



DOI: 10.54919/physics/56.2024.260ek0

Managing the development of emotional intelligence of the future head of a general secondary education institution on the basis of self-management in the conditions of professional training

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Abstract

Relevance. The research is relevant as it addresses the need to develop emotional intelligence in future leaders of general secondary education institutions, which is crucial for effective management and leadership in today's educational environment.

Purpose. The purpose of the article is to identify the main characteristics and directions of emotional intelligence management in future managers of general secondary education institutions (GSEI).

Methodology. The study employed a qualitative methodology, conducting semi-structured interviews with school leaders across different regions of Ukraine, as well as using questionnaires to assess emotional intelligence levels in a group of students preparing to become educational leaders.

Results. The main results of the study present the interpretation of the concepts of "emotional intelligence" and "self-management", their interaction, main characteristics and features of development. It is highlighted that the future head of a GSEI is constantly in contact with students and other people, which requires the development of emotional intelligence and successful interaction with them in their activities. The competence of the leader includes such important aspects as the process of establishing communication, the ability to control emotions, the ability to introspect and resolve various situations. In today's environment, emotional intelligence management allows future professionals to become competitive in the labour market. The study describes the peculiarities of emotional intelligence management in the future professional activity of general secondary school teachers. The development of emotional intelligence is a personal resource of future managers, which affects the effective performance of their professional activities in emotionally stressful situations.

Conclusions. Based on the analysis of scientific material on this issue and the results of empirical research, emotional intelligence provides a leader with the cognitive ability to understand and manage emotions, analyse emotional information, build individual psychological well-being, and establish successful social interactions.

Keywords: self-management; general secondary education institution; head of general secondary education institution; educational process; emotional intelligence.

Suggested Citation:

Volotovska T, Sholokh O, Tymoshko H. Managing the development of emotional intelligence of the future head of a general secondary education institution on the basis of self-management in the conditions of professional training. *Sci Herald Uzhhorod Univ Ser Phys.* 2024;(56):2600-2612. DOI: 10.54919/physics/56.2024.260ek0

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Introduction

The activities of managers of modern general secondary education institutions (GSEIs) are characterized by a high degree of responsibility, stress, intense relationships and the need to introduce innovations, which requires appropriate leadership from managers. The need to develop emotional intelligence is actualized by the change of vectors, instead of the usual Total Quality Management, the era of Total Quality Leadership has come. Creative and innovative thinking, optimism, emotional stability, entrepreneurship, stress resistance, the ability to manage one's own behaviour and the ability to create social and psychological comfort in the team are crucial for the success of the overall management activities of the manager and the team. Taking into account the advanced research of American management experts, a new type of leadership has been identified, called "resonant leadership". Despite the fact that the topic of emotional intelligence development is widely studied and discussed by scientists at different levels in different countries, there are still issues that need to be addressed. There is still no consensus on the interpretation of the concept of intelligence, its nature, internal and external factors that influence the development of intelligence, as well as aspects of human success in various activities.

However, the emergence in recent years of a number of publications, including the study by E.C. Khorasani et al. [1], devoted to the study of the phenomena of intelligence, has significantly contributed to the expansion of ideas about the development of emotional intelligence. In recent years, there has been a growing interest in the study of emotional intelligence as a component of interpersonal relationships, based on an understanding of both one's own emotions and feelings and the emotions and feelings of others. In the study by A. Czuderna et al. [2], the authors examined various aspects of emotional intelligence. In addition, the researchers demonstrated and empirically tested ways to develop the components of emotional intelligence in the system of professional training of social workers. In addition, the relationship between professional mobility, professional development and the formation of a professionally successful personality through the development of emotional intelligence was studied by A. Herrera Granda et al. [3]. In general, the issue of developing emotional intelligence of future heads of general education institutions has been studied by such scientists as Q. Zhang and S. Hao [4]. These scientists defined emotional intelligence as the ability to control one's own and others' emotions. It contributes to individual productivity and is the basis for success in professional activities.

According to the study by O.J. George et al. [5], it is known that almost 80% of the success of any professional in the social and personal spheres of life is determined by the level of development of emotional intelligence and only 20% by the well-known intelligence quotient. Therefore, the problem of studying the generalized characteristics of emotional intelligence is becoming relevant in the context of professional training of future managers in vocational schools. Today, the development of emotional intelligence is led by Six Seconds, a global community of emotional intelligence experts and

practitioners. The Six Seconds Emotional Intelligence Assessment is a validated, effective test for measuring and developing emotional intelligence, and is best-in-class for combining a reliable psychometric scale with practical realism to meet a wide range of needs, as well as for its global applicability [6]. According to experts A.T. Asmamaw and T. Semela [7], emotional intelligence means "being smart about emotions" and contributes to personal and professional success. To provide a practical and easy way to learn and apply emotional intelligence, they developed a three-part model as an action plan for using emotional intelligence in everyday life. The model consists of three main areas specified by L.S. Yakovytska et al. [8]:

1. Self-knowledge. Knowing oneself helps to understand one's strengths and challenges.
2. Behavioural choices. This helps to determine the impact of certain aspects of life on a person.
3. Personal commitments. Responsibility for one's own activities and movement in new directions.

However, research on emotional intelligence and the acquisition of the necessary competencies by school leaders generally does not adequately address issues such as the importance of emotional intelligence for knowledge acquisition, the use of strategies, and the development of self-management, in accordance with clear recommendations and perspectives. The realities of today determine the relevance of forming a culture of educational management. Firstly, it concerns the personality of the manager. In this context, we are talking about democratization of decision-making processes, increasing independence in the management activities of educational institutions, developing leadership qualities and changing the relationship between managers and subordinates. Therefore, the practical socialization of the personality of the head of an educational institution and the effective inculcation of managerial culture should become part of the pedagogical process. After all, modern leaders are expected not only to have a high level of professionalism, but also to develop a leadership style that regulates their own activities. In social psychology, this phenomenon is called personal leadership.

The education sector is currently undergoing active reform. The content of higher vocational education is influenced by global social changes, and the challenge is to improve the professional qualifications of future directors of general education institutions who will be responsible for implementing innovative changes in the field of vocational training and education. In this context, the issue of creative self-realization of the personality of a modern leader as a future manager of the educational process is of particular importance. Leaders achieve a high level of professional competence and creative approaches only when there is a need for professional development and self-improvement. This is manifested in the direct implementation of actions and recognition of the performance of self-control functions in such professional activities as: self-management, self-prediction, self-realization, self-organization, self-presentation, self-actualization, self-expression. The purpose of the study was to formulate recommendations and promising directions for the development of emotional intelligence by

future school leaders and administrators who use it professionally. Therefore, the objectives of the study are:

1. To reveal the content of emotional intelligence management in future leaders of the GSEI.
2. To analyse the level of formation of emotional intelligence on the basis of self-management in the course of professional training of future managers.
3. To investigate the application of emotional intelligence of future managers of the GSEI in crisis situations.

Materials and Methods

The study used a qualitative research methodology and conducted interactive data collection in the form of semi-structured interviews with different categories of school leaders and managers. In addition, a thematic analysis of the data was conducted to identify the manifestations of emotional intelligence of school leaders in different regions of Ukraine, namely Lviv, Ivano-Frankivsk, Kyiv, Volyn, Ternopil, Khmelnytskyi, and Vinnytsia. Thus, there are 5 heads from the Lviv region, 3 from Ivano-Frankivsk, 10 from Kyiv, 2 from Volyn, 2 from Ternopil, 1 from Khmelnytskyi, and 3 from Vinnytsia. The total number of managers is 21, of whom 43% are women and 57% are men, aged from 37 to 51 years. The above-mentioned managers used emotional intelligence traits in their roles. However, the study was limited to school leaders and managers.

At the first stage, the level of emotional intelligence of a group of students from the Drahomanov National Pedagogical University of Kyiv was diagnosed using the Emotional Intelligence Inventory by N. Hall, as this educational institution specializes in training future teachers, consisting of 15 people, including 8 women and 7 men, aged 23, who study at Ukrainian educational universities [9]. At the second stage, the opinions on the

development of emotional intelligence in managerial activities were analysed using a questionnaire.

The questionnaire proposed by the author is based on the results obtained in the study of “emotional intelligence”. The four components of emotional intelligence are: understanding one’s own emotions, emotional self-control and self-regulation, understanding the emotions of others, and using emotions in activities and communication. In order to create a new methodology and assess emotional intelligence, 15 students, namely future leaders of general secondary education institutions, were interviewed. The questionnaire included judgements reflecting the level of development of the above four components of emotional intelligence. In particular, the questionnaire included the following questions:

1. Am I easy to get excited?
2. Do I often get upset by something?
3. Can I focus on my work because of the excitement?
4. Is it hard for me to criticize myself?
5. Do I react calmly to change?
6. How often do my moods change?
7. Do I respond to provocations in conversation?
8. Do I try to be calm in situations where I’m really excited?
9. Am I proactive in most situations?
10. Is it hard to offend me?

Based on the results of answers to the criteria related to each parameter, the level of development for each parameter is determined. Thus, to determine the level of development of each of the four structural components of emotional intelligence, respondents had to give one of four answers (almost always, often, somewhat or almost never) to the required number of judgements determined by the methodology. The key to defining the level of development of the selected competencies that reflect the level of emotional intelligence is shown in Table 1.

Table 1. The level of development of abilities that reflect the level of development of emotional intelligence

Characteristics	Low level of development	Medium level of development	Sufficient level of development	High level of development
Understanding of emotions by the individual	0-15	16-30	31-50	51-60
Self-regulation and self-control of emotions	0-13	14-26	27-46	47-54
Understanding other people’s emotions	0-16	17-31	32-55	56-63
Ability to apply emotions in communication and work	0-12	13-24	25-44	45-51
General level of emotional intelligence development	0-59	60-120	121-197	198-228

Source: compiled by the authors.

“Almost always” means a high level and is scored 4 points, “often” means a sufficient level and is scored 3 points, “somewhat” means an average level and is scored 2 points, and “almost never” means a low level and is

scored 1 point. The test is designed in such a way that the key can be used to determine the nature of an individual competence with a certain degree of accuracy.

Results

The situation related to the full-scale war in Ukraine poses more and more complex tasks for the Ukrainian head of the GSEI in terms of analysing and resolving emergencies, making quick and effective decisions, risks, and responsibilities. In order to develop, the educational GSEIs need proactive and active personnel capable of quickly, effectively and unconventionally solving their specific problems and challenges, developing new innovative solutions and technologies. Emotional intelligence is one of the key factors of effective management in this area of activity, which is directly related to the phenomenon of interpersonal relations. Therefore, the analysis of emotional intelligence is of particular scientific and applied importance in terms of the phenomenon of leadership in the personality of a future school leader. The ability of managers of companies and organizations to effectively perform various managerial functions is largely related to the realization of their leadership potential. Emotional intelligence is one of the most important elements of a leader's leadership profile. Developing this competence can significantly improve the effectiveness of professional activities.

The trends of changes taking place in the modern world require a modern specialist not only to develop emotional intelligence, but also additional knowledge, skills, and abilities that allow him/her, on the one hand, to respond quickly to environmental changes, and on the other hand, to withstand the moral, psychological and socio-cultural pressure of society. The ability to self-organise is an urgent need of competent professionals, the basis of their successful professional activity and a guarantee of personal development. Self-management is the conscious management of one's career and personal life through the purposeful and consistent application of scientific methods and practical management techniques. The main goals of self-management are to make the best use of one's own abilities, consciously manage one's life path, overcome obstacles in both professional and personal life, and achieve success in the most effective way. In particular, the following list of functions of the head of the GSEI was identified [10]:

1. Formulating strategy, setting goals and analysing results. As mentioned above, leaders bring people together to achieve certain goals. Therefore, one of the most important functions of a leader is to develop a common vision of the school (mission, vision, values, rules of

interaction, strategies), involve all participants in the educational process, and implement and analyse strategies (usually related to improving the educational experience of students, parental interaction).

2. Teachers' support and development. An atmosphere of trust and safety, building growth trajectories, clear and transparent teacher evaluation, and effective team communication all affect the effective work of teachers and the performance of the institution as a whole. And the task of the leader is to create the right conditions, atmosphere and team building.

3. Strategic management of finance and human resources. Leaders should base their financial planning on a strategy that includes a resource mobilization strategy. The leader also has to hire and fire school staff.

4. Building partnerships. The educational manager's task is to develop the school as an independent organization through partnerships with the Ministry of Education, parents of students and support from local businesses.

5. Ability to manage the emotional sphere on the basis of intellectual analysis and use it to develop the emotional sphere.

6. A set of mental abilities to understand one's own emotions and those of others, and to manage the emotional sphere.

School leaders and managers need to develop and nurture their emotional intelligence competencies, as many work constraints and challenges require them to demonstrate basic emotional intelligence skills and characteristics. Clearly, there is a need to develop and improve emotional intelligence skills and characteristics. Therefore, it is necessary to explore and develop professional learning opportunities from an emotional intelligence perspective to enable, facilitate and strengthen change in schools. A survey was conducted among 15 students, future leaders of GSEI, to determine the level of emotional intelligence development by answering the questions. According to the questionnaire, the highest scores, estimated at 4 points, were obtained in identifying their own emotions, and the lowest scores were obtained in using emotions to achieve goals. The survey included judgements reflecting the level of development of the four components of emotional intelligence (Table 2). The results of the final determination of the level of emotional intelligence of the respondents are presented in Table 3.

Table 2. Respondents' answers to the questions posed

Question	Answers			
	Almost Always	Often	Somewhat	Almost Never
Am I easy to get excited?	1	3	6	5
Do I often get upset by something?	-	4	8	3
Can I focus on my work because of the excitement?	3	5	2	5
Is it hard for me to criticize myself?	2	3	5	5
Do I react calmly to change?	6	2	4	3
How often do my moods change?	2	3	8	3
Do I respond to provocations in conversation?	1	5	7	3

Do I try to be calm in situations where I'm really excited?	7	2	2	4
Am I proactive in most situations?	5	1	6	3
Is it hard to offend me?	2	5	5	3

Source: compiled by the authors.

Table 3. Results of the survey and determination of the level of emotional intelligence development

Characteristics	Low level of development	Medium level of development	Sufficient level of development	High level of development
Understanding of emotions by the individual	1	4	5	5
Self-regulation and self-control of emotions	2	-	7	6
Understanding other people's emotions	1	3	6	5
Ability to apply emotions in communication and work	-	3	8	4
General level of emotional intelligence development	1	1	5	8

Source: compiled by the authors.

The data obtained indicate a high role of emotional intelligence in the future activities of school managers, namely principals who have used the features of emotional intelligence in their roles. At the same time, students do not fully understand the differences between emotional intelligence and other types of intellectual competences and the role of its individual structural elements. It has been found that emotional intelligence is necessary for solving a wide range of professional work tasks, most of which are related to the performance of basic functional tasks, such as leadership, mentoring and motivation. A comparison of the results of diagnosing the level of emotional intelligence of students and assessing its role in managerial practice shows a significant discrepancy between them. There are two possible explanations for this discrepancy:

1. Practitioners/leaders assess the level of emotional intelligence as high, based on traditional ideas about the content and tools of practice in the future activities of GSEI leaders.

2. The average level of students' emotional intelligence is a consequence of insufficient development of emotional intelligence during the educational process.

In addition to the above-mentioned questionnaire, interviews were conducted with current heads of general education institutions from numerous regions of Ukraine, and it was determined that the central line of all conditions for the professional activity of heads of educational institutions is to ensure the activities of the higher education institution within the legal competence and legislative field; formation of leadership qualities of the head as the basis for ensuring the success, development of the institution and its professional staff; strategic planning based on monitoring as an information base for management. In accordance with the above information, the labour functions of the head of a GSEI are highlighted (Table 4).

Table 4. Job functions and professional competences required for managers

Function	Professional competences
Ensuring strategic management of the development of the educational institution	Regulatory and legal
	Strategic HR management
	Strategic management of the institution
Ensuring quality management of activities	Ability to guarantee the quality of educational activities and the functioning of the internal quality assurance system
	Ensuring quality control of educational activities
Ensuring partnership and networking	Emotional and ethical competence
	Leadership.
	Competence in social, networking and pedagogical partnerships
Organizing a safe and healthy educational environment	Inclusive
	Health-preserving

	Designing
Ensuring one's own continuous professional development	The ability to learn throughout life
	Innovative
	Information and digital

Source: compiled by the authors.

The ability to use emotions to effectively manage emotions and improve thinking is a phenomenon that reflects the connection between the inner world of a person and his or her behaviour and interaction with reality. The end product of emotional intelligence is decision-making based on reflection and understanding of emotions, differentiated assessment of events of personal significance for decision-making by future directors of secondary schools, self-awareness, i.e. the ability to recognize and identify one's own emotional reactions in a given situation and to evaluate one's emotions.

The components of emotional intelligence are the knowledge and skills that define what can be described as mental abilities (problem-solving skills) and personality traits. These include knowledge of one's own personality (understanding one's own emotions, self-confidence, self-esteem, self-actualization, independence), interpersonal skills (interpersonal relationships, social responsibility, empathy), adaptability (problem-solving, reality assessment, ability to adapt), stress management (stress tolerance, impulsivity, control), and dominant mood (happiness, optimism). Initially, emotional intelligence was seen as the ability to process emotional information. Later, this concept was modified, and emotional intelligence was defined as a combination of four abilities [11]:

1. Perception, identification of emotions (own and others') – the ability to identify one's own emotions and those of others through physical state, feelings and thoughts, works of art, language, appearance, and behaviour.

2. Managing one's own and other people's emotions is a reflexive emotional regulation necessary for emotional and intellectual development, recognizing positive and negative emotions and evoking or avoiding them according to their information value.

3. Understanding complex (ambivalent) emotions and recognizing the transition from one emotion to another.

4. Thought provoking is the ability to change cognition by evoking and controlling certain emotions.

When considering emotional intelligence, self-awareness is different from the definition of "self-awareness" that many people are used to. It is a deeper combination of self-assessment and analytical strategies. Greater self-awareness means having cognitive knowledge of different emotional states and the ability to pay sufficient attention to one's emotional state at regular intervals throughout the day. In this way, people can become more aware of subtle changes in their emotions and what affects them.

This is important when taking in new information, when dealing with colleagues or clients, or when changing environments. Self-regulation is the ability to control one's own emotions. When a person is aware of the importance of their emotions in a given situation, they can manage

them appropriately. Self-management is when a person is fully aware of what they are feeling and can choose the most appropriate way to act in a particular situation. To truly master self-management, it is necessary to accept how you feel. People can change their current emotional response to a situation, but they usually cannot easily switch between their emotions. Therefore, it is important to accept one's feelings rather than suppress them (as constant suppression can be exhausting and self-control in stressful situations can be difficult). Accepting emotions allows people to choose the appropriate way to respond to what is happening, ultimately motivating them to make efforts to achieve their goals. Additionally, empathy enables individuals to understand the feelings of those around them and respond in a compassionate manner [12].

Thanks to many experts in the field, empathy is now recognized as one of the most important emotional intelligence skills, allowing people to connect with others and anticipate changes in their emotions. They also need to be self-aware and more vulnerable to be able to adapt to other people's emotions. People with good empathy skills are also sensitive to small social cues that indicate what others want and need. However, since there is still no single definition of emotional intelligence, it is difficult to measure the level of its development, and without this, it is impossible to determine what exactly a person should develop in the first place. According to the latest data, emotional intelligence has a 58% impact on career prospects in all areas of personality. 90% of managers in international organizations have a high level of this intelligence, and these people earn more than their colleagues with a low level [13]. Today, high emotional intelligence is important because it is known as soft skills (cognitive abilities). It is related to human relationships and is necessary in all areas of professional activity. In other words, a high emotional quotient is important regardless of the field of work a person is involved in. Indicators of high emotional intelligence:

1. Ability to defend one's own position and respect for the boundaries of others.

2. Stable emotional background.

3. The ability to adjust the emotions of those who work together.

4. Flexibility to deal with unforeseen or new situations.

5. Ability to maintain and find contacts.

6. Ability to implement strategies to address critical situations.

People in leadership positions, those who work with people, need to develop their emotional intelligence. It has been determined that individuals with high levels of emotional intelligence, in particular, managers of the GSEI, are more productive due to good communication between specialists. In turn, companies with low emotional intelligence have high staff turnover and low productivity. Frequent outbursts of employees' anger, conflicts in the

team, inability to understand the specifics of neighbouring departments or specific colleagues – all these are indications of a low level of emotional intelligence [14]. Leaders can create a positive emotional atmosphere in their teams, stimulate the creativity and commitment of their members, build their confidence and enthusiasm for their own abilities, and ultimately contribute to increased productivity and organizational effectiveness. One of the signs of resonant leadership is the presence of supporters who follow the leader and share his or her enthusiasm and energy. The developers of this theory recognize personal and social dimensions as indicators of the level of emotional leadership. The personal dimension shows the extent to which the leader controls himself; indicators of this are self-awareness and self-control, and the social dimension (which shows the leader's ability to manage relationships with others) is the level of social sensitivity and the ability to manage relationships. This is the content of emotional intelligence.

The result of the development of a person's emotional intelligence is emotional competence – specific emotional knowledge, skills, and abilities that are manifested in a person's activities. Emotional competence determines the

availability of personal skills, self-management skills, social (interpersonal) skills and management of relationships with other people. This, in turn, determines a person's knowledge, planning determinants, motivation, and self-esteem in the system. It also determines self-esteem, emotional control, honesty and reliability, flexibility, will to win, activity and optimism. It is extremely important to control one's emotions (usually negative) and optimism (especially in difficult situations).

These personal skills help to create and maintain a positive work environment and organizational integrity. The emotional intelligence of educational directors in interaction includes two main elements, including the management of their own emotional and psycho-emotional states, as well as the management of the emotions of other subjects (Figure 1). In modern psychology, emotion management is seen as the recognition and control of forms of emotional expression. Accordingly, emotional control is the ability to predict the development of emotions and understand the factors that determine their intensity, duration and consequences, which is possible at the level of consciousness.

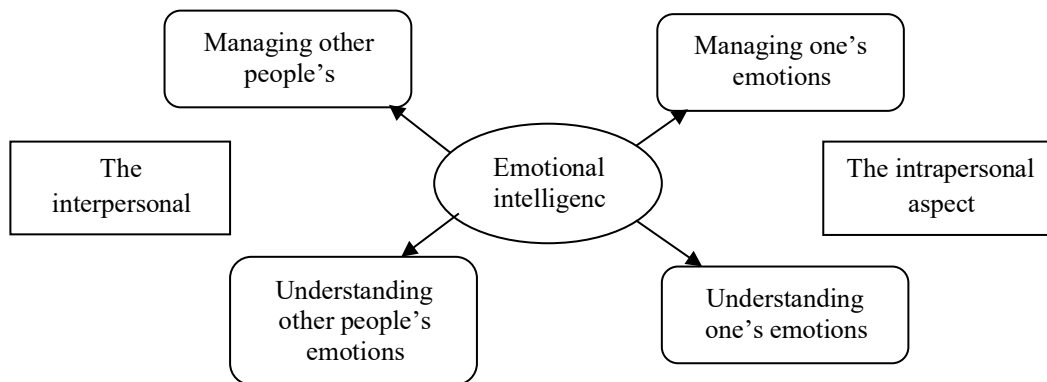


Figure 1. Structural components of emotional intelligence

Source: compiled by the authors.

The main components of high emotional intelligence include:

- the ability to calmly change the emotions of others;
- the ability to find and maintain personal connections;
- the ability to defend one's own opinion and respect the boundaries of others;
- flexibility to new and unforeseen situations;
- stable emotions;
- the ability to apply strategies to resolve conflicts;
- developed emotional intelligence helps teachers understand their own emotions, predict the reaction of others to certain emotional manifestations, control their emotions when interacting with students and respond accordingly.

The internal competencies of emotional intelligence include [15]:

- recognition of the impact of the emotional sphere on life;
- recognition of the value of emotional experiences;
- perception of objective reality;
- interest in learning about the world and its laws;
- self-awareness.

The skills that people need to succeed and interact effectively with others are changing so rapidly that many of the rules and norms of activity that were inherent in humanity a century ago are now too biased. In other words, a modern school is no longer able to foresee all aspects of future situations and, accordingly, future leaders must provide children with ready-made behavioural algorithms for different life situations [16]. Social skills are the ability to build relationships with people and direct their behaviour in the desired direction. The structure of emotional culture has five main components [17]:

1. The cognitive component is the knowledge of the nature of human emotions, psychological patterns and facts that determine the degree of emotionality of a person. The empathic component is the ability to empathize, recognize the emotions of others, understand the causes of the emotional states of others and respect the emotions of others. This is where the desire for beauty and the desire to give people pleasure come from.

2. The reflective element is the ability to understand one's own emotions and the reasons for their occurrence.

3. The motivational element is the presence of an urgent need for self-organization of personal experience, the desire for a stable and vivid emotional life. This

element determines the content of the emotional component of the personality ideal.

4. The regulatory element is the ability to manage one's own emotions, identify the causes of difficult individual life situations and find ways to change them, evoke positive emotions and determine the strategy and tactics of one's own behaviour to ensure a normal emotional state.

5. Intrapersonal competence in emotional intelligence, especially emotional awareness, is important for the success of a teacher's professional activity. Teachers' emotions affect their well-being, motivation, creativity, professional satisfaction, independence, social relations with students, parents and colleagues, as well as the process of educational activity in general.

Soft skills include social sensitivity and relationship management. Elements of sensitivity such as empathy and kindness enable people to recognize and understand the feelings and needs of others and team members. Relationship management includes both the ability to lead through positive influence (inspiration, persuasion, capacity building) and attention to social connections – personal, work, and team. Self-awareness is manifested in skills such as emotional self-awareness (analysing one's emotions and understanding their impact, using intuition in

decision-making), accurate self-assessment (understanding one's strengths and weaknesses) and self-confidence (self-respect, accurate assessment of one's abilities).

The authors of this theory describe the ability to self-control through the management of destructive emotions and impulses, honesty, straightforwardness, reliability, adaptability, will to win, initiative, and optimism. Social sensitivity is associated with the ability to listen to the feelings of others, understand their position and try to help them (empathy), understand current events, hierarchy of responsibility and policies at the organizational level (business awareness), and recognize and respond to the needs of subordinates, customers, and business partners (courtesy). Executive leaders who can manage relationships must be able to envision an exciting future and be pioneers (inspire); use persuasive tactics (influence); contribute to the development of others through feedback and guidance (personal development); initiate change, improve management practices and lead employees in new directions (facilitate change); resolve conflicts; and develop and maintain a network of social connections (strengthen personal relationships) [18]. The data are presented in Table 5.

Table 5. Emotional competences of a manager

Competences	Characteristics
The ability to reasonably express emotional attitudes towards people and situations	Supporting emotional health
Understanding one's own emotions and those of others	Objective self-assessment and other individuals in workplace interactions
Psychological flexibility and interaction of personalities	Maintaining adaptive behaviour in an emotionally stressful situation

Source: compiled by the authors.

The relevant competences can be acquired during a series of trainings, where project participants can: acquire new knowledge about the role and models of leadership, gender peculiarities of managerial activity, the importance of the leader's individuality in supporting employees at different stages of organizational development ("learning organization"). The next opportunity is to get acquainted with the necessary theoretical provisions of Christian Schmidt-Waldman's systems theory. It will also be useful to analyse the processes and structure of communication from a systemic point of view, using appropriate didactic drawings, schematic images and other visual aids; discuss the problems of realizing the role of managers in difficult situations; master a number of methods of non-violent communication (Rosenberg's model, Karpman's Dramatic Triangle); peer coaching using systemic issues; conduct a comparative analysis of leadership types and behavioural strategies of other managers in solving problematic issues; and be aware of the

Practical acquisition of competences necessary for a modern leader of a GSEI can take place in mini-laboratories, analysis of own experience, performing tasks to create homogeneous professional groups, working with emotions, communication skills, organizational culture and systemic understanding of organizational management ("axis", "bus stops", "couriers"). It is also possible to develop models of "management interventions" such as

"triangles", "communication modelling", "triangles" in different educational systems. The development of critical thinking skills, self-control, a sense of responsibility for one's actions, a desire to work effectively (including continuous learning), the ability to communicate with others, to understand the reasons for one's actions, and the ability to work in a team and lead it are extremely important for future managers. Thus, today there is a growing demand for the development of emotional intelligence of the individual, rather than professional competences, which are important but can be developed gradually in the workplace.

Today, according to many economists in the world and in Ukraine, the development of the socio-economic sphere of the state in the 21st century is associated with a market distribution in which 20% is production and 80% is service provision. In other words, professions that require only technical skills and dedication to perform basic tasks are becoming economically devalued (in other words, wages are falling and the number of jobs is decreasing) [19]. However, machines have serious limitations. Artificial intelligence lacks empathy and does not understand human emotions, so it cannot help people, take their needs into account when providing services, or resolve interpersonal conflicts [20]. Therefore, people who are able to build and maintain relationships with others, encourage people to take positive steps, understand other people's emotions,

control their own emotional states, and show compassion, appreciation, and justice come to the fore. True educational leaders are able and willing to manage change and risk in the process of achieving common goals, even in difficult circumstances:

- emotional intelligence and the ability to adapt to change;
- empathy, openness, psychological competence, sociability, and other important qualities and skills;
- interest in the free exchange of ideas within the team, the implementation of which improves and enriches educational practice;
- ability to analyse trends in the development of leadership in education;
- intuition, the ability to focus on ideas (actions, consequences, and decisions based on experience);
- resistance to destructive aspects;
- readiness to use change and risk management tools in the process of achieving educational goals;
- understanding of modern philosophical theories and concepts, teaching methods and approaches, and psychological aspects that affect motivation, self-esteem, and teamwork;
- ability and willingness to inspire confidence in colleagues.

In today's environment, society sets new requirements for directors of GSEIs, which results in changes in their role, competences, functions, and competencies. Accordingly, one of the most sought-after competences of a director is leadership, which is interconnected with all other competences, including emotional intelligence.

Discussion

This study shows that the formation of the future manager's identity and management of his/her emotional intelligence on the basis of self-management is a multifaceted and complex phenomenon that has been repeatedly studied using qualitative approaches. The issue of developing and managing emotional intelligence in future managers in general education institutions is ensured through training, the formation of the necessary competencies that can later be used in professional activities. However, only a few longitudinal studies have examined this phenomenon using different data collection tools and provided new insights into identity-related emotional intelligence management from different perspectives. It is important that this empirical study reveals the most important themes and practical advice for the professional training of future leaders to manage their emotional intelligence after a review of 20 empirical studies divided into two main categories: the formation of emotional competence in a future leader or the development of teacher identity based on self-management to manage emotional intelligence.

The position of researchers F.A. Setiawati and E. Purwanta et al. [21] identifies that school leaders and managers undoubtedly demonstrate emotional intelligence in their overall roles and responsibilities. In this regard, many school leaders have consistently emphasized the practice of self-reflection and self-awareness in order to communicate with others. In addition, future leaders often felt empathy in fulfilling their responsibilities in the face of organizational and institutional change in the context;

educational policy initiatives that school leaders and managers were unexpectedly required to implement; and a lack of professionalism among leaders at the operational, organizational and curricular levels. Overall, the findings of the study reflect the emotional intelligence competencies demonstrated by school leaders and managers, including communication and empathy skills, as well as respect, compassion, appreciation, intuition, flexibility, reflection, motivation, inspiration, and anger management.

The issue of training future teachers of general education institutions in the context of emotional intelligence development is an important issue. The almost complete absence of scientific and methodological developments in this area has led to the fact that emotional intelligence management requires new developments and the need for quality training for specialized teaching staff.

According to researchers I. Kotsou et al. [22], it is noted that the impact of stress on the mental health of young people is manifested in a decrease in their emotional intelligence. High levels of stress in everyday life can lead to a decrease in the emotional intelligence of young people, causing mental disorders. Scientists C.C. Hsieh et al. [23] emphasize the need to limit stress in the daily life of future managers as the most important factor in the future development of their emotional intelligence and prevent the progression of mental disorders. Researchers M. Aizgool et al. [24] stated in their study that contextual problems negatively affect students' emotional intelligence, academic performance and social functioning, and when working with such children, future leaders need to pay special attention to the development of their emotional intelligence and improve learning outcomes.

The views of researchers on the preparation of future leaders for the development of students' emotional intelligence are diverse and only emphasize the scale of this problem and its importance in various aspects of the education of the younger generation. Further research in this area could significantly complement and expand the existing knowledge on this topic. It has been proven that emotional intelligence training produces clear results. This study and the authors' individual opinions and positions have demonstrated an improvement in emotional intelligence after completing an emotional intelligence training programme. However, some researchers point to gender and age differences in the degree of improvement between individuals. For example, female teachers tend to score higher on all five measures of emotional intelligence [25]. According to interviews with current GSEI leaders, emotional intelligence training improves the quality of the learning process. In addition, emotional intelligence management improves understanding of one's own emotional reactions and the emotional states of both oneself and others. This conclusion is consistent with a similar study examining the relationship between emotional intelligence and future managerial performance [26].

B.D. Orgill et al. [27] identify in their study that the development of emotional intelligence is directly related to self-management. Self-image, self-concept, and self-esteem are crucial in human life and development, in expressing individuality and in initiating, performing and developing relationships with groups. The way a person

performs a task is not just about having a degree or scientific intelligence. What is more important is human capital and its resources, skills, and how a person expresses and manages their emotions. Emotional intelligence can act as a resource for the human body and thus for oneself. A well-executed project organized by the managers and his colleagues resulted in the creation of a new vision for self-management. This vision includes four key elements that should be the basis for productivity: development, integrity, democracy, and education. Development implies a degree of freedom from the constraints of biological inheritance, allowing individuals to realize their unique potential and contribute to the well-being of society. This implies the development of individual competence and personality, as well as the realization of two opportunities: differentiation and integration. Education is seen as a key factor, with individual orientation enhancing the potential to take responsibility for work well done in primary school, university and professional environments, and interventions based on realistic self-awareness based on self-modelling.

H. Lokarieva and H. Chorna [28] analysed how increasing the level of emotional intelligence contributes to professional development (through improving emotional competence). It is worth noting that in addition to this study, the authors used the Hall's Emotional Intelligence Test as the main diagnostic tool. Their approach to training future managers led to a significant change in the arithmetic mean of the initial scores of all participants from 43.87 to 57.54. These results confirm that the training system they proposed allows for the development of emotional regulation strategies for training participants, introduces emotional expression techniques and promotes the development of emotional competence. In addition, the researchers concluded that the development of emotional intelligence has a positive impact on teaching skills. A similar study conducted by X. Lu et al. [29] showed that emotional intelligence has a significant impact on participants' stress resilience. The results showed that emotional intelligence, self-management, and subjective well-being influence the perception of and response to stressful situations in the educational environment with high predictive accuracy and validity.

In general, the results obtained may shed light on future research on the development of emotional intelligence of future managers. Further research should also focus on the development of innovative technologies and the adaptation of training programmes for the development of emotional intelligence for those working in the educational sector. Emotional intelligence is the basis for the successful and satisfactory performance of future school principals and encourages high-intensity management of emotional intelligence during their work. Especially in today's context, managing emotional intelligence is a priority for future GSEIs, as it helps them to understand their own experiences, the situation of others and themselves. Leaders must constantly adapt to changes and environmental conditions.

Conclusions

The research has identified the impact and importance of emotional intelligence in terms of self-awareness, emotion

management, self-motivation, empathy and social skills. Developing and maintaining these qualities can encourage and support future school leaders in fulfilling their roles and responsibilities, as well as reduce the challenges associated with emotional intelligence. In particular, the development of emotional intelligence is necessary for professionals in any field, not just future school leaders, as it is an important universal skill. The study also showed that emotional intelligence is an important concept and variable that directly or indirectly affects the practice and effectiveness of school leaders, teacher job satisfaction, school culture, student academic performance and educational attainment, and thus requires more global research.

The study also showed that the school leadership system is an important component of the school management system. Therefore, existing theories and models of school leadership need to be developed, modified and improved to include emotional intelligence and leadership skills. Similarly, leadership courses, additional processes and support systems, and professional learning and development programmes should be reviewed and refined to include ways in which school leaders can use emotional skills in their professional work, regulate their own and others' emotions, and understand the emotional climate in the school. School leaders should also be encouraged to develop a more effective and efficient school leadership system.

Every student needs to acquire professional competence through the acquisition of emotional competence. By diagnosing the level of competence of senior students using the Rotterdam Emotional Intelligence Scale, it is possible to identify unformed components of emotional competence and conduct appropriate training to develop competence in this area in the future. In today's world, the role of emotional intelligence in their professional activities is highly valued, but they are not fully aware of the differences between emotional intelligence and other types of intellectual competences and the role of their individual structural elements. The data obtained indicate certain contradictions. On the one hand, students generally have an average level of emotional intelligence, and on the other hand, school leaders who participated in the study highly value the role of emotional intelligence in their professional activities. There are two possible explanations for this difference: managers' high appreciation of the role of emotional intelligence is based on traditional ideas about the content and tools of management; students' average level of emotional intelligence is the result of poor development during their studies.

The article investigates the level of students' emotional intelligence using the questionnaire method. The results of the study showed that the lowest scores were obtained on the scales of understanding and managing one's own emotions and self-motivation. To improve the overall level and individual components of emotional intelligence, it is recommended to use social and psychological training that ensures the acquisition of the necessary competencies. Training sessions can be used as a tool for influencing and increasing the level of emotional intelligence. Due to the legal regime of martial law in Ukraine, the study was limited by the insufficient number of managers and

students, their opinions and aspects of activities related to the development and improvement of emotional intelligence. A promising area for further research is the development of an innovative programme to improve emotional intelligence, taking into account such features of future managers as age and professional.

Acknowledgements

None.

Conflict of Interest

None.

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Управління розвитком емоційного інтелекту майбутнього керівника закладу загальної середньої освіти на засадах самоменеджменту в умовах професійної підготовки

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Анотація

Актуальність. Актуальність дослідження полягає у необхідності розвитку емоційного інтелекту у майбутніх керівників закладів загальної середньої освіти, що має вирішальне значення для ефективного управління та лідерства в сучасному освітньому середовищі.

Мета. Метою статті є визначення основних характеристик та напрямів управління емоційним інтелектом у майбутніх керівників закладів загальної середньої освіти (ЗЗСО).

Методологія. У дослідженні було використано якісну методологію, проведено напівструктуровані інтерв'ю з керівниками шкіл у різних регіонах України, а також анкетування для оцінки рівня емоційного інтелекту в групі студентів, які готуються стати освітніми лідерами.

Результати. Основні результати дослідження містять тлумачення понять “емоційний інтелект” та “самоменеджмент”, їх взаємозв'язок, основні характеристики та особливості розвитку. Підкреслено, що майбутній керівник ЗЗСО постійно контактує з учнями та іншими людьми, що вимагає розвитку емоційного інтелекту та успішної взаємодії з ними у своїй діяльності. Компетентність керівника включає такі важливі аспекти, як процес налагодження комунікації, вміння контролювати емоції, здатність до самоаналізу та вирішення різних ситуацій. У сучасних умовах управління емоційним інтелектом дозволяє майбутнім фахівцям стати конкурентоспроможними на ринку праці. У дослідженні описано особливості управління емоційним інтелектом у майбутній професійній діяльності вчителів закладів загальної середньої освіти. Розвиток емоційного інтелекту є особистісним ресурсом майбутніх менеджерів, який впливає на ефективне виконання ними професійної діяльності в емоційно стресових ситуаціях.

Висновки. Виходячи з аналізу наукового матеріалу з цієї проблематики та результатів емпіричних досліджень, емоційний інтелект забезпечує лідера когнітивною здатністю розуміти емоції та керувати ними, аналізувати емоційну інформацію, будувати індивідуальне психологічне благополуччя та налагоджувати успішну соціальну взаємодію.

Ключові слова: самоврядування; заклад загальної середньої освіти; керівник закладу загальної середньої освіти; освітній процес; емоційний інтелект.