RESEARCH ARTICLE

Social Intelligence and its Relationship with Problem-solving Methods among the Workers of INERGA Basic Facilities Construction Company

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Abstract

The present study aimed to explore the relationship between social intelligence and problem-solving strategies in light of certain personal and organizational variables. The analytical descriptive method was adopted, with a sample consisting of 144 male & female workers selected randomly. Data were analyzed using version 22 of the SPSS statistical program, & the results revealed the following: There is a correlational relationship between the behavioral attitude index of social intelligence & problem-solving strategies among the company's workers. There is a correlational relationship between the verbal behavioral attitude index and problem-solving strategies among the company's workers. There are no differences in problem-solving strategies attributable to gender. There are no differences in problem-solving strategies attributable to years of seniority.

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Introduction:

Since the emergence of psychology as an independent field, intelligence has occupied a central position. The efforts of psychologists such as Thurstone, Spearman, Thorndike, Guilford, Gardner, and others have led to the identification of various types of intelligence, among them social intelligence. Social intelligence is considered one of the fundamental determinants of positive mental health, particularly in terms of interacting with others, harmonizing with people, understanding social matters, being sensitive to the influence of group members, and perceiving the moods of others, whether within the family, society, or workplace. The latter, in particular, places the individual in an environment filled with many new elements, making it a strange and unfamiliar place. The individual faces this environment with a variety of fears and diverse conceptual frameworks.

Issue:

An individual does not live in isolation from others but rather maintains relationships and interactions with members of the society in which they live. Therefore, it is incumbent upon us as specialists and researchers to understand their psychology & personalities, which fall under the domain of social intelligence. This is because social intelligence touches on important aspects of personality and is related to an individual's ability to deal with others & to build successful relationships. In other words, the more a person is capable of social interaction and forming relationships, the more intelligent they are-what scholars have referred to as social intelligence (Mousa Al-Subhi, 2007, p. 14).

Intelligence is also closely linked to the degree of an employee's success and adaptation in their professional life, as it is one of the cognitive abilities essential for effective and creative social interaction between the individual and others. The more capable a person is of establishing social relationships & influencing others, the higher their level of intelligence is likely to be. (Tawfiq Shubeir et al., 2022, p. 120).

Among the most prominent studies on social intelligence is the study by Huddleston (1940), which found a significant relationship between social intelligence, participation in activities, & leadership. Hunt's study also highlighted the nature of professions positively associated with social intelligence, such as teaching, psychological counseling, & secretarial work. These professions require individuals who can understand others' behaviors & intentions through appropriate interaction and who tend to set career goals aligned with their abilities & the available training opportunities. Furthermore, the study indicated that social intelligence is positively correlated with abstract intelligence. (Dhimaya Ibrahim & Ahlam Mahdi, 2010, p. 322)

The importance of the present research does not lie solely in social intelligence, as the problem-solving strategy is also a vital and significant variable. The problem-solving process is a cognitive activity based on a series of mental operations such as attention, memory, visualization, and thinking, which enable the individual to choose a specific alternative from among several possible options to solve a problem.

The topic of problem-solving strategies has attracted many researchers, including George Polya, who is considered a pioneer in the field of problem-solving. Problem-solving strategy is among the most widely accepted strategies. (Ismail Muhammad Al-Amin Al-Sadiq, 2001, p. 249). Torrance indicates that problem-solving involves producing new and valuable intellectual outcomes & requires changing previously accepted ideas or rejecting them. Problem-solving can also be innovative if it demands intense thinking & sustained perseverance over a long period, or if the

problem initially presented is vague & undefined, making problem formulation itself part of the solution.

Hence, the current study was directed toward investigating the topic & attempting to identify the relationship between social intelligence & problem-solving strategies among the workers of INERGA Basic Facilities Construction Company.

Study Questions:

The study seeks to answer the following questions:

- Is there a statistically significant relationship between the behavioral attitudes of social intelligence & problem-solving strategies among the workers of INERGA Basic Facilities Construction Company?
- Is there a statistically significant relationship between the verbal behavioral attitudes of social intelligence & problem-solving strategies among the workers of INERGA Basic Facilities Construction Company?
- Are there statistically significant differences in problem-solving strategies among the workers of INERGA Basic Facilities Construction Company attributable to gender?
- Are there statistically significant differences in problem-solving strategies among the workers of INERGA Basic Facilities Construction Company attributable to years of seniority?

Study Hypotheses:

- There is a statistically significant relationship between the behavioral attitude index of social intelligence and problem-solving strategies among the workers of INERGA Basic Facilities Construction Company.
- There is a statistically significant relationship between the verbal behavioral attitude index of social intelligence & problem-solving strategies among the workers of INERGA Basic Facilities Construction Company.
- There are no statistically significant differences in problem-solving strategies among the workers of INERGA Basic Facilities Construction Company attributable to gender.
- There are no statistically significant differences in professional problem-solving strategies among the workers of INERGA Basic Facilities Construction Company attributable to seniority.

Significance of the Study:

The significance of this study lies in both its theoretical & practical importance. There is a notable scarcity of previous research focusing specifically on social intelligence & problem-solving strategies within the workplace context-as far as our knowledge extends. This gap highlights the urgent need for further scholarly attention to these critical psychological constructs. Moreover, this study offers valuable contributions by providing insights that can be used to develop & enhance social relationships &social interactions among workers. cultivating their social intelligence, employees can improve not only their interpersonal communication skills but also their emotional awareness, empathy, & collaborative abilities. These improvements, in turn, lead to a more harmonious & productive work environment. Furthermore, the practical implications of this research extend beyond the workplace; fostering social intelligence among workers enriches human life more broadly by promoting psychological well-being, social cohesion, & overall life satisfaction. Ultimately, the study supports the advancement of both individual professional development & organizational effectiveness, emphasizing the vital role of social intelligence & problem-solving skills in achieving sustainable success.

Objectives of the Study:

- To examine the relationship between social intelligence & problem-solving strategies among the workers of INERGA Basic Facilities Construction Company.

- To highlight the differences in scores among the workers of INERGA Basic Facilities Construction Company concerning the characteristics of the study sample.

- To conduct scientific research that may contribute to enhancing the level of social intelligence among workers in public & private institutions, thereby assisting them in employing problem-solving strategies, especially for complex problems.

- To develop a scale for problem-solving strategies that includes all its components, suits the nature of Algerian society, & fits the research sample.

To shed light on the importance of social intelligence due to its close relationship with an individual's success in social life.

Theoretical Framework of the Study:

Since the emergence of psychology as an independent field, intelligence has occupied a central position. The efforts of psychologists such as Thurston, Spearman, Thorndike, Guilford, Abu Hatab, & others have produced many types of intelligence. Most of these types have received considerable attention from these scholars, except perhaps for social intelligence & personal intelligence, due to an overlap & confusion between the concepts of personal intelligence & social intelligence.

Definition of Social Intelligence:

The concept of intelligence generally refers to the mental abilities that enable individuals to learn, remember information, use it appropriately, communicate insightfully, find suitable solutions to various problems, acquire and use language, make accurate judgments, discover similarities & differences among sensory, intellectual, or social experiences, employ forms of abstraction, or reach general concepts and inference.

Driver defines it as: "that type of intelligence used by an individual in dealings with others and in social relationships, and high social intelligence is synonymous with the concept of tactfulness." (Al-Mutairi, 2000, p. 8).

It is also defined as: "the ability to understand the feelings and thoughts of others, to successfully interact with the environment, and to respond intelligently in social situations, with an accurate appreciation of the characteristics of the situation and an appropriate response based on social awareness." (Al-Ghoul, 1993, p. 47).

Accordingly, it can be said that the definitions include common elements that naturally refer to a set of abilities, cognitive processes, & skills enabling the individual to behave well in various social situations.

Dimensions of Social Intelligence:

Marlowe identified, through a factor study, five dimensions of social intelligence, as follows:

- **Social Interest:** Refers to the individual's inclinations within any human group.
- **Social Skills:** Refers to the individual's ability to use effective social interaction skills with others.
- **Empathy Skills:** Refers to understanding the thoughts & feelings of others and empathizing with them.
- **Social Anxiety:** Refers to the individual's level of anxiety & experience in various social situations.
- **Affective Feelings:** Refers to the person's ability to perceive or predict others' reactions to his or her behavior toward them. (Marlowe, 1985, p. 4).

- **Definition of Problem-Solving Style:**

Most research addressing individuals' strategies in problem-solving is based on a fundamental assumption that problem-solving is a constructive action or performance undertaken by the individual using certain solution strategies, considering that the action here may be one or all of motor, muscular, mental, or emotional acts. (Hassan Salama, 1986, p. 88).

Problem-solving style is a thinking process in which the individual uses acquired knowledge, prior experiences, & skills to respond to the demands of an unfamiliar situation. A problem is an educational/learning situation in which the individual feels a gap between what is known and what must be achieved, requiring interaction both individually & collectively to overcome this gap by utilizing previous experiences & the knowledge gained from cooperating with other members of the group (Wei Zh., Fuxiang G., Weihan Ch., Richard E., Magdalena K.-A., Chengyan Z. (2025).

Problem-solving style is defined as a complex thinking pattern that combines convergent, inferential, and critical thinking styles. The proportion of these thinking patterns constituting problem-solving activity varies according to the nature of the problematic situation and the information available. This activity relies on complex cognitive mental processes interacting with the individual's cognitive structure. (Nawal Anani, 2001, p. 293).

Accordingly, it can be said that there is a strong relationship among the three concepts: problem, problem-solving, and problem-solving style. The problem is the obstacle present in a situation; problem-solving is the mental activity aimed at reaching a new appropriate response to the situation; and the style is the sequence of steps followed to achieve that.

Stages of Problem Solving:

The mental activity involved in problem-solving relies on utilizing a large number of preparation, processing, or treatment components. In fact, the number of mental processes used depends on the possibility of classifying any group of steps under one of these processes. Generally, it can be said that the mental activity used in problem-solving passes through the following stages:

Preparation Stage or Understanding the Problem: This includes the following activities: determining a criterion or standard for the solution, identifying the dimensions of the problem through the given data, specifying the constraints governing solution strategies, comparing the problem with previously stored experiences in memory, and the outputs include: constructing or forming solution perceptions, dividing or segmenting the main problem into sub-problems, simplifying the problem by ignoring some information unrelated to the problem and focusing on information related to the problem.

Production Stage or Generating Possible Solutions: This involves the following activities: retrieving facts and methods from long-term memory, examining and scrutinizing information available in the environmental context of the problem, processing the content of short-term memory, storing information in long-term memory for potential future use, and finally producing the solution.

Judgment Stage or Evaluating the Solutions Generated: This includes the following activities: comparing the generated solution with criteria or standards of the solution, selecting a basis for decision-making that fits the constraints similar to those in the problem, reaching a decision on solving the problem, or determining that more work, thinking, or information is still required. (Bourne et al., 1997, p. 39)

Operational Definitions:

- *Social Intelligence:* Defined as "the ability to understand the feelings and thoughts of others, successfully interact with the environment, respond intelligently in social situations, accurately assess the characteristics of a situation, & respond appropriately based on social awareness." (Al-Ghoul, 1993, p. 47). Operationally, it is the total score obtained by the worker through their responses to the items of the social intelligence scale.

– *Problem-Solving Style:* Defined as a complex thinking pattern combining convergent, inferential, & critical thinking styles. The proportion of these thinking styles comprising problem-solving activity varies depending on the nature of the problematic situation & the information available. This activity relies on complex cognitive mental processes interacting with the individual's cognitive structure. (Nawal Anani, 2001, p. 293). Operationally, it is the total score obtained by the worker through their responses to the items of the problem-solving style scale.

Scope of the Study:

– *Human Boundaries:* The study included a sample of 144 workers (male & female) from the General Directorate of INERGA (Company for Basic Construction) in Boufarik, Algeria.
– *Temporal Boundaries:* The field research was conducted from February until the end of April 2023.

Study Methodology:

We relied on the descriptive method due to its suitability for understanding, analyzing, and interpreting the study variables.

Study Tools:

We used the Social Intelligence Scale prepared by Ahmed Al-Ghoul (1993), which consists of:

– *First Indicator: Behavioral Attitudes:* This indicator relates to the behavioral attitudes of the sample individuals (proper conduct in social situations). It measures the extent to which the worker possesses the ability to behave well & tactfully in light of general social norms, social interaction situations, and dealings without embarrassment for oneself or others, or resorting to lying or deceit. It includes 20 items representing behavioral situations, each measured by a three-point Likert scale.
– *Second Indicator: Verbal Behavioral Attitudes:* This indicator relates to the verbal behavioral attitudes of the sample individuals (the ability to interact with others). It measures the worker's ability to interact with others, manifested in successful social communication, the extent of effort exerted by the worker to achieve satisfaction in social relationships, & the worker's continuous balance to satisfy personal needs.

The Problem-Solving Style Scale was constructed based on previous studies & initially consisted of 28 items, with 14 positive statements & 14 negative statements. The scale was presented to a group of judges to assess the validity of the items in measuring what they were intended to measure. Based on feedback, some items were modified, especially linguistically, & all scale items were retained.

Psychometric Properties of the Measurement Tool:

Validity of the Tools: We calculated the internal consistency validity of the study's two instruments by computing correlation coefficients to determine the degree of consistency of each item with the total items of the test.

Table No. 01: Illustrates the relationship between the statements and the dimension related to the verbal behavioral attitudes indicator & the variable.

Verbal Behavioral Attitudes Index: 0.72**			
Item Number	**Correlation Coefficient**	**Item Number**	**Correlation Coefficient**
1	0.71**	15	0.64**
2	0.56**	16	0.71**

Item Number	Correlation Coefficient	Item Number	Correlation Coefficient
3	0.62**	17	0.60**
4	0.60*	18	0.62**
5	0.69**	19	0.47*
6	0.69*	20	0.64*
7	0.58**	21	0.97**
8	0.71**	22	0.49**
9	0.37*	23	0.44**
10	0.70*	24	0.62**
11	0.63*	25	0.69**
12	0.56**	26	0.66**
13	0.47**	27	0.76*
14	0.70**	28	0.69**

* Significant at the 0.05 level ** Significant at the 0.01 level

It is observed from the table that all statements are saturated & have a relationship with the dimension of verbal behavioral attitudes & the variable of social intelligence.

Table 02: Shows the relationship of the items to the dimension related to the indicator of behavioral attitudes and the variable.

Behavioral Attitudes Index0.76**

Item Number	Correlation Coefficient	Item Number	Correlation Coefficient	Item Number	Correlation Coefficient	Item Number	Correlation Coefficient
1	0.46**	11	0.55**	6	0.71**	16	0.74**
2	0.86**	12	0.61**	7	0.38**	17	0.42**
3	0.45**	13	0.60**	8	0.68**	18	0.85**
4	0.81**	14	0.38**	9	0.40**	19	0.38**
5	0.48**	15	0.70**	10	0.77**	20	0.66**

***Significant at the 0.05 level**
****** **Significant at the 0.01 level**

We observe from the table that, after calculating the Pearson correlation coefficient, all the items are saturated & show a relationship with the dimension of behavioral attitudes & the variable. Accordingly, it can be concluded that the measurement tool for social intelligence is valid.

Table No. 03: Illustrates the relationship between the items & the variable of problem-solving style.

Problem-Solving Style Scale

Item Number	Correlation Coefficient	Item Number	Correlation Coefficient
1	0.67**	15	0.60**
2	0.77**	16	0.84*
3	0.60**	17	0.56**
4	0.83**	18	0.59*
5	0.38**	19	0.56**
6	0.84**	20	0.68**
7	0.58**	21	0.81**
8	0.77**	22	0.67**
9	0.30**	23	0.60**
10	0.73**	24	0.30**
11	0.84**	25	0.33**
12	0.62**	26	0.40**
13	0.56**	27	0.32**
14	0.78**	28	0.42**

*** Statistically significant at the 0.05 level**

**** Statistically significant at the 0.01 level**

From the table, it is observed that the correlation coefficients are statistically significant at the 0.01 & 0.05 levels. Therefore, it can be concluded that the problem-solving style scale is valid for measuring what it was designed to measure.

Reliability of the Measurement Tool:

Cronbach's Alpha coefficient was calculated for both measurement instruments, & the results were as follows:

Table No. 04: Presents the reliability coefficients of the study instruments.

Scale	Number of Items	Cronbach's Alpha Coefficient
Social Intelligence Scale	48	0.89
Problem-Solving Style Scale	28	0.93

As observed from the table, the Cronbach's Alpha coefficient for the Social Intelligence Scale was estimated at 0.89, which is considered high, while the coefficient for the Problem-Solving Scale was estimated at 0.93, indicating strong reliability. Accordingly, it can be concluded that both scales exhibit strong reliability coefficients.

Thus, the researchers have confirmed the validity & reliability of the measurement instruments, making them suitable for application to the study sample.

Statistical Methods Used:

In this study, we relied on the Statistical Package for the Social Sciences (SPSS) version 26 for data analysis, employing the following statistical methods:

- **Pearson correlation coefficient** to assess validity and determine the relationship between variables.
- **Frequencies and percentages** to describe the study sample.
- **Independent samples t-test** to identify differences based on the gender variable.
- **Cronbach's Alpha** to test the reliability of the scales.
- **One-way ANOVA** to examine differences based on the seniority variable.

Presentation and Discussion of the Study Results:

1. **Description of the Characteristics of the Study Sample: a. By Gender:**

Table No. 05: Shows the distribution of the main research sample according to the gender variable.

Gender	Frequency	Percentage
Male	107	74.3%
Female	37	25.7%
Total	**144**	**100%**

As shown in the previous table, the sample distribution by gender included a total of 144 employees, the majority of whom were male, representing 74.3%, while females accounted for 25.5%.

b. By Age:

Table No. 06: Distribution of the main research sample according to the age variable.

Age Group	Frequency	Percentage

Age Group	Frequency	Percentage
Under 25 years	13	9.0%
25 to 35 years	52	36.1%
36 to 45 years	64	44.4%
Over 45 years	15	10.4%
Total	**144**	**100%**

Based on the distribution of the main sample according to the age categories of the surveyed employees, the highest proportion falls within the age group of **36 to 45 years**, representing **44.4%**, followed by the **25 to 35 years** age group at **36.1%**. The age groups **above 45 years** and **under 25 years** accounted for **10.4%** and **9%**, respectively.

c. By Educational Level:

Table No. 07: Presents the distribution of the main research sample according to the educational level variable.

Educational Level	Frequency	Percentage
Intermediate	5	3.5%
Secondary	72	50.0%
University	67	46.5%
Total	**144**	**100%**

As shown in the table above, **50%** of the surveyed employees have a **secondary level of education**, followed by **46.5%** who hold a **university-level education**, while **5 individuals** have an **intermediate level of education**, representing **3.5%** of the sample.

d. By Years of Professional Seniority:

Table No. 08: Shows the distribution of the research sample according to years of seniority.

Years of Seniority	Frequency	Percentage
Less than 5 years	14	9.7 %
From 6 to 10 years	63	43.8 %
From 11 to 20 years	54	37.5 %

Years of Seniority	Frequency	Percentage
More than 20 years	13	9.0 %
Total	144	100 %

As indicated in the table, employees with *5* **to 10 years of work experience** constitute the largest proportion at **43.8%**, followed by those with **11 to 20 years of seniority**, representing **37.5%**. In contrast, **new employees** with less than *5* **years of experience** account for **9.7%**, while those with **more than 20 years** of service represent **9%** of the sample.

2. Presentation & Discussion of the Study Results:

2.1. Presentation, Interpretation, & Discussion of the First Hypothesis Results:
The first hypothesis states:

"There is a statistically significant relationship between the behavioral attitudes of social intelligence and the problem-solving style among employees of the infrastructure development company INERGA."

Table No. 09: Presents the relationship between the behavioral attitudes of social intelligence and the problem-solving style.

Variables	Problem-Solving Style
Behavioral Attitudes of Social Intelligence	0.97 **

****Statistically significant at the 0.01 level.**

After statistically processing the data using the Pearson correlation coefficient, the correlation between behavioral attitudes of social intelligence & the problem-solving style was found to be **0.97**, which is statistically significant at the **0.01 level**. This indicates a strong **positive correlation**, meaning that the relationship between the two variables is real: the higher the level of behavioral attitudes of social intelligence in the employee, the greater their ability to solve problems.

The researchers interpret this finding by suggesting that social intelligence reflects the individual's ability to behave appropriately in various situations, thereby providing indications of their problem-solving capacity.

The results of our study are consistent with the findings of **Tawfiq Shubair et al. (2022).**

2.2. Presentation, Interpretation, & Discussion of the Second Hypothesis Results:
The second hypothesis states:

"There is a statistically significant relationship between the verbal behavioral attitudes of social intelligence and the problem-solving style among employees of the infrastructure development company INERGA."

Table No. 10: Presents the relationship between the verbal behavioral attitudes of social intelligence and the problem-solving style.

Variables	Problem-Solving Style
Verbal Behavioral Attitudes of Social Intelligence	0.91 **

**Statistically significant at the 0.01 level.

After statistically processing the data, the correlation coefficient between the verbal behavioral attitudes of social intelligence & the problem-solving style was found to be **0.91**, which is statistically significant at the **0.01 level**. This represents a positive direct relationship, indicating a true correlation between the two variables: the higher the verbal behavioral attitudes of social intelligence in the employee, the greater their ability to solve problems.

From our perspective, this can be attributed to the nature of the company's work, which involves frequent movement of employees between projects & extensive interaction among them. This is largely due to the company's management of living arrangements, including accommodation and meals throughout the work period, fostering a fraternal relationship among employees. Such an environment encourages individuals to adapt to others, accept colleagues' opinions, and learn problem-solving methods through collaboration & active listening. Additionally, the Human Resources Directorate's professional selection & recruitment process ensures the hiring of the best-qualified candidates available in the labor market.

This aligns with the findings of Tawfiq Shubair et al. (2022, p. 131), who noted that problem-solving requires high intellectual, cognitive, and knowledge-based abilities.

3.2. Presentation, Interpretation, & Discussion of the Third Hypothesis Results:

The third hypothesis states:

"There are no statistically significant differences in problem-solving style based on the gender variable among employees of the infrastructure development company INERGA."

To test this hypothesis, an **independent samples t-test** was conducted. The following **Table No. 11** presents the results of the t-test comparing the mean scores of males and females in problem-solving style.

Table No. 11: Shows the results of the t-test for differences between the mean scores of males and females in problem-solving style.

Indicator	Gender	Mean	Standard Deviation	Calculated t-value	Tabulated t-value	Significance Level	Result
Problem-Solving Style	Male	81.99	4.24	0.08	1.63	0.05	Not significant
	Female	81.92	5.25				

The results presented in the above table indicate that there is no statistically significant difference between males and females. This finding can be explained by the fact that both genders exercise their right to freedom in decision-

making and in choosing their preferred methods for problem-solving, without imposing opinions-especially females-in selecting the most appropriate approach to solving problems.

Researchers attribute this to the similarity in experiences, events, challenges, and trials encountered by both genders, which contributed to the absence of differences between them.

4.2. Presentation, Interpretation, & Discussion of the Fourth Hypothesis Results:

The fourth hypothesis states:

"There are no differences in problem-solving style among employees of the infrastructure development company INERGA based on years of seniority."

To test this hypothesis, an **analysis of variance (ANOVA)** test was employed. The results are presented in the following tables:

Table 12: Shows the ANOVA results for differences in problem-solving style according to years of seniority.

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Square	F	Significance (p)
Between Groups	65.12	3	21.71	1.07	0.36
Within Groups	2809.86	139	20.21		
Total	2874.99	142			

The above table shows that the F-value (1.07) is not statistically significant at the 0.05 level, indicating that there are no differences in problem-solving style according to years of seniority.

The results presented in the table can be interpreted to mean that the employees possess sufficient mental maturity to utilize their cognitive abilities and apply the correct scientific methods to overcome obstacles hindering the achievement of their goals, regardless of whether their years of service within the organization are few or many.

These findings are consistent with the studies of Foley et al. (1971) and Al-Damati (1991).

Overview.

This study was generally natural in its entirety, aligning with other scientific studies that have addressed this topic. It concurred with some studies & diverged from others. It agreed with previous research regarding the correlational relationship between the variable of social intelligence & the second variable, problem-solving style, as the results confirmed a positive relationship between indicators of social intelligence & problem-solving style-that is, the higher the social intelligence, the higher the level of problem-solving style.

The divergence from previous studies lies in the absence of differences in problem-solving style with respect to years of seniority. This study concurred with some studies in this hypothesis.

In conclusion, it can be said that the current results and the preceding interpretations are not absolute conclusions; rather, the current results and their interpretation do not necessarily apply to other samples with similar characteristics, as the results are specific to the current sample only.

Study Recommendations & Suggestions:

In light of the study's findings, the student presents the following recommendations and suggestions:

Recommendations:

- **Organizing specialized training sessions and workshops** aimed at enhancing the components of social intelligence among employees at the INERGA Company for the Construction of Basic Facilities. These programs should focus on developing skills such as empathy, effective communication, active listening, emotional regulation, & conflict resolution. The sessions should be delivered by qualified trainers and supported by practical exercises, simulations, & real-life case studies to ensure their effectiveness & applicability in the workplace.

- **Encouraging institutional leaders and human resources managers** to design & implement regular group-based activities & team-building programs grounded in the principles of cooperation, collaboration, & mutual respect. These initiatives should be tailored to foster a positive organizational climate where employees are motivated to interact constructively, share ideas openly, & support one another. Such activities will not only enhance social intelligence but also contribute to a more cohesive & productive work environment.

- **Recommending that INERGA Company integrates social intelligence criteria into its recruitment and selection processes.** This could involve the inclusion of carefully designed questions & scenario-based assessments in job interviews & written tests to evaluate applicants' ability to understand others, manage interpersonal relationships, & demonstrate social awareness. Prioritizing candidates who exhibit strong social intelligence traits can lead to the creation of a more harmonious & adaptable workforce capable of thriving in diverse & challenging professional contexts.

Suggestions:

A number of studies & research projects are proposed to enrich the psychological library, such as:

- Conducting in-depth studies on problem-solving styles by exploring their relationship with emerging variables such as strategic intelligence, artificial intelligence, & emotional intelligence. Future research should investigate how these interconnected forms of intelligence influence individuals' approaches to identifying, analyzing, & resolving problems in dynamic organizational environments. This can provide valuable insights into the cognitive & emotional factors that enhance or hinder effective decision-making, adaptability, & innovation in the workplace.

- Placing greater emphasis on identifying &analyzing the underlying causes that contribute to the decline in social intelligence among employees, such as occupational stress, lack of team cohesion, poor organizational communication, or insufficient interpersonal engagement. Institutions should then implement targeted interventions, including mentorship programs, emotional well-being support services, & interactive communication workshops, to restore & strengthen employees' social competencies &interpersonal skills.

- Establishing multidisciplinary research laboratories &centers within universities &economic institutions that specialize in the study of workplace-related psychological &behavioral variables-such as social intelligence &problem-solving styles. These labs should foster collaboration between academics, industry professionals, & policymakers to generate empirical data, develop practical solutions, & offer evidence-based recommendations that contribute to improving employee performance, workplace harmony, &organizational development.

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