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# THE PROFESSIONAL PERSONALITY PROFILE FROM THE PERSPECTIVE OF THE SOCIAL INTELLIGENCE OF THE STUDENTS

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## ABSTRACT

The article presents the author's conceptions regarding the particularities of student's social intelligence from the perspective of the professional personality profile; some results are presented in the research carried out with reference to the impact of social intelligence on the professional personality profile of students. Both levels of manifestation of social intelligence and personality profiles for students involved in vocational training in the context of an occupational area are briefly presented. At the same time, is described the relationship between social intelligence and personality profile for determining the extent to which social intelligence influences the formation of student's professional personality profile. The basic objective of the research was focused on highlighting the relationship between social intelligence and professional personality profile, which led to the outline of a definition of social intelligence from the perspective of the professional personality profile. At the same time, following the obtained experimental results, we propose an integrative model of the formation of the professional personality profile from the perspective of social intelligence.

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## Introduction.

Nowadays, research on the development of social skills is very topical, being closely related to the practical problems and requirements of modern education, the reason being the need to train graduates, prepare higher institutions for professional life and work in new economic conditions, because social reality is becoming increasingly complex, the number of social contacts between people is increasing considerably, with major implications on various categories of life such as career advancement, professional and personal development, etc. The effectiveness of professional work depends not only on qualification and professionalism but also on the ability to establish secure, strong, and constructive relationships with many people [2].

With direct reference to the topic, the basic argument will rely on the regulations of the Education Code of the Republic of Moldova and the prospects of the Strategy „Education 2030” [3] and will be summarized by the fact that social intelligence refers to specific skills of social interaction of people, who, in turn, are active participants of this interaction, always different due to the principle of individualisation, which fosters the production of certain behaviours, which they consider desirable, i.e. in accordance with their way of perceiving reality or, with their personality type.

Paladi, O. (2021), says that the completeness of the study of the phenomenon of personal-vocational training, in the conditions of higher education, as an acmeological task, can be achieved if this training is perceived as a form of manifestation of human self-organization, as an integration of the psychological system in the process of professional training. Social intelligence acquires the connotation of relevant and necessary professional quality for any person aiming at successful professional and public activity [8].

### **Concept and Argument.**

Eysenk, H.J. (1962) [17] and Анастازی, А., Урбина, С. (2007) [12], wrote about that the success or effectiveness in various activities is quite often associated with the level of intelligence or general ability development. Traditionally, intelligence is perceived as a relatively stable personality trait that develops in the context of the interaction between heredity and environment [17].

One of the earliest definitions of the concept of intelligence belongs to the renowned W. Stern, who treats it as a general ability to adapt to changing environmental conditions.

Thorndike, R.L. (1986), [19] and Айзенк, Г.Ю. (1995) [11], says that the adaptability is the solution of vital tasks by means of intelligence, which takes place on the basis of objective activity at the mental level when consciousness dominates the unconscious. Thus, the problem-solving process can be carried out in the absence of external behavioural models. The indicator of intelligent behaviour is not the conversion of the environment, but the discovery of possible opportunities for adaptation of the individual in the context of the given environment.

According to the opinion of Cantor, N., Kihlstrom, J.F. (1985), underline a thorough review of the literature allows us to see the use of several kinds of empirical approaches to the study of social intelligence. Thus, we will deal with the following approaches: ideographic, psychometric and implicit theories [16].

The psychometric approach states that the performance and success of the individual in the process of performing tasks related to the field of social intelligence can be subject to evaluative-comparative and quantification processes, the object of which is the judgment in social situations and the perception of the psychological states of the interlocutor.

Proponents of the ideographic approach state that its purpose is not focused on the idea of measuring and quantifying social intelligence, possessed by a person and related to standards and normative framework, but rather on the attempt to get into the essence of mental structures and processes, primordial to the process of formation and construction of human personality, as well as the way of interconnection with other distinct structures in human life.

Proponents of the empirical approach, dedicated to the concept of social intelligence, have qualified it as a view of an implicit theoretical nature (Cantor, Kihlstrom, 1985) [16].

Craciunescu, R. (1991), wrote about the unifying factor of all the definitions developed refers to the fact that social intelligence expresses the perception or set of knowledge necessary for a person to make an activity carried out in the social sphere of life more efficient and more comfortable for oneself and for others [3]. Thus, in the given research, we focused on the study of the peculiarities of social intelligence, from the perspective of the professional profile of the personality, and not on proving its existence (Albrecht, 2007; Goleman, 2007) [1].

The description of the structure of social intelligence, from the perspectives listed above, is shown in Table 1.

Table 1. Generalising picture of the structure of social intelligence.

<b>Authors</b>	<b>Description</b>
J.P. Guilford	There is a set of at least 120 particular intellectual skills, skills he identified based on possible combinations and recombinations between 5 classes of operations: Cognition, Divergent Production, Memory, Evaluation, and Convergent Production; and 6 classes of products: Groups, Systems, Classes, Transformations, Relations, Implications.
R. Sternberg; B. Conway; J. Ketron; M. Bernstein	They involved a group of participants to analyze the content and specifics of the characteristics of ordinary intelligence, from the perspective of its presence and absence. The analysis of the estimates, determined by the authors in question, made it possible to reveal social competence as a unifying factor of prototypical behaviours in the researchers' opinion: <i>Recognition of others for what they are and the way they are; Acceptance of others' mistakes, showing interest in the social environment in general; Punctuality in meetings; Showing social awareness; Reflection preceding communication and action; Showing curiosity; Avoiding hasty judgments about others; Consistently assessing the need for information about the usual social problem; Being honest and honest with oneself and others and showing a sense of attraction to the social environment.</i>
D. Wechsler	Claims the non-existence of social intelligence as a separate and distinct concept compared to the other appearances of theoretical intelligence.
R. Sternberg	He highlighted the following structure of social intelligence: 1. Ability to solve practical problems: the person judges logically and soundly, perceives all aspects of the problem; makes effective decisions, draws on the most truthful sources of information, is attentive to all arguments, etc.; 2. Verbal ability: speaks clearly, articulates words; gets to the essence of what is read; has a rich vocabulary; has no difficulty with written language; communicates effectively with others, etc.; 3. accepts others unconditionally; is punctual; makes fair decisions; is sensitive to the needs and wishes of others; has a wide range of interests, etc.
C. Kosmitzki; O. John	The resulting outcomes, aimed at the investigated concept, refer to the identification of the following set of prototypical facets: <i>Insightful understanding of the emotions, concerns and thoughts of others; Ability to interact with other people, possessing a wealth of knowledge about the normative framework of interpersonal relationships; Ability to admit the distinct views of others; Successful adaptation to new social contexts; Attachment and passion in relationships with others; Openness to new ideas, values and experiences in human interactions.</i>
R. Schneider; P. Ackerman; R. Kanfer	A factor analysis of the responses revealed seven components of social competence, namely. Extraversion; Cordiality in relationships with others; Social influence: Social intuition; Sincerity in relationships with others; Social appropriateness; Inadaptability to social relationships.
J. Lee; J. Day; C. Wong; S. Maxwell; S. Weis; H. Süb	Social intelligence is reflected both in social cognition and in problem-solving skills and creativity, and there is compelling evidence that similar mental processes underlie the above components, and in particular cases, they even overlap.
K. Bjorkqvist; K. Osterman; A. Kaukiainen	Social intelligence has 3 different components: perceptual; cognitive-analytical; behavioural.
K. Albrecht	Names the 5 dimensions: situational awareness; presence; authenticity; clarity; empathy [1].
D. Goleman	He classifies the elements of social intelligence into two other broad categories [4; apud 6].

The thorough analysis of the literature allows us to ascertain the use of several kinds of empirical approaches, intended for the study of social intelligence. Thus, most researchers at the time of recognizing the existence of the general factor of intelligence, they reached the stage where there was a need to approach several types or types of intelligence or particular abilities.

At the same time, in the context of the holistic image of the psyche, the existence of relations between the various skills was not denied by any of the researchers. Intelligence has come to be

perceived as a multidimensional construct, as a set of independent skills that generally characterize personality, etc.

The theoretical conception proposed by J.P. Guilford was the one we adhered to in our research on the concept of social intelligence, which in turn conditioned the choice of the empirical method of research applied to students [17].

A 1997 meta-analysis by P. Ackerman and N. Heggestad found a growing interest in the link between personality and intelligence. In 1971, Eysenck, H.J., put forward the idea of a possible link between certain personality dimensions and the scores obtained by 396 participants on the Raven progressive matrices (Айзенк, 1995) [11].

Based on different theoretical assumptions, S. Robinson initiated a series of studies in which he found a positive relationship between personality dimensions and participants' success in different cognitive tasks.

H. Eysenck agreed with R. Cattell that intelligence is a genetically predisposed aspect of personality; if Extraversion and Neuroticism also have a strong genetic basis, then the question arises, what is the relationship between these aspects of personality (E-I, N and Intelligence)? [17].

In the context of multidimensional relationships, the rules of interaction have an external character, compared to the finality that represents a response reaction from within. This internal reaction, which is nothing other than an intellectual reaction, is caused by various personality factors (desires, fears, satisfaction, malaise, enthusiasm, depression etc.). In methodological terms, a very important question arises: how do personal dispositions (the structure of personality factors) influence results in performance tests (which measure intelligence)? At present, most researchers agree that the outcome on an intelligence test is also influenced by personality factors and body states. All the research that tries to answer these questions falls under the issue of the „intelligence-personality interface” [3].

According to СЫМАНЮК, Э.Э. (2005), human development and personality formation is predominantly determined by the system of social interactions and relationships, which ensures the formation of the personality of the socially active subject throughout life [15].

A personality in the process of acquiring any profession and practising it in the future is already deformed. It should be noted that for many types of profession, the development of professional burnout syndrome begins as early as the professionalisation stage, particularly in the case of „man-man” professions, which are essentially particularly vulnerable.

The suitability of the work subject for a particular occupation is determined by the regularities of the development and training process, the level of professionalism of the specialist and the characteristics of the professionalisation of the personality. The preconditions for asking the question of formation of a professional personality are determined by the role and significance of work activity in a person's life. It creates conditions for self-realization and self-affirmation of the personality, for knowledge of the surrounding world and communication, for ensuring material well-being and creation of material and spiritual values. However, the special significance of work is manifested in the development of the personality, i.e. in the formation of its professional orientation, value orientations, behavioural strategies, meaning and lifestyle.

Professional suitability, efficiency and reliability of work depend significantly on individual psychological characteristics of the personality. Nowadays, specialists in the field of applied psychology pay great attention to the study of personality traits, which, on the one hand and as a rule, are constant basic characteristics of a given individual and, on the other hand, more fully determine individual behavioural reactions and mental states affecting efficiency and reliability of work.

In psychological and pedagogical research, a certain structure and approximate content of professionally important qualities, significant for the diagnostic process of personality and the effectiveness of professional work, has been developed. This structure of professional and personality qualities includes qualities involving several levels (СЫМАНЮК, 2005):

- 1) psychological features of personality as individual;
- 2) the professional in the structure of interpersonal relationships;
- 3) the personality traits of a professional;
- 4) the effectiveness of professional activity [15].

Iliciev, M. (2015), affirms that subsequent research has led to an understanding of the need to study not so much individual personality traits of the professional, which would ensure the humanistic orientation of professional work. Proponents of this approach distinguish the following main qualities of a professional's personality: 1) empathy - the ability to understand the inner world of the other person and to penetrate into the essence of their feelings; 2) the ability to interact and intervene actively; 3) emotional stability and the ability to control oneself [5].

The impact of psychological characteristics of personality on professional activity, which ultimately determines the structure and essence of the professional personality profile, is revealed by the system of its psychological regulation, the processes of personal determination of the forms and levels of work activity, the system of mobilization of psychological and physiological resources of the body and personality and their operational reserves.

The professional personality profile reflects the originality and variety of psychological conditioning forms of the nature of professional activity, and the given characteristics ultimately determine the individual's level of professional suitability [5].

At present, educational standards are oriented towards equipping the specialist, in the process of training, with a set of knowledge, but not to the formation of significant professional personality characteristics. Modern research in the field of Work Psychology, Pedagogy and Psychology (Platon, 2020) recommends a transition to a new instructional-educational technology, including learner-centered education and training and lifelong learning [9].

Taking into account the above, we considered it necessary to formulate our own definition of the concept of social intelligence, where social intelligence, is approached from the perspective of the value of the field of vocational training, which in turn are the actors of this interaction, refers to the specific skills of social interaction of trained specialists or in the process of training, which fulfils, in parallel, the role of source and means of production, which is summarized in the formation of desirable cognitions, attitudes and behaviors, which capitalizes on its socio-professional potential, i.e. in accordance with its own professional personality profile.

### **Materials and Methods.**

The purpose of the research consists in establishing the particularities of the development of social intelligence, from the perspective of the professional personality profile of students.

Formulating the research hypothesis, we assume that the professional personality profile of students is determined by the development peculiarities of social intelligence.

The presented dimensions of social intelligence and professional personality profile highlight the researchers' interest in this issue which is influenced by various contemporary social issues.

352 people were involved in the research, selected according to the following criteria:

- belong to a specific age group, between 19-24 years old;
- they study at the Cahul State University „B.P. Hasdeu”;
- the gender composition of the sample being represented by the proportion according to which 64% of the participants are female and, respectively, 36% of the research participants are male.

The compositional effect of the research sample required the staged realization of the ascertaining experiment, due to the excessive volume of research participants, they were divided into groups of 20-19 students. The researched participants were in similar research situations, at the same level of professional and personal development, only the gender composition being disproportionate in favor of female participants, a characteristic situation for many professional fields.

The following psychometric instruments were used in the research: 1. *Guilford O`Sullivan social intelligence test* (version adapted from Михайлова Е.С.) [14] - According to the author Михайлова Е.С., the test contributes, in particular, to the diagnosis of the cognitive component of the communication ability. Having a common structural framework with cognitive development and the foundations of morality, social intelligence is a relatively independent and integral ability (Михайлова, 1996); 2. *Questionnaire 16PF* (author R.B. Cattell, 1950, Institute for Personality and Ability Testing, French edition: Publishing House of the Psychology Center, applied, adapted by C. Cotor, A. Jula and C. Zahirnic, 1972) - That instrument consists of 12 scales ( source traits ), prime order and 4 scales

( surface traits, harmonizing ) second order. Most of the titles intended for the above-mentioned features are exceptional statements of R. Cattell. The questionnaire is organized in parallel in two forms, both composed of 187 items. In essence, those 16 factors are bipolar constructs: where both poles end up being highlighted in an eloquent way, the closer they get to the limits of the scale, and the area of medium or medium significance not being demonstrative (Minulescu, 2004; Zhang, 2017; Grieve, Mahar, 2013) [7; 18; 20]; 3. *Investigation with verbal stimuli: indicators of social intelligence*, (according to the Guilford-O'Sullivan test) - the purpose of the diagnosis of the given method was to correlate the individual responses obtained with the selected indicators of social intelligence. The semantic categories of the investigation were correlated with the indicators (characteristics) social intelligence, measured using the Guilford-O'Sullivan test. The selected verbal stimuli guided the direction of reasoning and encouraged respondents to respond so as to highlight the particularities of understanding or misunderstanding social communication situations – social intelligence. Language expectations were associated with the analysis of family relationships and montages related to understanding verbal and nonverbal messages, logic and consequences of people's actions (Михайлова, 1996); 4. *Investigation to highlight students' interaction difficulties* - Through the statements in the investigation, various manifestations of interaction difficulties were established (Гудзь, Медведев, 2010): in the training process, with teachers; in the process of manifestation of creativity; regarding the recognition and acceptance from the company; related to the acquisition of supporters in the preferred activities; related to family and personal life; related to the realization of material prosperity; related to the demonstration of leadership qualities; in the process of building a career; associated with the spiritual development of the individual; related to socio-political activity [13].

### **Results.**

Next, we will present some sequences regarding the relationship between social intelligence and personality profile in students. The described results are highlighted following the analysis of the data obtained following the application of the empirical methods presented to the sample of 352 students.

In this context, we note that different results were obtained for the methods applied to students:

The purpose of the Guilford - O'Sullivan Social Intelligence Test, consists in the diagnosis of social intelligence indicators, corresponding to the respective levels of social intelligence, where: The high-level of ability to anticipate the consequences human behavior was found in approximately 7.3% of the responses of the participants involved in the research. The answers characteristic of the average level of the ability to foresee the consequences of people are related to the episodic and situational aspect, thus constituting 38.4% of the answers. The low level was given to the answers indicated by 54.3% of the respondents, in which there are indications that respondents never think about what will happen in the future;

The high-level of ability to communicate logically and delineate the meaningful symbols nonverbal human reactions depends on the ability to recognize emotions, feelings, and moods in nonverbal reactions. Such answers were given by 25.5% of the respondents. The average ability to recognize non-verbal signs is indicated by 42.3% of respondents. Low ability to recognize non-verbal cues is indicated by approximately 32.2% of respondents. In conclusion, students are more likely to give the answers that indicate the average level of the ability to recognize nonverbal cues and people's reactions in the communication process. Almost the same number of answers given by respondents indicates a high, in one case, and low, in another case, ability to recognize people's nonverbal reactions;

The high-level of ability to understand the meaning of similar verbal reactions according to context was demonstrated by 18.9% of respondents. The average level of the mentioned capacity was demonstrated by 17.6% of the respondents.

Respectively, the low level of the mentioned capacity was demonstrated by 63.5% of the respondents. The answers obtained indicate that the verbal information has a secondary importance compared to the information obtained through the visual channel, however the verbal channel is not the main one. At the same time, sentence formulations indicate that the meaning of words is often primary, but is not fully realized and thus becomes unclear or misunderstood;

The high level of the ability to understand the logic of the evolution of the situation and the meaning the behavior of people in these situations is present in 10.5% of the respondents. The average level of the

mentioned capacity was demonstrated by 49.4% of the respondents. Respectively, the low level of the mentioned capacity was demonstrated by 40.1% of the respondents.

### **Discussion.**

The analysis of the obtained data allowed us to formulate some conclusions, following which we deduce that the answers given characterize, to a greater extent, not so much the individual capacities, which constitute social intelligence, but the tendency towards reflection and awareness of the events taking place.

The purpose of the 16 PF Personality Questionnaire is to diagnose the personality profiles of the research participants, students of the three faculties.

The data analysis allows us to find statistically significant differences between the students of the Faculty of Law and Public Administration and the students of the Faculty of Economics, Mathematics and Informatics, at the level of two personality factors according to R. Cattell, which refer to the Restraint – Expansiveness scale ( $t=20.520$ ,  $p<0.001$ ) and the Conservative – Radical scale ( $t=-2.462$ ,  $p\leq 0.017$ ). Thus, the students of the Faculty of Law and Public Administration, compared to the students of the Faculty of Economics, Mathematics and Informatics, are characterized by: pessimism, the tendency towards obstinacy, indifference, excessive caution and arrogance, carelessness, impulsiveness and enthusiasm, they criticize outdated ideas and do not show resistance to change. In parallel, the students of the Faculty of Economics, Mathematics and Informatics, compared to the students of the Faculty of Law and Public Administration, are characterized by: seriousness, prudence, reserve, seriousness and introspection, showing high tendencies of resistance to change.

At the same time, we find statistically significant differences between the students of the Faculty of Law and Public Administration and the students of the Faculty of Philology and History, at the level of nine personality factors according to R. Cattell, which refer to the Extroverted – Reserved scale ( $t=-2.522$ ,  $p\leq 0.013$ ); the Submission-Domination scale ( $t=3.049$ ,  $p\leq 0.003$ ); Restraint – Expansiveness scale ( $t=16.301$ ,  $p<0.001$ ); Ego Strength scale ( $t=-2.330$ ,  $p\leq 0.022$ ); scale Hardness – Tenderness ( $t=-21.292$ ,  $p<0.001$ ); scale Practical – Inventive ( $t=-11.555$ ,  $p<0.001$ ); Direct – Hidden scale ( $t=3.643$ ,  $p<0.001$ ); the Conservative-Radical scale ( $t=3.458$ ,  $p<0.001$ ); the Group Dependence – Independence scale ( $t=4.346$ ,  $p<0.001$ ). Thus, the students of the Faculty of Law and Public Administration, compared to the students of the Faculty of Philology and History, are characterized by: pessimism, the tendency towards stubbornness, indifference, excessive caution and arrogance, carelessness, rigidity and exactingness in personal norms, hardness, opposition and criticism, impulsiveness and enthusiasm, criticism of outdated ideas and lack of resistance to change, tendency towards aggression and stubbornness, dominant and independent character, rationality, self-satisfaction, scrupulousness, practicality, fairness, insight, subtlety, interest, bravery, determination, cunning and social independence.

Last but not least, we find statistically significant differences between the students of the Faculty of Economics, Mathematics and Informatics and the students of the Faculty of Philology and History, at the level of ten personality factors according to R. Cattell, which refer to the Subordination-Domination scale ( $t=3.099$ ,  $p\leq 0.003$ ); Restraint – Expansiveness scale ( $t=-5.858$ ,  $p<0.001$ ); the Prudence – Boldness scale ( $t=2.769$ ,  $p\leq 0.007$ ); scale Hardness – Tenderness ( $t=-26.628$ ,  $p<0.001$ ); scale Practical – Inventive ( $t=-14.781$ ,  $p<0.001$ ); Direct – Hidden scale ( $t=5.466$ ,  $p<0.001$ ); self-confidence – Anxiety scale ( $t=-2.505$ ,  $p\leq 0.014$ ); the Conservative-Radical scale ( $t=4.294$ ,  $p<0.001$ ); the Group Dependence – Independence scale ( $t=3.251$ ,  $p\leq 0.002$ ); high self-control - low self-control scale ( $t=3.137$ ,  $p\leq 0.002$ ). Thus, the students of the Faculty of Economics, Mathematics and Informatics, compared to the students of the Faculty of Philology and History, are characterized by: pessimism, stubbornness, arrogance and excessive caution, impulsiveness, enthusiasm, indifference, carelessness, rationality, hardness, realism, self-satisfaction, conventionalism, scrupulousness, practicality, fairness, subtlety, bravery, shrewdness, cunning, interest, resistance to inconvenience and lack of resistance to change, social independence and decisiveness.

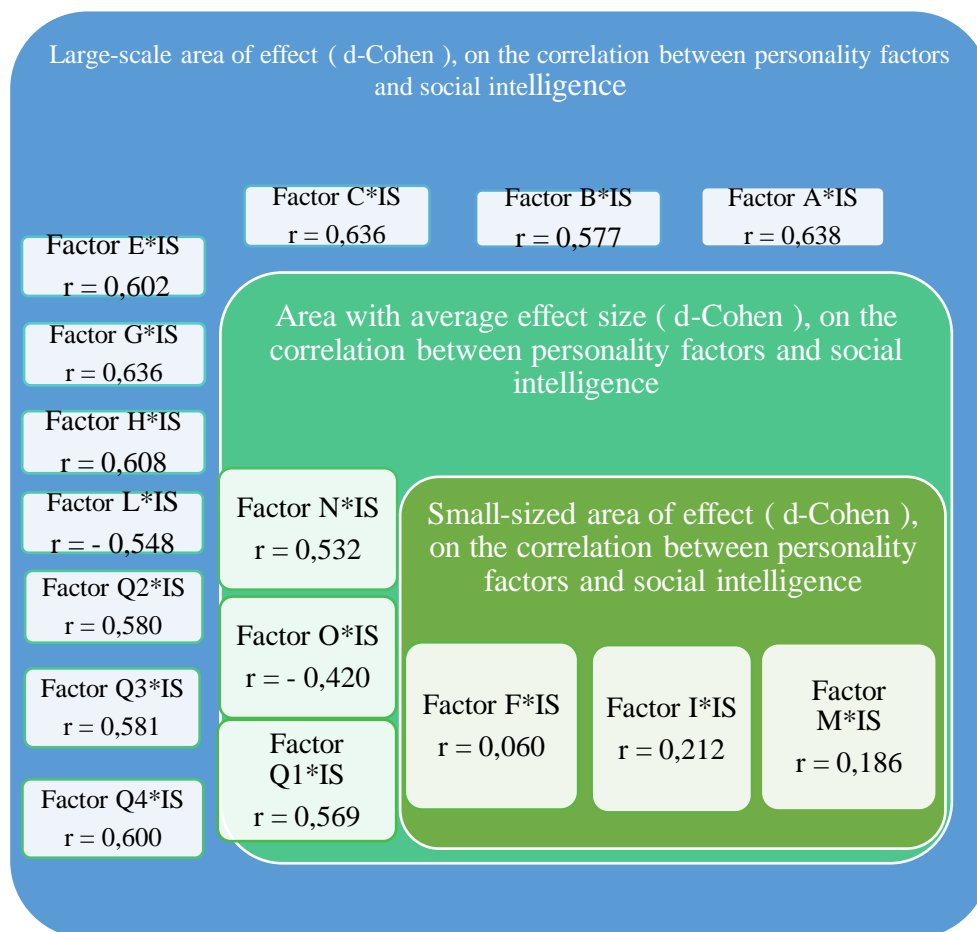
To determine the specificities of the correlation between social intelligence and the personality profiles of the researched participants, we present the results of administering the Spearman correlation coefficient to determine the relationships between social intelligence levels and personality factors. The data are presented in Table 2.



Table 2. Correlation between levels of social intelligence and personality factors of research students.

Research variables		Social intelligence Subtest 1	Social intelligence Subtest 2	Social intelligence Subtest 3	Social intelligence Subtest 4	Social intelligence Composite
Factor A	r	0,718**	0,613**	0,584**	0,594**	0,638**
	p	<0,001	<0,001	<0,001	<0,001	<0,001
Factor B	r	0,541**	0,586**	0,588**	0,601**	0,577**
	p	<0,001	<0,001	<0,001	<0,001	<0,001
Factor C	r	0,621**	0,614**	0,624**	0,644**	0,636**
	p	<0,001	<0,001	<0,001	<0,001	<0,001
Factor E	r	0,603**	0,620**	0,573**	0,577**	0,602**
	p	<0,001	<0,001	<0,001	<0,001	<0,001
Factor F	r	0,090	0,153	0,061	0,080	0,060
	p	0,088	0,010	0,178	0,115	0,182
Factor G	r	0,614**	0,639**	0,601**	0,646**	0,636**
	p	<0,001	<0,001	<0,001	<0,001	<0,001
Factor H	r	0,617**	0,611**	0,591**	0,631**	0,608**
	p	<0,001	<0,001	<0,001	<0,001	<0,001
Factor I	r	0,172	0,176	0,151	0,232	0,212
	p	0,005	0,004	0,011	0,000	0,001
Factor L	r	-0,565**	-0,577**	-0,582**	-0,555**	-0,548**
	p	<0,001	<0,001	<0,001	<0,001	<0,001
Factor M	r	0,182	0,157	0,134	0,209	0,186
	p	0,003	0,009	0,022	0,001	0,002
Factor N	r	0,544**	0,593**	0,501**	0,497**	0,532**
	p	<0,001	<0,001	<0,001	<0,001	<0,001
Factor O	r	-0,432**	-0,486**	-0,483**	-0,455**	-0,420**
	p	<0,001	<0,001	<0,001	<0,001	<0,001
Factor Q1	r	0,588**	0,577**	0,586**	0,551**	0,569**
	p	<0,001	<0,001	<0,001	<0,001	<0,001
Factor Q2	r	0,591**	0,581**	0,563**	0,598**	0,580**
	p	<0,001	<0,001	<0,001	<0,001	<0,001
Factor Q3	r	0,569**	0,601**	0,586**	0,575**	0,581**
	p	<0,001	<0,001	<0,001	<0,001	<0,001
Factor Q4	r	0,587**	0,563**	0,636**	0,603**	0,600**
	p	<0,001	<0,001	<0,001	<0,001	<0,001

Based on the size index of the effect (d-Cohen), figure 1 was elaborated, in which the explanatory model of social intelligence to students is presented from the perspective of personality factors.



*Fig. 1. The explanatory model of students' social intelligence from the perspective of personality factors*

To define the professional personality profile, corresponding to the levels of social intelligence, we can highlight significant correlations in the case of all representatives of the researched group, which were found at the level of all personality factors according to R. Cattell except those of the scale Retention - Expansiveness ( $r=0.060$ ,  $p\leq 0.182$ ); scale Hardness - Tenderness ( $r=0.212$ ,  $p\leq 0.001$ ); scale Practical - Inventive ( $r=0.186$ ,  $p\leq 0.002$ ).

Thus, the weaker the social intelligence and its components are, the more the participants are characterized by the following qualities: abstention, splitting, tendency to criticize, alienation, discouragement, rigidity, conceit. They are passionate about things and not people, prefer to act alone, avoid altercations, are harsh and uncompromising in their personal rules; they are critical, unforgiving and harsh. Their “hidden” intelligence, a certain thought, the slowness of their “spirit”, when it comes to perception and appropriation they are „heavy” and inclined towards a concrete interpretation of phenomena.

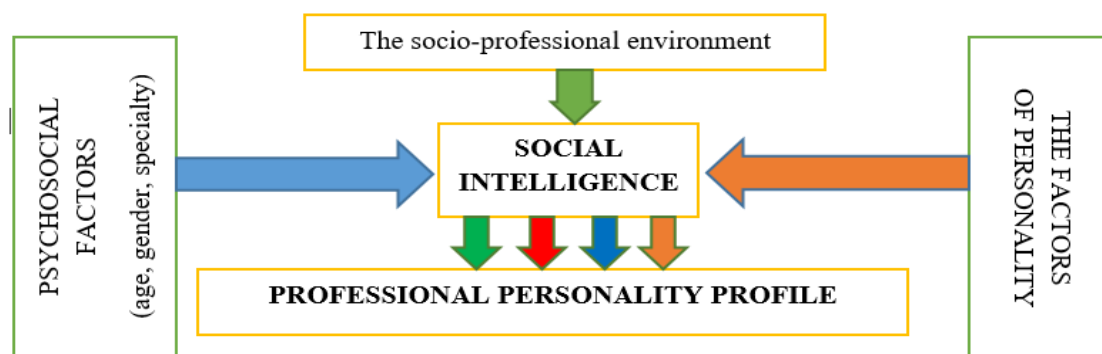
High intellectual level declared by a comprehensive abstract thinking (ability to manipulate with increasingly transcendental concepts, to operate with clues, to quickly sense the dominant appearances between objects and phenomena, to obtain solutions, etc.), demonstrates fairness, moral goodness, assiduity, depth, and gentleness in coexistence. People in this category are uncompromising, with a strong sense of responsibility, prudent, persevering, educational, preferring friendship to individuals, truthful and resourceful.

The contribution of the determined qualities to the social sphere of the possessor of a high level of social intelligence will take the form of the following manifestations: developed abilities to predict possible human achievements based on the examination of concrete communication situations (in the family, in negotiations, etc.), prediction of initiatives based on: analysis of the senses, ideas, thoughts of the participants of communication in relation to their non-verbal reactions, according to mimicry,

gestures and body positions; active and substantiated understanding of what people say to each other (verbal expression) in the context of real situations and/or real mutual interactions; perceiving the composition of operative interpersonal situations, becoming able to analyse difficult circumstances in interpersonal relationships, to understand the meaning and direction of their evolution, to perceive the alternation of the meaning of the context in the circumstances of the intervention of the different participants involved in the communication.

Students with low social intelligence are circumspect about exceptional plans, ignoring people and mercantile conditions. Sometimes they are inconsistent comprising fierce emotional reactions. They can paralyze collective achievements in the uniqueness of personal predispositions.

Following the obtained experimental results, we propose an integrative model of the formation of the professional personality profile from the perspective of social intelligence, presented in figure 2.



*Fig. 2. Integrative model of the formation of the professional personality profile from the perspective of social intelligence.*

The analysis of the integrative model of the formation of the professional personality profile from the perspective of social intelligence allows us to state that the formation of the professional personality profile is a process conditioned by the level of development of social intelligence, as a determining and regulating mechanism of the impact of personality factors, socio-professional environment and psychosocial factors on the professional training of the specialist in the field.

### **Conclusions.**

The research carried out provides a theoretical and experimental foundation for the concept of students' social intelligence from the perspective of the professional personality profile. The most relevant scientific values obtained in the research outlined the following general conclusions:

The concept of social intelligence is defined in the thesis through the lens of systemic theoretical frameworks that underpin its understanding from the perspective of the professional personality profile. In general, people with social intelligence are considered to be those who have the ability to produce appropriate behaviour to achieve desired social goals. The developed definition presents an important scientific value that comes to conceptualize social intelligence and the professional profile of personality in our research, social intelligence approached from the perspective of valuing the field of professional training, which in turn are the actors of this interaction, refers to the specific social interaction skills of trained specialists or those in the process of training, which perform the role of source and means of production in parallel, which is the production of desirable cognitions, attitudes and behaviours that enhance their socio-professional potential, i.e. in accordance with their own professional personality profile.

The average values of the components of social intelligence among students, mainly, are of medium and low level, and the prevailing general level of development of social intelligence among students is low. Therefore, the component of social intelligence, which refers to the ability to anticipate the consequences of human behaviour, in most research participants, is developed at a low level and implies the existence of indicators according to which the respondents do not accept the appearance of thoughts in relation to the further evolution of relationships and actions. At the same time, the social

intelligence component, which refers to the ability to communicate logically and to delimit the significant symbols of nonverbal human reactions, in most research participants, is developed at an average level and assumes the fact that the analysis of the information obtained, through the visual channel, is the easiest perceptive way and refers to the processing of stereotypical and generally accepted signals. Thus, the component of social intelligence that refers to the ability to understand the meaning of similar verbal reactions depending on the context, in most research participants, is developed at a low level and assumes that verbal information is of secondary importance compared to information obtained through the visual channel, however the verbal channel is not the main one. Last but not least, the social intelligence component, which refers to the ability to understand the logic of the evolution of the situation and the meaning of people's behavior in these situations, in most research participants, is developed at an average level and assumes that the formation of knowledge about life and the ability to quickly appreciate data of a social nature take place in a fast and unpredictable way, based on the principle of trial and error.

We resorted to the comparative analysis of the personality traits, determined in the case of the students of the Faculty of Law and Public Administration, the Faculty of Economics, Mathematics and Informatics and the Faculty of Philology and History, which allowed us to highlight the specifics of the general personality profile of the students of each faculty. Thus, the students of the Faculty of Law and Public Administration, compared to the students of the Faculty of Economics, Mathematics and Informatics and the students of the Faculty of Philology and History, are characterized by: discouragement, predisposition to animosity, carelessness, an abusive caution and ambition, inertia, impulsiveness and ardor, struggle against outdated ideas and inert to change. In parallel, the students of the Faculty of Economics, Mathematics and Informatics and the students of the Faculty of Philology and History, compared to the students of the Faculty of Law and Public Administration, are characterized by: thoroughness, constituency, doubt, penetration and self-observation, showing inclinations towards resistance to change. At the same time, the students of the Faculty of Economics, Mathematics and Informatics, compared to the students of the Faculty of Philology and History, are characterized by: impulsiveness, ardor, carelessness, apathy, rationality, harshness, realism, consensus regarding one's own person, meticulousness, honesty, conventionalism, delicacy, bravado, audacity, cunning, seduction, intransigence to inconvenience and lack of resistance to change, social autonomy and decision. In parallel, the students of the Faculty of Philology and History, compared to the students of the Faculty of Economics, Mathematics and Informatics, are characterized by: finesse, honesty and openness, cleverness, relaxation, affective servitude to others, claimants of attention from others, naivety towards everyday truths, sentimentality, mistrust of new idylls, group dependence and social attachment, malleability and bureaucracy.

We have identified various professional personality profiles, from the perspective of the general fields of professional training, related in parallel to the levels of social intelligence of the researched participants. Following the established correlations, was developed the Integrative model of the formation of the professional personality profile from the perspective of social intelligence among students.

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