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Emotional Intelligence in Organization of the Personality Motivation Structure

Емоційний інтелект в організації структури мотивації особистості

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57
Abstract
The aim of the study is to establish the correlation between emotional intelligence parameters in the personality motivation structure and compare emotional intelligence in the researched groups. Methods. The research participants comprise a diverse range of social sectors, including higher education students, workers in the production, service, commerce, transport, and logistics industries, members of the armed forces, and those experiencing temporary unemployment. There were a total of 130 respondents, ranging in age from 18 to 57 years. Adapted psychodiagnostic instruments that are valid and reliable for domestic studies were used: the questionnaire “Level of development of emotional intelligence of the individual” (LDEII) (Zarytska, 2019); the questionnaire “Assessment of the Level of Aspirations” (ALA) (Gerbachevsky, 2003); “The method of diagnosing the individual’s motivation to achieve success and avoid failure” (MASAF) (Elers, 2002). Results. The Spearman coefficient (\(r_s\)) revealed thirty-five positive and eight negative correlations between emotional intelligence parameters and motivation parameters (\(p<.050; p<.010; p<.001\)). A statistically significant advantage (\(p<.050; p<.010; p<.001\)) of Group 2 (a high level of EI) was stated in terms of motivation parameters: the self-esteem motivation, the significance of results, the task complexity, the assessment of the level of achieved results, the assessment of one’s potential, the expected level of results and the level of motivation for achieving success. It was established that the parameters of motivation “significance of results”, “task complexity”, “assessment of the level of achieved results”, and “assessment of one’s potential” are associated with the achievement of difficult goals, which in turn requires the mobilization of the emotional-volitional potential of the individual. Discussion and conclusions. It was substantiated that emotional intelligence, through understanding the emotions of others and the ability to use this knowledge in activities, is naturally associated with a significant number of motivation parameters. Since emotions are what motivate people to take action, accomplish a goal, and reach new heights, it was generalized that emotional intelligence is the primary source of motivation. It is advised to incorporate the findings into psychological theory and practice.

Keywords: emotional stability, emotion management, management activities, adaptation process, self-regulation of emotions, self-control.

Introduction
The present is a component of the temporal dimension that connects the current events...
of the space-time cycle. Typically, the present is defined by uncertainty, changeability, dynamism, and transience. This is far from a complete list of today’s features, which could be expanded further. What is characteristic is that all the features outline the individual’s current state of adaptation. Undoubtedly, an individual’s successful adaptation will be determined by their adaptation potential, which includes the development of reflection and empathy, an understanding of their psycho-emotional states and the states of the environment, the ability to establish communication and cooperation in various spheres of social life, and the ability to manage their emotional sphere. The outlined list represents a set of mental abilities and capacities that enable an individual to act effectively, communicate, and ensure professional formation and development. In the scientific literature, the outlined phenomenon was called “emotional intelligence” (EQ) (Goleman, 1995; Salovey & Mayer, 1990). P. Salovey and J. Mayer’s (1990) investigation into emotional intelligence, as well as the work of D. Goleman (1995) and J. Mayer, G. Geher (1996) revealed two major components: intrapersonal and interpersonal. These components define the direction of development and manifestation of mental abilities towards or from oneself. The direction from oneself is directed to significant others or specific events. Motivation, self-esteem, self-control, responsibility, emotional awareness, self-confidence, tolerance, optimism, and flexibility are all part of the intrapersonal component. The interpersonal component encompasses reflexivity, empathy, anticipation, sociability, tolerance, dialecticity, and openness. Several studies found a consistent relationship between emotional intelligence parameters and the value-semantic sphere (Hulias & Karpenko, 2022; Karpenko, 2018; Karpenko & Karpenko, 2021; Zhylin et al., 2023). In the scientific literature, emotional intelligence is also investigated using structural and functional modeling. Researchers Z. Ostapyak et al. (2020) proposed three models of emotional intelligence: an ability model, a trait model, and a mixed model. Y. Karpenko (2020) investigated and substantiated the triangulation model of emotional intelligence in the context of personal life achievement.
The author distinguishes three modes: 1) internal, with the dominance of organismic sense and the hermeneutic mechanism of understanding; 2) external, with the dominance of emotional competence and the hermeneutic mechanism of interpretation; and 3) integrative, with a balanced manifestation of organismic sense and emotional competence, along with the hermeneutic circle mechanism, as a requirement for authentic life design (Karpenko, 2020). The proposed triangulation model is an application of a mixed methodology. V. Zarytska (2019) used a mixed methodology to study a person’s emotional intelligence and proposed a methodology for investigating it. The methodology included dimensions that, in our opinion, accurately replicated the intrapersonal and interpersonal components of emotional intelligence: a person’s understanding of their own emotions; self-control and self-regulation of emotions; understanding the emotional sphere of others; and the use of emotions in human activity and communication.

Research findings on emotional intelligence in various fields of human professional activity are scientifically significant. The emotional competence of teachers of higher education institutions in the context of distance learning was investigated (Kalka et al., 2022). The development of communicative emotionality, which indicates vulnerability in the face of failure, insecurity, and irritability, as well as a sense of constant restlessness during social interaction, has been revealed. The dimensions outlined fall within the realm of emotional intelligence. R. Jabbarov et al. (2023) empirically established the correlational regularity of measures of emotional intelligence and aggressiveness in students, concluding that the greater students’ ability to manage their emotions and mental states, the less aggressiveness is observed in their actions and behavior. Aggressiveness is linked to emotional outbursts and impacts sports performance in competitive tense, and conflict scenarios. As demonstrated in several sports psychology studies (Kurova et al., 2023; Popovych et al., 2022b) endurance, self-regulation, and calmness are required in these situations. Emotionality is an important factor in self-mobilization potential in extreme obstiності досліджено й обґрунтовано Є. Карпенком (2020). Автором викріплено три модуси: 1) інтернальний із домінанцією організмічного чуття і герменевтичного механізму розуміння; 2) екстернальний із домінанцією емоційної компетентності і герменевтичного механізму інтерпретації; 3) інтегративний зі збалансованим проявом організмічного чуття і емоційної компетентності та механізмом герменевтичного кола як передумови автентичного життєконструювання (Карпенко, 2020). Запропонована тріангуляційна модель є застосуванням змішаної методології. У дослідженнях емоційного інтелекту особистості V. Zarytska (2019) також застосувала змішану методологію і запропонувала методику дослідження емоційного інтелекту особистості. Методика обєднала виміри, які, на наш погляд, влучно відтворили внутрішньособистісну й міжособистісну складову емоційного інтелекту: розуміння особистістю власних емоцій; самоконтроль й саморегуляції емоцій; розуміння емоційної сфери інших людей; використання емоцій у діяльності і спілкуванні людини. Становлять науковий інтерес результати досліджень емоційного інтелекту в різних сферах професійної діяльності людини. Вивчено особливості емоційної компетентності викладачів закладів вищої освіти в умовах дистанційного навчання (Kalka et al., 2022). З’ясовано тенденцію розвитку комунікативної емоційності, яка вказує на вразливість у ситуації невдач, невпевненість та дративість і супроводжується відчуттям перманентного неспокою в процесі соціальної взаємодії. Окреслені виміри знаходяться у площині емоційного інтелекту. Дослідники R. Jabbarov et al. (2023) емпірично встановили кореляційну закономірність вимірів емоційного інтелекту й агресивності студентів та констатували, що чим вище вміння студентів керувати своїми емоціями та психічними станами, тим менше агресивність спостерігається в їхніх діях і поведінці. Агресивність пов’язана з проявами емоційності й позначається на результатах спортивної діяльності, у змагальних напруженних і конфліктних ситуаціях. Саме в таких ситуаціях, де потрібно продемонструвати витримку,
and extremely difficult personality tests (Cheban et al., 2020a.; 2020b). M. Castro-Sánchez et al. (2019) researched the relationship between anxiety, emotional intelligence, and motivational climate. The researchers discovered that emotional and motivational factors play a significant role in adolescents' activities. It was discovered that high levels of emotional intelligence are associated with increased motivation and lower levels of anxiety.

I. Popovych et al. (2022a) investigated the types of self-actualization among female respondents and demonstrated that the key dimensions of emotional intelligence – self-esteem, self-control, and self-regulation – are fundamental. The mental state "temporal discrepancy" is described as the most dangerous dominant mental state. Temporal decentrations are necessary for the development of emotional intelligence. The synthesis of the time of sensorimotor action was empirically investigated and theoretically substantiated as a process of consistency of the expected duration of the action, the time sequence of operations, and implementation conditions (Plokhikh et al., 2021). The anticipatory component has a significant impact on workplace safety, as well as the content components of professional activity (Nosov et al., 2021; Solovey et al., 2020; Zinchenko et al., 2021). Researchers K. Mylashenko and V. Lavrinenko (2019) identified the critical role of self-control in emotional intelligence. There is a study that shows a statistically significant correlation between safe space measurements and the parameters of an individual's motivational orientation (Blynova et al., 2022). The relationship between emotional intelligence and labor motivation was investigated by S. Mohammed (2021). The study found that the development of emotional intelligence is a factor in the high levels of labor motivation. It was concluded that employees' job satisfaction is affected by their emotional intelligence development. Researchers S. Sukys et al. (2021) discovered and confirmed that athletes who rely solely on understanding their emotions and psycho-emotional states have low sports motivation.

The examination of emotional intelligence in organization of the personality motivation structure is considered to be the positioning of the researched self-regulation and self-actualization. It was discovered that high levels of emotional intelligence are associated with increased motivation and lower levels of anxiety. I. Popovych et al. (2022a) investigated the types of self-actualization among female respondents and demonstrated that the key dimensions of emotional intelligence – self-esteem, self-control, and self-regulation – are fundamental. The mental state "temporal discrepancy" is described as the most dangerous dominant mental state. Temporal decentrations are necessary for the development of emotional intelligence. The synthesis of the time of sensorimotor action was empirically investigated and theoretically substantiated as a process of consistency of the expected duration of the action, the time sequence of operations, and implementation conditions (Plokhikh et al., 2021). The anticipatory component has a significant impact on workplace safety, as well as the content components of professional activity (Nosov et al., 2021; Solovey et al., 2020; Zinchenko et al., 2021). Researchers K. Mylashenko and V. Lavrinenko (2019) identified the critical role of self-control in emotional intelligence. There is a study that shows a statistically significant correlation between safe space measurements and the parameters of an individual's motivational orientation (Blynova et al., 2022). The relationship between emotional intelligence and labor motivation was investigated by S. Mohammed (2021). The study found that the development of emotional intelligence is a factor in the high levels of labor motivation. It was concluded that employees' job satisfaction is affected by their emotional intelligence development. Researchers S. Sukys et al. (2021) discovered and confirmed that athletes who rely solely on understanding their emotions and psycho-emotional states have low sports motivation.

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phenomenon in the dimensions of personality motivation, identification of statistically significant correlations and comparison of motivation measurements in the groups with high and low levels of emotional intelligence formation.

**Hypotheses.** It is assumed that all the parameters of emotional intelligence have statistically significant correlations with measurements of motivation.

**The aim** is to reveal statistically significant correlations between emotional intelligence parameters in the personality motivation structure and to compare emotional intelligence in the studied groups.

**Methods**

**Methodology.** The methodological basis for the study of emotional intelligence in the personality motivation structure was the fundamental concept of emotional intelligence by Daniel Goleman (1995), basic principles of the theory of emotional intelligence by P. Salovey and J. Mayer (1990), the concept of emotional intelligence in the discourse of the individual's life achievements (Karpenko, 2020), and results of the modern studies on the relationship between the dimensions of emotional intelligence and motivation in various spheres of human activity (Adilogullari et al., 2019; Tang & He, 2023).

**Participants.** The sample included representatives from a variety of social spheres, including graduates of higher education institutions, employees in production, service, trade, transport, and logistics, soldiers and temporarily unemployed individuals with a permanent place of residence, and people who became internally displaced as a result of martial law. All the subjects were in Ukraine. The involvement of representatives from various spheres of human activity aimed to present the study's general population in a relevant manner. The age range of the respondents ranged from 18 to 57 years. Descriptive parameters of the age component of the sample: M = 35.23; SD=±6.08; Me=35.00; Mo=22.00). The overall sample size was n = 130, including male (n = 65; 50.00%) and female (n = 65; 50.00%) subjects.

**Procedures and Instruments.** The parameters of emotional intelligence were found to be connected to the understanding of emotional intelligence in everyday life, providing a basis for the research.
by the questionnaire "Level of development of emotional intelligence of the individual" (LDEII) in the author's edition by V. Zarytska (2019). The Stapel scale and seventy-six statements allowed determining: understanding one's own emotions (UEO); self-control and self-regulation of emotions (SCSRE); understanding the emotions of others (UEO); the ability to use emotions (AUE). The level of emotional intelligence (EI) was also found. The questionnaire "Assessment of the Level of Aspirations" (ALA) (Gerbachevsky, 2003) determined the parameters of the motivation structure. Forty-two statements allowed identifying the inner motivation (IM), the cognitive motivation (CgM), the avoidance motivation (AM), and the contest motivation (CtM), activity change motivation (ACM), self-esteem motivation (SeM), significance of results (SR), task complexity (TC), volitional effort (VE), assessment of the level of achieved results (ALAR), assessment of one's potential (AOP), planned level of effort Mobilization (PLEM), anticipated level of mobilization of efforts (ALME), regularity of results (RR), initiative of the individual (II). A bipolar scale with direct and reverse scoring was used. Two actual dimensions that are associated with the individual's urgent needs of achieving success and avoiding failure are also used. "The method of diagnosing the individual's motivation to achieve success and avoid failure" (MASAF) (Elers, 2002) allowed determining these measurements. The empirical data set was evaluated for reliability and homogeneity, and all methods demonstrated satisfactory α-Cronbach results (.719; .741; .697).

Variables. The variables comprised the parameters of emotional intelligence and the parameters of the personality motivation structure.

Organization of Research. In October-November 2023, empirical data were collected face-to-face using standard questionnaire forms. The time to complete the questionnaires was limited. Prior information and confidentiality requirements were met for research participants. A summative research strategy with comparison elements was implemented. Each questionnaire was initially processed in December 2023, with data entered into an Excel spreadsheet.

Emotional Intelligence in Organization of the Personality Motivation Structure
descriptive empirical results were analyzed using the computer software “SPSS” v. 23.00.01. Data processing, statistically significant parameters, and difference determination, discussion, and design were all completed in January 2024. The ethical committee and educational and methodological council of Lviv State University of Internal Affairs (Lviv, Ukraine) gave their approval.

Statistical Analysis. The obtained data was analyzed using the computer software “SPSS” v. 23.00.01, Microsoft “Excel” and “Word” editors. Descriptive frequency characteristics, Cronbach’s coefficient (\( \alpha \)), Spearman’s correlation coefficient (\( r_s \)), Student’s \( t \)-test, and the Mann-Whitney \( U \)-test were determined. Statistical significance was registered at the level of \( p \leq .050 \); \( p \leq .010 \) and < .001.

Results
Empirical data were collected using three psychodiagnostic instruments: “Level of development of emotional intelligence of the individual” (LDEII) (Zarytska, 2019); “Assessment of the Level of Aspirations (ALA)” (Gerbachevsky, 2003); “The method of diagnosing the individual’s motivation to achieve success and avoid failure” (MASAF) (Elers, 2002) and presented through the key descriptive characteristics (Table 1).

The proposed parameters of the descriptive frequency characteristics were tested and verified with the average standards recommended by the authors of the methods “LDEII” (Zarytska, 2019) and “ALA” (Gerbachevsky, 2003), as well as empirical data obtained by other researchers in related works, using similar sample populations (Kurova et al., 2023; Popovych et al., 2022b). The key parameters were compared selectively using the Student’s \( t \)-test, and no statistically significant differences were found at \( p \leq .050 \) and \( p \leq .010 \). There were only trends that were not taken into account.

Correlation were established by the Spearman correlation coefficient (\( r_s \)). Current regularities of dependent and independent variables were found. Table 2 presents the results of correlation analysis in the form of a correlation matrix of motivation parameters and an individual’s emotional intelligence.

It was determined that there were significant correlations between all emotional intelligence parameters and motivation parameters. There were forty-three significant correlations in
Table 1. Descriptive Frequency Characteristics of Subjects’ Emotional Intelligence and Motivation (n=130)

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</tbody>
</table>

Note: min, max – the minimum and maximum values of the distribution; Me – median of the distribution; data in italics; Mo – distribution mode; M – arithmetic mean; SD – mean squared deviation; UOE – understanding one’s own emotions; SCSRE – self-control and self-regulation of emotions; UEO – understanding the emotions of others; UOE – ability to use emotions; EI – emotional intelligence; IM – inner motivation; СрМ – cognitive motivation; AM – avoidance motivation; СВМ – contest motivation; ММ – activity change motivation; СсМ – self-esteem motivation; SR – significance of results; TC – task complexity; VE – volitional effort; ALAR – assessment of the level of achieved results; AOR – assessment of one’s potential; ALМЕ – anticipated level of mobilization of efforts; ORР – expected level of results; RR – regularity of results; ІІ – initiative of the individual; MAS – level of motivation to achieve success; MAF – level of motivation to avoid failure.

<table>
<thead>
<tr>
<th>Table 2. Correlations of the Personality Motivation Parameters and Emotional Intelligence (n=130)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Motivation Parameters</strong></td>
</tr>
<tr>
<td>Параметри мотивації</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>IM ВМ</td>
</tr>
<tr>
<td>CgМ ПМ</td>
</tr>
<tr>
<td>AM МУ</td>
</tr>
<tr>
<td>CМ МЗ</td>
</tr>
<tr>
<td>ACM МЗД</td>
</tr>
<tr>
<td>SeМ МС</td>
</tr>
<tr>
<td>SR ЭР</td>
</tr>
<tr>
<td>TC С3</td>
</tr>
<tr>
<td>VE В3</td>
</tr>
<tr>
<td>AЛАР ОРДР</td>
</tr>
<tr>
<td>AОР ОСП</td>
</tr>
<tr>
<td>AЛМЕ НРМЗ</td>
</tr>
<tr>
<td>ELR ОРР</td>
</tr>
<tr>
<td>R РЗР</td>
</tr>
<tr>
<td>II Ю</td>
</tr>
<tr>
<td>МАС МДУ</td>
</tr>
<tr>
<td>МАФ МУН</td>
</tr>
</tbody>
</table>

**Note: IM – inner motivation; CgM – cognitive motivation; AM – avoidance motivation; ACM – activity change motivation; SeM – self-esteem motivation; SR – significance of results; TC – task complexity; VE – volitional effort; ALAR – assessment of the level of achieved results; AОP – assessment of one’s potential; AЛМЕ – anticipated level of mobilization of efforts; ELR – expected level of results; RR – regularity of results; ІI – initiative of the individual; MAS – level of motivation to achieve success; MAF – level of motivation to avoid failure; UOE – understanding one’s own emotions; SCRE – self-control and self-regulation of emotions; UEO – understanding the emotions of others; AUE – ability to use emotions; EI – emotional intelligence; * – correlation at p≤.050 level and ** – correlation at p≤.010 level, data are presented in bold.**

the correlation matrix, 35 of which were positive and 8 of them were negative. In conclusion, there was evidence to confirm the first hypothesis, since all measured emotional intelligence parameters showed significant correlations with motivation parameters. The parameters of emotional intelligence that had the greatest number of statistically significant correlations with motivation were the most dependent on it; these were understanding the emotions of others (UEO) – nine; ability to use emotions (AUE) – nine; emotional intelligence (EI) – eleven. All parameters of emotional intelligence were found to have a direct, dependable, and positive correlation with motivation parameters: AM (.146; .168; .191; .168; .174); ELR (.179; .173; .344; .377; .377). SR (-.189; -.261; -.367; -.216; -.368) was the one motivation parameter that showed a direct, reliable, negative correlation with all emotional intelligence dimensions. Not all motivation parameters had statistically significant correlations with emotional intelligence, even if all emotional intelligence parameters had significant correlations with motivation. The parameters of motivation that didn’t have a significant correlation were as follows: cognitive motivation, activity change motivation, anticipated level of mobilization of efforts, and initiative of the individual. The expected level of results with emotional intelligence parameters – AUE (rs=.388; p<.001) and UEO (rs=-.367; p<.001). The comparison of motivation parameters in the researched groups with low (Group 1) and high (Group 2) levels of emotional intelligence was a crucial task that followed the identification of correlations. Group 1 consisted of respondents who scored equally or lower on Me=142.50, indicating a low level of emotional intelligence. Group 2 consisted of all the individuals whose EI values were greater than Me=142.50. Group 1 comprised n=70 (53.85%) respondents with low emotional intelligence, while Group 2 comprised n=60 (46.15%) respondents with high emotional intelligence.

Table 3 displays the findings of comparison of motivation parameters in Group 1 and Group 2 by the Mann-Whitney coefficient (U).
Table 3. Comparison of the Groups with Low (Group 1) and High (Group 2) Level of Emotional Intelligence (EI)

Таблиця 3. Порівняння груп із низьким (група 1) і високим (група 2) рівнем емоційного інтелекту (ЕІ)

<table>
<thead>
<tr>
<th>Motivation Parameters</th>
<th>Mann-Whitney coefficient</th>
<th>Значення X²</th>
</tr>
</thead>
<tbody>
<tr>
<td>IМ ВМ</td>
<td>1750.000</td>
<td>.099</td>
</tr>
<tr>
<td>СгМ ІМ</td>
<td>1796.000</td>
<td>.152</td>
</tr>
<tr>
<td>AM МУ</td>
<td>1810.000</td>
<td>.174</td>
</tr>
<tr>
<td>СгМ МЗ</td>
<td>1934.000</td>
<td>.436</td>
</tr>
<tr>
<td>ACM МЗД</td>
<td>2071.000</td>
<td>.892</td>
</tr>
<tr>
<td>СеМ МС</td>
<td>1394.000</td>
<td>&lt;.001</td>
</tr>
<tr>
<td>СР ЗР</td>
<td>1266.500</td>
<td>&lt;.001</td>
</tr>
<tr>
<td>TC СЗ</td>
<td>1607.000</td>
<td>.020</td>
</tr>
<tr>
<td>VE ВЗ</td>
<td>2063.000</td>
<td>.862</td>
</tr>
<tr>
<td>ALAR ОРДР</td>
<td>1652.500</td>
<td>.034</td>
</tr>
<tr>
<td>АОР ОСИ</td>
<td>1639.000</td>
<td>.030</td>
</tr>
<tr>
<td>ALME НРМЗ</td>
<td>1850.000</td>
<td>.239</td>
</tr>
<tr>
<td>ELР ОРР</td>
<td>1317.000</td>
<td>&lt;.001</td>
</tr>
<tr>
<td>RR ЗКР</td>
<td>1749.500</td>
<td>.099</td>
</tr>
<tr>
<td>МС МУ</td>
<td>1909.000</td>
<td>.369</td>
</tr>
<tr>
<td>MAS МДУ</td>
<td>1660.000</td>
<td>.038</td>
</tr>
<tr>
<td>MAF МУН</td>
<td>1806.000</td>
<td>.168</td>
</tr>
</tbody>
</table>

Примітка: U – критерій Манна-Уітні; p – рівень достовірності критерію Манна-Уітні; Me=142.50 мали рівні або нижчі значення, склали групу 1. Усі решта склали групу 2, що мали значення ЕI вищі за Me=142.50. Кількісні розміри групи: група 1 – n=70 (53.85%) респондентів із низьким і група 2 – n=60 (46.15%) високим рівнем емоційного інтелекту.

У табл. 3 подано результати порівняння параметрів мотивації у групах 1 і 2 за допомогою коефіцієнта Манна-Уітні (U). З'ясовано перевагу групи 2 за такими параметрами: мотив самоповаги (U=1394.000; p<.001), значущість результатів (U=1266.500; p<.001), складність завдання (U=1607.000; p=0.20), оцінка рівня досягнутих результатів (U=1652.500; p=.034), оцінка свого потенціалу (U=1639.000; p=.030), очікуваний рівень результатів (U=1317.000; p<.001), рівень мотивації досягнення успіху (U=1660.000; p<.038).
Перевагу групи 1 не зафіксовано за жодним із параметрів. Констатуємо, що другу гіпотезу доказано, оскільки порівняння досліджували групі з високим і низьким рівнями емоційного інтелекту має статистично достовірні відмінності. Введено додаткові змінні – рівень мотивації досягнення успіху (МАДУ) і рівень мотивації уникнення невдачі (МУН), за метою “МДУХ” T.Elers (2002), продемонстровано ідентичні закономірності з параметрами базової методики “ОРД” В. Гербачевського (2003): оцінка рівня досягнутих результатів (ОРДР) і мотив уникнення (МУ). Це дозволило додатково перевірити надійність запропонованого алгоритму дослідження і переконатися в достовірності отриманих зіставлень, зокрема в досліджуваних параметрах.

Дискусія

Дослідження емоційного інтелекту в мотивації діяльності людини не є новим. Результати емпіричних закономірностей емоційного інтелекту знаходимо у працях P. Salovey і J. Mayer (1990), D. Goleman (1995) та ін. Дослідники емоційного інтелекту з'ясовували його детермінанти, вплив і закономірні зв'язки в різних сферах суспільного буття людини, намагаючись встановити статистично достовірну залежність із результативністю, успішністю, економічністю, ефективністю, стабільністю. Зв'язок із параметрами мотиваційної структури Me=142.50 мали рівні або нижчі значення, склали групу 1. Усі решта склали групу 2, що мали значення ЕI вищі за Me=142.50. Кількісні розміри групи: група 1 – n=70 (53.85%) респондентів із низьким і група 2 – n=60 (46.15%) високим рівнем емоційного інтелекту.
The following parameters showed that Group 2 had an advantage: self-esteem motivation (U=1394.000; p<.001), the significance of results (U=1266.500; p<.001), task complexity (U=1607.000; p=.020), assessment of the level of achieved results (U=1652.500; p=.034), assessment of one’s potential (U=1639.000; p=.030), expected level of results (U=1317.000; p<.001), the level of motivation to achieve success (U=1660.000; p<.038). None of the parameters indicated the advantage of Group 1. Since the groups under study with high and low emotional intelligence exhibited statistically significant differences, we can state that the second hypothesis is confirmed.

Additional variables, the level of motivation to achieve success (MAS) and the level of motivation to avoid failure (MAF), were used in accordance with T. Elers’s (2002) “Method of diagnosing the individual’s motivation to achieve success and avoid failure”, which displayed equivalent regularities with the parameters of V. Gerbachevsky’s (2003) “ALA” method, in particular, with assessment of the level of achieved results (ALAR) and avoidance motivation (AM). This allowed additional verification of the validity of the suggested research algorithm and the validity of the performed comparisons, specifically with regard to the parameters under study.

Discussion

The investigation of emotional intelligence in relation to human behavior motivation is not new. The works of P. Salovey and J. Mayer (1990), D. Goleman (1995), et al. contain the findings of empirical regularities related to emotional intelligence. In an effort to establish a statistically significant correlation with performance, success, effectiveness, efficiency, and stability, researchers studying emotional intelligence discovered its drivers, influence, and regular connections in a variety of human social life domains. The relationship with the individual’s motivation structure parameters is not an exception; rather, it is an attempt to identify statistically significant markers with the assistance of validated and modified psychodiagnostic instruments applied in contemporary research, such as “LDEII” (Zarytska, 2019); “ALA” (Gerbachevsky, 2003) and others. However, the obtained parameters of the motivational parameters (U=1600.000; p<.030) indicate the tendency of the whole group to achieve greater success. Since the groups under study with high and low emotional intelligence exhibited statistically significant differences, we can state that the second hypothesis is confirmed.

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2003); and "MASAF" (Elers, 2002). It should be highlighted that the study's regular correlations and statistically significant differences had both practical value and scientific novelty. A few of them are discussed further. Specifically, the highest quantity of statistically significant correlations were observed (see Tabl. 2) in emotional intelligence parameters: understanding the emotions of others, the ability to use emotions. Consequently, on the integralscale, the coefficient of emotional intelligence, these parameters corresponded to a considerable number of linear dependent covariances. This supports the claim that emotional intelligence is inherently linked to a large variety of motivation parameters since it involves the ability to understand the emotions of others and the ability to use them in activity. We are referring to eleven parameters (p<.050; p<.010; p<.001) from the seventeen presented (see. Tabl. 2). Linear covariances had both direct and indirect trends at the same time. There were reasons to state that the ability to expect and avoid in an activity has a direct regular correlation with the cognitive, emotional-value, and conative components of emotional intelligence, since only two parameters - "avoidance motivation" (.146; .168; .191; .168; .174) and "expected level of results" (.179; .173; .344; .377; .377) - showed a direct, positive significant correlation with all dimensions of emotional intelligence. The "significance of results" (.189; .261; .367; .216; .368) motivation parameter had a direct negative significant correlation, indicating an oppositely directed linear dependence. Obviously, the inverse correlation is a partial extension of Yerkes and Dodson's (1908) law, which claims that the best results are determined by the average level of motivation. In other words, there exists a threshold that must be reached before more motivation causes the outcomes to worsen. Naturally, the motivation behind the results' significance is the most sensitive and pertains to every aspect of emotional intelligence. This shows that motivation derived from a significant result might not help an individual manage their emotions, self-control, or self-regulation, nor will it contribute in achieving the intended outcome. However, this is an assumption that has to be supported by data. The control of one's motiv значущості результатів є найчутливішим і таким, що зв'язаний із усіма вимірами емоційного інтелекту, демонструє, що мотивування значущим результатом може не дозволити індивіду впоратися зі своєю саморегуляцією, самоконтролем, емоційним станом і не сприятиме забезпеченню досягнення бажаного результату. Але це припущення, яке потребує емпіричного підтвердження. У дотичному дослідженні I. Popovych et al. (2023) з’ясовано й обґрунтовано, що управління власними емоціями та самомотивація як складові емоційного інтелекту є найважливішими чинниками саморегуляції особистості, що підтверджує встановлені нами закономірності. Також підтвердження наших результатів знаходимо в інших дослідженнях, у яких з’ясовано взаємозалежність особистісних якостей і ефективності респондентів (Halian et al., 2023a) та залежності якостей наставника й ефективності діяльності підопічних (Halian et al., 2023b). Узгоджена, спільна конструктивна робота сприяє розумінню емоцій значущих інших, формуванню здатності використовувати емоції для досягнення результату. У іншому дослідженні G. Vega, G. Herrera-Enríquez (2024) з’ясували вплив SARS-COV2 на студентів. Дослідженнями змінними були соціально-економічна стійкість, академічна успішність та емоційний інтелект. Характерним і співзвучним до наших результатів є те, що стійкість, яка супроводжується високою саморегуляційною готовністю, має вплив на академічну успішність та емоційний інтелект.

Porівняння досліджуваних груп (1 і 2) емоційного інтелекту за всіма параметрами мотивації (див. табл. 3) продемонструвало достовірну перевагу групи 1, яку склали респонденти з високим рівнем ЕІ за сімом параметрами мотивації (p<.050; p<.010; p<.001): motiv самоповаги, значущість результатів, складність завдання, оцінка рівня досягнутих результатів, оцінка свого потенціалу, очікуваний рівень результатів, рівень мотивації досягнення успіху. Констатована достовірна перевага заслуговує, що домінуючими мотиваційними параметрами є найбільшою кількістю (чотири) є такі, що представляли
own emotions and self-motivation as components of emotional intelligence are the most significant determinants of an individual’s ability to self-regulate; this is confirmed by a related study by I. Popovych et al. (2023), which supports the regularities we identified. Additional research confirms our findings, elucidating the relationship between responders’ efficacy and personal characteristics (Halian et al., 2023a) and the relationship between effectiveness of the wards’ activities and the mentor’s qualities (Halian et al., 2023b). Collaborative, well-planned constructive work helps people learn how to read the emotions of others they care about and develop the skill of using emotions to influence behavior. G. Vega & G. Herrera-Enríquez (2024) investigated the effects of SARS-COV2 on students in a different study. Socioeconomic stability, academic achievement, and emotional intelligence were the variables under investigation. Resilience affects academic performance and emotional intelligence when it is associated with high self-regulatory preparedness, which is characteristic and in line with our findings.

A significant advantage of group 2, which comprised respondents with a high level of emotional intelligence by seven motivation characteristics (p<.050; p<.010; p<.001) – self-esteem motivation, the significance of results, task complexity, assessment of the level of achieved results, assessment of one’s potential, expected level of results, the level of motivation to achieve success – was shown by a comparison of the examined groups (1 and 2) by all motivation parameters (see Tabl. 3). The significant advantage demonstrated that the four most dominant motivation parameters were those that showed the elements associated with achieving challenging objectives (Gerbachevsky, 2003): the significance of the results (U=1266.500; p<.001), task complexity (U=1607.000; p=.020), assessment of the level of achieved results (U=1652.500; p=.034), assessment of one’s potential (U=1639.000; p=.030). Furthermore, these measurements describe the present circumstances around the person’s actions. It is evident from numerous studies (Cheban et al., 2020a, 2020b) and supported by statistically significant differences in our study.
that the emotional-volitional capacity must be mobilized to accomplish challenging tasks. The findings of the study by P. Mishra and U. Dhar (2001), which validated the conceptual similarity between thinking orientation and emotional intelligence, as well as the findings of the study by L. R. Rojas Samanez et al. (2019), which examined the relationship between students’ emotional intelligence coefficient and a value component, partially outline the complexity and organic nature of the phenomenon that was under investigation. Rather than contradicting our findings, these findings confirm a number of statistically significant regularities.

Conclusions
It was substantiated that the research of emotional intelligence within the personality motivation structure is the positioning of the phenomenon of emotional intelligence within the dimensions of personal motivation, the determination of statistically significant linear correlations, and the comparison of the motivation dimensions of groups with high and low levels of emotional intelligence formation.

The results showed that there were significant correlations (p<.050; p<.010; p<.001) between all analyzed emotional intelligence and motivation parameters. The Spearman coefficient \( r \) revealed thirty-five positive and eight negative correlations. The hypothesis was confirmed and it was substantiated that emotional intelligence, which involves understanding the emotions of others and applying this knowledge to activity, is naturally linked to a significant number of motivation parameters. Regarding motivation parameters including self-esteem motivation, significance of results, task complexity, assessment of the level of achieved results, assessment of one’s potential, expected level of results, and the level of motivation to achieve success, a statistically significant advantage (p<.050; p<.010; p<.001) of Group 2 (high EI) was established. It was confirmed and clarified that the motivation parameters “significance of results” \((U=1266.500; p<.001)\), “task complexity” \((U=1607.000; p=.020)\), “assessment of the level of achieved results” \((U=1652.500; p=.034)\) and “assessment of one’s potential” \((U=1639.000; p=.030)\) are results, складність завдання, оцінка рівня досягнутих результатів, оцінка свого потенціалу, очікуваний рівень результатів, рівень мотивації досягнення успіху. Підтверджено і з’ясовано, що параметри мотивації “значущість результатів” \((U=1266.500; p<.001)\), “складність завдання” \((U=1607.000; p=.020)\), “оцінка рівня досягнутих результатів” \((U=1652.500; p=.034)\) і “оцінка свого потенціалу” \((U=1639.000; p=.030)\) пов’язані з досягненням важких цілей, що у свою чергу вимагає мобілізації емоційно-вольового потенціалу й підтверджено результатами порівняння досліджуваних груп.

Узагальнено, що емоційний інтелект є рушійною силою мотивації, бо емоції нас спонукають діяти, досягати мету й підкорювати чергову вершину. Рекомендовано отримані результати впровадити у психологічну теорію і практику.

Список використаних джерел
related to the achievement of difficult goals, which requires the mobilization of emotional and volitional potential, as confirmed by the results of the comparison of the researched groups.

It is generalized that emotional intelligence is the driving force of motivation, because emotions encourage us to act, achieve the goal, and conquer the next peak. It is recommended to introduce the obtained results into psychological theory and practice.

Reference


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74

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