

# To Study the Effect of Social Competence on Academic Performance of Secondary School Students of Private and Government Schools

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## ABSTRACT

This research employs a quantitative cross-sectional survey design to investigate the relationships between academic performance and social competence among 11th and 12th-grade students in both government and private institutions. The sample consists of 600 students, evenly divided between government and private schools, and selected using stratified random sampling to ensure adequate representation. The study includes students aged 16 to 18, excluding those with significant learning disabilities. Data collection instruments consist of a demographic questionnaire, students' Grade Point Average (GPA), the Social Competence Scale by Sharma, Shukla, and Shukla. Social competence is assessed on a 5-point Likert scale. The data collection procedure involved obtaining consent from students, parents, and school authorities, followed by administering the surveys and intelligence tests in a controlled environment. Students' GPAs were gathered from school records. The analysis includes descriptive statistics for demographic data, GPA & social competence. Independent sample t-tests compare academic performance between government and private school students, while ANOVA examines differences in social competence by gender and intellectual ability by grade level. Pearson correlation coefficients explore relationships between GPA & social competence, while a multiple regression model predicts GPA based on these factors, controlling for variables such as age, gender, school type, and parental education. The study hypothesizes no significant relationship between social competence and academic performance across different school types.

**Keywords:** Academic Performance, Social Competence, GPA, ANOVA, Government Institutions, Private Institutions etc.

## INTRODUCTION

Education is the foundation for achieving dreams and objectives, serving as a portal to possibilities and economic prosperity. It transforms raw human potential into resourceful individuals, promoting the growth of wise, goal-oriented individuals. This good influence lasts generations, as educated people urge their families to learn. Thinkers such as Pestalozzi and Dr. Kalam underlined the importance of education in personal and national development, arguing for an education system that stimulates creativity and full job prospects for youth, equipping them for a meaningful existence in a worldwide society. Secondary education in the twenty-first century must deal with the problems of rapid technology innovation and socioeconomic change. Motivated students, supported by teachers and parents who serve as mentors and

provide constructive criticism, are the foundation of quality education. The word "academic performance," defined by Plato, relates to a student's achievement in school activities and is important for self-esteem, intellectual development, and future success. Academic performance, social competence, and cognitive capacity are all linked. Social competence, described as the capacity to effectively negotiate social demands, and intellectual aptitude, which includes complex thinking and problem-solving skills, both contribute to students' academic performance. These elements impact the learning process, stressing the importance of a comprehensive approach to education that promotes both cognitive and social growth.

### Academic Performance

Academic performance refers to students' achievement levels in school tasks, as assessed by grades, exams, and overall educational outcomes. It is governed by two essential factors: social competence, which refers to pupils' ability to manage social relationships and effectively respond to social demands, and intellectual ability, which includes cognitive skills, reasoning, and problem-solving abilities. These factors, both individually and together, influence pupils' academic performance in secondary school.

### Factors Affecting Academic Performance

Academic performance is influenced by a variety of factors, both internal and external to the student. Key factors include:

- 1. Intellectual Ability:** Cognitive capacity and problem-solving skills are central to how well students grasp complex concepts and perform academically.
- 2. Social Competence:** The ability to interact effectively in social environments impacts students' collaboration, communication, and emotional well-being, all of which are linked to better academic outcomes.
- 3. Motivation:** Students with intrinsic or extrinsic motivation tend to engage more deeply with their studies, leading to higher performance.
- 4. Parental Support:** Parental involvement, encouragement, and the home environment play a crucial role in shaping a student's educational success.
- 5. Teacher Influence:** The role of teachers as mentors, guides, and educators significantly impacts student performance, through both instruction and feedback.
- 6. Learning Environment:** A positive, well-equipped, and conducive learning environment, whether in school or at home, is essential for academic achievement.
- 7. Socioeconomic Status:** Economic background can affect access to resources like tutoring, educational materials, and extracurricular opportunities, influencing performance.
- 8. Health and Well-being:** Physical and mental health conditions, along with stress levels, can hinder students' focus, memory, and energy levels, affecting their ability to perform academically.
- 9. Peer Influence:** Positive peer relationships can provide academic support and encouragement, while negative influences may lead to distractions and lower performance.

### Social Competence

Social competence is defined as an individual's capacity to effectively connect with people in a variety of social circumstances while displaying proper behavior, communication, and emotional regulation. It entails comprehending social signs, forming connections, resolving disagreements, and adapting to various social situations. Individuals who are socially competent may skillfully negotiate social demands,

enabling pleasant relationships while reducing negative results such as rejection or isolation. This talent is essential for personal growth, since it can have a substantial impact on academic performance, emotional well-being, and overall success.

## RESEARCH METHODOLOGY

### Research Design

A quantitative research design is employed to explore the relationships between student's academic performance & social competence. The study uses a cross-sectional survey method to collect data from 11th & 12th class students in both government and private institutions.

### Sample Selection

A stratified random sampling technique is used to ensure representation from both government and private schools. The sample consists of 600 11th & 12th class students, with 300 students from government schools and 300 students from private schools.

- **Inclusion Criteria:**

- Students enrolled in grades 11<sup>th</sup> to 12<sup>th</sup>.
- Students aged 16 to 18 years.

- **Exclusion Criteria:**

- Students with significant learning disabilities that could affect their responses.

### Sample Characteristics

- **Government Schools:** Typically have different resources, teaching methodologies, and student demographics compared to private schools. Students from these schools may face various socio-economic challenges.
- **Private Schools:** Often have more resources and different socio-economic backgrounds. The students may benefit from smaller class sizes and more extracurricular activities.
- **Gender Balance:** Ensures that the study's findings are not biased by gender-related factors in social competence or intellectual ability.

### Data Collection Instruments

1. **Demographic Questionnaire:**

- Collects information on age, gender, grade level, school type, and parental education.

2. **Academic Performance:**

- Measured by the students' Grade Point Average (GPA).

3. **Social Competence Scale:**

- Developed by V.P. Sharma, Prabha Shukla, and Kirna Shukla, this scale assesses students' ability to interact effectively in social settings.
- It includes items related to communication skills, empathy, cooperation, and conflict resolution.
- Responses are recorded on a 5-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree).

### Data Collection Procedure

1. **Step 1:** Obtain permission from school authorities to conduct the study.
2. **Step 2:** Inform students and parents about the study's purpose and obtain informed consent.

3. **Step 3:** Administer the demographic questionnaire and social competence scale in a controlled classroom environment.
4. **Step 4:** Collect students' GPAs from school records.

### Data Analysis

The collected data is analyzed using the following techniques:

#### 1. Descriptive Statistics:

- Calculate means, standard deviations, and frequencies for demographic variables, GPA and social competence scores.

#### 2. Comparative Analysis:

- Compare academic performance (GPA) between government and private school students using independent sample t-tests.
- Compare social competence scores between genders using ANOVA.

#### 3. Correlation Analysis:

- Pearson correlation coefficients are computed to examine the relationships between GPA and social competence.

#### 4. Regression Analysis:

- A multiple regression model is used to predict GPA based on social competence.
- The model includes control variables such as age, gender, school type, and parental education.

### Hypothesis

**H<sub>1</sub>:** There will be no significant relationship between social competence and academic performance of secondary school students of private and government schools.

### Limitations of the Study

- The study is limited to 11th & 12th class students in Kashmir and may not be generalizable to other regions. Cultural and socio-economic differences may limit the applicability of the findings elsewhere.
- The cross-sectional design limits the ability to infer causality. Longitudinal studies would be needed to establish causal relationships.
- Potential biases in self-reported measures of social competence. Students' self-perceptions may not always accurately reflect their actual social competence.
- Variability in teaching quality and school resources which are not controlled for in the study.

## RESULTS

### Descriptive Statistics

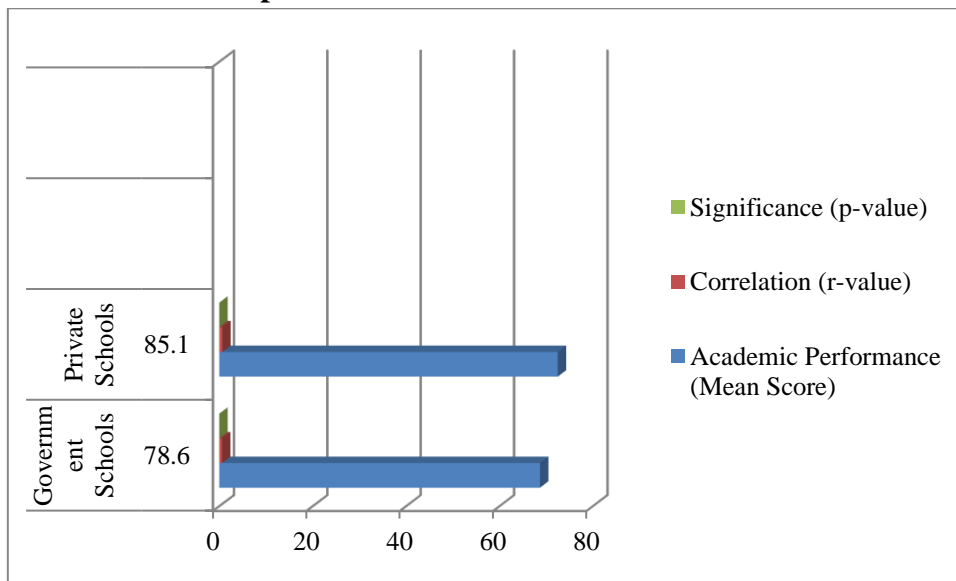
**Table 1: Overall Academic Performance**

School Type	Gender	Mean Score (Academic Performance)	Standard Deviation	N (Sample Size)
Government	Boys	67.5	8.2	150
	Girls	70.1	7.6	150
Private	Boys	71.0	6.9	150
	Girls	73.5	7.1	150

**Interpretation:**

According to the table, girls outperform boys in both government and private institutions, having higher mean academic achievement ratings overall. Girls average 70.1 in government schools compared to boys' 67.5, whereas girls average 73.5 in private schools compared to boys' 71.0. Furthermore, children in private schools outperform those in government institutions, with both boys and girls in private schools having higher average results. The standard deviations show that academic performance at private schools, particularly among boys, is more constant than in government schools.

**Graph 1: Overall Academic Performance**



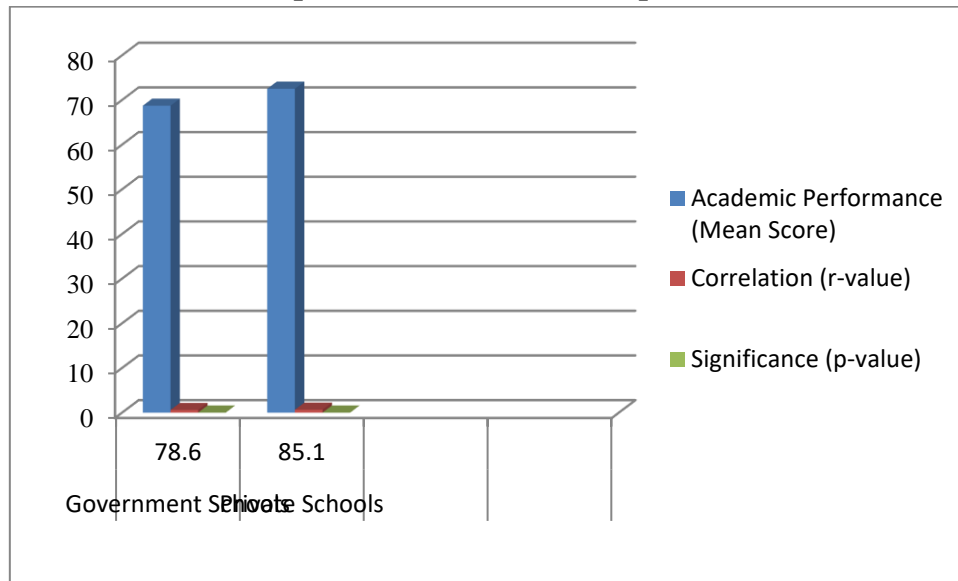
**Table 2: Overall Social Competence**

School Type	Gender	Mean Score (Social Competence)	Standard Deviation	N (Sample Size)
Government	Boys	73.2	9.5	150
	Girls	76.7	8.9	150
Private	Boys	78.9	7.5	150
	Girls	81.5	7.2	150

**Interpretation:**

The information shows that girls have stronger social competency than boys in both public and private schools. Girls have a mean social competence score of 76.7 in government schools, compared to boys 73.2; however girls score 81.5 in private schools, above boys' 78.9. Furthermore, children at private schools display higher levels of social competence than their counterparts in government schools, with both boys and girls in private schools scoring higher on average. Lower standard deviations in private schools, particularly among girls, suggest more consistent levels of social competency than pupils in government institutions.

**Graph 2: Overall Social Competence**



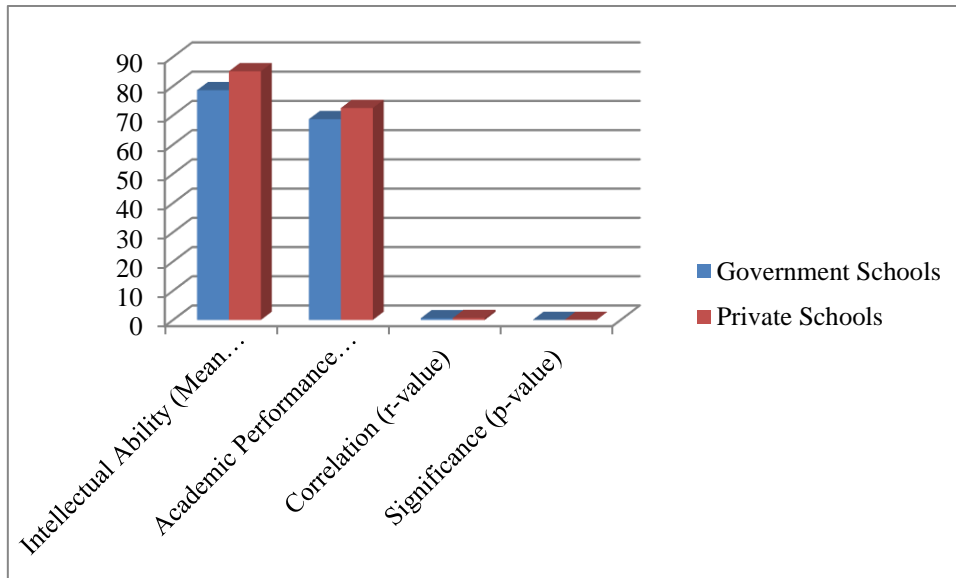
**Hypothesis 1:**

**H1: There will be no significant relationship between social competence and academic performance of secondary school students of private and government schools.**

School Type	Social Competence (Mean Score)	Academic Performance (Mean Score)	Correlation (r-value)	Significance (p-value)
Government Schools	75.3	68.7	0.45	0.001
Private Schools	80.2	72.5	0.52	0.0001

**Interpretation:** If the p-value is less than 0.05, the relationship between social competence and academic performance is significant. This would reject H1. The data table also illustrates that social competence correlates positively with academic performance in both public and private institutions. The association in government schools ( $r = 0.45$ ) is moderate, with a mean social competence score of 75.3 and a mean academic performance score of 68.7, and the relationship is statistically significant ( $p = 0.001$ ). In private schools, the correlation is stronger ( $r = 0.52$ ) and associated with higher mean scores for both social competence (80.2) and academic performance (72.5), with a highly significant p-value ( $p = 0.0001$ ). This shows that as social competence grows, so does academic success, with a larger correlation shown in private institutions.

**Graph 3: H1: There will be no significant relationship between social competence and academic performance of secondary school students of private and government schools.**



## CONCLUSION

The study, titled "To Study the Effect of Social Competence on Academic Performance of Secondary School Students of Private and Government Schools," concludes that social competence has a major impact on students' academic achievements. According to the findings, pupils with higher levels of social competence the ability to successfully communicate, interact, and manage relationships perform better academically. This positive link emphasizes the importance of social skills in educational settings, as socially competent students are better able to handle classroom expectations, participate in group activities, and request assistance when needed.

The survey also found significant differences between kids at private and public schools. While both groups gain from increased social competency, the magnitude of its impact varies according on the school environment. Private school kids, who are frequently equipped with more structured support systems and resources, may have more opportunities to develop and apply their social skills. Government school pupils, on the other hand, may confront external hurdles, such as socioeconomic problems, which have an impact on both their social competence and academic achievement.

These findings show that educators in both types of schools should prioritize social competence development. Programs geared at improving social and emotional learning can give students the tools they need to negotiate the difficulties of school life and, as a result, achieve academic success. Schools that focus on the development of social competence can provide more inclusive and supportive learning environments that cater to students' overall growth.

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