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EMOTIONAL INTELLIGENCE AS A STRUCTURAL COMPONENT OF MODERN MILITARY TRAINING

Nataliia Bilonozhko,

*PhD, Major, Lecturer at the Department of Humanitarian and Social
and Economic Sciences, Odesa Military Academy (Odesa, Ukraine)*

ORCID ID: 0009-0000-2682-2174

psikholog87@gmail.com

Taras Ostapchuk,

*Candidate of Pedagogic Sciences, Associate Professor, Colonel,
Head of the Department of Humanitarian and Social and Economic Sciences,
Odesa Military Academy (Odesa, Ukraine)*

ORCID ID: 0000-0001-7461-5508

tarstepos@gmail.com

Abstract. In this study, the authors analyze emotional intelligence as a structural component of modern military training in the context of growing demands on the professional, psychological, and managerial readiness of military personnel. The relevance of the topic is determined by transformations in the security environment, the increased level of psycho-emotional stress of military service, and the need to develop the ability of military personnel to effectively lead, self-regulate, and interact with others. The study uses systematic, personality-oriented, and psychological approaches, as well as methods of theoretical analysis, generalization, and interpretation of scientific sources. It has been established that emotional intelligence is an integral structural component of modern military training, which integrates cognitive, emotional-volitional, and socio-psychological components of professional competence, ensures psychological stability, the effectiveness of management decisions, and the maintenance of the moral and psychological state of personnel.

Key words: emotional intelligence, officers, higher education institutions, psychological approaches, military personnel, military service.

Introduction. The formation of leadership qualities in students of military educational institutions is considered in scientific discourse as a complex, multi-component process that encompasses the development of the cognitive, emotional-volitional, communicative, motivational, and organizational spheres of the personality. Researchers emphasize that the formation of an officer as a leader is determined by the interaction of the individual psychological characteristics of a future military serviceman with the conditions and opportunities of the military educational environment, which creates space for acquiring managerial experience, forming professionally significant qualities, and developing emotional intelligence as the basis for effective military leadership. The development of emotional intelligence in future officers is particularly important given the specific nature of their professional activities, which involve performing managerial functions, leading subordinates, making responsible decisions in complex, non-standard, and extreme conditions, as well as bearing high responsibility for the lives and safety of personnel. Military service is associated with constant psycho-emotional stress, the need to quickly adapt to changing situations, maintain inner balance, and maintain moral and psychological stability, both for oneself and for subordinates. In this context, emotional intelligence is not an additional but a systemic component of modern military training, ensuring the effectiveness of professional activities, the quality of management decisions, and the ability to constructively

The purpose of the study is to provide a theoretical justification for emotional intelligence as a

structural component of modern military training and to determine its role in the formation of professional readiness, psychological resilience, and effective military leadership in conditions of increased stress and uncertainty.

Main part. The main tasks of the study are to define emotional intelligence; characterize the psychological features of military service that determine the objective need for the development of emotional intelligence in military personnel; and determine the role of emotional intelligence in the formation of leadership qualities in military personnel. The problem of studying the functions of emotional intelligence in the process of professional self-determination of an individual in adulthood is reflected in the studies of O. Bandurka, I. Garna, M. Damirli, O. Dzhuzha, S. Mosionza, O. Malinovska, V. Olefir, Yu. Rymarenko, S. B. Chekhovich, and others.

Analysis of scientific research suggests that, unlike IQ scores, emotional intelligence is largely determined by the individual's own efforts and can be developed throughout life. While IQ is generally considered a relatively stable, genetically determined characteristic, emotional intelligence (EI) is dynamic in nature and is shaped by learning, social experience, professional activity, and reflection on one's own emotional and behavioral manifestations.

In scientific research, emotional intelligence is interpreted as a multi-component construct, the structure of which reflects various aspects of a person's mental and social activity. In particular, within the cognitive approach developed by J. Mayer and P. Salovey, emotional intelligence is viewed as a system of abilities to perceive, understand, analyze, and use emotional information in thinking and decision-making processes. This component focuses on the intellectual processing of emotions and their role in cognitive activity.

The emotional component, presented in D. Goleman's concept, focuses on the ability of a person to be aware of their own emotions, regulate them, maintain internal motivation, and effectively manage emotional states in various life and professional situations. In this approach, emotional intelligence is closely linked to leadership, self-control, and psychological resilience.

The interpersonal or social component of emotional intelligence, which is elaborated in detail in the works of D. Lucin, encompasses the ability to understand other people's emotions, show empathy, build productive interactions, and maintain constructive social relationships. An important addition to this structure is the adaptive component presented in R. Bar-On's model, which emphasizes the role of emotional intelligence in the processes of social adaptation, stress management, and effective functioning in changing environmental conditions.

As noted by O. Kuleshova and V. Lavrovskaya (Kuleshova, Lavrovskaya, 2025): "The emotional intelligence of a future officer is manifested in the ability to be aware of one's own emotional states, control them in stressful situations, respond appropriately to the emotions of others, show empathy, maintain a psychologically healthy climate in the unit, and prevent destructive manifestations in interpersonal relationships." These qualities are essential for maintaining the combat readiness of the unit, building trust between the commander and subordinates, and effectively performing combat missions. In today's world, where military activities are increasingly taking place in conditions of information uncertainty, hybrid threats, and increased psychological pressure, the importance of emotional intelligence as a resource for professional resilience is growing significantly.

An important prerequisite for integrating emotional intelligence into the military training system is the regulatory and legal framework governing the activities of higher military educational institutions in Ukraine. It is based on the provisions of the Constitution of Ukraine, the laws of Ukraine "On Education," "On Higher Education," "On National Security of Ukraine," "On Defense of Ukraine," as well as on subordinate regulatory acts of the Ministry of Defense of Ukraine and other central executive bodies. These documents define the strategic guidelines for the development of military education, its goals, content, and principles of organization, creating a legal framework for the modernization of military training in line with contemporary challenges.

The Law of Ukraine “On Education” considers education as the basis for the intellectual, spiritual, physical, and cultural development of individuals and society, emphasizing the formation of a set of competencies in students that are necessary for successful socialization and professional realization. In the context of military education, this provision is particularly important, as it provides for the training not only of specialists with a high level of professional knowledge and skills, but also of individuals capable of self-regulation, responsible leadership, and ethical behavior. In this context, emotional intelligence is an important integrative factor that combines the cognitive, emotional, and social aspects of the professional training of military personnel. The provisions of legislation in the field of national security and defense emphasize the need to develop the moral and psychological readiness of military personnel to perform their assigned tasks. This creates a regulatory basis for including the development of emotional intelligence in the content of educational programs at higher military educational institutions, the use of psychologically oriented teaching methods, training forms of work, and reflection practices. Thus, emotional intelligence can be seen as a structural component of modern military training, ensuring the integrity of their professional and personal development.

In summary, we note that the development of emotional intelligence in future officers is not only pedagogically expedient, but also an objective requirement of modern military activity and the regulatory and legal framework of military education.

Research materials and methods. The methodological basis of the study is a set of general scientific and special approaches, principles, and methods of cognition that ensure a comprehensive and systematic study of emotional intelligence as a structural component of modern military training. The study is based on a systematic approach, which made it possible to consider the training of military personnel as a complex, open, and dynamic system that functions in the context of normatively defined military activity and integrates professional, psychological, educational, and value components. The application of this approach made it possible to identify the relationships between the level of emotional intelligence development, the content of training, organizational conditions, and the requirements of military service. The personality-oriented approach ensured that the study focused on the development of the individual psychological characteristics of military personnel, in particular the ability to recognize and regulate their own emotional states, empathy, stress resistance, and effective interpersonal interaction in conditions of increased psycho-emotional stress. This approach made it possible to consider emotional intelligence not only as a professionally significant quality, but also as an important factor in the psychological readiness of military personnel to perform combat duties and make responsible decisions in complex and extreme situations.

Results and discussion. Current transformation processes in the field of national security, the emergence of new forms of hybrid threats from the aggressor state, as well as the growing intensity and unpredictability of hostilities, highlight the need to train military specialists capable of effective leadership in conditions of increased risk, stress, and uncertainty. In this context, the development of emotional intelligence as a structural component of modern military training is of particular importance. A modern officer must possess not only professional and managerial competencies, but also well-developed emotional, volitional, and socio-psychological qualities that ensure the ability to recognize and regulate one's own emotional states, effectively influence the motivation of subordinates, make operational and balanced management decisions, maintain the psychological stability of personnel, form cohesive team interaction, and act effectively in crisis and extreme situations (Allen, 2015). An analysis of current scientific research suggests that emotional intelligence in a military-professional context is considered one of the key psychological characteristics of an officer's personality, directly affecting the effectiveness of their service and combat activities. In scientific works, emotional intelligence is interpreted not only as the ability to recognize and understand one's own emotional states, but as a complex system of psychological skills that includes self-regulation, emotional stability, understanding other people's emotions, and the ability to constructively build

interpersonal relationships in conditions of heightened psychological and emotional stress. For the military environment, which is characterized by a high level of responsibility, risk, and uncertainty, these qualities are of particular importance.

In an officer's professional activities, emotional intelligence manifests itself in the ability to maintain self-control in crisis and extreme situations, respond appropriately to stressors, and make informed decisions in conditions of time and information constraints (Mowday, Porter, 2013). At the same time, an important component of emotional intelligence is the ability to recognize the emotional states of subordinates, predict their behavior, provide timely psychological support, and prevent the development of destructive emotional manifestations in the unit. It is thanks to this that an officer can maintain a stable moral and psychological climate, which is a necessary condition for preserving the combat readiness and cohesion of personnel.

A significant contribution to the scientific understanding of the phenomenon of emotional intelligence was made by D. Goleman (Goleman, 1995), who defines it as a set of interrelated skills of self-regulation, empathy, internal motivation, and social competence that ensure effective interaction of the individual with the social environment. According to the researcher, these components are important for leadership because they allow managers not only to achieve their goals, but also to inspire, support, and guide others. In a military context, D. Goleman's concept is particularly important, as an officer's leadership is based not only on formal authority, but also on the level of trust, authority, and emotional influence over subordinates. The emotional intelligence model developed by D. Goleman covers more than two dozen interrelated components — from basic emotional self-awareness to complex social skills, including teamwork, cooperation, service orientation, initiative, and achievement motivation. Summarizing these components, the researcher identifies five key components of emotional intelligence: self-awareness, self-regulation, motivation, social awareness, and relationship management. Self-awareness is seen as the ability of a person to recognize their own emotions, motives, and internal states, as well as to understand their impact on the behavior of others. It is associated with adequate self-esteem, self-confidence, and the ability to reflect. Self-regulation, in turn, means the ability to control emotional impulses, manage moods, and delay immediate gratification in order to achieve more meaningful and long-term goals. It is not just about restraining emotions, but about the ability to consciously control emotional reactions, logically analyze situations, and make informed decisions, even in states of high emotional stress. The third component of emotional intelligence is motivation, which in Goleman's concept is interpreted as an internal focus on achieving results, a desire for self-improvement, and a willingness to make efforts without constant external rewards. Motivated individuals are success-oriented, able to independently assess their own progress, and persistently move toward their goals. Social awareness includes, first and foremost, empathy—the ability to understand the emotions, needs, and experiences of others and respond appropriately to them. This component is a prerequisite for effective interpersonal interaction, especially in professional and managerial contexts. The final component is relationship management, which encompasses the skills of influencing, persuading, inspiring, and developing others, effective team leadership, negotiation, and constructive conflict resolution. Together, these components form a holistic view of emotional intelligence as a complex psychosocial resource that is important for successful performance in high-responsibility and social interaction environments.

Researchers Mayer and Salovey (Mayer, Salovey, 1990) proposed their own scientific approach to understanding the phenomenon of emotional intelligence, which differs significantly from Goleman's competency model. According to these researchers, emotional intelligence should be viewed primarily as a special type of cognitive ability related to the processing of emotional information. Within this approach, emotional intelligence is defined as the ability to accurately perceive, identify, evaluate, and adequately express both one's own emotions and those of others. In addition, Mayer and Salovey emphasize the ability of a person to use emotions or consciously evoke them in cases where they con-

tribute to the activation of thinking, decision-making, and solving complex tasks. An important component of emotional intelligence in this model is understanding emotions and emotional knowledge, which includes the ability to interpret the causes of emotional reactions, predict their development, and recognize the relationship between emotions and behavior. The final element is competence in regulating emotions, aimed at maintaining emotional balance, personal well-being, and promoting emotional and intellectual growth.

Israeli psychologist Reuven Bar-On is one of the first researchers to develop a comprehensive model of emotional and social intelligence, which has significantly expanded the scientific understanding of the psychological mechanisms of personal and professional development. His concept goes beyond the traditional interpretation of emotional intelligence as a set of individual skills and considers it as an integrative system of emotional and social abilities that ensure effective interaction between a person and their social environment. In a pedagogical context, this model opens up new perspectives for understanding professional activity, as it emphasizes the importance of emotional and social competence in the process of learning and education.

According to R. Bar-On (1997), the combination of emotional and social abilities creates additional opportunities for the harmonious social development of the individual. This manifests itself in the ability to recognize and understand one's own emotions and feelings, express them appropriately, understand the emotional states of others, and maintain constructive interpersonal relationships with them. An important component of this model is the ability to control one's emotional reactions, maintain inner balance, and act effectively in situations of emotional tension. In addition, Bar-On emphasizes the ability of an individual to be a "change manager," adapt to new conditions, solve personal and interpersonal problems, generate positive emotions, and maintain internal motivation, which is a necessary condition for successful professional and pedagogical activity.

The results of numerous empirical and theoretical studies convincingly demonstrate the existence of a pronounced positive correlation between the level of emotional intelligence and the quality of interpersonal relationships. In particular, it has been established that individuals with a high level of emotional intelligence demonstrate a greater ability to constructively resolve conflict situations, manage emotional tension more effectively, and achieve greater satisfaction with relationships within the team. Such characteristics are particularly important in a military environment, where interaction between commanders and subordinates is based on trust, cohesion, and mutual responsibility.

In the context of military leadership development, emotional intelligence is an important psychological resource that contributes to the formation of a shared vision of the unit's goals and strategy, the building of stable and productive interpersonal relationships, and the stimulation of effective joint activities. Officers with developed emotional intelligence are able to more accurately understand the emotional states of personnel, respond in a timely manner to manifestations of tension or maladjustment, and create a favorable moral and psychological climate, which directly affects the combat capability and effectiveness of the unit.

In this regard, researchers H. Bondarev, O. Dychko, and I. Krylenko present a number of arguments in favor of the feasibility of introducing concepts related to emotional intelligence into the system of military training and management (Bondarev, Dychko, Krylenko, 2021). They note that the development of emotional self-regulation, empathy, and social competence skills contributes to improving the quality of command, reducing the level of destructive conflicts, and strengthening the leadership authority of officers. Thus, emotional intelligence is considered one of the key factors for effective military leadership and the sustainable functioning of military teams in conditions of increased stress and uncertainty.

Emotional intelligence in an officer's activities performs an integrative function, combining cognitive, volitional, and socio-psychological aspects of professional training. It contributes to the formation of a responsible attitude towards management decisions, the development of effective communi-

cation skills, and the ability to reflect on one's own actions and experiences. In crisis situations, it is precisely developed emotional intelligence that allows an officer to maintain clarity of thought, avoid impulsive decisions, and ensure the smooth operation of the unit.

Thus, scientific research results convincingly demonstrate that emotional intelligence is an important psychological resource in military-professional activities, ensuring effective command, maintaining the moral and psychological stability of personnel, and ensuring the effectiveness of management decisions in complex and crisis situations. Its development should be considered a priority in the modern training of military personnel and future officers.

One of the key factors in the development of military leadership is, first and foremost, the high level of stress associated with professional activity, which is caused by the constant threat to life and health, the lack of time for decision-making, information uncertainty, and increased psycho-emotional tension. In such conditions, an officer-leader must possess the ability to self-regulate, be emotionally stable, and control his own reactions, since it is his psychological state that largely determines the overall moral and psychological climate in the unit.

An important factor in the development of military leadership is responsibility for subordinates and the results of combat operations. An officer bears personal responsibility not only for the performance of assigned tasks, but also for the safety, lives, and psychological well-being of personnel. This requires a high level of empathy, the ability to understand the needs and emotional states of subordinates, to provide timely support, and to make decisions that take the human factor into account.

Equally important is the need to make management decisions in situations of uncertainty and risk. In military activities, complete and reliable data is often lacking, forcing leaders to act in unpredictable conditions, quickly analyze the situation, predict possible consequences, and take responsibility for the chosen course of action. In such circumstances, developed critical thinking, inner confidence, and the ability to maintain psychological balance play a key role.

Teamwork, as the dominant form of organization, plays a special role in the development of military leadership. The effectiveness of task execution largely depends on the level of cohesion within the unit, the trust between the commander and subordinates, and the quality of communication. A military leader must be able to set common goals, coordinate the actions of team members, maintain mutual respect, and promote constructive interaction even in difficult and crisis situations. As noted by the authors of the study (Maksymenko, 2001; Khraban, 2022), in the context of military education, the formation and development of cadets' leadership competencies is ensured by the implementation of a number of targeted training areas, including:

- combining theoretical military-professional training with practical activities in various forms of training;
- using active educational technologies, in particular discussions, role-playing and business games, and analysis of situational cases;
- conducting comprehensive tactical exercises in an environment that is as close as possible to real combat conditions;
- involving cadets in command duties, in particular through the practice of junior commanders;
- participation in the activities of military scientific centers and research initiatives;
- introduction of mentoring and coaching support mechanisms from experienced officers;
- utilizing the professional experience of instructors who have participated in combat operations;
- completing internships in state border guard units to acquire practical unit management skills;
- developing leadership potential through participation in cadet self-government bodies;
- involving cadets in organizing and conducting self-development during independent preparation for training sessions;
- participating in international educational programs and training projects, including the relevance of studying a foreign language as an elective;

- including persons holding junior command positions in the advisory bodies of structural units in order to foster a sense of responsibility for their own unit, the opportunity to express their will on various issues and make personal decisions, the ecological impact on subordinates, and the distribution of situational tasks among subordinate personnel;
- integration of gender-sensitive approaches into the educational process as an element of shaping a modern style of military leadership;
- application of the principles of equality, tolerance, and accessibility in working with personnel.

An important aspect of emotional intelligence that receives considerable attention in the context of military service is organizational commitment, which is viewed as a psychological characteristic that reflects the degree to which a service member identifies with the values and goals of the organization. In the classical interpretation, organizational commitment is defined as a deep belief in organizational values, acceptance of the strategic and tactical goals of the institution, willingness to make additional efforts for its successful functioning, and a persistent desire to remain a member of the organization (Mowday, 2013). These characteristics are particularly important in the military environment, as service in the Armed Forces is associated with a high level of responsibility, risk, and the need for sustained psychological endurance. From the perspective of military management, organizational commitment can be seen as one of the key resources for effective personnel management and strategic development of human resources. A high level of organizational commitment contributes to increased motivation among military personnel, their readiness to perform complex combat tasks, adherence to discipline, and maintaining professional resilience under conditions of prolonged stress (Gade, 2003). In this context, emotional intelligence is an important psychological factor in the formation of organizational commitment, since it is the ability to recognize and regulate one's own emotions, understand the emotional states of others, and build constructive relationships that contributes to deeper identification. Scientific research indicates that military personnel with developed emotional intelligence demonstrate higher levels of job satisfaction, greater resistance to professional burnout, and a stronger sense of belonging to the military community. This, in turn, has a positive effect on personnel retention and reduces the likelihood of early contract termination and discharge from military service. In the context of modern security challenges, when the personnel stability of the Armed Forces is a strategically important factor, the development of emotional intelligence is of particular importance as a tool for maintaining organizational loyalty. Important findings in this area of research suggest that knowledge about the relationship between emotional intelligence and organizational commitment can form the basis for the development of effective military personnel policies. In particular, this refers to the introduction of psychologically oriented training and support programs for military personnel aimed at developing self-regulation, empathy, communication skills, and stress resistance. Such measures can not only increase the effectiveness of professional activities, but also create conditions for strengthening organizational loyalty, preserving, and fully realizing the personnel potential of the Armed Forces of Ukraine.

Conclusions. In this study, the authors analyze the peculiarities of emotional intelligence formation in the modern military training system. It has been established that emotional intelligence in the military sphere should be considered not as an auxiliary characteristic of personality, but as a structural component of professional training, which is organically combined with the cognitive, physical, and moral-volitional components of military activity. It has been proven that developed emotional intelligence ensures the ability of military personnel to understand and regulate their own emotional states, effectively manage their behavior in conditions of increased stress and uncertainty, and engage in constructive interpersonal interaction within the unit. These qualities are crucial for maintaining psychological stability, preserving combat readiness, and realizing the leadership potential of military personnel in the process of performing combat duties. The study found that emotional intelligence plays a system-forming role in the structure of modern military training, as it promotes the integration

of professional knowledge, management skills, and socio-psychological competencies. Its development has a positive impact on the level of organizational loyalty, motivation to serve, the ability to make responsible decisions, and the formation of effective teamwork. Summarizing the results of the analysis, it was concluded that the purposeful formation of emotional intelligence should be an integral part of educational training programs for military personnel.

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