

**SOCIAL COMPETENCE AMONG SECONDARY SCHOOL
STUDENTS IN RELATION TO EMOTIONAL INTELLIGENCE**

A Dissertation Submitted to

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CHAPTER I

INTRODUCTION

1.1 THEORETICAL ORIENTATION OF THE PROBLEM

The first school of the child is always family and the first teacher of the child is mother, then family send the child to school for formal education. School is the miniature of the society and it is the school who teach to child, how to live in and how to adjust in the big society. In the school, child learn many skills by academic and non- academic tasks, because education means holistic development of the child. In holistic development intellectual development, social development, emotional development are included. Physical development of the child related with his/her growth and the intellectual is related with his/her academic tasks. Social development is the very important aspect of the child's development. Social development is not developing through academic tasks, instead it is imbibed through social interaction, group task, cooperative learning. For the development of these social skills we have to prepare the children in the schools, which helpful in the child's social adjustment in family, peer, sibling, and society.

The term social competence is made up of two words social and competence. According to Oxford Dictionary (1998) the word social means attitudes to take the interests and needs of people. In other words social means co-reliant and regarding to society. Competence is the ability, which helps in the adjustment in the environment in a right manner. The social competence implies abilities to respond to social environment in correct manner. Social competence is the concept which related to social adaptation, which include social, emotional, cognitive and behavioral skills. Social competence is very important aspect for the present society, for the progress of the society as well as for the individual, because it is the individual who survive in the society. Social competence is the effectiveness dimension of social measurements. Social behaviour is acquired through social communication and cultural integration in the different socio- cultural things. For the successful interpersonal interaction, a high order social competence is essential for an individual.

1.2 SOCIAL COMPETENCY

The study of competence begins early in 20th century. Numerous phrases began to how children network with their peers and how they act with their social situation. In the 20th century, there was a common lack of contract about the definition and quantity of Social competence throughout the 1980s. Gresham (1980) recognized three sub domains of Social competence viz. peer acceptance, adaptive behaviour and social skills. According to White (1959) social competence is an organism's ability to interact successfully with its environment. Social competence is a process of social, emotional and intellectual skills and behaviour needed to be succeed as a member of society. Social competence has been defined as the social ability and inter- personal skill of an individual in effectively in socialization

Social competence plays an important role in the present society. It is the essential component of the members of a progressive society. Social competency is an important component of social behaviour. It is acquired through social and cultural interaction in the world. Eiser (1976) defined social competence as the inter-personal skill and social ability of an individual in effectively meeting a person situation interaction.

Ford (1982) defines social competence as attainment of significant social goals in identified social which results in positive development of an individual.

According to Rubin and Krasnor (1992), social competence is the ability of an individual to attain individual goals in social communication along with sustaining positive relations with other people over time and across setting.

Social competence means fine-tuning during the family, society, school and in old age. Requiring more perspective specific definition of the paradigm as well as a focus specific aspects of social competence, such as trust, self-control, empathy, civic engagement or respect for other people. In the current years, the study of the social competence has received better attention from social scientists and policy makers across discipline, partly in modern time due to enlarged concerns about the lack of social competencies.

Social competence includes interactions between individual features, situative appearances and social demands. The hard social competencies are essential and valued in different settings. Indicating that in social competencies assessment contains ethnically centered value judgments. In psychology context social competence use as personality traits, which can indicate different

competencies such as tolerance, empathy, ability for support; as a dynamic construct linking the capability adjust to and interrelate in given social situations; as peoples trust about their efficacy, as social or even emotional intelligence. Social competence in economics context are sometimes used as ‘soft skills’ involving capacities such as working in a team, flexibility, inspiring colleagues and clients. In economic context social ‘capital’ is used in social sciences in general and sociology to define resources rising from social- interactions. From these different definitions it is essential to found a unifying operational definition that recognizes differences in specifies particular areas of manifestation as well as specific mechanisms and abilities. For the confusion avoidance researchers must be well-known about their theoretical orientation and it is essential to recognize the context and emphasis of their assessments.

Social competence changes the whole life process and depends on the development of abilities such as self-confidence, social abilities and social consciousness. This change we can see in the group project. Children learn more in the group project with other children. In the group project children learn academic skills as well as the social skills such as self-control, sharing and emotion management, empathy with others, self-confidence and also including patience. After some time it is necessity to develop additional unified forms of self-regulation, with the stress on ‘fitting in’ and attaining, and also better co-ordination of social abilities and also understanding of societal scripts as they reveal.

Langeveld and Gundersen (2012) et al. conducted a study on social competence as a mediating factors in reduction of behavioral problems. The aim of this study was to discover how social competence decreases behavioral difficulties. The result indicate that in youngsters, increased social competence and intermediates influence of on behavioral difficulties, but significant moderating aspects (people’s level of social competence, problem behavior and age) must to be reserved into consideration.

Singh (2013) investigates the significance of relationship of social competence among adolescents with emotional intelligence and home environment. The results of the study revealed significant positive relation between social competence and emotional intelligence, and significant positive relation between social competence and all the dimensions of home environment.

Fard and Ghaemmaghami (2015) studies the relationship between emotional intelligence and social competence of high school girls in the city of Damavand were studied. The results of

stepwise regression analysis showed that the components of interpersonal skills, adaptability, stress management, public and creating a significant level ($\alpha = 0/05$), with each 97.8 percent, to explain the changes in social competence. And there is a significant relationship between emotional intelligence and social competence girls.

Roma and Bakashi (2015) investigates the social competence in relation to study habits and academic achievement of secondary school's students. There is a significant positive relationship between social competence and study habits among total no. Of secondary school students. There is no significant relationship between social competence and study habits among secondary school students having average academic achievement.

Sharma (2015) study the classroom performance of senior secondary school teachers, who are said to be the real builders of the nation. The findings of the study revealed that the senior secondary school teachers have been found to be 'substantially effective' in their performance; there is significant independent effect of locality, emotional intelligence and personality on performance of senior secondary school teachers; and there is significant two factor interactive effect of variables on classroom performance of senior secondary school teachers.

Stichter and Laffey et al. (2014) investigated on i social: delivering the social competence intervention for adolescents (SCI-A) in a 3D virtual learning environment for youth with high functioning autism. In this study result shows that the social competence curriculum was transported with reliability in the 3D virtual learning environment. This study also indicates that the i Social approach demonstrations promise for social competence benefits for youth.

Garte and Rebecca (2015) conducted a study on inter-subjectivity as a measure of social competence among children attending head start: assessing the measure's validity and relation to context. This study measure that the social competence during communication develops in actual time between two or more children. The result indicate that children's social competence is meaningful in the engagement of mutual activities.

Ren (2015) conducted a study on social competence of mandarin-speaking immigrant children in childcare. The aim of this study was to examine social competence of Chinese immigrant children and also find the relations with age, length of attendance in childcare, gender, generational position and competences in English and official Chinese. This study suggests that the performance of chines children in social competence is well, while the anxiety level is high in three years' children in the normative sample.

Ren and Edwards (2015) studied on pathways of influence: Chinese parents' expectations, parenting styles, and child social competence. This study indicates that parents who were more competent in social-emotional skills, they were more probable to adopt an authoritative parenting style, and they develop social competence in their children in better way.

Yagmurlu and Yavuz (2015) conducted a study on social competence and temperament in children with chronic orthopedic disability. The aim of this study was to examine social competence in children with orthopedic disability and also identify the relations of social competence with child's temperament, health situation, and maternal warmth. Result shows that importance of emotional and intentional regulation for social functioning in children with orthopedic disability, and pointed to the vulnerability of reactivity to environmental circumstances.

Ahmetoglu and Acar (2016) studied on the correlates of Turkish pre-school pre-service teachers' social competence, empathy and communication skills. The aim of this study was to measure the relations between Turkish preschool pre-service teacher's personal and also find their educational characteristics with their social competence, empathy, and communication skills. This shows that the score of women is higher on empathy and communication skills, and they have many friends, these abilities leads their high social competence. Pre-service teachers the members of social clubs have high score in communication skills rather than their peers.

Ates (2016) investigated on social phobia as a predictor of social competence perceived by teenagers. The aim of this study was to examine that perceived social competence by teenagers. Result reveals that the social avoidance significantly projected perceived social competence.

Ates and Bünyamin (2016) investigated study on the effect of solution-focused brief group counseling upon the perceived social competences of teenagers. This study was to examine that effect of group counselling upon the perceived social competence of teenagers. In the results the study shows that the group counselling increase the level of perceived social competence in teenagers.

Yaman and Çelik (2016) conducted a study on the mediator effect of loneliness between perceived social competence and cyber bullying in turkish adolescents. In this study results concluded that perceived social competence, cyberbullying and self-efficacy were connected to each

other's, loneliness partially arbitrated the association among perceived social competence and school burnout.

1.3 EMOTIONAL INTELLIGENCE

Emotional intelligence combination of many abilities like perceiving, assimilating, understanding, managing emotions. Emotional intelligence plays a important role in success of a individual social life. Emotional intelligence imagined as an important setup of different psychological abilities associated with life, the measurement of which in necessary for help and guided to the needed ones and for self- help. Emotional intelligence is the ability which enables an individual to understand the feelings of him-self and also others. Emotional intelligence is the non-physical and cognitive capabilities, competencies and skills an individual has which help her/him to deal with the stress of daily life. It helps to human beings to respond correctly to a hurdle of environmental situations. It the capacity to use our emotions according to situations and live the life more successfully.

The term emotional intelligence was first used by Payne (1985) in his doctoral thesis entitled as A study of emotion: developing emotional intelligence.

Wagner and Sternberg (1985) categorized emotional quotient into three groups managing self, managing g others and managing career. These categories are described as:

❖ Managing Self

- In this type of ability, the skills in directing of managing self in daily to get maximum results such as enticement to achievement, self-instigation and shape up noble self-inducement; be courageous for speculations; not to be dispirited; identify the boundaries of one's own personality.

❖ Managing Others

- It is the ability to handling the subordinate and the community relations; the capability of getting beside with others; the skill to trust work of others according to the capacity of the individual.

❖ Managing Career

- Individual should manage the things according to his/her own interest. It is the ability, which helps an individual for shape up the name and fame in the society

- Mayer and Salovey (1990) defined the emotional intelligence such as; it is the potential observe to others and one's own emotions and feelings to guide one's thinking and actions. It contained three kinds of adaptive skills namely redirected attention, directive of emotions in the self and others, appraisal and manifestation, creative thinking, use of emotions that contain flexible organization and motivation. Emotional intelligence is categorized into five domains like self-awareness, managing emotions, motivating oneself empathy and handling relationships. These categories explained as below;
 - ❖ Self-Awareness
 - Perceiving own-self and knowing feelings as it occurs.
 - ❖ Managing Emotions
 - Management of feelings, thus they are realizing that how to maintain balance between different-different feelings. It the way to manage the anger, fear, worries and sorrow.
 - ❖ Motivating Oneself
 - Modifying the emotions in any situation and service of a goal. Deal the situation with pleasure and stifling compulsions. And also take care of the emotional self-control in any situation.
 - ❖ Empathy
 - In this category of emotional intelligence individual feel or sensitize the others feeling and also showing attention the others feelings.
 - ❖ Handling Relationships
 - In this category talking about the social capacity, management of emotions and societal skills.

Emotional intelligence term was popularized by Daniel Goleman (1995) with his publication, Emotional intelligence: Why it can matter more than IQ? According to Goleman emotional intelligence such as the skill by which we identify own feelings and also understand others emotions. In this ability we motivate our self and others for the adjustment in any situation. Emotional intelligence according to Goleman classified in five categories, which are self-awareness, self-regulation, social skills, motivation and empathy. Goleman's classifications described as below:

1. Self –Awareness

Self –Awareness shows the skill to diagnose, know and admit one’s moods, initiatives, emotions, weaknesses and strong point and also to see how these impact or influence other people. It comprises of emotional awareness, accurate self-assessment and self-confidence.

- I. Emotional Awareness: Can be easily identify which type of emotions they feel and also identify with the others emotions. They can recognize their own emotions and also understand how their emotions effect their presentation, and managing consciousness of their ethics and aims.
- II. Accurate Self-Assessment: In this competency individuals know their potentials and faintness. They are learning more from their knowledge and are open new perspectives, self-development and continuous learning feedback as well as show an intelligence and perception about themselves.
- III. Self-Confidence: Individuals with the proficiency have self-confidence, presence of mind. They have ability to make sound judgments regarding any situation. They deal any difficult situation with very much patience and maintain own emotional stability.

2. Self-Regulation

Self-Regulation means how to cater and organize the desires, upsetting feelings and disappointments rather than contradicting these feelings. This ability is helpful in concentration, staying focused, calmness and also helpful in clear thinking rather than think in pressure. In this we include self-control, trustworthiness and conscientiousness, innovation and adaptability.

- I. Self-Control: Individuals with this proficiency can tackle the rash feelings and painful emotions in a sound way. They are stable in difficult situations, positive attitude, and calm even in frustrating moments. They think openly and stay concentrated in even under pressure conditions.
- II. Trustworthiness and conscientiousness: In this ability individual’s actions are morally and above re-approach. They can shape their belief through their consistency and

authenticity; they accept their own errors and provoke unethical actions in others. They kept their promises with others and also done their accountability for achieving the aims. They always done their work with very much consciously or confidently.

- III. Innovation and Adaptability: Individuals with this proficiency can think new ideas from a wide variety of sources, entertain original solutions to problems, generate new ideas, take fresh perspectives and risks in their thinking, smoothly handle multiple demands, shifting priorities, and rapid change, adapt their responses and tactics to fit fluid circumstances and are flexible in how they see events.

3. Motivation

Motivation is a capability to follow goals with vigor and determination. Motivation provides the ambition and enthusiasm to build our beliefs and actions. Achievements drive, commitment, initiative and optimism are the major components of Goleman's third Emotional Intelligence competency that is motivation.

- I. Achievement Drive: Individuals with this proficiency are more result-oriented and they have a high initiative to fulfill their goals and standards, they take inspiring goals and also take planned risks, follow facts to decrease uncertainty and discover paths to do things in better way and learn how they give their better performance.
- II. Commitment: Individuals with this proficiency always ready to sacrifice for achieving their big managerial goals. For clarifying choices and building sound decisions they use group's basic values for the larger purpose. They have done their work very actively to achieve the group's mission.
- III. Initiative and Optimism: In this component those people are include who have the capacity to prepared to hold opportunities, track goals beside that whatever expect from them, for the necessity of the job they crook the guidelines, enterprising struggles, continue in pursuing goals beside obstacles, work from hope of attainment beside that anxiety of disappointment and find obstacles as due to controllable circumstances relatively the personal fault.

4. Empathy

When we talking about empathy, means it is the capability to place our self to another's shoes and also they think from other person's point of view. It can be foundation skills of all social

competencies. It includes the competency to understand others, develop others, service orientation, leveraging diversity and having political awareness.

- I. Understanding Others: Individual with this proficiency are more focused to emotional indications and listen the others view very carefully and well, they show a maturity other's perspective, they also know the needs of others. They show concerning behavior for other peoples.
- II. Developing others: In this competency recognize student's potentials and actions, those people who have this type of ability proposed significant feedback and also find their needs for more growth, guide should must give time to time training and assign that type of work which foster and test child's abilities.
- III. Service Orientation: Individual with this ability recognize student's necessities then match the broader educational goals and objectives, seek ways to increase their interest, involvement, learning and development, thankfully offer suitable guidance, understanding a student's point of view and like a faithful instructor.
- IV. Leveraging Diversity: Individual with this proficiency accepts diversity. They respect all the students from different-different backgrounds, know various worldviews and understand the difference of groups, they see diversity like chance, provide that type of environment where different students can flourish so that express their self without any hesitation.

5. Social Skills

Social skills are the proficiency which make good relationship between the different units of community and it build a good network with individuals. It constitutes of a collection of a host of skills including the skills of influencing, conflict management, leadership, being a change catalyst, building bonds, collaboration and co-operation and team capabilities.

- I. Influence: Individual with this proficiency have good skills to influence to other people, they good tuning performances to address to the listeners, use difficult plans such as like indirect effect to construct harmony and organize affected actions to successfully create a point.
- II. Communication: Individual with this competency are more confident, they interact with people in very effective way, recording emotional signs in adapting their communication, they handle every difficult situation straight forward, they listen very consciously, speak

mutual sympathetic and also sharing the information very well, foster vulnerable and stay open to good news as well as bad.

- III. Conflict Management: Individual with this capability manage the disruptive students and handle difficult situations with negotiation and thoughtfulness, it gives right direction for latent conflict, they change the negative condition in a positive perspective, they have keen interest in open and group discussion and always believe in success solutions. They always use positive attitude for any conflict.
- IV. Leadership: Individual with this proficiency clear and provoke enthusiasm to a mutual vision and operation, step onward to prime as needed, regardless of status, give direction to the team members through his own behavior example and act as a accountable person.
- V. Change Catalyst: Individual with this capability identifies the need for modification and handles the barriers, they face the challenging situations to find out the right solution or change, winner the change and recruit others in its detection and they will be the role model of the change.
- VI. Building Bonds: Individual with this proficiency builds or maintains the good familiar networks, identify the relationships which are equally useful, interact with others in a circle and also build good relationship, build informal relationships with the colleagues beside the formal interaction.
- VII. Collaboration and cooperation: Individual with this proficiency upholds the balance or coordination between different- different tasks. They give full attention to every, full concentration on work associations, sharing strategies, work together, information and means, encourage a friendly environment, and promote and raise occasions for collaboration.
- VIII. Team Capabilities: Individual with this capacity show role-model team talents such as admiration, helpfulness, collaboration and appeal all students active participation, shape team personality, always show concern to the team members and its status, share the glory with whole team.

Parker, et. al. (2005) examined the impact of emotional intelligence on the successful transition from high school to university. Results revealed that academically successful students had significantly higher levels of several different emotional and social competencies. These findings suggest that emotional intelligence plays an important role in the successful transition from high school to university.

Chen, Lin and Tu (2006) Significant differences were found between those students in Taiwan and Anhui province in China concerning emotional intelligence (EI) and life adjustment (LA). A positive and modest correlation was found between the EI and LA scores for students in both Taiwan and Anhui. Birth order showed no significant difference in those students' EI.

Kattekar (2010) conducted a study to investigate the impact of emotional intelligence on the academic achievement in Kannada language of 500 standard IX students in the Karnataka state. He found a positive relationship between emotional intelligence and academic achievement of students.

Chamundesai (2013) investigate emotional intelligence and academic achievement of students at the higher secondary level. A positive significant relationship was found between emotional intelligence and academic achievement of the higher secondary level students. The students studying in central board schools have a higher level of emotional intelligence as compared to students studying in state board.

Begum and Khan et al. (2014) investigated to study the relationship between positive teaching attitude and emotional intelligence of B.Ed. trainees in Aurangabad city. The sample of this study was 300 B.Ed. trainees of Aurangabad city. Result showed that the emotional intelligence level in the B.Ed. trainee is average and the teaching attitude is also average, the association between emotional intelligence and positive teaching attitude is significant.

Ghabanchi and Rastegar (2014) studied on the correlation of emotional intelligence and IQ with reading comprehension. The purpose of this study was to identify the influence of emotional intelligence and IQ upon reading comprehension in Iran. In this study result showed that the association between IQ and reading comprehension is stronger than the association between total emotional intelligence and reading comprehension.

Gill (2014) studied on The Nature of emotional intelligence and reflective practice in tutorial settings. The aim of this study was to examine the nature of emotional intelligence and reflective practice in tutorial situations. Result showed that the level of emotional intelligence of specialists can be increase through reflective practice. The reflective practice increases their skills.

Kaelber and Schwartzl(2014) examined a study on emotional intelligence and empathy upon eastern and western counsellor trainees. In this study result shows that high empathy level in Western trainees, though no significant differences were found in emotional intelligence between empathy of western and eastern trainees.

Kant(2014) conducted a study on interrelationship between emotional intelligence and personality traits of secondary teachers in India. This study shows that there exists no significance difference on the bases of gender between emotional intelligence of secondary school teachers on their teaching.

Parrish (2015) investigated on the relevance of in higher education context effect of emotional intelligence for leadership. The aim of this study was to examine in higher education context effect of emotional intelligence for leadership. This study reveals that for academic leadership in higher education emotional intelligence is very important requirement.

Cejudo (2016) conducted a study on relationship between mental health and emotional intelligence in school counselors. The aim of this study was to examine the relationship between emotional intelligence as an ability and emotional intelligence as a trait and mental health of a sample of school counselors. The results indicate that the associations between emotional intelligence as a trait and mental health are higher than those existing between emotional intelligence as an ability and mental health.

Gene et al. (2016) examined the role of emotional intelligence in second language learning and its effect on productive language skills: speaking and writing. After calculating each participant's emotional intelligence scores and their success in speaking and writing skills, their scores were compared to the variables selected for the study and each other. A positive and close relation between emotional quotient and foreign language was found in the study.

Kotaman (2016) studied on turkish prospective early childhood teachers' emotional intelligence level and its relationship to their parents' parenting styles. The current study explored Turkish prospective early childhood teachers' emotional intelligence scores in order to determine whether levels indicated differentiations according to grade level, and parenting style. Findings reveals that prospective teachers' emotional intelligence level did not increase as their professional education level increases. It indicate that there exists no significant relationship between emotional intelligence and professional education programs of teachers. This study concluded that teacher education programs should support emotional development too.

Wahyuddin (2016) examined a study on the relationship between of teacher competence, emotional intelligence and teacher performance madrasah Tsanawiyah at district of Serang Banten.

This study wants to examine the relationship between teacher competence and emotional intelligence that held by teachers to increase the teacher performance Madrasah Tsanawiyah at district of Serang Banten. The results showed that there is a relationship between teacher competence to teacher performance, as well as emotional intelligence has significant relationship with the teacher performance.

1.4 SIGNIFICANCE OF THE PROBLEM

The social competence is acquired through social interaction and cultural integration in different socio- culture setting. Prosperity and potential of social competence helps people in the society to get success in their life which largely depends upon the extent to which they have acquired the desirable for self-satisfaction, growth and development. For the social interaction the people, social competence plays very important role. In social interaction we perceive others emotions, sensitize others feeling, manage the emotions, handling our emotions and others also. It means that for the social interaction and adjustment with others emotional intelligence plays a significant role. It indicates that social competence of the individuals vary to their emotional intelligence. When the individuals are emotionally stable, they interact with people easily. They will never found the difficulty in social interaction. Further Students are the nation builders of the future generation. So, the present study intend to extent the secondary school student's social competence and emotional intelligence. It has been explored through review of related literature that no study was undertaken in the past to find out the relationship between social competence and emotional intelligence of the secondary school students. Thus, the proposed research will discover the new strategies and programs for the improvement of the student's social competence and emotional intelligence. For the survive in the modern world the social skills, good social interaction, social competence, emotional stability is essential. In students development school plays significance role. Students learn from school and apply in the big society, because school is the miniature of the society. For that we have to prepare the students at school level for the social competence and emotional intelligence. So, the researcher will be interested to study the social competence among secondary school students in relation to emotional intelligence.

1.5 STATEMENT OF THE PROBLEM

In the present study, an attempt has been made to study of relationship between emotional intelligence in developing social competence among secondary school students. Therefore, the problem is stated as “*social competence among secondary school students in relation to emotional intelligence*”.

1.6 OPERATIONAL DEFINITIONS

SOCIAL COMPETENCE

Social competence refers to those skills necessary for effective interpersonal functioning. They include both verbal and nonverbal behaviors that are socially valued and are likely to elicit a positive response from others (Osman, 2001).

EMOTIONAL INTELLIGENCE

Emotional intelligence was operationally defined as it is the capacity of perceiving emotions, recognizing emotions in thinking pattern and handling the emotions according to the situation. Understanding the emotions of themselves and other-self is called emotional intelligence.

1.7 OBJECTIVES

The objectives of the study are:

1. To explore the level of social competence and emotional intelligence of the secondary school students.
2. To find out difference among secondary school students in emotional intelligence and social competence based on gender and locality.
3. To find out the relationship of emotional intelligence with social competence of the secondary school students.

1.8 HYPOTHESES

The following hypotheses were framed to achieve the objectives of the present study.

1. There exists no significant difference between the secondary school boys and girls in their social competence.
2. There exists no significant difference between the secondary school boys and girls in the dimensions of social competence.
3. There exists no significant difference between the rural and urban secondary school students in their social competence.
4. There exists no significant difference between the rural and urban secondary school students in the dimensions of social competence.
5. There exists no significant difference between the secondary school boys and girls in their emotional intelligence.
6. There exists no significant difference between the secondary school boys and girls in the dimensions of emotional intelligence.
7. There exists no significant difference between the rural and urban secondary school students in their emotional intelligence.
8. There exists no significant difference between the rural and urban secondary school students in the dimensions of emotional intelligence.
9. There exists no significant relationship between social competence with emotional intelligence and its dimension's self-awareness, handling relationship, empathy, managing emotion, motivating oneself of secondary school students.
 - (i) There exists no significant relationship between social sensitivity dimension of with emotional intelligence and its dimensions.
 - (ii) There exists no significant relationship between Social Maturity dimension of social competence with Emotional Intelligence and its Dimensions.
 - (iii) There exists no significant relationship between Social Skills dimension of social competence with Emotional Intelligence and its Dimensions.
 - (iv) There exists no significant relationship between Social Relations dimension of social competence with Emotional Intelligence and its Dimensions.
 - (v) There exists no significant relationship between Social Commitment dimension of social competence with Emotional Intelligence and its Dimensions.

- (vi) There exists no significant relationship between Social Appreciation Ability dimension of social competence with Emotional Intelligence and its Dimensions.
- (vii) There exists no significant relationship between Social Emotional Integrity dimension of social competence with Emotional Intelligence and its Dimensions.
- (viii) There exists no significant relationship between Social Involvement dimension of social competence with Emotional Intelligence and its Dimensions.
- (ix) There exists no significant relationship between Social Respectability dimension of social competence with Emotional Intelligence and its Dimensions.
- (x) There exists no significant relationship between Social Leadership of Emotional Intelligence and its Dimensions.
- (xi) There exists no significant relationship between Social Cooperation and Compliance dimension of social competence with Emotional Intelligence and its Dimensions.
- (xii) There exists no significant relationship between Social Acceptability dimension of social competence with Emotional Intelligence and its Dimensions.
- (xiii) There exists no significant relationship between Social Tolerance dimension of social competence with Emotional Intelligence and its Dimensions.
- (xiv) There exists no significant relationship between Social Competition dimension of social competence with Emotional Intelligence and its Dimensions.
- (xv) There exists no significant relationship between Social Authority dimension of social competence with Emotional Intelligence and its Dimensions.
- (xvi) There exists no significant relationship between Adult Resource Exploitability dimension of social competence with Emotional Intelligence and its Dimensions.
- (xvii) There exists no significant relationship between Social Participation of Emotional Intelligence and its Dimensions.
- (xviii) There exists no significant relationship between Pro Social Attitude dimension of social competence Emotional Intelligence and its Dimensions.

1.9 DELIMITATIONS

The present study is delimited to –

- The secondary school students of Jalandhar district only.
- The rural and urban secondary schools only.

CHAPTER-II METHODOLOGY

Research methodology is a path to scientifically explain the investigate crisis. It may be understanding as a science of studying how research is done. It is required for the research methodology is wider then research methods. It considers the logic behind the methods used in the context of our research study. It is the way which is to be followed by the research to attain the aim. In an easy word research plan is declared as a design of act, a design of collecting and analyzing records is a well-organized and relative manner.

A research method is an important in research process. A report should be based on objectivity, reliability and validity upon methods. The selection of proper method, tool and techniques adopted in research problem. Such as manner the definitions, validation of data gathering tools, collection, analysis and interpretation of data.

The aim of this study was to examine the social competence among secondary school students in relation to their emotional intelligence. The study based on serving the target population through their responses on standardized scales, was descriptive in nature. Therefore, descriptive survey method was used by the investigator to conduct the study. The descriptive data permitted the investigator to identify current conditions of social competence of secondary school students in relation to emotional intelligence.

2.1 SAMPLE

The present study was conducted on secondary school students of Jalandhar district, Punjab. Therefore, the sampling frame of present study includes all the secondary school students of rural and urban area schools of district Jalandhar, Punjab. 300 secondary school students from different rural and urban secondary schools were selected as the sample of the present study through simple random sampling technique.

Table 2.1 School wise distribution of the sample

S.NO.	NAME OF SCHOOL	LOCALITY OF SCHOOL	BOYS	GIRLS	TOTAL
1.	Govt. Girls High School, Nagar	Rural	00	31	31
2.	Govt. High School (Boys), Nagar	Rural	22	00	22
3.	Govt. Sen. Sec. School, Bhar Singh Pura	Rural	14	18	32
4.	Govt. Sen. Sec. School, Samipur	Rural	16	20	36
5.	Govt. Girls High School, Garhi Mohan Singh	Rural	23	06	29
6.	Govt. Girls Sen. Sec. School, Adarsh Nagar	Urban	00	40	40
7.	Govt. Model Sen. Sec. School, PAP Campus, Jalandhar Cant	Urban	12	10	22
8.	Govt. Sen. Sec. School, Basti Danishmanda	Urban	20	09	29
9.	Govt. Sen. Sec. School, Chugitti.	Urban	13	16	29
10.	Govt. Model Sen. Sec. School(Boys)	Urban	19	00	19
11.	Cont Onment Board Sec. School (Boys)	Urban	11	00	11
TOTAL			150	150	300

2.2 DESIGN

Following design was employed in the study:

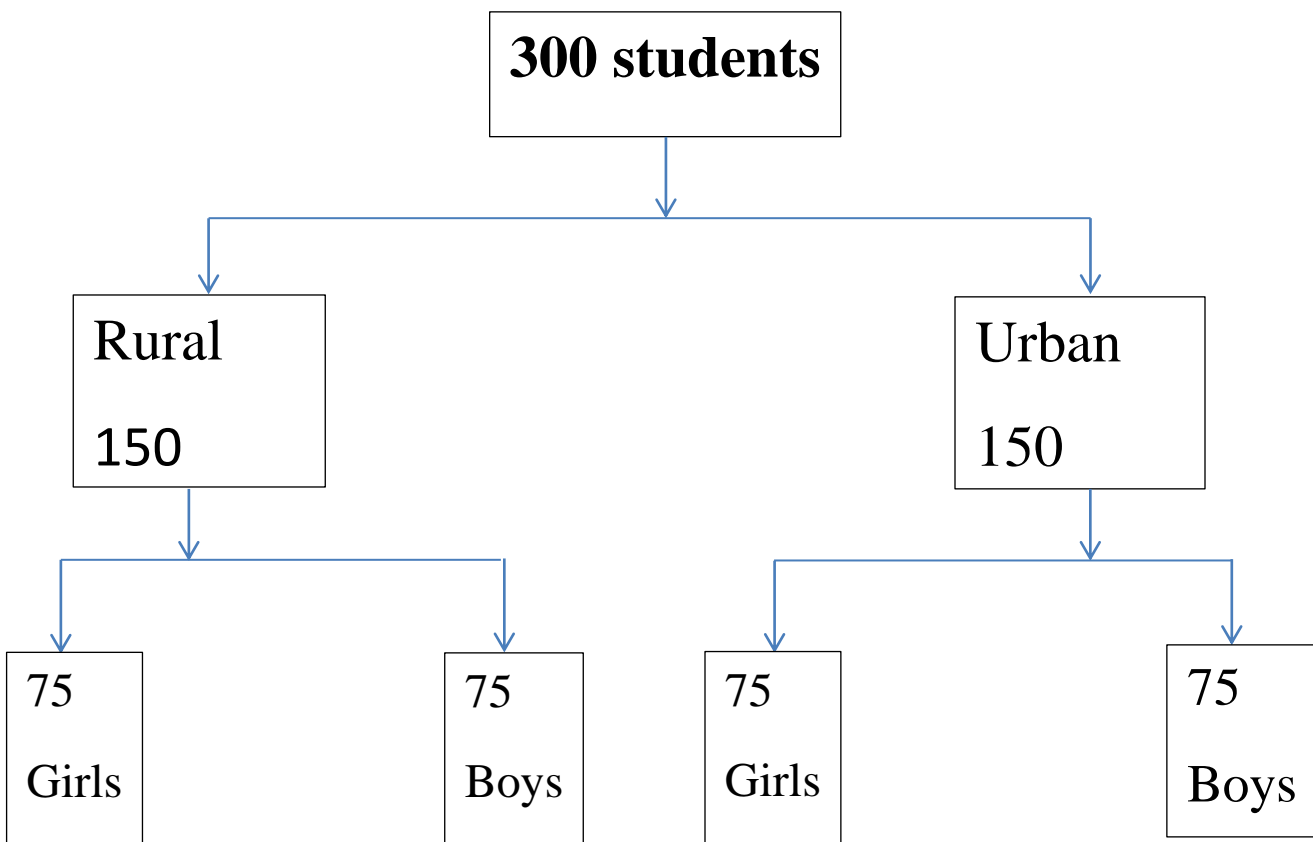


Figure 2.1: Design of the study

2.3 TOOL USED

Following tools were used in the study:

1. Social Competence Scale by Dr.V.P.Sharma, Dr.(Mrs.) Prabha Shukla and Dr. (Mrs.) Kiran Shukla (1998).
2. Emotional Intelligence Scale by Dr.(Mrs.) Guneet Toor (2015).

2.4 DESCRIPTION OF THE TOOL

2.4.1 SOCIAL COMPETENCE SCALE

Social Competence is an important ingredient of modern civilization and is the essential attribute of the members of a progressive onward moving society. The cultural plurality and societal diversity of India provide enough opportunities to Indian children for the acquisition for high order social competence, through rich and varied interpersonal interactions.

Social competence is a very important aspect of social skills. Social competence play very important role for survival of life in the society. Social competence is playing very cardinal role for an individual's social interaction and social integration. The recent studies show that due to globalization the erosion of social competence has been raised. The social adjustment and the social behaviour of an individual mostly based on social competencies.

There are 18 factors in Social Competence Scale comprising 50 items and it is a 5 rating scale. The detail of different items under different factors of social competence are shown in the table 2.2 given below:

Table 2.2: Factors of the Social Competence Scale and the corresponding Items in the Social Competence Scale

S. No.	Factors of Social competence	Item no. in final form	No. of items
1.	Social Sensitivity	1,44	2
2.	Social Maturity	3,4,5,10,11,12,13,14,30,31,33,37,49	13
3.	Social Skills	22,36,48,50	4
4.	Social Relations	28,39,50	3

5.	Social commitment	24	1
6.	Social Appreciation Ability	27	1
7.	Socio-Emotional Integrity	19,47	2
8.	Social Involvement	42	1
9.	Social Respectability	32,41	2
10.	Social Leadership	2,19,21	3
11.	Social Cooperation and Compliance	17	1
12.	Social Acceptability	23	1
13.	Social Tolerance	6,8,9,15,20,26	6
14.	Social Competition	7,25,34,35,46	5
15.	Social Authority	16	1
16.	Adult-Resource Exploitability	38	1
17.	Social Participation	45	1
18.	Pro-social attitude	29,43	2
19.	Composite Social Competence Scale	-	
			50

The Social Competence Scale comprising 50 items having 5 alternative answer Very High, High, Average, Low and Very Low. The subject has chosen an alternative for each item which best characterizes her/his behaviour. Detailed instructions given to the students for filling the scale are as follow:

Read each item carefully and answer them by selecting one alternative out of Very High, High, Average, Low and Very Low. Please choose the alternative that applies to you the most from the above categories. Please read each item carefully and indicate your behaviour by making tick (✓) in the cell of only one alternative that is most appropriate for you. The ideas inherit in the statement reveal social competence. It assesses your own social competence and express the level of your social competence as you think right in you. Remember that the extent to which social competence is inherit in you.

2.4.1.1 SCORING

The answer of respondents given in terms of five categories viz. Very High ,High, Average, Low and Very Low were assigned scores5,4,3,2and 1 respectively. After the scoring investigator used the table 2.3 as given below for interpretation the result.

Table 2.3: Grade Norms on Social Competence of Indian Children

<i>Level of Social competence</i>	<u>Grade</u>			
	VI	VII	VIII	IX
N=	135	149	160	156
Very high	189	196	205	208&above
High	176	182	190	192
Average	163	170	175	176
Low	150	157	160	160
Very Low	137	144	145	144&above
Mean	162.62	169.63	175.17	176.32
SD	13.42	12.73	15.14	16.11

2.4.1.2 RELIABILITY

The was worked out by test-Retest method. The coefficient of temporal stability employing test-retest method with an interval of 20days had been estimated to be $r_u=0.56$ where as coefficient of inter rater reliability had been found to be $r_u=0.67$.

2.4.1.3 VALIDITY

The social competence scale (English version) had been validity against Kohn's social competence Scale and a predictive validity to the extent of $r_u=0.72$ was obtained. Further the English and Hindi version of the scale was found to be correlated to the extent of $r_u=0.84$

The social competence scale has been validated against Teacher's Rating on a five point Scale of the normative pupils of grade VIII and a coefficient of correlation to the extent of $r_u=0.79$ was obtained between Teacher's rating and pupils total score on social competence Scale.

2.4.2 EMOTIONAL INTELLIGENCE SCALE

Emotional intelligence is developed by knowledge. People solve the problems and cater the new situations by their emotional intelligence in better way. The studies show that people's emotional intelligence abilities increasing day by day, when they handling their own emotions and compulsions.

2.4.2.1 RELIABILITY

Reliability was established by taking a second try-out on 50 school students (adolescents) from the city of Ludhiana by Test-retest and Split-half reliability techniques. The Test-retest

reliability co-efficient of correlation was found to be 0.63 with a time gap of 10 days. Split half reliability (odd even method) was calculated and after Spearman brown's prophecy formula was found to be $r = 0.69$ for the total scale as shown in table 2.4

Table 2.4. Showing reliability of emotional intelligence test

S. NO	Reliability	Co-efficient of correlation (r)	Reliability index
1.	Split-half reliability	0.69	$X_{tt} = 0.83$
2.	Test-retest reliability	0.65	$X_{tt} = 0.79$

2.4.2.2 VALIDITY

Face and content validity: In Emotional intelligence test, content validation was achieved by showing it to and getting it validated from 10 experts and 5 peers from field of education.

Criterion Validity: to derive the criterion validity, correlation was drawn between 5 domains i.e. self-awareness, managing emotions, motivating oneself, empathy and handling relationship and total score of EI scale with already developed and standardized test i.e. emotional intelligence test by Hyde, Pathe and Dhar (2000). The value of correlation have been given in Table 2.5

Table 2.5 Correlations of Various Domains And Total Scores Of Emotional Intelligence Test (Self Constructed) And Standardized E.I. Test

S. NO.	Emotional intelligence test	Standardized E.I. Test	'r'
1.	S.A.	S.A.	0.64

2.	M.E.	M.E	0.72
3.	M.O	M.O	0.57
4.	E	E	0.69
5.	H.R	H.R	0.66
	Total score	Total score	0.73

The coefficients of correlation between each of the domain of these 2 tests are high and they range between 0.57 to 0.72. The correlation between the total scores of both tests is 0.73. These values indicate that the E.I. test has high criterion related validity.

Construct Validity: For construct validity, correlations between all domain of E.I. scale were drawn out, which has been given in Table 2.6

Table 2.6 Interrelationships Between Domains of EI Test

Domain	SA	ME	M.O.	E	HR	EI
SA		0.362	0.484	0.301	0.343	0.662
ME			0.423	0.392	0.344	0.604
MO				0.405	0.512	0.724
E					0.415	0.682
HR						0.790

Its revealed from above table that all correlations are positive and significant at 0.01 and 0.05 level of significance. Thus, it could be inferred that all items are highly correlated and test developed is valid.

2.4.2.3 SCORING

Since the test measured emotional intelligence in terms of 5 domains, so each sub-area contains both type of items i.e. positive and negative items. The scores to be awarded for different response categories according to the type of statements are given in the following table:

Table 2.7 Scoring of The Positive And Negative Items

Response category	Positive-item score	Negative-item score
Always	5	1
Most often	4	2
Occasional	3	3
Rarely	2	4
Never	1	5

2.5 PROCEDURE

The investigator collected the data from the secondary schools using the descriptive survey method. The procedure for data collection included obtaining permission from the concerned authorities and then collecting the data. For collection of data simple random sampling technique was employed. Permission was taken from the principals of the Govt. and private schools of Jalandhar Districts under the rural and urban area. After getting the permission data was collected from 9th class students. First of all, students were made comfortable by assuring them that the information taken from them was kept confidential. Then questionnaire of both the variables i.e. Social Competence and Emotional Intelligence was provided and instructions was given to students. Ample time was given to them to fill the questionnaire. After that booklet was collected and scoring was done.

2.6 STATISTICAL TECHNIQUES

In order to test the stated hypotheses and to summarize the results in meaningful and convenient form, the investigator used the statistical techniques of Mean, SD, t-test and Pearson's Product Movement Method. Descriptive Statistical technique such as mean, standard deviation used to the distribution of the score. To find out the pair wise difference between Social Competence and Emotional Intelligence with respect to gender and locality, t-test was used. To find out the

relationship between the social competence and emotional intelligence investigator used the correlation.

CHAPTER III ANALYSIS AND INTERPRETATION

The present chapter deals with the results and their corresponding interpretation in accordance with hypothesis. Data once collected should be analyzed with the help of statistic techniques that yield certain results. The analysis and interpretation represents the application of inductive and deductive logic to the research process. Analysis means categorizing, manipulating of data to reach a solution of the research problems. The depiction of the results and their interpretations is considered the most important part of the research work as it verifies the hypothesis and eventually leads to conclusions of the study. The tabulated data have no meaning unless these are analyzed and interpreted by applying appropriate statistical technique. It involves breaking up of the complex factor into simpler parts and putting them in new arrangement for the purpose of interpretation.

The research has no meaning of its own if the data are not analyzed and interpreted. The whole scheme of research methodology revolves round the analytical interpretation of the reality. The research methodology approach to deal with the situation is meaningless, unless it moves in the path of allotment of mathematical digits for the purpose of analysis and interpretation. Therefore, analysis is very essential to study problem carefully. After collecting data from government senior secondary school students, it was analyzed keeping in view the objective and hypothesis of the study. The investigate or summarizes. The findings in a lucid and practical so that anybody at mere glance can understand the whole picture of the results.

3.1 ANALYSIS OF DESCRIPTIVE STATISTICS

The mean, S.D., Sk and Ku of the variables under study i.e. social competence and emotional intelligence has been given in Table 3.1 and Figure 3.1

Table 3.1: A summary of descriptive statistics of different variables (N=300)

Variables	Mean	S.D.	Sk	Ku	Remarks
Social Competence	176.41	23.62	-0.73	.872	High
Emotional Intelligence	178.26	16.16	-0.871	2.83	Average

Self-awareness	37.55	4.99	.061	.44	Average
Handling relationship	47.04	7.77	-1.04	1.56	Average
Empathy	25.19	5.18	0.65	3.71	Average
Managing emotions	28.68	5.09	0.78	1.85	Average
Motivating oneself	39.99	5.70	-0.99	1.88	Average

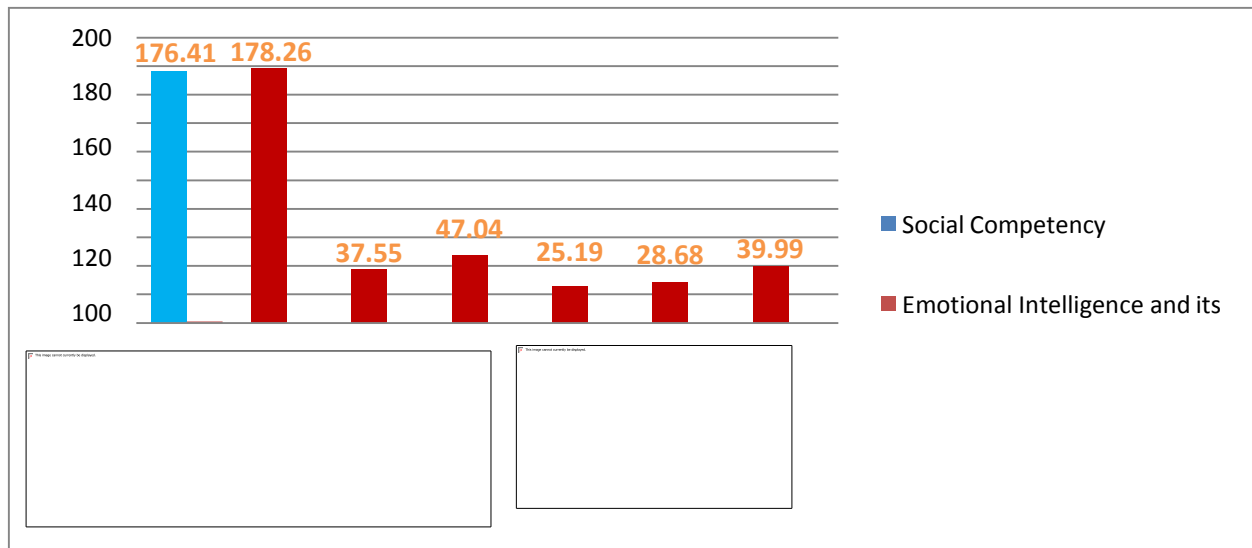


Figure 3.1: Bar diagram showing comparison of different variables

1. Social Competence

Table and figure 3.1 shows that the value of mean and S.D. of Social Competence for the sample were 176.41 and 23.62 respectively. Mean is found to be high as per the norms. It means that the sample had high social competence. This demonstrates that the secondary school students had high social competence for the social adjustment in the society, and they are very much competent in social adjustment with their family, peer, siblings and society. Sk is found to be -.73 which is negative and reveals that the data is negatively skewed. Ku is .872 which is greater than 0.263 ku for normal curve and shows that the curve is platokurtic.

2. Emotional Intelligence

The sum total of five factors i.e. self-awareness, handling relationship, empathy, managing emotions, motivating oneself constitute emotional intelligence. Table and figure 3.1 shows that the value of mean and S.D. of emotional intelligence sample were 178.26 and 16.16 respectively. Mean is found to be average as per the norms. It means that the sample had average emotional intelligence. This demonstrate that the secondary school students are average in handling their emotions, and they usually understand the feelings of themselves and others also. Sk is found to be $-.871$ which is negative and reveals that the data is negatively skewed. Ku is 2.83 which is greater than 0.263 ku for normal curve and shows that the curve is pletokurtic.

i. Self-awareness

Table and figure 3.1 indicate that the value of mean and S.D. of self-awareness for sample were 37.55 and 4.99 respectively. Mean is found to be average as per the norms. This reveals that the secondary school students had average self awareness. It means that secondary school students are average in realizing their feelings and emotions. Sk is found to be $.061$ which is positive and reveals that the data is positively skewed. Ku is $.44$ which is greater than 0.263 ku for normal curve and shows that the curve is pletokurtic.

ii. Handling relationship

Table and figure 3.1 shows that the value of mean and S.D. of handling relationship for the sample were 47.04 and 7.77 respectively. Mean is found to be average as per the norms. This demonstrates that the adolescents had average ability handling their relationship. It means that secondary school students on an average can take care of the relationship with others. Sk is found to be -1.04 which is positive and reveals that the data is positively skewed. Ku is 1.56 which is greater than 0.263 ku for normal curve and shows that the curve is pletokurtic.

iii. Empathy

Table and figure 3.1 depicts that the value of mean and S.D. of empathy for the sample were 25.19 and 5.18 respectively. Mean is found to be average as per the norms. This demonstrates that the secondary school students had average ability to sensitize with others feelings. It means that secondary school students are usually understand the feelings of others. Sk is found to be -1.04 which is negative and reveals that the data is negatively skewed. Ku is 1.56 which is greater than 0.263 ku for normal curve and shows that the curve is pletokurtic.

iv. Managing Emotions

Table and figure 3.1 shows that the value of mean and S.D. of managing emotions for sample were 28.68 and 5.09 respectively. Mean is found to be average as per the norms. This reveals that the secondary school students had average ability in managing their feelings. It means that secondary school students on average manage their anger, fear, worries, and sorrow. Sk is found to be .78 which is positive and reveals that the data is positively skewed. Ku is 1.85 which is greater than 0.263 ku for normal curve and shows that the curve is platokurtic.

v. Motivating Oneself

Table and figure 3.1 indicate that the value of mean and S.D. of motivating oneself for sample were 39.99 and 5.70 respectively. Mean is found to be average as per the norms. This demonstrates that the secondary school students had average ability in managing their situations. This indicates that secondary school students are average in modifying their emotions in any situations and service of a goal and had an average emotional self-control in any situation. Sk is found to be -.99 which is negative and reveals that the data is negatively skewed. Ku is 1.88 which is greater than 0.263 ku for normal curve and shows that the curve is platokurtic.

3.2 ANALYSIS OF 't' RATIO

The objective of this analysis is to find the difference between gender (boys and girls) and locality (rural and urban) of secondary school students in their social competence and emotional intelligence.

Table 3.2 Significance of difference between means of social competence among secondary school boys and girls

S. No.	Variable	Group	Count	Mean	SD	t- value
1	Social Competence	Boys	150	174.9	25.58	1.07
		Girls	150	177.87	21.46	

(Critical Value of t at 0.01 is 2.59)

(Critical Value of t at 0.05 is 1.97)

It is clear in Table 3.2 that mean score of the social competence of boys and girls secondary school students are 174.9 and 177.87 respectively. The SD for boys and girls secondary school students are 25.58 and 21.46 respectively. The t-value is 1.07 which is not significant even at .05

level. It reveals that boys and girls do not differ significantly on their mean score of social competence. There exists no significant difference between the secondary school boys and girls in their social competence. The mean score (177.87) of girls senior secondary school students is greater than the mean score (174.9) of boys senior secondary school students in their social competence. It means that girls are more socially competent than their counter part.

Thus, the null hypothesis Ho1 “There exists no significant difference between the secondary school boys and girls in their social competence” was accepted.

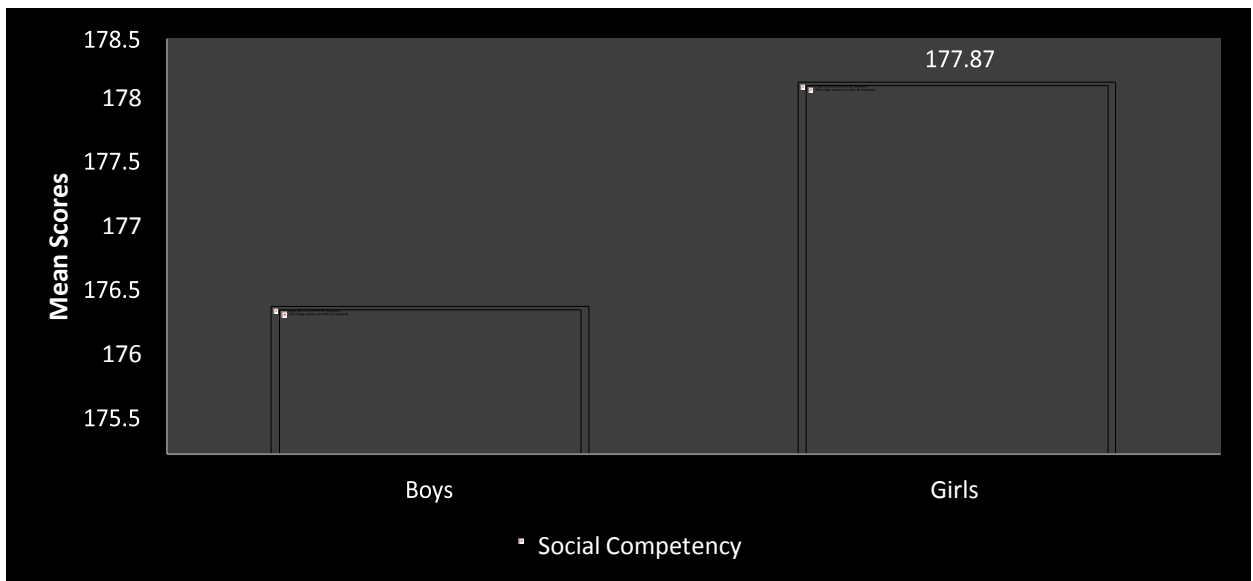


Figure 3.2: Bar diagram showing comparison of boys and girls secondary school students on social competence

Table 3.3 Significance of difference between means of dimensions of social competence among secondary school boys and girls

S. No	Factors of social	Group	Count	Mean	SD	t- value
1	Social sensitivity	Boys	150	7.66	1.9444	-1.04
		Girls	150	7.44	1.8409	
2	Social maturity	Boys	150	45.780	17.3429	-1.81
		Girls	150	43.013	7.10	

3	Social skills	Boys	150	15.927	4.2837	1.33
		Girls	150	16.520	3.3832	
4	Social relations	Boys	150	10.687	2.5806	1.96*
		Girls	150	11.280	2.6700	
5	Social commitments	Boys	150	3.840	1.6591	-.88
		Girls	150	3.680	1.4715	
6	Social appreciation ability	Boys	150	3.647	2.7050	-.24
		Girls	150	3.587	1.4525	
7	Social emotional integrity	Boys	150	7.133	2.5611	.77
		Girls	150	7.367	2.6908	
8	Social involvement	Boys	150	3.807	1.8562	1.36
		Girls	150	4.073	1.5199	
9	Social respectability	Boys	150	7.013	2.2465	-1.06
		Girls	150	6.733	2.3478	
10	Social leadership	Boys	150	10.500	2.9509	1.49
		Girls	150	11.000	2.8638	
11	Social cooperation and compliance	Boys	150	3.767	1.6113	1.18
		Girls	150	3.960	1.2089	
12	Social acceptability	Boys	150	3.427	1.4347	-3.64**
		Girls	150	2.753	1.7568	
13	Social tolerance	Boys	150	19.980	4.2355	-1.41
		Girls	150	19.207	5.1907	
14	Social competition	Boys	150	18.427	3.9175	.72
		Girls	150	18.887	6.7362	
15	Social authority	Boys	150	3.820	1.4050	3.22**
		Girls	150	4.527	2.2959	
16	Adult resource exploitability	Boys	150	3.753	1.5713	-.04
		Girls	150	3.747	1.3168	
17	Social participation	Boys	150	3.527	1.4456	.66
		Girls	150	3.633	1.3680	

18	Pro Social attitude	Boys	150	6.127	2.3893	1.18
		Girls	150	6.460	2.5187	

(Critical Value of t at 0.01 is 2.59

Critical Value of t at 0.05 is 1.97)

*** Significant at 0.01 level*

** Significant at 0.05 level*

It is clear in table 3.3 the t' - value for two factors of social competence namely social acceptability, social authority are -3.64, and 3.22 respectively, which are significant at 0.01 level. From the table 3.3 it is clear that t' - value of social relations factor of social competence is 1.96, which is significant at 0.05 level.

It reveals that boys and girls differ significantly these three dimensions of social competence i.e. social relations, social acceptability and social authority. The mean score of boys and girls in Social relations are (10.69 and 11.28) and in social authority are (3.82 and 4.53) respectively, which shows that mean of girls is high as compare to the boys, which demonstrate that girls are more socially competent in comparison to boys. And in social acceptability the mean scores of boys and girls are (3.43 and 2.75) respectively, mean score of boys are high than their counter parts, which reveals that boys are more socially competent in comparison to the girls.

The ' t' - value for the remaining fifteen factors of social competence namely social sensitivity, social maturity, social skills, social commitments, social appreciation ability, social emotional integrity, social involvement, social respectability, social leadership, social cooperation and compliance, social tolerance, social competition, adult resource exploitability, social participation, pro social attitude are -1.04, -1.81, 1.33, -.88, -.24, .77, 1.36, -1.06, 1.49, 1.18, -1.41, .72, -.04, .66, 1.18 respectively which come out to be insignificant at both levels of significance.

In short, we conclude that the three dimensions of social competence are significant and the remaining fifteen dimensions are insignificant.

Hence, the null hypothesis Ho2 "There exists no significant difference between the secondary school boys and girls in the dimensions of social competence is rejected for social acceptability, social authority and social relations dimension of social competence and accepted for the remaining fifteen dimensions of social competence.

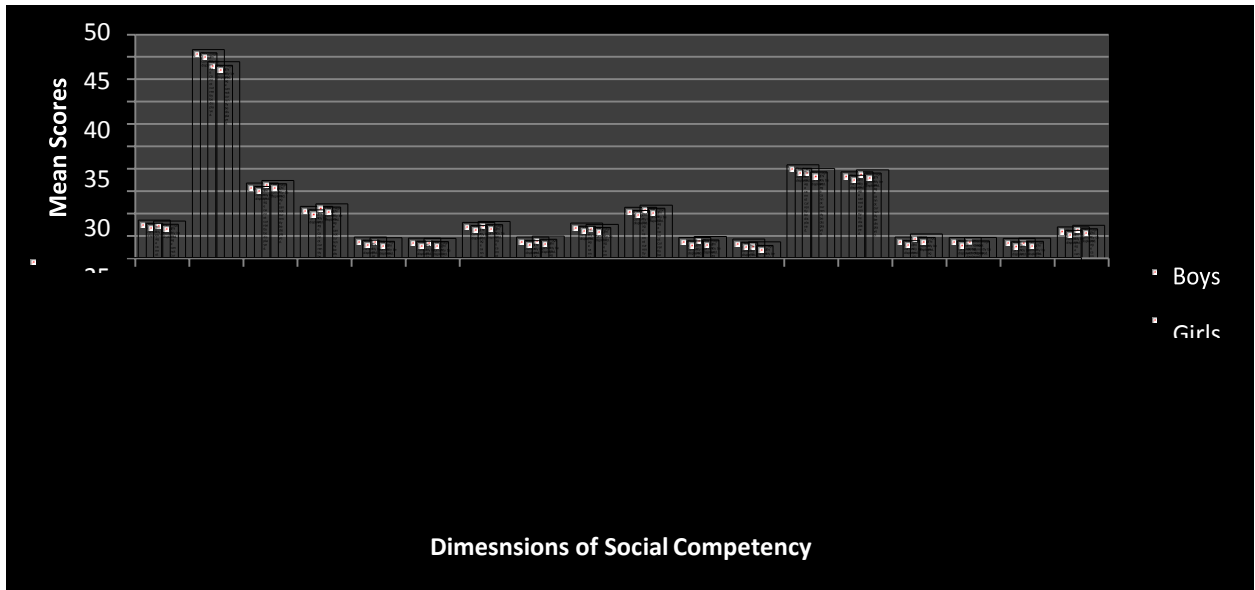


Figure 3.3: Bar Diagram Showing Comparison of Boys and Girls Secondary School Students on dimensions of Social Competence

Table 3.4 Significance of difference between means of Social competence among rural and urban secondary school students

S. No	Variable	Group	Count	Mean	SD	t- value
1.	Social Competency	Rural	150	174.80	23.99	-1.184
		Urban	150	178.02	23.21	

(Critical Value of t at 0.01 is 2.59)

Critical Value of t at 0.05 is 1.97)

**** Significant at 0.01 level**

*** Significant at 0.05 level**

It is clear in Table 3.4 that mean score of the social competence of rural and urban senior secondary school students are 174.80 and 178.03 respectively. It means that the mean score of the urban secondary school students is high in comparison to rural secondary school students, which shows that urban secondary school students had high ability in their social adjustment as compare to the rural secondary school students. The SD for rural and urban secondary school

students are 23.99 and 23.22 respectively. The t-value is -1.18 which is not significant even at 0.05 level. This reveals that boys and girls do not differ significantly in the social competence.

Thus, the null hypothesis Ho3 “There exists no significant difference between the rural and urban secondary school students in their social competence is accepted.

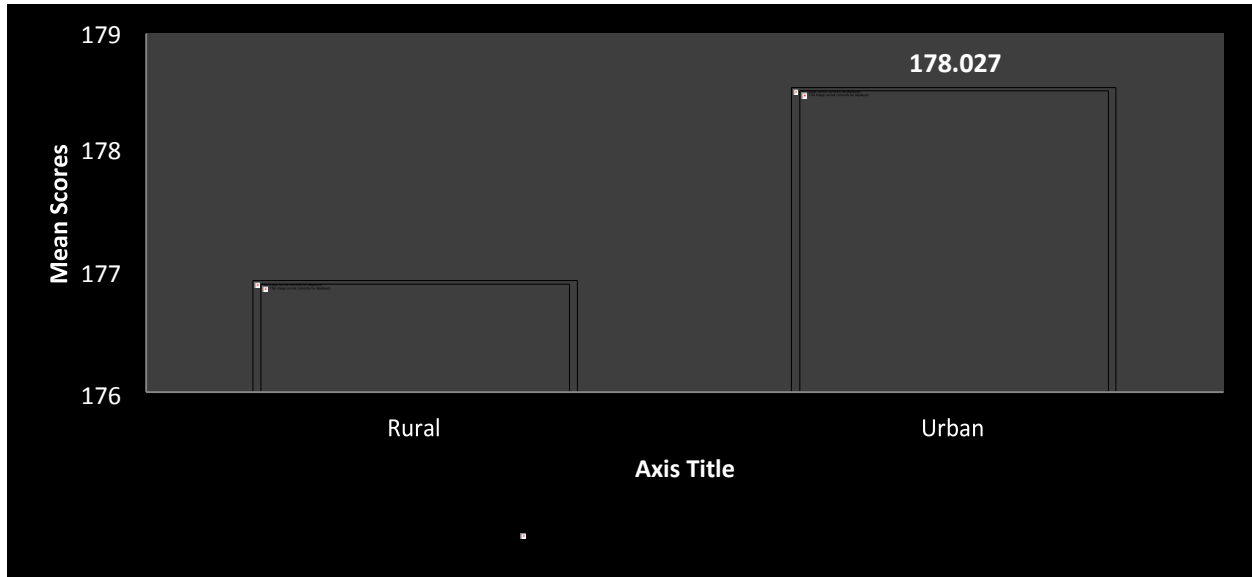


Figure 3.4: Bar Diagram Showing Comparison of Rural and Urban Secondary School Students on Social Competency

Table 3.5 Significance of difference between means of dimensions Social competency among rural and urban secondary schools

S. No	Factors of social competence	Group	Count	Mean	SD	t- value
1.	Social sensitivity	Rural	150	7.153	2.0652	-3.74**
		Urban	150	7.953	1.6151	
2	Social maturity	Rural	150	43.807	17.6398	-.77
		Urban	150	44.987	6.5794	
3	Social skills	Rural	150	15.780	4.2959	-1.99*
		Urban	150	16.667	3.3351	
4	Social relations	Rural	150	10.840	2.9357	-.94

		Urban	150	11.127	2.3035	
5	Social commitments	Rural	150	3.980	1.5821	2.45*
		Urban	150	3.540	1.5266	
6	Social appreciation ability	Rural	150	3.533	1.4822	-
		Urban	150	3.700	2.6867	
7	Social emotional integrity	Rural	150	7.007	3.0838	-1.61
		Urban	150	7.493	2.0489	
8	Social involvement	Rural	150	3.873	2.0702	-.68
		Urban	150	4.007	1.2234	
9	Social respectability	Rural	150	6.767	2.3642	-.80
		Urban	150	6.980	2.2330	
10	Social leadership	Rural	150	10.453	3.0158	-1.77
		Urban	150	11.047	2.7862	
11	Social cooperation and compliance	Rural	150	3.607	1.3456	-3.17**
		Urban	150	4.120	1.4605	
12	Social acceptability	Rural	150	3.313	1.7033	2.38*
		Urban	150	2.867	1.5399	
13	Social tolerance	Rural	150	19.827	4.5506	.85
		Urban	150	19.360	4.9362	
14	Social competition	Rural	150	18.253	4.0104	-1.27
		Urban	150	19.060	6.6648	
15	Social authority	Rural	150	3.713	1.8622	-4.24**
		Urban	150	4.633	1.8981	
16	Adult resource exploitability	Rural	150	3.700	1.5403	-.59
		Urban	150	3.800	1.3511	
17	Social participation	Rural	150	3.840	1.3264	3.25**
		Urban	150	3.320	1.4392	
18	Pro Social attitude	Rural	150	6.520	2.3192	1.60
		Urban	150	6.067	2.5742	

(Critical Value of t at 0.01 is 2.59

Critical Value of t at 0.05 is 1.97)

** Significant at 0.01 level

* Significant at 0.05 level

It is clear in Table 3.5 the t' - value for four factors of social competence namely social sensitivity, social cooperation and compliance, social authority and social participation are -3.74, 3.17, -4.24 and 3.25 respectively, which are significant at 0.01 level.

From the table 3.5 it is clear that t' - value of three factors of social competence namely social skills, social commitments, and social acceptability are -1.99, 2.45 and 2.38 respectively, which is significant at 0.05 level.

In these dimensions (social sensitivity, social cooperation and compliance, social authority, social participation, social skills, social commitments, and social acceptability) the mean score of rural and urban secondary school students do not differ too much. Minor difference was found in these dimensions. It shows that social competent ability vary equal on the bases of rural and urban area.

The t' - value for fifteen factors of social competence namely social maturity, social relations, social appreciation ability, social emotional integrity, social involvement, social respectability, social leadership, social tolerance, social competition, adult resource exploitability, pro social attitude are -.77, -.94, -.67, -1.61, -.68, -.80, -1.77 and .85 respectively which come out to be insignificant at both levels of significance.

In short, we conclude that the seven dimensions of social competence are significant and the remaining eleven dimensions are insignificant.

Hence, the null hypothesis H_04 "There exists no significant difference between the rural and urban secondary school students in their social competence dimensions. is rejected for (social sensitivity, social cooperation and compliance, social authority, social participation, social skills, social commitments, and social acceptability) and accepted for the remaining eleven dimensions.

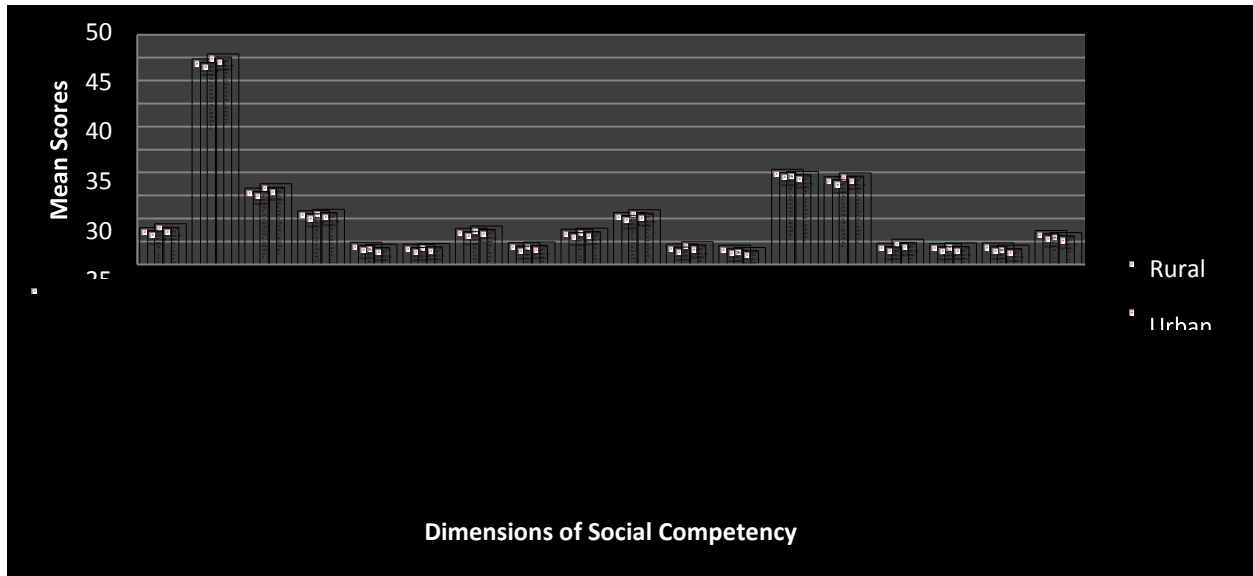


Figure 3.5: Bar Diagram Showing Comparison of Rural and Urban Secondary School Students on dimensions of Social Competency

Table 3.6 Significance of difference between means of emotional intelligence among secondary school boys and girls

S. No	Variable	Group	Count	Mean	SD	t- value
1.	Emotional Intelligence	Boys	150	176.48	17.48	1.92
		Girls	150	180.05	14.55	

(Critical Value of t at 0.01 is 2.59

Critical Value of t at 0.05 is 1.97)

It is clear in Table 3.6 that mean score of the emotional intelligence of boys and girls secondary school students are 176.48 and 180.05 respectively. The SD for boys and girls secondary school students are 17.48 and 14.55 respectively. The t-value is 1.92 which is not significant even at .05 level. It reveals that boys and girls do not differ significantly on their mean score. There exists no significant difference between the secondary school boys and girls in their emotional intelligence. The mean score (180.05) of girls secondary school students is greater than the mean score (176.48) of boys secondary school students in their emotional

intelligence. So, it means that girls are more intelligent handling their emotions, feelings in any situation than as compare to their counterpart.

Thus, the null hypothesis Ho5 “There exists no significant difference between the secondary school boys and girls in their emotional intelligence” was accepted.

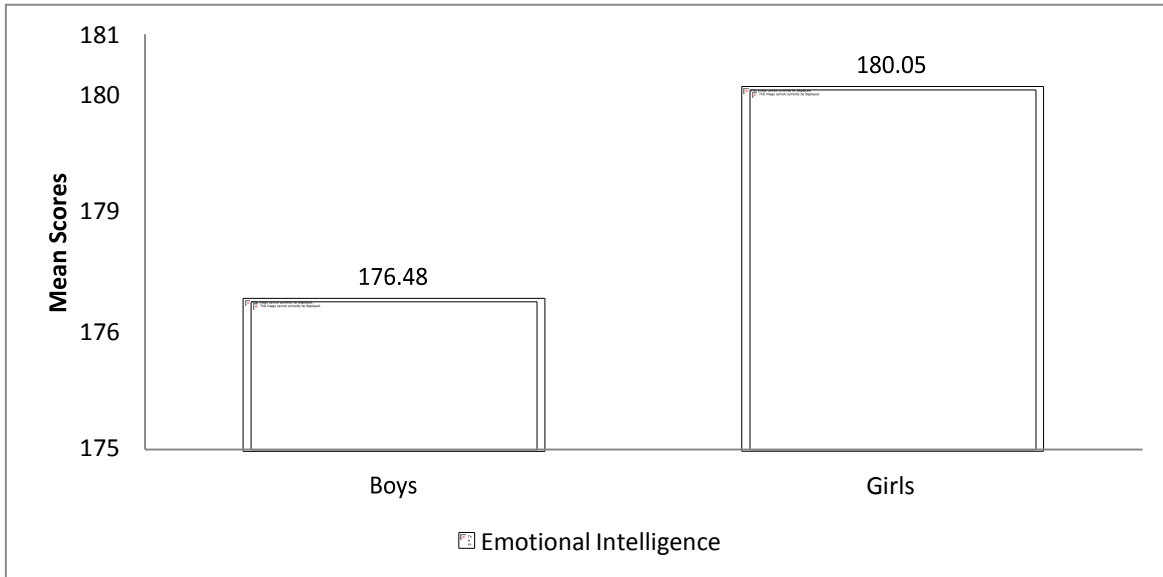


Figure 3.6: Bar Diagram Showing Comparison of Boys and Girls Secondary School Students on Emotional Intelligence

Table 3.7 Significance of difference between means of dimensions of emotional intelligence among secondary school boys and girls

S. No	Dimensions of emotional intelligence	Group	Count	Mean	SD	t- value
1	Self- Awareness	Boys	150	37.313	5.2637	0.81
		Girls	150	37.780	4.7273	
2	Handling Relationship	Boys	150	45.780	8.8408	2.85**
		Girls	150	48.307	6.3149	
3	Empathy	Boys	150	25.273	5.6306	-0.267
		Girls	150	25.113	4.7040	

4	Managing	Boys	150	29.293	5.9127	-2.11**
	Emotion	Girls	150	28.060	4.0288	
5	Motivating	Boys	150	38.607	6.6190	4.33**
	Oneself	Girls	150	41.373	4.1749	

(Critical Value of t-at 0.01 is 2.59 Critical Value of t-at 0.05 is 1.97)

** Significant at 0.01 level

* Significant at 0.05 level

It is clear in table 3.7 that the t^2 - value for three factors of emotional intelligence namely handling relationship, managing emotion and motivating oneself are 2.85, -2.11 and 4,33 respectively, which are significant at 0.01 level.

It reveals that boys and girls differ in these three dimensions (handling relationship, managing emotion and motivating oneself) of emotional intelligence. The mean score of boys and girls in Handling Relationship are (45.78 and 48.31) and in motivating oneself are (38.61 and 41.37) respectively, which shows that girls are more emotionally stable in comparison to the boys. And in managing emotion the mean scores of boys and girls are (29.29 and 28.06) respectively, which indicates that boys are more competent in handling their emotions as comparison to the girls

The t^2 - value for remaining two factors of emotional intelligence namely self- awareness and empathy are 0.81 and -0.27 respectively, which came out to be insignificant at both levels of significance.

In short, we conclude that there exists significant gender difference in three dimensions of emotional intelligence and the remaining two dimensions, insignificant gender difference was found.

Hence, the null hypothesis $H_0 6$ “there exists no significant difference between the secondary school boys and girls in their emotional intelligence dimensions.is rejected for handling relationship, managing emotion and motivating oneself and accepted for the remaining two dimensions i.e. Self-awareness and empathy.

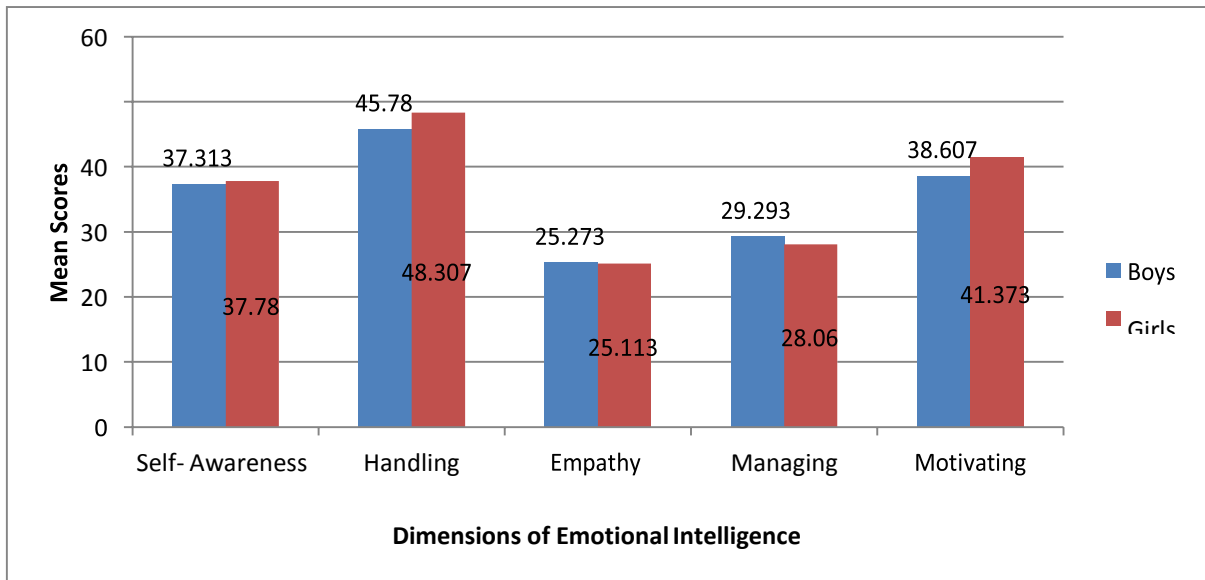


Figure 3.7: Bar Diagram Showing Comparison of Boys and Girls Secondary School Students on dimensions of Emotional Intelligence

Table 3.8 Significance of difference between means of emotional intelligence among rural and urban secondary school

S. No	Variable	Group	Count	Mean	SD	t- value
1.	Emotional Intelligence	Rural	150	176.26	17.17	-2.15*
		Urban	150	180.26	14.86	

(Critical Value of t 0.01 is 2.59

Critical Value of t 0.05 is 1.97)

** Significant at 0.01 level

* Significant at 0.05 level

It is clear in Table 3.4 that mean score of the emotional intelligence of rural and urban secondary school students are 176.27 and 180.26 respectively. It means that the mean score of the urban secondary school students is high in comparison to the rural secondary school students, which shows that urban secondary school students had high ability in handle their emotions in any situation. The SD for rural and urban senior secondary school students are 17.17 and 14.86 respectively. The t-value is 2.15 which is significant at 0.05 level.

Thus, the null hypothesis Ho7 “There exists no significant difference between the rural and urban secondary school students in their emotional intelligence” was rejected

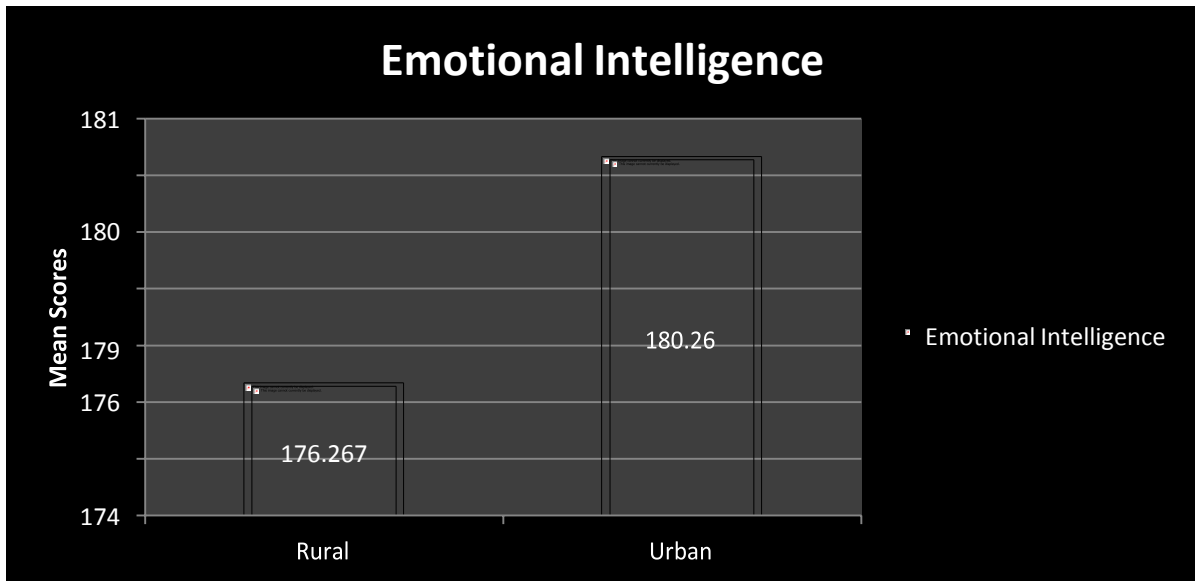


Figure 3.8: Bar Diagram Showing Comparison of Rural and Urban Secondary School Students on Emotional Intelligence

Table 3.9 Significance of difference between means of dimensions of emotional intelligence among rural and urban secondary school

S. No	Dimensions of Emotional Intelligence	Group	Count	Mean	SD	t- value
1.	Self -Awareness	Rural	150	37.347	5.0739	-.692
		Urban	150	37.747	4.9334	
2	Handling Relationship	Rural	150	45.093	8.3765	-4.482**
		Urban	150	48.993	6.5901	
3	Empathy	Rural	150	25.687	5.6866	1.654
		Urban	150	24.700	4.5844	
4	Managing Emotion	Rural	150	29.200	5.8344	1.788
		Urban	150	28.153	4.1672	
5	Motivating One self	Rural	150	39.213	6.5851	-2.380*
		Urban	150	40.767	4.5294	

(Critical Value of t at 0.01 is 2.59

Critical Value of t at 0.05 is 1.97)

*** Significant at 0.01 level*

** Significant at 0.05 level*

It is clear in table 3.9 the 't'- value of emotional intelligence dimension namely handling relationship is -4.48 respectively, which is significant at 0.01 level.

It is clear in Table 3.9 the t'- value of emotional intelligence dimension namely motivating oneself is -2.38 respectively, which is significant at 0.05 level.

In these dimensions of emotional intelligence (handling relationship and motivating oneself) the mean score of rural and urban secondary school students are 45.09 &48.99, 39.21 &40.77 respectively, which indicates that the urban secondary school students are more efficient for in handling their emotions and feelings in respect to any situation

The t'- value for remaining three dimension of emotional intelligence namely self – awareness, empathy, managing emotion are -.692, 1.65 and 1.79 respectively, which come out to be insignificant at both levels of significance.

In short, we conclude that there exists significant locality difference in two dimensions of emotional intelligence and the remaining three dimensions, insignificant locality difference was found.

Hence, the null hypothesis Ho8 “There exists no significant difference between the rural and urban secondary school students in their dimensions of emotional intelligence.is rejected for (handling relationship and motivating oneself) and accepted for the remaining three dimensions(self –awareness, empathy, managing emotion).

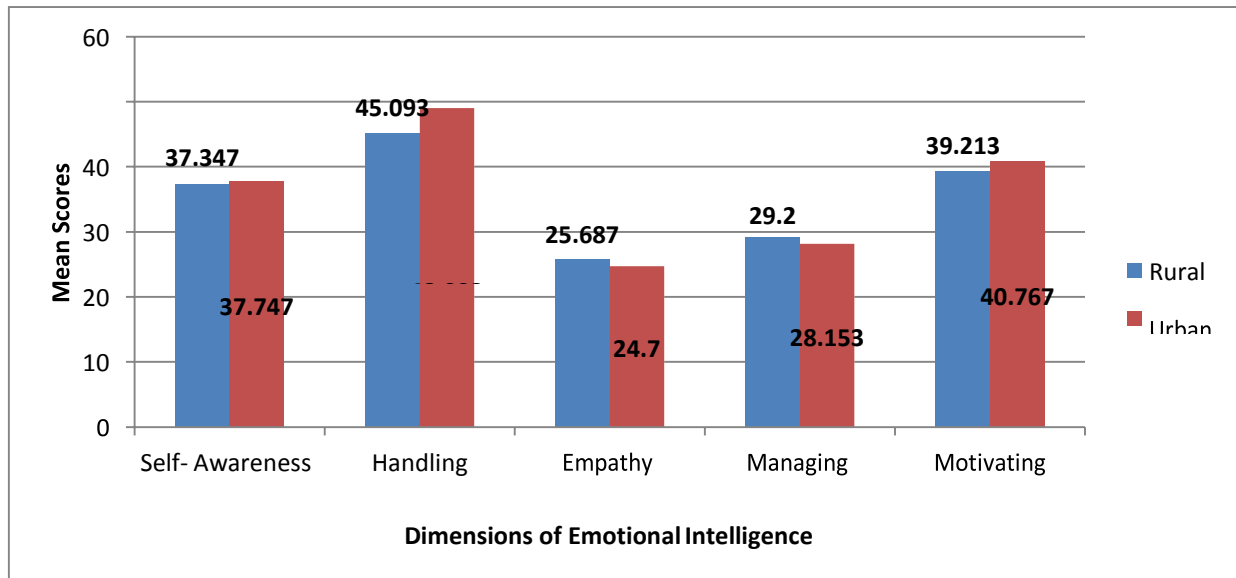


Figure 4.9: bar diagram showing comparison of rural and urban secondary school students on dimensions of emotional intelligence

3.3 ANALYSIS OF CORRELATION OF SOCIAL COMPETENCE AND ITS DIMENSIONS WITH EMOTIONAL INTELLIGENCE AND ITS DIMENSIONS

This section deals with bivariate coefficient of correlations between the variables of social competence and emotional intelligence among secondary school students. The objective of this analysis is to find the relationship between the variable of social competence and emotional intelligence. In accordance with this objective, product-moment coefficients of correlation were worked out, to analyze the data.

3.3.1 SOCIAL COMPETENCE WITH EMOTIONAL INTELLIGENCE OF AND ITS DIMENSIONS

The variable of social competence includes eighteen dimensions namely social sensitivity, social maturity, social skills, social relations, social commitments, social appreciation ability, social emotional integrity, social involvement, social respectability, social leadership, social cooperation and compliance, social acceptability, social tolerance, social competition, social authority, adult resource exploitability, social participation and pro social attitude. The variable emotional intelligence includes five dimensions namely self-awareness, handling

relationship, empathy, managing emotion and motivating oneself. The analysis of correlation matrix of social competence with emotional intelligence for total sample has been given in table 3.10

1. Correlation of Social competence with emotional intelligence and its dimensions

Table 3.10 shows that the correlation of social competence with emotional intelligence is .267. This value is greater than table value of .148 at 0.01 level of significance and hence is found to be significant at 0.01 level of significance. Positive but significant correlation is found between social competence with emotional intelligence. The correlation of social competence with emotional intelligence dimension namely handling relationship, empathy and motivating oneself are .267, .197, .161 respectively, which came out to be significant at 0.01 level. The correlation of social competence with emotional intelligence dimension namely managing emotion is .134 respectively, which came out to be significant at 0.05 level. The correlation of social competence with emotional intelligence dimension namely self-awareness is .001 respectively, which came out to be insignificant even at 0.05 level.

hence, the null hypothesis H_0 9: there exists no significant relationship between social competence with emotional intelligence and its dimensions namely self-awareness, handling relationship, empathy, managing emotion, motivating oneself of secondary school students, is rejected for emotional intelligence and its dimensions namely handling relationship, empathy, managing emotion, motivating oneself and accepted for the dimension of emotional intelligence namely self-awareness.

It means that secondary school students who had good control in their emotions, are good in handling their emotions, sensitized to others feelings easily and also motivate others and themselves are more socially competent in social adjustment and have better social competence.

This result is well supported by the studies conducted by Singh (2013) revealed significant positive relation between social competence and emotional intelligence.

Fard and Ghaemmaghami (2015) there is a significant relationship between emotional intelligence and social competence girls.

(i) Correlation of Social Sensitivity dimension of social competence with Emotional Intelligence and its Dimensions

Table 3.10 depicts that the correlation of social sensitivity with emotional intelligence is .283. This value is greater than table value of .148 at 0.01 level of significance and hence is found to be significant at 0.01 level of significance. Positive but significant correlation is found between social sensitivity with emotional intelligence. The correlation of social sensitivity with emotional intelligence dimension namely handling relationship is .218 respectively, which came out to be significant at 0.01 level. The correlation of social sensitivity with emotional intelligence dimension namely self -awareness, empathy and managing emotion are .142, .142, .147 respectively, which came out to be significant at 0.05 level. The correlation of social sensitivity with emotional intelligence dimension namely motivating oneself is .067 respectively, which came out to be insignificant even at 0.05 level.

Hence, the null hypothesis H 9(i): there exists no significant relationship between social sensitivity dimension of with emotional intelligence and its dimensions namely self-awareness, handling relationship, empathy, managing emotion, motivating oneself of secondary school students, is rejected for emotional intelligence and its dimensions namely self-awareness, handling relationship, empathy, managing emotion and accepted for the dimension of emotional intelligence namely motivating oneself.

It means that secondary school students who had good control on their emotions, are good in handling the emotions and sensitize to others feelings easily, they are more socially sensitive towards society.

(ii) Correlation of Social Maturity dimension of social competence with Emotional Intelligence and its Dimensions

Table 3.10 reveals that the correlation of social maturity with emotional intelligence is .161. This value is greater than table value of .148 at 0.01 level of significance and hence is found to be significant at 0.01 level of significance. Positive but significant correlation is found between social maturity with emotional intelligence. The correlation of social maturity with emotional intelligence dimension namely handling relationship is .196 respectively, which came out to be significant at 0.01 level. The correlation of social maturity with emotional intelligence dimension

namely self-awareness, empathy, managing emotion and motivating oneself are .093, .106, -.006, .023 respectively, which came out to be insignificant even at 0.05 level.

Hence, the null hypothesis Ho 9(ii) “There exists no significant relationship between social maturity dimension of social competence with emotional intelligence and its dimensions namely self-awareness, handling relationship, empathy, managing emotion, motivating oneself of secondary school students”, is rejected for emotional intelligence and its dimensions namely handling relationship and accepted for the dimension of emotional intelligence namely self-awareness, empathy, managing emotions and motivating oneself.

(iii) Correlation of Social Skills dimension of social competence with Emotional Intelligence and its Dimensions

Table 3.10 shows that the correlation of social skills with emotional intelligence is .185. This value is greater than table value of .148 at 0.01 level of significance and hence is found to be significant at 0.01 level of significance. Positive but significant correlation is found between social skills with emotional intelligence. The correlation of social skills with intelligence dimension namely handling relationship is .220 respectively, which came out to be significant at 0.01 level. The correlation of social skills with emotional intelligence dimension namely managing emotion is .137 respectively, which came out to be significant at 0.05 level. The correlation of social skills with emotional intelligence

dimension namely self-awareness, empathy and motivating oneself are -.038, .054, .098 respectively, which came out to be insignificant even at 0.05 level.

hence, the null hypothesis Ho9 (iii) “There exists no significant relationship between social sensitivity with emotional intelligence and its dimensions namely self-awareness, handling relationship, empathy, managing emotion, motivating oneself of secondary school students”, is rejected for emotional intelligence and its dimensions namely handling relationship and managing emotions and accepted for the dimension of emotional intelligence namely self-awareness, empathy and motivating oneself.

It means that secondary school students who had good control on their emotions, are good in handling the relationship and manage their emotions well also, are more socially skilled towards society.

(iv) Correlation of Social Relations dimension of social competence with Emotional Intelligence and its Dimensions

Table 3.10 depicts that the correlation of social relation with emotional intelligence is .157. This value is greater than table value of .148 at 0.01 level of significance and hence is found to be significant at 0.01 level of significance. Positive but significant correlation is found between social relation with emotional intelligence. The correlation of social relation with emotional intelligence dimension namely empathy is .133 respectively, which came out to be significant at 0.05 level. The correlation of social relation with emotional intelligence dimension namely self-awareness, handling relationship, managing emotion and motivating oneself are .003, .109, .111, .092 respectively, which came out to be insignificant even at 0.05 level.

Hence, the null hypothesis Ho9(iv): “There exists no significant relationship between social relations dimension of social competence with emotional intelligence and its dimensions namely self-awareness, handling relationship, empathy, managing emotion, motivating oneself of secondary school students”, is rejected for emotional intelligence and its dimensions namely empathy and accepted for the dimension of emotional intelligence namely self-awareness, handling relationship, managing emotion managing emotions and motivating oneself.

It means that secondary school students who had good control on their emotions, sensitize others emotions as well as feelings also, are more competent in managing their social relations towards society.

(v) Correlation of Social Commitment dimension of social competence with Emotional Intelligence and its Dimensions

Table 3.10 demonstrate that the correlation of social commitment with emotional intelligence is .034. This value is less than table value of .113 at 0.05 level of significance and hence is found to be insignificant at 0.05 level of significance. Positive but insignificant correlation is found between social commitment with emotional intelligence. The correlation of social commitment

with emotional intelligence dimension namely self-awareness, handling relationship, empathy, managing emotion, motivating oneself are .036, .019, -.27, .081, .044 respectively, which came out to be insignificant even at 0.05 level.

Hence, the null hypothesis $H_0(v)$ "There exists no significant relationship between social commitment dimension of social competence with emotional intelligence and its dimensions namely self-awareness, handling relationship, empathy, managing emotion, motivating oneself of secondary school students " is accepted.

(vi) Correlation of Social Appreciation Ability dimension of social competence with Emotional Intelligence and its Dimensions

Table 3.10 indicate that the correlation of social appreciation ability with emotional intelligence is .038. This value is less than table value of .113 at 0.05 level of significance and hence is found to be insignificant at 0.05 level of significance. Positive but insignificant correlation is found between social appreciation ability with emotional intelligence. The correlation of social appreciation ability with emotional intelligence dimension namely self-awareness, handling relationship, empathy, managing emotion, motivating oneself are -.083, -.001, .017, .088, .052 respectively, which came out to be insignificant even at 0.05 level.

Hence, the null hypothesis $H_0(vi)$ "There exists no significant relationship between social appreciation ability with emotional intelligence and its dimensions namely self-awareness, handling relationship, empathy, managing emotion, motivating oneself of secondary school students" is accepted.

(vii) Correlation of Social Emotional Integrity dimension of social competence with Emotional Intelligence and its Dimensions

Table 3.10 shows that the correlation of social emotional integrity with emotional intelligence is .093. This value is less than table value of .113 at 0.05 level of significance and hence is found to be insignificant at 0.05 level of significance. Positive but insignificant correlation is found between social emotional integrity with emotional intelligence. The correlation of social emotional integrity with emotional intelligence dimension namely empathy is .151 respectively, which came out to be significant at 0.01 level. The correlation of social

emotional integrity with emotional intelligence dimension namely self-awareness, handling relationship, managing emotion, motivating oneself are -.001, .036, .077, -.010 respectively, which came out to be insignificant even at 0.05 level.

Hence, the null hypothesis Ho9(vii) “There exists no significant relationship between social appreciation ability dimension of social competence with emotional intelligence and its dimensions namely self-awareness, handling relationship, empathy, managing emotion, motivating oneself of secondary school students” is rejected for emotional intelligence dimension namely empathy and accepted for emotional intelligence and its dimensions namely self-awareness, handling relationship, empathy, managing emotion and motivating oneself.

It means that secondary school students who had good ability to sensitize others feelings and they are more socially competent in emotional integrity towards society.

(viii) Correlation of Social Involvement dimension of social competence with Emotional Intelligence and its Dimensions

Table 3.10 indicate that the correlation of social involvement with emotional intelligence is .158. This value is greater than table value of .148 at 0.01 level of significance and hence is found to be significant at 0.01 level of significance. Positive but significant correlation is found between social involvement with emotional intelligence. The correlation of social involvement with emotional intelligence dimension namely motivating oneself is .158 respectively, which came out to be significant at 0.01 level. The correlation of social involvement with emotional intelligence dimension namely handling relationship, empathy are .139, .147 respectively, which came out to be significant at 0.05 level. The correlation of social involvement with emotional intelligence dimension namely self-awareness, managing emotion are .058, -.076 respectively, which came out to be insignificant even at 0.05 level.

Hence, the null hypothesis Ho9 (viii) “There exists no significant relationship between social involvement dimension of social competence with emotional intelligence and its dimensions namely self-awareness, handling relationship, empathy, managing emotion, motivating oneself of secondary school students” is rejected for emotional intelligence and its dimensions namely

handling relationship, empathy and motivating oneself and accepted for the dimension of emotional intelligence namely self-awareness and managing emotion.

it means that secondary school students who had good control on their emotions, good in sensitise to others feelings easily and also manage their emotions will be more involved and participate in the any situations.

(ix) Correlation of Social Respectability dimension of social competence with Emotional Intelligence and its Dimensions

Table 3.10 shows that the correlation of social respectability with emotional intelligence is .038. This value is less than table value of .113 at 0.05 level of significance and hence is found to be insignificant at 0.05 level of significance. Positive but insignificant correlation is found between social respectability with emotional intelligence. The correlation of social respectability with emotional intelligence dimension namely self-awareness, handling relationship, empathy, engaging emotion, motivating oneself are .055, -.111, .038, .109, .108, .006 respectively, which came out to be insignificant even at 0.05 level.

Hence, the null hypothesis Ho9 (ix) “There exists no significant relationship between social respectability dimension of social competence with emotional intelligence and its dimensions. namely self-awareness, handling relationship, empathy, managing emotion, motivating oneself of secondary school students” is accepted.

(x) Correlation of Social Leadership of Emotional Intelligence and its Dimensions

Table 3.10 shows that the correlation of social leadership with emotional intelligence is .167. This value is greater than table value of .148 at 0.01 level of significance and hence is found to be significant at 0.01 level of significance. Positive but significant correlation is found between social involvement with emotional intelligence. The correlation of social leadership with emotional intelligence dimension namely motivating oneself is .127 respectively, which came out to be significant at 0.05 level. The correlation of social leadership with emotional intelligence dimension namely handling relationship is .202 respectively, which came out to be significant at 0.01 level. The correlation of social leadership with emotional intelligence dimension namely

self-awareness, empathy, managing emotion, are -.023, .017, .101 respectively, which came out to be insignificant even at 0.05 level.

Hence, the null hypothesis Ho9 (x) “There exists no significant relationship between social leadership of emotional intelligence and its dimensions namely self-awareness, handling relationship, empathy, managing emotion, motivating oneself of secondary school students”, is rejected for emotional intelligence and its dimensions namely handling relationship, and motivating oneself and accepted for self-awareness, empathy, managing emotion.

It means that secondary school students who had good control on their emotions, are good in handling their relations, face any difficult situation with positive attitude this positive attitude leads the people for leadership towards society.

(xi) Correlation of Social Cooperation and Compliance dimension of social competence with Emotional Intelligence and its Dimensions

Table 3.10 depicts that the correlation of social cooperation and compliance with emotional intelligence is .175. This value is greater than table value of .148 at 0.01 level of significance and hence is found to be significant at 0.01 level of significance. Positive but significant correlation is found between social cooperation and compliance with emotional intelligence. The correlation of social cooperation and compliance with intelligence dimension namely handling relationship and motivating oneself are .263, .154 respectively, which came out to be significant at 0.01 level. The correlation of social cooperation and compliance with emotional intelligence dimension namely managing emotion is -.144 respectively, which came out to be significant at 0.05 level. The correlation of social cooperation and compliance with emotional intelligence dimension namely self awareness, empathy are-.019, .040 respectively, which came out to be insignificant even at 0.05 level.

Hence, the null hypothesis Ho9 (xi) “There exists no significant relationship between social cooperation and compliance dimension of social competence with emotional intelligence and its dimensions namely self-awareness, handling relationship, empathy, managing emotion, motivating oneself of secondary school students”, is rejected for emotional intelligence and its

dimensions namely handling relationship, managing emotion and motivating oneself and accepted for the dimension of emotional intelligence namely self awareness, empathy.

It means that secondary school students who had good control on their emotions, are good in handling their relations, manage their emotions very well, face any difficult situation with positive attitude, these abilities leads to individual for social cooperation and compliance.

(xii) Correlation of Social Acceptability dimension of social competence with Emotional Intelligence and its Dimensions

Table 3.10 indicates that the correlation of social acceptability with emotional intelligence is .034. This value is less than table value of .113 at 0.05 level of significance and hence is found to be insignificant at 0.05 level of significance. Positive but insignificant correlation is found between social acceptability with emotional intelligence. The correlation of social acceptability with emotional intelligence dimension namely self-awareness, handling relationship, empathy, managing emotion, motivating oneself are .060, -.008, .028, .025, .006 respectively, which is come out to be insignificant even at 0.05 level.

Hence, the null hypothesis **Ho9 (xii)** “There exists no significant relationship between social acceptability with emotional intelligence and its dimensions namely self-awareness, handling relationship, empathy, managing emotion, motivating oneself of secondary school students”, is accepted.

(xiii) Correlation of Social Tolerance dimension of social competence with Emotional Intelligence and its Dimensions

Table 3.10 depicts that the correlation of social tolerance with emotional intelligence is .133. This value is greater than table value of .113 at 0.05 level of significance and hence is found to be significant at 0.05 level of significance. Positive but significant correlation is found between social tolerance with emotional intelligence. The correlation of social tolerance with emotional intelligence dimension namely empathy, managing emotion are .211, .220 respectively, which came out to be significant at 0.01 level. The correlation of social tolerance with emotional intelligence dimension namely self-awareness, handling relationship, motivating oneself are -.048, .009, .034 respectively, which came out to be insignificant even at 0.05 level.

Hence, the null hypothesis **Ho9 (xiii)** “There exists no significant relationship between social tolerance dimension of social competence with emotional intelligence and its dimensions namely self-awareness, handling relationship, empathy, managing emotion, motivating oneself of secondary school students”, is rejected for emotional intelligence and its dimensions namely empathy, managing emotion and accepted for self awareness, handling relationship, and motivating oneself.

It means that secondary school students who had good control on their emotions, to sensitize others feelings, manage their emotions very well, these abilities leads the individuals socially tolerate.

(xiv) Correlation of Social competition dimension of social competence with Emotional Intelligence and its Dimensions

Table 3.10 shows that the correlation of social competition with emotional intelligence is .155. This value is greater than table value of .148 at 0.01 level of significance and hence is found to be significant at 0.01 level of significance. Positive but significant correlation is found between social competition with emotional intelligence. The correlation of social competition with emotional intelligence dimension namely empathy is .132 respectively, which came out to be significant at 0.05 level. The correlation of social competition with emotional intelligence dimension namely self-awareness, handling relationship, managing emotion and motivating oneself are .063, .105, .073, and .043 respectively, which is come out to be insignificant even at 0.05 level.

hence, the null hypothesis **Ho9 (xiv)**” There exists no significant relationship between social competition dimension of social competence with emotional intelligence and its dimensions namely self-awareness, handling relationship, empathy, managing emotion, motivating oneself of secondary school students”, is rejected for emotional intelligence and its dimensions namely empathy and accepted for dimensions emotional intelligence namely self- awareness, handling relationship, managing emotion and motivating oneself.

It means that secondary school students who had good control on their emotions, to sensitize others feelings, these abilities leads the individuals socially competent towards society.

(xv) Correlation of Social Authority dimension of social competence with Emotional Intelligence and its Dimensions

Table 3.10 reveals that the correlation of social authority with emotional intelligence is .065. This value is less than table value of .113 at 0.05 level of significance and hence is found to be insignificant at 0.05 level of significance. Positive but insignificant correlation is found between social authority with emotional intelligence. The correlation of social authority with emotional intelligence dimension namely self-awareness, handling relationship, empathy, managing emotion, motivating oneself are -.027, .084, .031, -.023, .066 respectively, which came out to be insignificant even at 0.05 level.

Hence, the null hypothesis **H09 (xv)** “There exists no significant relationship between social authority dimension of social competence with emotional intelligence and its dimensions namely self-awareness, handling relationship, empathy, managing emotion, motivating oneself) of secondary school students”, is accepted.

(xvi) Correlation of Adult Resource Exploitability dimension of social competence with Emotional Intelligence and its Dimensions

Table 3.10 shows that the correlation of adult resource exploitability with emotional intelligence is .014. This value is less than table value of .113 at 0.05 level of significance and hence is found to be insignificant at 0.05 level of significance. Positive but insignificant correlation is found between adult resource exploitability with emotional intelligence. The correlation of adult resource exploitability with emotional intelligence dimension namely self-awareness is -.119 respectively, which came out to be significant at 0.05 level. The correlation of adult resource exploitability with emotional intelligence dimension namely handling relationship, empathy, managing emotion, motivating oneself are .017, -.018, .037, .105 respectively, which came out to be insignificant even at 0.05 level.

Hence, the null hypothesis **Ho9 (xvi)** “There exists no significant relationship between adult resource exploitability dimension of social competence with emotional intelligence and its dimensions namely self-awareness, handling relationship, empathy, managing emotion, motivating oneself of secondary school students”, is rejected for emotional intelligence

dimension namely self- awareness and accepted for emotional intelligence and its dimensions namely handling relationship, empathy, managing emotion and motivating oneself.

It means that secondary school students who had good control on their emotions and aware about their emotions very well towards society.

(xvii) Correlation of Social Participation of Emotional Intelligence and its Dimensions

Table 3.10 shows that the correlation of social participation with emotional intelligence is .014. This value is less than table value of .113 at 0.05 level of significance and hence is found to be insignificant at 0.05 level of significance. Positive but insignificant correlation is found between social participation with emotional intelligence. The correlation of social participation with emotional intelligence dimension namely managing emotion is .223, which came out to be significant at 0.01 level. The correlation of social participation with emotional intelligence dimension namely handling relationship, empathy and motivating oneself are .101, .005, .045, .023 and .029 respectively, which came out to be insignificant even at 0.05 level.

Hence, the null hypothesis **Ho9 (xvii)** “There exists no significant relationship between social participation of emotional intelligence and its dimensions namely self-awareness, handling relationship, empathy, managing emotion, motivating oneself of secondary school students”, is rejected for only one emotional intelligence dimension namely managing emotion and accepted for emotional intelligence and its dimension namely self-awareness, handling relationship, empathy, and motivating oneself.

It means that secondary school students who had good control on their emotions sand manage their emotions very well towards society.

(xviii) Correlation of Pro Social Attitude dimension of social competence Emotional Intelligence and its Dimensions

table 3.10 indicates that the correlation of pro social attitude with emotional intelligence is .119. this value is greater than table value of .113 at 0.05 level of significance and hence is found to be significant at 0.05 level of significance. positive but significant correlation is found between pro social attitude with emotional intelligence. the correlation of pro social attitude with

emotional intelligence dimension namely handling relationship is .205, which came out to be significant at 0.01 level. the correlation of pro social attitude with emotional intelligence dimension namely self-awareness, empathy, managing emotion and motivating oneself are -.052, .031, -.026 and .095 respectively, which came out to be insignificant even at 0.05 level.

Hence, the null hypothesis Ho9 (xviii) “There exists no significant relationship between pro social attitude dimension of social competence emotional intelligence and its dimensions namely self-awareness, handling relationship, empathy, managing emotion, motivating oneself of secondary school students”, is rejected for emotional intelligence and its dimension namely handling relationship and accepted for the dimension of namely empathy, managing emotion, self-awareness, and motivating oneself.

It means that secondary school students who had good control on their emotions and good in handling their emotions towards society.

CHAPTER IV

CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS

4.1 CONCLUSIONS

Every research work leads to concluding of something worthwhile. Though written almost at the last, it somehow forms the heart and soul of the task or activity because it is here in the conclusion part that the facts found are brought into light. Conclusions are essential as investigation. In the light of the analysis and interpretation of results done in previous chapter, the following conclusions are drawn.

1. The majority of secondary school students have high social competence. They are highly competent in their social adjustment in any given situation.
2. The majority of secondary school students have average emotional intelligence. They had average to control on their emotions according to the situation. They are average in recognizing their emotions in thinking pattern and handling their emotions.
3. There exists no significant difference between the secondary school boys and girls in their social competence.
4. There exists significant difference between the secondary school boys and girls in the social acceptability, social authority and social relations dimensions of social competence and there exists no significant difference between the secondary school boys and girls in the remaining fifteen dimensions of social competence.
5. There exists no significant difference between the rural and urban secondary school students in their social competence.
6. There exists no significant difference between the rural and urban secondary school students in the social sensitivity, social cooperation and compliance, social authority, social participation, social skills, social commitments, and social acceptability dimensions of social competence and there exists significant difference between the rural and urban secondary school students in the remaining eleven dimensions.
7. There exists no significant difference between the secondary school boys and girls in their emotional intelligence.

8. There exists significant difference between the secondary school boys and girls in the handling relationship, managing emotion and motivating oneself dimensions of emotional intelligence and there exists no significant difference between the secondary school boys and girls in the remaining two dimensions.
9. There exists significant difference between the rural and urban secondary school students in their emotional intelligence.
10. There exists significant difference between the rural and urban secondary school students in the handling relationship and motivating oneself dimensions of emotional intelligence and there exists no significant difference between the rural and urban secondary school students in the self –awareness, empathy, managing emotion in the remaining dimensions.
11. There exists significant positive relationship between social competency and emotional intelligence of secondary school students. As the emotional intelligence of the secondary school students increases their social competency tends to improve.

4.2 RECOMMENDATIONS

Keeping in views the findings of the study the following recommendations are hereby put forward for the parents, teachers and academicians to improve the social competence and emotional intelligence of secondary school students.

1. The present study will be useful in understanding the level of social competence as well emotional intelligence among secondary school students.
2. Emotional intelligence is found to be directly in relation to social competence. both teachers as well as parents can help students to train their emotions. Intervention program if introduced in a directly way for identified group of students to would help them to become emotionally intelligent.
3. Teachers should create conducive environment at the school, this will help us in improving social competence among secondary school students.
4. Development of emotional intelligence should be an integral part of curriculum as well as pedagogy of all teacher training programs.

5. As the results reveals that rural secondary school students should have low emotional intelligence as compare to urban secondary school students, so special attention should be given to the schools in rural area.

4.3 DELIMITATIONS

Research has always some limitations. That is true in the research studies includes human behaviour because at the time of data collection any individual can try to conceal his negative aspects. The present study also has some limitations to the follows-:

- The study was delimited to secondary school students of Jalandhar district only.
- The study was delimited to rural and urban secondary schools.
- The study was delimited to 9th class students of secondary school students only.
- The study was delimited to 300 students of senior secondary school students.
- The area of the study was limited to variables of social competence and emotional intelligence.

4.4 SUGGESTIONS

Research was never ending process. Every investigators after completing his research is aware of areas in which further research is needed and naturally feels motivated to indicate area which may be taken up for the research by other investigators. The present study was undertaken to study the career decision making among senior secondary school students in relation to self-efficacy. The investigator on completion of the study suggests the followings-:

1. The generalization of the findings could be increased by further studied based on large sample.
2. The similar study can be conducted on senior secondary students and college students.
3. Similar study can be conducted in different districts of Punjab and with other states.
4. The study can also be extending to the national level.
5. Similar study can be conducted between government and private schools among secondary school students.

6. Relationship of social competence and emotional intelligence can be studied with other variables self-aspiration, academic motivation and academic achievement.