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## THE STUDY OF PSYCHOLOGY STUDENTS' EMOTIONAL INTELLIGENCE AS AN IMPORTANT FACTOR OF PROFESSIONAL FORMATION

*The article is devoted to the study of psychology students' emotional intelligence and comparison of their index with other specialties students' level. It is stated that EI is an important treat for psychologist's professional formation. The study found, that the Psychology Students' EIQ is higher, than Physics Students' and Clinical Laboratory Diagnostic Students' EIQ, which confirms the idea that psychology students pay more attention to emotional sphere. But at the same time their emotional intelligence doesn't differ significantly from other humanitarian science students' level and needs to be developed purposefully as a professional skill of psychologist in the process of education.*

**Keywords:** *emotional intelligence, psychology students, psychologist professional formation.*

### Introduction

The profession of psychologist relates to the «man-man» system, that is why it requires development of some specific personal features from the specialist. The professional competence of the psychologist includes not only professional knowledge and skills, but also such qualities as empathy capability, communication competence, readiness to establish contact and other treats that promote opened relationships with other people.

An important base for successful interaction with another person and growing trust and mutual understanding, which are required for diagnostic, corrective and therapeutic work of psychologist, is Emotional Intelligence. Emotional Intelligence (EI) is the ability to perceive, use, understand, and regulate emotions [6]. Therefore, the professional formation of psychologist demands development of EI in education process for successful work in future.

An important role of EI for psychologist formation as a specialist underlines a raw of modern researchers in their studies [1-5; 7]. A. M. Dvoinin and G. M. Danilova note that development of EI and reflexiveness is a significant part of professional formation of psychology

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students [2]. A. F. Kachanov names EI as one of four personal traits, which promote effectiveness of Psychology students in communication [3]. A. S. Obukhova considers that «personal features and Emotional Intelligence are the instruments for professional activity» of psychologists [5, p. 292].

Different studies show different results on EI level of psychology students. For example, A. M. Dvoinin found average level [2], and I. N. Mescheryikova found low EI level among psychology students, and proposed a special program to develop EI [4]. Besides, the studies of EI in the post-soviet countries are mostly held with the help of reflexive questionnaires.

The purpose of the study is to measure EIQ (Emotional Intelligence Quotient) of Psychology students and to compare it with EIQ of other faculties` students, using Mayer-Salovey-Caruso Emotional Intelligence Test MSCEIT V.2.0, which has another reliability comparing to subjective questionnaires [6], and to find if the development of Psychology Students` EI needs additional efforts.

### **Materials and methods**

187 students of 4 different Faculties took part in the research: 55 Psychology Faculty students (5 male, 50 female), 42 Historical Faculty students (18 male, 24 female), 56 Clinical Laboratory Diagnostics (CLD) Faculty students (10 male, 46 female) and 34 Physics Faculty students (26 male, 8 female). The age of the students ranges from 18 to 23 years old, average age is 20 years old. In this way, the representatives of different scientific dimensions took part in the study: humanitarian, natural and exact sciences.

To measure the EIQ the MSCEIT (Mayer-Salovey-Caruzo Emotional Intelligence Test) v.2.0 Russian language version, adaptation by E. A. Sergienko and I. I. Vetrova, was used. It is an ability-based test designed to measure the four branches of the EI model of Mayer and Salovey. The branches of EI according to this model are:

- Perceiving Emotions: The ability to perceive emotions in oneself and others as well as in objects, art, stories, music, and other stimuli;

- Using Emotions: The ability to generate, use, and feel emotion as necessary to communicate feelings or employ them in other cognitive processes, to facilitate thought;

- Understanding Emotions: The ability to understand emotional information, to understand how emotions combine and progress through relationship transitions, and to appreciate such emotional meanings;

- Managing Emotions: The ability to be open to feelings, and to modulate them in oneself and others so as to promote personal understanding and growth.

Also two Areas scores are provided by MSCEIT v.2.0. They are the Experiential EIQ (recognizing emotions, comparing them to other sensations, and determining how they interact with thought; includes Perceiving Emotions and Facilitating Thought branches) and Strategic EIQ (understanding emotional meanings, their implication for relationships and how to manage them; includes Understanding emotions and Managing Emotions branches) [6].

The Program StatSoft Statistica v.6.0 was used for statistical processing of the data, which included Comparison of groups by the Student t test method and Fisher`s angular transformation.

### Results

We compared the results of testing of four groups of students using the Student t test method and received following data, represented in Table 1 (only statistically significant data are represented):

*Table 1*

Results of comparison of EI of four groups of students

Item	Group 1	Group 2	t-value	p
EIQ	PsSt	CLD St	2,0616	p<0,0416
Strategic EIQ	PsSt	CLD St	3,4547	p<0,0007
	PsSt	HSt	2,1374	p<0,0351
Using Emotions	PsSt	PhSt	2,4541	p<0,0161
Understanding Emotions	PsSt	CLD St	3,4919	p<0,0006

\* Group 1 is the group with higher index, and Group 2 is the group with lower index in pare comparison;

\*\* PsSt – Psychology Students, PhSt – Physics Students, CLD St – Clinical Laboratory Diagnostics Students, HSt – History Students.

As far as some studies show difference between men and women in EIQ, we used Fisher`s angular transformation to evaluate reliability of differences in groups considering different quantities of males and females in each of them. The result showed that the differences in relation of sex in groups are reliable, so the differences in EIQ may be connected with sex, not with study direction.

To check this supposition we compared the females of the same groups. Females were chosen because of two reasons:

1) The total quantity of women in current research is higher than the quantity of men;

2) The studies show that women have higher EIQ, than man in young age.

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The results of comparison of women EIQ is represented in Table 2 (only statistically reliable differences).

Table 2

Results of comparison of women EIQ in four groups of students

Item	Group 1	Group 2	t-value	p
EIQ	PsSt	PhSt	2,3098	p<0,0247
Expereintial EIQ	PsSt	PhSt	2,0438	p<0,0458
Strategic EIQ	PsSt	PhSt	2,0311	p<0,0471
	PsSt	CLD St	2,8125	p<0,0059
Using Emotions	PsSt	PhSt	2,4727	p<0,0165
	CLD Stt	PhSt	2,0918	p<0,0413
	HSt	PhSt	2,9035	p<0,0069
Understanding Emotions	PsSt	PhSt	2,4652	p<0,0169
	PsSt	CLD St	3,0798	p<0,0027

\* Group 1 is the group with higher index, and Group 2 is the group with lower index in pare comparison;

\*\* PsSt – Psychology Students, PhSt – Physics Students, CLD St – Clinical Laboratory Diagnostics Students, HSt – History Students.

### Discussion and conclusions

As we can see from the results, though the Fisher's angular transformation didn't affirm the reliability of the results considering different relation of men and women in groups, three statistically reliable differences of five are confirmed in comparison of women's results in different groups. We can't say exactly if the differences exist due to selection to the faculties or form during study process and characters, needed for future profession, but we can scan the current picture for the moment of testing.

Therefore, we can state that Psychology 2 students have reliably higher Strategic EIQ and higher rate of Understanding Emotions, than CLD Students. Besides, comparison of women showed that Psychology female students have higher general EIQ than female CLD Students. This may mirror the dimension of activity of CLD «man-machine», when the person is oriented first of all to receive exact information from the equipment, and to give exact description of these data. They don't contact directly to other person in their professional activity, so they don't need to develop EI to reach success in professional formation. On the other hand, profession of psychologist suggests constant contacting other people and building

relations with them to become successful. EI is a kind of «tool» for psychologist, and students have to examine and develop emotional sphere.

Another fact, which was confirmed, is that Psychology Students have statistically reliable higher level of Using Emotions than Physics Students. Besides, in comparison of female groups Physics Students also showed lower level of Using Emotions, than CLD and History Students. Probably the character of problems they have to resolve explains it. Mostly those are exact tasks, which require «cold mind», i. e. they try to put the emotions aside, but not to use them in their work. Thus, it may be a common fallacy, and excited interest, happiness in process of resolving the physical or mathematical task may contribute to higher achievements.

The comparison of women groups also presented that female Psychology Students have statistically reliable higher index of general EIQ, both Experiential and Strategic EIQ, and Understanding Emotions level, than female Physics Students. In this way, the orientation to numerical information, exact data in study process makes the emotional information less evaluated and important, like in the case with CLD Students.

At the same time we didn't find statistically reliable differences between female groups of humanitarian sciences: psychologists and historians. This fact may mirror the common interest for human and humanity, which makes humanitarian students examine its inner nature, from the one hand. From the other hand, it may be a sign that psychology students need more studies, directed specifically to developing EI as an important professional «tool», a skill, which is extremely important for specialist formation in this area. It is EI, that makes possible to understand another person, to create an open contact, to build trustful relations, which are necessary for psychological work.

We can make next conclusions from our study:

1. There were found several statistically reliable differences in EIQ level between students of various faculties. In all described cases, the EI of psychologists was found to be higher, than EI of other faculties' students. Consequently, we can suggest that the study of future psychologists promotes development of EI function.

2. At the same time, we do not observe significant differences between female groups of psychologists and other humanitarian oriented students (historians) in EI level. This fact may be a sign that psychology students need more studies, directed specifically to developing EI as an important professional character.

3. We found that students taking different studies have statistically reliable differences in levels of EI. It should be further examined if it happens due to selection or during study process because of various educational tasks.

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**Наталія Гранкіна-Сазонова. Дослідження емоційного інтелекту студентів-психологів як важливого чинника професійного становлення.**

*Стаття присвячена дослідженню емоційного інтелекту студентів-психологів та порівнянню його показників з показниками студентів інших спеціальностей. Стверджується, що емоційний інтелект є*

важливою складовою для професійного становлення психолога. Дослідження виявило, що рівень емоційного інтелекту студентів-психологів вищий, ніж рівень емоційного інтелекту студентів-фізиків та факультету клінічної лабораторної діагностики, що підтверджує припущення про те, що студенти-психологи звертають більше уваги на емоційну сферу. Але, в той же час, їхні показники емоційного інтелекту не відрізняються значимо від показників студентів інших гуманітарних факультетів. Необхідний цілеспрямований розвиток емоційного інтелекту в якості професійного навичку у студентів-психологів в процесі навчання.

**Ключові слова:** емоційний інтелект, студенти-психологи, професійне становлення психолога.

**Natalia Grankina-Sazonova. Studium inteligencji emocjonalnej studentów psychologii jako ważny czynnik rozwoju zawodowego.**

W artykule omówiono inteligencję emocjonalną studentów psychologii i porównano jej wydajność z inteligencją emocjonalną studentów innych specjalizacji. Zarzuca się, że inteligencja emocjonalna jest ważnym elementem rozwoju zawodowego psychologa. Studium pokazuje, że poziom inteligencji emocjonalnej studentów psychologii jest wyższy niż poziom inteligencji emocjonalnej studentów fizyki oraz Wydziału Laboratorium Klinicznego, co potwierdza założenie, że studenci psychologii zwracają większą uwagę na sferę emocjonalną. Ale w tym samym czasie ich wskaźniki inteligencji emocjonalnej nie różnią się znacząco od wskaźników innych studentów humanistyki. Dlatego lepiej ukierunkować rozwój inteligencji emocjonalnej jako umiejętność zawodową studentów psychologów podczas szkolenia.

**Słowa kluczowe:** inteligencja emocjonalna, studenci psychologii, rozwój zawodowego psychologa.

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