

Development of Instructional material to enhance social intelligence and self confidence among secondary school students.

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Abstract

The basic objective of this study was to provide educational resources that would enhance social intelligence and self confidence in secondary school pupils. Social intelligence, a person's ability to have interpersonal relationships and understanding those relationship in day today life. The main aim of the study was to evaluate the efficacy of the created instructional material in promoting social intelligence. The purpose of the study was to assess whether students who actively participated in the educational material showed notable enhancements in their social intelligence in comparison to those who did not get the intervention. For this purpose, an experimental design was used, in which two experimental groups were given the instructional material while two control groups continued with their regular curriculum. The goal of the study was to assess the impact of the instructional material on the development of social intelligence by comparing the pre-test and post-test outcomes of both groups. An additional significant aim of the research was to investigate the impact of interpersonal abilities between males and female child, which could impact their social intelligence outcomes. The study demonstrated that specifically designed instructional materials significantly improved social intelligence levels in the target population. The instructional materials developed to foster key aspects of social intelligence such as patience, cooperativeness, self-expressiveness and self-efficacy, aiming to cultivate all basic life skills . The findings indicated that developed instructional strategies were effective, as evidenced by significant post-test improvements in the experimental groups compared to the control group. This improvement confirms the hypothesis that structured and targeted instructional materials can facilitate social intelligence development in a secondary school students.

Keywords: Social intelligence, Instructional material, Experimental groups, control groups

Introduction:

Social Intelligence was first coined by Edward Thorndike in 1920 according to him social intelligence is the ability to understand and manage men and women and boys' and girls' to act wisely in human relations. The primary objective of this study was to develop instructional material that would enhance social intelligence in secondary school pupils. The cultivation of social intelligence assumes great importance as secondary school children experience pivotal developmental transformations and progressively participate in intricate social conversations. To improve this ability, the study aimed to create and assess educational resources constructed to improve their social intelligence.

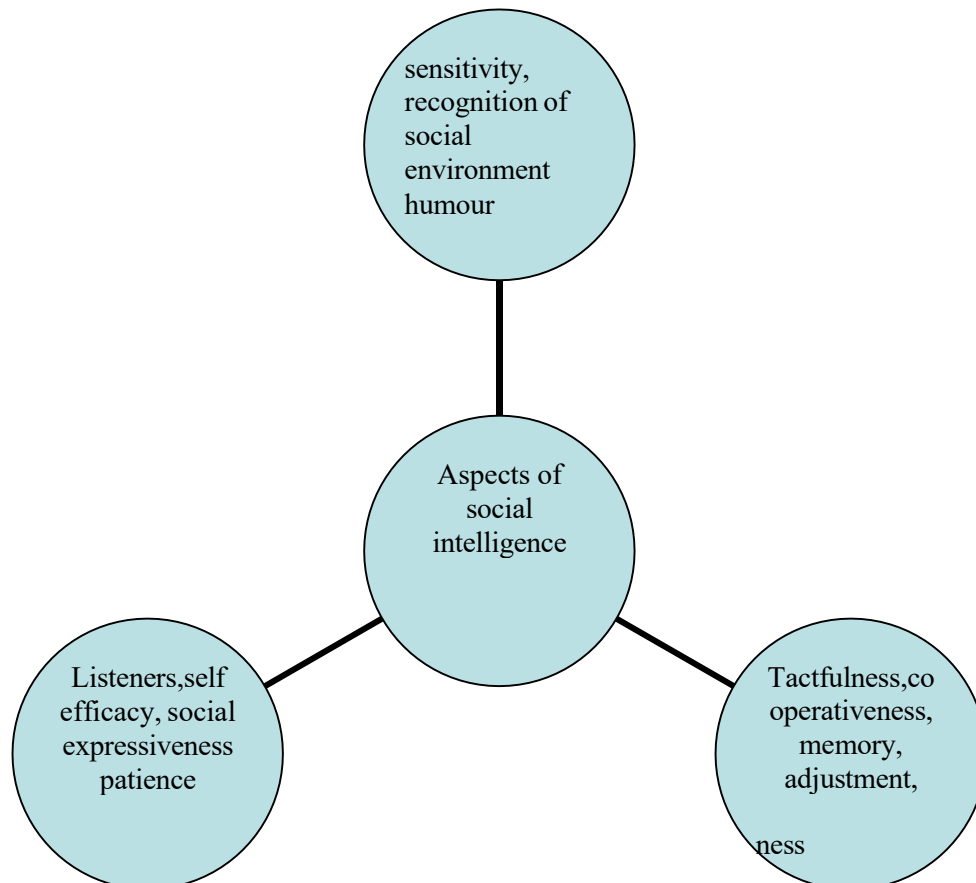
. The instructional content created by offering students chances to participate in learning activities that fostered self-awareness, social awareness, and relationship-building abilities. The aim of the study was to assess the impact of the instructional material on the development of social intelligence by comparing the pre-test and post-test outcomes of control and experimental groups.

An additional significant aim of the research was to investigate the impact of gender on social intelligence. Gupta, S. (2014) attempted a study on Social Intelligence and its relation to self confidence in secondary school students and found that students with high social intelligence exhibited high levels of self-confidence and tend to exhibit greater self-assurance in social contexts. Also to examine the correlation between self-confidence and social intelligence among students. The purpose of this research was to fill the existing vacuum in instructional material that specifically targets social intelligence.

Need and significance of the Study:

The need for this study emerged from the growing acknowledgement of the significance of social intelligence in the comprehensive growth of secondary school pupils. This study also originated from the acknowledgement that secondary school pupils are in a crucial transitional phase of their development. Adolescence is characterised by notable social, emotional, and cognitive transformations, and frequently encounter increased social expectation for achieving success not just in academic settings but also in other aspects of life. Mani, M., (2004) did his study on social intelligence and adherence to school regulation of higher secondary students and the study revealed a significant relationship

between social intelligence and academic achievement in several disciplines. Another significant need for the study was to explore gender-based differences in social intelligence, how social intelligence develops differently in boys and girls. The research was justified by the existing gap in educational resources explicitly designed to promote social intelligence and self confidence among secondary students. The study aimed to equip educators with practical tools to support students' social and academic growth. The study might influence future education by improving social intelligence in secondary schools and helping students become well-rounded, socially competent people.



Statement of the Research Problem:

“Development of Instructional material for enhancing social intelligence and self confidence among secondary school students.

Aim of the Study:

To develop and evaluate instructional material specifically designed for the enhancement of social intelligence and self confidence among secondary school students.

Research Questions:

What is the effectiveness of developed instructional material in facilitating social intelligence and self confidence among secondary school students?

Objectives of the Study:

- 1) To study the effectiveness of developed instructional material for facilitating social intelligence.
- 2) To compare the experimental group and control group with respect to social intelligence.
- 3) To compare the social intelligence of male and female students.
- 4) To study the relationship between self-confidence and Social Intelligence of secondary school students.

Hypothesis of the Study:

- 1) There is no significant difference between the score of pretest and posttest of social intelligence.
- 2) There is no significant difference in the experimental groups and control groups with respect to social intelligence.
- 3) There is no significant difference in the social intelligence of male and female students.
- 4) There is no significant difference between self-confidence and social intelligence of secondary students.

Variables of the Study:

The key independent variable in this study is the instructional material specifically designed material includes role play lessons to enhance social skills. Social intelligence is the primary dependent variable in this study. The relationship between self-confidence and social intelligence was explored. Gender is considered a control variable in the study to examine differences in social intelligence between male and female students.

Scope and delimitation of the Study:

The present study was conducted in the geographical area of the Thane District, with the aim of developing instructional material to enhance social intelligence. The study focused on schools located in the Thane region, specifically targeting students enrolled in the 9th standard under the SSC (Secondary School Certificate) board, English-medium. This study was limited to variables such as social intelligence, self-confidence. The study was limited to a sample size of 216 students. This study was limited to role play as the only instructional material to develop social intelligence.

Review of Related Literature:

Kumar, R. & Shukla, S. (2013): Worked on the topic “Effectiveness of Social Skills Training on the Development of Social Intelligence among Adolescents The results showed significant improvement in students’ interpersonal skills and social awareness after participating in the program. **Sharma, A. (2017):** Worked on the topic “A Study on Gender Differences in Social Intelligence among Secondary School Students”: This study compared the social intelligence of male and female students and found significant gender differences, with female students generally scoring higher in empathy and social awareness, while male students excelled in problem-solving within social contexts. **Patel, M. (2016):** Worked on the topic “Developing Instructional Materials to Foster Social Intelligence in Classrooms”: Patel’s research focused on creating and evaluating instructional materials designed to develop social intelligence among secondary school students. The study demonstrated that well-structured materials significantly improved students' interpersonal and communication skills. **Gupta, S. (2014):** Worked on the topic “Social Intelligence and Its Relation to Self-Confidence in Secondary School Students”: This research investigated the relationship between social intelligence and self-confidence, finding a positive correlation. **Goleman, D. (2006):** Worked on the topic “Social Intelligence: The New Science of Human Relationships”: Goleman’s pioneering work explored the concept of social intelligence, highlighting its importance in education. **Thorndike, E. L. (1920):** Worked on the topic “Intelligence and Its Uses”: His theory proposed that social intelligence, distinct from academic intelligence, is vital in managing interpersonal relationships, thus informing instructional design for future educational frameworks. **Elias, M. J. (2004):** Worked on the topic “The Connection between Academic and Social-Emotional Learning”: Elias’s study investigated how integrating social-emotional learning into instructional materials positively affects students' social intelligence and academic outcomes **Schneider, B. H. (1993):** Worked on the topic “Children’s Social Competence in Context”: Schneider’s research focused on the role of social competence in educational settings, concluding that social intelligence plays a crucial role in student success. Experimental research by the treatment of instructional materials on secondary school students to enhance their social intelligence has been found less in the above scholarly researches.

Research Design:

The research employed a quasi-experimental design to assess the effectiveness of instructional material. The design included pre-test and post-test control group design. The layout of the experiment was as follows:

For experiment group 1	O X1 O
For experiment group 2	O X2 O
For control group 1	O . O
For control group 2	O . O

The Research Methodology:

In this research, researcher has used experimental and survey method that is mix method to satisfy the objects of the study. A random sampling technique of probability has used to select a representative sample.

Table No:1 Distribution of sample

Sr. No.	Name of the School			Board		Male	Female	Total
1	PET Oxford High School and Junior College, Thane			State Board		123	93	216
2	Experimental Groups	male	female					
		67	44					
3	Control groups	56	49					

Four divisions of 9th standard was randomly selected. It was challenging to enhance social intelligence among such minority group background. Two control groups and two experimental groups were selected from this school only.

Tools of Research and data collection:

The tools employed in this study included researcher-made Social Intelligence (SI) and the Self-Confidence (SC). Social intelligence scale was developed by the investigator to measure students' social intelligence. It consisted of 56 statements to measure the various aspects of social intelligence such as patience, cooperativeness, sensitivity, recognition of social environment, tactfulness, sense of humour, memory, adjustment, social expressiveness, listeners skill and self-efficacy. For the role play thirty lessons were constructed keeping in mind social, environmental, political, ethical issues by the investigator for the enhancement of social intelligence. The investigator used Bhavalkar

(1992) developed self-confidence scale as self-confidence tool. To collect data researcher visited the selected school and gave pretest of social intelligence and self-confidence. After completing the pretest, investigator started treatment. Experimental group A & B were subjected to instructional material role play lessons. On completion of the treatment again posttest was administered in all experimental group.

Analysis and interpretation of data:

OBJECTIVE :1) To study the effectiveness of developed instructional material for facilitating social intelligence.

Table No.2: T-Test Social Intelligence scores of Pre and Posttest (experimental groups)

Group		N	Mean	Std Deviation	Std Error	F	Sig	t	df
Total social intelligence score pre test	Experimental group A	54	192.65	27.186	Mean 3.700	9.364	0.003	10.810	109
	Experimental group B	57	147.68	15.307	2.027			10.658	82.567
Total social intelligence score post test	Experimental group A	54	208.61	16.677	2.269	0.125	0.725	13.050	109
	Experimental group B	57	164.79	18.584	2.462			13.088	108.68

Table No3: t-test for Equality of Mean

Group		Sig(2-tailed)	Mean Difference	Standard Error Difference	95% confidence Interval of the difference	
Total social Intelligence score pre-test	Experimental Group A	0.000	44.964	4.159	LOWER 36.720	UPPER 53.208
	Experimental Group B	0.000	44.964	4.219	36.573	53.355
Total social intelligence score post test	Experimental Group A	0.000	43.822	3.358	37.166	50.477
	Experimental Group B	0.000	43.822	3.348	37.186	50.458

The above table 1 and 2 shows there are significant differences between the pretest and post test mean scores of the experimental groups as revealed by the t'test value (10.810 ,10.658,13.050,13.088) which is significant at 0.01 level. The obtained 'F' value is 9.364 and

0.125 is significant. Hence the hypothesis stating that there is no significant difference between the score of pretest and posttest score of social intelligence is rejected. The better performance of the experimental groups in the post test is the clearly noticed when it is compared with the its pre-test performance. This is clear indication of the effectiveness of the instructional material.

OBJECTIVE: 2 To compare the experimental group and control group with respect to social intelligence.

Table No4: 't' test score of posttests of experiment group A and control group1

Group Stastics	N	Mean	Std Deviation	Std Error Mean	F	Sig	t	df	Sig-2 failed	Mean Difference	Std error difference	95% confidence interval of the difference	
												Lower	Upper
Experimental Group A Post & Control Group 1	54	208.61	16.677	2.269	10.324	0.002	12.407	101	0.000	55.856	4.502	46.925	64.787
	49	152.76	28.081	4.012			12.119	76.542	0.000	55.856	4.609	46.677	65.035

Table No5: 't' test score of posttests of experiment group B and control group2

Group Stastics	N	Mean	Std Deviation		Std Error Mean	F	Sig	t	df	Sig-2 failed	Mean Difference	S error difference	95% confidence interval of the difference	
													Lower	Upper
Experimental Group B Post & Control Group 2	57	58.23	13.636		1.806	1.881	0.173	9.048	111	0.000	34.254	3.786	26.752	41.755
	56							0.036	108.036	0.000	34.254	3.791	26.740	41.767

The above table no 4 and 5 shows that there is significant difference between the mean scores of experiment group A and experimental group B with control group 1 and control group 2 respectively. The t value is 12.407 and 12,119 in table no4 and 0.048 and 0.036 in table no.5. The obtained 'F' value is 10.324 and 1.881 is significant Hence the hypothesis stating that there is no significant difference in the experiment group and control group with respect to social intelligence is rejected. The better

performance of the experimental groups in the post test is the clearly noticed when it is compared with the control groups performance. This is clear indication of the enhancement of social intelligence among target groups.

OBJECTIVE :3 To compare the social intelligence of male and female students.

Table No6: 't'test score of social intelligence of male and female students

Group Statistics	N	Mean	Std Deviation	Std Error Mean	F	Sig	t	df	Sig-2 failed	Mean Difference	Std error	95% confidence interval of the difference	
												Lower	Upper
Gender SI score pre													
1.Male	67	168.60	28.813	3.520	1.154	0.285	-0.397	109	0.692	-2.426	6.114	-14.543	9.691
2.Female	44	171.02	35.241	5.313			-0.381	79.109	0.705	-2.426	6.373	-15.111	10.259
Gender SI score Post													
1.Male	67	183.75	26.988	3.297	0.896	0.346	-1.091	109	0.278	-5.958	5.463	-16.785	4.869
2.Female	44	189.70	29.852	4.500			-1.068	85.500	0.289	-5.958	5.579	-17.050	5.133

The above table no 6 reveals that the t value of male and female is -0.397 and -0.381 in pretest and -1.091 and -1.068 in posttest which is less than the table value. So, there is no significant difference. The obtained 'F' value is 1.154 and 0.896 in pretest and post test score respectively, which is less than the tabulated value. Therefore, there is no significant difference. Hence the hypothesis stating that there is no significant difference in the social intelligence of male and female students in pretest and posttest scores in experiment groups is accepted.

OBJECTIVE :4 To study the relationship between self-confidence and Social Intelligence of secondary school students

Table No.7 correlation value of Social Intelligence & Self Confidence

	Mean	Std Deviation	N
SI	148.54	29.899	216
SC	48.68	12.486	216

Table NO.8 Correlations between social intelligence and self confidence

SI	Pearson correlation	SI	SC
	Sig (2-tailed)	1	-.190
	N	216	0.000
SC	Pearson correlation	-.190	216
	Sig (2-tailed)	0.000	1
	N	216	216

The above table number 7 and table 8 shows the mean value of social intelligence of students is 148.54 and of self-confidence is 48.68. It is clearly observed in the data score that self confidence and social intelligence correlation is significant at 0.01 level (2-tailed). hence the null hypothesis is rejected. It is found that social intelligence is correlated to self-confidence.

Conclusion :

The study on " **Development of Instructional material to enhance social intelligence and self-confidence among secondary school students**" demonstrated that specifically designed instructional strategies significantly improved social intelligence levels in the target population. The findings indicated that instructional strategies were effective, as evidenced by significant post-test improvements in the experimental groups compared to the control group. This improvement confirms the hypothesis that structured and targeted instructional materials can facilitate social intelligence development in a secondary school setting. Specifically, experimental groups A and B demonstrated increased mean scores in various aspects, highlighting the interventions' success in cultivating self-confidence and social adaptability. The control groups, in contrast, did not exhibit comparable improvements, suggesting that traditional instructional methods may lack the necessary focus on social intelligence aspects, emphasizing the unique benefits of the newly developed materials. Gender did not have a statistically significant effect on social intelligence scores, with both male and female students showing similar improvements in social intelligence. The study also explored the relationship between self-confidence and social intelligence, revealing significant correlation between these variables. Future research could expand upon these findings by exploring the long-term effects of social intelligence training on personal development and by examining the effectiveness of such instructional materials across different cultural and educational contexts.

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