

## FEATURES OF THE CONNECTION BETWEEN EMOTIONAL INTELLIGENCE AND SUCCESS MOTIVATION

### ОСОБЛИВОСТІ ЗВ'ЯЗКУ МІЖ ЕМОЦІЙНИМ ІНТЕЛЕКТОМ І МОТИВАЦІЄЮ УСПІХУ

*This article describes the results of study of the characteristics of emotional intelligence and its connection with the motivation to achieve success in future professionals. Theoretical and methodological analysis made it possible to consider the identified topic from different perspectives and positions as a complex and multidimensional phenomenon. Notwithstanding the considerable number of theoretical studies of the problem, the use of diagnostic methods requires particular attention.*

*To determine the peculiarities of emotional intelligence and to link it with the motivation to achieve success in future specialists, a set of standardized psychodiagnostic techniques which meets the objectives of the study was used: "Emotional Intelligence Questionnaire" by D. Lucine, "Emotional intelligence test" by N. Hall, "Methods of diagnosis one's motivation for success" by T. Ehlers, Questionnaire "Motivation for success and avoidance of bad luck" by A. Rean. The study was conducted on a sample of students of the Odessa State Academy of Civil Engineering and Architecture, which involved 86 people aged 19 to 23 years. The correlation analysis made it possible to establish significant connection between the indicators of emotional intelligence and the motivation for success.*

*The complexity and versatility of the functioning of modern society as a dynamic social organism, the growth of its systemic changes cause the urgent need to develop the potential of human emotional intelligence for its effective social adaptation and successful self-realization. Such circumstances increase the scientific and psychological interest in this problem. Obtained diagnostic data can be used in the practice of psychological counseling. The results of the study can also be used in the development of individual human resources that provide effective adaptation variants in difficult living situations.*

**Key words:** emotional intelligence, motivation, success motivation, leadership qualities, success

*У статті викладено результати дослідження особливостей емоційного інтелекту*

*та зв'язок із мотивацією досягнення успіху в майбутніх фахівців. Теоретико-методологічний аналіз дав змогу розглянути означену тему з різних поглядів і позицій як складне та багатовимірне явище. Незважаючи на значну кількість теоретичних досліджень з означеної проблеми, окремої уваги потребує використання діагностичних методів. Для визначення особливостей емоційного інтелекту та зв'язку його з мотивацією досягнення успіху майбутніх фахівців використаний комплекс стандартизованих психодіагностичних методик, який відповідає поставленим завданням дослідження: «Опитувальник емоційного інтелекту» Д.В. Люсіна, «Тест на емоційний інтелект» Н. Холла, «Методика діагностики особистості на мотивацію до успіху» Т. Елерса, опитувальник «Мотивація успіху й уникання невдач» А. Реана. Дослідження проводилося на вибірці студентів Одеської державної академії будівництва та архітектури, у ньому брало участь 86 осіб у віці від 19 до 23 років. Проведений кореляційний аналіз дав змогу встановити наявність значущих взаємозв'язків між показниками емоційного інтелекту й мотивацією досягнення успіху. Складність і багатогранність функціонування сучасного суспільства як динамічного соціального організму, зростання його системних змін зумовлюють гостру потребу розвитку потенціалу емоційного інтелекту людини задля її ефективної соціальної адаптації та успішної самореалізації. Такі обставини підвищують науково-психологічний інтерес до цієї проблеми. Отримані діагностичні дані можуть бути використані в практиці психологічного консультування. Результати дослідження також можуть бути застосовані в практиці розвитку індивідуальних ресурсів людини, які забезпечують ефективні варіанти адаптації у важких життєвих ситуаціях.*

**Ключові слова:** емоційний інтелект, мотивація, мотивація досягнення успіху, лідерські якості, успішність.

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**Formulation of the problem.** In our time of rapid development of psychology, the notion of emotional intelligence as one of the most important types of human intelligence acquires more and more popularity. A large number of followers ensure, that the emotional intellect is the basis of life success, and in the sphere of business the given kind of intellect is the base of leadership qualities.

Emotional Intelligence – the ability to recognize, understand, and manage emotions. Motivation is an important element of the human activity that determines and drives this activity, and the success motivation allows the person to

form the level of domains, to dispose of the target landmarks correspondingly to the level of possibilities. It is due to the emotional intelligence so closely connected with the success in learning and work, discovering of the existing connection between the emotional intellect and the motivation for the achievement of success is one of the most important problems in the psychoanalysis.

**Purpose and tasks.** **Purpose** – to explore the features of the connection between emotional intelligence and success motivation.

To complete this purpose, the following **tasks** were performed: theoretical and methodological analysis of the literature on the chosen topic was

conducted, the emotional intelligence and success motivation manifestations were studied, a link between emotional intelligence and motivation to achieve success has been identified.

Purpose and tasks have led to the need to use a set of theoretical and empirical **methods** that are relevant to the content, problem and stages of research, which include: 1) theoretical (theoretical and methodological analysis of the problem, systematization of scientific literary sources, comparison and generalization of data); 2) empirical (observation, testing, conversation); 3) methods of statistical data processing. The complex of psychodiagnostic methods were: "Emotional Intelligence Questionnaire" by D. Lusin, "Emotional intelligence test" by N. Hall, "Methods of diagnosis one's motivation for success" by T. Ehlers, Questionnaire "Motivation for success and avoidance of bad luck" by A. Rean. The study was conducted on a sample of students of the Odessa State Academy of Civil Engineering and Architecture, which involved 86 people aged 19 to 23 years.

**Presentation of the main research material.** The preconditions for the emergence of the concept of emotional intelligence are linked to the theory of Howard Gardner about the multiple intellect. Gardner distinguished main, in his opinion, types of intelligence: linguistic intellect, musical intellect, logical-mathematical intellect, primary intelligence, telecinetic intellect, personal intellect. Also, internal and biobiotic intestines are excreted [6].

The study of emotional intelligence has received a great deal of encouragement, just as the book "Emotional Intellect" by D. Goleman has been published. Goleman sticks to the thought that success in learning or business is not possible without a developed emotional intellect and emphasizes its importance from the childhood. The key to developed leadership qualities for Goleman it is also the emotional intelligence [3].

The first model of emotional intelligence belongs to Mayer and Salovey and was developed in 1990. Scientists have identified an emotional intellect as a set of abilities that can be analyzed by simple tests with variants of the answer type "yes/no". The most important components of emotional intelligence are the following: the perception of emotions, the amelioration of the efficacy of thinking with the help of emotions, understanding of emotions and management of emotions. This sequence is hierarchical. The ability of emotional perception is the basis for the creation of emotions in order to solve specific problems. These two paces allow one to understand which situation contributed to the emergence of emotions and which one followed emergence of emotions. The three abilities described above allow the emotions to be internally con-

trolled and to influence the external environment with them [8].

Currently, there are three compelling approaches to the study of emotional intelligence:

- described above model by Mayer and Salovey;
- Socio-emotional intellect by R. Bar-On;
- Emotional Intelligence as a Model of Emotional Competencies (Goleman).

The Goleman's model is a slightly modified model of Mayer and Salovey, to which he added the cognitive and personal features. Measuring the level of emotional intelligence in the frame of this model is made possible by the help of a questionnaire based on a self-report. This model is for measuring purposes beyond criticism that the self-report does not give credible information to the fullest, and may result in further errors. Also, it must be said that all Goleman's claims do not have empirical confirmation and are based only on the scholarly experience of the scientist.

According to Goleman (1995), the structure of emotional intelligence includes five components:

- identification and naming of emotional states, understanding of the relationships between emotions, thoughts and action;
- managing emotional states-controlling emotions and replacing unwanted emotional states with adequate ones;
- being able to enter emotional states, contributing to achieving success;
- being able to read the emotions of other people, be sensitive to them, and manage the emotions of others;
- being able to engage in satisfactory interpersonal accounts with other people and support them.

Broad interpretation of the concept of emotional intelligence is given by R. Bar-On, including all possibilities, except cognitive, knowledge and competencies that help to solve life. Looking at emotional intelligence as a part of the social, first introduced the term "EQ" (Emotional Intelligence Coefficient) in the framework of his research R. Bar-On identified five spheres of competence that can be identified with five components of EI; each of these components consists of several sub-components: self-knowledge: acknowledgment of emotional states, self-confidence, self-interest, self-actualization, non-dependence. Skills of interpersonal communication: empathy, interpersonal relationships, social responsibility. Adaptation capability: solution of problem, connection with reality, plasticity. Management of stress situations: resistance to stride, control over impulse. The prevailing mood: feeling, optimism [7].

By analyzing what has been written, it can be concluded that emotional intelligence is very important to us now that its formation takes place

through co-socialization. Emotional intelligence can be developed, its level is not fixed.

The definition of the concept of "motivation" is interpreted by each scientist differently, but the scientists assure about the importance of the study of a given phenomenon. For the first time, this term was introduced by Schopenhauer, and further motivation has firmly secured his position as one that explains the causes of human and animal's activity.

Motivation is explained both as a set of motives, and as a set of factors that support and direct behavior, and as a stimulus that triggers our activity. Motivation (in the broadest sense) – anything that triggers human activity: instincts, urges, emotions, needs, insights, ideals, etc.

According to Heckhausen, scientists are faced with certain problems when studying motivation and motives: It is the process of choosing between possible actions that governs the guiding action that is directed toward the achievement of the states of the target for that motive. In this case we are talking about the problem of motivation as a general purposefulness of activity and conflict of motivation between different goals. Behavior from beginning to end is not riddled with motivation. Motivation carries out self-regulation on separate parts of a behavioral act before and after the action has been performed and involves different processes. First you can see the process of evaluating the possible outcomes of an action, its consequences. In this case, the problem of analytical reconstruction of motivation through the intermediate processes of self-regulation at separate phases of a certain action comes to the fore.

Motivated activity is aimed towards achieving the goal of motive, but it cannot be confused with motivation. Activity contains individual components that have luggage accumulated over the course of life, but the psychology of motivation does not deal with these components and takes them for granted. Motivation influences in what direction and how the functional abilities will be applied. Motivation can explain the choice between different possible actions, variants of perception, content of thinking, it also explains the persistence and intensity of the action and the achievement of results. This raises the problem of the variety of influences of motivation on the behavior we can observe and its possible results [5].

Motivation regulates and directs human activity, and it is still an important and inalienable component of it. Problems of motivation are devoted to a rich conversation, with this rich literature being written, but with each year the scientists find more and more new manifestations, connections. They prove by empirical way that influence is motivated by the human being and how it depends on the types of human activity.

The procedure of conducting our study involves three stages. In the first stage, the level of emotional intelligence was determined in the group of students. In the second stage, the levels of motivation for achieving success in these respondents were examined. To summarize the results, the data of empirical studies was compared and the connection between emotional intelligence and motivation of achievement were compared.

In table 1 we see that the following indicators on the scales "Interpersonal Emotional Intellect" and "Understanding Emotions" are on the middle level by the interpretation of the methodology, the average values of two other glasses correspond to a low level.

Table 1  
**Results Indicators of "Emotional Intelligence Questionnaire" (Lucine)**

Scales	Average values	Standard diversion
interpersonal emotional intellect	42.29	6.79
inner-personal emotional intellect	38.26	8.11
understanding of emotions	40.83	7.06
managing the emotions	33.83	7.79

Students have some difficulties with managing the emotions. It's possibly caused by their age, the students have an inherent certainty of expression, but it may also be caused by the majority of females in the group. As maintained previously, females in adolescence may have low indicators in the emotion management scale.

From table 2 we see that the indicators on all scales are at a low level.

Table 2  
**Results indicators of "Emotional Intelligence Test" (Hall)**

Scales	Average values	Standard deviation
emotional awareness	6.83	6.23
emotional self-management	-2.57	8.43
self-motivation	5.34	7.20
empathy	7.54	5.56
emotional management of others	6.71	5.57

As with the results of the previous methodology, the scales related to the interpersonal relations and the understanding of emotions have higher values in comparison to others. The lowest in value is again the scale of "Emotional Self-Management". Students should not only be aware of the emotions of others, but also of their own in the first place. Insufficient ability

to control one’s own emotions negatively affects both the person and the others. Emotions hinder the focus and the thought process, negative emotions cause constant negative stress, which can have a destructive effect on the personality. Emotional burnout in professional activity and in other spheres of life, too, depends on the emotional management. An individual needs to properly distribute emotional reactions, not waste too much emotional energy or exhaust one’s emotional resources an activity that doesn’t require it. It is also important to manage such emotions as anger, disgust. These emotions cloud the thinking and push the person into actions, which in a state of balance a person does not even think of taking. It can result in severe consequences, like arguments and later feelings of guilt.

Table 3

**Correlation between indicators of emotional intelligence and indicators of motivation for success**

Emotional intelligence questionnaire Emln (Lucine)	“Motivation for Success and Fear of Failure” questionnaire (Rean)	“Motivation for success” diagnostics (Ehlers)
Scales		
Interpersonal emotional intelligence	0.418*	0.334*
Inner-personal emotional intelligence	0.667**	0.194
Understanding of emotions	0.451**	0.230
Emotional management	0.600**	0.267
Overall level of emotional intelligence	0.696**	0.327*

Note: \* $p \leq 0.05$ ; \*\* $p \leq 0.01$ .

From Table 3 we see that the scale of “interpersonal intelligence” correlates positively with the Rean and Ehlers questionnaires ( $r=0.418$  and  $0.334$ ;  $p < 0.05$ ), the scales of “inner-personal emotional intelligence”, “understanding of emotions”, “emotional management”, and the overall level of emotional intelligence correlate positively with the Rean questionnaire ( $r=0.667$ ;  $0.451$ ;  $0.600$  and  $0.696$ ;  $p=0.01$ ). The overall level of emotional intelligence also correlates positively with the Ehlers questionnaire ( $r=0.327$ ;  $p=0.05$ ). On other scales, there is no significant correlation with the Ehlers questionnaire among students in the general sample of subjects. We can assume that as the level of emotional intelligence increases, the motivation to succeed is increased.

A higher level of significance of correlation analysis is seen with the Rean questionnaire. These

results may be due to the fact that Rean understood the motivation of success as a positive motivation, which in turn is inherent in confident, active and positive people. These factors are directly related to interpersonal relationships and the ability to understand and manage emotions.

Table 4

**Correlation between indicators of emotional intelligence and indicators of motivation for success**

Emotional Intelligence Test (Hall)	“Motivation for Success and Fear of Failure” (Rean)	“Motivation for success” (Ehlers)
Scales		
Emotional awareness	0.356*	0.283
Emotional self-control	0.506**	0.286
Self-motivation	0.554**	0.375*
Empathy	0.192	0.378*
Emotional management of others	0.302*	0.334*
Overall level of emotional intelligence	0.459**	0.374*

Note: \* $p \leq 0,05$ ; \*\* $p \leq 0,01$ .

Table 4 also shows a more significant correlation with the Rean questionnaire. Such components of emotional intelligence as “emotional awareness”, “emotional management of others” correlate positively with the Rean questionnaire ( $r=0.356$ ;  $0.302$ ;  $p=0.05$ ). “Emotional self-management”, “self-motivation”, “overall level of emotional intelligence” correlate positively with the Rean questionnaire ( $r=0.506$ ;  $0.554$ ;  $0.459$ ;  $p=0.01$ ).

Scales such as “self motivation”, “empathy”, “emotional management of others” and “general emotional intelligence” correlate positively with the Ehlers questionnaire ( $r= 0.375$ ;  $0.378$ ;  $0.334$ ;  $0.374$ ;  $p=0.05$ ).

**Conclusions.** The analysis of theoretical-empirical literature by foreign and Ukrainian scientists allowed us to consider the phenomenon under study. On the basis of the analysis of the literature, the peculiarities of manifestation and formation of emotional intelligence and motivation for success were examined, these facts became the basis for further construction of the study, and allowed us to get acquainted in detail with the phenomena studied. Thus, it was proven in the course of examination that there was a positive correlation between emotional intelligence and the motivation for success. This fact indicates that there is a connection between these factors. The complexity and versatility of the functioning of modern society as a dynamic social organ-

ism, the growth of its systemic changes cause the urgent need to develop the potential of human emotional intelligence for its effective social adaptation and successful self-realization. Such circumstances increase the scientific and psychological interest in this problem. Obtained diagnostic data can be used in the practice of psychological counseling. The results of the study can also be used in the development of individual human resources that provide effective adaptation variants in difficult living situations.

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