PERSONALITY PREREQUISITES FOR SOCIAL INTELLIGENCE DEVELOPMENT AMONG SOCIONOMIC PROFESSIONALS

Yaryna Kaplunenko
Institute of psychology named after G.S. Kostyuk, NAPN of Ukraine

The article describe the results empirical study of personality prerequisites of Social Intelligence development among socionomic experts: working managers, psychologists and teachers. There were highlighted connections between different groups of personal factors and basic SI components; internal cues between the various indicators of social intelligence; highlighted and analyzed the main factors that contribute to development of cognitive, emotional and behavioral items of Social Intelligence.

Keywords: Social Intelligence, personal prerequisites, Social Intelligence development; cognitive, emotional and behavioral SI components; socionomic professionals.

Introduction
Analysis of Social Intelligence (SI) research showed in spite of almost centenary history of its study and its importance for human social efficiency, this concept hasn’t unambiguous interpretation in psychological science that indicates on the complexity and ambiguity of its structure and its manifestations.
Emphasis on Social Intelligence, a special area of psychological research, is due to relative autonomy, complexity and ambiguity of this phenomenon, which causes success of social cognition and social interaction. It includes cognitive processes associated with the reflection of social facilities - a man as a partner in dialogue and activities, and groups of people; the ability to recognize and manage their own emotional reactions and emotions of others; the ability to implement a direct and indirect impact on social environment. As a cognitive component of interpersonal communication, SI provides self-knowledge, self-development, social learning, the ability to predict and plan the development of interpersonal interactions, the finding of common ground with others, and is an integrated, cohesive group of capacities that ensure the success of social adaptation.

Analyzing the history of ideas on Social Intelligence we can noticed the paradigmatic shift in views on this phenomenon from a purely cognitive abilities (E. L. Thorndike, 1920; Wechsler, 1958; Guilford, 1965; Keating, 1978; Eysenck, 1995, and others) to the socio-cognitive personal characteristic, which can include behavioral features also (Allport, 1937; O'Sullivan, 1967; Hendricks, 1969; Michel, 1973; Ford & Tisak, 1983; Gartner, 1983; Marlowe, 1986; Sternberg, 1988; Kosmisky & John, 1993; Mayer & Salovey, 1997; Kihlstrom and Cantor, 2002; Kunitsyna, 2002; Ushakov, 2004; Savenkov, 2005; Albreht 2006; Goleman 2006; Lunyova, 2009, etc.). Therefore, the selection of personal factors of Social Intelligence and analysis their impact on the development of various components of social efficiency, which are combines in SI is actual and significant area of psychological research. This provides a better understanding of Social Intelligence relationship with personal qualities, allows constructing the reasonable approach to correctional and developmental programs for optimization of this ability and can be the basis for further research. Ensuring the effectiveness of social activities in the broadest sense, professionally fundamental this capability is for experts of professional environment "Person-Person", whose activities are focused primarily on direct interaction with other people. The article highlighted research and analysis connections of personal factors with the performance of different units of Social Intelligence.

**Problem analysis**

Concept development of Social Intelligence has a long history, starting from the introduction of this concept into scientific circulation, which was defined as the person's ability to understand, behave wisely with others and to be involved in adaptive social interaction [Thorndike, 1920]. If we consider intelligence as the capacity for learning and problem solving, for adapting to the environment, Social Intelligence, by analogy, is the ability for social leaning, solving social problems and is the tool of adapting to a exclusively human existence. The history of Social Intelligence research has more than 90-year, was held in several stages and actively continues in many countries [Lunyova, 2008, 2009]. The
review of research history of this phenomenon in foreign and national psychology shows several main approaches to the concept of "Social Intelligence" [Turbina, 2014].

1) Social Intelligence is understood just as a form of General Intelligence aimed on solving social problems (E.L. Thorndike (1920); Wechsler (1958); Anastasi (1972); Keating (1978); Riggio (1991); Eysenck (1995) and others).

2) Social Intelligence is understood as an independent Intelligence (O'Sullivan & Gilford, 1967; Ford & Tisak (1983); Yuzhaninova (1984); Brown & Anthony (1990); John & Kosmitski (1993); Kudryavtseva (1994); Selman (1995); Sternberg (2002); Ushakov (2004) and others.

3) Social Intelligence is considered as integrated ability to communicate with other people and includes cognitive characteristics, personal characteristics, characteristics of emotional-volitional self-control and level of self-consciousness. This approach is reflected in works of Greenspan & George (1997); Cantor and Kihlstrom (2000); Geranyushkina (2001); Kunitsyna (2001); Albrecht (2006); Savenkov (2006); Goleman & Boyatzis (2008); Lunyova (2009) and others.

Thus, scientific and theoretical analysis of modern researches of Social Intelligence shows departure from the understanding of this phenomenon as merely cognitive abilities, relatively independent from General Intelligence. A lot of researchers consider this phenomenon more as social-personal cognitive capability, which includes cognitive capacity to recognize the others' behavior and integrative analysis of communication situations, ability to understand and control their own emotions and the emotions of others, capacity for reflection and effective interpersonal communication, and ensures successful social adaptation. Therefore generalized definition of Social Intelligence can be formulated as follows: Social Intelligence is integrated socio-cognitive personal characteristics, which provides the performance and efficiency of social adaptation, interpersonal interaction and includes: ability to understand others and conduct complex analysis of communication situations; ability to recognize and manage own emotions and emotions of others; ability to implement organizational and communicative activities.

The structure of Social Intelligence is not stable and develops throughout life [Ushakov, 2004; Lunyova, 2009]. It is a complex integrated system of capabilities, which consists of several components: cognitive, emotional and behavioral, or communicative-organizational. Ternary SI composition noted Savenkov (2005), Bashyrov (2006), Sautina (2008), Lyahovets (2009) and others, highlighting cognitive (social knowledge, social memory, social intuition, social forecasting); emotional (social expressiveness, self-regulation, empathy) and behavioral (Savenkov) or communicative-behavioral (Bashyrov).

Concerning functions of Social Intelligence, there aren’t unanimous opinions among researchers regarding their quantity and significance. The most holistic
approach to definition of Social Intelligence functions was suggested by Odanovych (2002), based on the analysis of psychological-educational literature, who considering this phenomenon as personal human trait and highlighted the following main SI functions:

Cognitive estimation, which manifests itself in the processing of information, in identifying individual opportunities for results achievement, in determination of interpersonal interaction and in forming judgments on the significance of what is happening; Communicative meaning, which is connected with needs of understanding others and of being understood by them, of establishing relationships between person and its social environment and with the process of finding content value of life; Reflective correction, which provide coherence with the environment, the finding of personal position, and determine personal actions and deeds [Odanovych, 2002].

Among factors that determine Social Intelligence development are distinguished external and internal factors. The external factors influenced SI developments include cultural environment, education, socioeconomic status, styles of parenting and education. The internal factors are: individual and typological characteristics - age, sex, some neural properties (sensitiveness, power, speed, plasticity of neural processes), temperament, attention attributes and neural predispositions; personal qualities (character, emotional-volitional self-control, experience, self-estimation and empathy); individual psychological characteristics (motivation, directionality, cognitive abilities).

Concerning personal factors of Social Intelligence should be noted that SI concept is inseparable from the concept of the individuality because both, personality and SI are result and, at the same time, a tool of social development. As noted earlier, some scholars generally believe Social Intelligence as personal characteristics: Greenspan & Driscoll (1997), Cantor & Kihlstrom (2000), Geranyushkina (2001), Kunitsyna (2001), Lunyova (2009). Based on previous studies analysis, among personal factors of this ability can be selected four groups: structural and dynamic properties of the nervous system, characterological traits, motivation and meaning.

Social Intelligence is not only an individual property, which contributes to person's effective socialization, but also the leading professionally important quality, especially in areas where communication with other people and groups is main activity. Professional activities of socionomic professionals proceeds in constant interaction with others in uncertainty and transient condition of social situations, therefore the Social Intelligence development, such as the ability of correct understanding and effective interaction with others for the expert of professional environment "Person-person" has crucial value. The need to explore connection between different structural components of Social Intelligence and different groups of personal factors contributing to its growth among socionomic
specialists for working out future developmental programs caused choice of subject and diagnostic tools for our research.

**Method**

**Participants**

Participants were 153 experts of professional groups «Managers» (n=53), «Lecturers» (n=53) and «Psychologists» (n=53), who lived in Kiev (Ukraine) and engaged in practical professional activity of those specified occupations. The participants ranged in the age from 23 to 60 years old; 93 females and 60 males. The study was conducted in 2013-2015. General characteristics of the study sample are given in Table 1.

<table>
<thead>
<tr>
<th>№</th>
<th>Characteristics</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sex</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Men</td>
<td>60</td>
<td>39.2%</td>
</tr>
<tr>
<td></td>
<td>Women</td>
<td>93</td>
<td>60.8%</td>
</tr>
<tr>
<td>2</td>
<td>Age (years)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>23-30</td>
<td>38</td>
<td>24.8%</td>
</tr>
<tr>
<td></td>
<td>31-40</td>
<td>62</td>
<td>40.5%</td>
</tr>
<tr>
<td></td>
<td>41-50</td>
<td>44</td>
<td>28.6%</td>
</tr>
<tr>
<td></td>
<td>≥ 51</td>
<td>9</td>
<td>5.9%</td>
</tr>
<tr>
<td>3</td>
<td>Occupation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Psychologists</td>
<td>51</td>
<td>33.3%</td>
</tr>
<tr>
<td></td>
<td>Lecturers</td>
<td>51</td>
<td>33.3%</td>
</tr>
<tr>
<td></td>
<td>Managers</td>
<td>51</td>
<td>33.3%</td>
</tr>
</tbody>
</table>

**Measures**

To explore the structural components of Social Intelligence were used three methods that correspond to each component. For investigate cognitive SI component was used «Six factors’ test of social cognition» (Guilford & O’Sullivan (1967), in Russian version, adapted by Myhaylova (1996), which incorporate five traits: ability to understand the behavior, the ability to understand verbal expressions; ability to understand non-verbal expressions, ability for complex analysis communicative situations, complex estimation of abilities for social cognition). For studying the emotional SI component was used MSCEIT (Mayer et al., 2002; Russian form – Serhiyenko &Vetrova, 2010) which correspond for branches of abilities: emotion perception, facilitation, understanding and emotional management. We used the Russian version of MSCEIT v.2.0). For studying behavioral SI component was used «Organizational and communicative capacities test» – COS-2 (Sinyavsky & Fedoryshyn, 1997).

For study four basic personality characteristics, taken for consideration, were used - Survey of formal-dynamic individual properties OFDSI (Rusalov, 2004), "Big Five» (BFQ-2, Caprara et al., 2000; Russian and Ukrainian form Burlachuk, 2010), Professional motivation determination test (Zamfir, in Rean's modification, 2010) and Life-meaning orientation test (Purpose-in-Life Test,
Crumbaugh & Maholick, 1981; Russian adaptation and modification - Leontyev, 1992). Survey of formal-dynamic individual properties OFDSI (Rusalov, 2004) was designed to study the formal-dynamic properties of individual as the most fundamental individual differences that have biological determination (endurance, intensity, tempo, rhythm, flexibility, emotional sensitivity, etc.). Big five personality test (BFQ-2) which was used for personality investigation, incorporates five general personality traits: Activity (Extraversion); Friendliness (Agreeableness); Conscientiousness (Self-discipline); Emotional stability (Neuroticism); Open-mindedness (Openness to experience). Professional motivation determination test based on the concept of internal and external motivation of professional activity and explores three characteristics: internal motivation; external positive motivation; external negative motivation. Life-meaning orientations test corresponds five branches of life orientation: purpose of life; life process; life result; control locus-Self; control locus-Life.

Results analysis was conducted by SPSS 19, with statistic data processing methods, such as correlation analysis and multiple regression analysis.

Results and discussion

Since male and female data performance in all professional groups in terms of cognitive, emotional and behavioral SI component weren't significantly different, personal factors of Social Intelligence of all socionomic representatives analyzed and outlined in our study without differentiation by sex and specialty.

Comparison of various age groups on SI indicators showed that most developed social skills for nearly all characteristics was observed in experts' group of 23-30. It should be noted positive dynamics of the ability of using emotions and communication skills in specialists' group of 31-40 years old. After age of 41 the majority SI indicators begin to decline, particularly this concerns the ability of understanding people's behaviors and ability of emotion identification, but the most significant changes in reducing level of almost all SI indicators observed in experts' group after 51 years.

As a result of studying SI components in socionomic participants, it was found the most of them have an average developmental level of cognitive SI component (76.5% of the subjects) and emotional SI component (86.3%), namely, complex estimation the abilities for social cognition (CE) and overall emotional competence (Total EI score). The findings suggest the majority of working professionals developed ability to recognize people's behavior at higher than average level (59.4% surveyed); ability to recognize non-verbal expressions on average and higher than average levels (72.4 % & 22.9 %); ability to understand verbal expression on average and higher than average (56.8 % & 29.5 %); ability for complex analysis communicative situations on average and higher than average also (67.3% & 18.3 %). Comparing the results of research by this test among students of socionimic profile (Sytnik & Gelever, 2008) with obtained data, we
can confidently noted that total capacity to recognize people's behavior, verbal and non-verbal expression, ability to analyze complex situations of communication, increases and are formed by professional experience. These abilities are important professional skills of specialists of socionomic professions. Figure 1 shows a diagrams of specialists distribution (n = 153) by levels of performance of cognitive SI component characteristics ("Six factors' test of social cognition" (Guilford & O'Sullivan (1967).

![Figure 1: Distribution of surveyed socionomic experts by performance levels of Cognitive SI component.](image)

Notes: Group 1 – low score; Group 2 - average; Group 3 - above average; Group 4 - high; Subtest 1 - "The ability to recognize the results of conduct"; Subtest 2 - "The ability to recognize the nonverbal expression"; Subtest 3 - "Ability to understand verbal expression"; Subtest 4 - "The ability to analyze complex situations of communication"; CE – Complex Evaluation; composite score, the total capacity for knowledge of human behavior.

Exploring various traits of emotional SI component it can be noted that most of the studied revealed average and higher than average ability to identify emotions (IE) - 70 % &16,3%; to use emotions to improve thinking and activity (FE) -77,8 % &15,7 %; to understand and analyze the emotions (UE) - 71,2% & 28,1%; for responsible management of emotions for personal development and improving interpersonal relationships (ME) - 71,9% & 22,8 %. Obtained data demonstrates relatively high level of emotional competence of socionomic experts and indicate significance of these skills for effective professional activity. Figure 2 shows a diagrams of specialists’ distribution (n = 153) by the levels of performance of Emotional SI component characteristics (MSCEIT, Mayer et al., 2002).


Fig. 2. Distribution of surveyed socionomic experts by performance levels of Emotional SI component.

Notes: Group 1 - low score, Group 2 - average, Group 3 - above average; IE - identification, evaluation and display of emotions or emotion identification, FE - use emotions to improve thinking and activity; UE - understanding and analysis of emotions; ME - conscious management of emotions for personal development and improving interpersonal relationships; Total EI score - integral indicator of emotional competence.

Regarding the behavioral component, including the level of organizational and communication skills, the experts of professional environment "Person-Person" discovered average (Organizational capacities - 37.3%; Communicative capacities - 37.5%) and higher than average (Organizational - 37.3%; Communicative - 37.9%) manifestation level of these capabilities that are quite predictable in view of the character of their profession. Figure 3 shows a diagrams of specialists distribution (n = 153) by the levels of performance of behavioral SI component characteristics (Organizational and communicative capacities test – COS-2 (Sinyavsky & Fedoryshyn, 1997).

Fig. 3. Distribution of surveyed socionomic experts by performance levels of Behavioral SI component.

Notes: Group 1 - low score, Group 2 - average, Group 3 - above average, Group 4 - high; 1 diagram - organizational skills, 2 diagram - communicative skills.

That is, working socionomic professionals have a high enough developmental level of all structural Social Intelligence components. The most significant positive dynamics observed concerning capacities of understanding others’ behavior and behavioral SI component, namely practical organizational...
and communicative skills.

Based on correlation analysis of interdependencies between different SI indicators may be noted that all indicators of cognitive SI component positively correlated with total capacity of understanding human behavior and most indicators of Emotional SI component, which points out close relationship of these characteristics. Detailed consideration of interrelations between various SI indicators has enabled distinguish the following patterns:

1) The ability to analyze complex situations of communication positively associates with ability to identify emotions and use emotions for problem solving, that indicates importance of emotion differentiation for understanding others' behavior, which in turn increases the ability to consciously use emotion for implementation of various social influences.

2) It is established interrelation of abilities to recognize nonverbal and verbal expressions and the importance of these abilities for conscious usage of own emotional potential.

3) Emotion sensitiveness and understanding of emotions are fundamental skills for acquiring communicative competence, understanding communicative subtleties and distinguishing emotional coloration of speech communication.

4) The complex analysis of communicative situations has a positive impact on overall ability to understand people and their emotional expressions, ability to manage own emotions and emotions of others.

5) General emotional competence, capacity of emotion perception, differentiation and understanding are fundamental for understanding others and ourselves and for the constructive usage of own emotion.

6) Fundamental for development of management abilities is general level of emotional competence and, in particular, the ability to manage both own emotions and emotions of others.

7) Organizational and communicative skills are interrelated and complementary.

Based on the theoretical analysis of scientific literature, we have identified four personal factors of Social Intelligence that could cause its development among specialists in the professional environment "Person-Person", they are: formal-dynamic characteristics of temperament, characterological properties, meaning and motivational factors.

The first group of factors contributing the Social Intelligence development includes formal-dynamic properties of temperament that have been studied with Survey of formal-dynamic individual properties OFDSI (Rusalov, 2004). By using correlation analysis was allocated 59 relationships \((p \leq 0, 05 - 0, 01)\), the largest number of them (34) are in the behavioral SI component \((p \leq 0, 05)\) - organizational and communicative skills. Summarizing the results of research by
this method, can be noted the formal-dynamic properties of temperament associated with all structural SI components. The most important factors of Social Intelligence are communication speed (CS) and individual index of general activity (GA). Largest contribution to the structure of relationships brings Communicative Speed (CS) associated with 7 indicators and has positive effect (p ≤ 0,05) on the ability to recognize nonverbal behavior; ability to understand verbal expression; ability to understand complex communicative situations. And it also determines the level (p ≤ 0,01) of integral factor of behavior cognition (CE); ability to consciously manage emotions (ME); organizational skills and communicative skills. The second most important factor is the general activity index (GA), which positively correlated with 5 indicators: capacity for understanding complex communicative situation, integral factor of behavior cognition (CE), ability to consciously manage emotions (ME) (p ≤ 0,05); organizational and communicative skills (p ≤ 0,01).

Ergicity indicators, that is, characteristics of endurance and strength of the nervous system, interconnected with various components of the SI ambiguously. Positive causing communicative and organizational human activity (p ≤ 0,01), on other indicators they create inhomogeneous impact. Psychomotor ergicity (PM) may interfere with the ability to understand verbal expressions and to identify emotions, and hinder development of general emotional competence (p ≤ 0,05). Intellectual ergicity (IE) has a positive effect (p ≤ 0,05 - 0,01) on the ability to understand verbal expressions, the ability to manage own emotions (ME), but on general emotional competence (Total EI) and the ability to use emotions (FE) it causes negative impact, that often can be observed in people with high intellectual activity.

All indicators of plasticity and speed (psychomotor, intellectual and communicative) positively correlated with behavioral SI component - organizational and communicative skills, but psychomotor plasticity (PPM), that is, the propensity to switch from one activity to another can impede to understanding of verbal expressions and emotions. Intellectual speed (IS) positively affects on the ability to manage emotions (p ≤ 0,05). All kinds of emotional vulnerabilities or sensitivity (psychomotor, intellectual and communicative) may restrain or block practical organizational or communicative activity of personality. However, emotional sensitivity to the intellectual and communicative spheres promotes understanding verbal communication signals.

Regarding cognitive SI component, the most significant effect of formal-dynamic temperamental features are experienced the ability to understand verbal expressions and to solve complex communication situations. Regarding emotional SI component, the largest numbers of positive relationships of formal-dynamic temperamental properties are found with the ability to manage emotions (ME). For development of these skills are important: intellectual
ergicity, intellectual and communicative speed, the overall level of intellectual, communicative and general activity. Regarding behavioral SI component, as already noted above, most of formal-dynamic temperamental properties (ergicity, flexibility, speed, overall activity and adaptability), except emotional vulnerability for influences positively impact on communicative and organizational skills development among specialists such professional groups.

Based on a comprehensive analysis of interrelations performance of various structural SI components and characterological traits of "Big Five-2» (BFQ-2) may be noted that all the structural SI components of surveyed professionals way or another experiencing the impact of personality traits, due to the common origin both capacity for social cognition and personality as an instrument of adjustment to the social environment. Developing on the ground of temperamental characteristics and properties of the nervous system, personality traits become consolidated and grown in the social environment of the child. Overall, there were found 38 significant correlations \((p \leq 0, 05 - 0, 01)\) between Social Intelligence indicators and different characterological traits. The biggest impact is undergoing behavioral SI component, that is, in particular, practical organizational and communicative skills of professional activities are caused by personality traits of experts. Regarding cognitive and emotional SI components, especially it concerns abilities to recognize others behavior and outcomes of verbal expression, as well as abilities to identify emotions, to manage own emotions and others people's emotions.

Based on a detailed analysis of actual impact of personality factors on various Social Intelligence indicators, we can note the following:

1) Factor Energy (E) positively affects \((p \leq 0,05 - 0,01)\) on the ability to manage emotions (ME), organizational and communication skills of socionomic experts. This correlates with data of OFDSI method, where the general activity leads to high estimates for same parameters. With regard to particular measurements, on the ability to manage own emotions and emotions of others affects personal dynamism (Di), while dominance (Do) may cause a negative impact to use emotions for problem solving.

2) Factor Friendliness (A) or consent has positive effect \((p \leq 0,05 - 0,01)\) on ability to understand the results of people's behavior, to identify emotions, on general emotional competence and overall behavioral manifestations of Social Intelligence. Moreover, a greater contribution to these relationships falls on sociability dimension (Co), at the same time, it should be noted that cooperativity (Wed) correlated with organizational skills experts with higher value.

3) Factor Conscientiousness (C) or ability to self-regulation and self-control has positive impact \((p \leq 0,01)\) for understanding of verbal expression and organizational skills. Among its dimensions, pedantry (Sc) causes sensitivity to verbal expression, general ability to understand people's behavior, to
understand emotion, while as perseverance (Re) is a prerequisite for successful organizational performances.

4) Emotional stability factor (S) or neuroticism - found no significant correlations with SI indicators.

5) Factor Open-mindedness (M) significantly correlated with indicators of behavioral SI component. One of its dimensions, particularly, openness to culture (Ac), in addition positively associated with the ability to manage emotions (p ≤ 0.01).

To investigate meaning factors and motivational factors of Social Intelligence among socionomic experts were used professional motivation determination test (Zamfir, in Rean's modification, 2010) and Life-meaning orientations test (Leontyev, 1992).

The results demonstrate the importance of motivation and meaning factors for the development of various components of Social Intelligence, but the impact of these factors is not clear enough. Found, for example, greater meaning factors significance compared with motivational factors, however, this study examined only general distribution of professional motives into internal and external. Motivational factors are significant mostly for emotional and behavioral SI components. Meaning factors are significant for all SI components, particularly, for cognitive SI component important is the presence of life goals, that give meaningful life, direction and time perspective, while for both, emotional and behavioral SI components, important is to be satisfied of their own life productivity, that is, awareness of life competence. However, excessive focus on their own goals, complacency and over-confidence may prevent understanding others’ emotions in professionals (p ≤ 0.01).

Regarding motivational factors, there was marked significant links of external positive motivation (EPM) with capacity to control emotions (ME) and communication skills, i.e. worthy wages, desire to advance at work, necessity to achieve social prestige positively influence ability to regulate emotions and ability to communicate. While as an external negative motivation (ENM), i.e. the desire to avoid criticism and possible penalties can hinder overall ability to understand behavior and emotional states of others. Not found significant relationships between SI indicators and internal motivation (IM) of professional activities (focus on the activity content). It may indicate that satisfaction of process and possibility for the most complete realization of their own abilities alone does not encourage Social Intelligence development. More significant is the desire of positive reinforcement and social recognition from others.

Considering the meaning factors group, we noted the unequal impact of various Life-meaning orientation indicators at manifestation of different Social Intelligence components:
1) Presence of life goals (Subtest 1) significantly \((p \leq 0.05 - 0.01)\) affects ability to understand verbal expression, general ability to understand others' behavior, to manage emotions (ME), to develop organizational and communicative skills, however, may interfere with understanding of emotions (UE). One reason for this may be excessive focus on their own aims and problems, which sometimes leads to neglect of needs and emotions, both own and other people.

2) Life-process satisfaction (Subtest 2) besides organizational and communicative skills, promotes capacity \((p \leq 0.01)\) to identify emotions, however, may also adversely affect ability to understand emotional states of others.

3) Self-realization satisfaction or satisfaction from life results (Subtest 3) positively \((p \leq 0.05)\) correlated with ability to distinguish emotions (IE) and manage emotions (ME), and behavioral SI component indicators. Implementation and realization of personal potential, fruitfulness of own efforts promote attentiveness to general emotional state of others, add confidence in carrying out targeted emotional impact, and contribute organizational and communicative activities.

4) The idea of himself as a strong personality (Subtest 4) positively \((p \leq 0.05 - 0.01)\) affects ability to distinguish emotions, to manage emotions, organizational and communicative activities, however, can make a person extremely self-centered, and does not contribute to deep understanding of emotional states.

5) Confidence in manageability human life contributes \((p \leq 0.01)\) development of ability to identify emotions, organizational and communication skills, however, can prevent \((p \leq 0.05)\) accurate understanding verbal expressions of others and their emotional states.

Summarizing the results by this method, we can determine overall positive impact of Life-meaning orientations for the development of all Social Intelligence components.

Regarding cognitive SI component, presence of significant life goals is motivating factor for understanding behavioral manifestations of others. As for emotional and behavioral SI components, it is understandable in view of connectivity of meaning factors with people's emotionality (Langle, 2004) and their practical activities. According to our study, the greatest number of significant positive relationships were revealed with abilities to identify emotions \((r = 0.18 - 0.25; p < 0.01)\) and to control emotions \((r = 0.16 - 0.24; p < 0.01)\).

Regarding behavioral SI component, significance of correlation level of meaning factors with organizational \((r = 0.30 - 0.44; p < 0.01)\) and communicative \((r = 0.18 - 0.47; p < 0.01)\) abilities is even higher.

**Summary**

Summing up, it should be noted that all studied personality factors: formal-dynamic properties of the nervous system, characterological features, motivation
and meaning factors significantly affect various indicators of cognitive, emotional and behavioral SI components among socionomic specialists. Based on data analysis, we can generalize as follows:

1) Development of overall skills for knowledge of human behavior, general emotional competence, organizational and communicative skills are mostly determine by various personality factors with different degrees of significance.

2) Communicative speed, i.e. speech fluency, speed and verbalization significantly affects development of cognitive and emotional SI component, causing easiness of making contact, ability of self-presentation, overall openness and interest in cognition of people, their behavioral manifestations and emotions.

3) Decisive for the development of behavioral SI component are communicative ergicity and general personal adaptability, which cause a high need for communication, naturalness in establishing contacts, quick adaptation to new communicative situations, ability to resist adverse influences.

4) The external positive motivation makes a positive impact on ability of managing emotions and communication skills, while as external negative motivation, that is, avoidance of criticism and negative experiences hinder the development of abilities to understand other people and their emotions.

5) A significant for development of all SI components are indicators of Life-meaning orientations, particularly, for defining of cognitive SI component is presence of important life goals that provide meaningful life, direction and time perspective, while for both emotional and behavioral components important is to meet productivity of own life and awareness of life competence.

The obtained results of this empirical investigation can be used for continuing study influence of mutual connections and different personal characteristics on Social intelligence development and for practical recommendations on practical skills formation among students and specialists of socioeconomic professional direction.

References


 Köplunenko Я.Ю. Личностные предпосылки развития социального интеллекта у специалистов социономических профессий

В статье представлены: результаты эмпирического исследования личностных факторов развития социального интеллекта у специалистов социономического профиля - работающих менеджеров, психологов и преподавателей. Были выделены соотношение различных групп личностных факторов и показателей основных компонентов СИ; внутренние взаимосвязи между показателями социального интеллекта; определены и проанализированы основные факторы, способствующие развитию когнитивного, эмоционального и поведенческого компонентов социального интеллекта.

Ключевые слова: социальный интеллект, личностные предпосылки, развитие социального интеллекта; когнитивный, эмоциональный и поведенческий компоненты СИ; специалисты социономических профессий.