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THE DEVELOPMENT OF EMOTIONAL INTELLIGENCE IN ADOLESCENTS WITH CHARACTER ACCENTUATION

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INTRODUCTION

In the context of profound socio-economic and political changes in Ukrainian society, the ability to adapt to new conditions and the capacity to recognize and understand both one's own emotions and the emotions of others have become especially significant. These abilities are examined within the framework of the concept of emotional intelligence. The issue of developing emotional intelligence in adolescents remains insufficiently studied today, yet it is a priority in organizing and implementing the educational process during this developmental period. Adolescence represents a crucial window of opportunity for such development, while fostering emotional intelligence requires targeted psychological and pedagogical intervention aimed at achieving a balanced integration of cognitive and emotional processes determined by the specific features of adolescents' socialization and individualization.

The development of emotional intelligence requires deliberate psychological and pedagogical efforts particularly during adolescence, as this age is marked by heightened emotionality. During this period, levels of conflict increase, often due to adolescents' inability to accept and process both their own emotions and the emotions of others. The broader an adolescent's repertoire of emotional-intelligence skills, the more effectively they will be able to respond to societal demands, the greater their resistance to stress, and the more successfully they will navigate conflict situations.

Today, the issue of developing emotional intelligence occupies a central place in scientific discourse. The specificity of the current state of research in this field lies in the absence of a unified psychological theory and a common understanding of the construct of emotional intelligence.

The problem of developing emotional intelligence has been examined by such scholars as S. Freud, C. Darwin, D. Goleman, H. Gardner, J. Mayer, P. Salovey, R. Caruso, L. F. Barrett, T. Bradberry, P. Ekman, I. Carroll, R. Bar-On, and others. In addition to these authors, emotional intelligence has also been studied by I. Sand, H. V. Yusupova, A. G. Asmolov, O. Vlasova, E. Nosenko, N. Kovryha, S. Derevyanko, M. Manoilova, A. Petrovska, D. Dubravin, D. B. Bogoyavlenskaya, S. V. Bondar, among others.

The roots of the concept of emotional intelligence as a factor in personality harmonization can be traced back to Antiquity, when the

relationship between reason and emotion was discussed within the context of philosophical teachings. Aristotle made a significant contribution to the development of the idea of the interrelation between cognitive and emotional processes. He viewed emotions as forces capable of influencing a person's state so profoundly that they alter one's ability to think rationally and are accompanied by feelings of pleasure or suffering[1].

The earliest foundations of emotional intelligence research can be found in the works of Charles Darwin, who emphasized the importance of emotional expression for social survival. In 1940, D. Wechsler described the impact of non-rational factors on intellectual behavior. In 1983, Howard Gardner, in his work *Frames of Mind: The Theory of Multiple Intelligences*, proposed the idea of multiple intelligences, separately highlighting interpersonal intelligence (the ability to understand the intentions, motives, and desires of others) and intrapersonal intelligence (the ability to understand one's own feelings, fears, and motives). According to Gardner, traditional measures of intelligence, such as IQ, cannot fully explain an individual's cognitive abilities and personal characteristics.

In 1985, Reuven Bar-On introduced the concept of the *emotional quotient* and proposed a method for its measurement (EQ-i). In 1986, the term *emotional intelligence* was first used in the dissertation research of W. L. Payne[2].

1. Emotional Intelligence as a Psychological Phenomenon

The emergence of "mixed models" of emotional intelligence (EI) is associated, according to I. M. Andreyev, with A. Bandura's concept of self-efficacy, A. Maslow's theory of self-actualization, and C. Rogers' idea of client-centered therapy. These approaches emphasize the importance of an individual's ability to recognize their own capacities and to manage their behavior effectively in accordance with knowledge of their strengths and weaknesses. A. Bandura conceptualizes human psychological functioning through the interaction of behavioral, cognitive, and environmental factors, assigning a central role to cognitive components in the regulation of activity. C. Rogers focuses on the factors contributing to optimal personality functioning, particularly the awareness of one's deep feelings, which enables individuals to maintain congruence and remain in harmony with their true

[1] Власова О.І.. Психологія соц. здібностей : структура, динаміка, чинники розвитку. К. : ВПЦ "Київський Університет", 2005. 308 с.

[2] Sand I. The Emotional Compass: How to Think Better about Your Feelings / Ilse Sand. London: Jessica Kingsley Publishers, 2016. 136 p.

self. According to A. Maslow, the development of self-actualization is stimulated by intense experiences he refers to as "peak experiences"[3].

The American scholar Daniel Goleman, in his book *Emotional Intelligence*, convincingly argues that "the true indicator of intelligence is EQ rather than IQ (logical intelligence), especially in those flexible domains where cognitive abilities are relatively less important for achieving success–domains in which emotional self-regulation and empathy play a greater role than purely intellectual capacities"[4].

In addressing this topic, we draw upon leading schools of emotional-intelligence development (EQ schools) and emotional-skills training, including:

- Den Dubravin's School of Emotional Intelligence;
- The London EQ School, which operates on a three-year emotional-literacy program;
- The Newham Emotional Literacy Initiative;
- The Social, Emotional, and Ethical Learning (SEE Learning) Program;
- The EIHUMAN School of Emotional Intelligence Development (V. Pidlisna).

According to the experience of Social and Emotional Learning (SEL) programs, an emotionally safe learning environment can be established as a key component of the educational process. SEL is a process through which children and adults acquire the knowledge, skills, and interpersonal competencies needed to recognize and manage their emotions, develop empathy, build relationships, and make responsible decisions. Competence in applying social-emotional skills is formed within safe and supportive environments in schools, families, and communities, where children feel valued, respected, connected to school, and actively engaged in learning.

The SEEL Program serves as a tool for developing soft skills–such as communication, empathy toward oneself and others, emotion regulation, teamwork, creative and critical thinking, leadership, and responsible followership. Such training fosters learners' mindfulness, compassion, and engagement[5]. In his book, D. Goleman notes that "SEL programs significantly improve academic performance–as confirmed by achievement-test results and grade-point averages. In schools participating in these

[3] Власова О.І.. Психологія соц. здібностей : структура, динаміка, чинники розвитку. К. : ВПЦ "Київський Університет", 2005. 308 с.

[4] Гоулман Д. Емоційний інтелект; пер. з англ. С.-Л. Гумецької. Х. : Віват, 2018. 512с.

[5] Калошин В.Ф., Трокалюк О. Емоційний інтелект: сутність, необхідність, підхід до визначення. Управління школою. 2007. №33. С. 2-17.

programs, 50% of students improved their academic indicators, and 38% enhanced their overall GPA"[6,7].

The term "emotional intelligence" in psychology was introduced by J. Mayer and P. Salovey (Salovey & Mayer, 1990), who became the founders of the conceptualization of EI as a psychological construct. Research on emotional intelligence based on the theory of J. Mayer, P. Salovey, and R. Caruso continues today at Yale University under the leadership of Peter Salovey. These studies address several key aspects: the perception, appraisal, and expression (identification) of emotions; the use of emotions to enhance thinking and performance; the analysis and understanding of emotions; and the conscious regulation of emotions for personal growth and improvement of interpersonal relationships.

According to J. Mayer and P. Salovey, emotional intelligence is "a set of mental abilities for understanding one's own emotions and the emotions of others. Individuals with high emotional intelligence accurately perceive their own emotions and the feelings of others, can effectively manage their emotional sphere, and therefore display more adaptive social behavior and more easily achieve their goals in interaction with others"[8].

In psychology, there are two distinct perspectives regarding the possibility of developing emotional intelligence. One of them, supported by several scholars, including J. Mayer, asserts that increasing the level of emotional intelligence (EI) is an extremely difficult task, as this indicator represents a relatively stable and enduring human ability. According to this view, emotional intelligence is determined by innate factors, and therefore its substantial improvement over the course of life is unlikely. At the same time, these researchers note that emotional knowledge–information actively used by emotional intelligence–can indeed be acquired, including through learning and training, which makes it possible to improve certain aspects of emotional competence to some degree.

However, another perspective, supported in particular by the well-known psychologist D. Goleman, maintains that emotional intelligence is dynamic and capable of development. According to this theory, emotional intelligence can not only be improved but actively cultivated throughout life through learning and conscious self-development. One of the key arguments supporting this position is that neural pathways in the brain continue to form and change until mid-adulthood. This creates opportunities for the

[6] Гейз С., Штросаль К., Вілсон К. Терапія прийняття та відповідальності. Процес і практика усвідомлених змін. переклал з англ. Олександра Варварюка. К.: Видавництво Ростислава Бурлаки, 2024. 536 с.

[7] Калошин В.Ф., Трокалюк О. Емоційний інтелект: сутність, необхідність, підхід до визначення. *Управління школою*. 2007. № 33. С. 2-17.

[8] Токарева Н.М. Сучасний підліток у системі психолого-педагогічного супроводу: монографія. Кривий Ріг, ТОВ ВНП «Інтерсервіс», 2014. 312 с.

development of new connections and the enhancement of cognitive functions, including those responsible for emotional intelligence. Consequently, individuals are able to learn to better understand their emotions, manage them, and develop skills for emotional-level interaction with others, which positively influences their interpersonal relationships and personal development.

2. Features of Emotional Intelligence in Adolescence

The process of maturation and the transition into adolescence are accompanied by significant changes that influence the development of an individual's personality. These changes involve physiological transformations, interactions with adults and peers, as well as the level of development of cognitive abilities, intellectual qualities, and self-awareness. Equally important are changes in emotional development: adolescence is characterized by increased emotionality, manifested through heightened excitability, mood swings, anxiety, aggression, and other intense emotional reactions. During this period, self-awareness and critical thinking actively develop, giving rise to internal contradictions–adolescents begin to notice inconsistencies not only in the surrounding world but also within their own self-perception. This forms the basis for shifts in their emotional and value-based attitude toward themselves, which may lead to dissatisfaction with their personality.

Research on the emotional development of adolescents and its influence on the psyche is a key domain of psychology, as adolescence is considered a particularly "emotionally saturated" period. Modern science has developed an entire field dedicated to the study of emotional functioning, with leading contributors including: L. M. Abolin, I. D. Bekh, V. K. Vilnas, L. S. Vygotsky, Wilhelm Wundt, B. I. Dodonov, O. V. Zaporozhets, Carroll E. Izard, Igor S. Kon, O. I. Krutetska, A. N. Leontiev, V. S. Mukhina, Ya. M. Neverovych, S. L. Rubinstein, P. V. Simonov, O. Ya. Chebykin, T. M. Chebykina[9].

There is a substantial body of psychological research addressing various aspects of the emotional sphere during adolescence. Numerous studies by domestic and international scholars–such as G. D. Johnson, Silvan S. Tomkins, Igor S. Kon, Carroll Izard, L. I. Bozhovych, M. S. Kagan, Sigmund Freud, Jean Piaget, A. E. Lichko, A. N. Leontiev–focus on the psychological characteristics and developmental patterns of emotional expression in adolescence. Contributions by G. Stanley Hall, Carroll Izard, Alfred Adler, Lidiya Bozhovych, Irina Dubrovina, Jean Piaget, A. Prikhozhan, D. Feldshtein, Sergei Rubinstein, Evgeny Ilyin, Boris Bratus, Lev Vygotsky, Daniil Elkonin, Elena Mukhina, and others are likewise

[9] Діомідова Н. Ю. Теоретичні підходи до визначення емоційного інтелекту. Scientific review. 2015. Том4, №14 https://naukajournal.org/index.php/naukajournal/article/view/470/648

foundational. Notable theorists such as Daniil B. Elkonin, Erik Erikson, G. S. Kostyuk, A. N. Leontiev, Dmitry A. Leontiev, S. D. Maksymenko, Abraham Maslow, Jean Piaget, Carl Rogers, V. O. Tatenko, T. M. Tytarenko, and Sigmund Freud have also significantly contributed to the understanding of this developmental stage.

Adolescence represents a critical window of opportunity for the development of emotional intelligence. This developmental period is considered one of the most contradictory in psychological research due to its critical and transitional nature. During adolescence, individuals move toward a qualitatively new developmental stage–from "child" to "adult"–and for a certain time occupy a marginal status, simultaneously belonging to two cultural realms.

In contemporary psychology, several approaches exist regarding the boundaries of adolescence: some scholars view it as a transitional stage toward adulthood (e.g., T. V. Dragunova, Igor S. Kon, I. Ya. Kulagina, L. F. Friedman, Daniil B. Elkonin), whereas others consider it an independent stage of personality development (H. M. Prikhozhan, V. B. Shapar, among others). Lev S. Vygotsky conceptualized the feeling of adulthood as the central and specific new formation of adolescence– a subjective experience of emerging maturity and preparation for becoming a full and equal member of one's social group.

Psychologists such as S. D. Maksymenko, V. S. Mukhina, M. V. Savchyn, N. M. Tokarieva, A. V. Shamne and others describe the central developmental achievement of adolescence as a new level of self-awareness ("the consciousness of adulthood as a new form of self-awareness"), qualitative shifts in the motivational sphere (the emergence of value orientations and a hierarchy of motivational structures), as well as a qualitatively new level of internal regulation and self-regulation of personality development[10].

A considerable number of scholarly works are devoted to the psychological aspects of adolescent personality development. This focus is particularly relevant because, during this period, the intellectual apparatus is finalized–supporting the formation of an individual worldview, a personal value system, and the self-concept. The self-image at this stage is unstable and less positive compared to younger school age; the peak of these changes typically occurs around ages 12–13, when the adolescent engages in a profound re-evaluation of the self. Erik Erikson's theory places adolescence at the center of personality development, emphasizing that this period is crucial for the formation of ego identity. This identity integrates not only role identification but also the accumulated experiences of previous

[10] Токарева Н.М. Сучасний підліток у системі психолого-педагогічного супроводу : монографія. Кривий Ріг : ТОВ ВНП «Інтерсервіс», 2014. 312 с.

developmental stages; it is synthesized in adolescence and becomes the basis for the further development of the adult personality.

The emotional experiences of adolescents are characterized by depth, intensity, and duration. They also become more diverse in content and direction compared to those of younger children.

Yu. V. Davydova, in her research, analyzed the specific features of emotional-intelligence development in adolescents. She notes that emotional intelligence at this age has a complex structure consisting of two primary components: an external component (the ability to understand emotions) and an internal one (emotional self-regulation). According to the author, the key functions of emotional intelligence lie in ensuring successful activity and harmonizing both intrapersonal and interpersonal interaction.

O. I. Vlasova, in her research, found that among early adolescents, the leading emotional abilities include the capacity for systematic identification of emotional expression, which is associated with individual social activity and the acquisition of skills necessary for socially adaptive behavior in emotionally tense situations[11]. The author argues that, given the specificity of subject-to-subject interactions, it is necessary to view emotion as a psychological process possessing all the characteristics of a capacity for holistic, multi-level reflection and regulation of personally significant aspects of human functioning, and she highlights the social nature of the development of this mechanism.

I. H. Pavlova, studying the phenomenon of emotional maturity, states that adolescents aged 13–14 show a noticeable improvement in their ability to manage their own emotions. The emotions and experiences of this period largely belong to the adolescent's inner world and are expressed externally to a lesser extent than in earlier years. Even within close social circles, adolescents often refrain from fully revealing their feelings and experiences.

In her research on the emotional-volitional sphere of adolescents, N. M. Tokarieva notes that "adolescence is the developmental period during which the influence of emotions on human activity is most evident"[12] [7], and that "the emotional experiences of adolescents are characterized by depth, strength, duration, and greater diversity in comparison with younger schoolchildren".

With age, adolescents develop better awareness and understanding of emotions, and the boundaries of emotional concepts become more defined. As they mature, their vocabulary related to describing emotions expands

[11] Власова О.І.. Психологія соц. здібностей : структура, динаміка, чинники розвитку. К. : ВПЦ «Київський Університет», 2005. 308 с.

[12] Токарева Н.М. Сучасний підліток у системі психолого-педагогічного супроводу: монографія. Кривий Ріг : ТОВ ВНП «Інтерсервіс», 2014. 312 с.

significantly, and the number of criteria they use to differentiate emotional states increases.

Scientific studies indicate that adolescents experience life events much more vividly and intensely than children or adults. This applies to both positive and negative emotions. When an adolescent feels joy, their happiness may reach an extreme peak; conversely, when experiencing sadness, they may feel profound despair. Such states of uncontrolled elation and deep dejection can shift extremely rapidly – sometimes even within the span of a single day.

Analyzing scientific approaches to the study of adolescence makes it possible to identify several of its key characteristics:

1. The intellectual apparatus reaches its final stage of formation.
2. A system of values and the self-concept is established.
3. The self-image remains unstable and less positive compared with earlier childhood.

Research has demonstrated that adolescents experience a wide range of life events more vividly and intensely than not only adults but also younger children. This applies to both positive and negative emotions. When an adolescent feels joy, it may reach its peak; however, if something upsets them, they may experience profound unhappiness. These alternating states of exuberant joy and deep despair can shift very rapidly–even within a single day.

The emotional sphere of adolescence is characterized by several specific features:

– "The inner world of emotions." Adolescents' emotions gradually shift from external expression to predominantly internal experiences, making them more withdrawn and less inclined to share their feelings. Even among close individuals, an adolescent typically does not disclose all of their emotions or internal states.

– "Opposing poles." Emotions and feelings of opposite valence often coexist simultaneously. For example, adolescents may love and hate someone at the same time, and both emotions may be equally overt.

– "A period of heightened emotionality." Adolescents' emotional experiences are deeper, stronger, and longer-lasting, and are more diverse in their content and direction compared to those of younger schoolchildren. This phenomenon is linked to the balance of two basic neural processes– excitation and inhibition. During adolescence, compared with middle childhood (ages 7–11) and adulthood, overall excitation increases, while all forms of inhibition weaken. As a result, adolescents display more intense emotional responses to the same events and find it more difficult to calm down.

– “Emotional fixation.” Adolescents may become “stuck” in both positive and negative emotional states. In some cases, particularly among girls, they may immerse themselves in their experiences. Attempts by adults to help are often met with resistance.

– “Emotional zero”–boredom. Its danger lies in the fact that if an adolescent who feels bored cannot quickly find an engaging activity, boredom may intensify into irritation, anger, or melancholy. When a person in such a state begins to “look for excitement,” it rarely leads to positive outcomes. In other words, adolescents often cannot–and do not know how to–make their lives more meaningful during periods of boredom.

Given all of the above features of the adolescent emotional state, it is extremely important to foster emotional intelligence in order to prevent heightened anxiety and intrusive fears.

By developing emotional intelligence, we teach adolescents to understand the emotional sphere of human life effectively: to recognize emotions and to use their emotional experiences to solve tasks related to relationships and motivation.

Thus, the age-specific characteristics of adolescence, as a transitional stage from childhood to adulthood, on the one hand, create favorable conditions for the development of intrapersonal emotional intelligence, and on the other, the social situation of an adolescent’s development necessitates the cultivation of interpersonal emotional intelligence. Therefore, the development of emotional intelligence during adolescence requires purposeful psychological and pedagogical intervention aimed at achieving a balanced integration of cognitive and emotional processes, conditioned by the particular features of socialization and individualization at this age.

Having reviewed the works and research findings on adolescents’ emotional intelligence, we can conclude that this period is marked by continued formation of the emotional intelligence phenomenon, accompanied by both quantitative and qualitative changes. Thus, the developmental characteristics of adolescence as a transitional phase from childhood to adulthood create favorable prerequisites for the growth of emotional intelligence. Its development requires targeted psychological and pedagogical support.

3. Features of Emotional-Intelligence Development in Adolescents with Different Character Accentuation Types

To identify the indicators of emotional intelligence in adolescents, we conducted an experimental study. The sample consisted of 40 adolescents aged 14–15, including 24 girls and 16 boys. In our study, we applied both qualitative and quantitative research methods, namely surveys (questionnaire data) and testing procedures, including: the Trait Emotional Intelligence

Questionnaire (TEIQue-SF) by K. Petrides and A. Furnham, adapted by Yu. Shyron; the Method for Assessing the Level and Structure of Emotional Intelligence (MEI) adapted by V. I. Barko, V. P. Ostapovych, and P. S. Oleshko; the Emotion Regulation Questionnaire (ERQ) by J. Gross and O. John; and the Leonhard–Shmishek Questionnaire of Character and Temperament Accentuation.

First, we analyzed the indicators of character accentuation within the group of adolescents. For clarity, these results are presented in Figure 1.

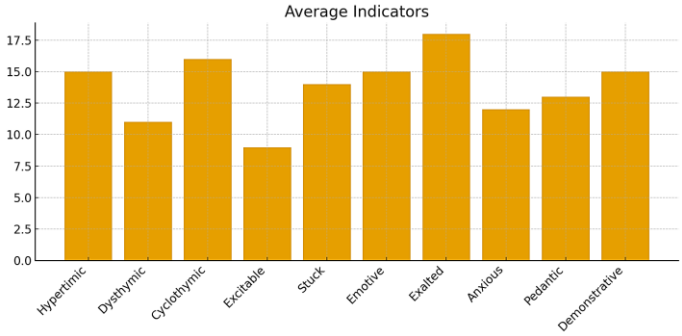


Fig. 1. Average values of character accentuation among the participants, in% (n = 40)

Based on the provided graph (Fig. 1), which illustrates the average values of character accentuation among the participants (in percentages), it can be stated that there are virtually no pronounced accentuation types according to the group's mean indicators (all average scores do not exceed 19 points). However, certain tendencies toward character accentuation can be observed among the adolescents.

The most prominent tendencies are toward the *exalted*, *hyperthymic*, *cyclothymic*, and *emotive* accentuation types. This indicates a relatively high level of emotional excitability and a tendency to experience both positive and negative events intensely. Adolescents demonstrate optimism, activity, and high energy, though they may also show fluctuations between periods of elevated enthusiasm and periods of reduced mood and energy. They are also highly sensitive to emotional stimuli.

Moderately expressed tendencies are found for the *demonstrative*, *stuck*, *pedantic*, and *anxious* accentuation types. At a moderate level, adolescents may show a desire to be the center of attention and to make an impression on others. They exhibit noticeable levels of anxiety, a tendency toward fears and insecurity, emotional restraint, and inclinations toward isolation and

introversion. Additionally, they may demonstrate excessive attention to detail, a need for order, and perfectionistic behaviors.

The lowest average indicators in the sample were observed for the *dysthymic* and *excitable* accentuation types. This means that adolescents in this group are less prone to reduced activity, pessimistic tendencies, self-absorption, impulsivity, emotional instability, and low self-control.

Overall, the findings indicate that adolescents most frequently display accentuations associated with increased emotionality (exalted), optimistic activity (hyperthymic), behavioral instability (cyclothymic), and emotional sensitivity (emotive). Conversely, tendencies toward pessimism and impulsive behavior are the least characteristic for this age group.

Figure 2 presents the distribution of the sample according to the overall emotional-intelligence score measured using the MEI methodology.

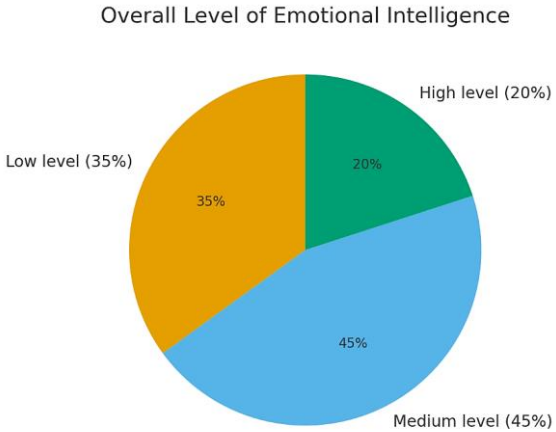


Fig. 2. Distribution of participants by overall emotional-intelligence level, in% (n = 40)

As shown in Fig. 2, 45% of adolescents demonstrate an average level of emotional intelligence, and 20% display a high level–that is, sufficiently strong abilities to recognize, accept, and regulate both their own emotional states and the emotions of others. However, it should be noted that 35% of adolescents show a low level of emotional intelligence, meaning that they experience difficulties in understanding and becoming aware of their own emotional experiences as well as the emotional experiences of others.

For a more detailed analysis, we examined the average scores across the scales comprising adolescents' emotional intelligence, taking into account

that each scale contains the same number of items, which allows for convenient comparison. The detailed results are presented below.

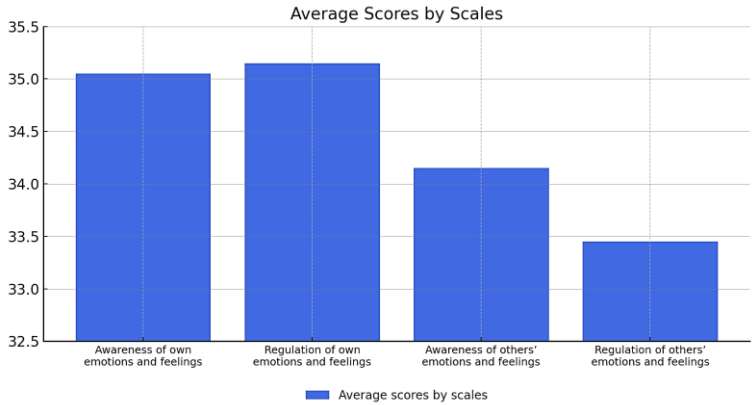


Fig. 3. Average Scores on the Emotional Intelligence Scales among Adolescents (n = 40)

Based on Figure 3, it can be observed that, according to the mean values, the participants demonstrate relatively well-developed intrapersonal aspects of emotional intelligence, namely awareness of their own emotions and feelings (mean score of 35.06) and the regulation of their own emotions and feelings (mean score of 35.18). The interpersonal components of emotional intelligence show lower average scores, specifically awareness of others' emotions and feelings (mean score of 34.18), while the least developed component is the regulation of others' emotions and feelings (mean score of 33.46).

In our view, this is a particularly noteworthy finding. Indeed, drawing on the work of E. L. Nosenko and colleagues, it has been established that intrapersonal components of emotional intelligence develop earlier than interpersonal ones. The ability to recognize and regulate one's own emotions forms through processes of self-observation and reflection, which are often more accessible and comprehensible than complex social interactions. An individual naturally has more opportunities for self-awareness than for analyzing the emotions of others.

Considering that Ukraine has been in a state of full-scale war for nearly three years, all Ukrainians have undergone an intensified and challenging process of emotional awareness and regulation. Interpersonal aspects of emotional intelligence are far more complex, requiring a person not only to manage their own emotions but also to accept the emotional experiences of another individual, which may differ significantly from their own. This,

in our view, provides a plausible explanation for the obtained results across the scales.

The results for the overall level of emotional intelligence and its components measured using the TEIQue-SF are presented in Figure 4.

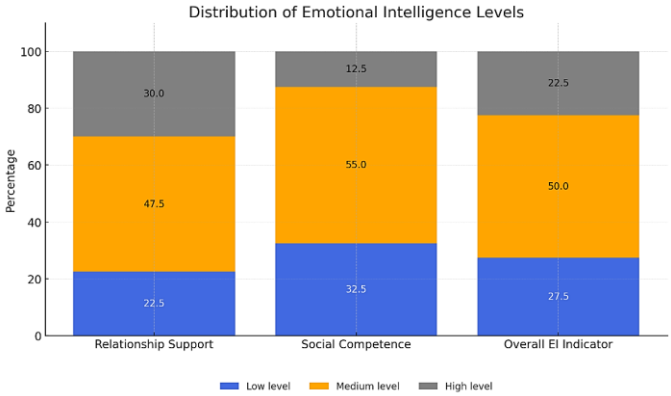


Fig. 4. Distribution of the Sample by Levels of Emotional Intelligence among Adolescents, in% (n = 40)

According to the data presented in Figure 4, on the *"Relationship Support"* scale, 22.5% of participants demonstrate a low level, 47.5% a moderate level, and 30% a high level. This indicator reflects the level of development of intrapersonal emotional intelligence. Accordingly, individuals with low scores tend to have reduced ability to recognize and regulate their own emotions. In contrast, those with high scores demonstrate stronger capacity for emotional awareness and self-regulation. Adolescents with higher results on this scale typically experience greater happiness, optimism, and lower impulsivity. Conversely, individuals with lower scores are more likely to experience pessimism, heightened impulsivity, and a reduced subjective sense of happiness–factors that inevitably hinder the maintenance of interpersonal relationships.

On the *"Social Competence"* scale, 32.5% of participants show a low level, 55% a moderate level, and 12.5% a high level. This indicator reflects the level of interpersonal emotional intelligence. Low scores on this scale suggest difficulties in identifying, understanding, and regulating the emotions of others. In contrast, higher scores indicate that a person is better able to influence and manage the emotional responses of others, demonstrating the ability to elicit particular emotional reactions. Adolescents with higher social-competence scores also tend to possess higher self-

esteem, which is an important personal characteristic for achieving communication-related goals.

According to the overall emotional intelligence indicator, 27.5% of adolescents demonstrate a low level, 50% a moderate level, and 22.5% a high level. Adolescents with higher emotional intelligence are more capable of identifying their own emotions and understanding their underlying causes. They are better able to control and adjust their emotional reactions in accordance with situational demands. They can accurately perceive the emotions of others, "put themselves in someone else's place," and respond appropriately to nonverbal emotional cues. Conversely, adolescents with lower emotional intelligence experience difficulties recognizing and managing their own emotions. They tend to lose emotional control easily and undergo frequent mood fluctuations without understanding the underlying causes of their states. Such adolescents also experience difficulties in recognizing or acknowledging the emotions and needs of others. They may struggle with interpreting nonverbal emotional signals and face challenges in establishing and maintaining warm, friendly interpersonal relationships.

Correspondingly, Figure 5 presents the distribution of participants according to indicators of emotional regulation among adolescents.

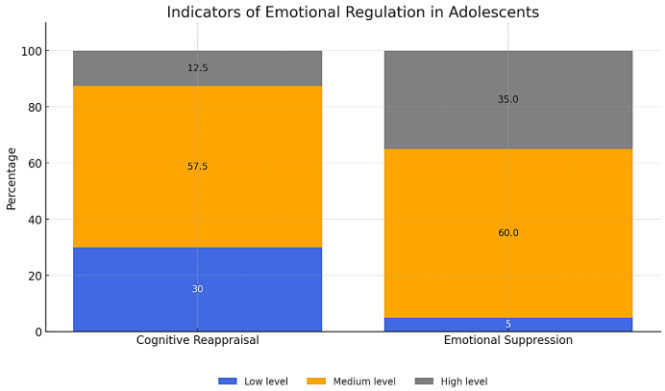


Fig. 5. Distribution of respondents by indicators of emotional regulation,% (n = 40)

According to Fig. 5, it can be observed that the majority of adolescents–approximately 60%–demonstrate an average level on both components of emotional regulation. However, *expressive suppression* shows a higher proportion of respondents with a high level compared with *cognitive reappraisal*. This may indicate that in emotionally challenging situations,

adolescents are more likely to inhibit the outward expression of their feelings rather than attempt to reinterpret or cognitively reframe the situation.

Correspondingly, the ability for cognitive reappraisal in adolescents appears to be more developed than their tendency toward emotional suppression, which represents a positive trend, as reappraisal is considered a more adaptive mechanism of emotional regulation.

Subsequently, we conducted a correlational analysis using Spearman's non-parametric rho coefficient (ρ). Given the sample size, we considered correlations of $\rho = 0.31$ at $p \leq .05$ and $\rho = 0.40$ at $p \leq .01$ to be statistically significant. The results of the correlational analysis are presented in Tables 1–3.

Table 1

Indicators of Correlational Analysis Between the Manifestations of Character Accentuation in Adolescents and the Level of Emotional Intelligence (MEI)

Indicators	Self-awareness of own emotions (SAE)	Self-regulation of own emotions (SRE)	Awareness of others' emotions (AOE)	Regulation of others' emotions (ROE)	Total EI
Hyperthymic type	0.167	0.357*	0.415**	0.380**	0.334*
Dysthymic type	–0.202	–0.316*	–0.186	–0.340*	–0.312*
Cyclothymic type	–0.326*	–0.264	–0.168	–0.194	–0.230
Excitable type	–0.158	–0.320*	–0.218	–0.174	–0.228
Stuck (resistant) type	–0.380*	–0.346*	–0.374*	–0.402**	–0.368*
Emotive type	0.328*	0.184	0.370*	0.262	0.310*
Exalted type	–0.246	–0.352*	–0.226	–0.370*	–0.296
Anxious type	–0.410**	–0.384*	–0.334*	–0.376*	–0.362*
Pedantic type	0.264	0.314*	0.142	0.065	0.114
Demonstrative type	0.260	0.328*	0.218	0.366*	0.286

Note. *SAE – self-awareness of one's own emotions and feelings; SRE – self-regulation of one's own emotions and feelings; AOE – awareness of others' emotions; ROE – regulation of others' emotions; EI – total emotional intelligence score.*

** – statistically significant correlation at $p \leq .05$;*

*** – statistically significant correlation at $p \leq .01$.*

Based on Table 1, it can be observed that the greatest number of statistically significant positive correlations is found between the hyperthymic and emotive types of character accentuation and the levels of emotional intelligence development in adolescents. That is, adolescents who display

hyperthymic traits–such as high energy, optimism, and activity–demonstrate comparatively higher levels of emotional intelligence, particularly in their ability to understand and regulate the emotions and feelings of others. Thus, they exhibit better-developed interpersonal emotional intelligence. Adolescents with an emotive type of accentuation, characterized by emotional sensitivity and heightened responsiveness, also show higher scores on overall emotional intelligence; however, their strengths lie primarily in the awareness of both their own emotions and the emotions of others.

A greater number of statistically significant negative correlations was identified, specifically between dysthymic, stuck (resistant), exalted, and anxious accentuation types and the levels of emotional intelligence in adolescents. Statistically significant negative correlations across all emotional intelligence indicators were found for the stuck and anxious types. This indicates that the more an adolescent tends to exhibit resentment, emotional fixation, heightened anxiety, and insecurity, the lower their level of both intrapersonal and interpersonal emotional intelligence–specifically, their ability to understand and regulate their own emotions and the emotions of others. Adolescents with dysthymic traits (characterized by pessimism and passivity) show difficulties in managing both their own and others' emotions, and overall demonstrate lower emotional intelligence. Similar difficulties are characteristic of adolescents with an exalted accentuation type, who are prone to emotional excitability and intense reactions to even minor events.

It is also important to note the presence of several isolated statistically significant correlations between specific accentuation types and individual components of emotional intelligence:

- A statistically significant negative correlation was found between the cyclothymic accentuation type and self-awareness of one's own emotions ($\rho = -0.326$, $p \leq .05$). This indicates that the stronger the adolescent's tendency to alternate between periods of increased activity and enthusiasm and periods of lowered mood and energy, the lower their ability to recognize and understand their emotional experiences. This may be related to difficulties in grasping the reasons for frequent mood shifts, which, in turn, complicates emotional awareness.
- A statistically significant negative correlation was found between the excitable accentuation type and the ability to regulate one's own emotions ($\rho = -0.320$, $p \leq .05$). Thus, adolescents prone to impulsivity and irritability experience challenges in self-regulation of emotions and feelings.

A statistically significant positive correlation was found between the ability to regulate one's own emotions and the pedantic accentuation type ($\rho = 0.314$, $p \leq .05$). This suggests that pedantic adolescents possess a higher capacity for emotional regulation, largely due to their heightened self-control.

Statistically significant positive correlations were found between the demonstrative accentuation type and the ability to regulate one's own emotions ($\rho = 0.328$, $p \leq .05$), as well as the emotions of others ($\rho = 0.366$, $p \leq .05$). Thus, the more an adolescent tends to seek attention, the more attuned they are to the social context and emotional dynamics of interactions and the better they are able to regulate both their own emotions and those of others.

In summary, the correlation analysis indicates that hyperthymic, emotive, pedantic, and demonstrative accentuation types show positive associations with levels of emotional intelligence in adolescents, especially in the domain of self-regulation. In contrast, dysthymic, anxious, stuck, excitable, cyclothymic, and exalted accentuation types demonstrate negative associations with emotional intelligence levels, indicating greater difficulties in emotional regulation, particularly in interpersonal contexts.

Table 2

Correlation coefficients between manifestations of character accentuations in adolescents and levels of emotional intelligence (TEIQue-SF)

Indicators	Relationship Support	Social Competence	EI
Hyperthymic type	0.416**	0.480**	0.462***
Dysthymic type	-0.310*	-0.338*	-0.324*
Cyclothymic type	-0.218	-0.184	-0.190
Excitable type	-0.264	-0.160	-0.214
Stuck type	-0.344*	-0.382*	-0.360*
Emotive type	0.314*	0.348*	0.332*
Exalted type	-0.306	-0.280	-0.292
Anxious type	-0.464**	-0.420**	-0.442**
Pedantic type	0.180	0.162	0.174
Demonstrative type	0.314*	0.352*	0.338*

Note.
* – *statistically significant correlation at $p \leq .05$*
** – *statistically significant correlation at $p \leq .01$*
*** – *statistically significant correlation at $p \leq .001$*

Analyzing the results presented in Table 2, we can generally conclude that they reflect and further deepen the findings shown in Table 1. Specifically, the data confirm the presence of positive, statistically significant correlations between tendencies toward the hyperthymic, emotive, and demonstrative character accentuation types and the levels of emotional intelligence in adolescents. This suggests that the more active and optimistic adolescents are, the more emotionally sensitive they appear to be to the world around them, and the more they tend to seek attention, the higher their capacities for understanding and regulating their own emotions (intrapersonal emotional intelligence – "Relationship Support" scale), as well as for recognizing and managing the emotions of others (interpersonal emotional intelligence – "Social Competence" scale).

Conversely, the results demonstrate negative, statistically significant correlations between the dysthymic, stuck, and anxious accentuation types and indicators of adolescents' emotional intelligence. In other words, the more adolescents are inclined toward pessimism and passivity, resentfulness and emotional fixation, anxiety and insecurity, the less capable they are of understanding and regulating both their own emotions and the emotions and feelings of others. Therefore, it can be asserted that these specific accentuation types are particularly influential in shaping the manifestations of emotional intelligence in adolescence.

Table 3

Correlation Coefficients Between Manifestations of Character Accentuation in Adolescents and the Level of Emotional Regulation

Indicators	Cognitive Reappraisal	Emotional Suppression
Hyperthymic type	0.370*	0.138
Dysthymic type	–0.162	–0.368*
Cyclothymic type	–0.186	–0.412*
Excitable type	–0.230	–0.462**
Stuck type	–0.174	–0.268
Emotive type	0.326*	0.314*
Exalted type	–0.344*	–0.380*
Anxious type	0.378*	0.328*
Pedantic type	0.372*	0.384*
Demonstrative type	0.366*	0.390*

Note.
** – statistically significant correlation at $p \leq .05$*
*** – statistically significant correlation at $p \leq .01$*

Analysis of the results presented in Table 3 indicates the presence of positive, statistically significant correlations between the hyperthymic ($\rho = 0.370$, $p \leq .05$), emotive ($\rho = 0.326$, $p \leq .05$), anxious ($\rho = 0.378$, $p \leq .05$), pedantic ($\rho = 0.372$, $p \leq .05$), and demonstrative ($\rho = 0.366$, $p \leq .05$) accentuation types and adolescents' tendency to use cognitive reappraisal. This suggests that adolescents exhibiting these accentuation types are more likely to employ cognitive reappraisal as a mechanism for regulating their emotions. They tend to reinterpret situations and adjust their attitudes toward them in order to reduce negative emotional impact. It may be assumed that for adolescents with hyperthymic, pedantic, and demonstrative accentuations, reappraisal serves primarily as an adaptive strategy; whereas for those with anxious and emotive accentuations, it may function more as a defensive mechanism that helps reduce internal tension associated with heightened emotionality. However, this assumption requires further empirical verification and represents a promising direction for future research.

A negative, statistically significant correlation was also found between the exalted type of accentuation and the use of cognitive reappraisal ($\rho = –0.344$, $p \leq .05$). This indicates that the more emotionally reactive adolescents are, the less they tend to reinterpret situations or modify their attitudes to reduce emotional distress. Instead, they are more likely to express their emotions directly, experiencing difficulties with awareness and control of their emotional responses.

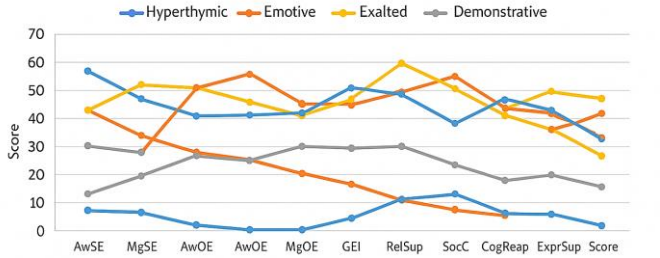
Table 3 also demonstrates that, overall, significantly more statistically significant correlations were found between accentuation types and the emotional suppression scale. This suggests that adolescents are generally more inclined to inhibit the external expression of emotions rather than respond to them constructively. Positive statistically significant correlations were identified between the emotive ($\rho = 0.314$, $p \leq .05$), anxious ($\rho = 0.328$, $p \leq .05$), pedantic ($\rho = 0.384$, $p \leq .05$), and demonstrative ($\rho = 0.390$, $p \leq .05$) accentuation types and the tendency toward emotional suppression. In other words, adolescents with these accentuation tendencies are more likely to limit the external expression of emotions, perceiving such expressions as inappropriate or experiencing discomfort with emotional openness. It can also be assumed that the underlying reasons for emotional suppression may differ across accentuation types.

Conversely, negative statistically significant correlations were observed between the dysthymic ($\rho = –0.368$, $p \leq .05$), cyclothymic ($\rho = –0.412$, $p \leq .01$), excitable ($\rho = –0.462$, $p \leq .01$), and exalted accentuation types and the tendency to suppress emotional experiences. This suggests that the more adolescents exhibit mood instability, apathy, passivity, emotional fixation, or heightened emotional reactivity, the less inclined they are to suppress their emotions. Instead, they are more likely to express them openly, which may, in some cases, result in emotional outbursts or conflictual interactions.

Summarizing the correlation patterns presented in Table 3, it can be concluded that adolescents with anxious, pedantic, and demonstrative accentuation types tend to be more moderate in the expression of emotions, whereas those with exalted accentuation display the lowest levels of emotional regulation.

To examine the specific features of emotional intelligence among adolescents with different accentuation types, a “profile” method was employed. Figure 6 illustrates the emotional intelligence profiles of individuals representing different accentuation types. The figure includes only those accentuation types for which clear tendencies were observed (scores of 12 or higher) and which were represented by at least five participants. Accordingly, tendencies toward hyperthymic (30%), emotive (25%), exalted (35%), and cyclothymic (25%) accentuation types were identified within the sample.

For clarity, all emotional intelligence scores were converted into percentiles. The horizontal axis (X) displays the EI subscales, while the vertical axis (Y) shows the percentile values. The midpoint of the profile corresponds to the 50th percentile. Scores above this midpoint indicate a higher level of emotional intelligence; scores exceeding the 75th percentile reflect a distinct level of development. In contrast, scores below the midpoint denote lower levels of emotional intelligence. Each point on the graph represents the mean value for a given indicator. Thus, the graphical representation allows for a visual comparison of the overall development of emotional intelligence across different accentuation groups (Figure 6).



Note:
UsBE – awareness of one's own emotions and feelings;
UnBE – regulation of one's own emotions and feelings;
UsIE – awareness of other people's emotions;
UnIE – regulation of other people's emotions;
EI – general emotional intelligence index (MEI);
PidST – relationship maintenance;
SocKM – social competence;
KognPR – cognitive reappraisal;
PridEM – emotional suppression.

Figure 6. Characteristics of the Components of Emotional Intelligence in Adolescents with Different Types of Character Accentuation

Analyzing the results presented in Figure 6, it can be noted that the majority of indicators fall within the range of average and below-average levels. The hyperthymic accentuation type appears to be the most balanced in terms of the development and expression of emotional intelligence. Thus, adolescents who are energetic, active, and optimistic demonstrate relatively well-developed levels of both interpersonal and intrapersonal intelligence – that is, the ability to recognize and regulate both their own emotions and the emotions of others. This is reflected in their capacity to reinterpret situations for emotional regulation and better adaptation. However, they may experience difficulties in limiting the expression of strong emotional reactions.

Adolescents with the emotive type of accentuation, due to their emotional sensitivity, tend to show higher levels of intrapersonal emotional intelligence than interpersonal. They are more capable of recognizing and managing their own emotions than of understanding and regulating the emotions and feelings of other people. In challenging or tense situations, they are more inclined to suppress emotional expressions than to cognitively reappraise the situation.

Adolescents with a demonstrative type of accentuation, who seek to attract the attention of others, demonstrate, conversely, higher levels of interpersonal intelligence – the ability to recognize and manage others' emotions. This suggests a stronger orientation toward the external rather than internal world, which results in lower levels of awareness of their own emotional states. Overall, they display average levels of cognitive reappraisal and emotional suppression in social interactions.

Adolescents with an exalted accentuation type, who are emotionally excitable and react intensely to the external world, show a relatively higher level of development in understanding both their own and others' emotions, yet their ability to regulate emotions is less developed. These highly reactive adolescents also have difficulties in reinterpreting situations to express emotions more constructively and are generally less inclined to suppress emotional reactions.

The lowest levels of emotional intelligence development are characteristic of adolescents with a cyclothymic accentuation type. Compared to other profiles, adolescents with a tendency toward a lowered emotional background, pessimism, and apathy show weaker development of both intrapersonal and interpersonal emotional intelligence – the ability to recognize and regulate their own and others' emotional states. They also encounter difficulties in cognitively reappraising situations to regulate emotions and are less able to limit emotional expressions, displaying them in accordance with momentary mood and situational changes.

CONCLUSIONS

1. Emotional intelligence is an essential component of mental health, and its manifestations may vary depending on the type of character accentuation. Understanding the specific features of emotional intelligence in individuals with different accentuation types makes it possible to gain deeper insight into the mechanisms of emotional responses and to develop strategies for effective interaction with people who exhibit diverse psychological characteristics.

2. The study revealed that adolescents' emotional intelligence is significantly influenced by the type of their character accentuations. Adolescents with different accentuation types demonstrate varying levels of

development in components of emotional intelligence such as emotional self-regulation, emotional self-awareness, and empathy. It was found that the development of emotional intelligence in adolescents with certain accentuation types is also associated with their level of psycho-emotional development. Adolescents with more pronounced accentuations tend to experience more intense emotional states, which can serve as both a stress factor and an incentive for deeper reflection on their emotions and feelings. This underscores the importance of providing specialized support aimed at the development of emotional competence.

3. The empirical study revealed the following:

- **Average values of character accentuations** among the participants (in percentages) indicate that the most prominent tendencies are toward exalted, hyperthymic, cyclothymic, and emotive types of accentuation. Conversely, the lowest levels of expression were identified for dysthymic and excitable types.
- **Average levels of emotional intelligence indicators** show that intrapersonal components – particularly the awareness of one's own emotions and feelings – are better developed and relatively similar across participants. Interpersonal components of emotional intelligence demonstrate lower average values.
- **Approximately 60% of adolescents exhibit a moderate level of emotional regulation** in both of its components. In emotionally challenging situations, adolescents more often suppress the external expression of emotions rather than attempt to change their perception of the situation. Thus, their cognitive reappraisal abilities are more developed than their tendency toward emotional suppression, which is a positive trend, as cognitive reappraisal is considered a more adaptive mechanism of emotional regulation.

4. Correlational analysis showed that:

- Hyperthymic, emotive, pedantic, and demonstrative accentuation types are positively correlated with higher levels of emotional intelligence, particularly in the domain of managing one's own emotions.
- Dysthymic, anxious, stuck (perseverative), excitable, cyclothymic, and exalted accentuation types demonstrate negative correlations with emotional intelligence, indicating difficulties in emotional regulation, especially in interpersonal contexts.
- A larger number of statistically significant correlations were found between accentuation types and the scale of emotional suppression. Adolescents tend to suppress emotional experiences rather than respond to them constructively.
- The hyperthymic accentuation type is the most balanced in terms of the development and expression of emotional intelligence.

- Adolescents with the emotive accentuation type, due to their emotional sensitivity, tend to show higher levels of intrapersonal emotional intelligence compared to interpersonal intelligence.
- Adolescents with the demonstrative accentuation type, who tend to seek attention from others, exhibit more developed interpersonal emotional intelligence – the ability to understand and manage the emotions of others.
- Adolescents with the exalted accentuation type, who are emotionally excitable and react intensely to external stimuli, have better-developed abilities to understand their own and others' emotions but show weaker emotional regulation skills.

In contemporary Ukrainian schools, it is essential to implement specialized educational programs aimed at developing students' emotional competence. Such "emotional education" can be integrated not only through formal instruction but also through embedding these topics into the core curriculum and creating a supportive psychological climate that fosters healthy emotional connections. This includes engaging students, teachers, and parents in collaborative activities that promote emotional literacy across diverse contexts of daily life.

SUMMARY

The authors theoretically examined and experimentally identified the specific features of emotional intelligence in adolescents with different types of character accentuations. The works of domestic and international scholars on the topic were analyzed, and the psychological characteristics of the emotional sphere in adolescence were explored.

The experimental findings indicate that the most pronounced tendencies among the participants correspond to the exalted, hyperthymic, cyclothymic, and emotive types of character accentuation. Intrapersonal aspects of emotional intelligence, such as awareness of one's own emotions, were found to be better developed than interpersonal aspects. Most adolescents demonstrated an average level of emotional regulation, more often suppressing the external expression of emotions than reappraising the situation–despite cognitive reappraisal being regarded as a more adaptive regulatory mechanism.

The study revealed that hyperthymic, emotive, pedantic, and demonstrative accentuation types positively correlate with adolescents' emotional intelligence, particularly in the domain of managing their own emotions. In contrast, dysthymic, anxious, stuck, excitable, cyclothymic, and exalted types exhibit inverse correlations, indicating difficulties in emotional regulation. Adolescents tend to suppress emotions rather than respond to them constructively. The hyperthymic type was identified as the most balanced in terms of emotional intelligence development. Emotive

adolescents demonstrated higher levels of intrapersonal emotional intelligence, whereas demonstrative adolescents showed more developed interpersonal emotional intelligence. Exalted adolescents exhibited better emotional understanding but weaker emotion-regulation skills.

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