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***N. Kozhakhmetov**

Academy of Education of Tajikistan, Tajikistan, Dushanbe

ORCID: <https://orcid.org/0009-0008-6012-8176>*e-mail: ns.kozhakhmetov@gmail.com

THE RELATIONSHIP BETWEEN SOCIAL INTELLIGENCE AND PERSONALITY TRAITS OF 8TH–9TH GRADE STUDENTS

The aim of this study was to identify the relationship between social intelligence and personality traits in 8th and 9th grade students. The empirical base included 200 adolescents (93 male and 107 female) aged 14–16 years studying in general education schools. The Tromsø Social Intelligence Scale (TSIS) and a short version of the Big Five Inventory (BFI) questionnaire were used for diagnosis. Statistical data processing was performed using Jamovi software (Version 2.7); Descriptive statistics, t-tests for independent samples, one-way analysis of variance (ANOVA), and Pearson's correlation analysis were used. The results showed that the level of social intelligence among 8th and 9th grade students is relatively stable and does not show significant differences depending on gender and age. Mostly weak correlations were found between social intelligence indicators and personality traits, except for a moderate positive correlation between extroversion and conscientiousness. The data obtained indicate the relative autonomy of social intelligence in relation to personality factors and emphasize the need for pedagogical conditions that promote the development of social competencies in adolescents.

Keywords: social intelligence, personality traits, adolescence, Big Five, secondary school students, correlation analysis, interpersonal competence.

Introduction

The modern educational environment requires students not only to have a high level of academic knowledge, but also to develop social and communication skills that enable successful interaction, cooperation, and adaptation in society. One of the key components of these skills is social intelligence, which is defined

as the ability to understand the intentions, emotions, and behavior of other people, as well as to effectively use this information in interpersonal situations [1; 2]. The development of social intelligence plays an important role in adolescence, when identity formation, empathy development, and social interaction skills take shape [3; 4]. Recent studies emphasize that social intelligence is an important predictor of social adaptation, academic success, and emotional well-being in students [5]. According to a systematic review and meta-analysis by Llamas-Díaz et al. (2022), emotional intelligence in adolescents is closely linked to subjective well-being and can act as a protective resource in stressful situations [6]. Puertas Molero (2020) demonstrated that applying the concept of emotional intelligence in education is associated with improvements in the psychological climate and academic motivation [7]. Similarly, a systematic review by Vega et al. (2021) found that higher levels of emotional intelligence are associated with less aggressive behavior among adolescents [8].

On the other hand, personality traits described in the Big Five model determine stable differences in behavior, motivation, and ways of responding to social stimuli [9]. Research shows that characteristics such as extroversion, agreeableness, and conscientiousness are positively associated with empathy and social competence, whereas high neuroticism can hinder constructive social behavior [10; 11].

Despite the accumulated volume of data, empirical studies aimed at investigating the relationship between social intelligence and personality traits in adolescents remain limited and fragmentary. Most studies consider student or adult samples [12], while school age, especially grades 8-9 is a critical stage in the development of personality and social qualities. Studying the relationship between social intelligence and personality factors in this age group will provide a deeper understanding of the mechanisms of social competence formation and help determine areas for pedagogical support [13].

In this regard, the aim of this study is to identify the relationship between social intelligence and personality traits of students in grades 8–9, as well as to determine the influence of gender and age on these indicators.

Materials and methods

The study aims to investigate the relationship between social intelligence and personality traits among middle school students. The empirical base included 200 adolescents enrolled in grades 8 and 9 of general education schools. The sample included 93 males and 107 females aged 14 to 16. Selection was carried out using random sampling with voluntary participation. All participants were informed about the purposes of the study, and data collection was carried out anonymously in accordance with ethical principles.

The Tromsø Social Intelligence Scale (modified by V. Yu. Semenov and A. D. Nasledov) was used to assess the level of social intelligence [14]. The methodology includes two subscales: social awareness and social skills. Each statement was rated on a seven-point Likert scale from 1 (“strongly disagree”) to 7 (“strongly agree”). The final score reflected the overall level of social intelligence of the student.

To study personality characteristics, a short version of the Big Five Inventory (BFI) questionnaire was used, which measures five basic personality factors: extraversion, agreeableness, conscientiousness, neuroticism, and openness to experience [15]. Participants rated each statement on a five-point scale, where 1 meant “strongly disagree” and 5 meant “strongly agree.” The results allowed us to identify individual differences in personality profiles.

Data processing was performed using Jamovi software (Russian version). Descriptive statistics (mean, standard deviation), t-test for independent samples, one-way analysis of variance (ANOVA), and Pearson’s correlation analysis were used for the analysis. The level of statistical significance was set at $p < 0.05$. All calculations were performed separately by gender and age (grade), which made it possible to compare the levels of social intelligence and personality traits, as well as to identify possible correlations between them.

Results and discussion

As shown in Table 1, the results of one-way analysis of variance (ANOVA) did not reveal statistically significant differences between 8th and 9th grade students in terms of key indicators of social intelligence ($p > 0.05$). The mean values indicate a similar level of social awareness ($M_8 = 28.4$, $SD = 5.21$; $M_9 = 28.7$, $SD = 5.31$; $F(1,189) = 0.078$, $p = 0.779$), social skills ($M_8 = 31.1$, $SD = 5.64$; $M_9 = 32.1$, $SD = 5.57$; $F(1,191) = 1.364$, $p = 0.244$) and overall social intelligence ($M_8 = 59.6$, $SD = 7.86$; $M_9 = 60.7$, $SD = 7.84$; $F(1,190) = 1.044$, $p = 0.308$). Thus, the level of social intelligence among middle school students can be characterized as relatively stable and independent of age differences between 8th and 9th grades.

Table 1 – differences in social intelligence levels among 8th and 9th grade students

	Grades		F	df2	p
	8 ($M \pm SD$)	9 ($M \pm SD$)			
Social awareness	28.4±5.21	28.7±5.31	0.078	189	0.779
Social skills	31.1±5.64	32.1±5.57	1.364	191	0.244
Overall level of social intelligence	59.6±7.86	60.7±7.84	1.044	190	0.308

As in the previous analysis aimed at identifying differences between classes, the data presented in Table 2 confirm that there are no significant differences between groups of students based on gender. The results of the t-test for independent samples showed that boys and girls have similar scores on all components of social intelligence ($p > 0.05$). The mean values reflect insignificant differences between the groups: on the social awareness indicator ($M_m = 28.6$, $SD = 5.26$; $M_f = 28.5$, $SD = 5.26$; $t(198) = 0.141$, $p = 0.888$), social skills ($M_m = 28.5$, $SD = 5.26$; $M_f = 31.4$, $SD = 5.86$; $t(198) = 0.298$, $p = 0.766$) and overall social intelligence ($M_m = 60.3$, $SD = 7.59$; $M_f = 59.9$, $SD = 8.11$; $t(198) = 0.307$, $p = 0.759$). Thus, it can be concluded that differences in the level of social intelligence between male and female students are not statistically confirmed, which indicates the uniform development of social competencies in adolescents regardless of gender.

Table 2 – differences in levels of social intelligence among male and female students

	Gender		t-test	df	p
	Male ($M \pm SD$)	Female ($M \pm SD$)			
Social awareness	28.6 ± 5.26	28.5 ± 5.26	0.141	198	0.888
Social skills	28.5 ± 5.26	31.4 ± 5.86	0.298	198	0.766
Overall level of social intelligence	60.3 ± 7.59	59.9 ± 8.11	0.307	198	0.759

Continuing the analysis of differences between 8th and 9th grade students, the results of one-way analysis of variance (ANOVA) presented in Table 3 showed that no statistically significant differences were found for most personality traits ($p > 0.05$). The mean values indicate similar levels of extraversion, agreeableness, neuroticism, and openness to experience in both age groups. Only in terms of conscientiousness is there a tendency toward higher values among ninth graders ($M_9 = 6.23$, $SD = 2.05$) compared to eighth graders ($M_8 = 5.72$, $SD = 1.81$), but the difference is not statistically significant ($F(1,179) = 3.46$, $p = 0.064$). Overall, the results indicate that the personality traits of eighth and ninth graders remain relatively stable, which is consistent with the data on social intelligence and confirms the absence of pronounced age differences in this sample.

Table 3 – differences in personality traits between 8th and 9th grade students

	Grades		F	df2	p
	8 (M $\pm$ SD)	9 (M $\pm$ SD)			
Extraversion	5.81 $\pm$ 1.90	6.07 $\pm$ 2.09	0.81	182	0.367
Agreeableness	5.91 $\pm$ 2.21	6.04 $\pm$ 2.04	0.20	195	0.654
Conscientiousness	5.72 $\pm$ 1.81	6.23 $\pm$ 2.05	3.46	179	0.064
Neuroticism	5.84 $\pm$ 2.11	5.64 $\pm$ 2.32	0.36	182	0.546
Openness to experience	6.09 $\pm$ 2.08	6.17 $\pm$ 2.05	0.06	192	0.796

An analysis of differences in personality factors between male and female students (see Table 4) showed no statistically significant differences in all five traits of the Big Five model ($p > 0.05$). The mean values show similar levels of extraversion (Mm = 5.91, SD = 2.13; Mf = 5.93, SD = 1.85; $t(198) = -0.067$, $p = 0.946$), agreeableness (Mm = 6.03, SD = 2.10; Mf = 5.92, SD = 2.17; $t(198) = 0.386$, $p = 0.700$), conscientiousness (Mm = 5.82, SD = 1.97; Mf = 6.07, SD = 1.91; $t(198) = -0.899$, $p = 0.369$), neuroticism (Mm = 5.90, SD = 2.40; Mf = 5.61, SD = 2.02; $t(198) = 0.830$, $p = 0.353$) and openness to experience (Mm = 5.94, SD = 2.09; Mf = 6.29, SD = 2.03; $t(198) = -1.221$, $p = 0.223$). Thus, the personality profile of students does not show gender differences, which is consistent with previous results on social intelligence and confirms the relative equality in the expression of key personality characteristics.

Table 4 – gender differences in personality traits of 8th–9th grade students

	Gender		Gender	df	p
	Male (M $\pm$ SD)	Male (M $\pm$ SD)			
Extraversion	5.91 $\pm$ 2.13	5.93 $\pm$ 1.85	-0.067	198	0.946
Agreeableness	6.03 $\pm$ 2.10	5.92 $\pm$ 2.17	0.386	198	0.700
Conscientiousness	5.82 $\pm$ 1.97	6.07 $\pm$ 1.91	-0.899	198	0.369
Neuroticism	5.90 $\pm$ 2.40	5.61 $\pm$ 2.02	0.830	198	0.353
Openness to experience	5.94 $\pm$ 2.09	6.29 $\pm$ 2.03	-1.221	198	0.223

The results of the correlation analysis presented in Table 5 allow us to assess the relationship between the components of social intelligence and the personality traits of students in grades 8–9. In general, the data obtained indicate the absence of significant relationships between social intelligence indicators and basic personality characteristics. The exception is a weak positive correlation between conscientiousness and extraversion ($r = 0.157$, $p < .05$), which may

reflect the tendency of more active and open adolescents to be responsible and organized in their behavior. Negative correlations were also found between age and conscientiousness ($r = -0.246$, $p < .001$) and openness to experience ($r = -0.157$, $p < .05$), indicating a slight decline in these personality indicators as students mature. Other correlations did not reach statistical significance, which generally confirms the relative independence of social intelligence from basic personality factors in this sample.

Table 5 – Correlations between social intelligence and personality traits of 8th and 9th grade students

	Social awareness	Social skills	Extraversion	Agreeableness	Conscientiousness	Neuroticism	Openness to experience	Gender	Age
Social awareness	—								
Social skills	0.044	—							
Extraversion	-0.072	-0.018	—						
Agreeableness	-0.088	0.049	-0.042	—					
Conscientiousness	-0.080	-0.026	0.157*	-0.041	—				
Neuroticism	-0.101	0.085	-0.022	-0.027	0.098	—			
Openness to experience	-0.035	-0.134	0.027	-0.008	0.081	0.005	—		
Gender	-0.010	-0.021	0.005	-0.027	0.064	-0.066	0.086	—	
Age	0.084	0.072	0.138	-0.008	-0.246***	-0.105	-0.157*	-0.016	—
Note: * $p < .05$, ** $p < .01$, *** $p < .001$									

The results of the study showed that the level of social intelligence among 8th and 9th grade students is relatively stable and does not demonstrate statistically significant differences depending on age or gender. This is consistent with the findings that the development of social intelligence in adolescence is determined by individual experiences of social interactions and cognitive development, rather than biological age [2, 16].

The absence of gender differences also confirms that the cognitive aspects of social intelligence develop at similar rates in men and women, while emotional differences are less pronounced [17]. An analysis of the relationships between social intelligence and personality traits revealed only weak correlations, indicating the partial independence of these constructs. The positive correlation found between extraversion and conscientiousness reflects a general tendency to combine social activity and responsibility, which corresponds to the Big Five model [9].

Conclusions

The study revealed that the level of social intelligence among 8th and 9th grade students is relatively stable and does not depend on gender or age. This confirms that the cognitive and behavioral components of social intelligence develop gradually and are largely determined by social experience. Personality traits according to the Big Five model manifested themselves at a moderate level with no significant differences between groups. Correlation analysis showed a weak relationship between social intelligence and personality characteristics, indicating their partial independence. The noted positive correlation between extraversion and conscientiousness reflects the tendency of more responsible and active adolescents to engage in successful social interactions. Social intelligence can be considered an independent component of social competence, the development of which requires targeted pedagogical support. The data obtained can be used in the development of programs for the formation of social and communication skills and in the practice of school psychologists. Prospects for further research are related to the study of the connection between social intelligence and emotional intelligence, academic motivation, and the adaptation of adolescents to the educational environment.

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*Н. Қожахметов

Тәжікстан Білім академиясы,

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8-9 СЫНЫП ОҚУШЫЛАРЫНЫҢ ӘЛЕУМЕТТІК ИНТЕЛЛЕКТІСІ МЕН ТҰЛҒАЛЫҚ ҚАСИЕТТЕРІНІҢ ӨЗАРА БАЙЛАНЫСЫ

Бұл зерттеудің мақсаты 8 және 9 сынып оқушыларындағы әлеуметтік интеллект пен тұлғалық қасиеттер арасындағы байланысты анықтау болды. Эмпирикалық базаға жалпы білім беретін мектептерде оқитын 14–16 жас аралығындағы 200 жасөспірім (93 ер және 107 әйел) кірді. Диагностика жасау үшін Tromsø әлеуметтік интеллект шкаласы және «Үлкен Бестік» (BFT) сауалнамасының қысқаша нұсқасы қолданылды. Статистикалық мәліметтерді өңдеу Jatovi бағдарламалық жасақтамасының көмегімен жүзеге асырылды (2.7 нұсқасы); сипаттамалық статистика, тәуелсіз үлгілерге арналған t-тесттер, дисперсияны бір жақты талдау (ANOVA) және Пирсонның корреляциялық талдауы қолданылды. Нәтижелер көрсеткендей, 8 және 9 сынып оқушыларының әлеуметтік интеллект деңгейі салыстырмалы түрде тұрақты және жынысы мен жасына байланысты айтарлықтай айырмашылықтарды көрсетпейді. Экстраверсия мен ар-ождан арасындағы орташа оң корреляцияны қоспағанда, әлеуметтік интеллект көрсеткіштері мен тұлғалық қасиеттер арасында негізінен әлсіз корреляциялар анықталды. Алынған мәліметтер әлеуметтік интеллекттің тұлғалық факторларға қатысты салыстырмалы дербестігін көрсетеді және жасөспірімдерде әлеуметтік құзыреттіліктің дамуына ықпал ететін педагогикалық жағдайлардың қажеттілігін көрсетеді.

Кілтті сөздер: әлеуметтік интеллект, тұлғалық қасиеттер, жасөспірімдік шақ, Үлкен бестік, орта мектеп оқушылары, корреляциялық талдау, тұлғааралық құзыреттілік.

**Н. Кожасметов*

Академия образования Таджикистана,

Таджикистан, г. Душанбе.

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ВЗАИМОСВЯЗЬ МЕЖДУ СОЦИАЛЬНЫМ ИНТЕЛЛЕКТОМ И ЛИЧНОСТНЫМИ КАЧЕСТВАМИ УЧАЩИХСЯ 8-9 КЛАССОВ

Целью данного исследования было выявление взаимосвязи между социальным интеллектом и личностными качествами учащихся 8-х и 9-х классов. Эмпирическую базу составили 200 подростков (93 мужчины и 107 женщин) в возрасте 14-16 лет, обучающихся в общеобразовательных школах. Для диагностики использовались шкала социального интеллекта Тромсо (TSIS) и краткая версия опросника «Большой пятерки» (BFI). Статистическая обработка данных проводилась с использованием программного обеспечения Jamovi (версия 2.7). Были использованы описательная статистика, t-тесты для независимых выборок, односторонний дисперсионный анализ (ANOVA) и корреляционный анализ Пирсона. Результаты показали, что уровень социального интеллекта у учащихся 8-х и 9-х классов относительно стабилен и не демонстрирует существенных различий в зависимости от пола и возраста. В основном были обнаружены слабые корреляции между показателями социального интеллекта и личностными чертами, за исключением умеренной положительной корреляции между экстраверсией и добросовестностью. Полученные данные свидетельствуют об относительной автономии социального интеллекта по отношению к личностным факторам и подчеркивают необходимость создания педагогических условий, способствующих развитию социальных компетенций у подростков.

Ключевые слова: социальный интеллект, черты личности, подростковый возраст, «Большая пятерка», учащиеся средней школы, корреляционный анализ, межличностная компетентность.

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«Toraighyrov University» баспасынан басылып шығарылған

Торайғыров университеті

140008, Павлодар қ., Ломов к., 64, 137 каб.

«Toraighyrov University» баспасы

Торайғыров университеті

140008, Павлодар қ., Ломов к., 64, 137 каб.

8 (7182) 67-36-69

e-mail: kereku@tou.edu.kz

www.pedagogic-vestnik.tou.edu.kz