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ВПЛИВ ЕМОЦІЙНОГО ІНТЕЛЕКТУ НА ЕФЕКТИВНІСТЬ ФОРМУВАННЯ ІМІДЖУ МАЙБУТЬОГО МЕНЕДЖЕРА ОСВІТИ В ПРОЦЕСІ ПРОФЕСІЙНОЇ ПІДГОТОВКИ

Анотація. У статті на підставі отриманих результатів опрацювання наукових джерел та ознайомлення з практикою діяльності успішних менеджерів освітніх організацій, описано вплив емоційного інтелекту на ефективність формування іміджу майбутнього менеджера освіти в процесі професійної підготовки.

Під час проведення дослідження та підготовки статті використовували такі методи: метод контент-аналізу для опрацювання масивів наукової літератури з окресленої проблеми та її систематизації, методи аналізу й синтезу, спостереження використовували під час ознайомлення з успішними практиками діяльності менеджерів освіти та аналізу освітніх професійних програм, які забезпечують їх підготовку.

Автор розглядає роль емоційного інтелекту в процесі професійної підготовки майбутніх менеджерів освіти та його вплив на формування їхнього професійного іміджу. Окреслено основні складові емоційного інтелекту, що сприяють ефективній комунікації, розвитку управлінських здібностей. Описано процес формування іміджу майбутнього менеджера освіти в умовах професійної підготовки. Визначено основні чинники, що впливають на створення позитивного іміджу, зокрема роль емоційного інтелекту, комунікативних навичок. Наведено практичні рекомендації щодо вдосконалення професійного іміджу майбутніх управлінців освітньої сфери. Наголошується, розвиток емоційного інтелекту суб'єктів освітнього процесу, особливості їх комунікації та освітньої співпраці є визначальними показниками ефективності сформованості предметних компетентностей, рівня фахової підготовки та навиків конструктивної взаємодії.

Вказується, що формування іміджу майбутнього керівника залежить від кількох основних чинників пов'язаних із розвитком професійної компетентності – рівня знань і навичок у сфері освітнього менеджменту, від розвитку комунікаційних навичок, поєднаних з вмінням вести переговори, вирішувати конфлікти, підтримувати ефективний діалог, володіти правилами невербальної комунікації – жестикуляцією, мімікою тощо.

Ключові слова: емоційний інтелект, імідж менеджера освіти, професійна підготовка, комунікація, менеджер освіти.

THE INFLUENCE OF EMOTIONAL INTELLIGENCE ON THE EFFECTIVENESS OF FORMING THE IMAGE OF A FUTURE EDUCATION MANAGER IN THE PROCESS OF PROFESSIONAL TRAINING

Abstract. The article, based on the results of the study of scientific sources and familiarization with the practice of successful managers of educational organizations, describes the influence of emotional intelligence on the effectiveness of forming the image of a future education manager in the process of professional training.

During the study and article preparation, the following methods were used: the method of content analysis for processing arrays of scientific literature on the outlined problem and its systematization, methods of analysis and synthesis, observations were conducted during the familiarization with successful practices of education managers, and analysis of educational professional programs that provide their training.

The author considers the role of emotional intelligence in the process of professional training of future education managers and its influence on the formation of their professional image. The main components of emotional intelligence that enhance effective communication and managerial skill development are outlined. The process of forming the image of a future education manager in the conditions of professional training is described. The main factors influencing the creation of a positive image are identified, in particular the role of emotional intelligence, communication skills and social competence. Practical recommendations are given for improving the professional image of future managers in the educational sphere. It is emphasized that the development of emotional intelligence among participants in the educational process, the features of



their communication and educational cooperation are determining indicators of the effectiveness of the formation of subject competencies, the level of professional training and skills of constructive interaction.

It is indicated that the formation of the image of a future manager depends on several main factors related to the development of professional competence – the level of knowledge and skills in the field of educational management, the development of communication skills combined with the ability to negotiate, resolve conflicts, maintain effective dialogue, master the rules of non-verbal communication – gestures, facial expressions, style of behavior.

Keywords: emotional intelligence, education manager's image, professional training, communication, education manager.

INTRODUCTION

The problem formulation. The success of a future education manager is based on the knowledge, skills, and competencies acquired during the learning process. This is the most crucial stage in the development of a future specialist, incorporating psychological-pedagogical, cognitive, and personal components that determine the effectiveness of professional self-realization.

Currently, a significant number of studies focus on identifying the psychological and personal characteristics of the educational activities of future education managers, which influence their future professional success, professional choice, and career development.

A well-developed level of emotional intelligence allows an individual to find inner support to maintain emotional stability, even under constant stress. Since the onset of the war, addressing issues of psychological-pedagogical and spiritual balance has gained particular importance, highlighting the need for the introduction of academic disciplines in educational institutions that delve into the essence and manifestations of emotional intelligence for professionals in the field of education management. «As researcher A. Klochko states, 'Today, developing the emotional intelligence potential of education managers is highly relevant, as it is a key factor in achieving success'» (Klochko, 2019).

In this context, the development of emotional intelligence among education participants, their communication characteristics, and their collaboration in education are defining indicators of the effectiveness of subject-specific competencies, the level of professional training, and constructive interaction skills.

Analysis of recent research and publications. A review of scientific literature shows that emotional intelligence has been explored by domestic scholars such as H. Bereziuk (2008), S. Derevianko (2016), and E. Nosenko (2003), as well as international researchers, including Goleman D. (2004), Mayer J. D., Caruso D. R., Salovey P. (2016), R. Bar-On (1997), Campion M. A., Fink A. A., Rugeberg B. J., Carr L., Phillips G. M., Odman R. B. (2011). Their work addresses the perception and understanding of emotions, their management, the ability to cope with external pressures, empathy, and self-control.

Researchers from various disciplines, including educational management, psychology, pedagogy, sociology, and philosophy, examine emotional intelligence as a key phenomenon. Interest in this issue arises from emotional intelligence's development across life stages, its role in professional success, and its impact on holistic development.

The current state of research is characterized by «scientific comprehension of the nature of this phenomenon, the emergence of different conceptual approaches to understanding its structure, justification of theoretical foundations, and the study of its applied significance, along with the development of psychodiagnostic methods for its assessment» (Rakityanska, 2020).

Content analysis of scientific works by T. Bereziuk, S. Derevianko, and L. Rakityanska confirms that the ability to manage emotions is a crucial factor in successful integration into society and one's surrounding environment. Notably, international researchers vary in their interpretations of emotional intelligence and its effects—both positive and negative—on personality development.

Daniel Goleman defines emotional intelligence as «the ability to recognize and regulate one's emotions, self-motivate, and empathize with others.» Emotional intelligence «ensures a balance between the «rational» and the «emotional», harmonizing the «mind» and «heart», thereby contributing to overall life success» (Goleman & Boyatzis, 2004).

THE PURPOSE OF THE RESEARCH

The aim of this article is to examine the impact of emotional intelligence on shaping the professional image of future education managers during their training. The study is based on an analysis of scientific literature and the practices of successful education managers.

RESEARCH METHODS

The research employed various methods, including content analysis to process and systematize scientific literature, as well as methods of analysis and synthesis. Additionally, observation was used to study successful education management practices and assess professional training programs.

RESULTS OF THE RESEARCH

Emotional intelligence has become a key professional competency for future education managers, serving as a prerequisite for professional success. In modern psychological and pedagogical sciences, emotional intelligence is defined as «the ability to monitor one's own and others' feelings and emotions, distinguish between them, and use this information to guide thinking and actions» (Mayer, Di Paolo & Salovey, 1990).

For many professions categorized under the «human-human» system such as educators, education managers, social workers, psychologists, and pedagogues—emotional intelligence is fundamental to professional success. Professionals in these fields must possess well-developed emotional intelligence to effectively manage interpersonal relationships and workplace dynamics.



Recent studies have shifted emotional intelligence from being viewed as a personal trait to a professionally significant competency, emphasizing its role in managing emotions and maintaining professional effectiveness.

For future education managers, studying emotional intelligence as a professional asset is particularly relevant due to the nature of their responsibilities. Integrating emotional intelligence training into education management programs is essential, as it fosters a balanced development of both emotional and cognitive skills. This integrative approach ensures that future professionals can navigate complex interpersonal and organizational challenges effectively.

Since emotional intelligence enhances professional success, strengthens interpersonal interactions, and improves feedback efficiency, its development is crucial—especially in the early stages of professional training.

However, the role of an education manager encompasses a wide range of «professional activities», each with distinct demands. While emotional intelligence manifests differently across various educational and managerial roles, it remains a critical factor in career advancement and leadership effectiveness.

The relevance of emotional intelligence for future education managers stems from the inherently emotion-driven nature of their profession, the reliance of career success on effective interpersonal relationships within teaching teams, and the need for strong organizational and managerial skills.

Notably, the development of emotional intelligence influences both self-perception in the profession and the effectiveness of educational activities. It plays a crucial role in achieving academic success, developing professional competencies, conducting research, gaining managerial experience, and working as an analyst or consultant in the educational sector.

Emotional intelligence is a complex phenomenon that integrates emotions and intellect. In today's world, it is considered both a key personal trait and a vital professional competency. It enables successful social integration, effective self-presentation, and positive relationship-building across various professional and social contexts, including peer interactions, teamwork, business partnerships, and project management.

The significance of emotional intelligence is further reinforced by its inclusion among the «specialized professional skills» (hard skills) essential for modern managers (Campion & Fink, 2011)

As noted by L. Pavlovska and K. Kashchuk in their article «Emotional Intelligence of Managers and Its Assessment», the view that emotional intelligence is essential not only for managers but also for all future employees as a form of «universal experience» (soft skill) has gained increasing popularity. Unlike the traditional English-language classification of skills into «soft» and «hard», recent competency models propose categorizing skills into three groups:

1. Existential (meta-skills)
2. Cross-contextual (in the 4K model, this includes communication, creativity, critical thinking, and collaboration)
3. Contextual (specialized) (Pavlovska & Kashchuk, 2020)

In this classification, emotional intelligence is placed in the first group, alongside skills such as goal-setting, learning capabilities, and reflective abilities. By systematizing research on emotional intelligence in management, we can identify the following key components in the activities of an education manager: effective communication, emotional resilience and stress management, team motivation and inspiration, conflict prevention and resolution within the teaching staff, creativity, and decision-making. The integration of these emotional intelligence components into the work of an education manager is illustrated schematically in (Figure 1).

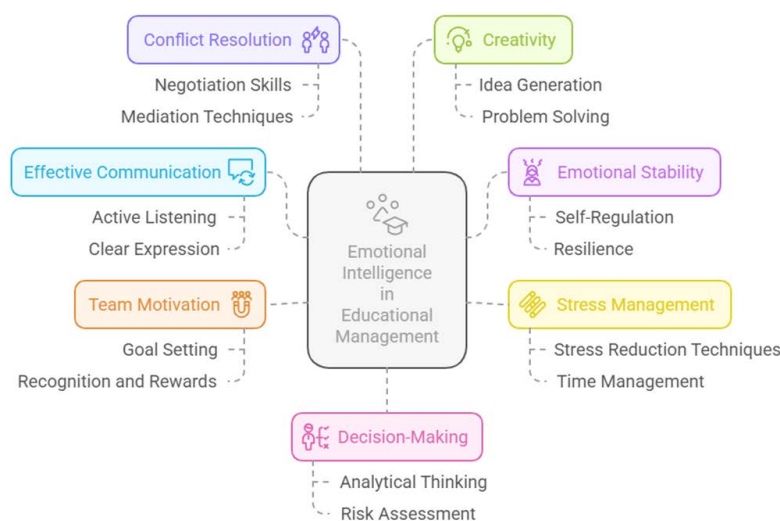


Figure 1. Integrating the components of emotional intelligence into the activities of an educational manager

Emotional intelligence is a set of intellectual abilities that enable individuals to understand and manage their own emotions, as well as recognize and understand the emotions of others. In essence, emotional intelligence is the ability to identify, comprehend, and regulate emotions both personal and interpersonal.



However, simply possessing intelligence is not enough for success; emotional intelligence is equally essential. The development of emotional intelligence depends on cognitive traits, the formation of an understanding of emotions' significance, and the cultivation of emotional response skills. Of particular interest, in our view, are the various connections between emotional intelligence, personal characteristics of participants in the educational process, and the socio-cultural educational environment in which future education managers operate.

A well-developed emotional intelligence facilitates problem-solving and goal achievement in education, work, and personal life. Young people with strong emotional intelligence possess communication, mediation, and management skills, which positively influence negotiation processes and decision-making, allowing them to respond effectively to challenging situations.

Understanding emotional states and perceiving emotions allow individuals to react appropriately to life events, verbal cues, virtual images, and other life situations. Failing to understand another person's emotions and respond accordingly can lead to misperceptions, triggering conflicts.

Managers with well-developed emotional intelligence typically analyze the causes of conflict before reacting to others' actions or emotions. This reflective approach enables them to handle criticism constructively and respond appropriately to the behavior and actions of their interlocutors in educational interactions.

In essence, emotional intelligence enables individuals to manage their emotions, motivate themselves, and persist in achieving goals despite challenges and obstacles.

At the World Economic Forum in Davos (Switzerland), emotional intelligence was recognized as one of the most in-demand competencies in the modern labor market, particularly in the context of the Fourth Industrial Revolution. This recognition is largely due to the fact that understanding and managing emotions is crucial in both social interactions and professional activities.

The well-known Israeli psychologist R. Bar-On proposed a model of emotional intelligence that differs from other approaches. He emphasizes that emotional intelligence is not merely a set of cognitive abilities or social competencies, but rather a combination of non-cognitive abilities, knowledge, and skills that enable individuals to effectively navigate various life situations (Pylgun, 2019).

According to R. Bar-On, emotional intelligence is composed of five main components that define its essence:

1. Personal Component (Intrapersonal Skills) – This includes self-awareness, self-esteem, self-actualization, and independence. It reflects a person's ability to understand themselves, recognize their strengths and weaknesses, and manage their own emotions effectively.

2. Social Component (Interpersonal Skills) – This encompasses the ability to communicate and interact effectively with others. It includes empathy, building interpersonal relationships, and social responsibility. It reflects a person's capacity to understand others, form meaningful relationships, and engage positively with their environment.

3. Adaptability – This factor relates to flexibility, problem-solving, and the ability to adapt to change. It demonstrates a person's ability to cope with stressful situations and overcome challenges.

4. Stress Management – This is the ability to handle stress effectively, maintaining emotional balance and a healthy psychological state during difficult situations.

5. General Mood – This factor includes happiness and optimism. It reflects a person's overall emotional state and their ability to experience satisfaction and joy in life.

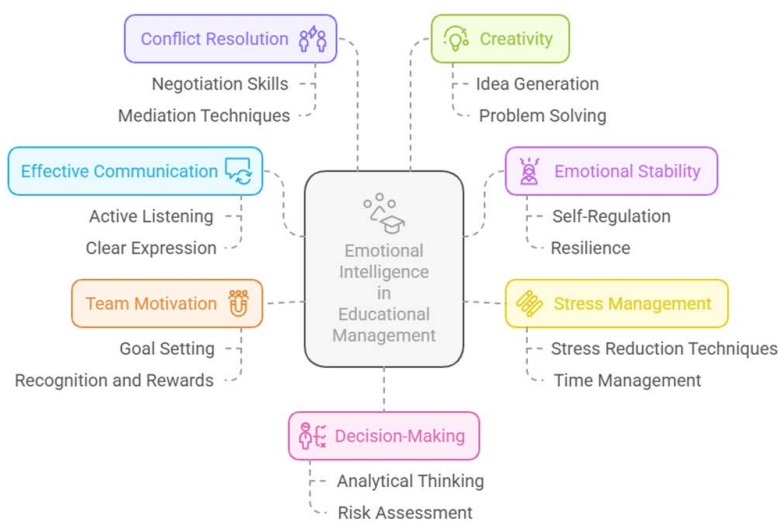


Figure.2 Components of emotional intelligence according to R. Bar-On, 1997.

Emotional intelligence refers to the ability to recognize, understand, manage, and influence both one's own emotions and those of others. The term gained widespread recognition through the work of psychologist Daniel Goleman (2004), who identified key components of emotional intelligence. These components are as follows:



Emotion Identification – The ability to perceive emotions, express them appropriately, and distinguish between genuine emotions and their imitation.

Using Emotions to Enhance Thinking and Activities – The ability to use emotions to focus attention on specific events and phenomena, solve creative problems, and develop unconventional solutions.

Understanding Emotions – The ability to comprehend the complexity and interconnections of emotions and understand verbal emotional cues.

Managing Emotions – The ability to control emotions, reduce the intensity of negative emotions, and resolve emotionally challenging or unstable situations. Effectively managing emotions contributes to personal growth and significantly enhances interpersonal relationships, particularly between education managers and school staff.

The development of emotional intelligence in future education managers aids in social adaptation within a team, fosters effective communication, and helps resolve conflicts. It also nurtures the development of empathy, logical thinking, and stress resilience.

- Indicators of Developed Emotional Intelligence include:
- The ability to express emotions verbally or through imagery, such as drawings, graphic representations, and visual symbols.
- The ability to listen attentively and understand others in communication.
- Willingness to accept criticism.
- Types of Emotional Intelligence are classified as follows:

By Level of Development:

- High Emotional Intelligence – The individual effectively controls their emotions, demonstrates empathy, and communicates efficiently with both leaders and subordinates.
- Moderate Emotional Intelligence – The individual partially controls their emotions but often reacts impulsively.
- Low Emotional Intelligence – Emotions dominate behavior, making it difficult for the individual to understand others.

By Sphere of Application:

- Personal Emotional Intelligence – The ability to manage one's own emotions and maintain self-awareness.
- Social Emotional Intelligence – The ability to interact effectively with others, understand their feelings, and respond to their moods.

To better illustrate the essence of emotional intelligence, we propose examining both its positive and negative aspects. Positive aspects of emotional intelligence for a future education manager:

Improved self-esteem and psychological stability – emotional intelligence helps maintain balance and enhances self-perception.

Facilitates strong interpersonal relationships – It supports the development of positive, constructive relationships among participants in the educational process.

Reduction of stress and anxiety – especially significant in challenging environments, such as during martial law, emotional intelligence helps manage stress.

Increased quality and speed of managerial decision-making.

Assistance in career growth and leadership.

Among the negative aspects of emotional intelligence for a future education manager:

Excessive self-control – overcontrol of emotions can lead to emotional suppression, which may hinder personal expression.

High empathy leading to emotional burnout.

Manipulative use of emotional intelligence – In some cases, individuals may use their emotional intelligence manipulatively, becoming emotional manipulators.

Perception of coldness – Strong emotional control may give the impression of a «cold», unemotional personality, potentially affecting personal and professional relationships.

Emotional intelligence is a skill that influences all areas of life, from personal relationships to career progression. Its development allows individuals to manage their own emotions, understand others, and create a harmonious and productive life.

In today's realities, emotional intelligence is becoming a subject of scientific discourse not only among psychologists but also among researchers from other fields of knowledge - educators, social workers, practical psychologists, psychiatrists, sociologists, and philosophers. They study emotional intelligence to generalize its specific manifestations in the process of educational interaction and interpersonal communication, to highlight the positive aspects of this communication, to determine ways of forming various emotional competencies, and to clarify how already developed skills contribute to the further development of emotional intelligence.

While researchers sometimes differ in their views on the stable components of emotional intelligence, there is general consensus that it can be cultivated through systematic training and practical experience.

In the modern context, especially under the conditions of martial law, emotional intelligence serves as an important personal competency. It enables individuals to be communicative, flexible, and expressive in their interactions, capable of setting priorities and choosing the most effective paths to achieve their goals. Emotional intelligence is crucial for both personal and professional self-realization.



The significance of emotional intelligence in modern life is particularly underscored by its heightened demand during times of crisis. Various media outlets and social networks emphasize the necessity of developing emotional intelligence to facilitate effective communication, enhance success in professional activities and education, foster career growth, and ultimately achieve a sense of fulfillment and happiness.

The ability to be aware of one's own emotions and emotional states can be developed through training. A variety of active methods, techniques, and exercises can be employed to not only foster emotional self-awareness but also help future education managers cope with negative emotions during crisis situations. Effective practices include mini-meditation exercises, mindfulness techniques, maintaining an «emotions journal», and methods for stabilizing emotional states (Basyuk, 2023).

A high level of emotional intelligence is a crucial competency for individuals and professionals in any field. The ability to manage one's emotions, understand the emotions of others, remain optimistic, stay motivated, support colleagues, and demonstrate empathy are essential qualities, particularly in the educational sector. The higher the emotional intelligence of an education manager, the more effectively they are able to assist their colleagues and subordinates. Moreover, the more developed their emotional culture, the less susceptible they are to stress and emotional burnout. This is especially valuable in the challenging conditions of war in our country.

Modern education managers must possess not only administrative and managerial skills but also the ability to interact effectively with staff, learners, and the public. The formation of a professional image is a key component for a successful career as future leaders of educational institutions.

The formation of a future leader's professional image is influenced by several key factors related to the development of professional competence. These include the level of knowledge and skills in educational management, the development of communication abilities, and the capacity to negotiate, resolve conflicts, maintain effective dialogue, and master nonverbal communication such as gestures, facial expressions, and behavioral styles.

Personal qualities such as leadership, responsibility, organization, stress resistance, appearance, and adherence to an appropriate dress code are also critical in shaping the professional image of future education managers.

The process of professional training should encompass the development of competencies essential for creating a positive image of future education managers. Key areas of training include theoretical learning (such as mastering the basics of educational management and acquiring knowledge in psychology and pedagogy), practical exercises (such as simulating real management situations), and internships (gaining professional experience in general secondary education institutions and extracurricular education settings).

A well-established professional mentoring system is an effective mechanism for enhancing the formation of a professional image. This involves collaboration with experienced education administrators, familiarization with their practical activities, and learning from their successes.

For successful managerial activities, it is essential to present one's work, development programs, and management strategies effectively, as this allows for the cultivation of self-expression and influence over audiences.

To optimize the formation of the professional image of future education managers, it is crucial to employ methods that focus on the development of emotional intelligence. This includes organizing training sessions aimed at enhancing self-control, emotional management, and improving public speaking and negotiation skills.

A crucial element in this process is professional networking through participation in conferences, seminars, and the exchange of experiences. To enhance the recognition of future education managers, it is recommended to engage in image-building activities that focus on developing an appropriate style of business behavior, mastering the fundamentals of nonverbal communication and behavioral models, and creating a personal brand. This can be achieved through the development of a professional image on social media and showcasing public achievements in the mass media.

The formation of the image of future education managers is a vital aspect of their professional training. A high level of emotional intelligence, communication skills, and professional competence plays a key role in creating a positive managerial image. The use of specialized techniques and targeted training helps future leaders effectively influence the educational process and achieve success in their careers.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

The presence of well-developed emotional intelligence in future education managers enables them to be more adaptive and adjust easily to changes in the educational environment. This is achieved through the ability to control internal impulses and emotional states.

This aspect becomes especially important in times of instability, uncertainty, and anxiety, particularly when a safe environment is absent circumstances often arising from prolonged wartime conditions.

In the current realities of societal development, emotional intelligence has become a crucial personal competency that allows future education managers to be more communicative, flexible, and independent in expressing their views. It supports their ability to shape both their personal development trajectories and strategies for the effective development of teaching and student teams, enabling them to set priorities and choose the most effective approaches to achieve their goals.

Future research prospects lie in defining the pedagogical conditions necessary for forming the professional image of future education managers.

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