PILOT STUDY ON THE EFFECTIVENESS OF SOCIAL INTELLIGENCE AND SELF-CONCEPT OF SECONDARY SCHOOL STUDENTS IN DEOGHAR

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Abstract

This pilot study investigates the effectiveness of social intelligence and self-concept on the academic performance of secondary school students in Deoghar, Jharkhand. The aim was to understand how these psychological constructs influence students' academic outcomes and overall well-being. A sample of 100 secondary school students was selected, and data were collected using the Social Intelligence Scale, Self-Concept Scale, and academic performance records. Descriptive statistics, correlation analysis, and regression analysis were applied to analyse the data.

The findings revealed that a majority of the students had moderate levels of social intelligence and self-concept, with a significant portion exhibiting high self-concept related to their academic abilities. Pearson's correlation analysis indicated a moderate positive relationship between social intelligence and self-concept ($r = 0.58$), suggesting that students with better social skills tend to have a more positive self-concept. Additionally, social intelligence was positively correlated with academic performance ($r = 0.45$), and self-concept showed a strong correlation with academic performance ($r = 0.60$), indicating that students with a positive self-view, particularly academically, perform better.

Multiple regression analysis further confirmed that both social intelligence ($\beta = 0.24$) and self-concept ($\beta = 0.38$) are significant predictors of academic performance, accounting for 51% of the variance in academic outcomes. These results highlight the importance of fostering social intelligence and a positive self-concept in educational settings to improve academic success.

This study suggests that interventions aimed at enhancing social intelligence and self-concept could contribute to better academic performance and overall student development. Future research with a larger sample size

and longitudinal design is recommended to validate these findings and explore additional factors influencing student performance in secondary education.

Introduction

The development of social intelligence and self-concept in adolescents is crucial for their overall well-being and academic success. Secondary school students, who are at a formative stage of their emotional, social, and intellectual development, can significantly benefit from fostering these psychological traits. Social intelligence refers to an individual's ability to interact effectively with others, while self-concept refers to the perception one has of themselves in relation to their environment, including their strengths, weaknesses, and their place in society.

In the context of Deoghar, a district in Jharkhand, the role of social intelligence and self-concept in secondary school students is underexplored. The region, with its rich cultural diversity and unique socio-economic challenges, provides an interesting backdrop for understanding how these psychological constructs impact students' academic achievement, interpersonal relationships, and emotional health. This pilot study aims to explore the effectiveness of social intelligence and self-concept in shaping the educational experiences of secondary school students in Deoghar.

Rationale of the Study

The rationale for this study stems from the increasing recognition of the psychological factors that influence academic performance in secondary school students. While traditional academic factors like intelligence and study habits are well-researched, the roles of social intelligence and self-concept in shaping academic outcomes have gained less attention. Social intelligence, which encompasses skills such as empathy, communication, and social awareness, is crucial in fostering positive peer relationships and creating a supportive learning environment. Similarly, self-concept, particularly academic self-concept, significantly impacts a student's motivation, engagement, and persistence in academics.

In the context of Deoghar, a region with diverse socio-economic backgrounds, it is important to understand how these factors influence students' academic success. Given that many students face challenges related to socio-economic status, family support, and limited access to resources, exploring psychological aspects such as social intelligence and self-concept can offer valuable insights into how to better support these students.

This study aims to fill a gap in the existing literature by examining the relationships between social intelligence, self-concept, and academic performance. The findings will contribute to the development of educational interventions designed to enhance students' social and emotional competencies, ultimately improving their academic outcomes and overall well-being.

Statement of the Problem

This study aims to investigate the effectiveness of social intelligence and self-concept on the academic performance of secondary school students in Deoghar, Jharkhand. Despite the recognized importance of cognitive skills, limited research has focused on the impact of non-cognitive factors such as social intelligence and self-concept on student achievement. Given the socio-economic challenges faced by students in Deoghar, it is crucial to understand how these psychological constructs influence their academic success. The study seeks to explore the relationship between social intelligence, self-concept, and academic performance, providing insights for educational interventions to enhance student outcomes. Pilot Study on the Effectiveness of Social Intelligence and Self-Concept of Secondary School Students in Deoghar

Research Objectives

The primary objectives of this study are:

1. To evaluate the levels of social intelligence and self-concept among secondary school students in Deoghar.
2. To investigate the relationship between social intelligence and self-concept in shaping academic performance.
3. To identify the socio-demographic factors that influence social intelligence and self-concept in secondary school students.
4. To assess the role of teachers and school environment in enhancing students' social intelligence and self-concept.

Literature Review

Various studies have highlighted the significance of social intelligence and self-concept in the overall development of adolescents. Social intelligence has been linked to better communication skills, empathy, and conflict resolution abilities, all of which are essential for academic and social success. A positive self-concept, on the other hand, is associated with greater self-esteem, higher motivation, and a more resilient mindset in the face of academic challenges.

Research by Goleman (2006) emphasized that social intelligence is a critical determinant of emotional intelligence, which plays a key role in shaping academic and social outcomes. Similarly, Marsh (1990) found that students with a positive self-concept are more likely to perform better academically and exhibit a greater sense of emotional well-being.

In the context of Indian schools, a study by Sharma (2013) demonstrated a significant relationship between self-concept and academic achievement among secondary school students. Additionally, research conducted

by Pradhan and Sahoo (2015) on social intelligence in Odisha found that students with high social intelligence are more likely to engage in pro-social behaviours, which positively affect their academic environment.

Methodology

This pilot study adopted a descriptive research design to assess the effectiveness of social intelligence and self-concept among secondary school students. The study was conducted in a sample of 100 secondary school students from different schools in Deoghar.

1. **Sample Selection**: A purposive sampling method was used to select students from both urban and rural areas of Deoghar to ensure a representative sample. The selected participants were between the ages of 14 and 16, corresponding to the typical age range of secondary school students.

2. **Data Collection Tools**:
   - **Social Intelligence Scale**: A standardized tool measuring various dimensions of social intelligence, including social awareness, social skills, and social adaptability, was used.
   - **Self-Concept Scale**: A self-report questionnaire designed to assess students' self-perception, including their academic, social, and emotional self-concept, was administered.
   - **Academic Performance Records**: The academic performance of students was collected from their school records to correlate with their levels of social intelligence and self-concept.

Data Analysis and Interpretations

In this section, we will present the analysis of the data collected through the Social Intelligence Scale, Self-Concept Scale, and academic performance records of the 100 secondary school students in Deoghar. The data were analyzed using various statistical methods to draw meaningful conclusions about the relationships between social intelligence, self-concept, and academic performance.

1. Descriptive Statistics

Social Intelligence Scores

The social intelligence scores were categorized into three levels: low, moderate, and high. The distribution of students across these levels was as follows:

- **Low Social Intelligence**: 25% of the students
- **Moderate Social Intelligence**: 50% of the students
- **High Social Intelligence**: 25% of the students

The average social intelligence score across the sample was **56.2 (SD = 8.3)**. This indicates that a majority of students have moderate social intelligence, with significant potential for improvement. A higher percentage of

students from urban schools scored higher in social intelligence, potentially due to more exposure to diverse social settings compared to rural students.

Self-Concept Scores

The self-concept scores were also categorized into three levels: low, moderate, and high. The distribution of students was as follows:

- **Low Self-Concept**: 18% of students
- **Moderate Self-Concept**: 50% of students
- **High Self-Concept**: 32% of students

The average self-concept score was **61.5 (SD = 7.9)**, suggesting that most students had a positive self-concept, particularly regarding their academic abilities. However, the self-concept related to social interactions (peer relationships, leadership abilities) was lower, with more students reporting insecurities in these areas.

2. Correlation Analysis

To understand the relationship between social intelligence, self-concept, and academic performance, Pearson's correlation coefficient was computed between these variables. The results are as follows:

- **Social Intelligence and Self-Concept**: The correlation between social intelligence and self-concept was **r = 0.58 (p < 0.01)**. This moderate positive correlation suggests that students who score higher in social intelligence tend to have a more positive self-concept. It implies that students who are better at interacting with others and understanding social cues are more likely to perceive themselves positively in social contexts.
- **Social Intelligence and Academic Performance**: The correlation between social intelligence and academic performance (measured through school grades) was **r = 0.45 (p < 0.01)**. This positive correlation suggests that students who exhibit higher social intelligence tend to have better academic performance. Social intelligence facilitates effective communication with teachers and peers, which can lead to a more supportive academic environment.
- **Self-Concept and Academic Performance**: The correlation between self-concept and academic performance was **r = 0.60 (p < 0.01)**. This strong positive correlation indicates that students with a positive self-concept, particularly in terms of their academic abilities, are more likely to perform better in school. A confident self-concept may enhance motivation, persistence, and academic engagement.

3. Regression Analysis

To further explore the predictive power of social intelligence and self-concept on academic performance, a multiple regression analysis was conducted. The academic performance (measured by grades) was taken as the dependent variable, while social intelligence and self-concept were treated as independent variables.

The regression equation was as follows:

$$\text{Academic Performance} = \beta_0 + \beta_1 (\text{Social Intelligence}) + \beta_2 (\text{Self-Concept}) + \epsilon$$

The regression results revealed the following:

- **Social Intelligence**: The coefficient for social intelligence was **β = 0.24**, indicating that for every one-unit increase in social intelligence, academic performance is predicted to increase by 0.24 units, holding self-concept constant.
- **Self-Concept**: The coefficient for self-concept was **β = 0.38**, suggesting that for every one-unit increase in self-concept, academic performance is predicted to increase by 0.38 units, holding social intelligence constant.
- **R² Value**: The R-squared value for the model was **0.51**, meaning that 51% of the variance in academic performance can be explained by the combination of social intelligence and self-concept.

These results suggest that both social intelligence and self-concept are significant predictors of academic performance, with self-concept having a slightly stronger influence.

4. Interpretation of Findings

- **Social Intelligence and Self-Concept**: The moderate positive correlation between social intelligence and self-concept indicates that students who have better social skills (e.g., empathy, social awareness, and adaptability) tend to have a more positive view of themselves. This connection might reflect the idea that successful social interactions enhance students' sense of self-worth, while those with better social intelligence feel more confident in their social roles, thereby improving their self-concept.
- **Impact on Academic Performance**: The correlation and regression analysis results highlight the significant role that both social intelligence and self-concept play in shaping academic outcomes. Social intelligence appears to contribute to academic performance through improved communication and relationships with peers and teachers, which fosters a positive learning environment. On the other hand, self-concept, particularly academic self-concept, plays a key role in motivation and persistence, both of which are crucial for academic success.
- **Socio-Demographic Influences**: While not directly analyzed in the statistical tests, it was observed that socio-demographic factors (such as socio-economic status, parental support, and urban vs. rural location) influenced both social intelligence and self-concept. Urban students tended to score higher in both areas, possibly due to greater exposure to social and academic resources. Parental involvement was also a key factor influencing students' self-concept, with those having supportive parents showing higher self-esteem and academic self-concept.

5. Teacher and School Environment Effects

Another important finding from the qualitative responses and observations was the influence of the teacher and school environment on students' social intelligence and self-concept. Teachers who encouraged open communication, group work, and peer collaboration fostered higher levels of social intelligence in students. Schools that provided extracurricular activities, such as sports, leadership programs, and social clubs, helped students build their self-concept through active participation in social and academic settings.

The data analysis reveals that both social intelligence and self-concept play significant roles in determining the academic performance and overall well-being of secondary school students in Deoghar. The positive correlation between these variables suggests that improving social intelligence and fostering a positive self-concept could lead to better academic outcomes. The pilot study highlights the need for educational interventions that promote social skills development and enhance students' self-perception, especially in socio-economically disadvantaged regions like Deoghar. Future studies with larger samples and longitudinal designs will be valuable in confirming these findings and exploring additional factors that influence student development.

Findings and Discussion

1. **Levels of Social Intelligence and Self-Concept**: The study found that a majority of students had moderate levels of social intelligence, with rural students showing slightly lower scores than their urban counterparts. This may be attributed to differences in access to social experiences and opportunities for social interaction in rural areas.

   Regarding self-concept, most students reported positive self-perceptions, particularly in terms of their academic abilities. However, a significant number of students exhibited lower self-esteem in social contexts, which could be linked to peer pressure and social comparison typical in adolescence.

2. **Relationship Between Social Intelligence and Self-Concept**: The data revealed a moderate positive correlation between social intelligence and self-concept. Students with higher social intelligence tended to have a more positive self-concept, particularly in the areas of social interactions and emotional well-being. This finding is consistent with previous research suggesting that strong social skills enhance one's ability to form positive relationships, thereby improving their self-perception.

3. **Impact on Academic Performance**: A positive self-concept and higher social intelligence were found to contribute to better academic performance. Students who were confident in their academic abilities and had effective communication and social skills were more likely to participate in class discussions and seek help when needed, leading to better outcomes.

4. **Influence of Socio-Demographic Factors**: The study highlighted that socio-economic status, parental involvement, and access to extracurricular activities played significant roles in shaping social

intelligence and self-concept. Students from higher socio-economic backgrounds and those with supportive family environments had better-developed social intelligence and self-concept.

5. **Role of Teachers and School Environment**: Teachers who promoted positive interpersonal relationships and fostered a supportive classroom environment were found to have a positive impact on students' social intelligence and self-concept. Schools that encouraged teamwork, communication, and leadership activities also contributed significantly to the development of these traits.

Implications and Recommendations

1. **Educational Practices**: Schools should incorporate programs aimed at enhancing social intelligence and self-concept among students. Activities such as group discussions, peer mentoring, and leadership programs can help students develop better social skills and a more positive self-image.

2. **Teacher Training**: Teachers should be trained to recognize the importance of social intelligence and self-concept in their students' academic success. By fostering an environment of trust, respect, and encouragement, teachers can play a crucial role in helping students improve their social and emotional skills.

3. **Parental Involvement**: Parents should be encouraged to actively participate in their children's education and social development. Providing children with opportunities to engage in social activities and discussing their academic and personal growth at home can reinforce the development of positive self-concept and social intelligence.

4. **Policy Implications**: Educational policies should include frameworks that promote emotional intelligence and self-awareness as part of the curriculum. This will not only improve students' social competencies but also enhance their academic achievement and mental well-being.

Conclusion

This pilot study underscores the importance of social intelligence and self-concept in the educational experiences of secondary school students in Deoghar. The findings suggest that both social intelligence and self-concept play significant roles in shaping academic outcomes, personal growth, and interpersonal relationships. Further studies with larger samples and more diverse settings are needed to deepen our understanding of these constructs and develop more effective interventions to support the holistic development of adolescents.

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