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## SOCIO-PEDAGOGICAL DETERMINANTS OF EMOTIONAL INTELLIGENCE DEVELOPMENT

**Introduction.** The study of emotional intelligence is becoming increasingly significant, particularly in the context of training future social workers. The modern education system should not only transmit knowledge but also facilitate the development of emotional competence, which is essential for effective professional interaction with clients. The ability to recognize, regulate, and constructively express emotions is a critical factor for success in the social sphere. A high level of emotional intelligence enables professionals to navigate complex interpersonal interactions, establish trust-based relationships, and deliver high-quality social services.

**Research Aim** This study aims to analyze socio-pedagogical approaches to the development of emotional intelligence in future social workers, determine its role in professional practice, and substantiate the pedagogical conditions necessary for its formation. The research also explores the integration of emotional intelligence training into the curriculum of social work education.

**Scientific Novelty.** This study systematizes contemporary approaches to the development of emotional intelligence in the social sphere, drawing on the theoretical frameworks of D. Goleman, A. Rean, and other scholars. Particular attention is given to the mechanisms of emotional self-regulation, which enable future social workers to maintain professional resilience in high-stress environments. Furthermore, the study substantiates the necessity of implementing a structured emotional intelligence development program for students at Khmelnytskyi National University, specializing in Social Work (specialty 231). This program is designed to cultivate emotional literacy, equipping students with the ability to accurately identify and interpret both their own emotions and those of others. Additionally, it aims to enhance their professional competencies, improving their capacity to work with diverse client populations, understand clients' emotional needs, facilitate constructive emotional expression, and maintain emotional stability in various professional scenarios.

**Conclusions.** The findings of this study confirm that a well-developed level of emotional intelligence enables future social workers to effectively manage emotional challenges, engage with vulnerable populations, and mitigate the risk of professional burnout. The proposed educational approaches and training methodologies contribute to the systematic development of emotional competence, which is a fundamental component of professional formation in social work.

**Key words:** *emotional intelligence, development of emotional intelligence, emotional self-regulation, social work education, professional resilience, future social workers.*

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## СОЦІАЛЬНО-ПЕДАГОГІЧНІ ЧИННИКИ РОЗВИТКУ ЕМОЦІЙНОГО ІНТЕЛЕКТУ

**Вступ.** Дослідження емоційного інтелекту набуває дедалі більшої актуальності, особливо в контексті професійної підготовки майбутніх соціальних працівників. Сучасна система освіти повинна не лише передавати знання, а й сприяти розвитку емоційної компетентності, що є необхідною умовою ефективного взаємодії з клієнтами. Уміння розпізнавати, регулювати та конструктивно виражати емоції є критично важливим для успішної роботи в соціальній сфері.

**Метою роботи** є аналіз соціально-педагогічних підходів до розвитку емоційного інтелекту майбутніх соціальних працівників, визначення його ролі в професійній діяльності та обґрунтування педагогічних умов його формування.

**Наукова новизна.** У статті узагальнено сучасні підходи до розвитку емоційного інтелекту в соціальній сфері, розглядаючи концепції Д. Гоулмана, А. Реана та інших науковців. Особливий акцент зроблено на вивченні механізмів емоційної саморегуляції, які допомагають майбутнім соціальним працівникам зберігати професійну стійкість у стресових ситуаціях. Крім того, обґрунтовано необхідність впровадження програми розвитку емоційного інтелекту для студентів Хмельницького національного університету спеціальності 231 «Соціальна робота». Ця програма спрямована на формування емоційної грамотності, що допоможе студентам точно розпізнавати та інтерпретувати як власні емоції, так й емоції інших людей. Також вона сприятиме розвитку їхніх професійних компетентностей у роботі з різними категоріями клієнтів, формуванню глибокого розуміння емоційних станів і потреб клієнтів, стимулюванню конструктивного емоційного вираження та забезпеченню здатності підтримувати емоційну рівновагу в будь-яких ситуаціях.

**Висновки.** Результати статті свідчать, що високий рівень емоційного інтелекту дає змогу майбутнім соціальним працівникам долати емоційні труднощі, ефективно взаємодіяти з вразливими категоріями населення та мінімізувати ризики професійного вигорання. Запропоновані освітні підходи та практичні методики сприяють розвитку емоційної компетентності, що є важливим чинником професійного становлення майбутніх фахівців.

**Ключові слова:** *емоційний інтелект, розвиток емоційного інтелекту, емпіричне дослідження емоційного інтелекту майбутніх соціальних працівників, програма розвитку емоційного інтелекту, майбутні соціальні працівники.*

**Introduction.** In the contemporary educational landscape, the study of emotional intelligence has garnered significant scholarly attention. The role of education extends beyond the mere transmission of knowledge; it must also cultivate emotional competence, particularly among those preparing for socially oriented professions. As interpersonal interactions grow increasingly complex, the ability to regulate emotions and navigate diverse social contexts becomes a critical professional skill. Consequently, the development of emotional intelligence among future social workers emerges as a pressing area of inquiry within modern pedagogical and social science research.

Emotional intelligence encompasses the capacity to recognize, regulate, and express one's emotions effectively while fostering meaningful interactions with others. Aspiring social workers encounter a multitude of emotional challenges, including stress, interpersonal conflicts, and the complexities of establishing professional relationships. Their work requires frequent engagement with individuals from diverse backgrounds, necessitating strong communicative abilities, conflict resolution strategies, and a deep understanding of emotional states. Within this context, the cultivation of emotional intelligence is paramount, serving as a foundation for social competence, psychological resilience, and professional efficacy in social work practice.

**Purpose and objectives of the article.** The objective of this study is to conduct a comprehensive theoretical and empirical examination of socio-pedagogical strategies aimed at fostering and strengthening the emotional intelligence of future social workers.

The study of emotional intelligence and its role in personal and professional development has been extensively explored by scholars such as Mayer, Caruso, Salovey, Goleman, and others. The term emotional intelligence was first introduced in the late 20th century by Mayer, Caruso, and Salovey, who conceptualized it as a multidimensional psychological construct encompassing three core abilities: recognizing and expressing emotions, regulating emotions, and leveraging emotional insights to inform cognition and behavior [4, p. 185–211].

**Results.** Unlike cognitive intelligence, which primarily pertains to abstract reasoning and problem-solving, emotional intelligence reflects the intricate interplay between an individual's inner emotional world and their outward behavior. Despite variations in theoretical models, most researchers agree that emotional intelligence facilitates greater self-awareness, emotional regulation, and interpersonal effectiveness, all of which are essential for professional and personal success [2, p. 512].

Emotional intelligence operates through several key mechanisms, including the regulation of emotional information, the capacity to modulate emotional experiences, emotional sensitivity, and the ability to perceive and interpret emotional cues in oneself and others. The activation of central psychological mechanisms underlies emotional responses. Ultimately, emotional intelligence enables individuals to make

informed decisions by integrating emotional awareness into their evaluative and problem-solving processes. Goleman identified several core competencies of emotional intelligence, including self-motivation, resilience in the face of frustration, emotional self-regulation, the ability to delay gratification, and the capacity to prevent emotions from impairing logical reasoning and decision-making [2, p. 512].

The development of emotional intelligence is particularly crucial for future social workers, who must navigate emotionally complex professional environments. Their ability to recognize, regulate, and constructively express emotions directly influences their capacity to build trust, foster client relationships, and respond effectively to crises.

As individuals mature, their capacity for emotional differentiation and verbalization expands, enabling them to articulate and process emotions with greater nuance. However, future social workers often encounter heightened emotional experiences, which can be both beneficial and challenging. While intense emotions contribute to empathy and connection, they can also lead to stress and emotional exhaustion if not managed effectively. Research indicates that individuals with well-developed emotional intelligence employ adaptive coping strategies, reducing the likelihood of mental health challenges.

An important characteristic of future social workers' emotional landscape is their ability to experience and reconcile opposing emotions simultaneously. They may, for example, feel both empathy and frustration toward a client, underscoring the complexity of emotional processing in professional contexts. Emotional experiences, whether positive such as joy and interest, or negative such as anger and fear, play a critical role in behavioral regulation and decision-making. However, when emotions become overwhelming or misaligned with situational demands, they can hinder effective professional functioning.

The social and pedagogical dimensions of emotional intelligence development are shaped by various psychological and environmental factors. Scholars have observed that individuals facing emotional and social difficulties often struggle with feelings of disengagement and boredom, lacking effective strategies to enrich their emotional and professional lives. Therefore, fostering emotional intelligence in future social workers requires targeted educational interventions that promote self-awareness, emotional regulation, and resilience.

Several key factors influence the emotional intelligence development of future social workers. Self-awareness and identity formation play a crucial role as individuals establish their professional identity and become more attuned to their emotional states and their implications for practice. Emotional stability and regulation are necessary due to emotional fluctuations, often influenced by physiological and psychological changes, which necessitate structured strategies for self-regulation. Social relationships and peer interaction require refined emotional perception and adaptive communication skills to engage effectively with diverse

client populations. Support systems, including mentors, educators, and peers, shape emotional intelligence through guidance, feedback, and role modeling. Emotional competence training within educational institutions should include structured programs aimed at developing emotional resilience, empathy, and self-regulation in professional contexts.

Given the emotionally demanding nature of social work, the development of emotional intelligence is not merely an academic exercise but a fundamental prerequisite for professional success. By equipping future social workers with the necessary emotional skills, educators can enhance their capacity for meaningful client engagement, ethical decision-making, and sustainable career development.

For the purpose of conducting an empirical study on the development of emotional intelligence among future professionals in the social sphere, we employed the following assessment tools:

1. The SREIT Emotional Intelligence Assessment by N. Schutte.
2. The EQ Questionnaire for Emotional Intelligence Level Determination by N. Hall.
3. The Emotional Maturity Diagnostic Method by O. Chebykin.

The SREIT Emotional Intelligence Assessment by N. Schutte is based on the four-component model of emotional intelligence proposed by J. Mayer and P. Salovey. This method defines emotional intelligence as the ability to recognize and understand one's own emotions, as well as the emotions of others, differentiate between them, and apply this knowledge to guide behavior and decision-making.

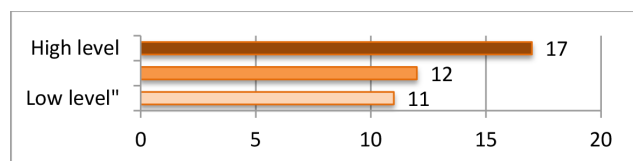
The SREIT consists of 42 statements, which are grouped into three distinct scales:

1. Emotional Assessment and Expression.
2. Emotional Regulation.
3. Use of Emotions in Problem-Solving Situations.

Participants are asked to rate each statement on a 5-point scale, where 1 indicates that the statement does not apply at all to the person, and 5 means the statement fully applies. The scores for each scale are determined by summing the points, based on the provided scoring key.

Upon analyzing the data obtained from this method, the following trends emerged: 25 % of respondents (10 students) exhibited a low level of emotional intelligence. 30 % of respondents (12 students) showed a medium level of emotional intelligence. 50 % of respondents (20 students) demonstrated a high level of emotional intelligence.

The results of this diagnostic assessment using the SREIT method are summarized in Figure 1.

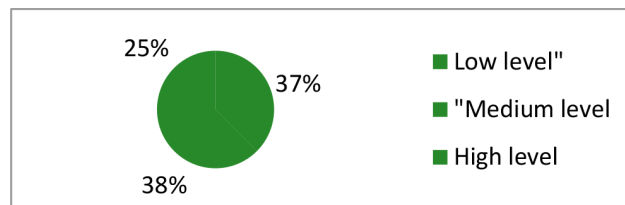


**Fig. 1. Results of Emotional Intelligence Level Diagnosis Using the SREIT Method**

Using the SREIT method, we were also able to determine and analyze the three scales of the emotional component in students, namely:

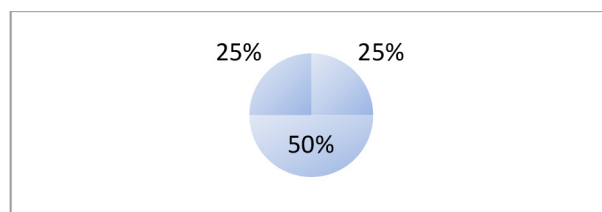
1. Emotional Assessment and Expression.
2. Emotional Regulation.
3. Use of Emotions in Problem-Solving Situations.

The results for the "Emotional Assessment and Expression" scale are presented in Figure 2.



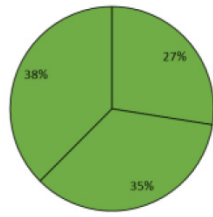
**Fig. 2. Results of Scale #1 "Emotional Assessment and Expression"**

According to the data presented in Scale #1, the following trend can be observed: a low level of emotional assessment and expression was identified in 15 respondents, which accounts for 37 %. This suggests that a considerable number of students struggle to adequately assess their own emotions and the emotions of others, and also face difficulties in expressing their emotions. A moderate level of emotional assessment and expression was found in 15 students, representing 38 %, indicating minor issues with their ability to express and evaluate emotions. A high level of emotional expression was observed in 10 students, making up 25 % of the respondents, who demonstrated the ability to accurately assess both their own and others' emotions.



**Fig. 3. Assessment outcomes of emotional intelligence according to Scale #2 using the SREIT methodology**

The results of Scale #2, obtained using the SREIT methodology, are presented in Figure 3. According to these results, 10 respondents (25 %) demonstrated a low level of emotional self-regulation, meaning that they find it difficult to recognize emotions and make balanced decisions regardless of the circumstances. This result highlights an area in need of improvement, as the ability to control and regulate one's emotions is a crucial skill in the professional activities of social work specialists. A moderate level of emotional self-regulation was identified in 20 students (50 %), which suggests the potential for challenges in their ability to maintain emotional composure. Finally, 10 respondents (25 %) displayed a high level of emotional self-regulation, showing an ability to control their emotions effectively.



**Fig. 4. Results of Scale #3 "Using Emotions in Problem-Solving Situations"**

The results obtained for Scale #3 (see Figure 4) revealed the following trend: 11 students (27 %) demonstrated a low level of ability to use their own emotions in problem-solving and stressful situations; 14 students (35 %) had a moderate level; and 15 students (38 %) exhibited a high level of skill in using emotions effectively in stressful situations.

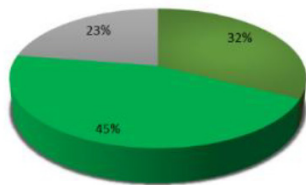
Based on the analysis of this methodology, we can conclude that a significant number of future social work professionals possess a low level of emotional intelligence. Not all students are adept at self-regulating their emotions, effectively using them in stressful situations, or understanding the emotions of others, which is essential in their professional activities.

Next, we administered the Emotional Intelligence EQ Questionnaire by N. Hall.

N. Hall's methodology aims to assess an individual's ability to understand relationships as they are represented in emotions and to manage emotions based on decision-making processes. The questionnaire consists of 30 statements and 5 scales:

1. Emotional Awareness – the ability to identify and differentiate emotions.
2. Managing One's Emotions – the ability to regulate the emotional domain.
3. Self-Motivation – the ability to consciously manage one's emotions.
4. Empathy – the ability to recognize and understand the emotions of others, and to empathize with them.
5. Recognizing the Emotions of Others – the ability to influence the emotional states of others.

Upon analyzing this methodology for each scale, we obtained the following results (see Figure 5):

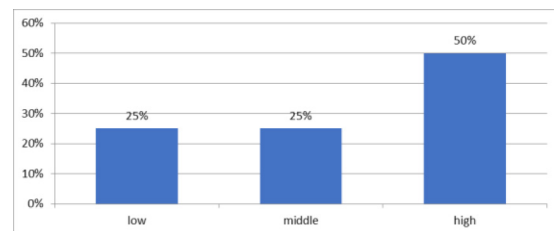


**Fig. 5. Results of Scale #1 "Emotional Stability"**

For Scale #1 «Emotional Awareness,» it was found that 9 respondents (23 %) demonstrated a high level of emotional awareness. A further 18 respondents (45 %) showed a moderate level of emotional awareness,

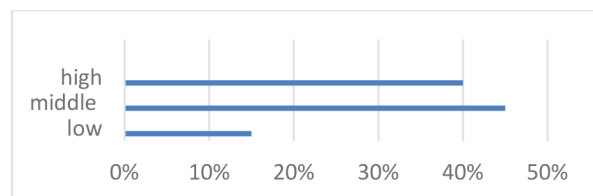
indicating they generally understand their emotional states and can manage them. Additionally, 13 respondents (32 %) exhibited a low level of emotional awareness, which is concerning, as students – future professionals in social work – must be able to recognize both their own emotions and those of their clients to provide effective professional help.

For Scale #2 "Managing One's Emotions" (see Figure 2.6), it was found that 10 respondents (25 %) demonstrated a high level of emotional management skills. These students showed emotional stability and flexibility, easily managing their emotions and not succumbing to them in stressful situations – an important trait, as social workers often encounter high-pressure situations and need to regulate their emotions. Another 20 respondents (50 %) were at an average level, indicating they do not always have control over their emotions. Lastly, 10 respondents (25 %) demonstrated a low level of emotional regulation, which is critical for future social work professionals since their work involves direct interaction with individuals in difficult life circumstances.



**Figure 6 – Results of Scale #2 "Managing One's Emotions"**

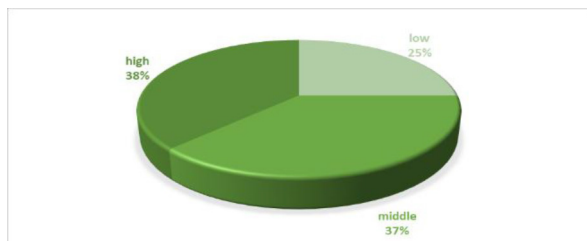
For Scale #3 "Self-Motivation" (see Figure 7), 6 respondents (15 %) showed a high level of self-motivation, meaning they are capable of regulating their behavior by managing their emotions. Another 18 respondents (45 %) had a moderate level of self-motivation, while 16 respondents (40 %) displayed a low level, indicating they struggle to manage their emotional responses through self-regulation.



**Fig. 7. Results of Scale #3 Self-Motivation**

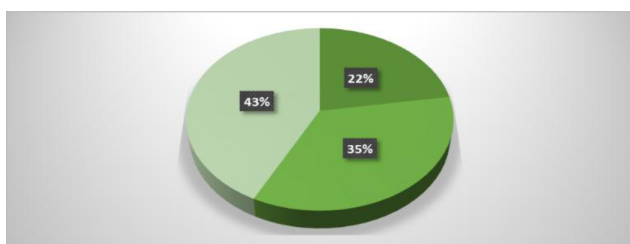
For Scale #4 "Empathy" (see Figure 8), 15 respondents (38 %) demonstrated a high level of empathy, indicating they understand others' emotions and are capable of empathizing. Another 15 respondents (37 %) exhibited a moderate level of empathy, meaning they generally empathize and provide emotional support. However, 10 respondents (25 %) showed a low level of empathy, struggling to empathize and provide emotional support to others.





**Fig. 8. Results of Scale #4 “Empathy”**

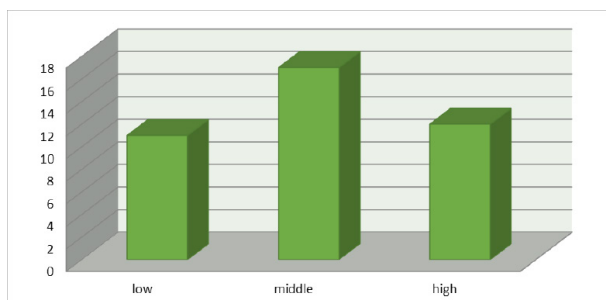
For Scale #5 “Recognizing the Emotions of Others”, 17 respondents (22 %) demonstrated a high level of emotional recognition, an essential skill in the professional activities of social workers. 14 respondents (43 %) showed a moderate level, while 9 respondents (35 %) displayed a low level, indicating insufficient skills in recognizing others’ emotions.



**Fig. 9. Results of Scale #5 “Recognizing the Emotions of Others”**

The final diagnostic methodology was the Emotional Maturity Diagnostic by O. Chebykin. This methodology is one of the best tools for assessing emotional intelligence and emotional maturity. It consists of 42 questions divided into three scales. The methodology allows for the assessment of emotional maturity based on the following criteria: expressiveness – the display of emotions on the face, the ability to convey them to others; self-regulation – the ability to control emotions, suppress negative ones, and evoke necessary emotions, both in oneself and in others; empathy – the ability to recognize others’ emotional states and effectively integrate this ability into professional activity. The author claims that this methodology has high validity and reliability.

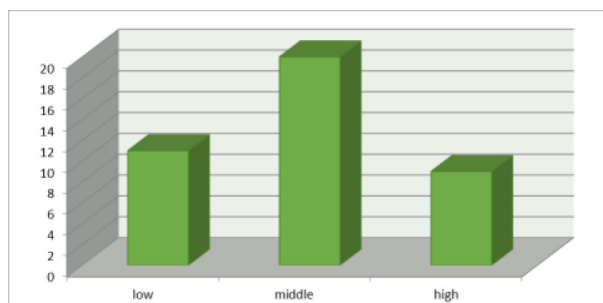
After conducting the analysis of this methodology for each scale separately, we obtained the following results (see Figure 10):



**Fig. 10. Results of Scale #1 “Expressiveness”**

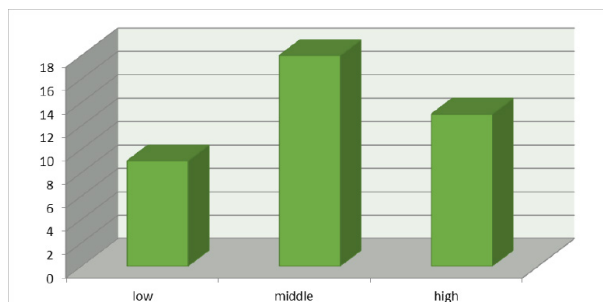
According to the data, 17 respondents demonstrated a moderate level of expressiveness, meaning that these students can easily convey emotions through their facial expressions. A low level of expressiveness was found in 11 students, who struggle to express their emotions to others. A high level of expressiveness was demonstrated by 12 students, which is a positive result, as the ability to express emotions through facial expressions, gestures, and movements is an important component of the work of social work professionals.

Analyzing Scale #2 “Self-Regulation” (Figure 11), we found that 20 respondents (50 %) had a moderate level of self-regulation. This is a positive result, as most of these students are capable of managing their emotional state, an important trait for future social workers. A low level was identified in 11 students, indicating they struggle with emotional self-regulation, a critical skill in the social work field. A high level of self-regulation was found in 9 students, which is a positive sign.



**Fig. 11. Results of Scale #2 “Self-Regulation”**

Analyzing Scale #3 “Empathy” (Figure 2.11), we found that 9 students had a low level of empathy, which indicates their difficulty in empathizing with others. A moderate level of empathy was found in 18 students, and a high level in 13 students. These results are positive, as social workers often interact with individuals who need help and support, and the ability to empathize is critical.



**Fig. 12. Results of Scale #3 “Empathy”**

In conclusion, we emphasize the need for implementing a program to develop emotional intelligence for students of the Khmelnytskyi National University, majoring in Social Work (specialty 231). This program is designed to cultivate emotional literacy, equipping students with the ability to accurately recognize and interpret both their own emotions and those of others. Furthermore,

it will enhance their professional competencies in promoting constructive emotional expression, and working with diverse client groups, fostering a deeper understanding of clients' emotional states and needs, ensuring the ability to maintain emotional equilibrium in all situations.

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