Abstract

The present study examines the social competence in relation to emotional intelligence of senior secondary school students. The sample of the study comprised of 200 eleventh class students (50 boys and 50 girls) studying in government and private schools of Chandigarh. Descriptive survey method employing social competence scale by Dr. V.P Sharma & Dr. Rajiv Lochar Bhardwaj and emotional intelligence inventory by Dr. S.K Mangal and Mrs. Shubhra Mangal was used to collect the data. The major findings of the study revealed partial significant relationship between social competence and emotional intelligence of senior secondary students.

1. Introduction

Social Competence is a set of ideas regarding individual’s capacities to function in his environments. It is the engagement of an individual in an activity. It orients the individual towards the achievement of a goal. Social competence refers to the social, emotional, cognitive skills and behavior. The social competence is needed for successful social adaptation as it involves the skills and behaviors required for healthy social development. It varies with the age and situations of children. Social competence is a term that is used broadly to reflect the full range of social skills, sensitivity, maturity, relations, commitment, appreciation, involvement, respectability, leadership, tolerance and participation that are involved in the effective social interactions. Social competence facilitates the development of relationships. It is related to amount of positive reinforcement received from others.

Ford (1982) viewed social competence as an attainment of relevant social goals in specified social contexts, writing appropriate means and resulting in positive development outcome.

Waters & Gresham (1986) state that social competence is the ability to make use of environmental and personal resources to achieve a good development outcome.

Oppenheimer (1989) referred social competence as the ability to engage effectively in complex interpersonal interaction and to understand people effectively.
From the above definitions it may be concluded that social competences is a set of ideas regarding individual’s capacities to function in his environment. Social competence is an important ingredient of modern civilization.

In the dawn of the new millennium, emotional intelligence has emerged as major area of psychological research. Intelligence being the capacity to adopt and adjust quickly to varied circumstances of life, emotional intelligence particularly refers to the ability to get along with people and make good personal decision.

**Peter Salovey and John D. Mayer** coined the term ‘Emotional Intelligence’ in 1990. Emotional Intelligence plays an important role in one’s life for developing important qualities of personality.

**Goleman (1995)** authored a book on Emotional Intelligence en titled “Emotional Intelligence: Why it can matter more than IQ.” and has also given similar components of Emotional Intelligence. An emotionally intelligent person is adjusted to his environment. He understands his duties and develops social usefulness in himself as well as in others.

**Hein (2006)** viewed emotional intelligence as the innate potential to feel, use, communicate, recognize, remember, learn from, manage others, and understands emotions.

Thus it may be inferred that emotional intelligence is the ability to process emotional information particularly, as it involves the perception, assimilation, understanding and management of emotions. People who are emotionally stable, know how to manage their feelings well and can deal effectively with others feelings. They are at an advantage in every domain of life. Developing emotional skills and handling the culture of emotions, surely can lead to effective living and better competence in society.

It is general perception that a man who is emotionally intelligent will have better competence with himself as well as with others and he can compete well in society. Since social competence is very important for survival in a complex world today and emotional intelligence plays an important role in the process of social competence, it is very relevant to study the relationship of social competence and emotional intelligence.

**Vancu (2014)** conducted a study titled “ Social competence, emotional intelligence in adolescents within a stress-resilience model” to examine the influences from life stress and the hypothesized protective variables of social competence, emotional intelligence on quality of life in adolescents within a stress—resilience model. Variables were assessed with questionnaires completed by 185 adolescents (aged 11–15 years). Data was collected with The Child and Youth Resilience Measure, Trait EI Questionnaire and Tromso Social Intelligence Scale. The results confirmed the significant relationship of emotional intelligence with social intelligence of adolescents and gender differences of emotional and social intelligence in sample of students.

**Akbaribooreng, et al (2015)** in a study investigated the relationship between emotional intelligence (EI) and social competence with academic performance of Zabol high school students in Iran. The results of data analysis showed that EI and social competence of students have a significant positive relationship with their academic performance and is able to predict their academic performance. The correlation between all the components of EI and academic performance of students was significant as well. Students with high EI and social competence tended to be more pro social and performed better in school.

**Lopes et al (2003)** conducted a research on Emotional Intelligence and Social Interaction at Yale University and found positive relationships between the ability to manage emotions and the quality of social interactions, supporting the predictive and incremental validity of an ability measure of emotional intelligence, the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT). In a
sample of 118 American college students (Study 1), higher scores on the managing emotions subscale of the MSCEIT were positively related to the quality of interactions with friends, evaluated separately by participants and two friends. In a diary study of social interaction with 103 German college students (Study 2), managing emotions scores were positively related to the perceived quality of interactions with opposite sex individuals. Scores on this subscale were also positively related to perceived success in impression management in social interactions with individuals of the opposite sex.

Thus it may be inferred from the above mentioned studies that social competence, social interaction was found to be related to emotional intelligence.

2. Objectives of the study

i.) To study and compare social competence of senior secondary school students in govt. and private schools.

ii.) To study and compare emotional Intelligence of senior secondary school students in govt. and private schools.

iii.) To study and compare social competence of senior secondary boys and girls in govt. and private schools.

iv.) To study and compare emotional Intelligence of senior secondary boys and girls in govt. and private schools.

v.) To study social competence in relation to emotional intelligence of senior secondary school students.

3. Hypotheses

I. There will be no significant difference in social competence of senior secondary school students in govt. and private schools.

II. There will be no significant difference in emotional intelligence of senior secondary school students in govt. and private schools.

III. There will be no significant difference in social competence of senior secondary boys and girls in govt. and private schools.

IV. There will be no significant difference in emotional intelligence of senior secondary boys and girls in govt. and private schools.

V. There will be no significant difference in the social competence of senior secondary school students in relation to their emotional intelligence.

4. Design of the study

In the present study, descriptive survey method was employed to collect the data.

I. Sample

Stratified random sampling technique was employed in the present study. The sample comprised of 100 students from two senior secondary schools students of Chandigarh. Out of these, 50 students were selected randomly from each government and private schools. Further 25 male and 25 female students were taken from each type of school i.e. government and private.

II. Tools

i.) Social Competence Scale (1992) by Dr. V.P Sharma & Dr. Rajiv Lochar Bhardwaj, published by National Psychological Corporation, Agra.
5. Results and Discussion

Hypothesis - 1

Hypothesis – 1 states, “There will be no significant difference in social competence of senior secondary school students in government and private schools”.

Table 1 has been prepared to test hypothesis 1.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Group</th>
<th>Mean</th>
<th>SD</th>
<th>t-ratio (df=198), (t_{tab}=2.60)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Competence</td>
<td>Govt.</td>
<td>160.26</td>
<td>18.75</td>
<td>3.208**</td>
</tr>
<tr>
<td></td>
<td>Private</td>
<td>152.08</td>
<td>17.27</td>
<td></td>
</tr>
</tbody>
</table>

Note: **significant at .01 level

Discussion of the Results Based on Table 1

Entries made in table 1 show that the mean score of social competence of students in government and private schools are respectively 160.26 and 152.08. The respective standard deviation scores are 18.75 and 17.27. The calculated t-ratio between the mean score of government and private school with regard to their social competence is 3.208 at 198 degree of freedom which is significant at .01 level. Thus, the first null hypothesis stating that “There will be no significant difference in social competence of senior secondary school students in government and private schools” stands rejected.

Hypothesis - 2

Hypothesis 2 states, “There will be no significant difference in emotional intelligence of senior secondary school students in govt. and private schools.”

Table 2 has been prepared to test hypothesis 2.

<table>
<thead>
<tr>
<th>Components of Emotional Intelligence</th>
<th>Mean (Govt.)</th>
<th>Mean (Private)</th>
<th>SD (Govt.)</th>
<th>SD (Private)</th>
<th>t-ratio (df=198), (t_{tab}=1.97)at .05 level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intra – personal awareness</td>
<td>13.79</td>
<td>14.82</td>
<td>4.65</td>
<td>4.72</td>
<td>1.55</td>
</tr>
<tr>
<td>Inter – personal awareness</td>
<td>13.13</td>
<td>13.78</td>
<td>4.21</td>
<td>4.44</td>
<td>1.06</td>
</tr>
<tr>
<td>Intra – personal management</td>
<td>12.97</td>
<td>14.02</td>
<td>4.53</td>
<td>4.57</td>
<td>1.63</td>
</tr>
<tr>
<td>Inter – personal management</td>
<td>12.28</td>
<td>13.42</td>
<td>4.16</td>
<td>4.44</td>
<td>1.87</td>
</tr>
</tbody>
</table>
Discussion of the Results Based on Table 2

Table 2 represents the mean, S’D & mean differentials in various areas of emotional intelligence of government and private secondary schools students. Entries made in table 2 show that the mean scores government of secondary school students in different areas of emotional intelligence i.e. intra-personal awareness, inter-personal awareness, intra-personal management and inter-personal management were 13.79, 13.13, 12.97 and 12.28 respectively. The respective standard deviation scores were 4.65, 4.21, 4.53 and 4.16.

Further, entries made in this table show that the mean scores of private secondary schools students in different areas of emotional intelligence i.e. Intra-personal awareness, inter-personal awareness, intra-personal management and inter-personal management were 14.82, 13.78, 14.02 and 13.42 respectively. The respective standard deviations scores in different areas of emotional intelligence of private school students were 4.72, 4.44, 4.57 and 4.44.

The calculated t-ratio between the mean scores of government and private secondary schools students with regard to intra-personal awareness, inter-personal awareness, and intra-personal management and inter-personal management components of emotional intelligence are 1.55, 1.06, 1.63 and 1.87 respectively which are not significantly different.

This clearly indicates that the government and private schools students do not differ significantly with regard to intra-personal awareness, inter-personal awareness and intra-personal management components of emotional intelligence.

Thus, the second null hypothesis stating that “There will be no significant difference in emotional intelligence of senior secondary school students in govt. and private schools” stands accepted.

Hypothesis -3

Hypothesis 3 states, “There will be no significant difference in social competence of senior secondary boys and girls in govt. and private schools.” Table 3 has been prepared to test hypothesis 3.

Table 3 shows mean, standard deviation, mean differentials of social competence of boys and girls in government and private schools. Entries made in table 3 show that mean scores of social competence of senior secondary boys and girls in government and private schools are respectively 154.10 and 158.24. The respective standard deviation scores are 17.16 and 19.50.

The calculated t-ratio between the mean scores of government and private schools boys and girls with regard to their social competence is 1.593 at 198 degree of freedom which is not significantly different.

Thus, the third null hypothesis stating that “There will be no significant difference in social competence of senior secondary boys and girls in govt. and private schools” stands accepted.

Discussion of the Results Based on Table 3
Hypothesis 4 states, “There will be no significant difference in emotional intelligence of senior secondary boys and girls in govt. and private schools.”

Table 4 has been prepared to test hypothesis 4.

Table 4: Mean, Standard Deviation, Mean Differentials of Emotional Intelligence of Boys and Girls in Government (N=100) and Private (N=100) Schools.

<table>
<thead>
<tr>
<th>Variable (Emotional Intelligence)</th>
<th>Mean</th>
<th>S.D</th>
<th>t-ratio (df=198)</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Govt. School</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intra - personal awareness</td>
<td>15.24</td>
<td>4.40</td>
<td>2.858</td>
<td>.01</td>
</tr>
<tr>
<td>Inter - personal awareness</td>
<td>14.43</td>
<td>4.38</td>
<td>3.258</td>
<td>.01</td>
</tr>
<tr>
<td>Intra - personal management</td>
<td>14.47</td>
<td>4.25</td>
<td>3.078</td>
<td>.01</td>
</tr>
<tr>
<td>Inter - personal management</td>
<td>13.78</td>
<td>3.88</td>
<td>3.098</td>
<td>.01</td>
</tr>
<tr>
<td>Pvt. School</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Discussion of the Results Based on Table 4

Tables 4 shows mean, standard deviation, mean differentials of emotional intelligence of boys and girls in government and private schools. Entries made in table 4 show that the mean, standard deviation, mean differentials of various dimensions of emotional intelligence of boys and girls in government and private schools. Entries made in table 4 show the mean scores of different dimensions of emotional intelligence i.e. Intra-personal awareness, Inter-personal awareness, Intra-personal Management, Inter- Personal management of boys were 15.24, 14.43, 14.47 and 13.78 respectively and that of girls were 13.37, 12.48, 12.52 and 11.92 respectively. The respective standard deviation scores for boys were 4.40, 4.38, 4.25 and 3.88 and respective standard deviation scores for girls were 4.84, 4.07, 4.69 and 4.57.

The calculated t- ratio between the mean scores of various dimensions of emotional intelligence i.e. Intra-personal awareness, Inter-personal awareness, Intra -personal Management, Inter- Personal management of boys and girls in government and private schools were 2.858, 3.258, 3.078 and 3.098 at 198 degree of freedom which is significant at .01 level.

This clearly indicates that emotional intelligence of senior secondary school boys and girls in govt. and private schools is significantly different from each other.

Thus, the fourth null hypothesis stating that “There will be no significant difference in emotional intelligence of senior secondary boys and girls in govt. and private schools” is rejected.

Hypothesis 5 states, “There will be no significant difference in the social competence of senior secondary school students in relation to their emotional intelligence.” Table 5 has been prepared to test hypothesis 5.

Table 5: Mean, Standard Deviation, Mean Differentials of Social Competence (N=54) of Senior Secondary School Students in Relation to Various Dimensions of Emotional Intelligence (N=54)
Table 5 represents the mean, standard deviation and means differentials of social competence in relation to different dimensions of emotional intelligence. Entries made in table 5 show that mean scores of social competence in relation to high and low intra-personal awareness dimension of emotional intelligence were 154.35 and 160.98 respectively. The respective standard deviation scores were 15.70 and 17.71. The calculated t-ratio between the mean score of social competence in relation to intra-personal awareness dimension of emotional intelligence was 2.058 at 106 degree of freedom which is significant at .05 level. This means social competence is significantly related to intra-personal awareness dimension of emotional intelligence.

The means scores of social competence in relation to high and low inter-personal awareness dimension of emotional intelligence were 154.22 and 159.66 respectively. The respective standard deviation scores were 15.55 and 21.56. The calculated t-ratio between the mean score of social competence in relation to inter-personal awareness dimension of emotional intelligence was 1.504 which is not significant. This means social competence is not significantly related to inter-personal awareness dimension of emotional intelligence.

The mean scores of social competence in relation to high and low intra-personal management dimension of emotional intelligence were 153.50 and 158.94 respectively. The respective standard scores were 14.15 and 20.73. The calculated t-ratio between the mean score of social competence in relation to intra-personal management dimension of emotional intelligence was 1.593 at 106 degree of freedom which was not significant. This means social competence is not significantly related to intra-personal management dimension of emotional intelligence.

The mean scores of social competence in relation to high and low inter-personal management dimension of emotional intelligence were 151.22 and 159.35 respectively. The respective standard deviation scores were 13.53 and 21.78. The calculated t-ratio between the mean score of social competence in relation to inter-personal management dimension of emotional intelligence was 2.329 at 106 degree of freedom which is significant at .05 level. This means social competence is significantly related to inter-personal management dimension of emotional intelligence.

This leads to the conclusion that social competence is significantly related to two out of four dimensions of emotional intelligence i.e. intra-personal management and inter-personal management.

Thus the fifth null hypothesis that “There will be no significant difference in the social competence of senior secondary school students in relation to their emotional intelligence” is partially accepted.

6. Educational Implications

1. It becomes the duty of the teacher as well as the parents to pay attention, validating and confirming the child’s feelings and perceptions; it will help the child to become socially competent.
II. The school is considered a more conducive place for the cultivation of certain non-academic goals that are more needed to implement on the private school students. Government and private senior secondary school should be offered differential learning, advanced curriculum or programs etc. so, that they may become emotionally intelligent.

III. Boys and girls should be provided equal opportunities for social competence and emotional intelligence. For these seminars, workshops, counselling sessions, co-curricular activities should be organized provide them suitable exposure.

IV. In the present study, social competence was found to be partially related to emotional intelligence which means if a person can understand people when have good inter - personal relations then emotional intelligence would be high and vice versa.

7. References


Author's Biography

Dr. Anuradha Agnihotri is presently working as Assistant Professor in Department of Education, Dev Samaj College of Education, sector 36-B, Chandigarh. She is having vast teaching experience of 21 years. She is approved Ph.D. guide by the Administrative and academic committee of Department Of Education, Panjab University, Chandigarh. Presently she is holding various Academic positions in serving college includes Programme Incharge, Programme study Centre, IGNOU; Coordinator, IQAC; Nodal officer RUSA, Rashtriya Uchhtar Shiksha Abhiyan; Nodal Officer, AISHE( All India Survey of Higher Education). As well as she is Life Member, AIAER (All India Association of Education Research) & Life member, CTE (Council for Teacher Education). Dr. Anuradha has guided 31 students at Masters (M.Ed.) level and presently supervising 6 students at Doctorate level. She has presented 27 papers in national and international conferences & Published 15 research papers in national and international reputed refereed journals. She Acted as a resource person and delivered 28 extension lectures at national and local level. She has prepared self-learning modules in the subject of teaching of Science. The modules have been in circulation for the correspondence students of B.Ed., USOL, Panjab University, Chandigarh. Along with above mentioned achievements she has earned huge appreciation & numerous awards at national & international level.