



Service Innovations Management Based On Emotional Intelligence In Ukraine

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ABSTRACT

This paper investigates the innovative potential of educational services and identifies ways of management in this area. Connections between values and quality of education, components of emotional intelligence and quality of life were analyzed. The importance of the level of emotional intelligence monitoring was considered. Innovations in the sphere of educational services on the basis of the research of the level of emotional intelligence were suggested: professional initialization, optimization of communication processes in the team of trainees, real pragmatism of training programs, systematic training based on the components of emotional intelligence, implementation of the leadership concept into vocational education.

Keywords: service innovations, emotional intelligence, management, values, educational service.

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1. Introduction

Education as a social institution is a strategically important component of the technological, intellectual, cultural, economic and political development of the potential of the state. Therefore, it is important to study the quality of education and the factors that affect students' progress and achievements. Today, we observe institutional crisis of education in Ukraine, which, on the one hand, is a consequence of a lack of finance, motivated personnel, innovations, (the educational system has not changed much since the Soviet era). On the other hand, the need for education reform, despite the initiated reforms, remains an issue for study and analysis and has great potential for Ukraine's overall development. Management is one of the forms of changing activity which is oriented at satisfying the needs and demands of consumers and is an effective means of improving education. Marketing research shows management vectors of educational services development, namely the values of consumers of educational services, taking into account their needs and priorities, innovations in the learning process will attract a new generation of consumers and help to improve the quality of education. Higher education is an institution which successful development will add to sustainability of any country. Contemporary students are future employers and employees who secure stability of the country. Today the volume of services in Ukraine is 10.3 mln USD, the volume of higher educational services is 2.08% (2019).

2. Literature review

Such a situation proves the necessity of marketing research management of the processes in higher education, innovations in educational services that will provide potential for successful and sustainable prosperity of the country.

The work of Gassmann, Enkel, Chesbrough was devoted to the problem of innovation, where scientists considered the concept of open innovation and defined it as "the use of purposive inflows and outflows of knowledge to accelerate internal innovation, and expand the markets for external use of innovation" (Gassmann, Enkel, Chesbrough, 2010).

Gassmann, Enkel, Chesbrough note the tendency that currently universities are still largely financed by public money, but in many regions of the world, this financing will decrease despite soothing public statements, that will force all players in the innovation game to cooperate even further (Gassmann, Enkel, Chesbrough, 2010). In total, scientists highlight 9 research perspectives, one of which is a tool perspective, this research is focused on: namely the search for innovations for the development of educational services in Ukraine.

Ordóñez de Pablos in his book "Best practices and new perspectives in service science and management" demonstrates a multidisciplinary approach to service science and the complexity of concept service (Ordóñez de Pablos, 2013). Innovations in the field of educational services are first and foremost oriented at the quality of services provided, taking into account the three most interested actors: universities, students and labor market. Therefore, it is important to look for reserves and means of providing such a form and content of educational services that would contribute not only to the training of narrow-profile professionals, but also to forming general competencies important for life and work, such as adaptability, teamwork, leadership, etc. Equally important, according to the authors, are studies that focus on different aspects of the learning process: tools that involve students in higher level learning (Fellenz, 2004), investigate students Business Intelligence (BI) and Business Analytics (BA) skill sets (Gašević, Joksimović, Eagan, Shaffer, 2019) and how it is possible to predict their academic performance (Wixom, Ariyachandra, Douglas, Goul, Gupta, Iyer, Turetken, 2014).

Despite the sufficient attention of scientists to service innovations management and marketing, there remain a number of problems that are not enough studied. Among them is the role of emotional intelligence in the field of management of educational services, which stipulates the topicality of this article. The answer about the level and quality of modern education can be found in

international studies that not only capture and demonstrate the dynamics of changes in the service innovations management, but also allow them to be compared with others.

In the rating of the Program of International Students' Assessment (PISA, 2018), Ukraine lags behind many European countries: Poland, Belarus, Hungary, Lithuania, Latvia and Estonia. According to the final results of the PISA research, there are three groups of countries with: high, medium and low quality of education. The first group with high indicators of educational quality according to PISA includes countries such as China, Singapore, Macao, Hong Kong, Estonia, Japan, South Korea, Canada, Taiwan, Finland, Poland, Ireland, Slovenia, United Kingdom, New Zealand, Netherlands, Sweden, Denmark, Germany, Belgium (average score above 500). Ukraine is in the middle group with average score 450-500, but is at the end of the group, indicating that it is necessary to look for reserves and its own way of developing educational services with the help of marketing research. As the results of research show this reserve is seen not so much as the manifestation of cognitive abilities but as the manifestation of emotional ones – EQ (Emotional quotient).

The aim of the article is to analyze the innovative potential of management of educational services and identify promising areas for their successful and sustainable development. To achieve this aim, the following tasks were solved: 1) the connection between values and quality of education, components of emotional intelligence and quality of life was studied; 2) innovations in the field of management of educational services were proposed as a result of marketing research of the level of emotional intelligence; 3) importance of monitoring the level of emotional intelligence was substantiated.

3. Methodology

Noteworthy is the study of such scientists as Mayer and Salovey, Bar-On, Goleman, who offer the basic models of emotional intelligence:

Salovey and Mayer under emotional intelligence mean the ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion, and regulate emotion in the self and others (Mayer, Salovey, 1997) They define major areas of EQ skills: perception and expression of emotions (identifying and expressing emotions in physical states, feelings and thoughts; identifying and expressing emotions in other people, artwork, language, etc.), assimilating emotions through thought (emotion prioritize thinking in productive ways, emotions generated as aids to judgment and memory), understanding and analyzing emotions (ability to label emotions, including complex emotions and simultaneous feelings, ability to understand relationships associated with shifts of emotion), reflective regulation of emotion (ability to stay open to feelings, ability to reflectively monitor and regulate emotions to promote emotional and intellectual growth) (Mayer, Salovey, 1997).

The second model belongs to Bar-On, who defines emotional intelligence as an array of non cognitive capabilities, competencies, and skills that influence one's ability to succeed in coping with environmental demands and pressures (Bar-On, 1997). He defines major areas of EQ skills: intrapersonal skills (emotional self-awareness, assertiveness, self-regard, self-actualization, independence), interpersonal skills (interpersonal relationships, social responsibility, empathy), adaptability skills (problem solving, reality testing, flexibility), stress-management skills (stress-tolerance, impulse, control), general mood (happiness, optimism) (Bar-On, R., 1997).

The third model is Goleman's one. According to him EQ abilities, which include self-control, zeal and persistence, and the ability to motivate oneself (Goleman, 1995). According to Goleman major areas of skills: knowing one's emotions (recognizing a feeling as it happens, monitoring feelings from moment to moment), managing emotions (handling feelings so they are appropriate, ability to soothe oneself, ability to shake off rampant anxiety, gloom or irritability), Motivating oneself (marshalling emotions in the service of a goal, delaying gratification and stifling impulsiveness, being able to get into emotional state), recognition emotions in others (empathic awareness, attunement

to what others need or want), Handling relationships (skill of managing emotions in others, interacting smoothly with others) (Goleman, 1995).

Theoretical and empirical issues of this problem were studied and analyzed in the scientific works of Salovey, Brackett, Mayer (Salovey, Brackett, Mayer, 2004), Bar-On, Parker, Goleman (2000), Schulze, Roberts (2005), Mayer, Salovey (Mayer, Salovey, 2007), Mayer, Salovey, Caruso (Mayer, Salovey, Caruso, 2000). Services have been the subject of research of Ukrainian scientists. Some scientists analyzed the role of health services effectiveness (Babenko *et al.*, 2019).

The most complete, in our opinion, is the model of emotional intelligence of Bar-On, because in addition to specific emotional abilities and skills, he takes into account general mood that is relevant to all emotional abilities and all together has an impact on the productive existence of a human being. The general mood, in his opinion, consists of optimism and happiness. Optimism refers to the ability to be hopeful and resilient, despite setbacks, while happiness is the ability to feel satisfied with oneself, others and life in general (Bar-On, 1997). Stein and Book are of the opinion that success at work (based on the data from surveyed 16,222 North American residents) is determined by the following factors: 1) self-actualization; 2) optimism; 3) stress- tolerance; 4) happiness; 5) assertiveness (Stein, Book, 2011). The whole is the result of a combination of components. Emotional intelligence can be viewed not only at the level of individual but also of a group or society as a whole. Today there are companies (Emotional Intelligence Network 6seconds, Multi-Health Systems) that offer research and correction services of emotional intelligence, study the EQ of employees and go beyond the concept of group emotional intelligence, reinforce the underdeveloped components through training, educational activities. The formation of emotional intelligence takes place at three levels of social system: micro (individual level), meso (group level, team) and macro (society level). At the macro level, emotional intelligence is reflected in the values inherent in a particular society.

Thus, the component of emotional intelligence general mood is reflected in values such as well-being (happiness, impression of one's own health and satisfaction with life) and trust in others. This allows the relationship between values (reflecting the emotional component of general mood) and education based on international research to be traced. On the one hand, education forms values that are generally accepted in society, on the other hand, the education system is formed under the influence of values that prevail in society. General mood is important both in terms of EQ and in terms of success in work. This study tested the hypothesis of a relationship between general mood, which data can be found in the ATLAS of European Values (ATLAS, 2008) research and level of education. Data on values that characterize well-being (happiness, impression of own health and satisfaction with life) and trust in others have been studied. This reflects the nationwide level of emotional intelligence among 10 European countries that have the highest quality of education (included in the group with the highest scores over 500 according to PISA): Estonia, Finland, Poland, Ireland, Slovenia, United Kingdom, Netherlands, Sweden, Denmark, Germany, Belgium. We compare them with the data of Ukraine. According to the data presented, European countries with high level of educational quality are characterized by high indicators of general mood (EQ component): they have from 80 to 97% of the population happy (only 70% in Ukraine); 52-86% are satisfied with their own health (only 32% in Ukraine); 63-82% are satisfied with life (56% in Ukraine); 28-70% trust the majority of people (post-Soviet countries traditionally have lower confidence levels than other countries, 28% in Ukraine trust others) (Tab. 1). International studies Global Trends in Emotional Intelligence Europe 2018 confirm the data given in Table 1 "In countries where we have a significant sample for a national average EQ score, and there is data available for the Well-being Metric, we found that EQ scores predict 27.8% of the variation in National Well-being"(ATLAS, 2008).

Stein and Book note that the ability to be content with life does not exist apart from other abilities. It affects other emotional abilities, namely, it is influenced by the factors such as the ability to adequately perceive reality, self-analysis and self-actualization (Stein, Book, 2011). From the point of view of scientists, the level of happiness increases in direct dependence on the level of economic development only to a certain basic level, then this dependence is lost (Stein, Book, 2011). Therefore,

researchers emphasize that happiness and life satisfaction occur within the individual not as a consequence of financial, social or political well-being. On the one hand, it is related to family and friends. On the other hand, it is determined by the ratio of expectations and achievements.

Table 1. Percentage of people that accept values by countries

Countries	Values			
	Happiness	Impression of own health	Satisfaction with life	Feeling that most people can be trusted
Estonia	80	52	63	32
Finland	87	58	75	65
Poland	87	61	69	28
Ireland	95	86	76	38
Slovenia	83	64	73	24
United Kingdom	92	73	72	40
Netherlands	97	77	78	63
Sweden	89	79	74	70
Denmark	97	80	82	76
Germany	83	64	68	40
Belgium	94	74	74	36
Ukraine	70	32	56	28

Source: Compiled by authors based on ATLAS of European Values data base (2008)

Therefore, what we call mentality is emotional (stipulated by socio-cultural peculiarities) perception of life and reality and has a direct impact on different social institutions of society: education, politics, economy, culture.

According to the Global Trends in Emotional Intelligence Europe 2018, emotional intelligence is a key predictor of Effectiveness, Relationships, Well-being & Quality of Life. That's one reason the World Economic Forum 2016 identifies emotional intelligence as one of the essential skills for the future. This fact should be taken into account when identifying service innovations management in education. As a result of the educational process, the skills of understanding and substantiating the need for various components of emotional intelligence should be formed. As a consequence, the educational process should be oriented at the formation of the following qualities: self-awareness, self-control, empathy and relationship management. Global Trends in Emotional Intelligence Europe 2018 confirms the fact that people with high EQ are 7.6 times more likely to have high outcome scores. State of the Heart Report 2018 found that EQ scores predict 27.8% of the variation in National Well-being. In other words, EQ is strongly linked to increased performance outcome scores. The main components of emotional intelligence that have the greatest correlative impact on human economic performance are as follows: 1) engage intrinsic motivation, 2) pursue noble goals, 3) exercise optimism, which confirms the importance of general mood and its impact on Effectiveness, Relationships, Well-being & Quality of Life (ATLAS, 2008).

The hypothesis about the relationship between educational services and quality of life at the macro level needs to be tested. For this purpose, Quality of Life Index data (2019) in European countries characterized by high quality of education were used.

Characterizing the above data it can be noted that Denmark (which had the highest indicators of general mood, see Table 1) is also a leader in the quality of life rating, which shows the correlation between these indexes.

It is expedient to divide the countries - leaders in the quality of education into two groups according to quality of life: very high and high levels. The first group includes: Denmark, Finland, Germany, Sweden, Netherlands, Estonia. The second group includes Slovenia, United Kingdom, Belgium, Ireland, Poland. At the same time, Poland, Estonia, Slovenia have lower quality of life

indicator due to lower incomes of population. The quality of life of Ireland, the United Kingdom, Sweden, Belgium and Germany is affected by a low safety index. Ireland, Poland and Slovenia have lower health care index scores. In Poland and Slovenia, the decline in quality of life is due to the property price to income ratio, which indicates, for example, the difficulty of buying accommodation. Poland, Belgium and the United Kingdom have the highest pollution index, which indicates some problems with water and air pollution.

Table 2. Europe: Quality of Life Index by Country 2019

Country (rank)	quality of life index	purchasing power index	safety index	health care index	cost of living index	property price to income ratio	pollution index
Estonia (10)	178.27	76.75	77.83	68.49	50,99	9.07	19.88
Finland (3)	195.06	108.78	77.25	75.27	72.18	7.88	11.57
Poland (23)	145.9	66.06	70.33	62.52	39.38	10.95	52.88
Ireland (19)	158.34	90.8	53.82	51.44	76,33	7.09	33.02
Slovenia (12)	172.32	68.24	77.99	63.75	54.17	10.6	23.21
United Kingdom (13)	166.73	100.46	56.36	74.88	65.33	9.82	40.63
Netherlands (6)	186.41	98.04	71,46	75.63	75.22	7.52	27.34
Sweden (8)	180.52	112.75	52.79	69.41	70.11	9.61	17.45
Denmark (1)	196.47	110.69	75.28	79.22	83.88	7.52	20.79
Germany (7)	184.3	111.99	65.4	73.58	66.57	9.42	28.42
Belgium (16)	160.81	93.17	57.5	78.3	73.13	6.92	50.48
Ukraine (34)	103.32	33.14	50.96	51.13	30.94	13.42	65.55

Source: Compiled by the authors based on data Europe: Quality of Life Index by Country 2019

Ukraine is the last in the rating of European countries in terms of quality of life. Such a low quality of life index is associated with indexes: Purchasing power Index, Property Price to Income Ratio and Pollution Index (low water quality, low Garbage Disposal Satisfaction), Crime.

On the basis of concepts of emotional intelligence and the results of research of quality of life and values the method of assessment the level of EQ of Hall has been chosen as it reflects EQ components and is easy in use - 30 statements and variants of their assessment: Completely disagree (-3 points), Mostly disagree (-2 points), Partly disagree (-1 point), Partly agree (+1 point), Mostly agree (+2 points), Fully agree (+3 points). Thus, six questions are directed to assess each component of emotional intelligence: emotional awareness, management of own emotions, self-motivation, empathy, management of emotions of others, which in sum can give from -18 to +18 points. At that, scores up to 7 points are counted as low level, 8 to 13 points are medium level and more than 14 points are high level.

The total level of emotional intelligence can thus range from -108 to +108 points, with a score of up to 39 points is considered low level, 40 to 69 – medium level and more than 70 – high level.

4. Results and discussion

The innovative approach in the management of educational services in Ukraine, which is offered, can be attributed to the incremental type of innovations. Its essence is in periodical monitoring of the components of emotional intelligence of consumers of educational services to identify less developed competencies in order to improve and develop them in the educational process.

This is a fundamentally new approach to assessing the quality of education that can be used both separately and together with existing educational assessment tools. Today, the existing tools of assessing the competencies of students are focused on cognitive abilities, formation of hard skills. But labor market requires developed soft skills that are based on emotional intelligence and are essential for achieving success in any profession. The authors conducted a research of the level of emotional intelligence of students in Ukraine. The criteria for selecting the respondents were: 1) level

of education (bachelors, masters); 2) specialty (economics). Hall's methodology was used to assess emotional intelligence. Hall's methodology was chosen because: 1) it reflects the main components of EQ that were identified and analyzed by Goleman, Bar-On and Meyer, Salovey; 2) it is easy to use. In total, 2013 students (864 students in 2017 and 1.149 students in 2018) participated in the research.

The following results were achieved after research.

Emotional Awareness (Fig. 1) represents understanding and analysis of one's own emotions and other people's emotions, awareness of their impact, adequate self-esteem (understanding of strengths, weaknesses and opportunities), self-confidence. The students are characterized mainly by the medium level of emotional awareness (42.6%), 37.26% have low level and 20.14% have high level of emotional awareness. The data obtained characterize students' ability to recognize their own emotions and those of others, which provide prerequisites for the development of communication skills in the professional field.

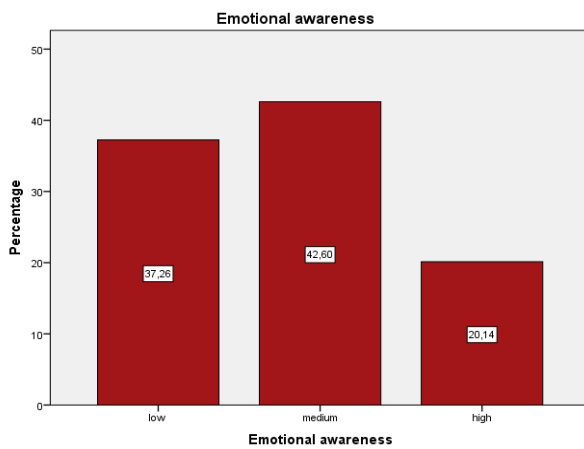


Figure 1. EQ component – Emotional awareness of consumers of educational service (in %)

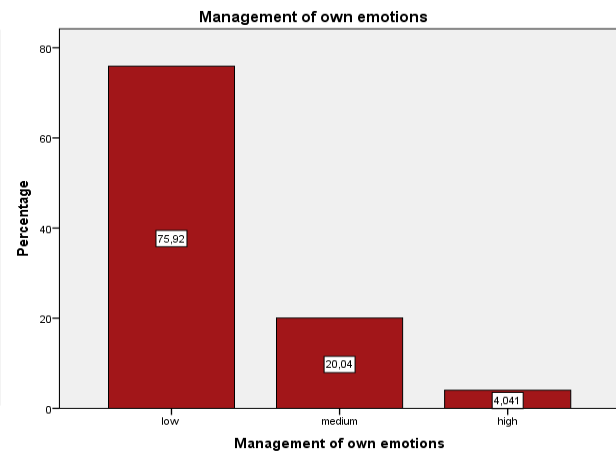


Figure 2. EQ component – Management of own emotions of consumers of educational service (in %)

Management of own emotions (Fig.2) is one of the components of emotional intelligence, in which the students showed the lowest results: only 4.04% have a high level, 20.04% have a medium level and 75.92% have a low level of management of own emotions. This testifies to the fact that it is insufficient to have abilities to control one's emotions, especially negative ones, flexibility to changing situations, initiative and optimism. Management of own emotions will provide a person with the ability to set tasks correctly, solve them successfully taking into account the characteristics of the recipient. In order to achieve this aim, it is advisable to expand the list and content of the disciplines in higher education institution, which will create conditions for sustainable development of this component of emotional intelligence.

Empathy (Fig.3) of students is mostly developed at the medium level: 35.47% have a low level, 44.09% have a medium level, 20.44% have a high level. The data indicate that there is a sufficient level of ability to share other people's feelings, understanding of their needs and positions, responsiveness to their problems. Empathy is important not only in terms of building interpersonal relationships, but can also be focused on combining acquired knowledge and pragmatic professional skills that the labor market needs.

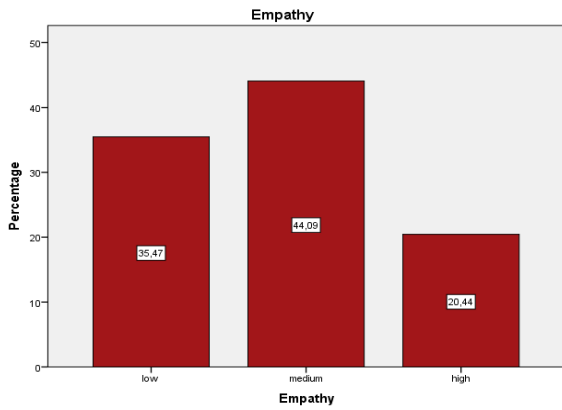


Figure 3. EQ component – Empathy of consumers of educational service (in %)

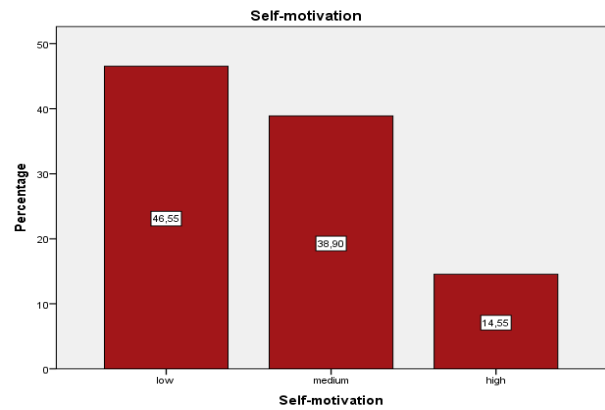


Figure 4. EQ component – Self-motivation of consumers of educational service (in %)

Self-motivation (Fig.4) of students refers to the components of emotional intelligence that are developed mainly at low and medium levels: 46.55% of students have a low level, 38.9% have a medium level, 14.55% have a high level. This indicates the inability to move into a certain emotional state with one own efforts, lack of internal ability to control their own emotions. Self-motivation is a stimulus for self-confidence, which in its turn influences the building of stable and successful relationships with others.

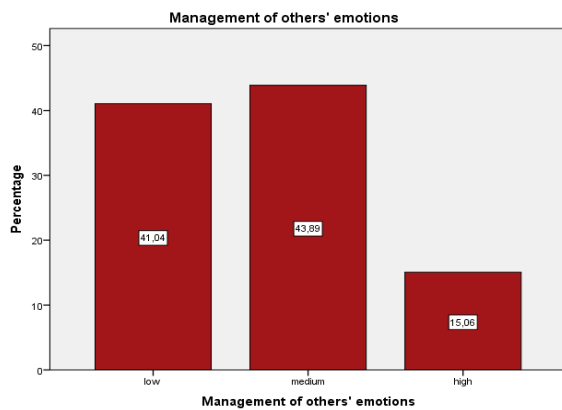


Figure 5. EQ component – Management of emotions of others - consumers of educational service (in %)

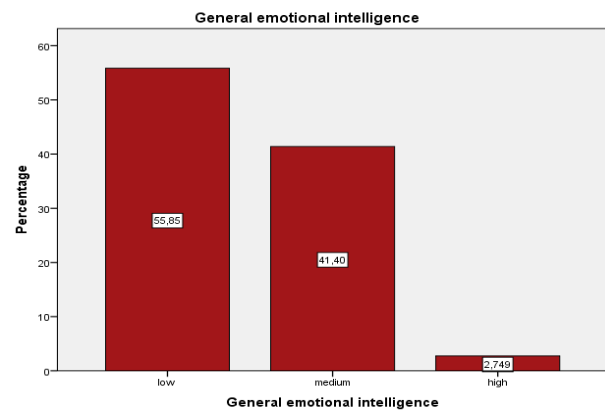


Figure 6. General emotional intelligence of consumers of educational service (in %)

Management of emotions of others (Fig.5) is mainly developed among students at a medium level: 41.04% have a low level, 43.89% have a medium level, 15.06% have a high level of development of this component of emotional intelligence. Relationship management involves the ability to lead, persuade, promote change, build relationships with others and allow a person to take an active professional position. This is a prerequisite for demonstrating such abilities: to lead others, propose and implement creative marketing and management projects. According to the results of the research, it should be noted that the majority of students (55.85%) have a low level, 41.4% have a medium and 2.75% have a high level of general emotional intelligence (Fig. 6). At the same time, the most developed are empathy and emotional awareness, less developed are self-motivation and management of emotions of others, the least developed component is managing of own emotions.

Education innovations are proposed for each EQ component (Tab.3).

Table 3. Correspondence of EQ components and proposed innovations in education

EQ components	Proposed innovations in education
emotional awareness	professional initialization
management of own emotions	optimization of communication processes in the team of trainees
empathy	real pragmatism of training programs
self-motivation	systematic training based on the components of emotional intelligence
management of emotions of others	implementation of the leadership concept into vocational education

Source: Compiled by the authors based on the results of EQ research

The results of this research suggest the following service innovations management for the successful development of education:

1. Professional initialization. One of the important components of emotional intelligence in the sphere of education is the development of abilities to manage one's own emotions. According to the results of marketing research 75.92% of students have this component at a low level. In our opinion, it should be formed on the basis of the combination of two components: self-analysis and self-control. Timely self-analysis of emotions and identification of the true cause of their occurrence can lead to subsequent self-control. It determines the effective behavior in professional interaction with society. In this case, management of emotions should not be related to the process of their suppression, i.e. the transition to their passive manifestation. But it should be related to the process of maintaining a balanced influence on the index of general mood, taking into account the prevailing influence of negative emotions on general mood. This recommendation will help to increase the objectivity of judgment at the time of decision-making and, as a consequence, ensure more effective professional behavior. Therefore, improving the quality of educational services directly implies the need to include a block of educational disciplines related to the management of own emotions and awareness of the important role of emotional intelligence in the modern world.

2. Optimization of communication processes in the team of trainees. Under conditions of reformation of educational services, management of one's own emotions positively influences the improvement of other component - management of emotions of others, which is currently implemented at a high level only by 15.06% of respondents. In our opinion, only emotionally neutral to the circumstances and behavior of other people individual can secure effective communication in society as a response to his/her own emotional reaction and self-awareness.

3. Real pragmatism of training programs. The main point in organizing the learning process is to maintain interest to the subject of study, to demonstrate the pragmatic role of the acquired skills and acquired knowledge. It is proposed to introduce the classic approach into the system of training. The classic approach is to find and implement interactive teaching methods, with active involvement of the learner into real professional activity. For its implementation, it is advisable to create own centers of business activity in close relationship with employers, who will provide services to real customers on the basis of outsourcing. The staff of these centers should be exclusively students with attached moderators in each of the areas of services provided. This will allow students to acquire necessary practical experience and to test their knowledge in practice.

4. Systematic training based on the components of emotional intelligence. An approach aimed at shaping students' motivation with the use of the Hersey-Blanchard matrix in the educational process (Hersey, Blanchard, 1993) is noteworthy. The matrix involves a combination of formation of two types of students' behavior depending on the time of study (namely, the initial stage, the intermediate stage and the final one): task-oriented behavior and relationship-oriented behavior. At the initial stages of training, it is advisable to set clear tasks and explain the algorithms for performing them. It involves management of own emotions, emotional awareness, i.e. understanding of one's emotions, their causes and consequences, forming the ability to set aims and

achieve them. At the intermediate stages of training, when the aim is to form relationships with others, it is advisable to actively use motivation (interest, opportunity to participate in real-world practical activity) and coaching (the student acts as a coach). It promotes the development of self-motivation, strengthens self-confidence, the ability to take responsibility for actions in the process of managing other people and the ability to be responsible for others. The final stages of training should be directly linked to the formation of leadership skills, which is a consequence of the combination of the two models of behavior mentioned above. As a result, there is an opportunity to realize such components of emotional intelligence as empathy and relationship management.

5. Implementation of the leadership concept into vocational training. Thus, issues of leadership in the field of educational services deserve special attention. In Ukraine, “respect for power” (Hofstede criterion) (Hofstede, 2011) predominantly prevails. As a consequence, the leader is identified with the position of the official in the hierarchical organizational structure. However, in our opinion, there is a more complex hierarchy of leadership effects in the education system. In addition to the fact that students perform all necessary work and satisfy formal requirements for the learning process by trusting their expediency, teachers who form their interest and incentive to study subjects become the authority for them. The next stage for building students' confidence in the learning process is the teacher's achievements in the practical activity and the importance of the knowledge gained. After all, the teacher acts as a mentor whose knowledge and behavior is copied by students as a successful model of self-realization. For this purpose, it is necessary to revise the criteria of professional competencies of teachers, with emphasis on the obligatory presence of practical component in the professional field. “Training is one form of serving. This is a way to pass on lessons learned from others. The best leaders are teachers, and the best teachers are always the best students. They know that by contributing to the development of others, they develop themselves” (Kouzes, Barry, 2006).

In general, the results of the research show rather low indicators of the level of emotional intelligence of students of economic specialties, which emphasizes the importance and necessity of monitoring their emotional intelligence and enhancing emotional components in education, which can be provided by the development of soft skills. The data contributes a clearer understanding that the approach to defining the quality of education based on the formed professional competencies and the formation of hard skills does not reflect the level of students' readiness for successful professional activity and it also does not take into account the formed general competences, although these competences are available in educational programs. In addition, professional disciplines that will enhance the level of emotional intelligence are interesting.

Practical implications of our research include the monitoring of students' emotional intelligence as a mandatory means of assessing the quality of education in the strategic plan of development of higher education in Ukraine.

Acknowledgement of limitations of research. The respondents were students of economic specialties of bachelor's and master's levels. In general, the results of the level of emotional intelligence may differ (have more or less developed levels of various components of emotional intelligence) depending on the specialty and direction of students' training.

As noted above, in order to track the impact of education on the level of emotional intelligence, it is advisable to conduct testing at admission and graduation from institution of higher education. The initial level of emotional intelligence can be very different and it is important to see the dynamics for understanding the contribution of institution of higher education to the development of emotional intelligence and as a consequence the quality of management of education.

5. Conclusions

The education system in Ukraine is in an institutional crisis that requires optimization of interaction between educational institutions, consumers of educational services, labor market in order to increase the quality of education. Monitoring of emotional intelligence is proposed to assess

the quality of education, with further correction of the educational process using service innovations management.

The article provides further development of the research of the connection between education, emotional intelligence, values and quality of life, based on international researches and authors' own research, which allowed the authors to consider monitoring of emotional intelligence as a prerequisite for the development of service innovations management of education in Ukraine.

The results of the authors' own research of the level of emotional intelligence of students showed a predominantly low and medium level of students' emotional intelligence. This indirectly indicates the underdeveloped soft skills (which require a sufficiently high level of development of emotional intelligence) and confirms the necessity to monitor the level of emotional intelligence of students with further correction of the educational process.

The above mentioned will ensure a steady increase in the quality of education in Ukraine, which will have a positive impact on the training of not only qualified but also competitive specialists.

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