The article is devoted to the research of the relationship social intelligence with the locus of control and motivation to success of higher education students. The research used: social intelligence test (J. Guilford, M. O’Sullivan), methods “Cognitive Orientation (Locus of Control)” (J. Rotter) and “Motivation for success” (Th. Ehlers), Pearson correlation coefficient.

The contingent of the respondents was 240 higher education students.

Social intelligence of personality is a integrated complex of its abilities (to understand the manifestations of behavior and verbal and non-verbal behavioral expression of other people; to identify the motives and consequences of their behavior in different situations and to predict her), which ensures that it succeeds in society. The locus of control (internal, external) are strategies by which the individual establishes responsibility for results of activity – his and other people. Motivation to success is a steady personalities’ need to succeed in lifeactivity.

In almost half of the tested students empirically revealed the average level of the general indicator of social intelligence, in almost a third – lower than average, in almost one-sixteenth – higher than average and in the twentieth – high. The tested students of these levels distinguish the appropriate ability to properly understand the motives of behavior and manifestations of non-verbal and verbal behavioral expression of other people and to anticipate their further actions in almost half, one or three fourth or all social interactions. Low levels are missing. Most of tested students (almost three fourth) distinguish the average level of external or internal locus of control. The smaller number is low (fifteenth) and high (almost one fifth) levels of external and low (sixth) and high (tenth) levels of internal locus. External factors are used to explain the results (successful, unsuccessful) of their activities investigated with the external locus of control, internal – with internal. Most of the studied distinguishes high (almost half) and the average (almost a third) levels of motivation to success, the minority is low (almost eight). The relationship of social intelligence with the external locus of control and motivation to success of the studied is statistically significant and direct, with the internal – the opposite. It is determined that the locus of control and motivation for success are psychological factors in the development of higher education students’ social intelligence.

**Key words:** social intelligence, ability, locus of control, internal, external, motivation to success, higher education student.
Empirical study of the motivation to success indicator was facilitated by the application of the “Motivation to Success” method by Th. Ehlers [3] in adaptation by
M. A. Kotyk. The method consists of 41 statements. The tested students were asked to read each statement and mark their agreement or disagreement. The value of the motivation to success indicator was calculated by the key.

Connections of the general indicator of social intelligence with indicators of the locus of control and motivation to success of the tested students were determined using the Pearson correlation coefficient r.

The empirical study, which involved mandatory compliance with ethical standards, was conducted during 2021-2023. The contingent of the tested students was 240 higher education students aged 17-22 with equal representation by gender. Empirical study was conducted based on higher education institutions in the cities of Kyiv, Kamianets-Podilskyi, and Berdyansk (at this time temporarily moved to the city of Zaporizhzhia).

Quantitative data on the general indicator levels of social intelligence of higher education students are presented in figure 1.

![Fig. 1. Levels of the general indicator of social intelligence of higher education students](image)

Figure 1 shows that the largest number of higher education students (55%) is characterized by an average level of the general indicator of social intelligence, a slightly smaller number (31.67%) has a lower than average level, a much smaller number (8.33%) has a higher than average level and the smallest number (5%) – high level. The tested students do not have a low level.

Tested students lower than average, average, higher than average, and high levels, respectively, are able to correctly analyze and predict the behavior of significant others and successfully solve tasks in almost one-fourth, one-second, three-fourths, or all social interactions. According to the identified levels (lower than average, average, higher than average and high), they are able to correctly understand the motives of other people’s behavior, thus they can predict their further behavior in almost one fourth, one second, three fourths or all situations of interactions with them.

If other people behave atypically, then they, pursuant to the detected levels (lower than average, average, higher than average, and high), accordingly make mistakes in almost one fourth part, one second part, three fourth parts or all situations of interactions with them. The partial clarity of constructing one’s own life strategy allows the tested students, according to the determined levels (lower than average, average, higher than average, and high), respectively, to achieve the set goal in almost one fourth part, one second part, three fourth parts or all interactions with other people.

The ability to notice and correctly understand the manifestations of verbal and non-verbal behavioral expressions of other people contributes to the orientation of the tested students, according to the revealed levels (lower than average, average, higher than average and high), respectively, in almost one fourth part, one second part, three fourth parts or all interactions in society. According to the defined levels (lower than average, average, higher than average and high), respectively, they are able to recognize the nature of almost one fourth part, one second part, three fourth parts or all situations of social interactions, which allows them to understand the verbal behavioral expression of other people. According to the established levels (lower than average, average, higher than average, and high), respectively, they have the ability to choose an appropriate tone of conversation and show role flexibility in almost one fourth part, one second part, three fourth parts or all interactions with other people. According to the determined levels (lower than average, average, higher than average, and high), the tested students are distinguished by the ability to analyze and predict the dynamics of the next development of almost one fourth part, one second part, three fourth parts or all complex social interactions. Their amount of knowledge about the norms and stereotypes that regulate the behavior of people in society, according to the identified levels (lower than average, average, higher than average, and high), is insufficient, not quite complete, sufficient or almost complete, respectively.

Therefore, the average level of the general indicator of social intelligence was determined in the largest number of tested students, in a slightly smaller number – lower than average, in the smallest – higher than average and high level.

Quantitative data on the levels of external and internal locus of control of higher education students are presented in figure 2.

![Fig. 2. Levels of external and internal locus of control of higher education students](image)

From figure 2, it is noticeable that the average level of external (71.67%) or internal (73.33%) locus of control was found in a larger number of tested students. On the other hand, high (21.6%) and low (6.67%) levels of external and high (10%) and low (16.67%) levels
of internal locus of control were determined in a much smaller number of tested students.

Tested students with average, high, or low levels of external locus of control explain the successful and unsuccessful results of their activities by appealing to external factors (luck, circumstances, fate, etc.) in almost half, in many, or only in some life situations, respectively. In their opinion, success depends on a convenient opportunity that a person should notice. According to their beliefs, a person should not make plans in advance, because their implementation can largely depend on external circumstances. They believe that most people cannot significantly influence the events that take place in the world. They are sure that most people do not understand that their lives largely depend on random circumstances. According to their ideas, they have almost no influence on what happens to them. They think that sometimes events in their lives happen independently of them.

Tested students with average, high, or low levels of internal locus of control interpret successful and unsuccessful results of their own activities with the help of internal factors (abilities, motives, efforts, etc.) in almost half, in many, or only in certain life situations, respectively. They are convinced that a person should not hope for luck, but must work hard to achieve success. They are always confident that they can implement the plans they construct. According to their beliefs, if a person takes an active part in the social life, then they will be able to influence the events that take place in society and the world. They believe in the absence of such a phenomenon as luck. In their opinion, fate or some incident cannot significantly affect their lives. They believe that the events in their lives often depend on themselves.

Therefore, the average level of external and internal locus of control distinguishes a larger number of higher education students; much smaller – high and low levels of external and internal locus of control.

Quantitative data on the motivation to success levels of higher education students are presented in figure 3.

![Fig. 3. Levels of motivation to the success of higher education students](image)

As can be seen from figure 3, high (48.75%) and average (37.92%) levels of motivation to success were determined in a larger number of tested students, and low (13.33%) in a smaller number. A higher level of motivation to success reveals a more persistent need of the tested students to achieve success in various types of life activities. High-achieving tested students attempt to perform most tasks completely and become anxious when they fail. They are more likely to blame themselves if they refuse to perform a difficult task, because they know that they could succeed. The presence of obstacles increases their desire to implement the decision. They work a lot. Tested students with an average level try to perform tasks, but do not get irritated if they notice that they are not able to perform them completely. They are not characterized by remorse if it is possible to refuse a difficult task. Obstacles often hold back their willingness to follow through on a given decision. They alternate work with very frequent rest. Low-level tested students try to avoid many of the specified tasks. If a difficult situation arises, they are the last to make a decision. They do not condemn themselves, refusing to perform a difficult task, because they are not sure of their success. Existing obstacles significantly weaken their desire to implement the decision. They usually pay little attention to their own achievements.

Therefore, the majority of the tested students have high and average levels of motivation to success, the minority – low.

The use of the Pearson correlation coefficient \( r \) contributed to the identification of a statistically significant direct and fairly strong connection between the general indicator of social intelligence and the external locus of control of the tested students \((r=0.129; \ p\leq0.05)\). This connection testifies to a rather significant influence of the external locus of control on the development of the social intelligence of the tested students. A statistically significant inverse and strong connection between the general indicator of social intelligence and the internal locus of control of the tested students was also determined \((r=-0.127; \ p\leq0.05)\). The determined connection proves that the internal locus of control to a certain extent interferes with the development of their social intelligence. The connection between the general indicator of social intelligence and the motivation to success of the tested students is statistically significant, direct and quite strong \((r=0.129; \ p\leq0.05)\). The determined connection confirmed the influence of motivation to success on the development of the social intelligence of the tested students.

Therefore, the correlational analysis carried out allows us to conclude that locus of control and motivations to success are psychological factors in the development of social intelligence of higher education students. Thus, a higher level of ability to achieve success in social interactions is characteristic of tested students with high and average levels of external locus of control. Tested students with high and average levels of internal locus of control have a lower level of ability to achieve success in social interactions. A higher level of the ability to achieve successful results in social interactions distinguishes tested students with high and average levels of motivation to success.

**Conclusions.** The conducted empirical study and the obtained results confirmed our assumption and the achievement of the set goal, which was to study
the connection of social intelligence with the locus of control and motivation to success of higher education students.

Social intelligence is a complex integrated set of personality abilities (to notice and analyze the general properties and manifestations of other people’s behavior; to determine the purpose, aspirations and consequences of their behavior in various life situations; to understand the manifestations of non-verbal and verbal behavioral expression of other people and to predict their behavior), which contributes to learning and solving a number of tasks that determine the success of their interactions with other people. A person’s locus of control is such strategies that help them determine responsibility for the consequences of their activities (their own and others). Motivation to success is a persistent need of an individual to achieve success in various activities, which is associated with their tendency to be proud of themselves.

Empirically, it was found that the largest part (almost half) of the tested students has an average level of the general indicator of social intelligence, a slightly smaller one – lower than average (almost a third), the smallest – higher than average (almost one-sixteenth) and high (twentieth) levels. Tested students with these levels are characterized by the ability to notice and understand behavioral manifestations, verbal and non-verbal expression of other people, determine motives and predict their behavior in almost one second, one fourth, three fourths or in all social interactions, respectively. There is no low level.

The average level of external or internal locus of control was determined in most of the tested students (almost three fourths). In a smaller amount is high (almost one-fifth) and low (fifteenth) levels of external and high (tenth) and low (sixth) levels of internal locus of control. Tested students with an external locus of control explain the successful and unsuccessful consequences of their activities with the help of external factors, with an internal locus of control – internal ones.

High (almost half) and medium (almost a third) levels of motivation to success were found in a larger number of tested students, and low (almost an eighth) in the smallest. The higher the level of motivation to success is the stronger the need of the tested students to achieve success in society.

A statistically significant and direct connection was established between the general indicator of social intelligence, external locus of control and motivation to success, and a statistically significant and inverse connection with the internal locus of control. Locus of control and motivation to success are psychological factors in the development of social intelligence of higher education students.

The prospects for further scientific research consist in the empirical study of the psychological mechanisms of the social intelligence development of higher education students.

BIBLIOGRAPHY: