

Features of Emotional Intelligence and Self-acceptance in Students of Various Training Profiles



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Abstract The modern social environment in general, and the educational environment in particular, impose a number of requirements on the personality of the student as a future representative of the professional community. This manifests itself in the need to acquire professional knowledge and skills in the face of constantly changing requirements, plan your activities for a short-term and/or long-term period, as well as multiple behavioral flexibility. This flexibility, in our opinion, can be realized through the formation of emotional intelligence. This article presents the results of a study that involved 200 students from various universities in Rostov-on-Don. Research hypotheses: (1) The features of emotional intelligence and self-acceptance among students of different training profiles (legal and economic) will differ; (2) The features of emotional intelligence and self-acceptance among students of different training profiles (boys and girls) there may be differences. In the course of the empirical study, we used the following methods: (1) Self-attitude questionnaire of V. V. Stolin and S. R. Pantelev (OSO). (2) Hall's "Emotional Intelligence" test. The results obtained can be used in consulting and correctional work with students. The results of the study can be used in the process of training psychologists (bachelors, masters) in the areas of training 37.00.00 "Psychology", 38.00.00 "Economics" and 40.00.00 "Jurisprudence", etc., as well as to create a program of advanced training and retraining of psychologists, economists, lawyers, social workers and teachers working in the field of education.

Keywords Emotional intelligence · Self-attitude · Psychological characteristics of students' personality · Self-acceptance · Students

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1 Introduction

The term “self-acceptance” is a complex multi-faceted phenomenon that has been studied in sufficient detail in humanistic and existential psychology, in particular by A. Maslow, K. Rogers, A. B. Orlov, and others. The degree of self-acceptance of a person depends on the relationship between the real Self and the ideal self, the greater the gap between them, the more difficult it is for a person to accept himself (Z. Freud, K. Horney, A. Bandura, K. Rogers) [1, 2].

The concept of self-acceptance is closely related to such concepts as identity, authenticity, congruence, and personification. Self-acceptance of personality is achieved through openness to experiences, understanding the value of one’s own individuality, as well as the rejection of the desire to meet the expectations of others (V. Frankl, J. Bujenthal, K. Rogers). Self-perception is a necessary condition for the psychological health of the individual and an integral quality of the self-actualizing person (V. Frankl, J. Bujenthal, K. Rogers, A. Maslow) [1, 2].

Thus, in the context of our research, we will understand self-acceptance as a nuclear formation of the student’s personality structure, which is manifested in a positive emotional and value attitude to oneself, adequate self-esteem, self-understanding, reflection of one’s inner world and one’s actions, self-respect and acceptance of other people, awareness of the value of oneself, one’s inner world. On this basis, we consider it interesting to identify the specifics of the relationship between the various components of self-acceptance and the specifics of the manifestation of emotional intelligence at the stage of training at the university [3–8].

To date, there are two alternative models on which the measurement of the level of emotional intelligence is based. Mixed models include cognitive, personality, and motivational traits, and ability models define emotional intelligence as a set of abilities measured by tests consisting of tasks that have correct and erroneous answers [9, 10].

The most well-known models of emotional intelligence are J. Mayer and P. Salovey’s model of abilities, R. Barton’s non-cognitive model of emotional intelligence, D. Goleman’s theory of emotional competence, and D.V. Lucin’s two-component model [11].

Emotional intelligence, as a psychological education, is formed in early childhood. Interpersonal communication with adults and peers, the development of empathy, and the idea of emotions as an important source of information have a positive effect on the development of emotional intelligence. The prerequisites for the development of emotional intelligence can be both biological and social [12, 13].

There are several points of view about the development of emotional intelligence: emotional intelligence cannot be developed; it is possible and necessary to develop; development is possible under special conditions. The specifics of the manifestation of emotional intelligence in the student age will be revealed by us in the framework of an empirical study [3–8].

2 Discussion

The concept of “emotional intelligence” appeared in 1964 in the work of Michael Beldoch (Michael Beldoch) Sensitivity to expression of emotional meaning in three modes of communication, and in 1966 in the work of B. Leuner Emotional intelligence and emancipation [14].

In 1995, Daniel Goleman published the book “Emotional Intelligence” (“Emotional Intelligence”). He defined emotional intelligence as “the way, method, form of a person’s treatment of themselves and others” [15]. Since that time, an active study of the nature and regularities of the formation of this phenomenon and its application in practice began.

D. Goleman proposed a model of emotional intelligence, where he represents that it consists of five components [15]:

- Empathy. It is manifested in the ability to empathize with others, in the ability to take into account the feelings of others when making decisions.
- Self-knowledge. The ability to recognize your emotions, identify personal motivations, follow the logic of problem solving, recognize and accept your weaknesses and strengths, as well as identify life goals and values.
- Motivation. The ability to set a goal and strive to achieve it.
- Social skills. The ability to build relationships with others. This category includes the ability to manipulate people, push them to make decisions that are beneficial to the individual.
- Self-regulation. The ability to control and restrain your emotions.

J. Mayer, P. Salovey, and D. Caruso distinguish four components of emotional intelligence [9]:

The first component of emotional intelligence, the authors call the perception of emotions. This category includes the ability to recognize other people’s emotions, by verbal and nonverbal signs, and the ability to identify your own emotions.

Understanding emotions is the next component of emotional intelligence. It is based on the ability to determine the cause of the manifestation of emotion, the ability to recognize the relationship between thoughts and the emotions caused by them. This understanding over time contributes to the development of the ability to predict different emotions, makes it possible to interpret them in relationships, to understand complex (ambivalent, ambiguous) feelings [9].

Next, J. Mayer, P. Salovey, and D. Caruso highlight the ability to use emotions to stimulate thinking. This ability is usually not realized by a person, it awakens the process of creative thinking, while emotions act as a motivating factor [9].

The ability to awaken and direct one’s own emotions and those of others is identified by the authors as the fourth component of emotional intelligence. This component allows a person to achieve their goals, when building logical chains and solving logical problems, as well as when choosing a certain behavior model [10, 12, 13].

R. Bar-On defined emotional intelligence as “the non-cognitive ability, knowledge, and competence that enable a person to successfully cope with various life situations” [9].

The author deduced five spheres of emotional intelligence: intrapersonal, adaptive, interpersonal relations, stress regulation, and mood sphere. R. Bar-on created the so-called EQ-i questionnaire to measure the above-mentioned spheres in order to determine the emotional coefficient (analogous to the intelligence coefficient). What is fundamentally new is that, unlike those methods that mainly studied emotional intelligence in adults, this questionnaire has a real opportunity to study the child population (from 6 to 18 years old) [10, 12, 13].

According to D. V. Lyusin, the concept of “emotional intelligence” should include a cognitive component, and if there is no such component, then it makes no sense to use the term “intelligence” [14].

In Russian science, the theory of the unity of intellect and affect is reflected in the works of L. S. Vygotsky, A. N. Leontiev, S. L. Rubinstein, and others.

A similar opinion was held by A. N. Leontiev, who believed that thinking has an emotional regulation. If a person has a certain knowledge about the objects and phenomena of the surrounding reality, then the attitude to the latter will have a changeable character [11, 14].

S. L. Rubinstein, noting the relationship between emotions and intelligence, concludes that emotions “represent the unity of the emotional and intellectual, as well as cognitive processes”. Defining emotionality as one side of cognitive processes, he came to the conclusion that emotional and cognitive processes are not comparable.

Emotional intelligence is defined as a person’s ability to recognize emotions, understand the intentions, motivations and desires of other people and their own, as well as the ability to manage their own emotions and the emotions of other people in order to solve practical problems [11].

The foundation of emotional intelligence is the mature values of self-development and responsibility of a person in the relations of himself, society and the whole world around him. In a life that is built on such values, there is no place for manipulation. The main components of emotional intelligence, as noted by S. I. Semenaka, are self-awareness, self-control, motivation, sensitivity, communication [14]. “Self-awareness is defined as the ability to recognize and understand one’s own emotions, moods, inner motivations, etc. Self-control is expressed in the ability to exercise control over their emotions, to be responsible for their own behavior, actions, etc. Motivation is characterized by a passionate desire to achieve a goal and is manifested in optimism, creativity, perseverance and perseverance. Sensitivity is expressed in the ability to feel the emotions and moods of other people, to understand their point of view and to take an active interest in their concerns. Communication allows a person to feel and inspire trust in others, find mutual understanding, accurately express their ideas, thoughts and feelings, and in the same way understand the messages of others, resolve conflicts, eliminate tension and disagreements, and cooperate with others.

In our opinion, such a component of the personal structure as self-acceptance is an integral component in the formation of emotional intelligence and its manifestations.

Self-acceptance—a sense of the value of your own personality, the strength of your “I”, a sense of self-esteem; trust in your feelings, faith in yourself and your abilities, openness of character, understanding your own weaknesses, defending the right to be as it is, and have your own point of view. Weakly expressed fear, anxiety, fear of failure and negative evaluation, guilt, desire for dominance, orientation to external forms.

The concept of self-acceptance is an important psychological problem. Many scientists consider self-acceptance a necessary component of mental health of the individual. M. Yagoda included self-acceptance as a high self-esteem and a strong sense of identity in the criteria of mental health [14].

L. S. Vygotsky came to the conclusion that emotions are mediated by intelligence and there is a close connection between them, and the level of development of one determines the development of the other. He believed that the one who “tore thinking from the very beginning from the affect, he forever closed the way to the explanation of the causes of thinking itself” and “made it impossible to study the reverse influence of thinking on the affective, volitional side of mental life” [14].

Self-acceptance is a nuclear formation of the personality structure and manifests itself in a positive emotional and value attitude to oneself, in an adequate self-assessment, in self-understanding, reflection on one’s inner world and one’s actions, self-respect and acceptance of other people, in awareness of the value of oneself, one’s inner world. Self-acceptance depends on the relationship to others and is adequate when these relationships become a value. Self-acceptance is based on moral values.

Self-acceptance, as defined by S. L. Bratchenko and M. R. Mironova, means self-recognition and unconditional love for myself as I am, an attitude to myself as a person worthy of respect, capable of independent choice, faith in myself and my abilities, trust in my own nature, the body [14].

According to D. A. Leontiev, self-acceptance is part of a broader concept-self-relation. The most superficial manifestation of self-attitude is self-esteem—a general positive or negative attitude towards yourself. However, just one sign can not describe the self-relationship. First, we should distinguish between self-esteem—an attitude towards myself as if from the outside, conditioned by some of my real advantages or disadvantages—and self-acceptance—an immediate emotional attitude towards myself, regardless of whether there are any traits in me that explain this attitude. Often there is high self-acceptance with relatively low self-esteem, or vice versa. Secondly, no less important characteristics of self-attitude than its evaluation mark are its degree of integrity, integration, as well as autonomy, independence from external assessments [14].

A different interpretation of the structure of self-acceptance is proposed by V. F. Safin. Based on the concept of a holistic self-assessment (and not a ratio) of the subject, he identifies a number of aspects, among which he particularly highlights self-esteem. This type of self-assessment is the result of correlating one’s attitude, assessment with the attitude of others to the subject, with the assessment of his “significant others”. But self-respect is a deeper, more global education than individual self-esteem. If “I-images” are more cognitive formations, then self-esteem is a holistic

emotional-value relationship. Although V. F. Safin somewhat contradicts himself, defining relatively independent types of self-esteem as an emotional-cognitive-value attitude to oneself as an active subject of activity. The first of the aspects can be called a self-assessment of the sphere of intellectual capabilities, the second—a self-assessment of the sphere of motivational and need forces, the third—a self-assessment of relatively stable, fixed existing properties (physical, psychophysiological, and psychological) [14].

Awareness of your importance to your immediate environment may be included as an element of self-esteem, but it may not coincide with it. Therefore, it can be assumed that self-esteem is an attitude to one's importance to others, based on one's ideal, which ensures self-affirmation and satisfaction of the subject with himself. It turns out that self-satisfaction is the result of a global, holistic self-attitude that includes "I-images"—all forms of self-esteem that generalize self-esteem.

It is worth noting that a different mechanism of self-esteem is proposed by V. M. Raeva, according to which self-esteem is an emotional-value attitude to oneself, reflecting the level of general positive or negative self-esteem, based on the coincidence of the level of claims and the level of achievements [14].

3 Research Methods and Techniques

In preparation for the empirical study, we selected 210 students studying in the direction of 38.03.01 "Economics" (105 boys and girls) and 40.03.01 "Jurisprudence" (105 boys and girls) 1–2 courses in universities of Rostov-on-Don. Research hypotheses: (1) The features of emotional intelligence and self-acceptance in students of different training profiles (legal and economic) may differ; (2) The features of emotional intelligence and self-acceptance in students of different training profiles (boys and girls) there may be differences. In the course of the empirical study, we used the following methods: (1) Self-attitude questionnaire of V. V. Stolin and S. R. Pantelev (OSO). (2) Hall's "Emotional Intelligence" test, as well as methods of mathematical statistics.

4 Research Results

According to the OSO V. V. Stolin questionnaire, our study was conducted according to gender criteria and the specifics of the training profile. The results are shown in Table 1.

The most pronounced signs of self-interest among all students (84.35 and 81.56), which indicates the willingness to accept new emotional experiences when entering the university, as a new round in life, meeting with a new team, a new level of specificity of the educational organization and the teaching staff.

Table 1 Average indicators on the scales of the V. V. Stolin OSO methodology among the entire sample of respondents

	Young men	Young woman	Economics students	Law students
S scale (integral)	45.52	38.67	41.1	44.8
Self-esteem scale (I)	57.67	46.87	52.87	59.43
Autosympathy scale (P)	57.86	53.45	56.23	51.43
Scale of expected attitude from others (W)	45.51	32.12	43.15	48.34
Self-interest scale (IV)	79.61	72.24	80.16	68.74
Self-confidence scale (1)	47.65	34.32	49.52	52.45
Scale of attitude from others (2)	36.12	28.43	43.23	44.26
Self-acceptance scale (3)	69.21	70.34	66.78	67.26
Self-consistency scale (4)	60.09	56.78	56.83	64.25
Self-incrimination scale (5)	59.44	67.23	62.45	54.32
Self-interest scale (6)	77.22	76.13	84.35	81.56
Self-understanding scale (7)	57.41	60.98	56.28	59.43

In the course of the study, we identified the following fact that among the total number of respondents, trends were expressed on the following scales: self-esteem, autosympathy, self-interest, self-acceptance, self-consistency, self-blame, self-interest and self-understanding.

The predominance of these scales can also be noted at the level of comparison by gender of students.

For clarity, we present these values in the form of a graphical profile relative to the training profile and gender. The results obtained are shown in Figs. 1 and 2.

However, if we consider the data obtained in comparison, we can see that the integral scale is weakly expressed in girls, and the scales of expected attitude from others and the scale of self-confidence, attitudes from others are not expressed, this indicates a low level of self-esteem, lack of confidence, and distrust in girls at the beginning of training.

Next, we will describe the results of Hall's emotional intelligence method, which are shown in Fig. 3. Within the framework of this methodology, the average indicators are the distribution of values from 8 to 13. The figure shows that in both groups 1 and 2 of students, the values on all scales are within the norm.

This may indicate an adequate awareness and understanding of their emotions, and this requires constant replenishment of their own vocabulary of emotions; emotional responsiveness, emotional flexibility, etc., In other words, respondents of both groups can arbitrarily manage their emotions, their behavior by managing emotions, as well as understand the emotions of other people, empathize with the current emotional state of another person, and are ready to provide support if necessary. They are able

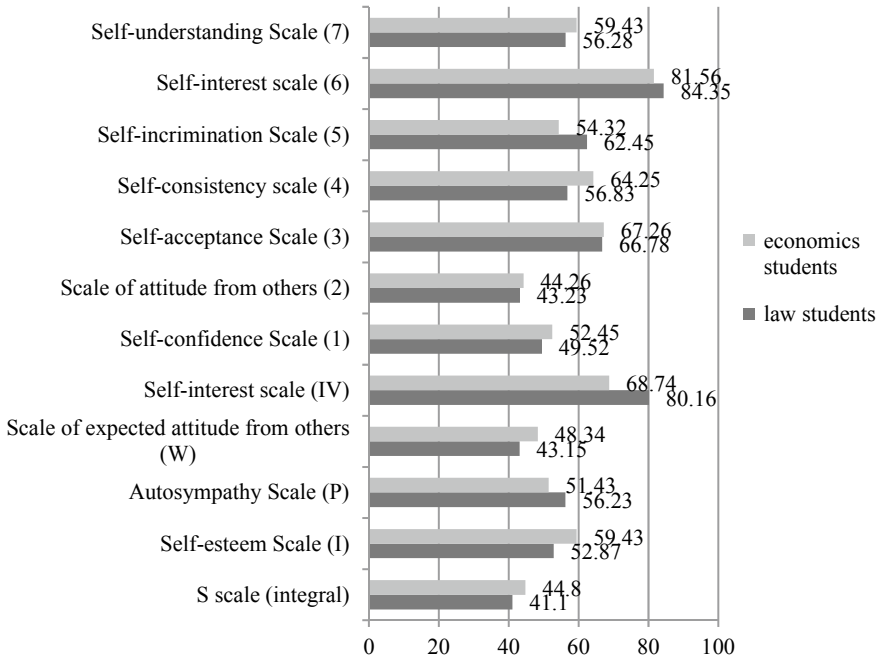


Fig. 1 Results of V. V. Stolin's OSO among the entire sample of students (in points)

to understand the state of a person by facial expressions, gestures, shades of speech, posture, but also know how to influence the emotional state of other people.

Next, we will go to the description of the results of the Hall's method of emotional intelligence for young men and women students, which are presented in Fig. 4.

The figure shows that both in the group of boys and in the group of girls, the values on all scales are within the norm. This may indicate an adequate awareness and understanding of their emotions, and this requires constant replenishment of their own vocabulary of emotions; emotional withdrawal, emotional flexibility, etc., In other words, respondents of both groups can arbitrarily manage their emotions, their behavior, by managing emotions, also understand the emotions of other people, are able to empathize with the current emotional state of another person, and are also ready to provide support. They are able to understand the state of a person by facial expressions, gestures, shades of speech, posture, but also know how to influence the emotional state of other people. However, girls have more developed self-motivation, and boys have more developed recognition of other people's emotions.

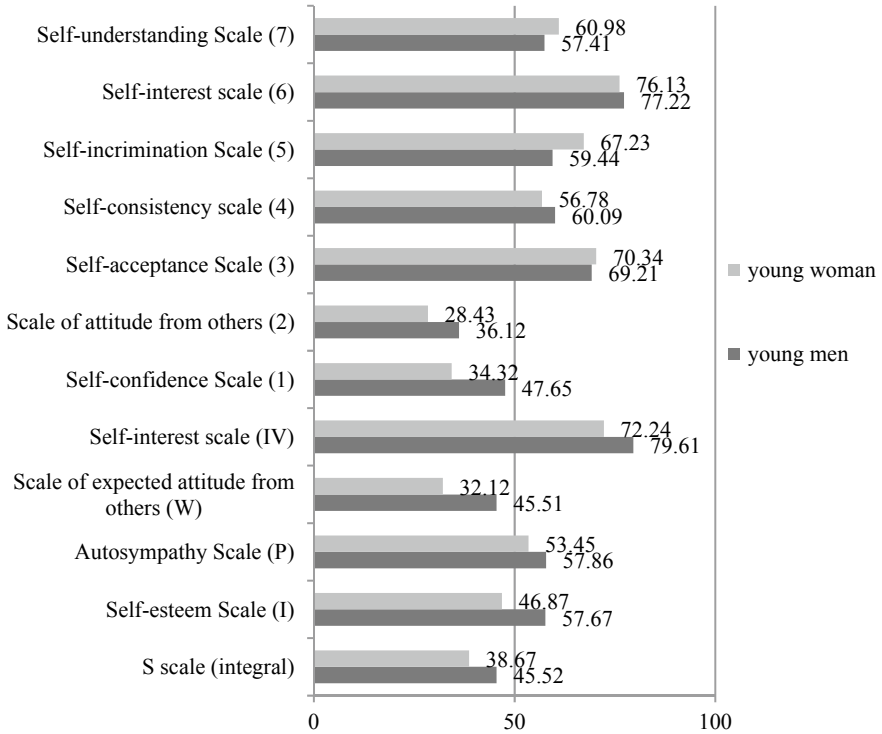


Fig. 2 Results of V. V. Stolin's OSO among young men and women students (in points)

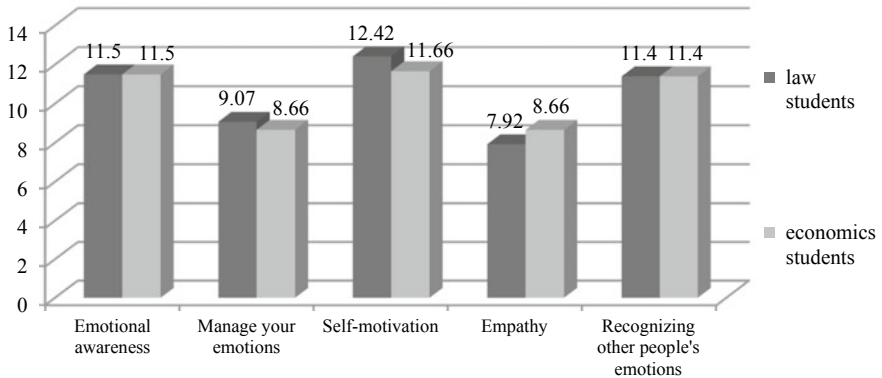


Fig. 3 Average scores on the Hall Emotional Intelligence test among the entire group of respondents (in points)

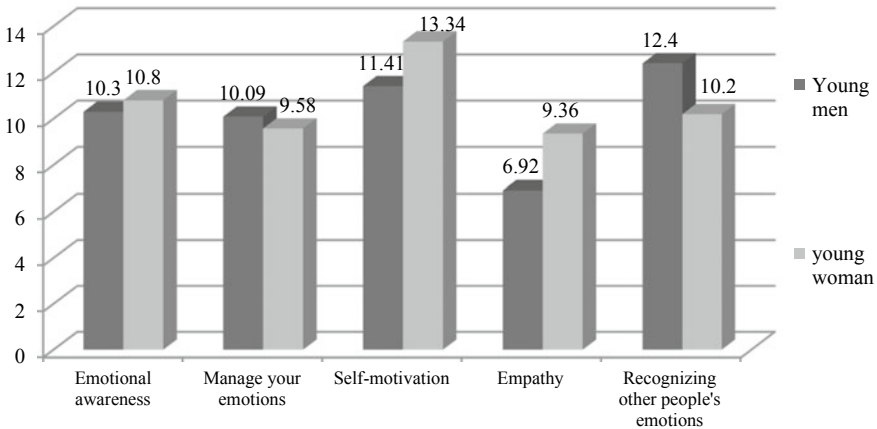


Fig. 4 Average scores on the Hall Emotional Intelligence test among male and female students (in points)

5 Conclusion

Next, we turn to the results of the statistical analysis of the data obtained by the Mann-Whitney U-criterion.

Regarding hypothesis 1, that the features of emotional intelligence and self-acceptance among students of different training profiles (legal and economic) will differ. We carried out a statistical analysis using the method of V. V. Stolin’s OSO and Hall’s method of emotional intelligence in relation to two groups of respondents-law students and economics students. The obtained statistical data allow us to state that there are significant differences among students of the legal and economic profile with respect to the following scales of V. V. Stolin’s OSO: “Self-esteem scale (I)”: $U = 239.5, p\text{-value} = 0.016$; “Autosympathy scale (P)”: $U = 475.3, p\text{-value} = 0.018$; “Self-interest scale (IV)”: $U = 589.8, p\text{-value} = 0.021$; “Self-acceptance scale (3)”: $U = 452.4, p\text{-value} = 0.042$; “Self-consistency scale (4)”: $U = 263.2, p\text{-value} = 0.023$; “Self-blame scale (5)”: $U = 471.6, p\text{-value} = 0.036$; “Self-interest scale (6)”: $U = 968, 7, p\text{-value} = 0.019$; “Self-understanding scale (7)”: $U = 247, p\text{-value} = 0.022$.

The data obtained allow us to state that there are significant differences among students of the legal and economic profile in relation to the following scales of the Hall’s emotional intelligence methodology: “Emotional awareness”: $U = 522, p\text{-value} = 0.014$; “Self-motivation”: $U = 263.5, p\text{-value} = 0.041$; “Recognition of emotions of other people”: $U = 256.5, p\text{-value} = 0.034$.

Summarizing the obtained statistical data, we can conclude that there are statistically significant differences among students of different training programs regarding their level of self-acceptance and the features of the manifestation of social intelligence. As a result, hypothesis 1 that the features of emotional intelligence and

self-acceptance in students of different training profiles (legal and economic) will differ, was fully confirmed.

Further, regarding hypothesis 2, that in the features of emotional intelligence and self-acceptance in students of various training profiles (boys and girls) there may be differences, a statistical analysis was carried out using the OSO method of V. V. Stolin and the emotional intelligence method of Hall in relation to two groups of respondents, male and female students. The obtained statistical data allow us to state that there are significant differences among students of boys and girls with respect to the following scales of the OSO methodology of V. V. Stolin: “Self-esteem scale (I)”: $U = 164.5$, p -value = 0.027; “Autosympathy scale (P)”: $U = 228$, p -value = 0.187; “Self-interest scale (IV)”: $U = 163.5$, p -value = 0.026; “Self-acceptance scale (3)”: $U = 341$, p -value = 0.006; “Self-consistency scale (4)”: $U = 136$, p -value = 0.005; “Self-blame scale (5)”: $U = 238$, p -value = 0.022; “Self-interest scale (6)”: $U = 376$, p -value = 0.028; “Self-understanding scale (7)”: $U = 172.5$, p -value = 0.036.

The obtained statistical data suggest that there are significant differences among male and female students with respect to the following scales of the Hall’s emotional intelligence methodology: “Emotional awareness”: $U = 341$, p -value = 0.012; “Managing your emotions”: $U = 238$, p -value = 0.008; “Self-motivation”: $U = 475.5$, p -value = 0.037; “Recognizing the emotions of other people”: $U = 539$, p -value = 0.026.

Summarizing the obtained statistical data, we can conclude that there are statistically significant differences among young men and women students of different training profiles regarding their level of self-acceptance and features of emotional intelligence. As a result, hypothesis 2, that in the features of emotional intelligence and self-acceptance in students of various training profiles (boys and girls) there may be differences, fully confirmed.

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