

**ION CREANGĂ STATE PEDAGOGICAL UNIVERSITY OF  
CHIȘINĂU**

Manuscript title

C.Z.U.: 316.6:378(043.2)=111

**MUSIENCO NATALIA**

**SOCIAL COMPETENCIES AND STUDENTS' PERCEPTION OF QUALITY  
OF LIFE**

**511.03 – SOCIAL PSYCHOLOGY**

**ABSTRACT**

of the PhD thesis in psychology

**CHIȘINĂU, 2025**

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The doctoral thesis will be defended on April 30, 2025, at 11:00, in the meeting of the Specialized Scientific Council 511.03-24-116 within the Ion Creangă State Pedagogical University of Chișinău, at the following address: Chișinău, Ion Creangă Street, no. 1, Building 2, Senate Hall.

The doctoral thesis and the abstract can be consulted at the Scientific Library of the Ion Creangă State Pedagogical University of Chișinău and on the ANACEC website: [www.anacec.md](http://www.anacec.md).

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## TABLE OF CONTENTS

<b>CONCEPTUAL FRAMEWORK OF THE RESEARCH.....</b>	<b>4</b>
<b>THESIS CONTENT .....</b>	<b>7</b>
<b>GENERAL CONCLUSIONS AND RECOMMENDATIONS .....</b>	<b>26</b>
<b>BIBLIOGRAPHY .....</b>	<b>28</b>
<b>LIST OF THE AUTHOR'S PUBLICATIONS ON THE DISSERTATION TOPIC .....</b>	<b>31</b>
<b>ADNOTARE .....</b>	<b>32</b>
<b>АННОТАЦИЯ.....</b>	<b>33</b>
<b>ANNOTATION .....</b>	<b>34</b>

### LIST OF ABBREVIATIONS USED IN THE SUMMARY

ASEAD – The Questionnaire for Adaptation to the Social Environment and Academic Demands

L.E.A.D – The Laboratory for Economic Analysis and Design

MIT – Massachusetts Institute of Technology

WHO – World Health Organization

SWOT – Strengths, Weaknesses, Opportunities, Threats

ULIM – Free International University of Moldova (Universitatea Liberă Internațională din Moldova)

## CONCEPTUAL FRAMEWORK OF THE RESEARCH

**Relevance and significance of the problem.** Social competencies are fundamental to human development, shaping academic success, professional achievement, and adaptation to the demands of modern society. In a rapidly changing world characterized by increasingly complex interactions, their development has become imperative. Recent studies confirm the significant impact of social competencies on personality formation and integration into professional and social environments [1, 5, 7, 10, 15, 28-32, 35, 37].

Research in social and educational psychology demonstrates that instructional approaches integrating social competence development significantly enhance academic success and foster positive attitudes toward learning. For instance, an analysis conducted by The Collaborative for Academic, Social, and Emotional Learning (CASEL) highlights superior standardized test performance among students trained in this regard. Furthermore, strengthening social competencies supports balanced interpersonal relationships and adaptation to labor market demands [15].

Closely linked to social competencies, quality of life encompasses psychosocial dimensions such as job satisfaction, emotional well-being, and social integration [8, 11, 12, 14, 26, 27, 33, 37, 43, 51-53]. Recent research suggests that an individual's subjective assessment of quality of life is strongly influenced by their ability to manage social interactions effectively and establish constructive relationships.

In this context, analyzing the relationship between social competencies and quality of life represents a priority research direction with significant implications for education and applied psychology. This dissertation examines the mechanisms through which these competencies contribute to individual well-being and social integration, offering valuable insights for optimizing educational programs and social adaptation strategies.

**Integration of the research topic into international, national, and regional concerns in an inter- and transdisciplinary context. review of previous research.** Social competencies represent a broad research domain in social, educational, and applied psychology, being explored through multiple theoretical and methodological perspectives. They are defined as a set of skills that facilitate effective interactions and adaptation to diverse social contexts. Argyle M. [1] conceptualizes them as behavioral structures that include assertiveness, empathy, cooperation, communication, and problem-solving, while Bellack A.S. [31] emphasizes their essential role in professional success and social integration. Osit M. [40] considers them a determinant factor of social adaptation. In Russian literature, Куницина В.Н. [18] describes them as a complex system of knowledge and behavioral scenarios, while Плужникова Ю.А. [21] highlights their role in students' development.

Research on the development and optimization of social competencies has been supported by Arkowitz H. [28], Asher S.R. [29], and Heimberg R.G. [30], who consider them fundamental for effective human interactions. In Romania, Robu V. [10], Constantinescu M. [2], and Tufeanu M. [15] explore their importance in interpersonal relationships and academic success. In the Republic of Moldova and Russia, relevant contributions come from Pavlenco L. [7], Kulikov L. [6], Popa M. [9], Iurchevici I. [4], and Коблянская Е.В. [17].

Quality of life, a multidimensional concept, is examined from both objective and subjective perspectives. The World Health Organization (WHO) [43] defines it as an individual's perception of their own existence, in relation to their values and expectations. Milbrath L.W. [39] considers it a subjective construct, while Veenhoven R. [42] and Rapley M. [41] correlate it with personal satisfaction and psychological well-being. In Russian literature, Шатрова А.О. [25], Савченко Т.Н. [23], and Леонтьев Д.А. [19] analyze the relationship between quality of life and social competencies. In the Republic of Moldova, Rusnac S. [11, 12] underscores its multidimensional nature, incorporating both objective aspects (income, health) and subjective dimensions (emotional balance, personal satisfaction).

Most studies on social competencies focus on children and adolescents, yet contemporary social realities indicate that adults also face challenges in this domain [54]. There are gaps in the specialized literature regarding the correlation between social competence levels and students' perception of quality of life, highlighting the need for more in-depth investigations. The present research aims to explore this relationship, offering an integrated perspective on social competencies and their impact on quality of life assessment.

**Description of the research field and identification of the research problem.** The analysis of studies examining the relationship between social competencies and quality of life reveals several shortcomings: (1) a lack of research on the development of social competencies in adulthood; (2) a limited number of studies addressing the subjective evaluation of quality of life among healthy individuals; (3) insufficient attention given to the relationship between social competencies and the perception of quality of life.

**The research problem** lies in elucidating the impact of social competence development on students' quality of life assessment, considering quality of life as a key factor in social adaptation and in optimizing young people's ability to respond to the challenges of a continuously evolving society.

**Research aim.** The aim of this study is to determine the level of social competence development and its impact on students' quality of life assessment, as well as to establish the influence of university programs on the enhancement of these competencies, ultimately facilitating the process of social adaptation.

**Research objectives.** To achieve the stated aim and verify the formulated hypotheses, the following objectives have been set: (1) analyze and systematize theoretical approaches and empirical studies on social competencies to identify their impact on students' quality of life assessment and the ways in which they can be developed in an academic environment; (2) develop a theoretical model that describes the essential social competencies for students, highlighting their relationship with quality of life assessment and social adaptation; (3) determine the level of social competence development among students and outline a specific profile, while identifying the correlation between social competence levels, quality of life assessment, and social adaptation; (4) design and implement a quasi-experiment to measure the impact of curricular and extracurricular content on the development of students' social competencies and their quality of life assessment as a determinant of social adaptation; (5) formulate practical recommendations for improving university educational strategies so that study programs

support the development of social competencies, enhance quality of life assessment, and promote students' integration into professional and social environments.

**Research hypothesis.** It is hypothesized that the development of social competencies in the university environment contributes to an improved quality of life assessment and facilitates students' social adaptation.

**Scientific research methodology.** The research methodology is based on theoretical approaches from social psychology, developmental psychology, and personality psychology, grounded on the following postulates: (1) social competencies are essential for personal and professional integration; (2) their development is a continuous process, activated in new contexts; (3) quality of life assessment is influenced not only by external factors but also by an individual's ability to manage life challenges.

The methods employed include bibliographic analysis and conceptual modeling. Data collection was conducted using Goldstein A.P., R.S. Elliot, and ASEAD Questionnaire, measuring social competencies, quality of life assessment, and students' academic and social adaptation. The study applied SWOT analysis, statistical-mathematical methods, and a quasi-experiment to assess the impact of university education on social competencies. This integrated approach enabled the identification of the connection between social competencies and quality of life assessment.

**The obtained results, contributing to the resolution of an important scientific problem** consist in the development of a conceptual model of social competencies, experimentally validated and reflected in the profile of their manifestation among students. The study demonstrated the multidimensional and integrative impact of social competencies on the evaluation of quality of life and social adaptation, emphasizing their significance in the academic training process. Furthermore, through the systematic guidance of students' curricular and extracurricular pathways, the role of university education in developing these competencies was confirmed, proving them essential for enhancing quality of life evaluation and facilitating adaptation to the demands of the contemporary social environment.

**Scientific novelty and originality of the obtained results** lie in the conceptualization of a model of students' social competencies and the demonstration of their impact on the evaluation of quality of life, positively influencing the process of social adaptation. The research provides an innovative contribution by arguing the importance of university education in designing and implementing curricular and extracurricular content focused on the development of social competencies, highlighting its capacity to shape specialists capable of responding to the dynamic demands of contemporary social and professional environments.

**The theoretical significance of the research.** The research proposed a clear structuring of social competencies into four essential dimensions (social-cognitive, communication, relational, and socio-emotional), contributing to a holistic understanding of these competencies in both academic and social contexts. Additionally, the study introduces the use of the SWOT model not only as a strategic analysis tool but also as a diagnostic method for assessing students' social competencies, facilitating the identification of strengths, vulnerabilities, opportunities, and risks associated with their development.

**The practical significance of the research.** The research makes an original contribution to the development of social competencies and their impact on students' quality of life. The elaboration of a comprehensive profile of social competencies provides an empirical model applicable to optimizing educational strategies. The quasi-experiment validated the influence of curricular and extracurricular content, confirming its positive impact on the evaluation of quality of life and social adaptation. Unlike studies focused on children, adolescents, or vulnerable groups, this research extends the analysis to university students, offering a broader perspective on socialization and adaptation processes. It highlights the need for a multidimensional approach, proposing differentiated strategies for strengthening social competencies through interactive methods, extracurricular activities, and targeted curricular interventions. These innovative elements contribute to a solid theoretical and applied framework, with direct implications for university educational policies and the training of future specialists.

**Validation and implementation of scientific results.** The obtained results have been integrated into teaching and extracurricular activities with students from the Faculty of Social Sciences and Education at ULIM, being used in the teaching of the courses “Psychology of Social Cognition” and “Psychology of Social Groups and Organizations”, as well as in tutoring sessions and workshops of the International Scientific Conference “Contemporary Concerns of Social and Human Sciences”. The research materials have been discussed and approved in meetings of the Department of Psychology and Educational Sciences. Theoretical analyses and experimental results have been presented in nine national and international scientific events, including: The 15th Anniversary Conference of the Faculty of Psychology, ULIM (2015); various editions of the Conference “Contemporary Concerns of Social and Human Sciences” (2017, 2018); The Conference “Psychological Assistance in the Contemporary Era” (USARB, 2022). The research conclusions have been published in 11 scientific papers, including 4 articles in accredited journals.

**Publications on the dissertation topic.** The research results have been published in 11 scientific papers, including 4 articles in specialized scientific journals (category B) in the country and 7 publications in the proceedings of international conferences.

**Volume and structure of the dissertation.** The dissertation consists of an abstract (in Romanian, Russian, and English), an introduction, three chapters, general conclusions and recommendations, a bibliography (224 sources), 4 annexes, 61 figures, and 28 tables. The main text of the dissertation comprises 150 pages.

**Keywords:** social competencies, quality of life, social adaptation, university education, personal and professional development, self-assessment, academic environment, university curriculum, extracurricular activities, educational outcomes.

## **THESIS CONTENT**

**The introduction** addresses the relevance and significance of the research topic, its placement within international, national, and institutional concerns, as well as its integration into an interdisciplinary and transdisciplinary framework. It also provides an overview of previous relevant

research, formulates the research problem, outlines the study's objectives and hypotheses, summarizes the methodology, justifies the selected methods, and presents a synthesis of the thesis content.

**Chapter 1 – Theoretical and conceptual foundations of social competencies and quality of life.** This chapter establishes the theoretical and conceptual framework of the research, analyzing scientific contributions regarding social competencies, their development, and their relationship with quality of life.

The first subchapter (*Conceptual boundaries and approaches to social competencies*) explores the definition of social competence, the challenges of achieving a unified conceptualization, and its multidimensional structure. The literature emphasizes the importance of social competencies for effective interactions and adaptation to diverse environments, highlighting their impact on interpersonal relationships, mental health, and professional success [4, 10, 28, 29, 30, 31, 34]. These competencies encompass cognitive dimensions (*social problem-solving*), emotional dimensions (*emotion regulation, empathy*), behavioral dimensions (*communication skills, positive interactions*), and cultural dimensions (*social norms and values*) [44, 46].

Research indicates that high levels of social competencies foster autonomy and well-being, whereas deficits are linked to adaptation difficulties [6, 9, 10, 35]. The literature identifies two principal models: the trait model, which regards social competencies as stable personality characteristics [30], and the social skills model, which defines them as learned and situationally applied behaviors [18]. Modern approaches emphasize the multidimensional nature of social competencies, incorporating intrapersonal dimensions (*self-control, self-awareness*) and interpersonal dimensions (*empathy, relationship-building*) [38].

Several factors influence the development of social competencies, including individual characteristics (*self-esteem, problem-solving abilities*), family factors (*parenting style*), and socio-educational variables (*school and community relationships*) [29, 31]. Additionally, culture and social norms shape the expression of social competencies and expectations regarding interpersonal interactions [34].

In conclusion, social competencies are essential for societal integration and personal and professional success. They develop through experience and social interactions, significantly influencing psychological well-being and interpersonal relationships [38].

**Definition of social competence.** Following an extensive analysis and synthesis of various perspectives on the concept of social competence, it can be defined as a set of individual characteristics (*personal and behavioral*), developed throughout life under the influence of social and personality factors, classified into four main categories: (1) social-cognitive competencies – encompass the ability to perceive and understand both others and oneself; (2) communication competencies – the ability to interact effectively and convey clear messages in various social contexts; (3) group interaction competencies – the capacity for harmonious integration into collectives and the maintenance of functional interpersonal relationships; (4) socio-emotional competencies – the ability to self-regulate emotions and manage affective interactions appropriately in social environments.



***The psychosocial dimension of the "quality of life" concept.*** This subchapter explores the concept of quality of life, emphasizing its psychosocial components and its relationship with social adaptation. Quality of life is a multidimensional construct studied in sociology, medicine, and psychology [53, p. 40], encompassing both objective factors (*external living conditions*) and subjective factors (*individual perception of one's existence*) [52, p. 42]. Unlike the standard of living, which focuses on material aspects, quality of life integrates physical, emotional, social, and functional well-being [52]. Studies suggest that it is not exclusively determined by financial resources but rather by the interaction between subjective satisfaction and social integration [14].

In the second half of the 20th century, a holistic approach to quality of life emphasized the balance between health, social relationships, and psychological well-being [27]. The biopsychosocial model gradually replaced the biomedical perspective, placing greater emphasis on the individual's overall state [42]. The World Health Organization (WHO) defines quality of life as an individual's perception of their position within cultural, value, and social norms [43], being influenced by physical and mental health, social relationships, and the living environment. However, the concept remains ambiguous due to cultural differences and disciplinary perspectives [37].

In the health sector, quality of life is analyzed through four key dimensions: physical, mental, social, and functional. The WHO's ICF model offers an integrative approach, emphasizing that the gap between one's experienced reality and desired reality significantly impacts the perception of quality of life [43]. Research highlights the correlation between quality of life, subjective satisfaction, happiness, and emotional well-being [39], underlining the influence of individual perceptions and affective responses on the evaluation of one's environment [42]. Additionally, urban contexts and social policies play a crucial role in improving quality of life [49].

Due to the variability of definitions, some researchers view quality of life as a dynamic construct, shaped by socio-demographic factors (*age, gender, education*) and economic status [26]. Milbrath L.W. emphasizes the subjective nature of the concept, highlighting the importance of individual perception [39, p. 11]. Studies have demonstrated the interdependence between social competencies, social adaptation, and the evaluation of quality of life, underscoring the role of emotional regulation and social support in general satisfaction and social integration. Social acceptance and adherence to social norms contribute to the development of a positive self-image and harmonious interpersonal relationships [37].

Quality of life is a complex construct, shaped by both objective and subjective factors. In this research, its evaluation is conceptualized as the individual's perception of their aspirations and achievements in social and professional domains, the level of social support and quality of interactions, physical and mental health status, emotional balance, and self-regulation capacity. This analytical framework facilitates a comprehensive understanding of the interactions between social competencies, social adaptation, and the perception of quality of life.

***The development of social competencies as an objective of education and professional training.*** The final subchapter presents the development of social competencies as a fundamental goal of education and professional training. In a society characterized by rapid changes and

interconnectedness, social competencies have become essential for professional success and socio-economic integration. These competencies facilitate communication, collaboration, and adaptability, directly influencing both individual and collective performance. Modern education must go beyond the mere accumulation of knowledge and focus on fostering essential character traits such as perseverance and determination, which are fundamental for professional success, social development, and emotional growth [16, p. 72].

Social competencies are an integral part of human capital, encompassing cognitive, psychological, and cultural dimensions. Becker G., Nobel Prize laureate in Economics, argues that education not only modifies behavior but also restructures preference systems, significantly impacting professional integration and social mobility [30]. In this context, universities must take responsibility for shaping specialists with well-developed social skills. Notable examples include the Massachusetts Institute of Technology (MIT), which has implemented the MIT L.E.A.D. program to enhance leadership and soft skills, along with the Engineering Leadership Program at MIT [32].

A modern educational approach must integrate the development of social competencies into the curriculum. Boyatzis R. highlights that professional success depends on emotional intelligence, the ability to influence, empathy, and effective collaboration [32]. In Russia, the Technical Elite Education Program follows a similar strategy, emphasizing the importance of preparing students for a dynamic professional environment. Prestigious universities worldwide implement such programs, acknowledging the necessity of combining technical education with interpersonal skill development.

Social competencies are crucial for labor market integration and career advancement. Educational reforms must support their development through active and interdisciplinary learning strategies. Universities have a responsibility to train graduates who can interact effectively, collaborate, and innovate in a competitive environment [35].

The theoretical analysis of the relationship between social competencies and quality of life has revealed several gaps in the existing literature. Most research focuses predominantly on the social competencies of children and adolescents, often neglecting later stages of life. Furthermore, the majority of Quality of life studies are conducted on health-compromised groups, without adequately examining the impact of social competencies on the general population. Additionally, there is limited interest in the correlation between social competencies and individual well-being, leaving a significant gap in understanding how these competencies influence quality of life.

In a socio-economic context marked by rapid changes, the continuous development and adaptation of social competencies become essential for successful integration into academic, professional, and social environments. Quality of life assessments reflect an individual's overall attitude toward their existence, and the development of social competencies can positively influence this perception, serving as an effective educational strategy. Beyond higher education, other educational agents—including mass media, non-governmental organizations, social work specialists, and psychologists—can contribute to strengthening social competencies through dedicated programs with a direct impact on both individual and collective well-being.

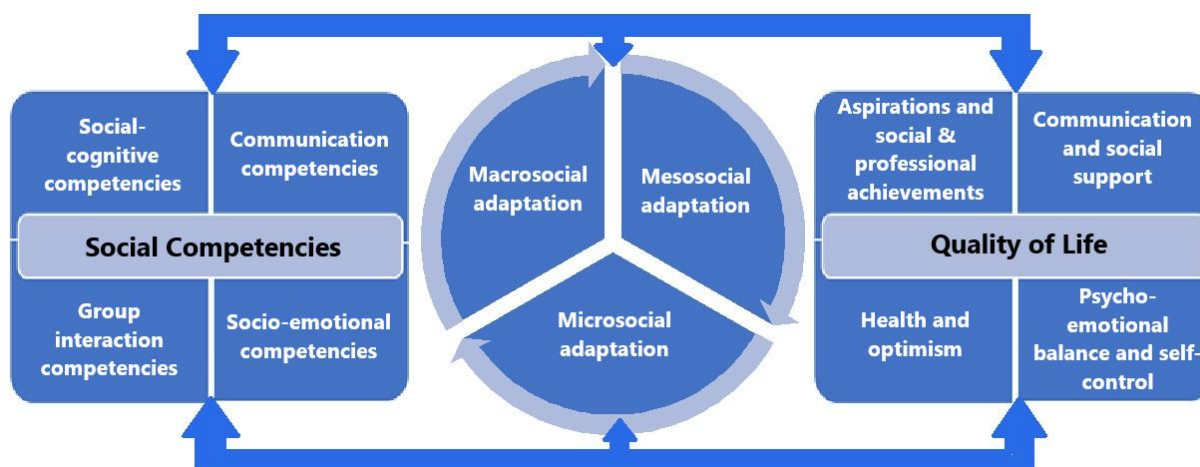
**Chapter 2 – Research on the interdependence between social competencies and students' quality of life assessment.** The first part of this chapter presents the conceptual model of the research variables, the stages and organization of the exploratory study, the methods and instruments used, the sample description, and the operational hypotheses. The study is based on the necessity of assessing students' social competencies and their impact on the perception of quality of life and social adaptation. The analysis of the results focuses on three main directions: (1) evaluation of social competencies based on demographic variables such as gender, year of study, and field of professional training, in order to define a specific student profile; (2) analysis of quality of life and social adaptation, identifying the factors influencing students' perception of personal well-being and social integration; (3) investigation of the relationship between social competencies, quality of life, and social adaptation, providing an empirical perspective on how these variables interact and influence students' academic and personal trajectories. The study contributes to a deeper understanding of the importance of social competencies in higher education, emphasizing the need to develop them for optimal integration into social and professional environments.

**Aim of the exploratory research.** The aim of the exploratory research is to identify the social competencies that influence students' quality of life assessment, establishing the relationship between these competencies and social and academic adaptation, as indicators of individual well-being.

**Objectives of the exploratory research:** (1) to develop an integrative model of social competencies relevant to quality of life assessment; (2) to build a representative sample by selecting students from public and private universities, using demographic and academic criteria to ensure representativeness; (3) to outline a profile of contemporary students' social competencies through statistical analysis of collected data; (4) to assess quality of life and the degree of social adaptation using both quantitative and qualitative methods; (5) to determine the influence of social competencies on the perception of quality of life, as well as on academic and social integration. By achieving these objectives, the research aims to highlight how social competencies contribute to a positive quality of life assessment, providing a scientific basis for optimizing educational strategies and facilitating students' social adaptation.

**Conceptual model of the research variables.** The model of the variables investigated in the exploratory study is built upon theoretical analysis and research problematics, emphasizing the relationship between social competencies, social adaptation, and quality of life. Social competencies are analyzed through four essential dimensions: (1) social-cognitive competencies – *social perception, agreeableness, sensitivity*; (2) communication competencies – *self-expression, communication planning, use of verbal and non-verbal means*; (3) group interaction competencies – *initiating contacts, relational feedback, interaction autonomy*; (4) socio-emotional competencies – *conflict management, emotional stability, normative compliance*. Social and academic adaptation is analyzed at three levels: (1) macrosocial adaptation (*relationship with the broader environment*), (2) mesosocial adaptation (*interpersonal relationships within communities/groups*), and (3) microsocial adaptation (*integration into the university environment*). Quality of life assessment includes four dimensions: (1) aspirations and social/professional achievements, (2) health and optimism, (3) communication and social support,

(4) psycho-emotional balance and self-control. The research model highlights the interdependence between social competencies, social/academic adaptation, and the perception of quality of life, emphasizing their influence on students' well-being and socio-professional integration. The structure of the model is illustrated in Fig. 1.



**Figure 1. Model of the Research Variables in the Experimental Study**

**Operationalization of the investigated variables.** The research operationalized the variables using validated methods, measuring the relationship between social competencies, social adaptation, and quality of life assessment. The independent variable – social competencies (social-cognitive, communication, group interaction, and socio-emotional) was assessed using the Social Competencies Questionnaires. The dependent variable – quality of life assessment (aspirations, emotional health, social support, self-control) was measured using the Quality of Life Assessment Questionnaire. The intermediary variable – social adaptation (micro-, meso-, and macrosocial) was analyzed using the AMSSA Questionnaire. Moderating variables (gender, year of study, field of study) were examined through the sociodemographic survey. This methodological approach enabled a precise correlation of variables and an in-depth analysis of the influence of social competencies on quality of life assessment and social adaptation.

**Operational hypotheses of the study.** Based on the theoretical analysis and the model of experimental variables, we formulate the following operational hypotheses.

1. We hypothesize that students' social competencies significantly vary depending on their year of study and academic program.
2. We hypothesize that quality of life assessment is influenced by students' socio-demographic characteristics, such as gender, age, and field of study.
3. We hypothesize that there is a positive correlation between quality of life assessment and students' level of social adaptation.
4. We hypothesize that the level of social competencies is directly correlated with social adaptation and quality of life assessment among students.

**Sampling method and description of the research sample.** For the study, a proportional stratified sampling technique was used to select a representative sample of students from three higher education institutions: "Constantin Stere" University of Political and Economic Studies (USPEE),

"Alecu Russo" State University of Bălți (USARB), Free International University of Moldova (ULIM). To ensure the validity of the results, the following inclusion criteria were established: (1) age - participants were between 18 and 27 years old (mean age: 20.5 years); (2) level of study - students enrolled in the first cycle of higher education (bachelor's degree); (3) participating institutions - students were selected exclusively from the three aforementioned universities. The final sample consisted of 328 students (see Table 1).

**Table 1. Research sample data**

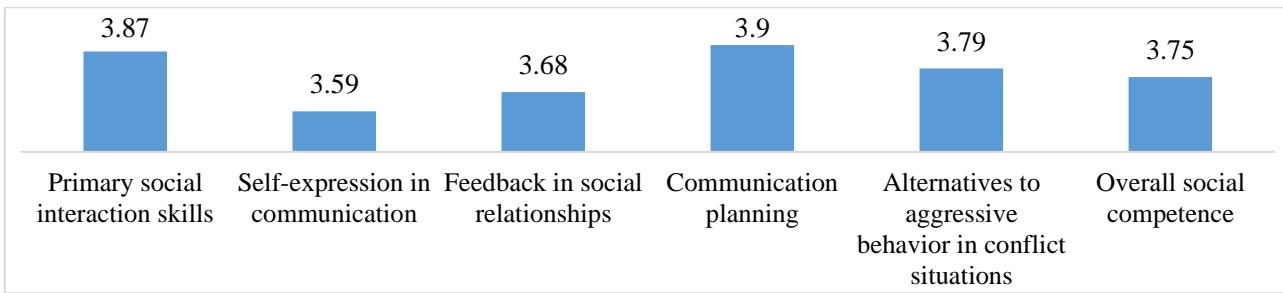
Gender	Year of Study
215 females (65.5%) 113 males (34.5%)	113 students – 1st year (34.5%) 108 students – 2nd year (32.9%) 107 students – 3rd year (32.6%)
University	Field of Study
53 students – USPEE (16.2%) 130 students – USARB (39.6%) 145 students – ULIM (44.2%)	86 students – Law (26.2%) 97 students – Educational Sciences (29.6%) 72 students – Economic Sciences (22.0%) 73 students – Social and Behavioral Sciences (22.3%)

**Experimental findings.** The data for the confirmatory experimental study were collected through the following instruments: (1) sociodemographic survey - designed to gather relevant demographic information such as gender, age, year of study, faculty, and specialization; (2) The Questionnaire for Adaptation to the Social Environment and Academic Demands (ASEAD) [13], a specialized tool for assessing the impact of micro-, meso-, and macro-social changes on students' social and academic adaptation; (3) The Quality of Life Assessment Questionnaire (R.S. Elliot, adapted by N. Vodopyanova) [20], used to evaluate individuals' satisfaction levels across different life domains, helping to understand the impact of stress on personal self-realization; (4) The Social Competence Development Assessment Questionnaire (Goldstein A.P.) [35]: this method assesses the level of social skills development based on Goldstein A.P.'s behavioral model, which includes 37 skills categorized into five dimensions: a) social interaction (initiating contact, addressing personal topics, active listening); b) self-expression (giving compliments, showing gratitude, offering support, expressing opinions and dissatisfaction); c) social feedback (reciprocity, empathy, alignment between personal expectations and those of the interlocutor); d) communication planning (goal setting, prioritization, decision-making); e) alternatives to aggressive behavior in conflict situations (self-control, negotiation, compromise); (5) The Social Competence in Communication Diagnostic Questionnaire [24]: aimed at identifying individual factors influencing communication skills, structured into eight dimensions: communicativeness, logic, emotional stability, agreeableness, sensitivity, autonomy, self-control, and normative behavior. Statistical Methods: to test the experimental hypotheses, both parametric and non-parametric differential and inferential statistical methods were applied.

**Subchapter 2.2 – Comparative Analysis of Students' Social Competence.** This section examines social competencies based on demographic variables (gender, year of study, field of professional training).

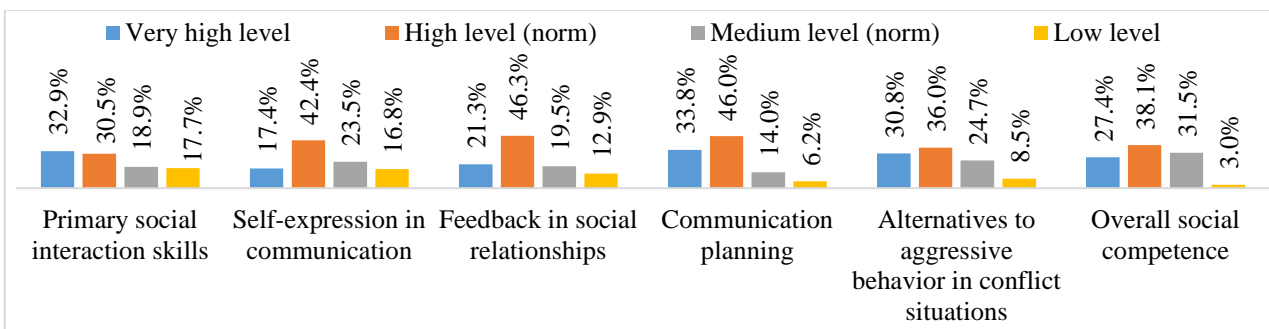
The application of A.P. Goldstein's Questionnaire highlighted the following statistical means (Figure 2): primary social interaction skills – 3.87; self-expression in communication – 3.59; feedback

in social relationships – 3.68; communication planning – 3.90; alternatives to aggressive behavior – 3.79; overall social competence score – 3.75, indicating a high level of development (Figure 2).



**Figure 2. Students' social competence: statistical means**

Figure 3 illustrates that 69.6% of students exhibit well-developed social competencies, while 30.4% require support. Communication planning is the most developed aspect (79.8%), followed by social feedback (67.6%) and conflict management through non-aggressive alternatives (66.8%). However, 40.3% of students struggle with self-expression in communication, and 36.6% need improvement in social interaction. These findings highlight the importance of educational strategies to support students with medium and low levels of social competence, ensuring their effective social and academic integration.



**Figure 3. Levels of students' social competence development**

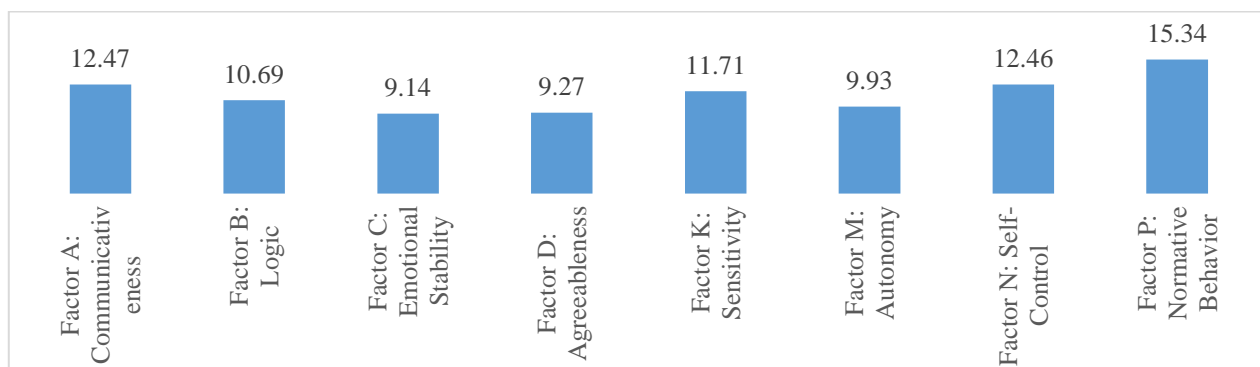
**Social competencies and gender.** The distribution of statistical means regarding social competencies reveals both similarities and differences between genders. No significant differences were identified in social feedback ( $m=3.68$ ) and alternatives to aggressive behavior ( $m=3.79$ ). Minor differences appear in social interaction (male:  $m=3.77$ ; female:  $m=3.86$ ), communication planning (male:  $m=3.87$ ; female:  $m=3.91$ ), and the overall social competence index (male:  $m=3.71$ ; female:  $m=3.78$ ), indicating high levels for both genders. A significant difference ( $p \leq 0.02$ ) was observed in self-expression, where male students ( $m=3.49$ ) scored lower than female students ( $m=3.64$ ), a result influenced by traditional social norms. Factors such as premature autonomy or financial dependence impact emotional expression, emphasizing the need for educational interventions to support the development of this competence, particularly among male students.

**Social competencies and year of study.** Social competencies vary depending on the year of study. First-year students tend to overestimate their social skills, obtaining higher scores in social interaction ( $m=4.01$ ), self-expression ( $m=3.71$ ), and overall competence index ( $m=3.83$ ), reflecting initial optimism. Second-year students show a decline in social feedback ( $m=3.63$ ) and communication planning ( $m=3.77$ ), indicating a more realistic perception of academic and social demands. Third-year students demonstrate stabilization, with a slight increase in communication planning ( $m=3.96$ ) and

conflict management ( $m=3.80$ ), reflecting greater social maturity. Statistically significant differences appear between first- and second-year students in self-expression ( $p\leq 0.01$ ), communication planning ( $p\leq 0.01$ ), and overall social competence ( $p\leq 0.02$ ). Between second and third-year students, the increase in communication planning and conflict management ( $p\leq 0.01$ ) suggests enhanced decision-making autonomy. The second year represents a transition phase, highlighting the need for tailored educational strategies at each university stage.

**Social competencies across fields of study.** The analysis of social competencies across different academic disciplines shows generally high and very high levels, reflecting a positive self-evaluation. Students in Social and Behavioral Sciences achieved the highest scores in social interaction ( $m=4.38$ ), self-expression ( $m=3.75$ ), social feedback ( $m=3.83$ ), communication planning ( $m=4.05$ ), and overall competence index ( $m=3.95$ ), likely due to the interactive nature of their field. Students in Law, Education Sciences, and Economic Sciences scored between 3.50 and 4.00, with moderate differences between them. In Law ( $m=3.47$ ) and Economic Sciences ( $m=3.55$ ), self-expression and social feedback were less developed, suggesting communication challenges. Alternatives to aggressive behavior were better managed in Education Sciences ( $m=3.88$ ) and Social Sciences ( $m=3.84$ ), indicating stronger emotional self-regulation. Statistical analysis (Tukey’s test) revealed significant differences between Social Sciences and other fields ( $p\leq 0.01$ ) in social interaction, self-expression, feedback, and communication planning. The overall social competence index was significantly higher among Social Sciences students ( $p\leq 0.01$ ), confirming the advantages of frequent interaction within this discipline. These findings emphasize the necessity of integrating educational strategies that support the development of social competencies across all academic disciplines, as these skills are essential for labor market integration and professional success.

Results of the Social Competence in Communication Diagnostic Questionnaire indicate a balanced level of social competencies among students (Figure 4).



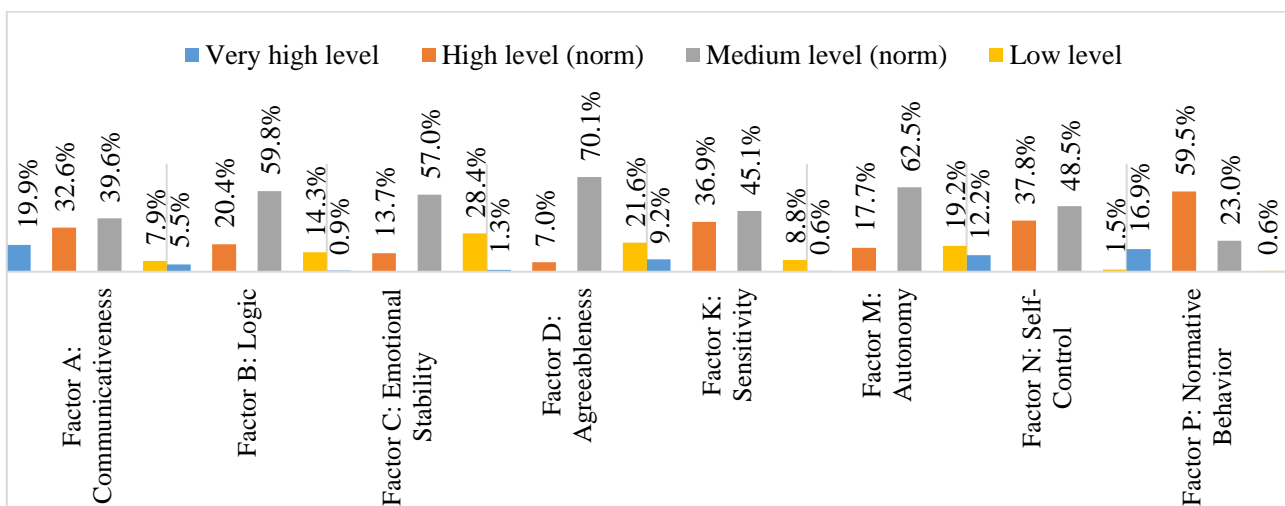
**Fig. 4. Social competencies in communication – statistical means**

The factor means range between 8 and 12 points, suggesting moderate adaptability. Communicativeness reflects sociability with contextual restraints, while logic balances reasoning with emotional influences. Emotional stability and agreeableness are below the average threshold, indicating vulnerability in stressful situations and difficulties in social interactions. Sensitivity shows moderate empathy, whereas autonomy suggests a balance between independence and group influence. Self-control reflects behavioral regulation capacity but also highlights difficulties in managing emotional tension. The



high score for normative behavior indicates social conformity, though it may also suggest rigidity toward norms. These findings emphasize the need for educational interventions aimed at improving emotional stability, self-control, and social interaction skills.

A detailed analysis of the factors associated with social competence highlights both strengths and specific vulnerabilities (Figure 5). Communicativeness is very high among 19.9% of students, yet 7.9% face challenges in social integration. Logic remains at a medium level for 59.8% of students, but 14.3% make decisions under emotional influence. Emotional stability shows the highest percentage at the low level (28.4%), suggesting significant vulnerability, while only 0.9% exhibit very high emotional resilience. Agreeableness is moderate for 70.1%, but 21.6% struggle to maintain harmonious relationships. Sensitivity is balanced (45.1% at the medium level, 36.9% at the high level), reflecting moderate empathy. Autonomy is predominantly medium (62.5%), yet 19.2% rely on external validation. Self-control is well-developed in 37.8% of students, whereas 1.5% have difficulties with emotional self-regulation. Normative behavior scores are high (59.5% at the high level, 16.9% at the very high level), suggesting effective social integration but also a tendency toward rigidity. Although the majority of students exhibit well-developed social competencies, emotional instability, difficulties in social relationships, and high conformity levels call for educational interventions to enhance emotional resilience, social flexibility, and interpersonal relationship management.



**Fig. 5. Levels of social competence in communication among students**

**Evolution of social competencies across gender.** The analysis of social competencies by gender indicates significant differences. Female students demonstrate higher communicative abilities ( $m=12.99$  vs.  $m=11.50$ ,  $p \leq 0.01$ ) and empathy ( $m=12.50$  vs.  $m=10.21$ ,  $p \leq 0.01$ ) but also exhibit greater emotional vulnerability. In contrast, male students display higher emotional stability ( $m=9.9$  vs.  $m=8.74$ ,  $p \leq 0.01$ ), suggesting better stress management. No significant differences were observed for the remaining factors.

**Evolution of social competencies across study years.** The progression of social competencies over the academic years reveals an increase in communicativeness, reaching its peak in the third year ( $m=13.24$ ), alongside improvements in logical reasoning (Year 1:  $m=10.34$  → Year 3:  $m=11.01$ ), reflecting enhanced interaction skills and analytical thinking. Self-control increases in the second year ( $m=14.41$ ) but declines in the third year ( $m=12.68$ ). Agreeableness decreases in the third year ( $m=8.98$ ),



while sensitivity rises (m=12.17), indicating a recalibration of social relationships. Autonomy gradually declines (Year 3: m=9.23), suggesting an increasing need for support, whereas normative behavior remains stable. Statistical analysis confirms a significant increase in communicativeness ( $p \leq 0.05$ ) and sensitivity ( $p \leq 0.01$ ) in the third year, alongside a trend toward social conformity in the second year ( $p \leq 0.05$ ). The decline in agreeableness ( $p \leq 0.05$ ) suggests a more serious and pragmatic approach. University studies support the maturation of social competencies, preparing students for effective interactions in professional environments.

**Social competencies by academic field.** The analysis of social competencies across academic fields reveals a generally balanced level, with specific variations. Communicativeness is more developed among students in Educational Sciences (m=13.16) and Social Sciences (m=12.78), whereas students in Economic Sciences (m=11.71) exhibit a more reserved approach. Sensitivity is highest in Social Sciences (m=12.96) compared to Law (m=11.36) and Economic Sciences (m=10.81), suggesting greater empathy in fields emphasizing human interaction. Agreeableness and autonomy are more pronounced among Law students, reflecting the necessity for independent decision-making. Normative behavior is more prominent in Educational Sciences, indicating a higher level of social conformity. The Tukey test confirms significant differences: communicativeness ( $p \leq 0.01$ ) is lower in Economic Sciences, sensitivity ( $p \leq 0.01$ ) is higher in Social Sciences, and autonomy ( $p \leq 0.01$ ) is more pronounced among Law students. Normative behavior is significantly higher in Educational Sciences ( $p \leq 0.05$ ), while logical reasoning is better developed in Social and Behavioral Sciences ( $p \leq 0.05$ ). These findings suggest that each academic field fosters the development of specific social competencies, highlighting the need to tailor educational strategies to balance these differences and enhance professional integration.

*The first operational hypothesis, stating that the level of social competencies significantly varies by study year and academic field, was partially confirmed. While interannual differences are not pronounced in fundamental relational competencies, they become evident in communication planning and conflict resolution. In contrast, the influence of the academic field is more pronounced, as reflected in the significant differences between disciplines focused on social interaction and those centered on legal or economic aspects.*

**Profile of students' social competencies** (Subchapter 2.3). The profile of students' social competencies, based on the research findings, highlights four essential dimensions: social-cognitive competencies, communication competencies, group interaction competencies, and socio-emotional competencies. These were analyzed in relation to the field of study, year of study, and gender, revealing specific variations for each factor. The table below summarizes the profile of students' social competencies, providing an overview of the four dimensions and the key findings of the study.

**Table 2. Profile of students' social competencies**

Dimension	Description	Key Findings
<b>Social-Cognitive Competencies</b>		
<b>Logic of Social Perception and Self-Awareness</b>	Coherent organization of social information, avoidance of	<ul style="list-style-type: none"> <li>- 80% exhibit well-developed logical thinking.</li> <li>- 5.5% rely exclusively on logic, minimizing empathy.</li> <li>- 14% are guided by impulses and momentary desires.</li> <li>- Gender and year of study do not influence this competence.</li> </ul>

<b>Dimension</b>	<b>Description</b>	<b>Key Findings</b>
	stereotypes, realistic self-reflection.	- Students in Social and Behavioral Sciences are more analytical and objective, while students in Educational Sciences are more intuitive, sometimes influenced by biases.
<b>Agreeableness in Social Relationships</b>	Tendency to maintain harmonious relationships, positive and open attitude in interactions.	- 70% have a balanced level. - 1.3% are excessively agreeable, risking superficiality. - 20% are reserved, even in informal contexts. - In the third year, agreeableness decreases, replaced by seriousness. - Students in Social and Behavioral Sciences are more optimistic, those in Educational Sciences more cautious.
<b>Interpersonal Sensitivity and Artistic Thinking</b>	Perceiving others' emotions, empathy, and artistic vision of social interactions.	- 80% have a balanced level. - 9% are hyper-empathetic, with high emotional receptivity. - 9% are more rational, giving little importance to the emotional dimension. - Female students are more empathetic, male students more pragmatic. - Sensitivity increases in the third year, influencing social relationships. - Students in Social and Behavioral Sciences are more relationship-oriented, while those in other fields are more pragmatic.
<b>Communication Competencies</b>		
<b>Self-Expression in Communication</b>	Correct expression of thoughts, beliefs, and emotions, seeking and offering support.	- General positive development. - 65% have a normative level, 17% either overestimate or struggle with communication. - Female students communicate more easily and seek support more often. - First-year students overestimate their abilities, while third-year students become more self-critical. - Students in Social and Behavioral Sciences are more expressive.
<b>Communication Planning</b>	Setting objectives, prioritization, and decision-making in interactions.	- 60% correctly assess their abilities, while 30% (mainly first-year students) tend to overestimate them. - By the third year, perception becomes more realistic. - Gender does not influence this competence. - Students in Social and Behavioral Sciences are more structured in managing communication.
<b>Communicativeness</b>	Initiating and maintaining social interactions for integration into diverse contexts.	- 70% have a normative level, 20% are very communicative (risking imbalance), and 10% are withdrawn. - Female students are more sociable, male students more selective. - Third-year students gain confidence in initiating interactions. - Students in Educational Sciences are more relationship-oriented.
<b>Self-Control in Communication</b>	Observing social norms and managing interactions appropriately.	- 86% have optimal self-control, 12% have excessive self-control, and 2% struggle with following norms. - Gender, year of study, and academic field do not significantly influence this competence.
<b>Group Interaction Competencies</b>		
<b>Basic Social Interaction Skills</b>	Initiating and maintaining effective social interactions.	- Most students have a balanced development. - 50% have a medium level, 33% a high level (possible overestimation), while 17% experience difficulties. - Gender and year of study do not significantly influence these skills. - Students in Social and Behavioral Sciences demonstrate the highest relational flexibility.
<b>Providing Feedback in Social Relationships</b>	Expressing opinions clearly, respectfully, and constructively.	- 65% provide balanced feedback, 22% exhibit high self-control and a focus on social harmony. - 13% struggle to adjust messages to context.

Dimension	Description	Key Findings
		<ul style="list-style-type: none"> <li>- Gender and year of study do not have a significant impact.</li> <li>- Students in Social and Behavioral Sciences are the most effective in giving feedback.</li> </ul>
<b>Autonomy in Group Relationships</b>	Balancing conformity and independence in decision-making.	<ul style="list-style-type: none"> <li>- 80% maintain this balance, 1% show extreme nonconformity, while 19% depend on group validation.</li> <li>- First-year students tend to overestimate their autonomy, while upper-year students become more adaptable.</li> <li>- Students in Law demonstrate higher autonomy, while those in Educational Sciences and Social and Behavioral Sciences emphasize harmonious group integration.</li> </ul>
<b>Socio-Emotional Competencies</b>		
<b>Conflict Management and Emotional Self-Regulation</b>	Impulse control, maintaining harmonious relationships, and using rational strategies for conflict resolution.	<ul style="list-style-type: none"> <li>- Most students exhibit balanced development.</li> <li>- 60% effectively manage conflicts and stress.</li> <li>- 30% have very high levels, possibly overestimated.</li> <li>- 10% face emotional difficulties and risk burnout.</li> <li>- Third-year students demonstrate better conflict management.</li> <li>- Gender and field of study do not significantly impact this competence.</li> </ul>
<b>Emotional Balance and Affective Stability</b>	Maintaining mature and controlled behavior in social contexts.	<ul style="list-style-type: none"> <li>- 70% demonstrate emotional stability.</li> <li>- 29% struggle with emotional regulation, affecting relationships and academic performance.</li> <li>- 1% show a complete lack of emotional expressiveness ("emotional robots").</li> <li>- Female students are more emotionally sensitive, while male students are more balanced.</li> <li>- Year of study and academic field do not significantly influence this competence.</li> </ul>
<b>Observance of Social Norms and Normative Behavior</b>	Adapting to social rules and maintaining harmonious integration within the community.	<ul style="list-style-type: none"> <li>- 99% respect social norms, 1% show antisocial tendencies.</li> <li>- Normative behavior is not influenced by gender.</li> <li>- Occasionally, students face challenges adapting to academic requirements, but these are gradually overcome.</li> <li>- Students in Social and Behavioral Sciences integrate social norms more effectively while maintaining a greater degree of self-expression.</li> </ul>

**Profile of students' social competencies: SWOT Analysis.** The profile of students' social competencies, examined through SWOT analysis, highlights both strengths and areas that require improvement, influenced by factors such as field of study, gender, and level of academic experience.

**Strengths.** The majority of students demonstrate strong logical social thinking, empathy, and communicative skills, which facilitate their integration into social and professional environments. Approximately 70-80% of students maintain harmonious relationships and exhibit openness to social interactions. Additionally, the high level of adherence to social norms (99%) indicates effective adaptation to societal demands. University studies contribute to the development of self-awareness, a balance between autonomy and conformity, and improvements in communication and conflict management skills.

**Weaknesses.** Approximately 29% of students struggle with emotional regulation, which can impact the stability of their social relationships. Some students either overestimate or underestimate their competencies, affecting their self-confidence and interactions. While female students tend to be more empathetic, they also show greater emotional vulnerability, whereas male students are more

reserved in communication. As students advance in their studies, some become more serious and withdrawn, and 19% display excessive conformity, preferring to follow group opinions rather than take personal initiative.

**Opportunities.** Higher education can support the development of social competencies through mentoring, practical activities, and psychological counseling. International interactions, volunteer work, and extracurricular programs can enhance emotional stability and adaptability to diverse contexts. Tailoring educational approaches to address identified weaknesses, according to the specifics of each field of study, can further strengthen students' competencies.

**Threats.** The tendency toward social isolation and a preference for digital communication may hinder the development of authentic relationships. Academic pressure and professional stress reduce spontaneity and openness to interactions. A lack of effective conflict management strategies and difficulties in adapting to cultural diversity may negatively impact professional integration. Furthermore, excessive conformity and overestimation of social skills can impair independent decision-making and effective interpersonal relationships.

This analysis underscores the importance of educational interventions and personal development programs in optimizing students' social competencies and facilitating their adaptation to professional and social demands.

***Interdependence between Quality of life evaluation and students' social adaptation.*** Subchapter 2.4 examines the relationship between students' quality of life evaluation and their social adaptation. The results of the Quality of Life Assessment Questionnaire (Elliot R.S., adapted by H. Водопьянова) indicate that all analyzed dimensions are at a moderate level, suggesting a generally satisfactory perception of university life. Personal aspirations and achievements (30.33) and communication with friends (30.29) reflect a positive perception of personal progress and social relationships. Social support (29.99) and career satisfaction (29.24) indicate moderate confidence in social support and professional prospects. Optimism (26.08), self-control (25.39), and emotional states (25.27) received the lowest scores, signaling difficulties in emotional regulation and environmental adaptation.

Significant gender differences emerged: male students scored higher in health, optimism, self-control, and psychological balance, reflecting greater confidence in decision-making, while female students valued social support and interpersonal relationships more but displayed greater emotional sensitivity. A statistically significant difference was observed in self-control, where male students scored higher.

Analysis by year of study shows that third-year students scored higher in aspirations and social support, benefiting from accumulated experience. First-year students tended to idealize career prospects, while third-year students evaluated them more realistically.

Regarding academic fields, students in Social and Behavioral Sciences scored highest in personal aspirations, Education Sciences students placed greater value on relationships and social support, Economics students reported higher satisfaction with career and psychological balance, and Law students had lower social support scores, indicating a higher degree of autonomy.

These findings confirm Operational Hypothesis 2, demonstrating significant differences in quality of life based on gender (self-control), year of study (satisfaction with personal achievements and social support), and academic field (career satisfaction, personal aspirations, social support, and psychological balance). These results emphasize the need for educational interventions tailored to the specific needs of each field and professional development stage.

The ASEAD Questionnaire results indicate a moderate overall adaptation level, with a general adaptation coefficient  $Q\text{-adaptation} = 18.73$ . Microsocial adaptation (19.52) reflects moderate integration into professional training and time management. Mesosocial adaptation (18.25) shows functional relationships with family, peers, and professors, though some students experience challenges. Macrosocial adaptation (18.45) is more difficult, with 20.1% of students reporting a low level of adaptation.

Gender-based differences show that female students exhibit better microsocial adaptation, effectively managing personal aspirations, while male students show better mesosocial and macrosocial adaptation, being more integrated into groups. A statistically significant difference was observed in microsocial adaptation ( $p \leq 0.05$ ).

By year of study, first-year students benefit from external support, second-year students show increased macrosocial adaptation, and third-year students face a decline in macrosocial adaptation due to increased responsibilities. Significant differences were noted between first- and third-year students in macrosocial adaptation ( $p \leq 0.01$ ) and  $Q\text{-adaptation}$  ( $p \leq 0.05$ ).

By academic field, students in Social and Behavioral Sciences showed the highest microsocial adaptation, Law students excelled in macrosocial adaptation, while Economics and Education Sciences students had lower scores in macrosocial adaptation. Although the general adaptation level is moderate, the observed differences by year and field of study suggest a need for personalized support strategies, particularly for senior students.

The relationship between quality of life and social adaptation was analyzed using Pearson's correlation test, yielding the following results: Microsocial adaptation is influenced by self-control ( $r=287$ ,  $p \leq 0.01$ ), personal aspirations ( $r=270$ ,  $p \leq 0.01$ ), health ( $r=244$ ,  $p \leq 0.01$ ), and social support ( $r=244$ ,  $p \leq 0.01$ ), indicating that a positive perception of achievements and social support facilitates personal integration. Mesosocial adaptation is correlated with social support ( $r=323$ ,  $p \leq 0.01$ ), health ( $r=323$ ,  $p \leq 0.01$ ), and personal aspirations ( $r=289$ ,  $p \leq 0.01$ ), confirming that harmonious relationships are sustained by a positive perception of health and social support. Optimism ( $r=159$ ,  $p \leq 0.01$ ) and psychological balance ( $r=215$ ,  $p \leq 0.01$ ) play a key role in social integration. Macrosocial adaptation is influenced by optimism ( $r=117$ ,  $p \leq 0.05$ ), psychological balance ( $r=129$ ,  $p \leq 0.05$ ), and self-control ( $r=169$ ,  $p \leq 0.01$ ), suggesting that success in social and institutional interactions depends on emotional regulation and self-control. The general adaptation coefficient ( $Q\text{-adaptation}$ ) is determined by self-control ( $r=279$ ,  $p \leq 0.01$ ), health ( $r=145$ ,  $p \leq 0.01$ ), social support ( $r=145$ ,  $p \leq 0.01$ ), and optimism ( $r=132$ ,  $p \leq 0.05$ ), highlighting the impact of psychological well-being on social adaptation.

*These findings confirm Operational Hypothesis 3, demonstrating significant correlations between quality of life evaluation and social adaptation. Quality of life directly influences all levels of*

*social adaptation (microsocial, mesosocial, and macrosocial) as well as the general adaptation coefficient.* While all components of quality of life affect mesosocial adaptation, self-control, optimism, and psychological balance are essential for macrosocial adaptation, reflecting the higher complexity of this domain. These results emphasize the need for educational and psychological support to enhance students' well-being, facilitating their social integration and academic success.

***The contribution of social competencies to quality of life evaluation and social adaptation.***

The final subchapter examines the relationship between social competencies, quality of life, and the process of social and academic adaptation.

***The relationship between social competencies and quality of life.*** The study highlights the interdependence between social competencies, quality of life, and social and academic adaptation. Social-cognitive competencies directly influence life perception: logical thinking supports health ( $r=0.129$ ,  $p\leq 0.05$ ) and optimism ( $r=0.114$ ,  $p\leq 0.05$ ), while agreeableness is positively correlated with aspirations ( $r=0.171$ ,  $p\leq 0.01$ ), communication with friends ( $r=0.120$ ,  $p\leq 0.05$ ), and social support ( $r=0.129$ ,  $p\leq 0.05$ ). Excessive sensitivity negatively impacts psychological balance ( $r=-0.217$ ,  $p\leq 0.01$ ) and self-control ( $r=-0.229$ ,  $p\leq 0.01$ ).

Communication competencies influence career development ( $r=0.277$ ,  $p\leq 0.01$ ), aspirations ( $r=0.308$ ,  $p\leq 0.01$ ), and the overall quality of life index ( $r=0.311$ ,  $p\leq 0.01$ ), while self-control in communication fosters better health ( $r=0.142$ ,  $p\leq 0.01$ ) and emotional balance ( $r=0.146$ ,  $p\leq 0.01$ ). In relational contexts, interaction skills support aspirations ( $r=0.177$ ,  $p\leq 0.01$ ) and overall quality of life ( $r=0.136$ ,  $p\leq 0.05$ ), whereas excessive autonomy reduces optimism ( $r=-0.156$ ,  $p\leq 0.01$ ).

Socio-emotional competencies play a crucial role in well-being: alternatives to aggressive behavior correlate positively with health ( $r=0.186$ ,  $p\leq 0.01$ ), social support ( $r=0.307$ ,  $p\leq 0.01$ ), and quality of life ( $r=0.327$ ,  $p\leq 0.01$ ). Emotional stability has the strongest influence on the overall quality of life index ( $r=0.401$ ,  $p\leq 0.01$ ), while excessive conformity significantly decreases life satisfaction ( $r=-0.365$ ,  $p\leq 0.01$ ). Overall, the general index of social competencies is positively associated with aspirations ( $r=0.276$ ,  $p\leq 0.01$ ), health ( $r=0.152$ ,  $p\leq 0.01$ ), emotional balance ( $r=0.176$ ,  $p\leq 0.01$ ), and quality of life ( $r=0.223$ ,  $p\leq 0.01$ ).

***The relationship between social competencies and social adaptation.*** The impact analysis on social adaptation indicates that logical thinking supports mesosocial adaptation ( $r=0.210$ ,  $p\leq 0.01$ ), communication planning facilitates microsocial ( $r=0.184$ ,  $p\leq 0.01$ ) and mesosocial integration ( $r=0.300$ ,  $p\leq 0.01$ ), while self-control in communication contributes to the overall adaptation coefficient ( $r=0.133$ ,  $p\leq 0.05$ ). Relationship-building skills are essential for microsocial adaptation ( $r=0.307$ ,  $p\leq 0.01$ ) and mesosocial adaptation ( $r=0.287$ ,  $p\leq 0.01$ ), while excessive autonomy negatively affects adaptation ( $r=-0.137$ ,  $p\leq 0.05$ ;  $r=-0.299$ ,  $p\leq 0.01$ ).

Socio-emotional competencies support social integration: alternatives to aggressive behavior correlate with microsocial ( $r=0.246$ ,  $p\leq 0.01$ ) and mesosocial adaptation ( $r=0.316$ ,  $p\leq 0.01$ ), while emotional stability contributes to the overall adaptation coefficient ( $r=0.184$ ,  $p\leq 0.01$ ). A lack of adherence to social norms negatively affects all dimensions of adaptation. The general index of social

competencies is significantly associated with microsocial adaptation ( $r=0.277$ ,  $p\leq 0.01$ ), mesosocial adaptation ( $r=0.354$ ,  $p\leq 0.01$ ), and the overall adaptation coefficient ( $r=0.167$ ,  $p\leq 0.01$ ).

*The findings confirm that the level of social competencies significantly influences life perception and social integration. Developing these competencies supports adaptation to societal and professional demands, facilitating more efficient integration. The validation of Operational Hypothesis 4 demonstrates that social competency formation is a complex process involving not only the acquisition of communication and interaction techniques but also their application in real-world contexts.*

The chapter concludes by discussing the influence of socio-demographic variables and academic field on social competencies, quality of life, and social adaptation. These results lay the foundation for subsequent quasi-experimental research, which will analyze the impact of curriculum and extracurricular activities on the enhancement of social competencies, the optimization of quality of life perception, and the facilitation of student integration.

**Chapter 3 – The contribution of higher education to the development of social competencies and quality of life evaluation: a quasi-experimental study.** This chapter outlines the theoretical framework and methodology of the quasi-experiment, justifying its use in analyzing the impact of higher education on social competencies. Unlike correlational studies, the quasi-experimental design allows for a more precise assessment of the influence of curricular and extracurricular activities, offering partial control over variables.

Higher education provides a favorable environment for the development of social competencies; however, their integration varies depending on the academic field. The initial findings demonstrated that programs explicitly incorporating social competencies contribute to their development, highlighting the need for an intervention-based approach. The quasi-experiment is widely used in educational sciences and psychology to analyze causal relationships in situations where classical experiments cannot be applied. This study examines the impact of university activities on social competencies and how they influence students' quality of life evaluation and social adaptation. The results will contribute to the development of effective educational strategies for the optimal integration of social competencies into higher education.

*The aim of this research* is to investigate the impact of undergraduate programs explicitly incorporating social competency training on their development and, consequently, on students' quality of life evaluation and social adaptation. By analyzing the dynamics of these variables, the study seeks to highlight the relationship between curricular structure, extracurricular activities, and the consolidation of social competencies in the university environment.

*Objectives of the study:* (1) analyze the curriculum of the psychology undergraduate program to determine the extent to which its content contributes to the development of social competencies; (2) identify relevant extracurricular activities that support the formation and consolidation of students' social competencies; (3) evaluate the cumulative impact of curricular and extracurricular content on the evolution of social competencies, modifications in quality of life evaluation, and the process of social adaptation among students.

**Operational hypothesis.** The study's hypothesis posits that the alignment of curricular and extracurricular objectives in undergraduate programs toward developing transversal competencies facilitates the consolidation of social competencies, leading to a more positive quality of life evaluation and improved social adaptation among students.

**Research methodology and experimental design.** The quasi-experiment, conducted between November 2016 and May 2019, analyzed the impact of undergraduate programs on social competencies, quality of life evaluation, and students' social adaptation. The experimental group (25 psychology students from the Social and Behavioral Sciences domain) and the control group (25 business and administration students from the Economic Sciences domain) were selected from the same academic cohort (2016–2017). Before the intervention, an initial diagnostic assessment and comparative analysis of both groups were conducted using the Mann-Whitney U test. The results confirmed the homogeneity of the two groups in terms of their social competency levels, quality of life evaluation, and social and academic adaptation, ensuring the validity of subsequent analyses.

**Higher education and the development of social competencies: curricular and extracurricular dimensions.** This subchapter analyzes the role of higher education in shaping students' social competencies through a balanced integration of curricular and extracurricular activities. The Psychology undergraduate program is designed to develop both professional competencies, essential for psychological practice, and transversal competencies, crucial for adaptation to diverse social and professional contexts. These competencies are cultivated through theoretical and applied courses, scientific research, and educational experiences that foster social interaction and personal development.

Professional competencies include theoretical and methodological foundations of psychology, experimental research design, psycho-clinical reasoning, and the application of psychological interventions, all of which contribute to developing analytical and critical thinking skills necessary for interpreting and managing psychosocial situations. Simultaneously, transversal competencies such as effective communication, critical thinking, creativity, and interpersonal sensitivity facilitate professional integration, enhance social interactions, and support decision-making in complex environments.

During the quasi-experimental research (2016–2019), extracurricular activities were integrated into students' training, providing practical opportunities for developing social competencies. The analysis of extracurricular programs conducted during the targeted academic years highlighted their contribution to improving interpersonal relationships, emotional self-regulation, and social interaction management. Roundtable discussions, workshops, and focus groups allowed students to practice communication, leadership, decision-making, and adaptation skills in professional environments. Participation in thematic activities on emotion management, socio-emotional competency assessment, and social impression management reinforced both social-cognitive competencies and students' ability to interact effectively in diverse contexts. By integrating curricular and extracurricular components, university education in psychology not only prepares specialists in the field but also contributes to developing social competencies essential for professional success and harmonious community



integration. This approach supports students in building an adaptable professional profile, equipping them to respond to social dynamics and the evolving demands of the labor market.

**The role of higher education in strengthening social competencies and quality of life evaluation.** This subchapter presents the test-retest analysis of the quasi-experimental study results, which revealed significant improvements in the experimental group compared to stagnation in the control group. In the experimental group, there were notable increases in self-expression in communication ( $m_1=3.7$ ,  $m_3=3.9$ ,  $z=2.242$ ,  $p=0.025$ ) and social feedback ( $m_1=3.8$ ,  $m_3=3.9$ ), along with adjustments in communication planning ( $m_1=4.1$ ,  $m_3=3.9$ ) and relationship-building skills ( $m_1=4.0$ ,  $m_3=3.9$ ). Statistically significant differences were observed in logic ( $z=-3.625$ ,  $p<0.001$ ), emotional stability ( $z=-4.151$ ,  $p<0.001$ ), agreeableness ( $z=-4.174$ ,  $p<0.001$ ), autonomy ( $z=-4.012$ ,  $p<0.001$ ), self-control ( $z=-2.128$ ,  $p=0.033$ ), and normative behavior ( $z=-4.119$ ,  $p<0.001$ ). In contrast, the control group showed no significant differences ( $p>0.05$ ), confirming a lack of progress in the absence of a structured educational program.

In the experimental group, the perception of quality of life improved significantly, as shown by the following increases: optimism ( $m_1=26.6 \rightarrow m_3=29.7$ ), psychological balance ( $m_1=28.6 \rightarrow m_3=31.0$ ), self-control ( $m_1=25.4 \rightarrow m_3=28.7$ ), emotional states ( $m_1=25.8 \rightarrow m_3=29.0$ ), and social support ( $m_1=30.3 \rightarrow m_3=31.9$ ). The overall Quality of Life Index increased from  $m_1=28.9$  to  $m_3=31.2$  ( $z=-4.374$ ,  $p<0.001$ ). The distribution of scores showed a reduction in low levels, with most students now falling into the high range. Meanwhile, in the control group, variations were minimal and statistically insignificant ( $p>0.05$ ), demonstrating stagnation in quality of life perception.

The role of social competencies in social adaptation was confirmed. In the experimental group, all dimensions of adaptation registered significant increases, including microsocial adaptation ( $m_1=20.1 \rightarrow m_3=22.5$ ,  $z=-4.202$ ,  $p<0.001$ ), mesosocial adaptation ( $m_1=19.2 \rightarrow m_3=21.7$ ,  $z=-3.972$ ,  $p<0.001$ ), macrosocial adaptation ( $m_1=18.2 \rightarrow m_3=20.4$ ,  $z=-2.249$ ,  $p=0.025$ ), and the overall Adaptation Index (Q-adaptation) ( $m_1=19.6 \rightarrow m_3=21.5$ ,  $z=-3.673$ ,  $p<0.001$ ). In contrast, the control group maintained a constant level of social adaptation, with no significant changes ( $p>0.05$ ).

A comparison between the experimental and control groups confirmed statistically significant differences in favor of the experimental group, where educational interventions led to notable improvements in overall social competencies ( $z=-2.383$ ,  $p=0.017$ ), self-expression in communication ( $z=-2.968$ ,  $p<0.01$ ), conflict resolution strategies ( $z=-1.932$ ,  $p=0.050$ ), the General Quality of Life Index ( $z=-2.368$ ,  $p=0.018$ ), and the Overall Social Adaptation Index (Q-adaptation) ( $z=-4.530$ ,  $p<0.001$ ).

*The results confirm the positive impact of curricular and extracurricular activities on social competencies, quality of life, and social adaptation, validating the operational hypothesis of the quasi-experimental study. The educational model focused on transversal competencies leads to significant improvements in students' social and professional development, as evidenced by the experimental group's progress in self-expression, emotional stability, autonomy, and social interaction.*

The analysis of curricula and extracurricular activities in the Psychology undergraduate program at ULIM demonstrates that undergraduate programs support the integrated development of professional and social competencies, combining theory with practice. Extracurricular activities provide authentic

social interaction contexts, facilitating the application of knowledge and a balanced self-evaluation of social competencies. Test-retest results confirm that social competencies positively influence quality of life and social adaptation, with significant increases in the experimental group, as opposed to minor fluctuations in the control group. This quasi-experimental study emphasizes that a higher education model centered on transversal competencies enhances social integration and quality of life, reinforcing students' preparation for both academic and professional environments.

## **GENERAL CONCLUSIONS AND RECOMMENDATIONS**

In accordance with the research theme, fundamental hypothesis, objectives, and purpose, the following *scientific results* have been obtained, illustrating the conclusions of the investigation.

1. Theoretical analysis and empirical research on social competencies highlight their constructive nature, acquired and developed through primary and secondary socialization. While conceptualization varies between perspectives emphasizing individual traits and behavioral skills, all approaches recognize their role in interpersonal interactions and social performance. The literature suggests that measuring social competency is often fragmented, limited to assessing specific components. Based on this, we formulated a comprehensive definition, considering social competency as a set of individual characteristics (personal and behavioral) shaped by social and personality factors, structured into four core dimensions: social-cognitive competencies, communication skills, group interaction abilities, and socio-emotional competencies [44, 45, 46, 47, 48, 49, 54].

Although the relationship between social competencies and quality of life evaluation has been less explored, studies indicate a significant impact on psychological well-being, correlating with emotional balance, self-control, aspirations, social achievements, communication, and social support [45, 49, 50, 52, 53, 54]. This suggests that social competencies and quality of life evaluation are interdependent, influencing psychosocial adaptation. The university environment plays a crucial role in fostering these competencies, contributing not only to professional training but also to effective social integration. Theoretical analysis has laid the foundation for the experimental approach, clarifying the relationships between social competencies (a determinant of social well-being and performance), quality of life evaluation (a subjective expression of well-being), and social adaptation (a prerequisite for harmonious development and individual prosperity) [44, 46, 47].

2. Based on theoretical analysis of social competency and quality of life evaluation, their interdependence was demonstrated, arguing for the continuous development of social competencies as an essential factor in adapting to contextual changes in an individual's life. A theoretical model was developed to identify key social competencies that influence quality of life evaluation and contribute to students' social adaptation. This model provides a conceptual framework for understanding the relationship between social competency development and students' social and professional integration, emphasizing the importance of higher education in strengthening these skills.

3. Experimental verification confirmed the significant relationship between social competency development levels and quality of life evaluation, demonstrating that students with medium to high social competencies tend to evaluate their quality of life more positively. This evaluation directly influences social and academic adaptation, as well as interactions within micro-, meso-, and macro-

social environments. The experimental study outlined a profile of the contemporary student's social competencies, identifying dominant traits and areas requiring educational intervention. This profile formed the basis for designing and implementing an educational pathway aimed at harmonizing and optimizing social competencies, facilitating students' social and professional integration.

4. The quasi-experiment was conducted to analyze the impact of curricular and extracurricular activities on students' social competency development. The study included a detailed examination of program objectives, aligned with both professional and transversal competencies, and an assessment of curricular and extracurricular content that supports their development. The quasi-experimental hypothesis was tested using the test-retest method on two homogeneous groups (experimental and control). The results confirm the positive impact of educational programs focused on transversal competencies, enhancing students' social competencies and quality of life perception, ultimately facilitating more effective social adaptation to academic and social demands.

5. Findings from the observational study and quasi-experiment led to the formulation of recommendations for optimizing university strategies in fostering students' social competencies. Higher education institutions are encouraged to explicitly integrate social competencies into program objectives, aligning them with labor market demands through collaboration with employers and alumni. The utilization of extracurricular activities, such as volunteering and skill-building workshops, should be reinforced through academic recognition. Furthermore, developing social competencies among faculty members is essential to support the transition toward an active and transdisciplinary pedagogy, equipping students with adaptive skills for contemporary social realities.

These conclusions reinforce the importance of integrating social competencies into university education, not only for professional training but also for holistic student development, ensuring a more effective transition into the workforce and society.

Based on the results obtained through the research conducted in this doctoral thesis, the following *recommendations are proposed to optimize strategies for developing social competencies in the university environment*:

1. Explicit integration of social competencies into the learning outcomes of academic programs, considering their importance for graduates' professional success. Higher education institutions should clearly define these competencies in alignment with labor market requirements and students' personal development needs.

2. Revision of university curricula through a consultative process involving employers and other relevant stakeholders, to identify the essential social competencies for each professional field. This approach will ensure better alignment between academic training, socio-economic realities, and employment requirements.

3. Aligning educational strategies with alumni experiences, incorporating them into employability research. Adjusting curricular and extracurricular activities accordingly will facilitate the development of social competencies essential for professional integration.

4. Diversification of teaching methods to foster social competencies, integrating interactive activities such as training workshops, collaborative learning, interdisciplinary projects, and

volunteering. These activities should be academically recognized, either through transferable credits or as mandatory components within specific courses, thereby encouraging active student engagement.

5. Enhancing faculty members' social competencies, recognizing the impact of behavioral modeling on students. Continuous professional development programs should include training modules focused on social competency development and innovative educational methodologies, facilitating the transition to an active and transdisciplinary pedagogy.

Implementing these recommendations will contribute to the creation of an educational environment that not only imparts knowledge but also trains professionals capable of adapting and integrating effectively into contemporary social and professional structures.

**Future research directions.** The experimental results were obtained from a student sample predominantly from social science fields, indicating a relatively high level of social competencies. Expanding the research to include students from other fields—such as arts, humanities, natural sciences, information technologies, engineering, agricultural sciences, and healthcare—would allow for a broader understanding of the challenges associated with developing social competencies in diverse educational and professional contexts. Another future research direction involves examining the relationship between students' and professors' social competencies, aiming to identify ways in which educational strategies can support the development of these competencies at an institutional level. Additionally, an extended analysis of university curricula could help identify systematic approaches to integrating social competencies into academic training. This process would include: defining social competencies as transversal learning objectives, introducing dedicated modules, utilizing collaborative teaching methods, enhancing the role of professional internships. Findings from such research could contribute to the optimization of study programs, faculty training, the piloting of innovative strategies, and the expansion of best practices.

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## ADNOTARE

### **Musienco Natalia, Competențele sociale și evaluarea calității vieții de către studenți. Teză de doctor în psihologie, Chișinău, 2025**

**Structura tezei:** introducere, trei capitole, concluzii generale și recomandări, bibliografie din 224 de titluri, 4 anexe, 150 de pagini de text de bază, 61 de figuri, 28 tabele. Rezultatele obținute sunt publicate în 11 lucrări științifice.

**Cuvinte-cheie:** competențe sociale, calitatea vieții, adaptare socială, educație universitară, dezvoltare personală și profesională, mediu academic, curriculum universitar, activități extracurriculare, finalități educaționale.

**Scopul lucrării** constă în determinarea nivelului de dezvoltare a competențelor sociale și a impactului acestora asupra evaluării calității vieții în rândul studenților, precum și în stabilirea influenței programelor universitare asupra îmbunătățirii acestor competențe, având drept consecință facilitarea procesului de adaptare socială.

**Obiectivele lucrării:** analiza și sistematizarea abordărilor teoretice și studiilor empirice privind competențele sociale, în vederea identificării impactului acestora asupra evaluării calității vieții studenților și a modalităților prin care pot fi dezvoltate în mediul academic; elaborarea unui model teoretic care să descrie competențele sociale esențiale pentru studenți, evidențiind relația acestora cu evaluarea calității vieții și adaptarea socială; determinarea nivelului de dezvoltare a competențelor sociale în rândul studenților și conturarea unui profil specific acestora, precum și identificarea raportului dintre nivelul competențelor sociale, evaluarea calității vieții și adaptarea socială; proiectarea și implementarea unui cvasi-experiment pentru a măsura impactul conținuturilor curriculare și extracurriculare asupra dezvoltării competențelor sociale ale studenților și asupra evaluării calității vieții ca factor determinant al adaptării sociale; formularea unor recomandări practice pentru îmbunătățirea strategiilor educaționale universitare, astfel încât programele de studii să sprijine dezvoltarea competențelor sociale, pozitivizarea evaluării calității vieții și integrarea studenților în medii profesionale și sociale diverse.

**Noutatea și originalitatea științifică a rezultatelor obținute** rezidă în conceptualizarea unui model al competențelor sociale ale studenților și în demonstrarea impactului acestora asupra evaluării calității vieții, influențând pozitiv procesul de adaptare socială. Cercetarea aduce o contribuție inovatoare prin argumentarea importanței educației universitare în proiectarea și implementarea conținuturilor curriculare și extracurriculare bazate pe dezvoltarea competențelor sociale, evidențiind capacitatea acestora de a forma specialiști capabili să răspundă dinamicii cerințelor sociale și profesionale contemporane.

**Rezultatele obținute care contribuie la soluționarea problemei științifice importante** constă în elaborarea unui model conceptual al competențelor sociale, validat experimental și transpus în profilul manifestării acestora la studenți. Studiul a demonstrat impactul multidimensional și integrativ al competențelor sociale asupra evaluării calității vieții și adaptării sociale, evidențiind importanța acestora în contextul formării academice. Totodată, prin aplicarea unei dirijări sistematice a parcursului curricular și extracurricular al studenților, s-a confirmat rolul educației universitare în dezvoltarea acestor competențe, esențiale pentru îmbunătățirea evaluării calității vieții și pentru facilitarea adaptării la cerințele mediului social contemporan.

**Semnificația teoretică a cercetării:** cercetarea a propus o structurare clară a competențelor sociale în patru dimensiuni esențiale (social-cognitive, de comunicare, de relaționare și socio-emoționale), contribuind la cercetarea și înțelegerea holistică a acestora în context academic și social. De asemenea, studiul introduce utilizarea modelului SWOT nu doar ca instrument de analiză strategică, ci și ca metodă de diagnoză a competențelor sociale ale studenților, facilitând identificarea punctelor tari, a vulnerabilităților, oportunităților și riscurilor asociate dezvoltării acestora.

**Valoarea aplicativă a cercetării:** Cercetarea aduce contribuții originale în dezvoltarea competențelor sociale și impactul acestora asupra calității vieții studenților. Prin elaborarea unui profil complex al competențelor sociale, oferă un model empiric aplicabil optimizării strategiilor educaționale. Cvasi-experimentul validează influența conținuturilor curriculare și extracurriculare, confirmând impactul pozitiv asupra evaluării calității vieții și adaptării sociale. Spre deosebire de studiile axate pe copii, adolescenți sau grupuri vulnerabile, această cercetare extinde analiza la studenți, oferind o perspectivă mai amplă asupra proceselor de socializare și adaptare. Se subliniază necesitatea unei abordări multidimensionale, propunând strategii diferențiate pentru consolidarea competențelor sociale prin metode interactive, activități extracurriculare și intervenții curriculare. Aceste elemente inovative contribuie la un cadru teoretic și aplicativ solid, cu implicații directe asupra politicilor educaționale universitare și formării viitorilor specialiști.

**Aprobarea și implementarea rezultatelor:** rezultatele obținute au fost utilizate și prezentate în activitățile didactice și extracurriculare desfășurate cu studenții din cadrul ULIM, în orele de tutorat cu grupa academică; prezentate în atelierele tematice ale Conferinței Științifice Internaționale anuale „Preocupări contemporane ale științelor socioumane”, în predarea cursurilor „Psihologia cunoașterii sociale” și „Psihologia grupului social și a organizației”.



## АННОТАЦИЯ

**Мусиенко Наталья, Социальные компетентности и оценка качества жизни студентов. Диссертация на соискание степени доктора психологии, Кишинэу, 2025**

**Структура диссертации:** введение, три главы, общие выводы и рекомендации, библиография, состоящая из 224 наименований, 4 приложения, 150 страниц основного текста, 61 рисунок, 28 таблиц. Полученные результаты опубликованы в 11 научных статьях.

**Ключевые слова:** социальные компетенции, качество жизни, социальная адаптация, университетское образование, личностное и профессиональное развитие, академическая среда, университетская учебная программа, внеучебная деятельность, образовательные цели.

**Цель научной работы:** заключается в определении уровня развития социальных компетенций и их влияния на оценку качества жизни студентов, а также в установлении воздействия университетских программ на улучшение этих компетенций, что способствует облегчению процесса социальной адаптации.

**Задачи исследования:** анализ и систематизация теоретических подходов и эмпирических исследований социальных компетенций с целью выявления их влияния на оценку качества жизни студентов и определения способов их развития в академической среде; разработка теоретической модели, описывающей ключевые социальные компетенции студентов, с акцентом на их связь с оценкой качества жизни и социальной адаптацией; определение уровня развития социальных компетенций среди студентов, создание их типичного профиля и выявление взаимосвязи между уровнем социальных компетенций, оценкой качества жизни и социальной адаптацией; проектирование и реализация квази-эксперимента для измерения влияния учебных и внеучебных программ на развитие социальных компетенций студентов и оценку качества жизни как фактора социальной адаптации; формулирование практических рекомендаций по совершенствованию образовательных стратегий в университетах, направленных на развитие социальных компетенций, улучшение восприятия качества жизни и успешную интеграцию студентов в профессиональную и социальную среду.

**Новизна и научная оригинальность полученных результатов:** заключаются в концептуализации модели социальных компетенций студентов и демонстрации их влияния на оценку качества жизни, что положительно сказывается на процессе социальной адаптации. Исследование представляет инновационный вклад, аргументируя значимость университетского образования в разработке и внедрении учебных и внеучебных программ, ориентированных на развитие социальных компетенций, и подчеркивает его роль в подготовке специалистов, способных адаптироваться к динамично изменяющимся социальным и профессиональным требованиям.

**Полученные результаты, способствующие решению важной научной проблемы:** заключаются в разработке концептуальной модели социальных компетенций, экспериментально подтвержденной и отраженной в профиле их проявления у студентов. Исследование продемонстрировало многомерное и интегративное влияние социальных компетенций на оценку качества жизни и социальную адаптацию, подчеркивая их значимость в академическом обучении. Кроме того, систематическое управление учебным и внеучебным процессом студентов подтвердило роль университетского образования в развитии этих компетенций, необходимых для улучшения восприятия качества жизни и адаптации к требованиям современного социального окружения.

**Теоретическая значимость исследования:** исследование предложило четкую структуру социальных компетенций, разделенных на четыре ключевых измерения (социально-когнитивные, коммуникативные, групповое взаимодействие и социально-эмоциональные), что способствует их комплексному изучению и пониманию в академическом и социальном контексте. Кроме того, в работе представлено использование модели SWOT не только как инструмента стратегического анализа, но и как метода диагностики социальных компетенций студентов, позволяющего выявлять их сильные и слабые стороны, а также определять возможности и риски их развития.

**Практическая значимость исследования:** исследование вносит оригинальный вклад в развитие социальных компетенций и изучение их влияния на качество жизни студентов. Разработанный комплексный профиль социальных компетенций предлагает эмпирическую модель, применимую для оптимизации образовательных стратегий. Квази-эксперимент подтвердил влияние учебных и внеучебных программ, продемонстрировав их положительное воздействие на оценку качества жизни и социальную адаптацию. В отличие от исследований, ориентированных на детей, подростков или уязвимые группы, данная работа расширяет анализ, охватывая студентов и предлагая более широкую перспективу процессов социализации и адаптации. Подчеркивается необходимость многомерного подхода, предусматривающего дифференцированные стратегии для развития социальных компетенций через интерактивные методы, внеучебные активности и целенаправленные учебные интервенции. Эти инновационные элементы способствуют созданию прочной теоретической и практической базы, имеющей непосредственное влияние на образовательную политику университетов и подготовку будущих специалистов.

**Внедрение научных результатов:** полученные результаты использовались и представлялись в дидактических и внеклассных мероприятиях, проводимых со студентами ULIM, на занятиях с академической группой; представлен на тематических семинарах ежегодной Международной научной конференции «Современные проблемы социальных и гуманитарных наук», при преподавании курсов «Психология социального познания» и «Психология социальной группы и организации».

## ANNOTATION

**Musienco Natalia, Social competences and evaluation of the quality of life by students. PhD Thesis in psychology, Chisinau, 2025**

**The structure of the thesis:** introduction, three chapters, general conclusions and recommendations, bibliography of 224 titles, 4 appendices, 150 pages of basic text, 61 figures, 28 tables. The obtained results are published in 11 scientific papers.

**Keywords:** Social competencies, quality of life, social adaptation, university education, personal and professional development, academic environment, university curriculum, extracurricular activities, educational objectives.

**The aim of the study** is to determine the level of development of social competencies and their impact on students' evaluation of quality of life, as well as to assess the influence of university programs on the improvement of these competencies, ultimately facilitating the process of social adaptation.

**The objectives of the work:** the analysis and systematization of theoretical approaches and empirical studies on social competencies to identify their impact on students' evaluation of quality of life and the ways in which they can be developed in the academic environment; the development of a theoretical model describing the essential social competencies for students, highlighting their relationship with quality of life evaluation and social adaptation; the determination of the level of social competency development among students and the outlining of a specific profile, as well as the identification of the relationship between social competency levels, quality of life evaluation, and social adaptation; the design and implementation of a quasi-experiment to measure the impact of curricular and extracurricular content on the development of students' social competencies and their evaluation of quality of life as a key factor in social adaptation; the formulation of practical recommendations for improving university educational strategies so that study programs support the development of social competencies, enhance quality of life evaluation, and facilitate students' integration into diverse professional and social environments.

**Scientific novelty and originality of the obtained results:** lie in the conceptualization of a model of students' social competencies and the demonstration of their impact on the evaluation of quality of life, positively influencing the process of social adaptation. The research provides an innovative contribution by arguing the importance of university education in designing and implementing curricular and extracurricular content focused on the development of social competencies, highlighting its capacity to shape specialists capable of responding to the dynamic demands of contemporary social and professional environments.

**The obtained results, contributing to the resolution of an important scientific problem:** consist in the development of a conceptual model of social competencies, experimentally validated and reflected in the profile of their manifestation among students. The study demonstrated the multidimensional and integrative impact of social competencies on the evaluation of quality of life and social adaptation, emphasizing their significance in the academic training process. Furthermore, through the systematic guidance of students' curricular and extracurricular pathways, the role of university education in developing these competencies was confirmed, proving them essential for enhancing quality of life evaluation and facilitating adaptation to the demands of the contemporary social environment.

**The theoretical significance of the research:** the research proposed a clear structuring of social competencies into four essential dimensions (social-cognitive, communication, relational, and socio-emotional), contributing to a holistic understanding of these competencies in both academic and social contexts. Additionally, the study introduces the use of the SWOT model not only as a strategic analysis tool but also as a diagnostic method for assessing students' social competencies, facilitating the identification of strengths, vulnerabilities, opportunities, and risks associated with their development.

**The practical significance of the research:** The research makes an original contribution to the development of social competencies and their impact on students' quality of life. The elaboration of a comprehensive profile of social competencies provides an empirical model applicable to optimizing educational strategies. The quasi-experiment validated the influence of curricular and extracurricular content, confirming its positive impact on the evaluation of quality of life and social adaptation. Unlike studies focused on children, adolescents, or vulnerable groups, this research extends the analysis to university students, offering a broader perspective on socialization and adaptation processes. It highlights the need for a multidimensional approach, proposing differentiated strategies for strengthening social competencies through interactive methods, extracurricular activities, and targeted curricular interventions. These innovative elements contribute to a solid theoretical and applied framework, with direct implications for university educational policies and the training of future specialists.

**Implementation of scientific results:** the results obtained were used and presented in the didactic and extracurricular activities carried out with ULIM students, in tutoring hours with the academic group; presented in the thematic workshops of the annual International Scientific Conference „The contemporary issues of the socio-humanitarian sciences, in the teaching of the courses "Psychology of Social Cognition" and "Psychology of Social Group and Organization".

**MUSIENCO NATALIA**

**COMPETENȚELE SOCIALE ȘI EVALUAREA CALITĂȚII VIETII DE  
CĂTRE STUDENȚI**

**511.03 – PSIHOLOGIE SOCIALĂ**

Rezumatul tezei de doctor în psihologie

**CHIȘINĂU, 2025**

**MUSIENCO NATALIA**

**SOCIAL COMPETENCIES AND STUDENTS' PERCEPTION OF QUALITY  
OF LIFE**

**511.03 – SOCIAL PSYCHOLOGY**

**ABSTRACT**

of the doctoral thesis in psychology

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Aprobat spre tipar: 20.03.2025

Formatul hârtiei: A4

Hârtie ofset. Tipar digital

Tiraj: 50 ex.

Coli de tipar: 2,4

Comanda nr. 46

---

Tipografia PRINT-CARO  
m.Chisinău, str. Columna, 170  
printcaro@gmail.com  
tel. 069124696