion management and use it to understand the significance of emotional intelligence in the interaction between teacher and child. As for teachers, in the everyday life of children, they should be acutely aware of their own emotional state and the emotional state of children and be able to respond adequately to children's emotions.

The findings of a study by H.K. Pong & C.H. Leung (2023) suggest that young people with prominent emotional intelligence also show more care, control, curiosity, and confidence in career adjustment. All domains of emotional intelligence – self-assessment of emotions, assessment of other people's emotions, and use and regulation of emotions – are positively related to developed emotional intelligence. However, the studies of these scientists have a particularly strong connection for the domain of self-assessment of emotions and professional adaptation.

The impact of developed emotional intelligence on a mature person is also significant (for managers and leaders specifically). This is confirmed by J. Ugoani (2021), who showed that emotional intelligence as an indicator of competence, when implemented, is a powerful tool for effective human resource management and plays a key role in finding competent leaders who can rebuild modern corporate organisations through efficiency. The distribution of responsibilities within the organisation should be consistent and based on both

individual and group abilities, as well as other aspects of emotional and social abilities and behaviour. The concept of accountability in relation to emotional intelligence science recognises that applying solely classical or industrial relations theories to work planning, which focus primarily on optimising efficiency and effectiveness by simplifying, routinising and specialising all work, can no longer guarantee better performance from individuals and teams. Since effective human resource management involves managing the external and internal perspectives of an organisation, different situations may arise that require individual or combined emotional intelligence factors, such as emotional self-awareness, self-control, honesty, empathy, influence, openness, adaptability, flexibility, motivation, and leadership, among others. These are some of the components that influence the strategic approaches needed to improve people management to achieve the desired results.

CONCLUSIONS

The study presented above suggests that emotional intelligence has a substantial impact on a person's life. Therewith, it was confirmed that developed emotional intelligence has a positive effect, while low or undeveloped emotional intelligence has a negative effect. Thus, developed emotional intelligence contributes to balanced and effective decisions, social interactions, and, as a result, improves life. Low emotional intelligence does not allow a person to resist depression, addictions, and suicidal tendencies. It should be emphasised that emotional intelligence is not a given quality, it can be developed. Programmes for the development of emotional intelligence should be developed

according to the stages of a person's life and career. These programmes should be available to everyone.

An analysis of the scientific studies of Ukrainian and international researchers confirmed the existence of different approaches to the interpretation of the term "emotional intelligence". However, it was found that all the formulations are built around basic abilities: to understand the emotions of others and personal emotions, to control one's own emotions, to empathise, to act on the information received.

It was also found that the history of emotional intelligence is rather brief. However, some modern scholars identify the term "emotional intelligence" with others: "social intelligence", "rational intelligence", "spiritual intelligence". The analysis of the definitions of emotional intelligence showed that scientists use different terms to describe emotional intelligence: intelligence, human ability, component of human life, cognitive ability, competence, mind. To describe emotional intelligence, it is simplified to use such terms as "ability", "capability", "component", "set", because it is a full-fledged component of the human psyche.

Further research on this subject may include the investigation of human emotional intelligence in the context of personal effectiveness in conflict situations, the development of emotional intelligence development programmes, and experimental research on the effectiveness of such programmes.

ACKNOWLEDGEMENTS

None.

CONFLICT OF INTEREST

The author of this study declares no conflict of interest.

REFERENCES

- [1] Agarwal, N. (2020). Comparative assessment of emotional intelligence of prospective and working secondary teachers of Delhi-NCR. *International Journal of Psychosocial Rehabilitation*, 24(5), 7363-7375. doi: [10.37200/IJPR/V24I5/PR2020771](https://doi.org/10.37200/IJPR/V24I5/PR2020771).
- [2] Andrabi, N.F., & Rainayee, R.A. (2020). Emotional intelligence and innovative work behavior: A review. *International Journal of Engineering and Management Research*, 10(4), 185-192. doi: [10.31033/ijemr.10.4.26](https://doi.org/10.31033/ijemr.10.4.26).
- [3] Andrei, O. (2023). Enhancing religious education through emotional and spiritual intelligence. *HTS Theologiese Studies/Theological Studies*, 79(1), article number 7887. doi: [10.4102/hts.v79i1.7887](https://doi.org/10.4102/hts.v79i1.7887).
- [4] Asieieva, Yu., Melnychuk, I., & Kuznetsova, A. (2021). Emotional intelligence as a factor of influence on leader efficiency. *Habitus*, 31, 21-25. doi: [10.32843/2663-5208.2021.31.3](https://doi.org/10.32843/2663-5208.2021.31.3).
- [5] Avhustiuk, M. (2021). Main aspectual characteristics of emotional intelligence models. *Visnyk of the Lviv University. Series Psychological Science*, 8, 3-9. doi: [10.30970/PS.2021.8.1](https://doi.org/10.30970/PS.2021.8.1).
- [6] Derevianko, S. (2016). *Phenomenology of emotional intelligence*. Chernihiv: Desna.
- [7] Derkach, L. (2023). [Development of emotional intelligence in children of primary school age](https://doi.org/10.24919/2308-4634.2022.265728). *Pedagogical Search*, 1(117), 53-57.
- [8] Imperial, J., Halili, C., & Vargas, D. (2021). School head emotional intelligence characteristics and performance. *SSRN*. doi: [10.2139/ssrn.3802425](https://doi.org/10.2139/ssrn.3802425).
- [9] Lavrychenko, N. (2022). The problem of social-emotional intelligence in teacher training. *Youth & Market*, 6(204), 60-65. doi: [10.24919/2308-4634.2022.265728](https://doi.org/10.24919/2308-4634.2022.265728).
- [10] Li, X., Chang, H., Zhang, Q., Yang, J., Liu, R., & Song, Y. (2021). Relationship between emotional intelligence and job well-being in Chinese clinical nurses: Multiple mediating effects of empathy and communication satisfaction. *BMC Nursing*, 20(1), article number 144. doi: [10.1186/s12912-021-00658-4](https://doi.org/10.1186/s12912-021-00658-4).

- [11] McEown, K., McEown, M.S., & Oga-Baldwin, W.L.Q. (2023). The role of trait emotional intelligence in predicting academic stress, burnout, and engagement in Japanese second language learners. *Current Psychology*, 43, 1395-1405. doi: [10.1007/s12144-023-04296-8](https://doi.org/10.1007/s12144-023-04296-8).
- [12] Mendoza Velazco, D., La Madriz, J., López, M., & Ramón, V. (2018). Research competencies of higher-education teaching staff based on emotional intelligence. *Mediterranean Journal of Social Sciences*, 9(5), 41-52. doi: [10.2478/mjss-2018-0137](https://doi.org/10.2478/mjss-2018-0137).
- [13] Meniado, J.C. (2021). Organizational citizenship behavior and emotional intelligence of EFL teachers in Saudi Arabia: Implications to teaching performance and institutional effectiveness. *Arab World English Journal*, 11(4), 3-14. doi: [10.24093/awej/vol11no4.1](https://doi.org/10.24093/awej/vol11no4.1).
- [14] Mustaffa, M. (2018). [Emotional intelligence of special educators and general school teachers](#). *International Journal of Research and Analytical Reviews*, 5(2), 532-535.
- [15] Obeid, S., Haddad, C., Fares, K., Malaeb, D., Sacre, H., Akel, M., Salameh, P., & Hallit, S. (2021). Correlates of emotional intelligence among Lebanese adults: The role of depression, anxiety, suicidal ideation, alcohol use disorder, alexithymia and work fatigue. *BMC Psychology*, 9, article number 18. doi: [10.1186/s40359-021-00525-6](https://doi.org/10.1186/s40359-021-00525-6).
- [16] Owan, F. (2022). Emotional intelligence and students' academic achievement in chemistry in senior secondary schools. *SSRN*. doi: [10.2139/ssrn.4066519](https://doi.org/10.2139/ssrn.4066519).
- [17] Pong, H.K., & Leung, C.H. (2023). Cross-sectional study of the relationship between trait emotional intelligence and career adaptability of Chinese youths. *BMC Public Health*, 23, article number 514. doi: [10.1186/s12889-023-15372-w](https://doi.org/10.1186/s12889-023-15372-w).
- [18] Priskillaa, V. (2020). The influence of intellectual intelligence, emotional intelligence, and spiritual intelligence on student understanding level. *SSRN*. doi: [10.2139/ssrn.3637760](https://doi.org/10.2139/ssrn.3637760).
- [19] Raievska, Ya., & Andriushchenko, K. (2021). Influence of emotional intelligence on the professional success of employees of the state employment service. *Habitus*, 25, 108-112. doi: [10.32843/2663-5208.2021.25.18](https://doi.org/10.32843/2663-5208.2021.25.18).
- [20] Riego de Dios, E. (2020). [Emotional intelligence and work values of selected instructors from a teacher education institution](#). *International Journal of Academic Multidisciplinary Research*, 4(5), 92-97.
- [21] Selvan, T. (2020). *Emotional intelligence of teachers working in higher secondary schools*. Retrieved from <https://ssrn.com/abstract=3604032>.
- [22] Sutton, R. (2021). Emotion bites: A starter guide to teaching emotional intelligence in the law school classroom. *SSRN*. doi: [10.2139/ssrn.3804933](https://doi.org/10.2139/ssrn.3804933).
- [23] Ugoani, J. (2021). Emotional intelligence and its impact on effective human resource management. *International Journal of Economics and Financial Research*, 7(1), 5-13. doi: [10.32861/ijefr.71.5.13](https://doi.org/10.32861/ijefr.71.5.13).
- [24] Vidyakala, K. (2019). A conceptual study on learning styles and emotional intelligence. *Journal of Emerging Technologies and Innovative Research*. Retrieved from <https://ssrn.com/abstract=3615552>.
- [25] Wang, Y., Pan, B., Yu, Z., & Song, Z. (2023). The relationship between preschool teacher trait mindfulness and teacher-child relationship quality: The chain mediating role of emotional intelligence and empathy. *Current Psychology*, 43, 2667-2678. doi: [10.1007/s12144-023-04512-5](https://doi.org/10.1007/s12144-023-04512-5).

Емоційний інтелект та його вплив на життя людини в глобальному світі

Ліана Вікторівна Спицька

Доктор психологічних наук, кандидат юридичних наук, професор
Київський міжнародний університет
03179, вул. Львівська, 49, м. Київ, Україна
<https://orcid.org/0000-0002-9004-727X>

Анотація. Кожна людина прагне бути успішною в своєму житті, проте емоції часто стають підґрунтям для деструктивної поведінки. Розвиток емоційного інтелекту дозволяє розуміти та управляти власними емоціями, що дає людині змогу успішно адаптуватися до змін і побудувати позитивні соціальні взаємодії. Метою статті було дослідити вплив емоційного інтелекту на життя людини, в контексті особистої та професійної успішності. У роботі використовуються загальнонаукові методи: аналіз, синтез, порівняння, класифікація, узагальнення, формалізація. Було проаналізовано різні підходи до трактування категорії «емоційний інтелект». Визначено, що немає уніфікованого підходу до визначення даного терміну, проте науковці будують поняття емоційного інтелекту з урахуванням чотирьох аспектів психіки людини відносно емоцій: самоуправління, самосвідомість, соціальна інформованість, керування. Також розглянута історія формування емоційного інтелекту як категорії, яка є дуже інтенсивною з точки зору розуміння цього поняття та його дослідження. Визначено, що протягом життя людина може здійснювати розвиток власного емоційного інтелекту, оскільки він не є сталим від народження, його можливо розвивати. Аргументовано, що емоційний інтелект не залежить від вікових періодів та професійної сфери діяльності людини. Розглянуто вплив розвиненого емоційного інтелекту на учасників навчального процесу, серед яких: вчителі, учні, керівники навчальних установ. Результати даного дослідження можуть бути використані науковцями для подальшого аналізу терміну «емоційний інтелект» та його впливу на життя людини, педагогами для формування навчально-методичних матеріалів, студентами для ознайомлення з теорією даної тематики

Ключові слова: емоції; вікові групи; професійна сфера; контроль; самосвідомість; розуміння; управління