SOCIAL INTELLIGENCE AND NATIONAL IDENTITY OF HIGHER EDUCATION APPLICANTS- BILINGUALS: FEATURES OF INTERCONNECTIONS

Abstract. The article reveals the results of an empirical research of social intelligence and national identity of higher education applicants-bilinguals and the relationships between them are determined. The research uses: theoretical analysis, social intelligence test (J. Guilford, M. O’Sullivan), a method of assessing the positivity and uncertainty of national identity, Pearson correlation coefficient. 240 higher education applicants were participants in the empirical research.

Regarding the general indicator of social intelligence, it was empirically found that slightly more than two-fifths of the respondents have below-average and average levels, slightly more and slightly less than one-twentieth have above-average and high levels, respectively. Respondents with these levels are characterized by their ability to understand the motives of behavior, manifestations of nonverbal and verbal behavioral expression, and predict the actions of others in one-fourth, half, three-fourths, or almost all interactions with them. There is no low level.

Regarding the main indicators (valence (positivity) and clarity) of national identity, most of the respondents were found to have a high level, with a small number having average and low levels. Respondents at these levels either fully or partially, do not know and partially agree, or partially disagree with statements about their expression of national self-respect and national dignity in interethnic interactions; their awareness of their national origin and definition of their national affiliation in interethnic interactions, which is related to the levels of their knowledge about the characteristics of their nation and traits of the national character. The established statistical correlations confirmed a certain influence of social intelligence on the indicators (valence (positivity) and clarity) of the national identity of higher education bilingual students.

Keywords: social intelligence, national identity, valence (positivity), clarity, higher education applicant, bilingual.
СОЦІАЛЬНИЙ ІНТЕЛЕКТ І НАЦІОНАЛЬНА ІДЕНТИЧНІСТЬ ЗДОБУВАЧІВ ВИЩОЇ ОСВІТИ-БІЛІНГВІВ: ОСОБЛИВОСТІ ЗВ’ЯЗКІВ

Анотація. В статті розкрито результати емпіричного дослідження соціального інтелекту і національної ідентичності здобувачів вищої освіти-білінгвів та визначені зв’язки між ними. В дослідженні використано: теоретичний аналіз, тест соціального інтелекту (Дж. Гілфорд, М. О’Саллівен), методику оцінки валентності (позитивності) й невизначеності національної ідентичності, коефіцієнт кореляції Пірсона. Учасниками емпіричного дослідження стало 120 здобувачів вищої освіти-білінгвів.

Щодо загального показника соціального інтелекту емпірично виявлено, що по дещо більше двох п’ятых частин досліджуваних мають нижчий від середнього і середній рівні, дещо більше і менше однієї двадцятої частини – відповідно вищий від середнього і високий рівні. Досліджуваних з цими рівнями вирізняє здатність розуміти мотиви поведінки, прояви невербальної й вербальної експресії і прогнозувати дії інших людей в одній четверті, трьох четвертіх або майже всіх взаємодіях із ними. Низький рівень відсутній.

Щодо основних показників (валентності (позитивності) й чіткості) національної ідентичності визначено більшість досліджуваних із високим рівнем, незначну кількість – із середнім і низьким рівнями. Досліджувані з цими рівнями відповідно повністю і частково, або не знають і частково погоджуються, або частково не погоджуються з твердженнями щодо: прояву ними національної самоповаги і національної гідності в міжнаціональних взаємодіях; їхнього усвідомлення свого національного походження і визначення своєї національної належності у міжнаціональних взаємодіях, що пов’язано з рівнями їх знань про ознаки своєї нації й риси національного характеру. Встановлені статистичні зв’язки підтвердили певний вплив соціального інтелекту на показники (валентність (позитивність) і чіткість) національної ідентичності здобувачів вищої освіти-білінгвів.

Ключові слова: соціальний інтелект, національна ідентичність, валентність (позитивність), чіткість, здобувач вищої освіти, білінгв.

Formulation of the problem. The process of integrating the Ukrainian state into the European economic, social, and cultural space highlights the issue of developing social intelligence and national identity among its young citizens. The importance of academic mobility for Ukrainian higher education students is emphasized in the Law of Ukraine “On Higher Education”. Social intelligence ensures the successful adaptation of higher education students in a new sociocultural environment. The national identity of youth is the foundation for maintaining the stability of the Ukrainian nation. In light of this, an important task for psychological
science and pedagogical practice is the empirical research of the social intelligence and national identity of higher education students and the connections between them.

**Analysis of recent research and publications.** In recent years, scientific studies and publications by psychologists have been devoted to specific issues regarding the connections between social intelligence and national identity of Ukrainian higher education students. O. Starynska [1] empirically studied social intelligence concerning adaptability and maladaptability as key indicators of the socio-psychological adaptation of Ukrainian higher education students. The statistically significant and direct correlation between social intelligence and adaptability, and the inverse correlation with maladaptability, confirmed the influence of the level of social intelligence on the success of the socio-psychological adaptation of the respondents.

L. Spivak [2] empirically studied the connection between national identity and national affiliation of Ukrainian higher education students. A statistically significant and direct correlation between national affiliation and valence (positivity) and an inverse correlation with the clarity of national identity were found in the respondents.

The theoretical analysis of psychological scientific publications revealed the absence of studies on the social intelligence and national identity of bilingual higher education students, as well as the connections between them.

**The purpose of the research** is to reveal the results of an empirical research on the social intelligence and national identity of bilingual higher education students and the established connections between them.

**Presentation of the main research material.** First of all, the psychological essence of the concepts of “social intelligence” and “national identity” is highlighted. According to J. Guilford [3], social intelligence is a complex integrated set of abilities that enables an individual to recognize and solve various tasks, thereby achieving success in interactions with other people. This set includes numerous personal abilities: noticing and analyzing common traits and behaviors of others; understanding the goals, aspirations, and consequences of others’ behaviors in different life situations; predicting others’ behaviors; and comprehending manifestations of non-verbal and verbal behavioral expressions of others.

According to L. Spivak [4], national identity is the result of cognitive-emotional self-awareness and self-assessment of an individual as a representative of a particular nation. The distinguishing features of a nation include language, history, state symbols, culture, national character, and territory. These features provide the integrative and differential functions of the nation. Manifestations of positive national identity include the commitment of an individual to a particular nation; the relevance, significance, and awareness of one’s national affiliation; experiencing a sense of unity with representatives of a particular nation; national dignity, and self-respect.
In an empirical research conducted during 2022-2023 with adherence to ethical norms, 120 bilingual higher education students participated. Besides Ukrainian, the respondents use another language (Polish, Bulgarian, or another) in their daily communication. All of them are Ukrainian by nationality. The age of the respondents is 17-22 years old. The research was based in higher education institutions in the cities of Kyiv, Kamianets-Podilskyi, and Zaporizhzhia.

The empirical research of the respondents’ general social intelligence indicator was carried out using the Social Intelligence test (J. Guilford, M. O’Sullivan [5]). The levels of the respondents’ general social intelligence indicator, which integrates abilities such as understanding and predicting others’ behavior and manifestations of their non-verbal and verbal behavioral expressions, were determined based on the results of four subtests (1. “Completed Stories”; 2. “Expression Groups”; 3. “Verbal Expression”; 4. “Stories with the addition”).

The empirical research of the respondents’ national identity was conducted using a methodology for assessing the valence (positivity) and clarity of national identity [4]. The methodology includes 8 statements to be evaluated. The obtained results allow us to identify the indicators (valence (positivity), clarity) of the respondents’ national identity.

The connections between the general social intelligence indicator and the national identity indicators of the respondents were established using Pearson’s correlation coefficient r.

The results of the empirical research of the respondents’ general social intelligence indicators are presented in Figure 1.

![Chart showing levels of respondents' general social intelligence indicator](image)

*Fig.1. Levels of the respondents’ general social intelligence indicator of the*

From Figure 1, it is noticeable that a larger proportion of the respondents exhibited average (46.67%) and below-average (44.17%) levels of the general social
intelligence indicator. They can correctly analyze and predict the behavior of others and successfully solve tasks in about half or a quarter of interaction situations with other people, respectively. Respondents at these levels correctly understand the motives of behavior and emotions of others in almost half or a quarter of interaction situations, allowing them to predict nearly half or a quarter of future events, respectively. In atypical behavior situations, they may make mistakes during interactions with other people. Their clarity in constructing their life strategy is insufficient, allowing them to achieve their goals in almost half or a quarter of social interaction situations, respectively. Due to their ability to understand others’ verbal and non-verbal reactions, respondents can navigate nearly half or a quarter of social interaction situations, respectively. Additionally, in nearly half or a quarter of interactions, they can determine the character of others, aiding their understanding of verbal behavioral expressions, respectively. They can choose an appropriate tone of communication and demonstrate role flexibility in nearly half or a quarter of interactions with other people, respectively. Respondents can analyze and understand the dynamics of almost half or a quarter of complex social interaction situations, respectively. They have an incomplete knowledge of the norms and stereotypes that regulate people’s behavior in society.

A significantly smaller proportion of the respondents exhibited above-average (5.83%) and high (3.33%) levels of the general social intelligence indicator. These individuals frequently understand and predict the behavior of others and, therefore, achieve success in nearly three-quarters or all situations of interactions with other people, respectively. They can understand the aspirations, motives of behavior, and emotional expressions of others in almost three-quarters or all interaction situations, which helps them predict nearly three-quarters or all future events, respectively. In atypical behavior situations, they make erroneous decisions in almost a quarter of their interactions with other people. The respondents can construct a clear life strategy to achieve their goals in nearly three-quarters or all social interaction situations, respectively. They can identify and compare the verbal and non-verbal reactions of others, ensuring correct orientation in almost three-quarters or all social interaction situations. They can determine the nature of almost three-quarters or all social interactions, enabling them to understand the verbal reactions of others. They can choose an appropriate tone of communication and be flexible in their role in nearly three-quarters of social interactions. They can analyze and understand the future development of almost three-quarters of complex interaction situations with others. The respondents possess nearly sufficient knowledge of norms, roles, and stereotypes, facilitating the regulation of social behavior.

No low level of the general social intelligence indicator was observed in the respondents.

Thus, the majority of the respondents were empirically found to have below-average and average levels of the general social intelligence indicator, with a small number having above-average and high levels.
The results of the empirical research on the valence (positivity) and clarity of the national identity of the respondents are presented in Figure 2.

![Figure 2. Levels of valence (positivity) and clarity of the national identity of the respondents](image)

As seen in Figure 2, a high level of valence (positivity) of national identity was found in the majority of the respondents (88.34%). They partially or fully agree that they will be proud of their national affiliation when staying abroad. The respondents agree with the statement about choosing the same nationality again if given the opportunity. They show a strong commitment to their nation and often demonstrate national dignity and self-respect in international interactions. The respondents often mention their ethnocultural background and national affiliation.

An average level of valence (positivity) of national identity was found in a small number of the respondents (5.83%). They are uncertain or partially agree that they will be proud of their national affiliation when staying abroad. The respondents partially agree that they would choose the same nationality if they had to make such a choice again. In nearly half of international interactions, they demonstrate national dignity and self-respect, as they are significantly committed to their nation. The respondents frequently mention their ethnocultural background and national affiliation.

A low level of valence (positivity) of national identity was also found in a small number of the respondents (5.83%). They are uncertain, partially, or completely disagree that they will be proud of their national affiliation when staying abroad. They are also uncertain or partially agree that they would choose the same nationality if given the opportunity. Only in certain international interactions do the
respondents demonstrate national self-respect and dignity, as they are not strongly committed to their nation. They try not to mention their national affiliation and ethnocultural background unnecessarily.

A high level of clarity of national identity was found in the majority of the respondents (80%). They fully and partially agree that they are aware of their national origin and define their national commitment to international interactions. The respondents are aware of the characteristics of their nation, national traits, etc.

An average level of clarity of national identity was observed in a small number of the respondents (17.5%). They are uncertain or partially agree that they are aware of their national origin and define their national commitment in international interactions, as they do not know much about the characteristics of their nation and national traits.

A low level of clarity of national identity was also recorded in a small number of the respondents (2.5%). They are uncertain or partially disagree that they are aware of their national origin and define their national affiliation in international interactions. Their knowledge about the characteristics of their nation and national traits is minimal.

Thus, the majority of the respondents were empirically found to have high levels of the indicators (valence (positivity) and clarity) of national identity, with significantly fewer having average and low levels.

Similar empirical results regarding the quantitative data on the valence (positivity) and clarity of national identity were found in state employees who are bilingual and received higher education in professional qualification courses [6].

The relationships between the general social intelligence indicator and the indicators (valence (positivity) and clarity) of the national identity of bilingual higher education students were determined using Pearson’s correlation coefficient r. A weak relationship was found between the general social intelligence indicator and the positivity of the respondents’ national identity ($r = -0.12$). A weak relationship was also found between the general social intelligence indicator and the clarity of the respondents’ national identity ($r = -0.005$). These relationships indicate a negligible influence of social intelligence on the indicators (clarity and positivity) of the national identity of higher education bilingual students.

Conclusions. The conducted empirical research enabled the following conclusions regarding the social intelligence and national identity of higher education bilingual students and the connections between them.

Social intelligence is a complex integrated set of personality abilities (to notice and analyze general properties and manifestations of other people’s behavior; to determine the goals, aspirations, and consequences of their behavior in various life situations; to understand the manifestations of non-verbal and verbal behavioral expressions of others and to predict their behavior), which contributes to the understanding and solving of a number of tasks that determine the success of their interactions with others. Regarding the general social intelligence indicator, it was
empirically found that a little more than two-fifths of the respondents have below-average and average levels, a little more and less than one-twentieth have above-average and high levels, respectively. Respondents with these levels are distinguished by their ability to understand the motives of behavior, manifestations of non-verbal and verbal behavioral expressions, and to predict the actions of others in one-quarter, half, three-quarters, or almost all interactions with them. No low level was observed.

Regarding the main indicators (valence (positivity) and clarity) of national identity, the majority of the respondents were found to have high levels, with a small number having average and low levels. Respondents with these levels fully and partially, or do not know and partially agree, or partially disagree with the statements concerning their display of national self-respect and national dignity in international interactions; their awareness of their own national origin and defining their national affiliation in international interactions, which is related to the levels of their knowledge about the characteristics of their nation and national traits. The identified statistical relationships indicate a rather weak influence of social intelligence on the indicators (valence (positivity) and clarity) of the national identity of higher education bilingual students.

Further research is considered promising on the issue of the relationship between the social intelligence of higher education bilingual students and their cultural value orientations, which will be the subject of our next empirical research.

References:


