

The Role of Emotional Intelligence in Formation of Professional Competencies in Adults

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Abstract. *In the context of global socio-economic transformations, the rise in stress factors and emotional strain amidst continual changes in the professional sphere make the quest for resources to enhance an individual's professional well-being particularly pertinent.*

This article explores the role of emotional intelligence (EI) in the formation and development of professional competencies in adults. Emotional intelligence, defined as the ability to recognize, understand, and manage one's own emotions as well as those of others, has become a crucial factor influencing workplace effectiveness and long-term professional growth. The study highlights how EI contributes to improved communication, conflict resolution, leadership, teamwork, and adaptability—competencies essential in modern professional environments. Furthermore, the article examines how EI supports continuous learning, decision-making under pressure, and the cultivation of a positive work climate. The findings suggest that integrating emotional intelligence training into adult education and professional development programs significantly enhances individuals' overall competence and performance. The article concludes that fostering EI should be considered a strategic priority for organizations aiming to build resilient, collaborative, and high-performing professionals.

The purpose of the presented study is to establish the role of emotional intelligence and its components in an individual's professional competences. The study involved 243 individuals aged 18 to 67 years. To assess the parameters of emotional intelligence and professional well-being, the following methods were used: the Trait Emotional Intelligence Questionnaire and the Method of Assessing Professional Well-being, respectively. As a result of correlation and regression analysis, the study revealed the impact of the general Emotional Intelligence indicator on an individual's professional well-being. Specifically, EI significantly contributes to an individual's focus on self-improvement as a professional and satisfaction with current achievements.

Keywords: *emotional intelligence, ability model, professional competences, psychological well-being.*

Introduction

Due to the increasing number of stress factors that have a destabilizing effect on modern individuals, stemming from rapid social changes, economic and political instability, and environmental issues, the psychological well-being of a person is crucial (Boyatzis, 2018). It provides the opportunity for individuals to realize their potential, work productively, and

effectively cope with stress. Aspects related to professional activity and fulfillment at work contribute to the overall sense of well-being, while stress and other difficulties at work have a detrimental effect on a person's well-being (Arslan, 2016).

Currently, the most relevant research focuses on the phenomena that contribute to well-being in the professional sphere, serving as criteria for enhancing an individual's overall psychological well-being. Professional well-being is examined in international literature and is defined using various terms: occupational well-being, job satisfaction, employee well-being, professional competences, etc. (Turner, 2008).

The topic of psychological well-being is being developed by many domestic authors at the intersection of interests of organizational psychology, labor psychology and professional health psychology (Akos, 2017). Despite all the promise of this area and the presence of numerous theoretical approaches, it needs a systematic and holistic analysis within the framework of foreign and domestic psychology (Kant, 2021).

Empirical research on occupational well-being is complicated by a number of problems. On the one hand, the root of the problem is that in many studies, professional competence is not considered as a separate type of well-being that affects general well-being (Aho, 2018). Instead, it is often viewed as a phenomenon of psychological well-being, with its specifics analyzed within the context of professional activity. In most of these studies, measure psychological well-being instead of professional well-being, which leads to a lack of consideration for the conditions, characteristics, and context of professional activity. On the other hand, a challenge arises in measuring professional well-being as a distinct phenomenon that mirrors the aspects of well-being in the workplace (Ortiz, 2015).

A special place in studies of professional well-being and related phenomena is occupied by works examining the influence of emotional intelligence (EI). Here are the results of some studies (Cakan, 2005):

- high EI is positively associated with job satisfaction, productivity levels and engagement;
- the higher the EI of managers, the higher the productivity of their employees and job satisfaction;
- EI is associated with the innovative corporate culture of the organization and with employee productivity;
- teachers with high EI have high levels of well-being and expectations of success;
- teachers revealed a negative relationship between EI and the level of emotional burnout;
- EI is associated with the professional well-being of civil servants.

The presented patterns emphasize the significance of Emotional Intelligence (EI) as a crucial factor in enhancing the efficiency of activities and various aspects of well-being, including professional well-being (Martin, 2020).

However, it should be taken into account that not all models and concepts of emotional intelligence (EI) yield significant and visible results (Curci, 2014). A large number of models have emerged since the introduction of this construct into the field of scientific interest in 1990 (Del Valle, 2010).

The existing models of Emotional Intelligence (EI) have been consolidated based on the method of measurement (Hopkins, 2008):

- In the very first model, known as the "ability model," emotional intelligence (EI) is viewed as the cognitive ability to recognize, use, understand, and manage emotions. Task-based techniques similar to intelligence tests are appropriate for measuring it.
- In mixed models, EI is defined as a set of personal characteristics and is measured using self-report questionnaires.
- Trait models move away from understanding emotional intelligence (EI) as intelligence and interpret it as a broad construct that includes behavioral tendencies, personality traits, empathy, and aspects of social intelligence. Questionnaire methods are used to assess it.

The wide representation of various emotional intelligence (EI) models stimulated the

scientific search for the most effective one. The clear structure of Emotional Intelligence (EI) in the ability model enables the development of effective developmental programs, as confirmed by research (Ashkanasy, 2002). However, when EI is measured using self-report methods within mixed models and trait models, it shows high correlation values with personality traits. This raises doubts about the validity of isolating EI as an independent concept (Fiorilli, 2019).

Based on 300 studies with a total of over 10,000 participants, a team of scientists identified the relationship between Emotional Intelligence (EI) and performance. They confirmed the predictive abilities of the construct, operationalized within the framework of ability models (Wayne, 2023). EI can be used to predict competencies that enable individuals to achieve significant results in their work. At the same time, the vast majority of domestic research in this area is based on trait models and mixed models because the study of Emotional Intelligence (EI) within the framework of the ability model was complicated by the absence, until recently, of appropriate objective methods (Goleman, 2016).

This study aims to explore the role of emotional intelligence (EI) in professional well-being. When operationalizing key concepts, we proceeded from the model of Emotional Intelligence (EI) as an ability proposed. The study relied on the ideas of Ruth, R. D (1983) discussed professional well-being as a multidimensional phenomenon, with a structure comparable to the model of psychological well-being (Edwards III, 2008).

Research methodology and procedure

The purpose of the study was to determine the role of Emotional Intelligence (EI) and its components in an individual's professional well-being (Burke, 2016).

The study involved 243 people with an age range of 18 to 67 years and an average age of 36.1 years. There were 182 women and 61 men included in the study. Data collection was conducted electronically from January to April 2024.

As a tool for assessing emotional intelligence (EI), the Emotional Intelligence Test (TEI) technique was utilized. This technique is based on the model of EI abilities and the psycho-evolutionary theory of emotions. (Brackett, 2012). Its reliability and validity were experimentally confirmed. TEI allows you to obtain a general EI score, scores for the Experienced and Strategic domains, scores for four branches (EI abilities): recognition (identification) of emotions, use of emotions to solve problems, understanding of emotions, management of emotions; scores in 10 sections: Faces, Facilitation, Change, Managing Your Emotions, Images, Empathy, Blending, Influencing the Emotions of Others, Situations, and Dynamics.

To determine the parameters of professional well-being, we utilized the Method of Assessing Professional Well-being (MOAP), which was tested in the research of E.I. Ruth. Using this methodology, you can assess overall professional well-being and indicators on the scales: "Autonomy in professional activities", "Professional self-acceptance" (including the subscales "Satisfaction with the level of competence" and "Satisfaction with professional achievements"), "Professional development" (including "Professional growth" and "Professional goals"), and "Positive relationships in the team." Based on the results of testing for reliability and validity, the MOPB was found suitable for use in scientific research and practical purposes.

Statistical processing of the obtained data was conducted using the statistical software packages JASP Version 0.8.4 and SPSS 20.0.

Results of empirical research.

Checking the normality of the distribution of data obtained using the TEI and MOPB methods revealed that the distribution on all TEI scales, except for the "Dynamics" section, exhibits negative skewness, leading to significant deviations from a normal distribution. A similar image was generated using the data from the MOPB methodology. Deviations from the normal distribution were observed on all scales, except for the general professional well-being indicator, due to negative asymmetry. This check is necessary to select appropriate statistical tools for further analysis.

Correlation analysis was conducted using Spearman's rank correlation coefficient (Spearman's ρ), which was selected based on the characteristics of the data distribution. The results are presented in Table 1.

Table 1: Correlation of Emotional Intelligence Sections and Multidimensional Organizational Citizenship Behavior Scales

	A	SU C	UP D	PR	PC	PO	PB
Section 1 (Persons)	$r = 0.179$, $p = 0.005$	$r = 0.129$, $p = 0.045$	$r = 0.244$, $p < 0.001$	$r = 0.173$, $p = 0.007$	$r = 0.175$, $p = 0.006$	$r = 0.096$, $p = 0.136$	$r = 0.216$, $p = 0.001$
Section 2 (Facilitation)	$r = -0.040$, $p = 0.538$	$r = 0.177$, $p = 0.006$	$r = 0.138$, $p = 0.032$	$r = 0.133$, $p = 0.038$	$r = 0.241$, $p < 0.001$	$r = 0.047$, $p = 0.464$	$r = 0.167$, $p = 0.009$
Section 3 (Changes)	$r = 0.010$, $p = 0.880$	$r = 0.030$, $p = 0.640$	$r = 0.106$, $p = 0.100$	$r = 0.152$, $p = 0.017$	$r = 0.154$, $p = 0.016$	$r = 0.031$, $p = 0.627$	$r = 0.119$, $p = 0.063$
Section 4 (Managing your emotions)	$r = -0.095$, $p = 0.138$	$r = -0.029$, $p = 0.648$	$r = 0.032$, $p = 0.624$	$r = -0.106$, $p = 0.098$	$r = -0.083$, $p = 0.197$	$r = 0.009$, $p = 0.892$	$r = -0.053$, $p = 0.414$
Section 5 (Images)	$r = 0.063$, $p = 0.328$	$r = 0.055$, $p = 0.392$	$r = 0.005$, $p = 0.943$	$r = -0.021$, $p = 0.743$	$r = -0.041$, $p = 0.521$	$r = -0.018$, $p = 0.778$	$r = 0.011$, $p = 0.863$
Section 6 (Empathy)	$r = 0.111$, $p = 0.085$	$r = 0.074$, $p = 0.248$	$r = 0.157$, $p = 0.014$	$r = 0.106$, $p = 0.101$	$r = 0.113$, $p = 0.080$	$r = 0.062$, $p = 0.334$	$r = 0.134$, $p = 0.036$
Section 7 (Mixing)	$r = -0.013$, $p = 0.839$	$r = 0.069$, $p = 0.281$	$r = 0.141$, $p = 0.028$	$r = 0.111$, $p = 0.086$	$r = 0.082$, $p = 0.201$	$r = 0.053$, $p = 0.408$	$r = 0.096$, $p = 0.135$
Section 8 (Influencing the Emotions of Others)	$r = 0.050$, $p = 0.439$	$r = 0.179$, $p = 0.005$	$r = 0.165$, $p = 0.010$	$r = 0.143$, $p = 0.026$	$r = 0.187$, $p = 0.003$	$r = 0.196$, $p = 0.002$	$r = 0.210$, $p = 0.001$
Section 9a (Situations)	$r = 0.065$, $p = 0.317$	$r = 0.118$, $p = 0.067$	$r = 0.156$, $p = 0.015$	$r = 0.112$, $p = 0.083$	$r = 0.126$, $p = 0.051$	$r = 0.031$, $p = 0.629$	$r = 0.162$, $p = 0.012$
Section 9b (Dynamics)	$r = 0.033$, $p = 0.611$	$r = 0.131$, $p = 0.042$	$r = 0.116$, $p = 0.072$	$r = 0.075$, $p = 0.242$	$r = 0.046$, $p = 0.474$	$r = 0.067$, $p = 0.300$	$r = 0.116$, $p = 0.071$
Branch 1 “Recognition (identification) of emotions”	$r = 0.114$, $p = 0.075$	$r = 0.140$, $p = 0.029$	$r = 0.214$, $p = 0.001$	$r = 0.132$, $p = 0.040$	$r = 0.150$, $p = 0.019$	$r = 0.070$, $p = 0.280$	$r = 0.199$, $p = 0.002$
Branch 2 “Using emotions to solve problems”	$r = 0.027$, $p = 0.672$	$r = 0.168$, $p = 0.009$	$r = 0.192$, $p = 0.003$	$r = 0.151$, $p = 0.018$	$r = 0.233$, $p < 0.001$	$r = 0.070$, $p = 0.277$	$r = 0.195$, $p = 0.002$
Branch 3 “Understanding Emotions”	$r = 0.022$, $p = 0.735$	$r = 0.104$, $p = 0.106$	$r = 0.188$, $p = 0.003$	$r = 0.216$, $p = 0.001$	$r = 0.173$, $p = 0.007$	$r = 0.079$, $p = 0.223$	$r = 0.188$, $p = 0.003$
Branch 4 “Managing Emotions”	$r = -0.035$, $p = 0.590$	$r = 0.106$, $p = 0.099$	$r = 0.138$, $p = 0.031$	$r = 0.042$, $p = 0.517$	$r = 0.065$, $p = 0.311$	$r = 0.112$, $p = 0.080$	$r = 0.103$, $p = 0.109$
Experien	$r = 0.096$	$r = 0.210$	$r = 0.256$	$r = 0.173$	$r = 0.259$	$r = 0.085$	$r = 0.258$

ced Domain	$p = 0.137$	$p = 0.001$	$p < 0.001$	$p = 0.007$	$p < 0.001$	$p = 0.188$	$p < 0.001$
Strategic Domain	$r = 0.018,$ $p = 0.781$	$r = 0.133,$ $p = 0.039$	$r = 0.237,$ $p < 0.001$	$r = 0.204,$ $p = 0.001$	$r = 0.177,$ $p = 0.006$	$r = 0.101,$ $p = 0.117$	$r = 0.212,$ $p = 0.001$
General EI	$r = 0.079,$ $p = 0.222$	$r = 0.219,$ $p = 0.001$	$r = 0.295,$ $p < 0.001$	$r = 0.224,$ $p < 0.001$	$r = 0.277,$ $p < 0.001$	$r = 0.118,$ $p = 0.066$	$r = 0.290,$ $p < 0.001$

Note: Spearman's correlation coefficient was used. Correlations significant at the $p < 0.05$ level are indicated in italics. Explanation of the short designations of the scales: A – Autonomy in professional activities, SUC – Satisfaction with the level of competence, UPD – Satisfaction with professional achievements, PR – Professional growth, PC – Professional goals, PO – Positive relationships in the team, PB – Professional well-being (general indicator).

As shown in Table 1, there are numerous significant positive correlations between the results of the two methods. However, all of them are relatively weak, ranging from 0.129 to 0.295 at significance levels of $p < 0.05$ and more stringent. Section 1 “Persons” significantly correlates with all scales, except for the scale “Positive relationships in a team”. Section 2 “Facilitation” correlates with all scales, except for the scales “Positive relationships in a team” and “Autonomy in professional activities”. Section 3 “Changes” correlates only with the “Professional growth” and “Professional goals” scales. Sections 4 “Managing your emotions” and 5 “Images” do not correlate with any of the MOPB scales. Sections 6 “Empathy” and 7 “Blending” correlate only with the “Satisfaction with professional achievements” scale. Section 8 “Influence on the emotions of others” correlates with all scales except “Autonomy in professional activities”. Section 9a “Situations” correlates with the scale “Satisfaction with professional achievements” and a general indicator of psychological well-being. Section 9b “Dynamics” correlates only with the “Satisfaction with the level of competence” scale. Branches 1, “Recognition (identification) of emotions,” and 2, “Use of emotions to solve problems,” significantly positively correlate with all scales, except for “Autonomy in professional activities” and “Positive relationships in a team.” Branch 3, “Understanding emotions,” correlates with all scales except “Autonomy in professional activities,” “Satisfaction with the level of competence,” and “Positive relationships in the team.” Branch 4, “Emotion management,” correlates only with the scale “Satisfaction with professional achievements.” Indicators of both the experienced and strategic domains of emotional intelligence (EI), as well as general EI, significantly correlate with all indicators, except for the scales “Autonomy in professional activity” and “Positive relationships in a team.”

A significant positive relationship was found between general emotional intelligence (EI) and professional well-being.

Based on the results obtained, it can be assumed that Emotional Intelligence (EI) is associated with characteristics of professional well-being. These characteristics reflect a person's attitude towards themselves as a competent specialist in a given professional field and predetermine the person's focus on further improving their professional skills.

Also, connections were identified between autonomy in the professional sphere and the ability to “recognize emotions from faces,” as well as between positive relationships within a team and the ability to “influence the emotions of people around you.”

To evaluate the impact of Emotional Intelligence (EI) indicators on the outcomes of the MOPB technique, a multiple regression analysis was conducted. In this analysis, the scales of the MOPB technique were treated as dependent variables, while the four branches of EI were considered as independent variables. The results obtained are shown in Table 2.

Table 2: Results of regression analysis (impact of Emotional Intelligence on Managerial Organizational Performance Behavior), using the forced inclusion method.

Dependent variable in the model	F-test	R2	Variables in the model: standardized β coefficients
Professional well-being (general indicator)	$F(4, 238) = 6.273$ $p < 0.001$	0.095 (0.080)	<i>Recognition (identification) of emotions:</i> $\beta=0.155$ ($p = 0.023$) <i>using emotions to solve problems:</i> $\beta=0.123$ ($p = 0.069$) <i>understanding emotions:</i> $\beta=0.125$ ($p = 0.055$) <i>emotion management:</i> $\beta=0.055$ ($p = 0.401$)
Autonomy in professional activities	$F(4, 238) = 2.323$ $p = 0.057$	0.038 (0.021)	<i>Recognition (identification) of emotions:</i> $\beta=0.185$ ($p = 0.009$) <i>using emotions to solve problems:</i> $\beta=-0.003$ ($p = 0.971$) <i>understanding emotions:</i> $\beta=0.044$ ($p = 0.513$) <i>emotion management:</i> $\beta=-0.035$ ($p = 0.599$)
Satisfaction with the level of competence	$F(4, 238) = 3.201$ $p = 0.014$	0.051 (0.035)	<i>Recognition (identification) of emotions:</i> $\beta=0.132$ ($p = 0.058$) <i>using emotions to solve problems:</i> $\beta=0.095$ ($p = 0.171$) <i>understanding of emotions:</i> $\beta=0.044$ ($p = 0.509$) <i>emotion management:</i> $\beta=0.055$ ($p = 0.409$)
Dependent variable in the model	F-test	R2	Variables in the model: standardized β coefficients
Satisfaction with professional achievements	$F(4, 238) = 5.343$ $p < 0.001$	0.082 (0.067)	<i>Recognition (identification) of emotions:</i> $\beta=0.116$ ($p = 0.090$) <i>using emotions to solve problems:</i> $\beta=0.119$ ($p = 0.079$) <i>understanding of emotions:</i> $\beta=0.111$ ($p = 0.092$) <i>emotion management:</i> $\beta=0.091$ ($p = 0.167$)
Professional growth	$F(4, 238) = 5.782$ $p < 0.001$	0.089 (0.073)	<i>Recognition (identification) of emotions:</i> $\beta=0.112$ ($p = 0.101$) <i>using emotions to solve problems:</i> $\beta=0.094$ ($p = 0.167$) <i>understanding of emotions:</i> $\beta=0.207$ ($p = 0.002$) <i>emotion management:</i> $\beta=-0.002$ ($p = 0.981$)
Professional goals	$F(4, 238) = 5.979$ $p < 0.001$	0.091 (0.076)	<i>Recognition (identification) of emotions:</i> $\beta=0.084$ ($p = 0.216$) <i>using emotions to solve problems:</i> $\beta=0.191$ ($p = 0.005$) <i>understanding of emotions:</i> $\beta=0.141$ ($p = 0.031$) <i>emotion management:</i>

			$\beta=0.009$ ($p = 0.896$)
Positive relationships in the team	$F(4, 238) = 1.132$ $p = 0.342$	0.019 (0.002)	<i>Recognition (identification) of emotions:</i> $\beta=0.061$ ($p = 0.385$) <i>using emotions to solve problems:</i> $\beta=0.022$ ($p = 0.750$) <i>understanding of emotions:</i> $\beta=-0.001$ ($p = 0.992$) <i>emotion management:</i> $\beta=0.100$ ($p = 0.139$)

Note: Column R2 shows the adjusted coefficient in parentheses after adjusting for the number of predictors. Significant effects are in italics.

According to Table 2, overall, the branches of emotional intelligence (EI) significantly influence all indicators of multidimensional occupational professional well-being (MOPB), except for the dimensions of “Autonomy in professional activities” and “Positive relationships in the team.” Regarding the overall professional well-being indicator, EI accounts for 9.5% of the variance. At the branch level, a notably positive slope coefficient is only evident for branch 1, specifically in the aspect of “Recognition (identification) of emotions.” On the “Satisfaction with the level of competence” scale, Emotional Intelligence (EI) explains 5.1% of the variance. However, at the level of individual branches, there is no significant indicator of the influence of EI on this measure. On the “Satisfaction with professional achievements” scale, emotional intelligence (EI) explains 8.2% of the variance, and no significant slopes were obtained for individual branches of EI. For the “Professional growth” scale, the proportion of variance explained by EI was 8.9%. At the individual branch level, a significant positive slope was only observed for branch 3 (“Understanding emotions”). On the “Professional Goals” scale, emotional intelligence (EI) explains 9.1% of the variance, and a significant positive slope was observed for branches 2 and 3, which are “Using emotions to solve problems” and “Understanding emotions.” Branch 1, “Recognition (identification) of emotions,” contributes to “Autonomy” independently of the other branches’ influence.

Thus, data have been obtained on a significant (although not very strong) influence of EI on most indicators of professional well-being. The maximum influence was obtained for the general scale of professional well-being; among other scales, the strongest influence of predictors is observed for the “Professional Goals” scale (the percentage of variance in professional well-being indicators explained by EI indicators does not exceed 10%).

Emotional intelligence influences professional well-being, with the greatest contribution made by the ability to recognize one’s own emotions and the emotions of others, and to read emotional signals in the environment.

A person’s attitude towards themselves as a professional and their achievements is influenced by all four branches of Emotional Intelligence (EI) simultaneously. It is impossible to pinpoint the branch with the greatest contribution.

The individual’s focus on professional development, as measured by the “Professional Growth” and “Professional Goals” scales, is influenced by all four branches of Emotional Intelligence (EI). The ability to understand and analyze emotions, including their causes and potential outcomes, makes the greatest contribution to this focus. Understanding yourself, your motives, values, attitudes, and interests, and correlating them with the image of yourself as a professional can stimulate a person’s self-improvement in the professional field. The ability to set and achieve professional goals is also influenced by the capacity to utilize emotions to solve problems.

The autonomy of an individual in the professional sphere is influenced by the ability to identify emotions. The better a person recognizes the emotions of others and understands their own emotions, the easier it is for them to determine emotions through actions, behavior, bodily sensations, and reactions of others. This ability helps individuals correlate their behavior with

their professional beliefs and goals, align their behavior with their personal value system, and resist social pressure.

Conclusion

The study demonstrated the role of emotional intelligence (EI) as an ability in the professional well-being of an individual. Emotional intelligence (EI) has the greatest influence on an individual's focus on self-improvement as a professional, on becoming a specialist in the future, and on satisfaction with their current achievements. These results can be used to develop programs with targeted interventions aimed at enhancing an individual's personal resources. This approach provides effective adaptation strategies, enabling individuals to better cope with challenging life situations. The identified patterns can serve as the foundation for optimizing professional activities and enhancing an individual's overall self-efficacy.

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წულაძე ეკატერინე

შავი ზღვის საერთაშორისო უნივერსიტეტი, თბილისი

ღარიბაშვილი მანანა

იაკობ გოგებაშვილის სახელობის სახელმწიფო უნივერსიტეტი, თელავი

აბსტრაქტი

გლობალური სოციალურ-ეკონომიკური ტრანსფორმაციების კონტექსტში, პროფესიულ სფეროში მუდმივი ცვლილებების ფონზე სტრესის ფაქტორებისა და ემოციური დაძაბულობის ზრდა განსაკუთრებით აქტუალურს ხდის ინდივიდის პროფესიული კეთილდღეობის გასაუმჯობესებლად რესურსების ძიებას.

წინამდებარე სტატია იკვლევს ემოციური ინტელექტის (EI) როლს ზრდასრულ ასაკში პროფესიული კომპეტენციების ჩამოყალიბებასა და განვითარებაში. ემოციური ინტელექტი, რომელიც განისაზღვრება, როგორც საკუთარი და სხვების ემოციების ამოცნობის, გაგებისა და მართვის უნარი, სამუშაო ადგილის ეფექტურობასა და გრძელვადიან პროფესიულ ზრდაზე მოქმედი გადაწყვეტი ფაქტორი გახდა. კვლევა ხაზს უსვამს, თუ როგორ უწყობს ხელს EI კომუნიკაციის გაუმჯობესებას, კონფლიქტების მოგვარებას, ლიდერობას, გუნდურ მუშაობას და ადაპტირებას - კომპეტენციებს, რომლებიც აუცილებელია თანამედროვე პროფესიულ გარემოში. გარდა ამისა, სტატია იკვლევს, თუ როგორ უჭერს მხარს EI უწყვეტ სწავლას, ზეწოლის ქვეშ გადაწყვეტილების მიღებას და პოზიტიური სამუშაო გარემოს ჩამოყალიბებას. დასკვნები მიუთითებს, რომ ემოციური ინტელექტის ტრენინგის ინტეგრირება ზრდასრულთა განათლებისა და პროფესიული განვითარების პროგრამებში მნიშვნელოვნად ზრდის ინდივიდების საერთო კომპეტენციას და შესრულებას. სტატია ასკვნის, რომ EI-ს ხელშეწყობა უნდა ჩაითვალოს სტრატეგიულ პრიორიტეტად იმ ორგანიზაციებისთვის, რომლებიც ცდილობენ მდგრადი, თანამშრომლობითი და მაღალი ხარისხის პროფესიონალების ჩამოყალიბებას.

ჩვენი კვლევის მიზანია ემოციური ინტელექტისა და მისი კომპონენტების როლის დადგენა ინდივიდის პროფესიულ კომპეტენციებში. კვლევაში მონაწილეობდა 18-დან 67 წლამდე ასაკის 243 ადამიანი. ემოციური ინტელექტისა და პროფესიული კეთილდღეობის პარამეტრების შესაფასებლად გამოყენებული იქნა შემდეგი მეთოდები: ემოციური ინტელექტის თვისებების კითხვარი და პროფესიული კეთილდღეობის შეფასების მეთოდი. კორელაციისა და რეგრესიული ანალიზის შედეგად, კვლევამ გამოავლინა ზოგადი ემოციური ინტელექტის ინდიკატორის გავლენა ინდივიდის პროფესიულ კეთილდღეობაზე. კერძოდ, ემოციური ინტელექტი მნიშვნელოვნად უწყობს ხელს ინდივიდის ფოკუსირებას თვითგანვითარებაზე, ისევე როგორც პროფესიონალიზმზე.

საკვანძო სიტყვები: ემოციური ინტელექტი, შესაძლებლობათა მოდელი, პროფესიული კომპეტენციები, ფსიქოლოგიური კეთილდღეობა