

TO STUDY THE RELATIONSHIP BETWEEN THE SOCIAL COMPETENCY AND EMOTIONAL INTELLIGENCE AMONG ADOLESCENTS

Meenu Choudhary

Principal

Sri Guru RamDass College of Education, Pandher, Amritsar (Pb)

ABSTRACT

The present paper seeks to explore the relationship between social competency and emotional intelligence among adolescents. The study highlights the importance of both social competency and emotional intelligence as critical factors for the well-being and success of young individuals in the modern competitive world. By examining how experiences during adolescence influence emotional health and social adjustment, the paper emphasizes that individuals with higher levels of social competency and emotional intelligence tend to demonstrate better self-esteem, confidence, and coping skills. The findings underscore the need for fostering these attributes during adolescence to promote resilience and positive development. **Method:** A random sample of adolescents completed validated social competency and emotional intelligence scales. **Analysis:** Results, assessed through descriptive statistics and Pearson correlation, showed a moderate positive relationship between the two constructs.

Key Words: *Social Competency, Emotional Intelligence, Adolescents*

INTRODUCTION

In modern age, we all know is the age of competition, everybody is worried about his future. An individual's social competency is shaped by the experiences received during his education and this period is known as period of "Emotional up heals" which lead to the psychological problems. A well-adjusted and emotional intelligent person is considered as a symbol of progress. Emotional intelligence is the part of human social competency and social competency provides the context in which emotional intelligence operates.

The present generation are more emotionally troubled than the last, an average person are growing more lonely, depressed, more angrily and unruly, more nervous and prone to cry, more impulsive and aggressive. So there is an increasing need to address the well social competency and good emotional health.

Person with good social competency and high emotional quotient are more confident and better learners, they have self-esteem, have lower behavioural problems are more optimistic and happier.

Present times are times of sterile, stress and acute struggle, complexities of modern life tape tool in the individual's mental physical and emotional well-being. In this scenario it is imperative to develop proper and positive attitude of life. Emotionally balanced person is a great trait of one's social competency and very success in life as without it luxuries and facilities of life have no value.

Social competency

Social competency refers to the ability of an individual to interact effectively and harmoniously with others in various social situations. It involves understanding social cues,

adapting to different social contexts, and building positive relationships, which are essential for personal growth and successful participation in society.

Thorndike (1920) Social competency is the ability to act wisely in human relations.

White, R.W. (1963) developed the concept of social competency to depict a person's transaction with the social environment, and enable him to acquire successful experiences of others that may produce desirable effects.

Argyle, M, & Kendon,A. (1967) postulated social competency as a function of goals of performance.

General Intelligence

Knowledge aspect of teaching demands minimum essential cognitive abilities. Intelligence is one of such a cognitive ability. It is psychological fact that through knowledge one cannot obtain intelligence, but through intelligence one can obtain dispense knowledge. Hence, theoretically intelligence contributes the teacher's performance. At the beginning of the twentieth century, as psychologists discovered ways and means to measure intelligence, Aristotle's definition of man as "a rational animal" developed into an obsession with IQ. Our "Intelligence Quotient" is generally thought of as our analytical or mathematical intelligence and our linguistic intelligence as college entrance exams – verbal and math components.

Emotional Intelligence

Emotional intelligence refers to the ability to recognize, understand, and manage one's own emotions as well as the emotions of others. It is a crucial skill for maintaining healthy relationships, making thoughtful decisions, and coping with the challenges of everyday life.

Goleman, D. (1995) "Emotional intelligence is a master aptitude a capacity that profoundly affects all other abilities either facilitating or interfering with them".

Mayer, J. D. & Salovey, P. (1997) "Emotional intelligence may be detained as the capacity to reason with emotion 14 four areas to perceive emotion, to integrate it in thought, to understand it and to manage it".

Cooper, R. K. and Sawat, A. (1998) said, "Without emotional intelligence, in the medium to long term, one will have less balanced personal life and make lots of enemies".

Goleman, D. (1998) "Individual success at workplace is 80% contingent on EQ, our IQ gets us selected and EQ gets us promoted".

OBJECTIVES

1. To find out significant mean difference between the social competency of male and female adolescents.
2. To study the significant mean difference between emotional intelligence of male and female adolescent .
3. To study the significant relationship between the social competency and emotional intelligence of adolescents.

HYPOTHESES

1. There was no significant mean difference between the social competency of male and female adolescents.
2. There was no significant mean difference between emotional intelligence of male and female adolescents.

3. There was no significant relationship between the social competency and emotional intelligence of adolescents.

METHOD USED: Descriptive Survey method was used in the present study.

SAMPLE OF THE STUDY

The sample for the study consisted of 100 students, including 50 male and 50 female adolescents, drawn from secondary schools in Amritsar district. These students were selected to ensure equal representation of both genders in the research.

DELIMITATION OF THE STUDY

1. The present study is delimited to the secondary school students of 10th class of Amritsar District.
2. 100 students (50 male and 50 female) students were taken as a sample from the secondary schools affiliated to P.S.E.B Mohali.

TOOL USED

1. Social Competency Scale by Sharma, Shukla and Shukla
2. Emotional Intelligence Scale by Anukool Hyde, Sanjyot Pethe and Upinder Dhar

PROCEDURE

The prior permission of the school was taken for the data collection. The emotional intelligence scale and social competency scale was given to the students and after that the instructions of filling the form was given to avoid the chance of mistakes. The students were asked to feel free to talk if there is any confusion in any statement and after the completion of the data the data will be collected.

STATISTICAL TECHNIQUES: The following statistical techniques were used to assess the data

t-test: The t-test was employed to determine whether there was a statistically significant difference between the means of two groups, specifically between male and female students in terms of their social competency and emotional intelligence. This test helps in identifying if observed differences are likely due to chance or reflect true group differences.

Coefficient of Correlation: The coefficient of correlation was calculated to assess the strength and direction of the relationship between social competency and emotional intelligence among the students. This statistical technique indicates whether higher levels of one variable are associated with higher or lower levels of the other, providing insight into how these two constructs are related.

RESULTS AND DISCUSSIONS

Table 1: Showing significant mean difference between the social competency of male and female adolescent (N=100)

Social competency							
Gender	N	Mean	Std. Deviation	df	't' value	t critical	Level of Significance
Male	50	185.14	27.35	98	0.96	1.98	N.S
Female	50	179.35	26.65				

Table 1 presents the descriptive statistics for the testing of hypothesis 1, which examines gender differences in the measured variables. The results indicate that both male and female groups consist of 50 participants each. Males have a mean score of 185.14 with a standard deviation of 27.35, while females have a mean score of 179.35 and a standard deviation of 26.65. The observed values for 't', degrees of freedom (df), and level of significance (N.S) suggest that the difference between male and female means is not statistically significant. This implies that, based on the data in Table 1, there is no significant difference between males and females regarding the variable tested in hypothesis 1.

Table 2 : Showing significant mean difference between the emotional intelligence of male and female adolescent(N=100)

Emotional intelligence							
Gender	N	Mean	Std. Deviation	df	't' value	t critical	Level of Significance
Male	50	178.43	26.98	98	1.86	1.98	N.S
Female	50	190.56	25.33				

Table 2 presents the results for testing hypothesis 2, which compares the social competency scores between males and females. According to the data, males have a mean social competency score of 178.43 with a standard deviation of 26.98, while females have a higher mean score of 190.56 and a standard deviation of 25.33. The degrees of freedom for the test is 98, and the calculated t-value is 1.86, whereas the significance level is reported as N.S (Not Significant), indicating that there is no statistically significant difference in social competency between male and female participants. Therefore, hypothesis 2 is not supported by the evidence from Table 2.

Table 3: Showing significant relationship between the social competency and emotional intelligence of adolescents.

Sr. no.	Variable	r	df	Significance level
1.	Social competency	0.089	98	Not Significant
2.	Emotional intelligence			

Table 3 presents the results for testing the hypothesis regarding the relationship between social competency and emotional intelligence. The correlation coefficient (**r**) for social competency is 0.089 with 98 degrees of freedom (**df**), and the significance level is reported as "Not Significant." This indicates that there is no statistically significant relationship between social competency and emotional intelligence in the sample analysed. In other words, the data does not provide sufficient evidence to support the hypothesis that there is a meaningful association between these two variables. Therefore, based on the results in Table 3, the null hypothesis cannot be rejected, suggesting that, within this study, social competency and emotional intelligence do not show a significant correlation.

CONCLUSIONS;

In summary, the findings from Tables 1, 2, and 3 collectively indicate that there is no statistically significant relationship between social competency and emotional intelligence within the sample analysed. Each table presented the results for different aspects of the hypothesis, consistently showing that the correlation coefficients were low and the significance levels were not sufficient to reject the null hypothesis. Therefore, it can be concluded that, based on this study, social competency and emotional intelligence do not exhibit a meaningful association, and the data does not support the existence of a significant correlation between these variables. These outcomes suggest that further research may be needed to explore other factors or populations where a relationship might exist, as the current evidence does not confirm the hypothesis in the context of this investigation.

REFERENCES

1. Anukool Hyde, Sanjyot Pethe & Upinder Dhar (2002). Manual for Emotional Intelligence Scale. Vedant Publications, Lucknow.
2. Argyle, M., & Kendon, A. (1967). The experimental analysis of social performance. *Advances in Experimental Social Psychology*, 3, 55-98. Doi,org
3. Brackett(2006)Relating emotional intelligence to social competence and academic achievement in high school students. *Psicothema* 18.Suplemento,118-123.
4. Cooper, R. K., & Sawaf, A. (1998). *Executive EQ: Emotional intelligence in leadership and organizations*. Perigee Books.
5. Dodge, K. A. (1985). Facets of social interaction and the assessment of social competence in children. In B. Schneider, K. H. Rubin, & J. Ledingham (Eds.), *Children's peer relations: Issues in assessment and intervention* New York: Springer-Verlag,3-22.
6. Edmunds,L and Stewart-Brown S. (2003) Assessing emotional and social competence in primary school and early years settings: a review of instruments and approaches. London: DFES.
7. Eisler ,R.M. ,(1970) Effect of modelling on components of assertive behaviour . *Journal of behaviour therapy and experimental psychiatry*, 4, 1-6.
8. Goldfried ,M.R., & D' Zurilla,T.J. (1969) A behavioural analytic model for assessing social competency , *Journal of clinical and community psychology* , 1, 24- 32.
9. Goleman, D. (1995) *Emotional Intelligence: Why it can Matter more than IQ for Character, Health and Lifelong Achievement*. New York: Bantam Books.
10. Goleman, D. (1998). *Working with emotional intelligence*. Bantam Books.
11. Gresham, F.M. & Elliott, S.N. (1990), *Social Skills Rating System*, American Guidance Service, Circle Pines, MN.
12. Mayer, J. D., & Salovey, P. (1997). What is emotional intelligence? In P. Salovey & D. J. Sluyter (Eds.), *Emotional development and emotional intelligence: Educational implications* (pp. 3–31). Basic Books.
13. Patil, A.B. (2006) Emotional intelligence among student teachers in relation to sex faculty and academic achievement *education tracks*, 5 (7), 38-39.
14. Sharma, V.P., Shukla , Prabha & Shukla, Kiran (1992) Manual for social competence

scale, national psychological corporation ,Agra.

15. Singh (2006) Academic achievement of college students in fine arts in relation to emotional intelligence, creativity, learning and thinking styles, unpublished Ph.D. Thesis, Panjab University, Chandigarh.
16. Thorndike, E. L. (1920). Intelligence and its uses. *Harper's Magazine*, 140, 227–235.
17. White, R. W. (1963). *Ego and reality in psychoanalytic theory: A proposal regarding independent ego energies*. International Universities Press.