

## THE STUDY OF THE PHENOMENON

OF EMOTIONAL INTELLIGENCE IN THE CONTEXT OF THE PSYCHOLOGICAL STABILITY OF HIGHER EDUCATION STUDENTS

### EL ESTUDIO DEL FENÓMENO DE LA INTELIGENCIA EMOCIONAL EN EL CONTEXTO DE LA ESTABILIDAD PSICOLÓGICA DE LOS ESTUDIANTES DE EDUCACIÓN SUPERIOR

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#### Suggested citation (APA, seventh ed.)

Vozniuk, A., Vasylevska, O., Haltsova, S., Larionova, I. & Vnukova, O. (2024). The study of the phenomenon of emotional intelligence in the context of the psychological stability of higher education students. *Universidad y Sociedad*, 16(6), 92-98.

#### ABSTRACT

The article analyzes the theoretical aspect of the problem of emotional intelligence as a predictor of the psychological well-being of students. The level values of emotional intelligence, personal adaptive potential, and psychological well-being of students are determined, and the features of psychological well-being of students with different levels of emotional intelligence are highlighted. The relationship between emotional intelligence and the personal adaptive potential of students, as well as between the structural components of these phenomena is revealed. The relationship between emotional intelligence and the psychological well-being of students is revealed, and the features of intercomponent relationships of the studied psychological constructs are specified. The predictor significance of both general emotional intelligence and its structural components for the psychological well-being of students is determined. The variability of correlations between the components of emotional intelligence and the structural components of personal adaptive potential is revealed. Features of the psychological well-being of students with different levels of emotional intelligence are revealed. Features of the relationship between the components of emotional intelligence and indicators of psychological well-being of students are determined. The predictive value of emotional intelligence and its structure components for students' psychological well-being indicators has been determined. For the first time, the structural components of emotional intelligence that have the greatest representation in the degree of predictive influence on students' psychological well-being indicators have been identified.

**Keywords:** Theoretical concepts, Emotional intelligence, Higher education, Personal adaptive potential, Psychological.

## RESUMEN

El artículo analiza el aspecto teórico del problema de la inteligencia emocional como predictor del bienestar psicológico de los estudiantes. Se determinan los valores de nivel de inteligencia emocional, potencial adaptativo personal y bienestar psicológico de los estudiantes, y se destacan las características del bienestar psicológico de los estudiantes con diferentes niveles de inteligencia emocional. Se revela la relación entre la inteligencia emocional y el potencial adaptativo personal de los estudiantes, así como entre los componentes estructurales de estos fenómenos. Se estudia la relación entre la inteligencia emocional y el bienestar psicológico de los estudiantes, se especifican las características de las relaciones inter componentes de los constructos psicológicos estudiados. Se determina la importancia predictiva tanto de la inteligencia emocional general como de sus componentes estructurales para el bienestar psicológico de los estudiantes. Se revela la variabilidad de las correlaciones entre los componentes de la inteligencia emocional y los componentes estructurales del potencial adaptativo personal. Se establecen las características del bienestar psicológico de los estudiantes con diferentes niveles de inteligencia emocional, también las características de la relación entre los componentes de la inteligencia emocional y los indicadores del bienestar psicológico de los estudiantes. También el valor predictivo de la inteligencia emocional y sus componentes estructurales para los indicadores de bienestar psicológico de los estudiantes resultan analizados. Por primera vez se han identificado los componentes estructurales de la inteligencia emocional que tienen mayor representación en el grado de influencia predictiva sobre los indicadores de bienestar psicológico de los estudiantes.

### Palabras clave:

Conceptos teóricos, Inteligencia emocional, Educación superior, Potencial adaptativo personal, Psicológico.

## INTRODUCTION

In the format of one of the authoritative approaches to the operationalization of psychological well-being, the construct we are studying is defined as an integral indicator of the degree of a person's focus on the implementation of the main components of positive functioning, as well as the degree of implementation of this focus, subjectively expressed in a feeling of happiness, satisfaction with oneself and one's own life.

In understanding, positive functioning of the individual is expressed in a subjective feeling of satisfaction with life, the realization of one's own potential and is ensured by

"objective equipment with the necessary psychological characteristics": positive relationships with others, autonomy, environmental management, personal growth, goals in life, self-acceptance. Psychological parameters of student age are characterized by increased emotional tension arising during adaptation to a new social environment, new forms of educational activity, and the organization of cognitive activity, changing life circumstances. The adaptive psychological activity of a student is an important factor in maintaining his psychological well-being. Personal resources, due to their regulatory function, reduce the vulnerability of a student's psychological well-being to environmental and situational factors and also determine the extent to which the psychological well-being and quality of life of an individual depend on him or her.

Today, the concept of "adaptation potential" is increasingly used to establish, characterize, and evaluate the adaptive abilities of an individual. Thus, a person's adaptive potential is "an integral characteristic that includes a stable set of individual psychological and personal properties that determine effective adaptation." Its components are behavioral regulation, communicative potential, and moral normativity.

The development of more adaptive behavioral strategies will be facilitated by the successful implementation of a person's abilities, including the abilities of emotional intelligence, which we will understand as the ability to understand one's own and others' emotions and manage them. Actualization of emotional intelligence through the influence on adaptive behavior and personal potential reveals the adaptive function of this construct. The adaptive role of emotional intelligence is recognized in the psychological community and has been studied by Leper (1970); and Mayer & Salovey (1993).

Despite the obvious possibility of creating a comfortable emotional field for the individual for the most positive and effective functioning thanks to emotional intelligence, the problem of the relationship between emotional intelligence and psychological well-being has not received a comprehensive study. Underestimation of the emotional side of life, and failure to include it under the control of consciousness will be an ineffective way of achieving psychological well-being. Linking together the affective and cognitive aspects of cognition, emotional intelligence is a tool for extracting and applying emotional knowledge, as a result of which, under certain circumstances, emotional experiences contribute to an increase in both the effectiveness of thinking and the establishment of a psychological balance between the internal and external components of the surrounding reality.

All of the above speaks of the relevance and social significance of the problem of studying the psychological well-being of an individual, the parameters of which are the ability to build optimal relationships with the rapidly changing reality of the surrounding world, to find productive ways of self-realization, using personal resources and satisfying significant needs.

In the conditions of rather rapid variability of socio-political and economic conditions of development of society, intensity of information flows, growth of manifestations of negative tendencies of the modern world, which objectively leads to increase of psycho-emotional stress, the problem of psychological well-being of a person as an individual and as a subject of activity is increasingly becoming the subject of close study by psychologists.

This interest is supported not only by rapid transformation processes in all spheres of society, concern about the state of mental health of the population, the need to preserve and strengthen its sanogenic potential but also by the spread of ideas of positive psychology: Campi et al. (2024); Gardner (1993) Guillén et al. (2023); Lemberg (2013); Mayer & Salovey (1995).

The following scientists are at the origins of the development of the concept of psychological well-being (Bru-Luna et al., 2021; Deci, 1996; Diener, 2000; Morin & Gewehr, 2020; Ribeiro & De Lima, 2022; Tversky & Kahneman, 1973).

Issues related to psychological inner comfort, life satisfaction, and emotional stability of the younger generation, as the most promising resource of human society, deserve special and close attention. For the future of the country, it is important to what extent student youth will be able to realize their potential and take an active life position. Adolescence, which falls during the period of study at a higher educational institution, is sensitive to the development of basic social motivations to form one's worldview, to consolidate individual value guidelines. During this period, the structure of psychological well-being as an integral indicator of positive functioning and self-actualization of a student continues to form and become more complex.

Thus, the solution to the problem of effective functioning of the personality of students is a contradiction between the current interest in the study of the psychological well-being of students and the insufficient development of ideas about its predictors.

The problem of the study is insufficient study of the relationship between emotional intelligence and the psychological well-being of students, even though the scientific community recognizes the importance of the affective

component in the formation of psychological well-being, as well as the adaptive function of emotional intelligence.

The purpose of the article: determine the predictive significance of emotional intelligence and its structural components for the psychological well-being of students. The object of the article: psychological well-being of students as an integral indicator of the personality's focus on the implementation of the main components of positive functioning. Subject of the article: the relationship between psychological well-being and emotional intelligence of students as the ability to understand their own and others' emotions and manage them.

The hypotheses of the article are based on the assumption that:

1. Emotional intelligence has a significant expression in the structure of students' adaptive abilities.
2. There is a relationship between the level of values of emotional intelligence, indicators of students' psychological well-being, and the structural components of these phenomena.
3. Structural components of emotional intelligence have different predictive significance for students' psychological well-being.

## MATERIALS AND METHODS

The methodological basis of the article was based on the theoretical analysis of the literature on the problem under study, classification, generalization, and interpretation of scientific data, and testing. Using the methods of mathematical statistics and processing of empirical information, the criterion for testing hypotheses about the normality of the distribution of random variables, Student's t-test in the Welch's modification to test the significance of differences in indicators in groups with different numbers of participants, Pearson's correlation coefficient, Spearman's rank correlation coefficient, Student's t-test to test the significance of the coefficients of linear and multiple regression equations, Fisher's criterion to test the reliability of paired and multiple regression equations, Durbin-Watson's criterion to detect the presence of autocorrelation. Correlation and regression analysis were used to identify and determine the nature of the relationship between indicators of emotional intelligence and psychological well-being.

## RESULTS AND DISCUSSION

To date, there is no single point of view on the content of the concept of "psychological well-being" and its structure. Terminological polysemy does not create an atmosphere of competition and "confusion" in the world of

science, but only emphasizes the depth, and significance of the problem of studying the psychological well-being of an individual, as well as the presence of a research perspective in this area of psychological knowledge.

The main approaches to the study of psychological well-being in psychological science are hedonistic and eudaemonistic. Even though the problem of finding happiness and a comfortable sense of self by an individual is common, the theoretical foundations of these approaches are different. While the hedonistic approach considers the affective factor as the main one for psychological well-being, the eudaemonistic view of well-being does not include the emotionality factor in its structure, to a greater extent operationalizing well-being through the system of meanings of an individual's existence and his relationships with the outside world.

At the same time, well-being is associated with a wide range of experienced emotions, and the emotional contribution to psychological well-being is undeniable. The number of studies in the field of psychological well-being in science is steadily growing, and scientific knowledge about this phenomenon is significantly expanding. However, the topic of well-being continues to have a large resource of questions that, being in the field of attention of psychologists, remain not fully resolved. To find opportunities for self-realization and ways to reveal the potential of student youth as the most promising resource of society, the problem of studying the factors and predictors of psychological well-being of this age category is of scientific and social importance.

Adaptive abilities as a factor of psychological well-being of the individual" reveals the position that the adaptive psychological activity of a person is an important factor in maintaining his psychological well-being. Being in a state of adaptation to a changing environment, a person can control these changes due to adaptation mechanisms.

Different approaches to its definition are proposed.

It is noted that a person uses internal resources to adequately regulate his functional state. In this regard, the concept and content of the structure of personal adaptive potential, adaptive potential, and personal potential are revealed.

Based on several empirical studies on the results of a person's beneficial use of internal resources to maintain various aspects of his positive functioning, we generalize those personal resources reduce the vulnerability of psychological well-being to environmental factors and situations, and also determine the extent to which

psychological well-being and quality of life of an individual depend on him.

The multiplicity of models of emotional intelligence emphasizes the fact that despite the recognition of the importance of the regulatory and prognostic potential of emotional intelligence and the use of these capabilities in practice by scientists, questions about the content and structure of this phenomenon remain unanswered.

The basis of the most common classification of foreign models of this psychological construct is not a set of its structural components, but a measurement method. Thus, mixed models of emotional intelligence and ability models are distinguished. The former measures it using questionnaires based on self-report, and the latter - using tests.

The Importance of Emotional Intelligence for Adaptation" states that when studying emotional intelligence, the focus of researchers is increasingly directed to the field of how it influences adaptation processes. Such a need is dictated by the demands of practice in the context of increasing psycho-emotional stress of the population.

It is emphasized that the effectiveness of the adaptive process will not be ensured by individual emotions, but by their harmonious unification, understanding, and management, which reflects the essence of the concept of "emotional intelligence".

It is noted that the success of student adaptation depends on the productivity of the educational process, the quality of personal relationships, etc. Taken together, this will be of significant importance for the professional and personal development of students.

It is concluded that the abilities corresponding to developed emotional intelligence contribute to an adequate response to environmental influences, thereby ensuring the successful course of the adaptation process, which is important for the formation of psychological well-being.

The emotional factor of psychological well-being concludes that effective emotional response to subjective life circumstances is inextricably linked with the level of psychological well-being of a person. In the conditions of increasing emotionality of the surrounding reality, and adaptive interaction of a person with the surrounding reality, the search for mental resources for effective ways of coping with stressful situations becomes relevant. A historical reference is given to the fact that the connection between the affective and cognitive spheres of personality was studied by domestic classics.

Progressively developing the theory of affective balance, several authors agree on the importance of the emotional component in the structure of well-being.

In psychological practice, more and more works are appearing devoted to the influence of the affective sphere of the personality on various aspects of psychological well-being.

Summarizing the first chapter, we conclude that both phenomena - "emotional intelligence" and "psychological well-being" - are important research areas of psychology. The last decades have been marked by the dynamic development of these constructs. However, issues related to the definition of factors and predictors of psychological well-being remain unsolved, and, in particular, the nature of the relationship between emotional intelligence and indicators of students' psychological well-being has been poorly studied.

For full-fledged personal development, students as subjects of the educational process need to realize their inner potential in the process of professional training in the university environment. Considering that the scientific community emphasizes the importance of the affective component in the formation of students' psychological well-being, we believe that emotional intelligence as a phenomenon that best characterizes the development of the emotional sphere of the individual can be considered a factor influencing students' psychological well-being.

The analysis and results of the empirical study of the relationship between emotional intelligence and the psychological well-being of students reveal the essence of the conducted correlation and regression analysis and provide a qualitative and quantitative analysis of the results obtained.

Preliminary descriptive statistics, the Kolmogorov-Smirnov criterion determined the nature of the distribution of empirical data on emotional intelligence, personal adaptive potential, and psychological well-being as normal (Gaussian).

The results of the study of the level of emotional intelligence were obtained using two methods. According to the questionnaire, data were obtained on the level of general emotional students in the range from very low (0.43%) to very high (1.55%) with a predominance of the average level (70.94%). Students rated intrapersonal understanding, emotion management, as well as control over their external manifestation higher than interpersonal understanding and emotion management.

According to the questionnaire, the emotional intelligence of students is also characterized by the dominance of

average values (49.69%); the share of low and high values is 33.44% and 16.87%, respectively.

The most positive results were obtained on the scales of "emotional awareness" and "empathy". The least expressed was the ability to recognize the emotions of other people to manage them.

The respondents of the "polar groups", defined by the method of Flanagan into three subgroups - "low", "medium", "high" - according to the criterion of "level of emotional intelligence", maintain the tendency of the level representation of components, which was identified for the respondents of the entire sample.

Results of the study:

1. A higher level of emotional intelligence corresponds to significantly higher indicators of personal adaptive potential, which is most pronounced in the communicative characteristics and neuropsychic stability of students. The correlate of adaptive abilities is, to a greater extent, intrapersonal emotional intelligence compared to interpersonal.
2. The profiles of the psychological well-being of students with different levels of emotional intelligence have their own characteristics. The greatest sensitivity to the level of emotional intelligence is demonstrated by the components of psychological well-being "positive relationships with others", "environmental management", and "self-acceptance".
3. A positive correlation was found between emotional intelligence and psychological well-being, which is differentiated by the strength of the connection for the structural components of these phenomena. A stronger connection with psychological well-being is shown by abilities related to understanding emotions and diagnosed by the scales of "understanding one's own emotions", "understanding other people's emotions", "emotional awareness", and "empathy". Expressed abilities of emotional intelligence are more closely associated with the indicators of psychological well-being "positive relationships with others", "environmental management", and "self-acceptance".
4. Each structural component of emotional intelligence makes its predictive contribution to the level of values of psychological well-being. The components of "understanding one's own emotions", "understanding other people's emotions", "managing one's own emotions", "emotional awareness", "managing one's own emotions", and "empathy" have the greatest predictive significance.



The Conclusion formulates the findings that are a generalization of the results of the empirical testing of the hypotheses put forward and confirmation of the provisions:

1. The positive correlation between emotional intelligence and personal adaptive potential reveals the adaptive function of emotional intelligence, that is, students with a higher level of emotional intelligence have better-developed adaptive abilities.

The significant expression of emotional intelligence in the adaptive abilities of students is confirmed by the variability of correlations between the components of emotional intelligence and the structural components of personal adaptive potential. Good understanding and management of one's emotions, as well as understanding of other people's emotions and an empathic way of communication, determine the effectiveness of students' communication. Students with developed abilities to manage their emotions and understand the emotions of others, as well as self-motivation focused on humanistic norms of pro-social behavior, demonstrate a more conscious attitude to generally recognized moral standards. Empathic students, who can manage their emotions well and understand them, have higher neuropsychic stability.

2. The profiles of the psychological well-being of students with different levels of emotional intelligence have their own characteristics. For a feeling of psychological comfort, the most significant indicators for students with a low level of emotional intelligence are "environmental management", "self-acceptance", and "goals in life"; for students with an average level of emotional intelligence, the determining ones are "positive relationships with others", "environmental management", "self-acceptance"; for students with a high level of emotional intelligence, positive functioning depends to a greater extent on positive relationships with others, the ability to manage the environment and the presence of goals in life. The greatest sensitivity to the level of emotional intelligence is shown by the components of psychological well-being "positive relationships with others", "environmental management", and "self-acceptance". Different levels of emotional intelligence of students to a lesser extent determine the differentiation of the strength of the connection between the components of psychological well-being "autonomy" and "goals in life" with the integral indicator of psychological well-being of students.

3. The positive correlation between emotional intelligence and psychological well-being is differentiated by the strength of the connection for the structural components of these phenomena. The severity of emotional intelligence abilities is largely associated with high-level values

of the psychological well-being indicators "positive relationships with others", "environmental management", and "self-acceptance". Correlates of a high level of psychological well-being are, to a greater extent, the abilities of intrapersonal emotional intelligence. A stronger connection with psychological well-being is found in abilities related to understanding emotions: "understanding one's own emotions", "understanding other people's emotions", "emotional awareness", and "empathy".

4. The relationship between emotional intelligence and the psychological well-being of students is mathematically predicted in the form of paired and multiple regression equations, which specify the influence of the predictor factor (emotional intelligence) on the dependent variable (psychological well-being). The greatest representation in terms of the degree of prognostic influence on the indicators of psychological well-being of students is provided by the following structural components of emotional intelligence: "understanding one's own emotions", "understanding other people's emotions", "managing one's own emotions", as well as "emotional awareness", "managing one's own emotions", "empathy".

## CONCLUSIONS

Thus, a theoretical analysis of the concept of emotional intelligence was carried out. Various reviews of theoretical approaches to the study of emotional intelligence among foreign and domestic scientists are presented. Special attention is drawn to concepts in the understanding of emotional intelligence, its common and different positions about the structure and genesis of development because it was foreign scientists who began the study of this concept.

Considerable attention is paid to the problem of insufficient study of emotional intelligence and its influence on personality at the current stage of the development of society. It also emphasized the expediency of researching emotional intelligence at the current stage of the development of psychological science in Ukraine. It has been proven that the problem of emotional intelligence is not new in Ukrainian scientific literature, and the need to study this concept requires a more in-depth analysis at the current stage of the development of science.

The article also contains a description of the first theoretical and empirical studies of emotional intelligence. The views of various scientists on the classification of emotional intelligence throughout the entire history of studying the concept are analyzed and described. The article contains a description of the concept of "emotional intelligence" by foreign and domestic scientists throughout the entire

period of the development of psychological science. At the same time, the study of the phenomenon of emotional intelligence led to the development of ideas about the relationship between cognitive and affective processes.

The conducted theoretical analysis of scientific literature indicates that in modern psychological science, there is a problem with the multiplicity of concepts and definitions of emotional intelligence. It has been proven that there is still no unified position among scientists regarding the understanding of the essence of emotional intelligence, despite a large number of studies over a long period. For successful formation and development, it is necessary to understand what is behind this concept, therefore, the presented material considers various theoretical approaches to the study of emotional intelligence. Prospects for further research consist of a more detailed empirical study of the impact of emotional intelligence on various spheres of an individual's life.

The article contributes to the theoretical concept of emotional intelligence, considering it as a significant personal resource for improving the indicators of psychological well-being. The study develops ideas about the functions of emotional intelligence. Participating in the formation of the emotional field of the individual, emotional intelligence performs regulatory and adaptive functions for the process of positive functioning of the individual.

The prognostic significance of emotional intelligence and its structural components on indicators of psychological well-being expands the understanding of the predictors of this construct. In the future, the results of the study can find application in the field of personality psychology of the age period "youth" in the direction of studying and ways of developing students' personal resources to solve problems of improving their psychological well-being. The set of empirical results and analytical conclusions of the work demonstrates the practical significance of emotional intelligence for ensuring the psychological well-being of the individual. Psychological services can be guided by the obtained research generalizations when creating programs to improve the psychological stability of university students based on the use of their intellectual and emotional resources and adaptive capabilities.

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