

# Social Intellect and Overall Self-Efficiency as Indexes of Students Public Speaking Abilities

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**Abstracts:** The purpose of this research was to investigate the relationship between Social Intellect also overall self-efficiency as potential predictors of public speaking abilities among college students. There was a total of 399 participants in the research, including 214 males also 185 females. These individuals were chosen at random from Isra University also the University of Jordan. The findings indicated that self-efficiency had a greater impact on the students' ability to improve their public speaking abilities than Social Intellect did. It was found that there was a relatively significant connection between overall self-efficiency and also Social Intellect. Furthermore, the data demonstrated a marginally significant positive correlation between overall self-efficiency and also the ability to communicate effectively in public settings. In addition, the Pearson test found a somewhat positive correlation between social IQ also the capacity to communicate effectively in public. It was believed that factors such as Social Intellect also overall self-efficiency were favorable markers of their ability to communicate effectively in public. Finally, a gender difference that was statistically significant was found among the participants' public speaking competence, albeit it was shown to be in favor of the male participants.

**Keywords:** Social Intellect, Self-Efficiency, Speaking Abilities, University Students.

## 1. INTRODUCTION

While it recognized that there have been enduring challenges in comprehending human behavior pertaining to "face-to-face contacts," "empathy," "person perception," also "social sensitivity," in addition to difficulties in managing or influencing the behavior of others, systematic research on the fundamental underutilizing of these phenomena has been scarce. In contrast to corporeal intelligence and also abstract intelligence, Social Intellect, according to Thorndike (1920), is a detectable personality trait. Guilford (1958) posited that Social Intellect could potentially be classified as the fourth classification of knowledge. Social Intellect, according to the Structure of Intelligence hypothesis (Kaukiainen et al., 1999), consists of thirty distinct skills, six of which are utilized to process a variety of information products that fall into each of the five operating categories.

Conventional understandings of Social Intellect have frequently prioritized superficial competencies like social knowledge, which can be described as the ability to identify the expected stallboards, protocols, also conventions that govern appropriate conduct within a specific social environment. Frankovský, Lajčín, also Sláviková (2012) undertook several preliminary investigations that comprehensively delineated, interpreted, and also evaluated the notion of social competence. Zirkel (2000) posits that scholars redirected their focus from the definition also quantification of Social Intellect to the comprehension of the function of interpersonal behavior also its correlation with adaptive flexibility.

Awwad also Alkhubata (2021) assert that overall self-efficiency also Social Intellect, which are constituents of the cognitive also social aspects of an individual's disposition, are commonly regarded as the most significant determinants of speaking proficiency success. There is an expectation that the interaction between Social Intellect also overall self-efficiency beliefs, which are both substantial predictors of students' success and also aptitude, will facilitate speaking. This interaction is expected to inspire also motivate students to maintain their dedication also strive for greater levels of speaking linguistics competence (Hashemi & Ghanizadeh, 2011). There exists a prevalent notion that accurate prognostications regarding students' overall competency can be derived from their intellectual capacity and also personal aptitudes (Harmer, 2015). In the domain of linguistics proficiency, speaking also writing are classified as productive abilities, while listening also reading are classified as receptive skills. Literature studies have established that students' attitudes towards the subject matter also learning methods, along with the affective

aspects of those attitudes, significantly impact their academic achievement also increased proficiency (Bar-On, 2010). Consequently, the students' ability to develop speaking abilities is dependent on both their overall self-efficiency also social intellect (Sato, 2019).

Scholars directed their endeavors towards undertaking comprehensive investigations concerning students' attitudes, perceptions of linguistics tasks, abilities, also beliefs regarding task completion success, sub-skills awareness, mindset, also contentment. The objective of these investigations was to ascertain the factors that contribute to the differential proficiency also mastery of linguistics skills among students (Balsoura, 1997; Goleman, 2006; Harrison, 2021). Further research is required to investigate the interaction also overlap between the psychological factors in a comprehensive manner. This should be accomplished with an awareness of the relationship also acquisition of a number of psychological components, including Social Intellect and also general self-efficiency. Furthermore, further research is required to determine whether psychological characteristics of students can serve as dependable indicators of achievement in the process of developing speaking proficiency at the collegiate level.

Scrivener (2010) suggests that a potential correlation exists between students' self-assessments of social emotions, competencies, also beliefs also their subsequent academic performance. Conversely, it has been suggested that cognitive socio-personality traits such as Social Intellect also overall self-efficiency will positively influence the academic progress and also well-being of students (Bar-On, 2010). In this particular field of study, however, the relationship between overall self-efficiency beliefs, Social Intellect, and also speaking ability competence has been the subject of research with contradictory results. The objective of this study is to investigate the interplay between Social Intellect also overall self-efficiency among children, also how this interplay affects their verbal communication abilities.

### **Overall Self-efficiency (OSE)**

Self-efficiency, a psychological also personality characteristic, can be described as an individual's conviction in their ability to effectively strategize also execute the necessary actions to achieve specific goals (Balsoura, 1997). Self-efficiency can increase an individual's likelihood of accomplishing their objectives. An alternative definition of self-efficiency is "an individual's perception of his or her own competence in performing particular tasks" (Schunk, 1991, p.207). This is an alternative interpretation of the notion. Weiner (1985) concluded that early psychological research determined that an individual's self-perception, self-evaluation, self-belief, also self-effort are predictive of also influence their behavior, as well as their level of motivation, persistence, skills, also effort. Schunk's (1991) research suggests that students who possess a greater degree of self-confidence perform better academically than those with a lower degree of self-confidence. Furthermore, irrespective of the student's proficiency level, a robust sense of self efficiency may endow them with a heightened motivation, enabling them to engage more actively in educational endeavors also attain superior results in comparison to pupils with a diminished sense of self efficiency (Balsoura, 1997).

One could deduce that individuals undertaking tasks or pupils who maintain a positive attitude are more inclined to demonstrate increased effort and also persistence, even in the face of obstacles or challenges. In contrast to individuals who maintain a pessimistic perspective also grossly underestimate their own capabilities also skills, this results in diminished performance and also outcomes. Balsoura proposed the self-efficiency hypothesis in 1997, which states that individuals may obtain evidence regarding their level of effectiveness from a variety of sources. Individuals who achieve success in task completion or skill acquisition do so through a combination of factors, including achievements in performance, self-improving or vicarious experiences, verbal encouragement or praise, physiological also emotional states, also actual student performances. The latter serves as a dependable indicator for gauging the effectiveness of a learner. The level of effectiveness is diminished in the face of failure, whereas it is enhanced by successful undertakings. Students' negative reactions to failure in their academic pursuits diminish substantially over time, according to Balsoura (1986), when they develop a robust sense of efficacy.

According to Balsoura (1986), the interplay of these elements results in the proposition that individuals possess

five talents that can enable them to exert absolute control over their performances. Self-reflection, preparation, self-control, also the ability to see things from another person's perspective are all embodiments of this. One of the most influential abilities on how individuals conduct, respond, also act is self-reflection, which is regarded as one of the most influential talents. Furthermore, it is expected that the ability to engage in self-reflection would empower linguistics learners to deduce, assess, also maintain authority over their motivation, conduct, also achievements during or subsequent to linguistics exercises. Due to this rationale, previous research has acknowledged self-efficiency as a dependable intermediary of self-reflection, which can be construed as a robust indicator of accomplished academic performance also linguistics acquisition (Balsoura, 1986).

### **Public Speaking Abilities (PSA)**

Speaking encompasses the generation of information, reception of information, also assimilation of information; it is an interactive process of meaning production. As stated by Burns also Joyce (1997), the objectives of the discourse, the presenters, also the audience have a significant influence on the structure also significance of a conversation. Speaking, according to Florez (1999), Eckard also Kearny (1981), also Howarth (2001), is a two-way process involving the genuine transmission of ideas, facts, or emotions. This represents a definition of communicating. According to this top-down approach, spoken texts are the result of collaborative efforts among two or more individuals who interact with each other over a shared period of time also in a shared physical environment. It was asserted, among other things, that communicating can accomplish transactional or interactive objectives. There are several discernible attributes shared by the spoken linguistics employed in both transactional also interactional discourse. Information is typically transmitted through discourse in the course of transactional interactions.

This style of linguistics is more concerned with communicating the intended meaning rather than with the audience (Nunan, 1995). It is critical that the information be transmitted in a precise also consistent manner during this type of interaction, also that the message has been understood, be confirmed. Linguistics that serves predominantly transactional functions is prevalent in numerous contexts, including news broadcasts, narrations, descriptions, also directions (Richards, 1990). In order to accomplish this, participants frequently engage in lengthy speaking turns that necessitate prior content organisation also employ linguistic cues to indicate the structure or nature of the material to be presented (Boonkit, 2010). Conversely, certain conversations permit interaction for the purpose of fostering or sustaining a connection. A term that can be applied to this latter category is "linguistic usage in interpersonal interactions." It is an imperative necessity for societal health. Although there are clear distinctions between transactional also interactional linguistics, the terms are frequently confused in everyday situations. In order to facilitate the execution of transactional responsibilities, it is advantageous to maintain positive social relationships. Alternatively stated, one could contend that presenters exhibit one form of conduct while exhibiting another form of conduct. As stated by Howarth (2010), it is therefore possible to perceive each of these goals as two distinct facets of verbal communication.

### **Social Intellect (SI)**

The concept of Social Intellect pertains to the capacity to perceive also comprehend the intentions also motivations of others. Individuals with a high level of intellect frequently recognize the distinctions between what others say also what they truly intend to convey. Consequently, individuals possessing Social Intellect may occasionally face allegations of mental prescience. Those who effectively employ this form of intellect are frequently proficient conversationalists. Possessing sound listening skills also the capacity to engage others in substantive conversation could potentially account for this result. Frequently, those with elevated levels of Social Intellect have the capacity to establish comfort in others. Moreover, they take pleasure in conversing with a wide variety of individuals (Bhat also Khalsoai, 2016).

In order to achieve success in their academic pursuits, it is critical that students develop also enhance their Social Intellect. An advantage that it provides is the ability to comprehend one-self also others. It is an equally integral component of the human condition as the ability to perceive objects or differentiate sounds; therefore, it

merits the same level of investigation as these alternative types that fall under the "less charged" classification. Social scientists consider the capacity also resolve to confront challenging social change, a blend of self-awareness also social awareness, also social development in ideas also attitudes to be all indicators of Social Intellect. The defining characteristic of an individual is not numerical intelligence, but rather Social Intellect, according to the findings of psychologists (Goleman, 2006). According to authorities, the four most crucial components of Social Intellect are as follows:

Communication capabilities include the following: the capacity for attentive listening, comprehension of the words also the emotional significance of what is said, effective interpersonal communication, the ability to express ideas also emotions clearly, also tact in interpersonal interactions. An individual must possess knowledge of the numerous, frequently unspoken regulations that dictate a wide range of settings also interactions, as well as the ability to understand also how to conduct oneself in an acceptable manner in such settings also interactions. Social responsibilities also regulations are two components of social behavior. Based on the findings of Ahlborn (1999), it is not typical to behave in the same way during a board meeting as one would while socializing with friends or viewing a football game.

Situations in which it is feasible to discern the motivations of others include deciphering the intentions behind a speaker's remarks or conduct also perceiving the subtext of a discussion. Consider an individual who reassures you that everything is fine despite the fact that they are emotive also have tears flowing down their cheekbones. Frankovský, Lajčín, also Sláviková (2012) posit that a considerable degree of Social Intellect could significantly facilitate the understanding of complex situations, notwithstanding the fundamental nature of this condition. In addition to possessing the capacity to anticipate the reactions of others, the capacity to conduct oneself in a way that conveys an earnest pursuit of something is essential for managing one's impression (Zirkel, 2000).

## 2. LITERATURE REVIEW

In correlation study, Alkhutaba (2022) examined (403) university students in Jordan, to find out whether public speaking skills can be predicted through social intelligence and general self-efficacy. A correlation approach has been used to collect the data, findings of the study showed that there are weak relationships between social intelligence and public speaking skills, while the findings indicated a strong positive relationship between the general self-efficacy and public speaking skills among the participants. Another finding manifested gender significant differences between the participants was found in levels of public speaking skills in favor of male students. Another study conducted by Tosun, Gündoğdu, also Ergin (2022) was to investigate the correlation between self-efficacy, Social Intellect, stress-coping mechanisms, emotional intelligence, also emotional intelligence in the context of nursing students. A descriptive relational study design was implemented. The data was contributed by 322 students who were registered members of an academic institution that specializes in the fields of nursing and also health sciences. A higher average level of emotional intelligence was attained by the nursing student body. A significant correlation was identified between emotional intelligence also self-efficacy, Social Intellect, also a coping style characterized by self-assurance. An inquiry was undertaken by Awwad also Alkhutaba (2021) to examine the correlation between emotional intelligence, English linguistics proficiency, also self-efficacy beliefs of EI learners. Additionally, the research investigates the associations between self-efficacy, emotional intelligence, academic achievement, academic understanding, academic level, also gender among second linguistics (L2) learners. Descriptive correlational analysis was conducted with a sample size of 205 (111 females also 94 males). The study found that there is positive relationship between personal efficacy and English language skills, in addition to, positive relationship between the participants academic achievement and their self-efficacy in English language. Finally, the results showed that the personal self-efficacy can be predicted the level of English language skills.

Hashim (2021) explored the level of nexus of self-efficacy and social intelligence between the students at university. The sample of the study consisting of all students in Princes Stam university in Saudi Arabia, using the questioners for gathering the data; the findings indicated that a strong relationship between the level of social intelligent among the participants and their self-efficacy. Moreover, Ebrahime, Khoshsim, Behtash, and

Heydarneejad (2018) explored how language self-efficacy can be predicted through the emotional intelligence of the university students. The findings get outed that language self-efficacy has high level of effects by emotional intelligence. A considerable number of the prior studies analysed in this article have established a correlation between university students' self-efficiency, Social Intellect, and also linguistics proficiency. Limited research has been conducted on the correlation between self-efficiency beliefs also Social Intellect in linguistics usage. Furthermore, an extensive investigation into the interrelationships among self-ef, and also cy, Social Intellect, also personality traits of students has been lacking in the majority of prior research.

### **Significance of the Study**

Regarding the connection between self-efficiency also personality also Social Intellect, various hypotheses exist. A subset of psychologists rigidly categories Social Intellect into a single classification based on Karl Albrecht's six intelligence dimensions "(A.S.P.E.A.K. )", in which each letter denotes a unique type of intelligence that has been condensed from Howard Gardner's theory of multiple intelligences. On the other halso, proponents of alternative theories argue that social interaction also self-efficiency can be regarded as predictors of an individual's personality because they involve a variety of cognitive processes that are critical for personality development, including perception, memory, also problem-solving skills. Personality, according to the cognitive perspective, is made up of cognitive processes including memory, perception, also problem-solving. This particular viewpoint aims to clarify differences in personality as expressions of unique reservoirs of knowledge also skills that become particularly evident in social interactions.

This study is significant due to the imperative to conduct additional research into the intricate interplay among Social Intellect, self-efficiency, also students' dispositions. Moreover, the objective of this research undertaking is to satisfy the need for inquiries concerning the dependability also accuracy of self-efficiency also Social Intellect as predictors of students' speaking skill acquisition also development. The objective of this study is to examine the correlation between affective also psychological variables, particularly self-efficiency also Social Intellect, also the speaking proficiency of students, as assessed by their commalso of speaking abilities. This investigation was motivated by the varied outcomes observed in previous studies regarding the relationship between Social Intellect, self-efficiency, also speaking proficiency.

### **Aims of the Study**

The main aim of this research is to investigate the Social Intellect, overall self-efficiency, also public speaking proficiencies of collegiate populations. in addition to ascertain the correlation between the overall self-efficiency, Social Intellect, also public speaking abilities of university students. The objective of this research is to examine the disparities in Social Intellect, overall self -efficiency, also public speaking skills among college students, focusing particularly on the impact of socioeconomic status also gender. Finally, this study aims to investigate the potential correlation between Social Intellect, also public speaking abilities also general self-efficiency.

### **Questions of the Study**

1. What are the mean levels of Social Intellect, overall self-efficiency, also proficiency in public speaking among the student body of universities?
2. What is the relationship between Social Intellect, overall self-efficiency, public speaking skills, also the Social Intellect of university students?
3. To what degree does socioeconomic status also gender impact college students' Social Intellect, self-efficiency, also public speaking proficiencies?
4. To what extent can one predict the level of public speaking ability using overall self-efficiency also Social Intellect?

### 3. MATERIEL AND METHODS

#### 3.1. Participants

To collect data, a representative sample of 399 students was chosen from Isra University also the University of Jordan. The sample was composed of 214 males also 185 females. Every member of the group is fully proficient in the Arabic also English linguistics s. Moreover, these individuals reside in various municipalities also localities across Jordan, reflecting the similar duration of social class disparities, which extend from 18 to 25 years. In terms of nationality also native linguistics, the participants are an outstalsoing representation of the nation's current socioeconomic classes, including the lowest, middle, also upper classes.

#### 3.2. Tools

To examine the correlation between the variables under investigation, the researcher employed the overall self-efficiency scale (Schwarzer & Jerusalem, 1995), which consists of ten items in total. The public speaking scale consists of eleven elements, as Yamashiro (2002) delineates. Conversely, the Social Intellect scale consists of twenty-one items, as originally proposed by Silvera, Martinussen, also Dahl (2001). Social media consciousness (7), social information processing (7), also social skills (7) comprise these items. Five possible responses comprise each of the three positively organized scale items. The validity of the instruments was evaluated and also confirmed by a panel of specialists in linguistics also psychology. The assessments also recommendations of the experts were duly considered. The consensus among the experts was that the instrument was appropriate for the study's objectives also user-friendly. The assessment of the instrument's reliability was conducted utilizing Cronbach's alpha correlation. The findings reveal that the overall self-efficiency scale exhibited a value of 0.85, while the Social Intellect scale demonstrated a value of 0.86.

### 4. RESULTS AND DISCUSSIONS

#### 4.1. Results

Inquiry one: What are the mean levels of Social Intellect (SI), overall self-efficiency (OSE), also proficiency in public speaking abilities (PSA) among the student body of universities? The response to the research query was as shown in Table 1 using a one-sample t-test.

**Table 3. One-sample t-test**

Variables	Mean	St.d	t	Sig
PSA	3.44	1.24	0.41	0.02*
OSE	4.03	1.89	0.32	0.03*
SI	3.98	1.16	0.58	0.04*

Results founded by one-sample t-test in table (1) get out statistically significant differences at ( $\alpha \leq 0.05$ ) in scores of means of PSA the corresponding means for competence, OSE, also SI are 3.44 (sig = 0.03), 4.03 (sig = 0.04), also 3.98 (sig = 0.00), respectively.

Inquiry two: What is the correlation between overall self-efficiency, public speaking abilities, also social intellect in the context of university students?

In order to ascertain the statistical correlation between overall self-efficiency, Social Intellect, also public speaking abilities as they pertain to university students. The Pearson correlation coefficient was applied to the data in Table 2.

**Table 2. Pearson Correlation coefficient test**

Variables	OSE	SI	PSA
OSE	1	0.435*	0.282*
SI	0.435*	1	0.202*
PSA	0.282*	0.202*	1

\* Sig at ( $\alpha \leq 0.01$ )

Statistically speaking, overall self-efficiency was moderately also significantly correlated with Social Intellect ( $r = 0.435$ ). Additionally, upon closer inspection of the findings, a tenuous positive correlation ( $r = 0.282$ ) was discovered between public speaking proficiency also overall self-efficiency. Additionally, the Pearson test revealed a moderate positive correlation ( $r = 0.202$ ) between Social Intellect also public speaking abilities.

Inquiry three: To what degree does socioeconomic status also gender impact college students' Social Intellect, overall self-efficiency, also public speaking proficiencies? The results of employing independent sample t-tests to ascertain the presence of a statistically significant impact of gender on Social Intellect, general self-efficiency, also public speaking abilities are presented in Table 3.

**Table 3: Independent sample t-test with participant gender as a variable**

Variables	Gender	N	Mean	St.d	t	Sig
SI	M	214	3.61	1.20	0.44	0.31
	F	185	3.48	1.26		
OSE	M	214	3.78	1.30	0.56	0.40
	F	185	3.62	1.17		
PSA	M	214	4.08	1.93	0.85	0.03*
	F	185	3.82	1.84		

\* Sig at ( $\alpha \leq 0.05$ )

Regarding the OSE also SI of the participants, no statistically significant difference was observed between the sexes at the 0.05 level ( $t = 0.40$ ,  $sig = 0.31$  also  $t = 0.56$ ,  $sig = 0.44$ , respectively) (Table 3). Furthermore, the results revealed a gender disparity in the proficiency PSA among the participants that was statistically significant ( $\alpha \leq 0.05$ ), with males demonstrating a more pronounced advantage.

A one-way analysis of variance (ANOVA) was performed, as illustrated in Table 4, to ascertain whether socioeconomic status influences public speaking, overall self-efficiency, also Social Intellect in a statistically significant manner.

**Table 4. ANOVA for the variable socioeconomic class**

Variables	Variance	"Sum of squares"	df	"Mean squares"	F	Sig
SI	"between group"	0.34	3	0.15	0.74	0.57
	"within group"	29.20	395	0.18		
	Total	29.54	398			
OSE	"between group"	2.25	3	0.75	1.60	0.23
	"within group"	90.15	395	0.42		
	Total	92.40	399			
PSA	"between group"	0.28	3	0.09	0.84	0.45
	"within group"	10.83	395	0.11		
	Total	11.11	399			

\* Sig at ( $\alpha \leq 0.05$ )

The results presented in Table 4 indicate that there was no statistically significant effect ( $\alpha \leq 0.05$ ) of socioeconomic class on the social the participants' aptitude, overall self-efficiency, and public speaking skills were also evaluated.

Inquiry four: To what extent can overall self-efficiency Social Intellect also serve as predictors of public speaking abilities? The researchers utilized multiple linear regression analyses to determine whether Social Intellect also overall self-efficiency can be utilized as predictors of public speaking abilities (refer to Table 5).

**Table 5: Linear Multiple Regression**

independent variables	dependent variable	constant	F	R	R2	Beta	t	Sig
OSE	PSA	0.46	19.52	0.33	0.42	0.58	3.90	0.00*
SI						0.14	0.96	0.00*

\* Sig at ( $\alpha \leq 0.01$ )

A statistically significant interaction between overall self-efficiency also Social Intellect was identified through multiple linear regression analysis ( $F = 19.52$ ,  $\text{sig} = 0.00$ ,  $R^2 = 0.42$ ). This interaction accounted for 43% of the observed variability in public speaking abilities. Upon closer analysis of the specific predictors, it was found that overall self-efficiency ( $t = 3.90$ ,  $p = 0.00$ ) also Social Intellect ( $t = 0.96$ ,  $p = 0.00$ ) were both statistically significant in predicting public speaking abilities. Therefore, the predictive equation can be expressed as follows: Public speaking competencies are equivalent to the product of overall self-efficiency also Social Intellect plus 0.14.

## 4.2. Discussion

Self-efficiency appeared to have a greater influence on students' public speaking capabilities than social intellect, according to the findings. A moderately significant correlation was observed between Social Intellect also general self-efficiency. Moreover, the findings of the research revealed a tenuous yet positive correlation between overall self-efficiency also public speaking proficiency. Furthermore, the Pearson test revealed a slight positive correlation between Social Intellect also public speaking ability. It was conventional wisdom that high levels of Social Intellect also overall self-efficiency served as positive indicators of one's aptitude for public speaking. In conclusion, a statistically significant gender disparity in the proficiency of public speaking was observed among the participants; nonetheless, this discrepancy exhibited a predilection towards the male participants.

This finding implies that there is substantial evidence to imply that a positive outlook on life is strongly correlated with a student's high Social Intellect. Our research indicates that there is a positive correlation between students' Social Intellect also positive overall self-efficiency beliefs, also these individuals are more likely to hold favorable self-efficiency beliefs concerning their public speaking capabilities. This underscores the importance of considering not only the Social Intellect but also the aspirations also aptitudes of students in relation to the enhancement of their public speaking capabilities. This could indicate that gender influences differences in the participants' proficiency in public speaking. The socioeconomic status, overall self-efficiency, also Social Intellect of the participants did not, however, exhibit a correlation that was statistically significant. This finding would indicate that there is no observable influence of gender on the participants' self-efficiency also social aptitude.

The implications of the results of this study can be analysed through the lens of Balsoura's (2007) self-efficiency also Social Intellect theories (Petrides, 2011). The findings of the current research offer additional support for the widely held belief that self-efficiency also Social Intellect are conceptually also practically related. According to Balsoura (1997), students' practical accomplishments can be considered dependable indicators also benchmarks for evaluating also assessing their self-efficiency beliefs. Therefore, the findings of the current investigation, which indicate a positive association between Social Intellect also self-efficiency, can be considered empirical validation of the hypotheses delineated by Balsoura in his theory of self-efficiency. Moreover, the results of this study lend credence to Petrides' (2011) claim that Social Intellect is a dependable measure of an individual's prowess in elocution. Findings of current study is totally agreeable and consisting with findings of Alkhubata (2022) who showed that there are weak relationships between social intelligence and public speaking skills, while the findings indicated a strong positive relationship between the general self-efficacy and public speaking skills among the participants. Another finding manifested gender significant differences between the participants was found in levels of public speaking skills in Favor of male students. It's also agrees with findings of the study inquiry by Awwad also Alkhubata (2021) who found that there is positive relationship between personal efficacy and English language skills, in addition to, positive relationship between the participants academic achievement and their self-efficacy in English language.



Finally, the results showed that the personal self-efficacy can be predicted the level of English language skills. Finally, the results agree with findings of Hashim (2021) which indicated that a strong relationship between the level of social intelligent among the participants and their self-efficacy, furthermore findings of Ebrahime, Khoshsim, Behtash, and Heydarnejad (2018) who get outed that language self-efficacy has high level of effects by emotional intelligence. An alternative perspective on the implications of the current study's results can be formed by drawing upon prior investigations that examined the interconnections among Social Intellect, self-efficiency, also the competence also efficacy of students' capabilities.

### Implications also Limitations of the Study

The research outcomes possess a multitude of pedagogical implications that impact a wide range of stakeholders. The correlation between the three elements of self-efficiency, Social Intellect, also public speaking abilities provides support for the notion that these factors function as a road map towards effective linguistics acquisition. Hence, for the purpose of improving students' speaking abilities, it is imperative to deliberate also provide guidance on the diverse facets also metrics that comprise Social Intellect. It is recommended that educators monitor their students' self-efficiency beliefs also provide support in order to help them cultivate a more robust sense of confidence in their capacity to successfully accomplish challenging linguistic tasks. The results of this study provided additional support for the notion that overall self-efficiency beliefs are a critical determinant of linguistics acquisition success. To maintain their academic excellence also linguistics proficiency, students must recognise the importance of practical life skills in addition to academic competencies. The findings suggest that in order to promote linguistics acquisition in a strategic manner, sponsors of linguistics education ought to create curricula, training programmes, counselling services, also awareness seminars that highlight the critical importance of high Social Intellect also self-efficiency.

Departing from the study's data acquisition also analysis phases were the only components that utilized quantitative methodologies. Triangulating data collection through the utilization of qualitative methodologies, including case studies, interviews, also observations, is advised for future inquiries. To further elucidate the relationship between Social Intellect also public speaking skills, it is recommended that researchers examine the temporal variability of students' perceptions of self-efficiency. In order to definitively determine the causal connections between self-efficiency also Social Intellect in instructors also students alike, additional research is ultimately required.

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