

## THE RELATIONSHIPS BETWEEN SOCIAL INTELLIGENCE AND INDIVIDUAL PERSONALITY TRAITS OF TEACHERS

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**ABSTRACT**

**The purpose** of the article is: to empirically investigate the relationships between social intelligence and individual personality traits of teachers; to show the connection between social intelligence of teachers and the process of the formation of individual personality's traits, his/her empathic abilities, Machiavellianism and meaningful life orientations. So, our purpose is to show what significant positive correlations social intelligence has with characterological qualities of the teacher.

**Methods.** Theoretical methods were categorical and structural-functional analysis of lexical units, the methods of systematization, modeling, generalization; empirical ones – the experiment.

**Results.** Correlation analysis also allowed us to identify the connections between individual psychological characteristics of teachers' personalities and certain indicators of social intelligence. Thus, the subtest "Behavioral consequences" has positive correlations with the MMPI scales, such as: with the emotional lability scale ( $r=0,59$ ,  $p<0,01$ ) and the pessimism scale ( $r=0,41$ ,  $p<0,05$ ). The subtest "Non-verbal behavior" positively correlates with the rigidity scale ( $r=0,58$ ,  $p<0,01$ ) and negatively – with the Femininity – Masculinity Scale ( $r=-0,40$ ,  $p<0,05$ ). The subtest "Speech expression" also has two positive correlations – with the individuality scale ( $r=0,41$ ,  $p<0,05$ ) and the over-control scale ( $r=0,61$ ,  $p<0,01$ ).

**Conclusions.** The more teachers have such individual qualities as analytical thinking, individuality, self-confidence and a tendency to analyze interpersonal communication situations, the better specialists understand the nonverbal behavior of partners of communication. A high level of emotional stability and social extroversion are characteristics of teachers with a deep understanding of the patterns of the development of interpersonal relationships, which allows them to successfully predict the dynamics of these relationships.

**Key words**

Social intelligence, individual qualities, analytical thinking, individuality, emotional stability, social extroversion, social interaction.

## INTRODUCTION

The problem of social intelligence of specialists, in particular, teachers, is of great interest in view of the following points. First of all, its relevance is determined by the social situation of the transitional period, which is characterized by a fundamental collision between the understanding of the role of social intelligence in the structure of the individual's intelligence and the significance of social intelligence in the professional activity of a teacher. In a relatively stable situation of the not-so-distant past, a teacher did not have to actualize the main functions of social intelligence, because in fact every specialist used the acquired volume of knowledge, skills and abilities in his/her professional activity. If this resource was not enough, its replenishment could be postponed for the future, and social intelligence generally remained unclaimed.

But there are problems that have so far remained unnoticed by researchers. This is the problem of the relationships between social intelligence and individual characteristics of teachers, which is completely undisclosed in the scientific literature. It is this problem that became the subject of our research.

## LITERATURE REVIEW

So, we'll show some main approaches to the problem of social intelligence of the person. Representatives of the Genetic Approach (Civitarese & Foresti, 2008), recognized the influence of the environment on the features of cognitive development of the individual (Dijkgraaf, Hartsuiker & Duyck, 2017). Intellectual abilities were assessed by scientists not only taking into account the formation of certain cognitive functions, but also the level of mastery of social experience (awareness (Tohidian,

2021), knowledge of the meaning of words (Rezaei & Mousanezhad Jeddi, 2020), possession of certain social skills (Aleksandrov, Memetova & Stankevich, 2020), the ability to moral judgments (Berkovitch & Dehaene, 2019), etc.) (Cilibrasi, Stojanovik, Riddell & Saddy, 2019). The content of the concept of "intelligence", thus, is quite voluminous both from the point of view of its manifestations and from the point of view of the factors of its formation (Batel, 2020). However, in the context of the genetic approach, intelligence was defined as an already achieved, stable level of mental development, and not as the ability to cognition (Drigas & Karyotaki, 2017).

The next approach to determining the nature of the intelligence of an individual is the Factor Approach (Guilford & O'Sullivan, 2021; Thorndike, 1986). The theories of the intelligence were based on the fact that there are positive correlations between the results of respondents performing various intellectual tests. The basis of the connection between the performance of various tests, according to the scientist, is the presence in each of them of the so-called "general factor" of intelligence ("general factor", abbreviated "g"). The "g" factor, scientists believed, is intelligence in its essence, and its essence is reduced to individual differences in the characteristics of "the mental energy" of the individual (Tillman & Louwse, 2018). The level of mental energy manifests itself in the ability of an individual to identify connections and relationships both between individual elements of his/her own knowledge and between the content components of a certain test task (Murphy, Melandri & Bucci, 2021). Also, scientists identified the factor "s" as the consideration of which allows characterizing the specificity of each specific test task (Greco, Canal, Bambini & Moro, 2020). This theory was called "the two-factor theo-

ry of intelligence” (Guilford, 1967; Guilford & O’Sullivan, 2021; Thorndike, 1986).

Another theory of intelligence, which refers to the Factor Approach, is the theory of intelligence of L. Thurstone (2002). The latter emphasizes the impossibility of the existence of general intelligence. As a result of the research conducted, L. Thurstone received more than 10 group factors, and 7 of them were identified by him and called “primary mental abilities” (2002: 32): S – spatial factor (the ability to operate mentally with spatial relations); P – perception factor (the ability of an individual to detail visual images); N – computational factor (the ability of an individual to perform basic arithmetic operations); V – verbal comprehension factor (the ability of a person to understand and analyze the meaning of words); F – speech speed (the ability to select quickly a right word according to a given criterion); M – information memorization factor (the ability to memorize and reproduce information); R – logical reasoning factor (the ability to detect patterns in the proposed list of letters, numbers and shapes).

Although, we’d like to note that in the results scientists (Razmi, Jabbari & Fazilatfar, 2020), in addition to general intelligence, some special factors, such as individual abilities, are clearly traced, and all the factors identified by L. Thurstone (2002) correlate with each other at a high level of reliability and have some common basis. Therefore, we conclude that we are talking about one and the same theory, within the paradigm of which the emphasis is either on general (according to C. Spearman (1904)) or on special (according to L. Thurstone (2002)) factors.

Studies of the “multiplicity” of factors of general intelligence are primarily related to the ideas of L. Thurstone (2002) about the multiplicity of intellectual abilities. Similar

studies were also conducted by scientists (Hammedi & Pishghadam, 2021). The empirical results obtained, in particular, by scientists (Cui, Wang & Zhong, 2021) were used as the basis for the structural model created by the scientist, in which four types of intelligence are distinguished: “concrete” (Alahmadi, Shank & Foltz, 2018), “abstract” (Baranger & Baranger, 2008), “semantic” (Heidari, 2019) and “social” intelligence (Armstrong & Dienes, 2013). In factor model of intelligence of scientists (Alyami & Mohsen, 2019), social intelligence belongs to the conative, behavioral category, because the level of the development of social intelligence determines, first of all, the behavioral implementation of models of social interaction by a person (Brysbart & Stevens, 2018).

Thus, the structure of general intelligence by J. Guilford & M. O’Sullivan (2021) contains 120 different intellectual abilities, which are distributed according to 15 factors. The principles of combining intellectual abilities are of great importance. In this model, 120 factors of intelligence should be understood by us as intellectual abilities, which J. Guilford & M. O’Sullivan (2021) classify according to three independent variables that characterize the information as some process. At the same time, each intellectual ability is described in terms of specific cognitive content, mental operations, and the result obtained, and it is denoted by a combination of three variables: 1) operations, which include: cognition (C); memory (M); divergent thinking (D); convergent thinking (N); evaluation (E); 2) content, which contains: images (F); symbols (S); semantics (M); behavior (B); 3) results of information processing, which include: units (elements) (U); classes (C); relations (R); systems (S); transformations (T); implications (I).

The conception of social intelligence also was proposed by scientists (Ferdowsi &

Razmi, 2022). According to the scientists, social intelligence is an independent psychological phenomenon, and not a manifestation of general intelligence in social situations of interpersonal interaction. According to A.M. El-Zawawy (2021), social intelligence is a basic personal characteristic that arises on the basis of a complex of intellectual, personal and behavioural traits, including the level of energy activity of the individual and the processes of human self-regulation (Astle & Scerif, 2011); these traits, in turn, determine the prediction of the development of interpersonal situations, the peculiarities of the subject's interpretation of the received information and planning of his/her own behaviour (Bucci, 2021), readiness for social interaction and decision-making (Lu, Wang, Guo, Zeng, Zheng, Wang, Shao & Wang, 2019).

In the researches of scientists (Mytnyk, Matvienko, Guraliuk, Mykhalchuk & Ivashkevych Er. (2021), a positive correlation of social intelligence with different types of the activities of the person was diagnosed. Such type of correlation has the aim of achieving fairly high results in socially significant interpersonal interaction (Mytnyk, Ivashkevych Er., Chanchykov, Predko & Stakhova, 2023). It was proven that people with a high level of social intelligence had high indicators according to the criteria of "social success" (Mykhalchuk & Ivashkevych Ed., 2018), "cognitive activity" (Wong, 2017), "self-confidence" (Yatsenko, Halushko, Ivashkevych Er. & Kulakova, 2022), "high self-esteem" (Mykhalchuk & Bihunova, 2019).

Representatives of another, Socio-cultural Approach (Mykhalchuk, Bihunova, Fridrikh & Vetrova, 2021) stated that a person is formed according to the laws of cultural and historical development, mastering in the process of his/her life the material and spiritual values cre-

ated by other people. And such socio-cultural factors as language, education, family, customs, traditions are determinants of the level and pace of mental (in particular, intellectual) development of all members of the society (Honcharuk, Onufriieva, Haletska, Kurytsia, Ivashkevych Er. & Nabochuk, 2023).

In the paradigm of the Socio-cultural Approach, cross-cultural studies were conducted that studied the features of intellectual activity of representatives of different cultures (Zuniga & Simard, 2019), as a rule, representatives of Western or technocratic culture, and representatives of primitive or traditional culture (Gilbert, 2007). As a result of the conducted empirical studies, it became clear that culture affects not only the level of intellectual development itself, but also the nature of the individual's intellectual preferences (Gilbert, 2007). In the studies of scientists (Dehaene, Changeux, Naccache, Sackur & Sergent, 2006), a difference in the level of the development of social intelligence was established depending on the country of residence (Dubovyk, Mytnyk, Mykhalchuk, Ivashkevych Er. & Hupavtseva, 2020). So, the trend of the development of social intelligence of children at the age of six depends on whether they live in Mexico or in the USA, although in the process of further age development, a Mexican child will be distinguished by an increasingly subtle perception of information, and a North American child has better developed abstract operations (Phani Krishna, Arulmozi, Shiva Ram & Mishra, 2020).

Another approach to defining social intelligence is the Learning Approach (Peel, Royals, Chouinard, 2022). Thus, scientists (McCandliss, Cohen & Dehaene, 2003) consider intelligence as a system of functional behavioral skills that are the result of learning, the result of the formation of intellectual skills. Intelligence is in-

terpreted by scientists as a certain behavioral repertoire that is implemented in the process of learning activities (McCandliss, Cohen & Dehaene, 2003).

At the same time, scientists (Alahmadi & Foltz, 2020) note that social intelligence is formed as a result of a person mastering the basic cognitive skills: 1) skills of naming objects, their characteristics (color, size, etc.); 2) skills of performing oral transmission according to the type of “word-image”; 3) skills of working with word classes (such as with their genus-specific connections); 4) skills of verbal associations.

Similar in content is the theory of skills of A. Bazan (2018). The scientist notes that intellectual development is a system of educational operations that are specially organized by adults in order to form specific skills in the subject. Thus, scientists (Falé, Costa & Luegi, 2016) claims the existence of three interconnected “tiers” (types) of skills: sensorimotor, representative and abstract, which are the basis of the social intelligence of the individual. All these skills, the scientist (Chen, 2022) notes, are formed only in the process of clearly organized educational activity, which will be responsible for their interaction and transformation.

Thus, according to the Learning Approach (Mytnyk, Uninets, Ivashkevych Er., Rashkovska, Ivashkevych Ed. & Kuchai, 2024) Social intelligence is considered by us as the ability that ensures the success of social interaction between people in various fields of the activity (Tabachnikov, Mishyiev, Kharchenko, Osukhovskaya, Mykhalchuk, Zdoryk, Komplienko & Salden, 2021). We think, that social intelligence is one of the most important abilities that ensures effective interpersonal interaction and successful social adaptation of subjects of dialogical activity (Mykhalchuk,

Levchuk, Ivashkevych Er. & Nabochuk, 2023). We consider social intelligence as a necessary ability to solve various problems that are arisen in situations of communication, management and social adaptation.

Interesting there are our researches (Tabachnikov, Mishyiev, Drevitskaya, Kharchenko, Osukhovskaya, Mykhalchuk, Salden & Aymedov, 2021), which study the relationships between the level of social intelligence and anxiety indicators in representatives of different professions. Having empirically investigated the characterological properties of individuals, we conclude that social intelligence is manifested, as a rule, in a complex or uncertain situations of communication and interpersonal interaction. At the same time, the level of the development of social intelligence is determined by the cognitive abilities of the individual.

In our researches (Maksymenko, Ivashkevych Er., Kharchenko, Tarnavska & Sinjavskaya, 2023) we actualize the point of view on the relationships between social intelligence and situational anxiety, as well as anxiety associated with the performance of cognitive activity and self-esteem are presented. The data obtained by us on the characteristics studied in different professional groups indicated that the highest indicators of social intelligence were most often found in people engaged in professional activities in the “person-sign” system, while representatives of the “person-person” profession (teachers and managers) were dominated by low data on social intelligence. In addition, teachers, for various reasons, are diagnosed with the highest indicators of all types of anxiety, and a low level of anxiety associated specifically with the performance of professional activity, with interpersonal relationships in the team and with self-esteem was not found in any teacher.

In our researches we do not provide empirical results regarding the level of the development of social intelligence of teachers of different fields of professional activity, therefore this problem became the subject of our study. In our studies we diagnosed a positive significant correlation between the level of the development of social intelligence and anxiety in groups of successful and unsuccessful representatives of different professions. In the group of unsuccessful teachers in their activities, compared to successful ones, there was a greater number of respondents with social intelligence below average. Among successful teachers-innovators, an average or above average level of the development of social intelligence and low anxiety indicators were diagnosed.

Studying the problem of the correlation of cognitive and psychosocial characteristics of the individual of teachers, we proved that understanding emotional and social intelligence were determinants of the formation of the person's leadership position, leadership effectiveness, and effective use of leadership styles (Mykhalchuk & Ivashkevych Ed., 2018).

Difficulties in interpersonal communication of students with different levels of social intelligence were also studied by us. We concluded that the most relevant for students in terms of explication of difficulties, which were the communicative and perceptual aspects of communication, because the greatest complications arise during communication with teachers and other authoritative people for them, as well as with representatives of the opposite sex, parents, strangers (Mykhalchuk & Bihunova, 2019).

As the analysis of theoretical and experimental approaches to understanding a social intelligence has shown, this concept does not yet have a clear definition. Various scientific

approaches to outlining the content of social intelligence reflect the ambiguity of its characteristics (Dehaene & Cohen, 2011). At the same time, a number of common points can be identified in the definitions of "social intelligence".

Firstly, in most definitions social intelligence is interpreted as a set of abilities (Abrams, 2005). Therefore, it is associated with a certain cognitive activity performed by a person (Bucci, Maskit & Murphy, 2016). Secondly, these abilities have the aim of organizing effective interpersonal interaction with other people (Ellis, 1987). Thirdly, the main criterion for the presence or absence of the ability to solve problems in order to establish effective interpersonal relationships is the adequacy of interpretation, accuracy of understanding, and prediction of the behavior of the interaction partner (Podobnik, Jerman & Selan, 2021). Fourthly, in whatever context, paradigmatic space, social intelligence is considered (Shiva Ram, Bhardwaj & Phani Krishna, 2017), it is described as a complex of personal formation consisting of a large number of abilities (Valis, Slaninova, Prazak, Poulova, Kacetyl & Klimova, 2019).

In our opinion, social intelligence is a complex of the development of the person that includes various abilities that, in their aggregate, have the aim of understanding people's behavior in the process of interpersonal interaction. Based on the analysis of the conducted by us researches, we can state that in recent years scientists have held the opinion that social intelligence is a fairly clear, coherent set of mental abilities with the aim of analyzing social information; abilities that are fundamentally different from those ones which form the basis, in particular of more formal thinking, which there are the abilities that can be easily tested using tests to determine the level of the development of academic intelligence.

In this regard, we believe that social intelligence is an independent neoplasm in the structure of the individual's intelligence. We define social intelligence as an integrative ability to adequately perceive, understand and predict the behavior and activities of other people. We will consider the wisdom of the individual as a kind of metacognition, which is presented at the level of the mnemonic component of the teacher's social intelligence.

Thus, a theoretical analysis of the literature on the problem of social intelligence indicates that social intelligence is relatively a new concept in Psychology, which is in the process of scientific substantiation, refinement and empirical verification. Defining the structure of social intelligence, researchers emphasize its connection with the cognition of social objects and situations, as well as its connection with the understanding of the processes of interpersonal interaction. In the first case, the concept of "intellectual abilities" is used to define social intelligence, which is associated with the cognition of an individual of purely conative (behavioral) information. In the second case, social intelligence is considered by us through a system of cognitive properties of the individual, on which the effectiveness of interpersonal interaction depends. The analysis of the structure of social intelligence and its functions described in psychological researches gives us grounds to assert that it is connected, first of all, with the understanding of the situation of interpersonal interaction. Thus, social intelligence is a relatively independent integral ability of a person, which is formed in the process of his/her activity in the social sphere, in the sphere of communication and social interactions, and allows the person to successfully solve tasks and problems of interpersonal interaction.

So, the purpose of our article is: to empirically investigate the relationships between social intelligence and individual personality traits of teachers; to show the connection between social intelligence of teachers and the process of the formation of individual personality's traits, his/her empathic abilities, Machiavellianism and meaningful life orientations. So, our purpose is to show what significant positive correlations social intelligence has with characterological qualities of the teacher.

## METHODS

Theoretical methods were categorical and structurally-functional analysis of lexical units, the methods of systematization, modeling, generalization; empirical ones – the experiment.

In accordance with the purpose of our research, we selected a set of psychodiagnostic research Methodologies. In our research we used such Methodologies: Test "Research of Social Intelligence" by J. Guilford & M. O'Sullivan (adapted by E.S. Mihailova) (2021); Methodology "Study of personality orientation" by V. Smekalo & M. Kucher (2022); Minnesota Multidisciplinary Personality Inventory (MMPI) (2022); Psychological Test "Simple Symbol Personality Test" (DRBJ & SHERRY, 2022); SHL Occupational Personality Questionnaire (2022).

## PARTICIPANTS

At the experimental stage of the empirical study teachers from all the groups participated (all educational institutions were in Ukraine, from different cities and towns in Ukraine, which are located in different parts of the country: in the western part of Ukraine – Rivne, Lviv, Kamianets-Podilskyi; in the central part of Ukraine – Kyiv, Vinnytsia, Chernihiv; in the eastern part of Ukraine – Kharkiv,

Sumy). In total, 1177 teachers (356 men and 821 women) were involved in this stage of the experiment, such as:

- 114 teachers of preschool educational institutions (all women);
- 403 secondary school teachers (141 men and 262 women);
- 201 teachers of out-of-school educational institutions (all women);
- 459 university lecturers (215 men and 244 women).

## RESULTS AND THEIR DISCUSSION

The research was conducted during 2023-2024 in several stages. The indicators of social intelligence of teachers obtained at the first stages of our research were compared using Test "Research of Social Intelligence" by J. Guilford & M. O'Sullivan (adapted by E.S. Mihailova) (2021). As a result, five groups were identified according to the level of development of social intelligence: 1) high; 2) above average; 3) average; 4) below average; 5) low. After that, individual personality traits, life-meaning orientations, empathy and Machiavellianism of the personality were studied, and differences in age, gender and activity experience of teachers with different levels of social intelligence were also taken into account. The choice of Methodology was not accidental, since in addition to the personal qualities themselves, we were interested in the relationships of the characteristics of social intelligence with such qualities as empathy and Machiavellianism that are significant for achieving social adaptability and establishing interpersonal relationships.

Thus, a comparison of the indicators of social intelligence of teachers of different professional qualifications revealed statistically significant differences according to the

level of social intelligence. It turned out that teachers – Doctors and Candidates of Sciences, compared with teachers without a scientific degree, have a more developed ability to understand people and interact with them ( $r=0,5261$ ,  $p<0,05$ ). This is probably due to the specifics of the professional activity of teachers with scientific degrees and titles, which involves interaction with both managers and performers, which places higher demands on their role behavior, actualizes the ability to take into account the psychological characteristics, expectations, value and life orientations of colleagues, subordinates and management, especially if we take into account the fact that the majority of Doctors of Sciences (77%) and 24% of Candidates of Sciences who participated in the research hold managerial positions.

We also conducted a statistical analysis with the aim to identify gender differences in the level of the expression of social intelligence of managers. Women had higher scores than men according to communicative competence ( $r=0,6311$ ,  $p<0,05$ ) and indicators of understanding of speech expression ( $r=0,4856$ ,  $p<0,01$ ). Male managers had a more developed understanding of the consequences of people's behavior ( $r=0,7148$ ,  $p<0,01$ ), understanding of nonverbal behavior ( $r=0,5397$ ,  $p<0,05$ ) and understanding of interpersonal relationships in dynamics ( $r=0,6831$ ,  $p<0,01$ ).

A comparison of teachers with different levels of social intelligence and different activity experience shows that managers with low and below average social intelligence have the greatest professional experience in the pedagogical field (from 15 years). These respondents outperform teachers with an average level of social intelligence ( $r=0,4056$ ,  $p<0,05$ ) and teachers with high and above average social intelligence ( $r=0,4751$ ,  $p<0,05$ ).

Managers with an average level of social intelligence have the least professional experience compared to other groups of managers ( $p < 0,01$ ).

The revealed patterns seem somewhat paradoxical, since it could be assumed that it is the greater personal (life and professional) experience that contributes to the better development of the ability to notice complex relationships in the social sphere. However, the obtained data indicate that the age factor is not a determining factor in the level of the development of social intelligence. Probably, other characteristics of individual personality development are more significant, in particular, gender characteristics, cognitive styles of performing professional activities and methods of resolving conflict situations, described by us at the previous stages of our research. It should also be noted that in general the obtained results show that age and gender are not determining characteristics of the effectiveness of professional activities of an individual who is under the direct influence of social factors.

Our empirical study showed that the social intelligence of teachers was closely related to such psychological formations as individual personality traits, empathic abilities, Machiavellianism, meaningful life orientations, etc. The research conducted by us using Methodology "Study of personality orientation" by V. Smekalo & E. Kucher (2022), Minnesota Multidisciplinary Personality Inventory (MMPI) (2022), Psychological Test "Simple Symbol Personality Test" (DRBJ & SHERRY, 2022), SHL Occupational Personality Questionnaire (2022) shows that the most pronounced was the average indicator on the hypomania scale (0,6897 points according to the results of factor analysis) of teachers with a high level of social intelligence. This indi-

cates that developed social intelligence is inherent for individuals who are characterized by positive emotions, good mood, optimism, etc. Such teachers demonstrate ease in interpersonal contacts, a high level of the activity in interpersonal relationships and professional activities.

Statistical analysis revealed a fairly large number of significant differences in the individual characteristics of teachers with different levels of social intelligence. In particular, teachers with social intelligence levels above average and high have higher indicators than managers with average, below average and low levels of social intelligence. Thus, teachers with social intelligence of high and above average levels of assessment on validity scales ( $M = 59,1-56,7$ ) are higher than teachers with lower indicators ( $M = 49,6-52,4$ ). Teachers with high and above-average level of social intelligence outperform teachers with average social intelligence according to scales: No. 3 (emotional lability scale;  $r = 0,54$ ,  $p < 0,01$ ), No. 8 (scale of individuality;  $r = 0,61$ ,  $p < 0,01$ ), No. 9 (optimism scale;  $r = 0,71$ ,  $p < 0,01$ ). Similar results were diagnosed when comparing the individual psychological characteristics of teachers with average and low levels of social intelligence: on scale No. 3 ( $r = 0,70$ ,  $p < 0,01$ ), on scale No. 8 ( $r = 0,65$ ,  $p < 0,01$ ), on scale No. 9 ( $r = 0,67$ ,  $p < 0,01$ ).

On the other hand, teachers with above-average social intelligence had lower scores on the lying scale ( $r = 0,48$ ,  $p < 0,05$ ), scale No. 4 (impulsivity scale;  $r = 0,47$ ,  $p < 0,05$ ), scale No. 6 (rigidity scale;  $r = 0,67$ ,  $p < 0,01$ ) compared to teachers with the average level of social intelligence. At the same time, teachers with the average level of social intelligence outperform teachers with below average social intelligence on these scales: on the lying scale ( $r = 0,51$ ,

$p < 0,05$ ), scale No. 4 ( $r = 0,49, p < 0,05$ ), scale No. 6 ( $r = 0,57, p < 0,01$ ).

Teachers with a high level of social intelligence are characterized by expressiveness, active life position, lack of inclination to seriously delve into the essence of the problems, optimism, instability of emotions, high motivation for achievement, which is manifested, first of all, in self-expression and self-affirmation of the personality, and not in achieving specific goals. Teachers of this type of the personality are sociable, have a large number of interpersonal contacts and experience a sense of satisfaction from the process of interpersonal interaction.

Compared to other teachers, heads of structural units with a high level of social intelligence tend to control their emotions to a greater extent and to be guided by normative orders and rules. At the same time, they are sociable, self-confident, calm, more spontaneous in establishing and maintaining social contacts, demonstrative, can show openness and great interest according to other people, but in fact they occupy the individual-separating position in relation to others. They are largely characterized by a specific, clearly defined style of gender-role behavior, flexibility in interpersonal relationships, plasticity in the situations of role interaction.

At the same time, there are quite contradictory trends: a high level of self-esteem is combined with the need to participate in resolving conflict situations, to perform activities in the interests of the group, selfishness is combined with altruistic declarations, aggressiveness – with the desire to please others. The contradiction in this case may also consist, on the one hand, in the combination of teachers' orientation to compliance with accepted social norms, the ability to choose the optimal forms of behavioural activity for a particular situa-

tion, taking into account the logic of common sense, and, on the other hand, with the instability of emotions.

In general, it can be argued that a high level of social intelligence corresponds to such character traits of teachers as the activity, optimism, flexibility, the ability to establish and maintain interpersonal contacts. At the same time, such teachers are characterized by a clearly expressed individual position, which is compensated by a high level of self-control and orientation to social norms. Thus, if these teachers have well-developed manipulative abilities, they are well adapted to different social life, while using their creative abilities to organize interpersonal interaction with the aim of achieving, first of all, purely individual, not group goals.

Teachers with a high level of social intelligence have lower scores on the scale of test No. 2 – the pessimism scale ( $r = 0,58, p < 0,01$  for teachers with an average level of social intelligence and  $r = 0,47, p < 0,05$  for teachers with a low level of social intelligence). These results indicate the passivity of a real personal position at the moment of life, a more optimistic assessment of their life prospects, reflexivity and a lower degree of orientation to the values and norms of reference groups of teachers with a high level of social intelligence.

Teachers with low levels of social intelligence have higher scores on the lying scale ( $r = 0,71, p < 0,01$  for respondents with high level of social intelligence and  $r = 0,63, p < 0,01$  for teachers with average level). Lower scores were diagnosed on the first scale – the over-control scale ( $r = 0,69, p < 0,01$  for teachers with a high level of social intelligence and  $r = 0,65, p < 0,01$  for respondents with an average level), on scale No. 3 – the emotional lability scale ( $r = 0,76, p < 0,01$  for teachers with a high level of social intelligence and  $r = 0,45, p < 0,05$  for

respondents with an average level), on scale No. 8 – the scale of individuality ( $r=0,69$ ,  $p<0,01$  for teachers with a high level of social intelligence and  $r=0,48$ ,  $p<0,05$  for respondents with an average level), as well as on scale No. 9 – the optimism scale ( $r=0,63$ ,  $p<0,01$  for teachers with a high level of social intelligence and  $r=0,41$ ,  $p<0,05$  for teachers with an average level). The differences revealed indicate a lower tendency of teachers with a low level of social intelligence to rigidly fixed gender-role behavior, greater sensitivity to the influences of the environment, anxiety, lack of confidence in themselves, their strengths and capabilities, orientation to the world of internal experiences, passivity of personal positions, dependence on the opinion of the vast majority of microgroup members, greater empathy and desire for real emotional involvement into interpersonal relationships with other people.

The qualitative analysis of the obtained research results allows us to characterize teachers with a high level of social intelligence as active, optimistic, self-confident people who are true masters of the art of communication, which they use to achieve their goals. In this case, there is an emotional alienation from active interpersonal relationships and, along with this, the presence of cognitive dissonance associated with the expectations of others, on the one hand, and the real attitude towards other subjects of interpersonal interaction, on the other. According to our observation, a high level of manipulateness also led to cognitive dissonance (this conclusion applies to respondents with an average level of social intelligence who occupy management positions).

A separate direction of the empirical analysis was the study of correlations between social intelligence and other individual charac-

teristics of teachers. As a result of statistical analysis, correlations were found, depicted in Fig. 1, in Appendix. In general, a high level of correlation of social intelligence with individual personal characteristics is noteworthy (out of 13 scales of the MMPI, 7 scales are directly related to social intelligence and its components). At the same time, the connections of individual characteristics of teachers with individual indicators of social intelligence (8 such connections) were diagnosed, and these individual connections are also connected with the general indicator of social intelligence.

Let us analyze the specifics of the relationships between individual characteristics of teachers with individual components and the general indicator of social intelligence. Thus, the general indicator of social intelligence has positive correlations with the social introversion scale ( $r=0,611$ ,  $p<0,01$ ), the optimism scale ( $r=0,41$ ,  $p<0,05$ ), the individuality scale ( $r=0,57$ ,  $p<0,05$ ), the femininity-masculinity scale ( $r=0,61$ ,  $p<0,01$ ), the overcontrol scale ( $r=0,61$ ,  $p<0,01$ ) and negative correlations with: the anxiety scale ( $r=-0,61$ ,  $p<0,01$ ) and the impulsivity scale ( $r=-0,42$ ,  $p<0,05$ ).

This allows us to conclude that the ability to accurately reflect social events and situations is such characteristic of teachers who are identified by emotional instability, vulnerability and the need for social encouragement. They are characterized by a high level of search activity, and the leading motivational orientation is the motivation for achievement, which is less focused on motor mobility and speech production, and more on the implementation of specific goals. Such specialists confidently and quickly make some important decisions (including complex and non-standard ones). A high level of social intelligence is associat-

ed with the actualization of individuality, a well-considered, rational personal position, analytical thinking, etc. As for these teachers, the analytical structure of thinking, the tendency to reflection prevails over feelings. They are self-confident, have positive self-esteem. A higher level of social intelligence, the more actualized it is according to the teachers, such qualities as a tendency to demonstrativeness, flexibility, high self-control, a high level of interpersonal contacts, the desire to influence other people, egocentrism, independence. Teachers of this type are easily involved into solving of various non-standard situations, they like to compete, they attach a great importance to gain success and productive achievements.

Thus, social intelligence of teachers has significant positive correlations with many characterological qualities. These are self-confidence, optimism, orientation towards achievement motivation, high control of emotional manifestations, extroversion, individualism, and the desire to influence partners of communication.

Correlation analysis also allowed us to identify the connections between individual psychological characteristics of teachers' personalities and certain indicators of social intelligence. Thus, the subtest "Behavioral consequences" has positive correlations with the MMPI scales, such as: with the emotional lability scale ( $r=0,59$ ,  $p<0,01$ ) and the pessimism scale ( $r=0,41$ ,  $p<0,05$ ). The subtest "Nonverbal behavior" positively correlates with the rigidity scale ( $r=0,58$ ,  $p<0,01$ ) and negatively – with the Femininity – Masculinity Scale ( $r=-0,40$ ,  $p<0,05$ ). The subtest "Speech expression" also has two positive correlations – with the individuality scale ( $r=0,41$ ,  $p<0,05$ ) and the overcontrol scale ( $r=0,61$ ,  $p<0,01$ ). The subtest "Interpersonal

relationships" is positively correlated with the overcontrol scale ( $r=0,58$ ,  $p<0,01$ ) and the impulsivity scale ( $r=0,42$ ,  $p<0,05$ ). In general, the results obtained indicate that the most significant for understanding social interaction and implementing optimal interpersonal communication strategies are such personal qualities as emotional lability, individuality and femininity.

So, the more teachers understand the consequences of their behavior, the more their desire to comply with normative criteria is manifested, the more conscientiously they control the manifestations of their aggressiveness; also, teachers with high level of social intelligence have been diagnosed with a contradictory combination of restraint and irritability, instability of emotions and feelings. In the activities of these teachers, there is a conflicting combination of multidirectional tendencies: a high level of demands is combined with the need to satisfy the interests of a socially significant group, selfishness has a positive correlation with altruistic declarations, aggressiveness – with the desire to please others.

## CONCLUSIONS

The more teachers have such individual qualities as analytical thinking, individuality, self-confidence and a tendency to analyze interpersonal communication situations, the better specialists understand the nonverbal behavior of partners of communication. Low levels of emotional instability, high results in self-confidence and active life positions are associated with understanding the speech expression of interpersonal interaction partners.

A high level of emotional stability and social extroversion are characteristics of teachers with a deep understanding of the patterns

of the development of interpersonal relationships, which allows them to successfully predict the dynamics of these relationships.

So, the results of our research show, social intelligence is a dynamic process of interaction between people and the world, so the basic criterion for the development of social intelligence is mobility (flexibility, plasticity) of the teacher's behavior. We propose to deter-

mine the nature of social intelligence through the mechanisms of implementation of "productive thinking", the essence of which lies in the individual's ability to acquire new knowledge (the ability to study, to learning activity). Accordingly, the basis of social intelligence is a person's ability to independently discover new knowledge and apply it in non-standard problem situations.

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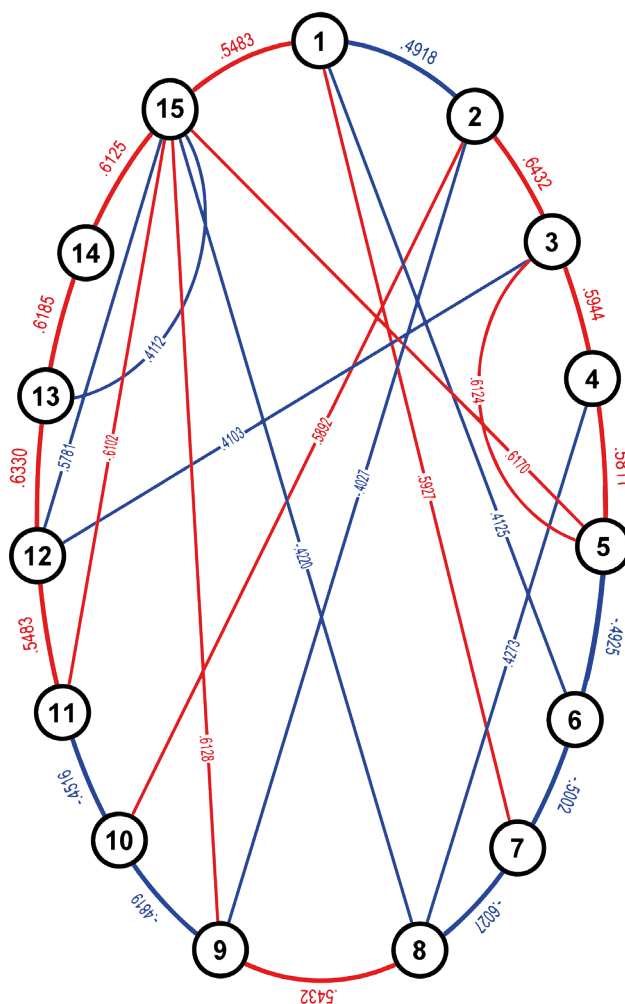
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**APPENDIX**



**LEGEND FOR FIGURE 1:**

Red – Correlations are significant at the confidence level  $p < 0,05$

Blue – Correlations are significant at the confidence level  $p < 0,01$

1. consequences of the behavior
2. nonverbal behavior
3. speech expression
4. interpersonal relationships
5. manipulation scale
6. pessimism scale
7. emotional lability scale
8. impulsivity scale
9. femininity-masculinity scale
10. rigidity scale
11. anxiety scale
12. personality scale
13. optimism scale
14. social introversion scale
15. general indicator of social intelligence

Figure 1. Correlations between the scales of the MMPI test and the subtests of J. Guilford and M. O'Sullivan Test "Research of Social Intelligence" (adapted by E.S. Mikhailova)