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Social Intelligence Management in the Context of Promoting Professional Self-Education: Gender Aspects



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ABSTRACT

The importance of lifelong learning and professional self-education in the modern world is beyond doubt. The search for external and internal incentives to increase people's interest in self-development is an important task for management sciences. External motivation includes the efforts of managers and HR managers to encourage employees to learn. In childhood and adolescence, parents, teachers and professors perform this function. However, it is important to understand what internal factors affect the desire for new knowledge and experience. According to numerous studies, social intelligence plays this role, as it affects the formation of positive qualities of a person from a social point of view. The purpose of this research was to verify the correlation between the level of social intelligence of an individual and his/her desire for self-development and additional training. The survey was conducted on a sample of students from a private online school that provides soft skills, financial and digital literacy training. The research results have complemented the previous survey among senior university students to form a

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*comprehensive picture. High statistical reliability ($p \leq 0.001^{***}$) was found for a significant relationship between social intelligence and its components and the desire to study further. The research results indicate the importance of developing a person's social intelligence in order to stimulate professional self-education. Increasing the level of employees' competence has a positive influence on their loyalty to the corporate culture, enhancing the personnel security of enterprises.*

KEYWORDS: *social intelligence, social skills, social awareness, social perception, social capital, self-development, soft skills, meta-skills*

Introduction

The concept of lifelong learning and additional education is firmly rooted in the ideas of life and professional success of a modern person. Managers and educators are, therefore, looking for effective mechanisms to encourage future and current employees to pursue additional learning, expand their knowledge and acquire additional skills. This process takes place in two directions. The first one is related to external factors, including positive and negative motivation. The second direction is to stimulate personal qualities that are responsible for the tendency to self-development. Social intelligence can be seen as one of the candidates for this role. Despite the great importance of social intelligence for HR management, it was hardly studied in management, usually appearing in works on psychology and pedagogy. That is why this research is designed to actualize the importance of social intelligence to maintain corporate culture and ensure personnel security of the enterprise, in particular by increasing the competitiveness of employees through their professional self-development.

The previous research by Ukrainian scientists I. Liadskyi and D. Diachkov (2022) revealed the influence of this cognitive factor on a person's desire to develop soft skills by using a survey among university students. Broadening and deepening the horizons has a positive effect on the social competencies of people, allowing them to strengthen their own social capital - trust and respect in society. It is important to learn how to develop these skills at the stage of professional training of future specialists, starting with secondary and higher education institutions. Private educational centers play an important role alongside state colleges and universities, as they tend to attract the most motivated students. Therefore, the researchers focused on students at DarwinLand, a private online school that develops various soft skills (team building, creativity, leadership, etc.) as well as specialized

training for future programmers and 3D designers. This institution attracted attention due to the large number of students and their motivation to pass various tests.

Research by N. Iqbal and co-authors (2023) found that students in private educational institutions have a higher level of social intelligence than students in state institutions. They also found a correlation between the level of social intelligence and the academic performance of the students.

The working concept of the research is that people with developed social intelligence tend to self-educate, value new experiences and knowledge, and are willing to invest their time in self-development, starting from school and throughout their whole lives. Such behavior has a positive influence on the formation of their social capital, i.e. respect and trust from others. Accordingly, social intelligence management of future and current employees can positively affect the personnel and economic security of an enterprise and increase the competitiveness of the company.

Literature Review

The realities of the modern world require employees to develop in a harmonious way, which includes the equal development of soft skills as well as hard skills. Employers are looking for an ideal candidate who can combine both types of skills (Lamri, 2023). This is impossible without in-depth self-education, as schools and even universities in the post-Soviet space do not yet pay much attention to the development of soft skills.

The labor market requires workers to have developed soft skills due to their ability to provide flexibility and adaptability to the changes of today. There is a significant demand for critical and analytical thinking, problem-solving, communication skills and creativity (Poláková, 2023).

An important task for management sciences and pedagogy is to teach present-day students, who will become future employees, to transfer learning outcomes and acquired skills to different paradigms of the modern world that is constantly changing. It is also important to incentivize young people to learn throughout their lives (Bajis, 2020). It is reasonable to consider such a cognitive ability as social intelligence from the point of view of forming a person's professional profile. The graduates of higher education institutions should be prepared for professional life and work under the new economic conditions when the effectiveness of professional

activity depends not only on qualifications, but also on the ability to establish constructive relationships with other people.

Social intelligence is becoming a necessary professional quality for any person who aspires to successful professional and social activities (Paladi, 2023). It helps a person to acquire psychological and social maturity (Avlaev, 2021), which in turn promotes strong professional, friendly or family relationships.

Social intelligence is a system of cognitive properties of a person, the formation of which largely determines the effectiveness of communication. This component of communicative competence determines the ability of an individual to solve various communication tasks to ensure effective interaction between subjects (Ivashkevych, 2023). Social intelligence is a person's ability to build and maintain healthy interpersonal relationships in small and large teams (Boyatzis, 2020).

Numerous studies show that social intelligence is related to employee performance (Rotich, 2023), creativity (Katou, 2021), corporate engagement (Sanwal, 2023) and company loyalty (Eketu, 2019), which may be related to their worldview, communication skills and level of social capital. The connection with the ability to accumulate and share knowledge (Kularajasingam, 2022) and the ability to use it effectively is also important.

The scientific literature is actively promoting the point of view that social intelligence can be attributed to meta-skills that determine the desire to learn and develop other useful skills (Senova, 2021). British researchers E. Spencer and B. Lucas (2021) propose to refer to social intelligence and other meta-skills as the so-called skills 4.0 - the most important competencies of our time.

The TROMSØ test developed by Norwegian scientists D. Silvera, M. Martinussen and T. Dahl (2001), who identified three main components of social intelligence, has gained popularity among express methods of assessing social intelligence.

These are the components:

1. Social information processing (SP);
2. Social skills (SS);
3. Social awareness (SA).

These components of social intelligence cover various aspects of an individual: sensitivity to external factors, the ability to build an effective

communication strategy, and knowledge of the necessary norms, rules, and traditions.

Social information processing SP is a process that involves perceiving, understanding, and interpreting information related to social situations and interaction with other people. This process includes awareness of external factors, such as body language, emotions, and intentions of others as well as using this information to build effective communication and interaction with other people. Social information processing comes in both conscious and unconscious forms (Cooke, 2017), relying on a person's feelings and intuition. The second type is formed on the basis of conscious perception, combined with emotions and becoming automatic. The component of social intelligence SP is important for career promotion and gaining a dominant position in society (Mast, 2020), as it makes it possible to better understand current trends and choose the right communication strategies.

Social skills SS are skills that help us to interact with other people. This includes the ability to communicate effectively, understand other people's feelings and emotions, resolve conflicts and collaborate with others. Social skills also include the ability to listen to others and show empathy and respect for others. These skills help us to build positive relationships with others and achieve success in various areas of life. Social skills enable more effective interactions with others, particularly in maintaining a positive atmosphere in the workplace (Soto, 2024) and overcoming conflict situations and misunderstandings (Breil, 2022).

Social awareness SA is the ability to be attentive to and understand the social environment in which we find ourselves. It means being aware of the situations that affect us and our interlocutors, the norms and rules of behavior that need to be followed, and the traditions that need to be respected. Social awareness also includes understanding how our actions and words can affect other people. It helps us to establish harmonious relationships with others, show empathy and respect for others, and be successful in social relationships. The rapid development of social media has only increased the importance of social awareness SA for the modern person (Ye, 2019), turning it into an important skill for adaptation to changes in the digital world. These components of social intelligence, along with other personal qualities, have a powerful influence on the further outcomes of a person's life (Soto, 2019), so future employees should actively develop them from childhood.

Data and Methods

The survey was conducted on a sample of 369 students aged 12-17 from DarwinLand, a private Ukrainian online school. There were 198 women and 171 men. The express questionnaire TROMSØ was used. It consists of three blocks of questions, with 7 questions in each block, for a total of 21 questions. This test allows for the assessment of the development of three basic components of social intelligence, namely SP, SS, and SA. Due to the equivalence of each of the questions, there is no need to introduce additional coefficients to determine the overall level of social intelligence. The developers of this test indicate the acceptable internal reliability of the indicators, with Social information processing = 0.81, Social skills = 0.86, and Social awareness = 0.79 according to Cronbach's coefficient. Their uniform distribution can be observed in determining the level of social intelligence, which does not require the introduction of additional coefficients.

The list of questions is as follows:

Social information processing (SP)

- *“I am able to predict the possible behavior of other people”.*
- *“I know how other people will feel after my actions”.*
- *“I understand the feelings of others well”.*
- *“It is easy for me to understand other people’s desires”.*
- *“I understand the ambitions of others with no questions asked”.*
- *“I can predict the reaction of others to my behavior”.*
- *“Thanks to the facial expressions and body language of others, I can often understand what they really mean”.*

Social skills (SS)

- *“I feel uncomfortable among strangers”.*
- *“I can easily adapt to different social situations”.*
- *“I get to know new people quickly and adapt to new situations”.*
- *“I find it difficult to establish relationships with other people”.*
- *“It takes me a long time to understand other people well”.*
- *“It is easy for me to find the right words in a conversation with strangers”.*
- *“It is difficult for me to find an interesting topic for conversation”.*

Social awareness (SA)

- *“I find it difficult to understand other people’s choices”.*
- *“People’s actions often surprise me”.*
- *“I do not know why other people get angry with me”.*
- *“When I say what I think, people often get angry or annoyed”.*
- *“People seem unpredictable to me”.*
- *“I often offend others without even realizing it”.*
- *“I am often surprised by the reaction of others to my actions”.*

The answers were rated on a scale from 1 to 7, where the first unit corresponds to the statement “Not at all about me” and the number seven corresponds to “Completely about me”.

Three additional questions, which were also assessed on a seven-point scale, helped to identify the level of self-education among respondents:

1. *“How much do you enjoy attending various clubs and sections?”*
2. *“Do you like reading informative literature?”*
3. *“Do you think that success in the future depends on persistent professional self-education?”*

The main scientific hypotheses were three assumptions aimed at studying the gender peculiarities of the relationship between social intelligence and a person’s desire to learn and develop:

- The first hypothesis is that the influence of social intelligence and its components on the voluntary desire to receive additional training and study is more pronounced for men than for women. — This is justified by the fact that an increase in the level of social intelligence in a person encourages him or her to receive not only formalized education (secondary or higher), but also to develop meta-skills and soft skills within the framework of professional activities through participation in professional associations, clubs, sections, etc.
- The second hypothesis is related to the belief that women with developed social intelligence are more interested in reading books than men. This is because women generally tend to show a greater interest in literature and fiction, which often feature complex characters, emotional plots and interpersonal relationships.
- The third hypothesis assumes that the influence of social intelligence and its components on understanding the importance

of self-education for building a successful future is equal for both men and women. This is because our previous research showed that entrepreneurial, political or civically active women exhibit nearly the same level of social intelligence as men, which confirms their equal chances of building a career in the public sphere (Palaščáková, 2023). This is due to the ‘blurring’ of gender in most professions in the modern labor market, so the issue of self-education is equivalent for men and women.

The anonymous online survey was conducted using a questionnaire created in a Google form. The results of the survey were interpreted using Microsoft Excel. The correlation between the two variables was established using Spearman’s rank correlation coefficient, according to the recommendations of V.F. Bosniuk (2020), where the independent variable X is social intelligence and its components, and the dependent variable Y is a commitment to professional self-education. The correlation results were interpreted according to the recommendations of U. Turan (2020) based on the Chaddock scale, which allows for determining the strength of the relationship between two variables: 0.1-0.3 - weak; 0.3-0.5 - moderate; 0.5-0.7 - medium; 0.7-0.9 - strong; 0.9-1.0 - very strong.

Results and Discussion

The research revealed a statistically significant ($p \leq 0,001$ ***) positive correlation between social intelligence and the desire for additional training, interest in professional literature, and awareness of the importance of self-education in order to achieve life success.

Table 1: Gender division of survey participants

Women	53,7 %
Men	46,3 %

Source: developed by the authors on the basis of their own research

The level of social intelligence of female and male participants was found to be no different and demonstrated an average score of 4.3 points, which confirms our previous research, which found that men and women do not have significant differences in this respect (Palaščáková D., 2023). Success in social, entrepreneurial and political activity depends on social

intelligence, regardless of gender. Students of a private online school also demonstrated homogeneity in terms of social competencies and knowledge.

Having analyzed the answers to the first question “How much do you enjoy attending various clubs and sections?”, a statistically significant correlation ($p \leq 0.001^{***}$) with the level of social intelligence development was found, as shown in Table 2.

Table 2: Influence of social intelligence and its components on the desire to study and receive additional education

TROMSØ test criterion	Social information processing	Social skills	Social awareness	General level of social intelligence
Spearman's correlation coefficient	0.336	0.413	0.188	0.391
Strength of correlation by the Chaddock scale	moderate, positive	moderate, positive	weak, positive	moderate, positive
Statistical significance of the property dependence	$p \leq 0,001^{***}$	$p \leq 0,001^{***}$	$p \leq 0.05^*$	$p \leq 0,001^{***}$

Note: $p \leq 0.05$ – low statistical significance; $p \leq 0.01$ – medium statistical significance; $p \leq 0,001$ – high statistical significance.

Source: developed by the authors on the basis of their own research

When we compare the part of the sample having below-average SI scores with those respondents who demonstrated a level above the average, then in the answers to the question “How much do you enjoy attending various clubs and sections?” the latter showed 18% higher interest in additional activities on average. Separately, for the different components of social intelligence, the samples with above-average answers prevail over the rest of the respondents by 17%, 23%, and 8% in SP, SS, and SA, respectively. The lowest level of correlation with the desire to attend clubs and sections is demonstrated by social awareness (0.188), and the highest by social skills (0.413), which indicates the importance of empathy and sociability in order to be motivated to communicate with teachers and other students beyond the standard attendance at a state educational institution.

The first hypothesis was the assumption that the influence of social intelligence and its components on the desire for additional training and education will be stronger for men than for women. The results of testing

this hypothesis are shown in Tables 3 and 4. The general level of SI has a positive correlation of medium strength with the desire for self-education among men with high significance ($p \leq 0.001^{***}$), while among women this indicator is weaker. The social intelligence components were analyzed separately as follows. Among female respondents, a reliable ($p \leq 0.001^{***}$) moderate positive correlation with the desire for self-improvement was demonstrated by such SI components as social skills. In contrast, among male respondents, it was social information processing, followed by social skills. Social awareness revealed the lowest correlation with this parameter for both genders.

Table 3: Influence of social intelligence and its components on the desire to study and receive additional education among the female sample

TROMSØ test criterion	Social information processing	Social skills	Social awareness	General level of social intelligence
Spearman's correlation coefficient	0,224	0,387	0,005	0,274
Strength of correlation by the Chaddock scale	weak, positive.	moderate, positive	weak, positive	weak, positive.
Statistical significance of the property dependence	$p > 0.05$	$p \leq 0,001^{***}$	$p > 0.05$	$p \leq 0.05^*$

Note: $p \leq 0.05$ – low statistical significance; $p \leq 0.01$ – medium statistical significance; $p \leq 0,001$ – high statistical significance.

Source: developed by the authors on the basis of their own research

The research results confirm the validity of the first hypothesis – the influence of social intelligence and its components on the desire to study and receive additional education will be stronger for men than for women. At the same time, encouraging girls to study is the first step towards achieving gender equality in society (Wenzel, 2020).

Table 4: Influence of social intelligence and its components on the desire to study and receive additional education among the male sample

TROMSØ test criterion	Social information processing	Social skills	Social awareness	General level of social intelligence
Spearman's correlation coefficient	0,446	0,418	0,348	0,506
Strength of correlation by the Chaddock scale	moderate, positive	moderate, positive	moderate, positive	medium, positive
Statistical significance of the property dependence	$p \leq 0,001^{***}$	$p \leq 0,001^{***}$	$p \leq 0,01^{**}$	$p \leq 0,001^{***}$

Note: $p \leq 0.05$ – low statistical significance; $p \leq 0.01$ – medium statistical significance; $p \leq 0,001$ – high statistical significance.

Source: developed by the authors on the basis of their own research

Books are considered to be one of the best helpers on the way to self-development of personality. Both extroverts and introverts are fond of them, as reading does not involve active communication with others. Accordingly, this SI component of social awareness showed a high level of correlation. However, it is difficult to unambiguously answer the question of what is the prerequisite - either a higher level of SA induces a passion for books, or active reading develops social awareness. These processes are most likely interrelated, stimulating each other. When we compare the part of the sample with below-average SI scores with those respondents who demonstrated a level above the average, then in the answers to the question "Do you like reading informative literature?" the latter averaged 36% higher interest in reading, which can be seen in Table 5. Separately, for different components of social intelligence, the samples with above-average answers prevail over the rest of the respondents by 21%, 35%, and 40% for SP, SS, and SA, respectively. The highest level of correlation with interest in books is demonstrated by social awareness (0.373), and the lowest is demonstrated by social information processing (0.270), as reflected in the above percentages, where SA also dominates over other components of social intelligence.

Table 5: Influence of social intelligence and its components on interest in reading informative books

TROMSØ test criterion	Social information processing	Social skills	Social awareness	General level of social intelligence
Spearman's correlation coefficient	0.270	0.323	0.373	0.380
Strength of correlation by the Chaddock scale	weak, positive.	moderate, positive	moderate, positive	moderate, positive
Statistical significance of the property dependence	$p \leq 0.01^{**}$	$p \leq 0,001^{***}$	$p \leq 0,001^{***}$	$p \leq 0,001^{***}$

Note: $p \leq 0.05$ – low statistical significance; $p \leq 0,01$ – medium statistical significance; $p \leq 0,001$ – high statistical significance.

Source: developed by the authors on the basis of their own research

The next hypothesis was the assumption that women with developed social intelligence are more interested in reading books than men. It was partially confirmed in our experiment. Women were indeed 15% more likely to be interested in books, given the respondents' answers. However, the influence of social intelligence and its individual components again indicates equal susceptibility of men and women to this cognitive ability, as can be seen by comparing Tables 6 and 7. A similar trend is confirmed by studies of female entrepreneurs (Prakash, 2023).

Table 6: Influence of social intelligence and its components on interest in reading informative books among women

TROMSØ test criterion	Social information processing	Social skills	Social awareness	General level of social intelligence
Spearman's correlation coefficient	0,207	0,274	0,381	0,349
Strength of correlation by the Chaddock scale	moderate, positive	moderate, positive	moderate, positive	moderate, positive
Statistical significance of the property dependence	$p > 0.05$	$p \leq 0.05^*$	$p \leq 0.01^{**}$	$p \leq 0.01^{**}$

Note: $p \leq 0.05$ – low statistical significance; $p \leq 0.01$ – medium statistical significance; $p \leq 0,001$ – high statistical significance.

Source: developed by the authors on the basis of their own research

When we compare women with a level of social intelligence above and below average among the sample in terms of their desire to read books, the difference between them is 33% in favor of the former. For men, the gap is even more obvious. If we compare the results of men with a level of social intelligence development above and below average among the sample, then the difference between them is 53% in favor of the former. Therefore, the hypothesis that women with developed social intelligence are more interested in reading books than men turned out to be wrong. Both samples demonstrated the influence of social intelligence on reading motivation. Moreover, this difference was more significant among the male sample.

Table 7: Influence of social intelligence and its components on the interest in reading informative books among men

TROMSØ test criterion	Social information processing	Social skills	Social awareness	General level of social intelligence
Spearman's correlation coefficient	0,328	0,381	0,376	0,392
Strength of correlation by the Chaddock scale	moderate, positive	moderate, positive	moderate, positive	moderate, positive
Statistical significance of the property dependence	$p \leq 0.05^*$	$p \leq 0.01^{**}$	$p \leq 0.01^{**}$	$p \leq 0.01^{**}$

Note: $p \leq 0.05$ – low statistical significance; $p \leq 0.01$ – medium statistical significance; $p \leq 0.001$ – high statistical significance.

Source: developed by the authors on the basis of their own research

In accordance with the ideas about the importance of self-education, the respondents formed the belief that additional knowledge and skills are necessary for future success in life, in particular when applying for a job. The results of the survey are presented in Table 8.

Table 8: Influence of social intelligence and its components on understanding the importance of self-education for professional and personal development

TROMSØ test criterion	Social information processing	Social skills	Social awareness	General level of social intelligence
Spearman's correlation coefficient	0.295	0.288	0.292	0.345
Strength of correlation by the Chaddock scale	weak, positive	weak, positive	weak, positive	moderate, positive
Statistical significance of the property dependence	$p \leq 0,001^{***}$	$p \leq 0,001^{***}$	$p \leq 0,001^{***}$	$p \leq 0,001^{***}$

Note: $p \leq 0.05$ – low statistical significance; $p \leq 0.01$ – medium statistical significance; $p \leq 0,001$ – high statistical significance.

Source: developed by the authors on the basis of their own research

The general level of social intelligence demonstrated a statistically significant positive influence on a person's beliefs about the importance of professional self-education. When comparing the part of the sample with below-average SI scores with those respondents who demonstrated an above-average level, the latter showed an average of 21% higher conviction in the validity of this statement when answering the question "Do you think that future success depends on persistent professional self-education?"

Separately for different components of social intelligence, the samples with above-average answers prevail over the rest of the respondents by 11%, 13%, and 16% for SP, SS, and SA, respectively. The third hypothesis assumes that the influence of social intelligence and its components on understanding the importance of self-education for building a successful future is equal for both men and women. The comparison of Tables 9 and 10 proves the validity of this assumption. Both samples found almost the same level of influence of social intelligence on a person's self-awareness, both in terms of reliability ($p \leq 0.01^{**}$) and the strength of the correlation on the Chaddock scale, which turned out to be moderate. Thus, gender equality was proved without the perceived advantage of either gender in the context of the social intelligence of an individual. Both men and women with developed SI are characterized by better motivation for learning and self-education and see it as a guarantee of a successful future.

Table 9: Influence of social intelligence and its components on understanding the importance of self-education for professional and personal development among women

TROMSØ test criterion	Social information processing	Social skills	Social awareness	General level of social intelligence
Spearman's correlation coefficient	0,248	0,298	0,259	0,342
Strength of correlation by the Chaddock scale	moderate, positive	moderate, positive	moderate, positive	moderate, positive
Statistical significance of the property dependence	$p \leq 0.05^*$	$p \leq 0.05^*$	$p \leq 0.05^*$	$p \leq 0.01^{**}$

Note: $p \leq 0,05$ – low statistical significance; $p \leq 0,01$ – medium statistical significance; $p \leq 0,001$ – high statistical significance.

Source: developed by the authors on the basis of their own research

The only notable difference, though small, that could hint at future research prospects is the relationship between individual components of social intelligence (SI) and the recognition of self-education's importance. A comparison of Tables 9 and 10 reveals the following peculiarity - the highest level of correlation among women is demonstrated by social competencies, while in contrast, among men this component showed the lowest value in comparison with others.

Table 10: Influence of social intelligence and its components on understanding the importance of self-education for professional and personal development among men

TROMSØ test criterion	Social information processing	Social skills	Social awareness	General level of social intelligence
Spearman's correlation coefficient	0,356	0,292	0,322	0,353
Strength of correlation by the Chaddock scale	moderate, positive	moderate, positive	moderate, positive	moderate, positive
Statistical significance of the property dependence	$p \leq 0.01^{**}$	$p \leq 0.05^*$	$p \leq 0.05^*$	$p \leq 0.01^{**}$

Note: $p \leq 0,05$ – low statistical significance; $p \leq 0,01$ – medium statistical significance; $p \leq 0,001$ – high statistical significance.

Source: developed by the authors on the basis of their own research

The previous research on a sample of senior university students found a statistically significant ($p < 0.05^*$) direct relationship between social intelligence and the desire for self-development among students (Liadskyi, 2022). The ability to process social information was associated with the desire to learn soft skills with even higher significance ($p < 0.01^{**}$). The research results showed that 67% of respondents have above-average levels of social intelligence. Social information processing, characterized by the ability to correctly identify the feelings and emotions of others, empathy and speed of perception of social signals, was the most expressed component. Seventy percent of respondents developed this criterion very well. Motivation for self-development and learning additional knowledge was demonstrated by 79% of the surveyed students. These are not the only studies of social intelligence, carried out in the framework of the current research work. In general, this is a research work on the subject of the departmental theme (initiative research topic) 'Management of social intelligence in the context of ensuring personnel security of enterprises and social stability of the country' (2023-2026) of Poltava State Agrarian University. A significant impact ($p \leq 0.001^{***}$) of social intelligence on a person's ability to resist bullying and help others to overcome conflict situations was established. A statistically significant impact ($p \leq 0.01^{**}$) of social intelligence on labor market pricing in the context of wage formation was found. A statistical relationship of social intelligence ($p \leq 0.05^*$) with the entrepreneurial and social activity of a person was revealed, which equally characterizes men and women. The study of the relationship between social intelligence and patriotism showed a significant tendency ($p \leq 0.001^{***}$) to motivate young people to support their nation, state and armed forces (Palaščáková, 2023).

Combining the results of both studies with more than 500 respondents, it can be stated that social intelligence is crucial for the formation of interest in professional self-education and soft-skills training. Among the individual SI components studied, social skills (motivation for additional learning) and social awareness (reading additional professional literature) demonstrated the greatest influence on these indicators.

Although the ability to process social information was, on average, inferior to other components of social intelligence, the answers to the question "How much do you enjoy attending various clubs and sections?" showed it had twice the level of motivation compared to social awareness.

This highlights the importance of this cognitive ability in forming the professional profile of an employee, intern or student.

Conclusion

Social intelligence is one of the main soft skills that motivate individuals to study harder, develop professionally, and educate themselves. Our research found no significant gender differences between the effects of social intelligence on the listed components. Two of the three hypotheses that were posed at the beginning of the research found their confirmation. Firstly, it concerns the assumption that the influence of social intelligence and its components on the desire for additional education and learning will be more expressed for men than for women. Secondly, the influence of SI and its components on the understanding of the importance of self-education for building a successful future for both men and women was found to be equivalent. The hypothesis related to the belief that women with developed social intelligence are more interested in reading books than men turned out to be wrong, since the interest in reading among representatives of both genders increased in accordance with the growth of SI and its components.

Introducing training, lectures and workshops to develop social intelligence among schoolchildren, students and employees will definitely help to increase the level of cognitive abilities of the community, which will encourage them to use their potential more actively for self-realization.

One of the limitations of our study could be the relatively small sample of participants, which may affect the overall representativeness of the results. In future studies, we plan to expand the scope of the data and engage a more diverse group of participants, particularly in terms of age and social status, in order to obtain more accurate and comprehensive results. It is also important to study the impact of social intelligence on professional growth and interpersonal relationships. This can broaden our understanding of the meaning of social intelligence and its impact on human success.

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