

RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND SOCIAL COMPETENCE AMONG HIGHER SECONDARY SCHOOL STUDENTS

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Abstract : This study made an attempt to find the relationship between Emotional Intelligence and Social Competence of higher secondary school students of wayanad district of Kerala state. Study conducted on 322 higher secondary school students of wayanad district. Data collected by using Emotional Intelligence scale and Social Competence scale prepared by investigators. Study revealed that level of Emotional Intelligence and Social Competence of higher secondary school students of wayanad district was satisfactory to certain extent and there is a significant positive relationship between Social Competence and Emotional Intelligence.

Index Terms- Emotional Intelligence, Social Competence, higher secondary school students

INTRODUCTION

Emotional Intelligence is a key to high performance. It is the capacity to recognize the feelings of oneself and others as well as effectively managing our emotions and relationship. Emotional Intelligence is the ability to perceive emotions, to access and generate emotions so as to assist thought to understand emotions and emotional knowledge and to reflectively regulate emotions so as to promote emotional and intellectual growth. (Mayer and Salovey 1997). Senad (2017) assessed the Emotional Intelligence of CBSE and ICSE school students. Study revealed that Emotional Intelligence of CBSE students are higher than ICSE. Fatum (2018) identified there is a significant relationship between Emotional Intelligence and academic achievement of elementary school children

Social Competence is the ability to interact appropriately and effectively with others. Social Competence is defined as the possession and use of the ability to integrate thinking, feeling, and behavior to achieve social tasks and outcomes valued in the host setting and culture (Topping, Bremner,& Holmes, 2000). Wentzel (1991) found that Social Competence is related to significantly to early adolescence student's academic performance. Wentzel (1991) in another study he established the Social Competence can helps to knowledge acquisition and cognitive ability development. Zsolnai (2002) also found that Social Competence is related to school achievement and learning motivation

In the present study investigators made an attempt to find the extent of Emotional Intelligence and Social Competence among higher secondary students and to find relationship between Social Competence and Emotional Intelligence

OBJECTIVES OF THE STUDY

1. To find the extent of Emotional Intelligence among higher secondary school students.
2. To find the extent of Social Competence among higher secondary school students.
3. To compare the mean scores of Emotional Intelligence of higher secondary school students based on gender, locale and type of management
4. To compare the mean scores of Social Competence of higher secondary school students based on gender, locale and type of management

- To find out the relationship between Emotional Intelligence and Social Competence of higher secondary school students for the total sample and sub sample based on gender, locale and type of management

HYPOTHESES OF THE STUDY

- There exist no significant difference in the Emotional Intelligence of higher secondary school students based on gender, locale and type of management
- There exist no significant difference in the Social Competence of higher secondary school students based on gender, locale and type of management
- There exist no significant relationship between Emotional Intelligence and Social Competence of higher secondary school students for the total sample and sub sample based on gender, locale and type of management

METHODOLOGY IN BRIEF

Survey method was adopted to conduct the study

Sample of the study: 322 students from 5 higher secondary schools of wayanad districts of Kerala state were selected as sample.

Tools used for the study: Emotional Intelligence scale and Social Competence scale was used to collect data from selected sample. Emotional Intelligence scale constitutes 30 items with 3 point likerts type measurement. Reliability of the tool was established by using test-retest method and cronbach's alpha. Obtained reliability coefficient for test –retest method is .78 and Cronbach's alpha value is .72. Obtained value shows high reliability of the tool. Social Competence scale constitutes 50 items with 3 point likerts type measurement. Obtained reliability coefficient for test – retest method is .82 and Cronbach's alpha value is .71. Obtained values show high reliability of the tool.

Statistical techniques used for the study: Mean, Percentiles, independent sample t test and coefficient of correlation

RESULT AND DISCUSSION

Obtained data analysed by using various statistic techniques viz., percentile analysis, independent sample t test and pearsons product moment correlation. Data, results and discussion of each objective is presented under corresponding headings.

Extent of Emotional Intelligence and Social Competence of higher secondary school students

Extent of Emotional Intelligence and social competence of higher secondary school students are analysed using mean and percentile. Data and result of analysis are presented in table.1

Table.1 Data and results of Mean and Percentile scores of Emotional Intelligence and Social Competence

Variable		Emotional Intelligence	Social Competence
Mean		62.22	96.14
Std. Deviation		11.40	17.59
Percentiles	10	46.30	71.30

	20	53.00	80.00
	30	54.00	88.00
	40	60.00	93.00
	50	63.00	96.00
	60	66.00	99.00
	70	69.00	103.00
	80	73.00	108.40
	90	78.00	123.00

From table.1 it is clear that mean of Emotional Intelligence ($M = 62.22$) is higher than the mid score (45) of the Emotional Intelligence scale. There for the Emotional Intelligence of higher secondary school students are satisfactory to certain extent. Percentile scores also support the result obtained from mean score. Similarly the mean score of Social Competence ($M = 96.14$) is higher than mid score (75) of Social Competence scale. There for higher secondary school students shows satisfactory level of Social Competence.

Comparison of mean scores of Emotional Intelligence and Social Competence based on Gender, Locale and Type of management

The mean scores of Emotional Intelligence and Social Competence were compared between relevant subsamples based on Gender, Locale and type of management. To compare the mean score independent sample t test is used. Data and result of the test of significant difference in mean is presented in below table.2

Table.2.Data and results of Comparison of mean scores of Emotional Intelligence and Social Competence based on Gender, Locale and Type of management

Variable compared	Emotional Intelligence (t-value)	Social Competence (t-value)
Gender (Boy –Girl)	2.92**	1.23
Locale (Urban – Rural)	.277	.326
Type of Management (Government-Aided)	.508	.658

** Significant at 0.01 level

From the table.2 it is clear that the obtained t value for comparison of mean scores of Emotional Intelligence based on gender is 2.92 which is greater than the table value 2.58 at 0.01 level. It means there exist a significant difference in the mean score of Emotional Intelligence based on gender, that is Emotional Intelligence of boys and girls differ significantly.

Table.2 revealed that obtained t value for the mean comparison of Emotional Intelligence based on Locale & type of management and mean comparison of Social Competence based on Gender, Locale & type of management could not reach the limit of significant difference at 0.05 levels. There for there is no significant difference in the mean score of Emotional Intelligence based on Locale & type of management and Social Competence based on Gender, Locale & type of management.

Graphical representation of mean score comparison of Emotional Intelligence based on gender is presented in figure.1

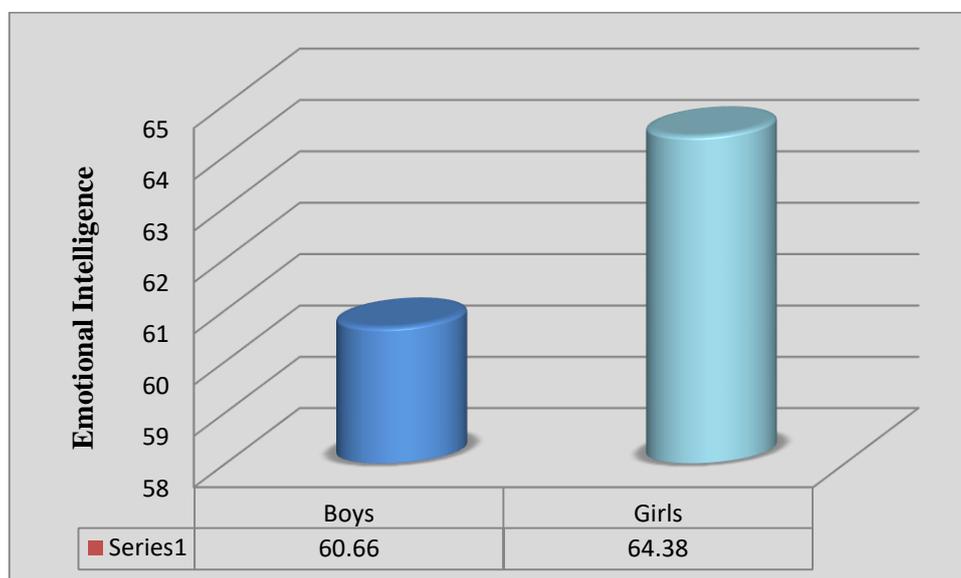


Figure.1 Mean score comparison of Emotional Intelligence between Boys and Girls

Relationship between Emotional Intelligence and Social Competence for total sample and sub sample based on Gender, Locale and Type of Management

To find the relationship between Emotional Intelligence and Social Competence of higher secondary school students pearsons product moment correlation was used. Data and results of this analysis is presented in table.3

Table. 3. Data and results of Relationship between Emotional Intelligence and Social Competence for total sample and sub sample based on Gender, Locale and Type of Management

Si.No.	Variable	Coefficient of Correlation (r)
1	Total sample	0.414**
2	Boys	0.431**
3	Girls	0.376**
4	Government	0.361**
5	Aided	0.467**
6	Urban	0.497**
7	Rural	0.359**

** . Correlation is significant at the 0.01 level (2-tailed)

Table.3 revealed that there exist a significant relationship between Emotional Intelligence and Social Competence. The obtained coefficient of correlation (0.414) showed that the significant

relation is positive and moderate. Relationship between Emotional Intelligence and Social Competence for sub samples boys, Aided school students and urban students also positive and moderate. At the same time relationship between Emotional Intelligence and Social Competence for sub samples Girls, Government school students and rural students are positive low correlation.

CONCLUSION

The major objective of the study is to find out the relationship between Emotional Intelligence and Social Competence among higher secondary school students. Major findings of the present study are

1. Emotional Intelligence and Social Competence of higher secondary schools students are satisfactory to certain extent.
2. There exists a significant difference in the Emotional Intelligence of higher secondary school students based on gender.
3. There is no significant difference in the Emotional Intelligence of higher secondary school students based on locale and type of management.
4. There exist no significant difference in the Social Competence of higher secondary school students based on gender, locale and type of management.
5. There exist a significant relationship between Emotional Intelligence and Social Competence of higher secondary school students for the total sample and sub sample based on gender, locale and type of management

EDUCATIONAL IMPLICATIONS

The real benefit of Emotional Intelligence and Social Competence is to create competitive advantages, increase performance, ensure time and resource, effective team work and building trust. Students who are emotionally intelligent and socially competent tend to be more pro social and perform their best with full potentiality. For such an effective result lessons has to be integrated with socio emotional learning. In one hand it improves student's performances in curricular and co-curricular activities. On the other hand it decreases misbehaviour and illegal activities. In brief they exhibit their pro social behaviour (Guil, Gil-O larte, Mestre & Nunez, 2005, Guil, Mester & Gil-Olarte, 2004). The factor has to be identified that are associated with academic performance. The design of the curriculum should be reframed that develops the skills in students. Identifying all the factors that are relevant for effective learning and for academic performance should be the main objective of curriculum and it should be done with full effort.

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