

**Marta MATULČÍKOVÁ,**  
Doc. Ing., PhD (Econom.), Associate Professor  
ORCID ID: 0000-0003-3603-8919  
marta.matulcikova@euba.sk  
University of Economics in Bratislava,  
Bratislava, Slovakia

**Olga PUCHYNA,**  
PhD (Psycholog.), Associate Professor  
ORCID ID: 0009-0001-7799-6454  
o.puchyna@mu.edu.ua  
Mariupol State University,  
Kyiv, Ukraine

**Olena VOLIARSKA,**  
DSc (Pedagog.), Associate Professor  
ORCID ID: 0000-0002-6812-1154  
voliarska@kibit.edu.ua  
Kyiv Institute of Business and Technology,  
Kyiv, Ukraine

## **THE ROLE OF EMOTIONAL INTELLIGENCE IN THE COGNITIVE DEVELOPMENT OF ADULTS: THE EXPERIENCE OF EUROPEAN RESEARCH**

*The purpose of the scientific article is to substantiate the role of emotional intelligence of employees. Theoretically, the definition of the concept of «emotional intelligence» in foreign studies has been analyzed. Emotional intelligence is the ability to recognise, understand, express and regulate one's own emotions, as well as to perceive and take into account the emotional state of other people. For the purpose of comparison, we focused on three countries: the Slovak Republic, the Czech Republic, and the Hellenic Republic. The analysis of the responses of the respondents and their calculation using the correlation coefficient surprisingly showed that the lecture method gained great support and was considered by the respondents, managers and education managers.*

*The researchers include the following as controversial issues, the development of emotional intelligence features in employees has a different course, a different focus than that of professional corporate training. The authors provide relevant clues for future considerations for EI research.*

**Keywords:** *adult, emotional intelligence, education, positive psychology, teaching methods, Slovakia.*

**Марта МАТУЛЬЧИКОВА,**

докторка економічних наук, доцентка

marta.matulcikova@euba.sk

Економічний університет в Братиславі,

м. Братислава, Словаччина

**Ольга ПУЧИНА,**

кандидатка психологічних наук, доцентка

ORCID ID: 0009-0001-7799-6454

o.puchyna@mu.edu.ua

Маріупольський державний університет,

м. Київ, Україна

**Олена ВОЛЯРСЬКА,**

докторка педагогічних наук, доцентка

ORCID ID: 0000-0002-6812-1154

voliarska@kibit.edu.ua

Київський інститут бізнесу та технологій,

м. Київ, Україна

## **РОЛЬ ЕМОЦІЙНОГО ІНТЕЛЕКТУ В КОГНІТИВНОМУ РОЗВИТКУ ДОРΟΣЛИХ ЛЮДЕЙ: ДОСВІД ЄВРОПЕЙСЬКИХ ДОСЛІДЖЕНЬ**

*Мета статті – обґрунтувати роль емоційного інтелекту працюючих дорослих. Теоретично проаналізовано зміст поняття «емоційний інтелект» в європейських дослідженнях. Емоційний інтелект визначено як здатність людини розпізнавати, розуміти, виражати й регулювати власні емоції, сприймати та враховувати емоційний стан інших людей.*

*З'ясовано, що розвинений емоційний інтелект у працюючих дорослих допомагає їм вдосконалювати особисті та професійні якості. Емоційний інтелект увійшов до топ-15 навичок, необхідних для особистого й організаційного успіху. Наголошено, що на відміну від світової тенденції, в українській психології емоційний інтелект сприймався здебільшого невід'ємною частиною психологічного консультування, результатом освіти та тренінгів. Для порівняння авторки зосередилися на трьох країнах: Словацькій Республіці, Чеській Республіці та Грецькій Республіці. Для опису використано результати дослідження 2023 року, яке проводилося у Словаччині методом інтерв'ю та анкетування. Гіпотеза емпіричного дослідження полягала в припущенні, що на результативність навчання працюючих дорослих та розвиток їх емоційного інтелекту в зазначених країнах обрані методи навчання не впливають. Висвітлено теоретичні та практичні результати дослідження. Метод анкетування та інтерв'ю використовувався для отримання даних від*

*респондентів, лінійних керівників і менеджерів освіти. Аналіз відповідей опитаних та їх обчислення за допомогою коефіцієнта кореляції несподівано показали, що лекційний метод навчання отримав велику підтримку і був врахований респондентами: керівниками й менеджерами освіти.*

*Дискусійним дослідниці визначили питання розвитку особливостей емоційного інтелекту у співробітників в умовах професійного корпоративного навчання. Авторки надають відповідні підказки для міркувань щодо студіювань емоційного інтелекту. Подальші дослідження доречно проводити за тематикою вивчення впливу системи освіти на навчання добре адаптованих, ефективних, продуктивних фахівців і працівників в умовах виробництва.*

**Ключові слова:** *дорослі, емоційний інтелект, освіта, позитивна психологія, методи навчання, Словаччина.*

## **Introduction**

Emotional intelligence was ranked in as one of the top fifteen skills that are necessary for both personal and organizational success (The Future of Jobs Report, 2020). The issue of emotional intelligence in corporate environment is frequently discussed nowadays as a factor contributing to work – life balance, and the quality of life also in the corporate setting. The issue of understanding one's own and other people's emotions, as well as regulating emotions appeared to raise in importance in the period of COVID-19 (Dhanpat, et al., 2023), which resulted in an increased utilisation of hybrid educational spaces. The emotional intelligence has a significant impact on successful performance, happiness, well-being and the quest for a more meaningful life, which are important topics of study in the area of positive psychology of adult behavior (Seligman & Csikszentmihalyi, 2000).

The purpose of the article – based on the experience of European countries, to determine and characterize the role of emotional intelligence in the life of working adults.

## **Methods and materials**

The study used a quantitative survey methodology. This article uses bibliometric analysis (trends in publication activity and the most popular articles, authors, countries and journals) to uncover research on adult emotional intelligence. The results of the 2023 study, which was conducted in Slovakia using the interview method and the questionnaire method, are used to describe. The survey was distributed online by digital platforms (Google Forms).

## **Results**

Theoretical starting points of the problems explored.

Let's analyse the concept of «emotional intelligence» (EI) in the works of foreign and domestic scholars. In the 60s of the twentieth century, American psychologists S. Schechter and J. Singer put forward a two-factor theory of emotions, according to which the latter are based on two factors - cognitive and physiological arousal. At that



time, emotions were seen as an element of cognitive activity. At the end of the twentieth century, emotional intelligence was considered in the context of a component of social intelligence. This idea was reflected in the scientific works of J. Guilford, G. Gardner and G. Eysenck. V. Petrides and E. Furnham considered the concept of 'emotional intelligence' as an ability and as a personality trait (Petrides & Furnham, 2001). Emotional intelligence is a critical component of leadership that reflects the ability of leaders to understand how their emotions and actions affect the people around them in the organization (Saha, et al., 2023).

Bar-On's conceptualisation of emotional intelligence are rapidly becoming very visible, popular and important areas within psychology, suggests that emotional intelligence should be considered an integral part of positive psychology (Bar-On, 2010).

The concept of «emotional intelligence» emerged and began to be interpreted as an independent field in 90s due to P. Salovey, J. Mayer and D. Caruso, who gave it the following definition: «EI refers specifically to the cooperative combination of intelligence and emotion, a member of a class of intelligences including the social, practical, and personal intelligences that are have now called the hot intelligences» (Mayer, Salovey, & Caruso, 2004, s. 197).

The researchers noted that feelings could be harnessed to motivate oneself and to achieve in life, the nature of emotional behaviour is determined not so much by the knowledge available as by the methods used by a person to manifest them. Psychologists believed that emotional intelligence is not the power of the mind over emotions, but the interconnection of the cognitive and affective spheres, which allows us to solve vital tasks productively.

In contrast to the global trend, in Ukrainian psychology in the millennium era, emotional intelligence was perceived to a greater extent as an integral part of psychological counselling, education, and training. Today, there are a large number of concepts that are somehow related to emotional intelligence: these include emotional maturity, emotional competence, emotional culture, and emotional creativity. In our understanding, these categories are constituent components of EI.

Based on the results of the theoretical analysis of scientific articles, we have found that emotional intelligence is the ability to recognise, understand, express and regulate one's own emotions, as well as to perceive and take into account the emotional state of other people. Its understanding by psychologists is important for the development of adults. For adults, EI is associated with the process of social adaptation and further improvement of communication. Developed emotional intelligence helps adults better understand their own feelings and the emotions of others, which contributes to the establishment of positive relationships. Adults who are able to recognise emotions will learn to express their needs constructively and resolve conflicts more easily. Developed emotional intelligence in working adults helps to strengthen personal and professional relationships. Emotional intelligence was ranked as one of the top 15 skills necessary for both personal and organizational success (Hussein & Yesiltas, 2020).

A study of training methods suitable for developing employees' emotional intelligence conducted by a team of Slovak scientists under the guidance of Professor M. Matulčíková proved that The development of features of emotional intelligence in employees has a different course and a different focus than that of professional corporate education (Matulčíková, et al., 2024).

The researchers focused on education that supports the development of employees' emotional intelligence at enterprises. The research was conducted in two basic stages. In the first stage, we investigated how many of their working hours the enterprises are willing to use part of their working hours for education, namely emotional intelligence training and the respondents' assessment of the benefits of this training in job performance and changes in work outcomes. In the second stage, we focused on the appropriateness of the learning methods selected for the training and on meeting the learning objectives desired. We view learning objectives as the outcome of learning, and what the training participants will be able to do, how they are able to behave after the training is completed (Duda, et al., 2023).

In the first stage, we investigated how many of their working hours the enterprises are willing to use part of their working hours for education, namely emotional intelligence training and the respondents' assessment of the benefits of this training in job performance and changes in work outcomes. In the second stage, we focused on the appropriateness of the learning methods selected for the training and on meeting the learning objectives desired.

In the empirical analysis, we focused on the usefulness of training methods in the development of emotional intelligence of employees. For the purpose of comparison, we focused on three countries: the Slovak Republic (SR), the Czech Republic (CZR), and the Hellenic Republic (HR).

Total respondents: 138 SR; 135 CzR; 97 HR. Total number of opinions expressed – 370. Duration of emotional intelligence training in hours on average per year, per employee: Up to 5 hours (61 respondents); 6-12 hours (101 respondents); 13-19 hours (93 respondents); 20-27 hours (26 respondents); 28-34 hours (45 respondents); 35-40 hours (34 respondents); over 41 hours (10 respondents).

*Hypothesis:*

H0: In education and development of emotional intelligence, there is no relationship between the methods of education applied and the countries analysed.

H1: In education and development of emotional intelligence, there is relationship between the methods of education applied and the countries analysed.

The classification of methods into traditional and active was further exploited in relation to the achievement of the stated learning objectives. The learning objectives can be characterized as cognitive, affective, and psychomotor ones (Matulčíková, et al., 2024). Based on respondents' replies it can be concluded there is not dependence between the active teaching methods applied and the fulfilment of learning objectives, namely, cognitive, affective and psychomotor ones.

The analysis of the responses of the respondents and their calculation using the correlation coefficient surprisingly showed that the lecture method gained great support

and was considered by the respondents, managers and education managers. The researchers include the following as controversial issues, the development of emotional intelligence features in employees has a different course, a different focus than that of professional corporate training. This is also manifested by the stated objectives of training, which are difficult to achieve with commonly applied training methods.

**Table 1**

*Survey of methods applied in the development  
of EI properties in employee education*

<b><i>Educational activity of further professional corporate training</i></b>	<b><i>Methods of education</i></b>	
	<b><i>Traditional methods</i></b>	<b><i>Active methods</i></b>
Development of EI properties	Lecture	Learning conversation
		Chain discussion,
		Panel discussion
		Brainstorming discussion
		Role playing
		Case studies
		Demonstration

It is interesting to note that, empirical research shows that businesses want to develop the emotional intelligence features of their employees. Research has also shown dependence between the amount of hours for training in emotional intelligence and changes in employee performance and in job outcomes.

Thus, the development of emotional intelligence is a key component of personal growth and social success. It not only helps improve the quality of interpersonal relationships, but also helps people build resilience to stress, adapt to change, and achieve a balance between emotional and rational approaches to everyday life.

## **Conclusions**

The topic of emotional intelligence is relevant, and EI itself really has a significant impact on a person's life, comfort in communicating with other people and career prospects, and therefore it needs to be developed or corrected, and this is necessary. Conscious emotion management contributes to psycho-emotional well-being, increased life satisfaction and reduced risk of developing psychological problems such as anxiety or depression. Emotional intelligence is an important component of adult learning that reflects their ability to understand how their emotions and actions affect the people around them in an organization.

The emotional intelligence develops throughout life. Emotional intelligence develops throughout life. In conclusion, it is reasonable to assume that if we succeed in educating and training more emotionally and socially adapted workers, we will help build more efficient, productive and humane communities and societies.

In the future, it is especially important to study the impact of the education system on the upbringing and education of healthy, well-adapted, effective, productive

and happy adults. In particular, the authors propose to identify ideas for the measurement of the construct and the use of abilities and self-assessed measures.

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