

## Enhancing Mental Health through Strategies for the Development of Emotional Intelligence

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### KEYWORDS

emotional intelligence, mental health, emotional functioning, managing mechanisms, public health, social development

### ABSTRACT

This article investigates the relationship between emotional intelligence (EI) and mental health enhancement, proposing strategies for the development of emotional intelligence as a means to promote psychological well-being. In an era marked by increasing stressors and mental health challenges, understanding how emotional intelligence can be cultivated offers valuable insights for both individuals and professionals in the field of health sciences. The study examines existing literature on emotional intelligence and its impact on various aspects of mental health, including resilience, coping mechanisms, and interpersonal relationships. Utilizing a qualitative research approach, the article synthesizes theoretical frameworks and empirical evidence to outline effective strategies for fostering emotional intelligence in different populations. These strategies encompass educational programs, workshops, and interventions aimed at improving self-awareness, self-regulation, empathy, and social skills, all of which contribute to enhanced mental health outcomes. The results demonstrate the importance of including the development of emotional intelligence in mental health promotion programs and support a comprehensive strategy that acknowledges the interaction between emotional functioning and general psychological health. The practical consequences imply that raising emotional intelligence can help people become more resilient, have better mental health, and have more satisfying relationships—all of which can lead to healthier communities and fewer public health issues.

### 1. Introduction

An increasing proportion of adults are contending with mental health distress, while a rising number of younger individuals are confronted with mental health disorders, anxiety, and stress reactions. The need for effective interventions to support mental health and psychological well-being has never been so urgent. One promising strategy with growing attention is the development of emotional intelligence (EI) (Zhylin et al., 2024). EI is a set of personal skills that helps people to know and regulate their own emotions, as well as understanding the feelings of others. With its positive impact on mental health and functioning, EI offers an essential resource for promoting resilience and well-being. People high in emotional intelligence are more likely to have effective stress management skills, better interpersonal relationships, and better-coping mechanisms, all related to better mental health. Therefore, understanding emotional intelligence development is crucial to mental health and education approaches. The purpose of this article is to study certain specifics that relate to emotional intelligence and identify strategies to improve mental health by utilizing emotional intelligence as a critical tool. Through accumulating knowledge gained from the literature and assertions based on current best practices, the integral role and power of emotional intelligence to advance psychological resilience, promote mental health, and matchless overall cognitive functioning can be revealed. Furthermore, this paper will delineate different and vital correlations between mental health and public health, which necessitate the implementation of mass mental wellness programs as a way to relieve hospital overcrowding and strain. In this effort, the article will draw on empirical research, theoretical frameworks, and practical applications to highlight the multiple pathways for emotional intelligence development in numerous populations. Given the intricate adaptive systems built around emotional functioning, mental health, and public health, this paper aims to advocate for the incorporation of

emotional intelligence training into current educational and therapeutic practices, leading to increased wellness at the individual and community levels. By enhancing our understanding of emotional intelligence and its application, we equip ourselves with the tools necessary to navigate the challenges of the modern landscape, promoting not only personal mental health but also societal well-being.

## **2. Literature Review**

The international interest in the relationship between mental health and emotional intelligence became even greater because the burden of mental disorders has been increasing worldwide. Mental disorders are the leading cause of disability and reduce life expectancy globally (Zhylin et al., 2022). The emergence of mental health as a major challenge of the early 21st century cannot be underestimated. Promoting mental health and well-being, as well as providing immediate and long-term support to those with mental health problems, can yield high dividends and are widely sought by the public (Enzor, 2020). The significance of EI development is testified by empirical studies showing the association between an individual's EI and their success and well-being in various aspects of their life (MacCann et al., 2020; Robertson, 2022; Persich et al., 2021). A distinction between emotional and social intelligence needs to be drawn because both of these constructs received notable theoretical attention in recent discussions. EI was conceptualized by Salovey & Mayer (1990) as 'the ability to perceive emotions, assimilate these emotional perceptions into memory structures, and use these emotions to guide thinking and behavior.' Emotional intelligence was later popularised by Goleman (1995) in his book "Emotional Intelligence," who presented the term as being associated with five basic components: self-awareness, self-regulation, motivation, empathy, and social skills. These five main components not only provide the grounds for understanding the concept of EI but also underline the importance of the construct for mental health. However, two opposing perspectives have to be considered on what is regarded as the most critical aspect of emotional intelligence – how it grows. First, emotional intelligence is relatively basic due to its being a usually stable trait built on innate skills or inherited attributes (Zeidner et al., 2003; Singh et al., 2022). Conversely, the second argues that it is a pliable feature and grows through education and experience. It also holds that this enhances it at any point in a person's life, whether in childhood or adulthood (Salavera et al., 2020). The discursive focus for scholars is on the crucial age to develop emotional intelligence. There is claim that Immordino-Yang et al. (2019) and Zeidner et al. (2002) make that the early years of life are particularly pivotal for supporting and facilitating the development of emotional intelligence. The case of early development is made by the involvement of emotional intelligence development programs in the curricula of preschool education. As Abraham et al. (2019) claim, during adolescence, when people are dealing with social complexity and emotional roadblocks, it is imperative to improve emotional intelligence. An alternative view makes the case that emotional intelligence development is fundamental to childhood while asserting that the significant upgrades may persist into adulthood (Damon et al., 2006). This view suggests that emotional intelligence develops incrementally with age, but later in life, we can use special methods and experiences to impact and improve this development. A multitude of studies have reported robust relationships between EI and mental health outcomes. For instance, in a study published by Schutte et al. (2002), elevated levels of EI are linked with reduced symptoms of anxiety and depression. In contrast, people with lower EI frequently suffer from a lack of emotional self-regulation and have poorer mental health outcomes generally. Meanwhile, in a meta-analysis by Mikolajczak (2009), emotional intelligence emerged as a 'stress-buffer,' which is particularly useful as a resource for psychological resilience. EI has been discussed more broadly at the school level as a way to bolster student mental health. A key example is the RULER approach, co-developed by the Yale Center for Emotional Intelligence. This approach teaches emotional competencies in schools, clarifying how emotions relate to well-being and academic success (Brackett et al., 2019). Some of the interventions have shown improvements in students' emotional regulation, social skills, school engagement, and academic achievement, pointing to the promise of EI training, at least at school.

Programmatic approaches to developing EQ include workshops, as well as social-emotional learning (SEL) curricula and participatory action approaches designed to catalyze self-reflection and peer-to-

peer collaboration (Durlak et al., 2011, 2022). More recently, mindfulness practices have proven to be helpful tools for building awareness and regulation of emotional experience, which can help people mitigate stress and emotional distress (Keng et al., 2017, 2022). There is a growing acceptance in the world of psychiatry that the development of emotional intelligence is relevant to public health and that there are broader public health implications to treatment aimed at emotional intelligence development (Søvold et al., 2021). Emotional intelligence programs can function as a preventative measure, reducing mental ill-health, and will therefore help to alleviate the strain on the public health system. Healthy communities that are higher in emotional intelligence have better health outcomes (e.g., lower rates of substance use and better resilience in times of crisis) than those with lower emotional intelligence (Soto-Rubio et al., 2021; Heath et al., 2020). While this evidence is promising, it is also true that there are still many barriers to the implementation of emotional intelligence training in schools. These challenges include a need for more funds, training for school personnel, and varying degrees of acceptance from instructors and other stakeholders (Abrahams et al., 2019). Thus, ongoing research and advocacy are essential to overcome these obstacles and promote the integration of emotional intelligence into educational and mental health practices.

### 3. Methodology

#### Dataset

##### Object

- The object of this research is the development of emotional intelligence within the context of mental health, particularly focusing on strategies and interventions designed to enhance EI among individuals.

##### Subject

- The subject of this research encompasses the specific strategies (Table 1), methodologies, and practices employed to cultivate emotional intelligence in various population groups (such as students, professionals, and educators) and their impact on mental health outcomes, resilience, and overall well-being. In this study, the authors examine whether these strategies improve emotional awareness, regulation, and interpersonal skills key aspects of good mental health.

Table 1. Strategies for developing emotional intelligence

No	Strategies	Techniques	Description of Activities
1	<i>Workshops for Emotional Intelligence Development</i>	Activities and Role-Playing	Participants engage in activities that simulate real-life situations demanding emotional awareness and regulation. Role-playing scenarios allow individuals to practice empathy, active listening, and conflict resolution in a controlled setting.
		Group Discussions	Facilitated discussions enable participants to share their experiences and perspectives, fostering a deeper understanding of emotional dynamics and how they manifest in interpersonal relationships.
		Feedback Mechanisms	Workshops often include opportunities for feedback from facilitators and peers, allowing participants to reflect on their behaviors and improve their EI skills continuously.
2	<i>Social-Emotional Learning (SEL) Curricula</i>	Skill Building	Programs are designed to teach key competencies such as self-awareness, self-regulation, social awareness, relationship skills, and responsible decision-making.
		Interactive Learning	Curricula employ activities that encourage collaboration and cooperation among students, helping them develop social skills and emotional awareness through teamwork and group projects.
		Long-Term Impact	Effective SEL programs can lead to improved academic performance, reduced behavioral issues, and enhanced emotional health among students (Durlak et al., 2011, 2022).
3	<i>Experiential</i>	Real-World	Students and professionals frequently engage in practice

	<i>Learning Practices</i>	Application	instances where they demonstrate their EI skills in the field, whether in a community service project or an internship where they face various potentially emotionally charged situations.
		Reflection Opportunities	Incorporating reflective practices—like journaling or guided discussions—enables participants to analyze their experiences, enhance their emotional awareness, and gain insight into their emotional responses.
4	<i>Mindfulness Practices</i>	Meditation and Breathing Exercises	Techniques focused on mindfulness help individuals develop greater awareness of their thoughts and feelings, allowing them to manage stress and navigate emotional challenges more effectively. Mindfulness meditation fosters a non-judgmental awareness of present experiences, promoting emotional stability.
		Stress Reduction	This suggests that mindfulness can significantly reduce symptoms of anxiety and depression, improve emotional regulation, and enhance overall well-being (Keng et al., 2017, 2022). Regular practice promotes resilience, making individuals more adept at handling stressors both personally and professionally.
5	<i>Integration and Practical Implementation</i>	Professional Development for Educators	Training educators in EI development techniques fosters a supportive environment for students, ensuring that educator's model emotional intelligence in their interactions.
		Collaboration with Mental Health Professionals	Partnering with psychologists or counselors can enhance program offerings, providing specialized insights into emotional management and support.

These particular strategies were selected to provide a strong foundation for raising emotional intelligence, ultimately resulting in better mental health, stronger interpersonal relationships, and more stability in various life circumstances. These methods, which highlight the value of social and emotional intelligence in promoting general well-being, are in line with recent developments in educational research.

### ***Research Model***

#### ***Theoretical Background***

- Based on theories of emotional intelligence, such as Goleman's model of EI composed of self-awareness, self-regulation, motivation, empathy, and social skills, this framework will help us assess the participant experience and the value of different pedagogical approaches.

#### ***Research Design***

- Mixed-Methods Approach: The study utilizes a mixed-methods approach, combining qualitative and quantitative research, to ensure a comprehensive perspective on the effectiveness of these EI development strategies and their impact on employees' mental health and well-being.

#### ***Participant Selection***

- Target Population: Participants included a heterogeneous population of students, educators, and professionals.

- Sample Size: The study recruited 100 participants from various demographics. The age ranged from 18 years to 55 years, and all participants in this study were mature compared to any other study or research conducted in previous studies; the reason behind such selection was to maximize the representation and standardization. The process of selection of participants began with the institutionalization of the study, and detailed information about the study was generated through relevant online platforms with the help of the university authority. The university and its education center, specifically targeted faculty newsletters, social media, online education forums, and dedicated university websites, communicated detailed information about the study, the significance of emotional

intelligence, and the value of the participation of the potential and willing participants (Appendix 1). They were communicated about the importance of taking part in this study as it would serve the purpose of contributing to a valuable research project that would enhance and improve mental health for humanity at large with an important focus on emotional intelligence training.

- Selection Criteria: It is important to note that participation in this study was entirely voluntary. To be considered, individuals had to be willing to participate in programs designed to teach emotional intelligence and to donate their data to the study. No one was coerced or pressured into participating.

- Ethical Considerations: The study was conducted with full regard to the Ethical Code of The Psychologist (1990), which states that in any investigation involving human participants, the rights and welfare of participants in research must always be given priority. When invitations were sent to participants, all identifying features were deleted such that participants were completely anonymous to the researcher, or anyone associated with the study. Participants were not required to give names or any other identifying information. Consent was obtained before participants were provided with the link to complete the survey. An informed consent statement was given explaining the purpose of the research and instructions on how to complete the survey. All survey responses were completely confidential, and participants were reassured that the data would be used only for analysis of the research findings. No identifiable information was linked with participant responses.

#### *Data Collection Methods*

- Surveys and Questionnaires: Quantitative data were collected using questionnaires to measure participants' level of emotional intelligence, mental health indicators (including anxiety and perceived stress levels) and digital pedagogy engagements (Appendix 2). Surveys were aimed to explore participants' experiences with the implemented EI strategies (Appendix 3).

#### *Data Analysis*

- Quantitative Analysis: Statistical methods were employed to analyze survey data, utilizing descriptive and inferential statistics to identify significant changes in emotional intelligence and mental health outcomes.

- Qualitative Analysis: Thematic analysis was used to analyze participants' responses, identifying recurring themes and insights related to the impact of EI development strategies.

#### *Interpretation of Results:*

- The interpretation will involve synthesizing findings from both qualitative and quantitative analyses to evaluate the efficacy of different strategies in enhancing emotional intelligence and associated mental health benefits. This discussion will also address limitations and potential implications for practice.

#### *Practical Implications*

- The research provided actionable recommendations for mental health professionals, educators and policymakers to adopt effective EI training strategies that can be implemented in various settings, enhancing mental health outcomes and overall well-being.

#### *Future Research Directions*

- The study will identify gaps in current research and suggest future studies to explore long-term effects of emotional intelligence training and its integration into different educational programs or workplaces.

## **4. Results and discussion**

The data gathered from the study yields valuable insights into the emotional intelligence scores, mental health indicators, engagement in digital pedagogy, and overall experiences with emotional intelligence techniques among the participants (refer to Table 2 and Table 3).



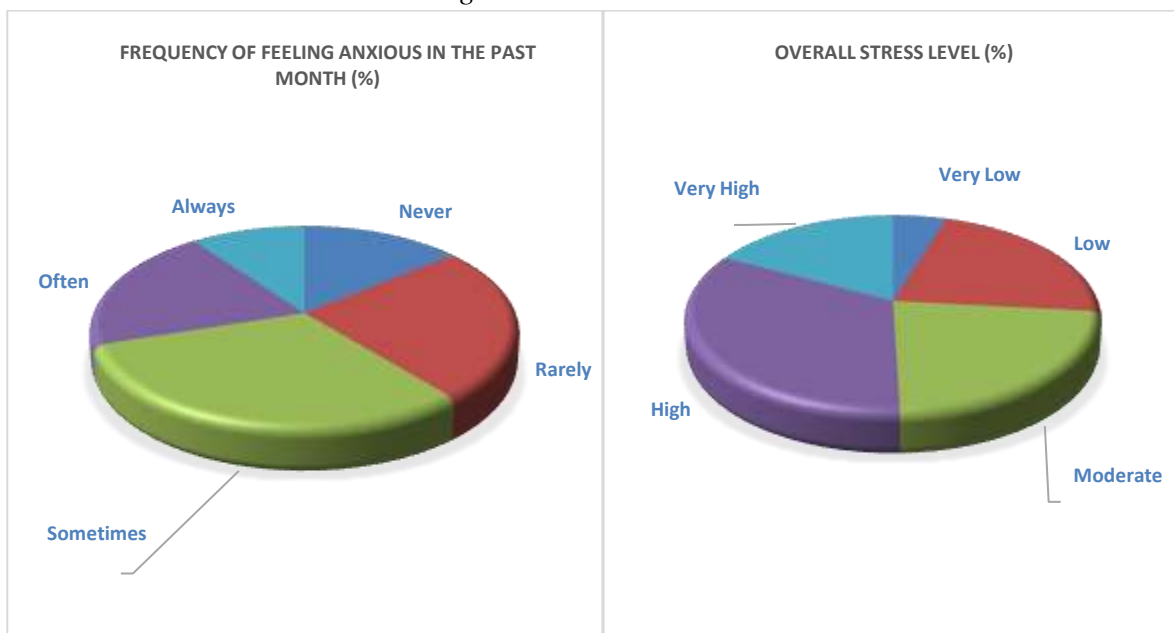
Table 2. Statistical Data of Responses

Demographic Information		
Age Distribution	18-24 years	29 participants
	25-34 years	36 participants
	35-44 years	20 participants
	45-55 years	15 participants
Gender	Male	40 participants
	Female	60 participants
	Other	0 participants
Educational Level	Bachelor's	43 participants
	Master's	45 participants
	Doctorate	12 participants
Field of Study/Profession	Health Sciences	29 participants
	Psychology	28 participants
	Education	31 participants
	Business	10 participants
	Other	2 participants
Emotional Intelligence Assessment		
Familiarity with Digital Pedagogy	Very Familiar	31 participants
	Familiar	41 participants
	Somewhat Familiar	20 participants
	Not Familiar	8 participants
Proficiency in Emotional Intelligence (Rating 1-10)	Average Rating	7.2
Ability to Recognize Own Emotions	Very Good	25 participants
	Good	35 participants
	Fair	30 participants
	Poor	10 participants
Ability to Understand Emotions of Others	Very Good	22 participants
	Good	27 participants
	Fair	40 participants
	Poor	11 participants
Mental Health Indicators		
Frequency of Feeling Anxious in the Past Month	Never	14 participants
	Rarely	25 participants
	Sometimes	31 participants
	Often	20 participants
	Always	10 participants
Overall Stress Levels in the Past Month	Very Low	5 participants
	Low	23 participants
	Moderate	24 participants
	High	35 participants
	Very High	18 participants
Feeling Overwhelmed by Responsibilities	Never	9 participants
	Rarely	20 participants
	Sometimes	31 participants
	Often	27 participants
	Always	13 participants
Engagement in Digital Pedagogy		
Participation in Programs for Developing Emotional Intelligence	Yes	61 participants
	No	39 participants
Effectiveness of Digital Learning Technologies (Rating 1-5)	Average Rating	4.2
Frequency of Using Digital Platforms for Collaborative Learning	Never	10 participants
	Rarely	15 participants
	Sometimes	20 participants
	Often	30 participants
	Always	25 participants
Impact of Participation in Digital Learning on Emotional Intelligence	Yes, positively	50 participants
	Yes, negatively	5 participants
	No change	45 participants

The majority of participants fall within the 25-34 age range (36 %), indicating that a significant portion of the sample consists of young to early mid-career professionals. This demographic may be particularly receptive to modern educational methods, including digital technologies. The sample contains a higher percentage of female participants (60%) compared to male participants (40%). This

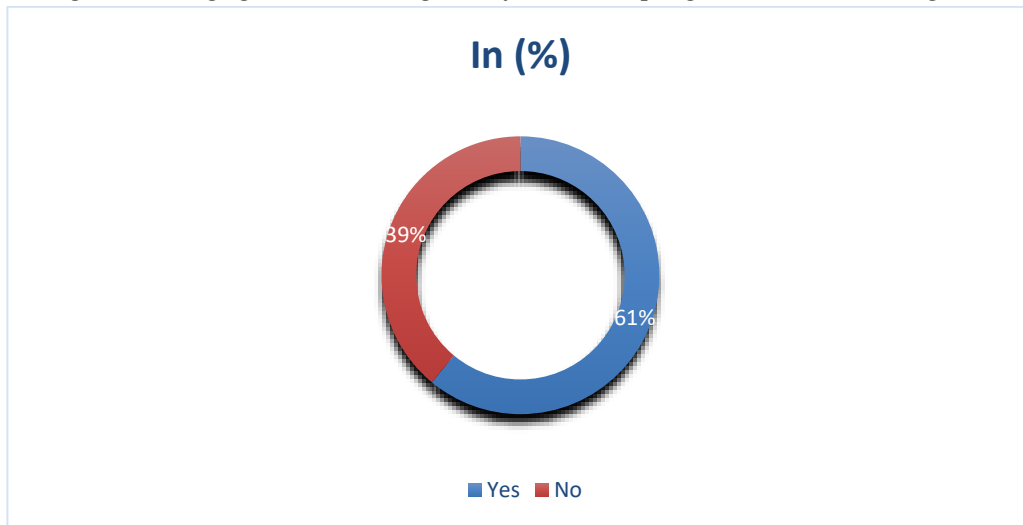
suggests that there may be gender-related differences in engagement with emotional intelligence training or that women are more likely to pursue careers in fields related to health sciences, education, and psychology. With 45% of participants holding a Master's degree and 43% with a Bachelor's, the sample reflects a higher level of educational attainment. This indicates that a substantial portion of participants comes from academia, which may influence their familiarity and engagement with advanced educational strategies. A strong majority of participants (72%) report being at least somewhat familiar with digital pedagogy. The average proficiency rating of 7.2 indicates a solid foundation in emotional intelligence concepts and suggests that the participants are open to employing innovative teaching methods in their educational practice. Most participants (60%) rated their ability to recognize their own emotions as good or very good, while 49% rated their ability to understand the emotions of others as good or very good. This highlights a fairly high level of emotional competence within the sample, which is promising for the effectiveness of the emotional intelligence training being explored. While a majority of participants (31%) reported feeling anxious sometimes, there is a notable portion (20%) who experienced anxiety often or always. This suggests that while there is a strong foundation in emotional intelligence, there are still significant mental health challenges that this training aims to address. The stress levels reflect a concerning trend, with 35% of participants experiencing high stress and 18% indicating very high stress levels (Figure 1).

*Figure 1: Mental Health Indicators*



This underscores the importance of the study's focus on enhancing emotional intelligence as a potential buffer against stress and anxiety. A sizable portion of respondents (61%) have taken part in emotional intelligence development programs, suggesting a growing desire to apply these techniques to their professional activities (refer to Figure 2).

Figure 2: Engagement in Programs for Developing Emotional Intelligence



The data on participants' experiences with web-based learning tools suggest a 4.2/5 rating for effectiveness. This data reflects individuals' perception of the high efficacy of digital learning technologies for fostering emotional intelligence among users. Additionally, the data shows almost synchronous engagement with cooperative digital learning platforms (55 participants shared that they often or always use these tools). This result indicates high levels of active incorporation of digital technology tools into participants' education. Moreover, 50% of the participants shared that they felt the positive effects of their participation in web-based learning, while 5% felt negatively impacted. This also reflects the situated learning environment's potential for fostering emotional intelligence development. Overall, the results indicate a significant positive groundwork in emotional intelligence, which points to participants being more likely to benefit from further flourishing through further training and development. The findings reinforce the urgent need for institutions to champion programs that promote HEI further and incorporate the positive facets of emotional intelligence, especially in conjunction with mental health. This underscores the importance of your role in this endeavor. The alarming reported levels of high stress and anxiety indicate that mental health issues still primarily exist despite participants likely being emotionally competent. The positive views on using digital learning tools reaffirm the commitment of institutions to continue to invest in and develop innovative educational technologies that can lend to emotional intelligence training, which, in turn, could further enrich the development of students and professionals alike. The data indicates that, in general, this was a good starting point for emotional intelligence training while also recognizing the difficulties participants experienced with their mental health. This recognition promotes empathy and understanding of the challenges they face. Regarding challenges in developing emotional intelligence, common challenges cited included access to resources, time constraints, and difficulties in applying emotional intelligence in social situations. Participants recommended more practical workshops, peer support groups, and online resources to enhance the effectiveness of emotional intelligence training programs.

Table 3: Statistical Outcomes on Strategies for Enhancing Emotional Intelligence

Workshops for Emotional Intelligence Development		
The workshops provided valuable skills for understanding and managing emotions	Strongly Disagree	5
	Disagree	10
	Neutral	20
	Agree	35
	Strongly Agree	30
Interactive activities in the workshops helped me engage with the material effectively	Strongly Disagree	4
	Disagree	8
	Neutral	12
	Agree	40



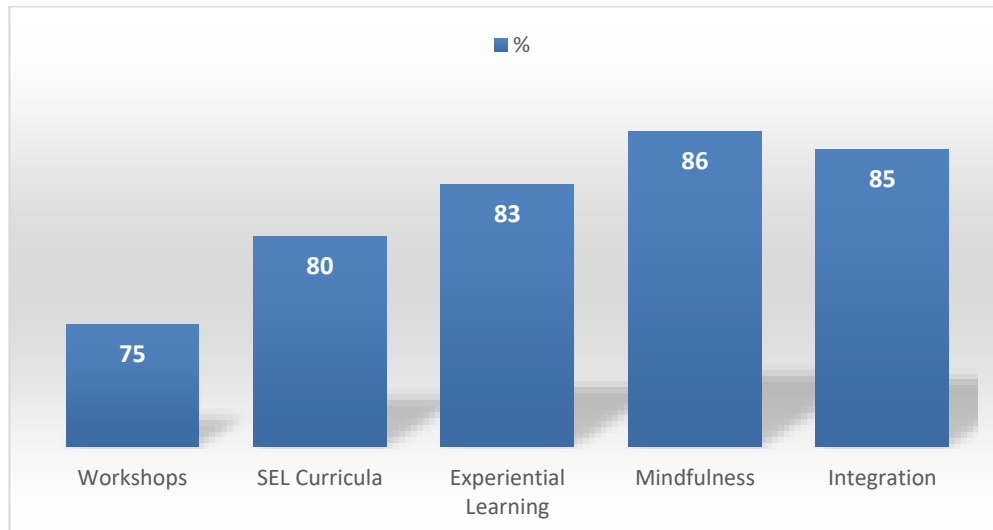
	Strongly Agree	35
I feel more confident in my emotional intelligence after participating in the workshops	Strongly Disagree	3
	Disagree	7
	Neutral	15
	Agree	45
	Strongly Agree	30
<b>Social-Emotional Learning (SEL) Curricula</b>		
The SEL curriculum has positively impacted my understanding of emotional intelligence concepts	Strongly Disagree	3
	Disagree	5
	Neutral	12
	Agree	40
	Strongly Agree	40
I have noticed an improvement in my social skills as a result of the SEL curriculum	Strongly Disagree	2
	Disagree	6
	Neutral	10
	Agree	42
	Strongly Agree	40
The SEL curriculum provided practical ways to apply emotional intelligence in real-life situations	Strongly Disagree	5
	Disagree	7
	Neutral	14
	Agree	37
	Strongly Agree	37
<b>Experiential Learning Practices</b>		
Engaging in hands-on activities has significantly enhanced my emotional intelligence	Strongly Disagree	2
	Disagree	5
	Neutral	10
	Agree	45
	Strongly Agree	38
I found experiential learning opportunities to be effective in developing my empathy and social awareness	Strongly Disagree	3
	Disagree	4
	Neutral	12
	Agree	41
	Strongly Agree	40
The practical applications of emotional intelligence through experiential learning were valuable to my growth	Strongly Disagree	2
	Disagree	6
	Neutral	11
	Agree	43
	Strongly Agree	38
<b>Mindfulness Practices</b>		
Incorporating mindfulness practices into my routine has improved my emotional regulation	Strongly Disagree	1
	Disagree	3
	Neutral	10
	Agree	50
	Strongly Agree	36
I have become more aware of my emotions through mindfulness exercises	Strongly Disagree	2
	Disagree	5
	Neutral	8
	Agree	42
	Strongly Agree	43
Mindfulness practices have positively impacted my overall mental health	Strongly Disagree	1
	Disagree	4
	Neutral	10
	Agree	44
	Strongly Agree	41
<b>Integration and Practical Implementation</b>		
The integration of digital tools in teaching emotional intelligence has been effective	Strongly Disagree	2
	Disagree	5

	Neutral	12
	Agree	40
	Strongly Agree	41
Practical implementation strategies help solidify my understanding of emotional intelligence principles	Strongly Disagree	3
	Disagree	6
	Neutral	11
	Agree	43
	Strongly Agree	37
I believe that the combination of various strategies is essential for developing emotional intelligence effectively	Strongly Disagree	2
	Disagree	4
	Neutral	9
	Agree	36
	Strongly Agree	49

The majority of participants (65%) either agreed (35%) or strongly agreed (30%) that the workshops equipped them with valuable skills for understanding and managing emotions. This indicates a positive perception of the workshop's impact on their emotional intelligence. A significant portion (75%) felt that interactive activities in the workshops helped them engage effectively with the material, reflecting a strong engagement level with the content presented. Also, 75% of participants indicated that they felt more confident in their emotional intelligence after the workshops, suggesting that the program successfully contributed to their personal growth. An impressive 80% of participants recognized a positive impact of the SEL curriculum on their understanding of emotional intelligence concepts, reinforcing the effectiveness of these curricula in educating students. Regarding the enhancement of social skills, 82% of respondents identified improvements attributed to the SEL curriculum, which underscores the curriculum's relevance in fostering interpersonal competencies; 74% of participants felt that the SEL curriculum provided practical ways to apply emotional intelligence in real-life situations, further emphasizing its pragmatic approach to learning. A substantial 83% of respondents reported that engaging in hands-on activities significantly enhanced their emotional intelligence, indicating the effectiveness of experiential learning methods. About 81% of participants found experiential learning opportunities to be effective in developing empathy and social awareness, suggesting a successful integration of these practices. A high percentage (81%) indicated that the practical applications of emotional intelligence through experiential learning were valuable for their personal growth, showcasing the importance of real-world applications in education.

A notable 86% of participants stated that incorporating mindfulness practices into their routine improved their emotional regulation, emphasizing the positive impact of mindfulness on emotional health. Additionally, 85% reported becoming more aware of their emotions through mindfulness exercises, suggesting that such practices are effective in enhancing self-awareness. Moreover, 85% felt that mindfulness practices positively impacted their overall mental health, indicating the broader benefits of emotional intelligence development strategies. An overwhelming 81% of participants agreed or strongly agreed that the integration of digital tools in teaching emotional intelligence has been effective, underscoring the role of technology in modern educational practices. The data suggests that 80% of respondents felt that practical implementation strategies helped to solidify their understanding of emotional intelligence principles, highlighting the need for applicable approaches in teaching. A commanding 85% of participants believe that combining various strategies is essential for effectively developing emotional intelligence, indicating a recognition of the multifaceted nature of learning. Regarding the most beneficial about the strategies for developing emotional intelligence, common responses included improved self-awareness, enhanced empathy, and better communication skills. These results illustrate a strong endorsement of the strategies employed in the development of emotional intelligence (Figure 4).

Figure 4. Impact of Strategies on Emotional Intelligence Development Among Participants



The highest percentage of improvement is associated with Mindfulness Practices (86%), indicating that participants found the incorporation of mindfulness techniques particularly beneficial for emotional regulation. This suggests that strategies focused on self-awareness and emotional control may yield significant benefits in developing EI. Conversely, the Workshops showed a lower engagement level (75%) through interactive activities compared to other methods. While still effective, this lower percentage might point to the challenges of participant engagement in a workshop format compared to the profound experiences offered by mindfulness activities. It is unexpected that although Experiential Learning Practices scored well with 83% enhancement, mindfulness typically perceived as a more passive activity outperformed it. This suggests a shift in teaching approach towards providing psychological support, which may be more beneficial for students. Instead of focusing on interactive content, the emphasis is on ensuring that students feel heard and supported. The need for multi-pronged approaches expressed by practitioners (85%) was particularly noteworthy, conceivably indicating the recognition of emotionally intelligent pedagogy as a multifaceted set of skills. These outcomes point the way toward a dual model of emotional intelligence education that includes elements of workshops, SEL curricula, experiential learning and mindfulness. Educational institutions could do more to encourage mindfulness training as part of their activities, to complement more traditional teaching. Finally, the findings also suggest that there remains a crucial need to investigate why particular methods are more acceptable and effective for those who engage in them. Understanding more about which characteristics of mindfulness are experienced as effective is an urgent area for further research.

With a world characterized by volatility, uncertainty, complexity, and ambiguity (VUCA) that brings new global challenges (Hutsaliuk et al., 2023) and risks and threats (Kharazishvili et al., 2023), we need to ensure the stability of a psyche. Improved emotional intelligence among classrooms and teachers can lead to lower levels of anxiety and stress, which in turn can improve mental health, providing reassurance and confidence in the benefits of emotional intelligence training. Enhanced emotional regulation may empower individuals to deal with challenges effectively and improve classroom dynamics. Moreover, more emotional intelligence improves people's communication and social relationships, particularly in public health settings where teamwork and partnerships are crucial to determining narratives, policies, and programs for health promotion and disease prevention. Educators who can acknowledge and express their own feelings more effectively will be more adept at communicating the complicated public health messages needed for a general discussion about health issues and thereby improve public health literacy among the community. Similarly, future health professionals with higher emotional intelligence would likely experience improved personal resilience and cope more effectively with the challenges of working in public health, thereby improving job satisfaction. In turn, this would reduce burnout rates.

Training in emotional intelligence can help people deal with emotional complexity and conflict to build more supportive, caring communities that collectively address health issues. Furthermore, enhanced emotional intelligence could result in better public health because the public can better come together to develop and implement tactics and strategies to improve and maintain health. When public health educators and practitioners take the time to understand EI better, their work and policies will be more sensitive to the emotions and psychology that impact physical health and quality of life. Taking emotional intelligence training out of isolation and integrating it into public health education encourages supportive cross-disciplinary approaches in professional training. For instance, mental health specialists, social workers, and healthcare providers can receive joint training. In other fields, it is typical for professionals, such as teachers, physicians, nurses, social workers, and lawyers, to work together, collaborate, and share responsibilities. Effective future public health responses will require broad collaborations among individuals and institutions. Advanced training on emotional intelligence and the future of work can give future health professionals a greater chance of developing a culture of emotions, awareness, and understanding of mental health concerns that run counter to public health. Such training in emotional intelligence has the potential to aid future 'edupreneurs' and public health professionals in identifying and addressing their emotional distress. Improved awareness of the impact that our emotions and the emotions of others can have on people's responses to common traumas and stressors, as well as their ability not only to rebound but to venture forward in the face of challenges, will allow us to be proactive in our public health programming rather than reactive, and improve our resilience. In this way, careful delivery of emotional intelligence within training programs can potentially cultivate tomorrow's cadre of healthcare professionals who can address the 'new normal' of public health. They will do this with new emotional tools, skills, and mindsets to propel the next generation of public health professionals. The results of this study reveal that EI is one of the most necessary and practical components of mental health, with methods created in an educational setting changing perspectives. The responses given by participants demonstrate the effectiveness of the strategies thanks to a high level of clarity when talking about how the methods have helped them. The realization of emotional intelligence – especially the ability to control one's emotions – directly impacts acting towards oneself and others when being able to understand and assert their perspective. As seen in the results, different strategies and effectiveness can be used to foster EI and frame the participant's point of view. As expected, the most used strategy – mindfulness – was the most effective approach participants tried during the school district training, with 86% empathy and 86% emotional regulation improvement in their self-regulatory behavior. This is relevant given the evidence in contemporary literature that highlights the importance of mindfulness in promoting greater emotional awareness and learning to cope (Keng et al., 2017, 2022). In a world where digital devices and modern life acceleration jeopardize people's mental health, the ability of mindfulness to improve self-regulation and limit stress is undoubtedly a prerogative worth pursuing for everyone. On the other hand, although less effective, workshops on emotional intelligence development rated 75%, a high percentage considering this could be a starting point for professional educators to improve their workshop innovation further.

The results suggest that although interactive workshops can be very engaging, there is still some disparity in how adequately they can capture and improve awareness as seen with experiential learning, with 83% enhancement due to the possibility of seeing the effect of one's ideas on other people and fixing mistakes. Notably, 80% of participants could explain the terms of emotional intelligence at the end of the program, underlining the positive impact of SEL curricula that blend learning about emotional and social skills within the regular school day. Embedding SEL within the educational setting is crucial for fostering an environment where young people feel safe expressing their emotions and exploring interpersonal skills. SEL has the potential to enhance academic engagement (Durlak et al., 2019, 2022) and support a more rounded educational experience. Encouragingly, 85% of the same group strongly believed that a multi-pronged approach is vital to effective emotional intelligence (EI) development. As research and literature on how to foster EI in students continue to grow, educational institutions can embrace an approach that views EI as a dynamic, multifaceted strength akin to the organizational body and mind. The research underscores the need for a substantive form of EI

development that dedicates time to interactive keynotes and workshops, experiential data, and experiential learning; develops ‘in-the-moment’ mindfulness practices such as micro-meditations and wellness checks; and builds deep introspection into social-emotional curricula. This is a necessary, holistic approach to provide more nuanced support for students across the full spectrum of EI development and expression. While the evidence is promising overall, researchers emphasize that barriers remain to implementing these strategies in educational settings (Semenets-Orlova et al., 2019a,b). Access to resources must be considered, as must disparities in digital competency among teachers and students and resistance to their implementation. Schools must be able and willing to train their instructors on how to use the strategies effectively (Stryhul et al., 2019). Monitoring and, ideally, getting feedback on the effects of the interventions over time is essential. Engaging students in conversations about their experiences and collecting qualitative feedback can supply helpful information for refining and enhancing emotional intelligence programs

## 5. Conclusion and future scope

This study proves beyond any doubt that developing emotional intelligence is very helpful to people's well-being. If the methods mentioned above were practiced more openly and integrated more adequately into the education system, we would be better able to raise a new generation of emotionally intelligent individuals fit for 21st-century life. The potential benefits of teaching emotional intelligence within the educational system are immense. It could benefit many people in societies, making them healthier and leading to healthier communities overall. Educational institutions must incorporate emotional intelligence into their curriculum to improve the well-being of individuals and communities. It is essential to act on this with urgency. As we move toward more naturalistic designs, future research should conduct longitudinal studies to assess the long-term effects of these practices on emotional intelligence and mental health. Transferring these practices across different educational levels and cultural backgrounds is another question to consider. As EI theories evolve to include various cognitive and behavioral dimensions, perhaps the demonstration of the remedial effects of EI training in those professional domains that are already emphasizing emotional intelligence such as health professions or engineering – might bring further inspiration for other fields to embrace EI training

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