



A STUDY OF SOCIAL COMPETENCE OF ADOLESCENTS IN RELATION TO THEIR EMOTIONAL INTELLIGENCE AND SELF- ESTEEM

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Abstract: The present research was aimed to study the relationship between social competence of adolescents with their emotional intelligence and self-esteem. The significance of gender and locale differences between these relationships were also studied. Apart from this, the significance of the difference between the social competence of adolescents with high and low emotional intelligence and with high and low self-esteem was found out. For this purpose, a sample of 600 adolescents was drawn from six randomly selected districts of the Punjab state of India. Mainly the statistical techniques of t-test, Pearson's coefficient of correlation, fisher's z, and Z_{observed} were used to conduct the study. Significant positive relationships between social competence and the variables of emotional intelligence as well as self-esteem were found.

Index terms-Social Competence, Adolescents, Emotional Intelligence, Self-Esteem

I. INTRODUCTION:

Human development is the scientific study of the process of orderly, cumulative, directional, age-related changes that humans experience as they progress through their life cycle [15]. It is a life long process and is central to our understanding of human nature. But, during the past few decades research in the social aspects of development has increased remarkably, indicating an interest among psychologists for this field. Many aspects of child functioning and development fall under mental or social development.-One of the aspects that have been broached many times in social development is 'being good with people'. Being good with people' has always been recognized as an important characteristic of individuals, but from about the mid-twentieth century this became increasingly evident in the light of many studies pointing to a link between interpersonal characteristics and range of mental health indicators.

Social Competence:

Social Competence is a broad area of skill development that impacts student's social effectiveness; that in their ability to establish and maintain high quality and maturity satisfying relationships and to avoid negative treatment or victimization from others [20]. Social Competence promotes successful adjustment to school, academic achievement, and eventual school completion. Conversely, lack of social competence has been found to be responsible for juvenile delinquency, unemployment, adult criminal behavior, and mental health problems[21]. Unfortunately, children with learning and development disabilities often demonstrate a lack of social competence and, therefore are vulnerable to such outcomes.

Social Competence and Emotional Intelligence:

Emotional intelligence is the capacity to create positive outcomes in relationships with others and with oneself. The concept of emotional intelligence refers to how intelligently we can control our emotions. It refers to the capacity for recognizing our feelings and those of others, for motivating our self and for managing our emotions well. The emotional intelligence framework has been given by Goleman[4] and, according to him, emotional intelligence consists of personal competence and social competence.

Social Competence and Self- Esteem:

Self-esteem is generally understood to be related to what we think and feel about ourselves. It is our self-evaluation and our sense of self-worth. Sometimes the terms self-esteem and self-concept are used interchangeably. Some authors and researchers are of the view that self-concept includes the qualities, capabilities, and ways of thinking that define a person. Self-esteem is sometimes defined as a part of self-concept that comprises self-evaluations. In fact, self-esteem is a multidimensional construct. Overall feelings of self-worth are often called global self-esteem. Global self-esteem includes all the dimensions of an individual's talents, capabilities, accomplishments, and personality. This may include academic self-esteem, social self-esteem, physical-esteem, and several other areas that are still being studied. Self-esteem is an extremely popular construct within psychology and has been related to virtually every other psychological concept or domain, including personality (e.g.shyness), behavioral (e.g.task performance), cognitive (e.g., attributional bias), and clinical concepts (e.g. anxiety and depression).

II. REVIEW OF RELATED LITERATURE:

Out of a good number of studies available on social competence only a few relevant studies have been discussed here. **Carroll(2001)** concluded that proponents of emotional intelligence opine that emotion-related abilities exist and have shown that such abilities in children account for unique variance in measures of adaptive behavior and social competence. **Ranjhe and Shujja et al. (2010)** investigated the relationship between emotional intelligence and socio-psychological adjustment in nurses serving in emergency and non-emergency wards of private and government hospitals. The findings of the study indicated a positive correlation between emotional intelligence and socio-psychological adjustment of nurses. **Maria et al. (2017)** analyzed the relationship between emotional understanding and school achievement in children of primary school, considering age, gender, fluid intelligence, mother's educational level, and social competence. The researchers found that the mother's educational level predicts significantly social-emotional competence. But regarding the influence of gender, emotional understanding did not emerge as a significant predictor of social-emotional competence in girls or boys. The results of this and some other studies were not in conformity with the results of other research literature and theoretical considerations regarding the relationship of variables in question i.e. social competence and emotional intelligence. **Riggio et al. (1990)** examined interrelations among a multidimensional self-report measure of self-esteem and some other variables and found that there was a positive relationship between social competence and self-esteem. **Harman et al. (2005)** found that children who reported the most faking behavior on the Internet (e.g., pretending to be older) had poorer social skills, lower levels of self-esteem, higher levels of social anxiety, and higher levels of aggression. As, the research in the area of social intelligence is at a crawling stage in India, so the investigator could not trace any concrete studies conducted in India about the direct relationship of social competence with the variables of emotional intelligence and social competence.

III. SIGNIFICANCE OF THE STUDY:

The concept of Social Competence is well versed, well researched, and well known in the field of education. The issue of social competence is given the foremost place in the society, be it admission to schools, any profession or any proposed projects, etc. and we usually give the credit of personal achievement to social competence data. Various studies have proven the same but according to **Thorndike (1920)**, social competence is the ability to act wisely in human relations. The statement of the well-known author creates the need to know whether social competence is influenced by other variables that strongly influence human relations such as Emotional Intelligence and Self-Esteem etc. We are also interested in knowing as to what is the role played by social competencies in our lives when the recent era makes us more aware of the importance of our emotions, stability, and the balance in our social relations. We feel the need to explore the newborn concepts of psychology. The study of social competence is at its crawling stage in India, where we need to know about various factors that contribute to its development at different stages. The research in this field becomes all the more desired in the case of adolescents as they are going through the emotional turmoil where they are often confronted with situations and problems, which cannot be solved by intelligence only, for which emotional stability, self-assertion, and self-control, etc. are also required.

IV. OBJECTIVES OF THE STUDY:

- i. To study the difference between the social competence of adolescents with high and low levels of emotional intelligence.
- ii. To study the difference between the social competence of adolescents with high and low levels of self-esteem.
- iii. To study the relationship between social competence and emotional intelligence.
- iv. To study the relationship between social competence and self-esteem.
- v. To study the gender differences in the relationship between social competence and emotional intelligence of adolescents.
- vi. To study the locale difference in the relationship between social competence and emotional intelligence.
- vii. To study the gender difference in the relationship between social competence and self-esteem.
- viii. To study the locale difference in the relationship between social competence and self-esteem.

V. HYPOTHESES:

- i. There will be no significant difference between the social competence of adolescents with high and low levels of emotional intelligence.
- ii. There will be no significant difference between the social competence of adolescents with high and low levels of self-esteem.
- iii. There will be no significant relationship between social competence and emotional intelligence of adolescents.
- iv. There will be no significant relationship between social competence and self-esteem of adolescents.
- v. There will be no significant gender difference in the relationship between social competence and emotional intelligence of adolescents.
- vi. There will be no significant gender difference in the relationship between social competence and self-esteem of adolescents.
- vii. There will be no significant locale difference in the relationship between social competence and emotional intelligence of adolescents.
- viii. There will be no significant locale difference in the relationship between social competence and self-esteem of adolescents.

VI. METHOD AND PROCEDURE:

The descriptive method of research was used to conduct this study as it helps to explain educational and psychological phenomena in terms of the relationship among different variables.

Sample:

The universe of the study consisted of adolescents studying in 10+2 in various schools of Punjab. The present study was conducted on a sample of 600 adolescents studying in different schools of six randomly selected districts of Punjab. From each of these selected districts, 6 senior secondary schools (3 each from the urban areas and the rural areas) were again selected randomly. Out of these 36 schools, 15 to 20 students were selected from each school. In this way, 300 students were selected from rural areas and 300 from urban areas. Further out of each group of 300 students, 150 were males and 150 females.

Tools Used:

Following tools were used by the researcher to conduct the present investigation:

- i. Social Competence Scale by V.P Sharma, Prabha Shukla, and Kiran Sharma (1992).
- ii. Emotional Intelligence Scale by S.K Mangal and Shubhra Mangal (2000).
- iii. Self-Esteem Inventory by G.P Thakur & M.S Prasad (1977).

Techniques of Data Analysis:

Descriptive statistics such as mean, median, and standard deviation were worked out to study the nature of the distributions of test scores. To test the significance of the difference between the social competence of adolescents with high and low levels of emotional intelligence and self-esteem t-test was made use of. Coefficients of correlation were calculated to study the degree of relationship between social competence and emotional intelligence. Further values of Z_{observed} based on fisher's z conversion of coefficients of correlation were calculated.

VII. RESULTS OF THE STUDY:

The study of mean, median, standard deviation, kurtosis, and skewness revealed that the nature of data obtained for the variables involved in the study for the sample of adolescents selected for the study as well as for the male, female, rural and urban adolescents out of them was nearly normal.

Comparison of Social Competence of Adolescents with regard to their Emotional Intelligence and Self-Esteem:

To compare the social competence of adolescents with high and low emotional intelligence and self-esteem quartile one (Q1) and quartile three (Q3) were calculated. The adolescents scoring less than the value of quartile one (Q1) were named as a low group, whereas the adolescents scoring more than the value of quartile three (Q3) were named as a high group.

Table 1: Showing Distribution of Adolescents based on Quartiles (Q1 and Q3)

Variables	Value of Q1	Number of Students below Q1	Value of Q3	Number of Students above Q3
Emotional Intelligence	49	132	63	140
Self-Esteem	66	140	88	136

It is clear from table 1 that for emotional intelligence the number of adolescents below Q1 (49), means having low emotional intelligence, came out to be 132, whereas the number of adolescents above Q3 (63), means having high emotional intelligence, was 140. Whereas for the self-esteem the number of adolescents below Q1 (66) was 140, which were termed as a group having low self-esteem, and the adolescents scoring above Q3 (88) were counted as 136 and termed as a group having high self-esteem.

In order to explore the difference between the social competence of adolescents having high and low emotional intelligence, the comparison was made by calculating the significance of the difference between the means of social competence of adolescents belonging to the group with low emotional intelligence and the group with high emotional intelligence. Table 1 demonstrates that 132 adolescents were having emotional intelligence below Q1 (49) representing the group with low emotional intelligence and 140 adolescents having emotional intelligence higher than Q3 (63) representing the group with high emotional intelligence.

Table 2: Showing Comparison of Social Competence of Adolescents with High and Low Levels of Emotional Intelligence

Social Competence	Emotional intelligence	N	Mean	SD	SEm	t-value
	Low	132	160.97	18.638	2.305	12.57*
	High	140	189.96	19.638		

Table 2 demonstrates that the mean scores of the adolescents on social competence with high and low emotional intelligence were 189.96 and 160.97 respectively and the values of SDs were 19.638 and 18.638 respectively. The standard error of the mean difference was 2.305 and the t-value came out to be 12.57 which was significant at 0.01 level. Therefore it may be inferred from the results that there exists a significant difference between the social competence of adolescents with high and low emotional intelligence. Hence, hypothesis no.(i) was rejected. In other words, we can say that adolescents having high emotional intelligence showed better social competence than adolescents having low emotional intelligence. It has also been depicted in figure 1.

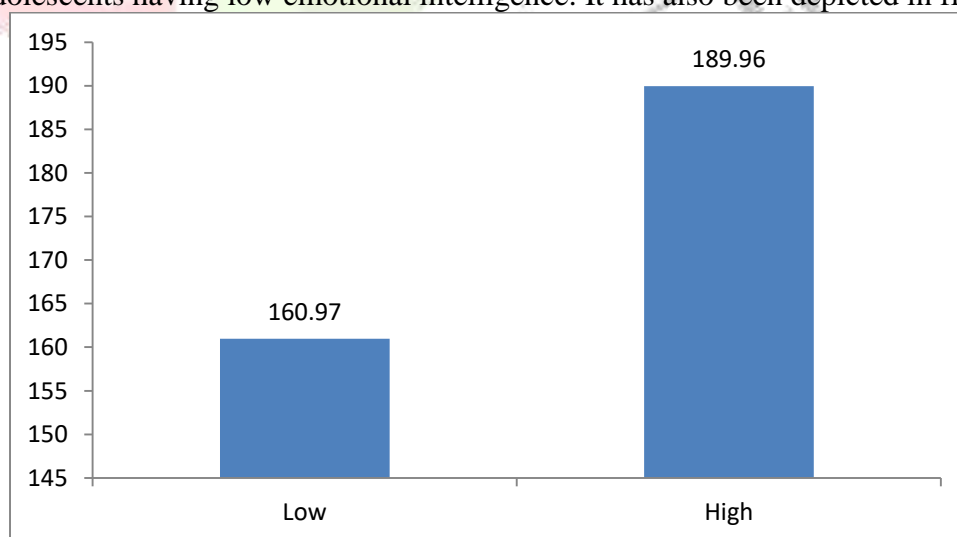


Fig. 1 Comparison of Social Competence Mean Scores of Adolescents having High and Low Emotional Intelligence

It is clear from figure 1 that the mean score of adolescents having high emotional intelligence was much higher than the adolescents having low emotional intelligence.

With the view to know the difference in the social competence of adolescents with different levels of self-esteem, quartiles (Q1, Q3) were calculated as shown in table 1. The adolescents who scored below Q1 (66) were 140 in number and were named as a group with low self-esteem and 136 adolescents who scored above Q3 (88) on

self-esteem were named as a group with high self-esteem. The values of mean scores, SDs, standard error of mean difference, and t-value have been shown in table 3.

Table 3: Showing Comparison of Social Competence of Adolescents with High and Low Levels of Self-Esteem

Social Competence	Self-Esteem	N	Mean	SD	SEm	t-value
	Low		140	177.63	23.889	2.786
High		136	179.03	22.339		

It is quite clear from table 3 that the values of mean scores and SDs of adolescents on social competence with high and low self-esteem were 179.03, 177.63, and 22.339, 23.889 respectively with the standard error of mean difference value 2.786. The t-ratio from these statistics was calculated to be 0.503 which was not significant at 0.05 level of significance. The results showed that there did not exist a significant difference between the social competence of adolescents with high and low levels of self-esteem. Hence, hypothesis no. (ii) was accepted. It may also be derived from the results that the high or low self-esteem of adolescents does not significantly affect their social competence.

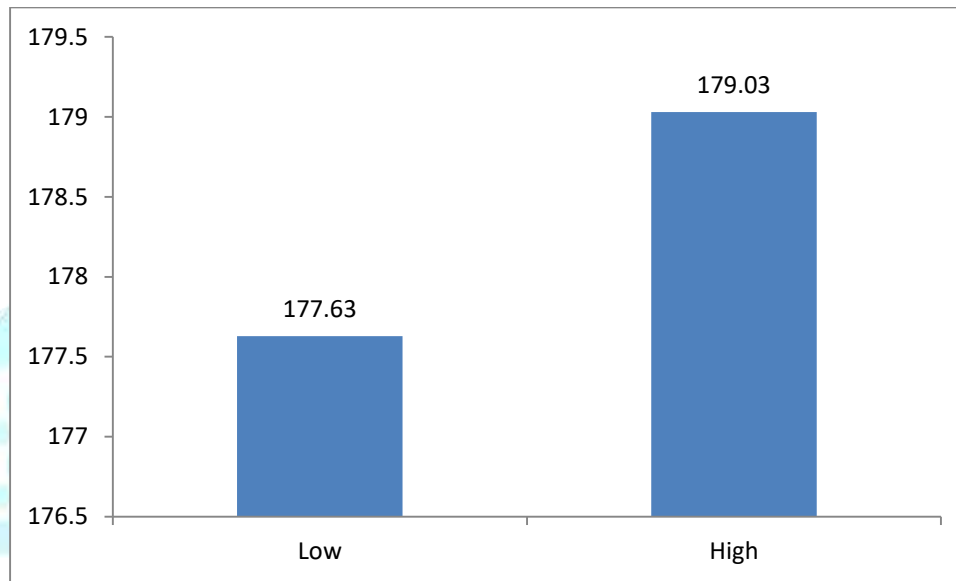


Fig. 2 Comparison of Social Competence of Adolescents having High and Low Self-Esteem

It is also clear from the figure that there was a difference between the social competence of adolescents having high and low levels of self-esteem (however t-test showed that it was not statistically significant).

Relationship between Social Competence and the Variables of Emotional Intelligence and Self-Esteem:

The values of coefficient of correlation between social competence and independent variables namely emotional intelligence and self-esteem have been presented in table 1.

Table 4: Showing values of coefficient of correlation between social competence and the independent variables.

Variables	N	Coefficient of Correlation	Level of Significance
Social Competence and Emotional Intelligence	600	0.396	0.01
Social Competence and Self-Esteem	600	0.158	0.01

It is evident from table 4 that there is a significant positive relationship between social competence and emotional intelligence ($r = 0.396$). It is also clear that there is a significant positive relationship between social competence and self-esteem ($r = 0.158$). Therefore, hypotheses numbers (iii) and (iv) stand rejected.

Gender Differences in the Relationships of Social Competence with Emotional Intelligence and Self-Esteem of Adolescents:

To find out the gender difference in the relationship between social competence and independent variables namely emotional intelligence and self-esteem of adolescents, Fisher's Z formula for the transformation of the coefficient of correlation (r) into z form was used. Summary of the statistics applied for finding the difference between the coefficients of correlation between social competence and variables of emotional intelligence and self-esteem of male and female adolescents in terms of Z_{observed} has been given in table no.5.

Table5: Showing summary of $Z_{observed}$ for the gender differences in coefficients of correlation between social competence and independent variables of emotional intelligence and self-esteem of adolescents.

Symbol	Description	EI	SE
N1	Number of Male Adolescents	300	300
N2	Number of Female Adolescents	300	300
r₁	Coefficient of Correlation for Male Adolescents	0.375	0.054
r₂	Coefficient of correlation for Female Adolescents	0.425	0.134
r₁'(z₁)	Coefficient of Correlation for Male Adolescents converted into z(standard) form	0.394	0.054
r₂'(z₂)	Coefficient of Correlation for Female Adolescents converted into z (standard) form	0.454	0.135
 z₁-z₂ 	Difference between converted values(z ₁ and z ₂) of the Coefficient of Correlation	0.06	0.081
Z	$Z_{observed} = \frac{ z_1 - z_2 }{\sqrt{\frac{1}{N_1-3} + \frac{1}{N_2-3}}}$	0.073	0.99
p-value	Level of significance	0.4654 (non-significant)	0.3271 (non-significant)

It is clear from the perusal of table 5 that no significant gender difference exists in the coefficient of correlation between social competence and emotional intelligence. It is also evident from table 5 that the coefficient of correlation between social competence and emotional intelligence of male adolescents ($r_1 = 0.375$) was lower than the coefficient of correlation between social competence and emotional intelligence of female adolescents ($r_2 = 0.425$). These values of r_1 and r_2 were then converted into standard z form ($r_1' = 0.394$ and $r_2' = 0.454$). But the difference between these standard values was found to be only 0.06 which lead to the value of $Z_{observed}$ of the order of 0.073 which was non-significant at 0.05 level as the probability of this Z value was 0.4654. Therefore, hypothesis no.(v) was accepted.

Table 5 also shows that no significant difference exists between male and female adolescents with regard to the coefficient of correlation between social competence and self-esteem. The value of the coefficient of correlation between social competence and self-esteem of male adolescents ($r_1 = 0.054$) was lower than the value of the coefficient of correlation between social competence and self-esteem of female adolescents ($r_2 = 0.134$). These values of r_1 and r_2 were converted into standard z form ($r_1' = 0.054$ and $r_2' = 0.135$), and the difference between the values was found to be only 0.81. Further, the value of $Z_{observed}$ was found to be 0.99 which was non-significant at 0.05 level because the probability of this Z value was 0.3271. Thus, hypothesis no. (vi) was also accepted.

Locale Differences in the Relationships of Social Competence with Emotional Intelligence and Self-Esteem of Adolescents:

In order to find out the locale differences in the relationship of social competence with the emotional intelligence and self-esteem of adolescents, Fisher's Z formula for the transformation of the coefficient of correlation (r) into z form was used. Summary of the statistics used for finding the locale differences in the coefficients of correlation between social competence and the two independent variables namely emotional intelligence and self-esteem separately in terms of $Z_{observed}$ has been given in table 6.

Table 6: Showing a summary of $Z_{observed}$ for the locale differences in coefficients of correlation between social competence and independent variables of emotional intelligence and self-esteem of adolescents.

Symbol	Description	EI	SE
N1	Number of Urban Adolescents	300	300
N2	Number of Rural Adolescents	300	300
r₁	Coefficient of Correlation for Urban Adolescents	0.462	0.005
r₂	Coefficient of Correlation for Rural Adolescents	0.326	0.258
r₁' (z₁)	Coefficient of Correlation for Urban Adolescents converted into z(standard) form	0.50	0.005
r₂' (z₂)	Coefficient of Correlation for Rural Adolescents converted into z (standard) form	0.338	0.264
 z₁-z₂ 	Difference between converted values (z ₁ and z ₂) of Coefficients of Correlation	0.162	0.259
Z	$Z_{observed} = \frac{ z_1 - z_2 }{\sqrt{\frac{1}{N_1-3} + \frac{1}{N_2-3}}}$	1.97	3.16
p-value	Level of significance	0.0438*	0.0016**

*significant at 0.05 level,**significant at 0.01 level.

Table 6 evidently shows that a significant locale difference exists in the relationship between social competence and emotional intelligence of adolescents. The value of the coefficient of correlation between social competence and emotional intelligence of urban adolescents ($r_1 = 0.462$) was higher than the value of the coefficient of correlation between social competence and emotional intelligence of rural adolescents ($r_2 = 0.326$). These values of r_1 and r_2 were converted into standard z form ($r_1' = 0.50$ and $r_2' = 0.338$), and the difference between these values was found to be 0.162. The value of $Z_{observed}$ was found to be 1.97 which was significant at the 0.05 level because of the probability of Z value was 0.0438. Therefore, hypothesis no.(vii) stands rejected. The results entered in table 6 also indicate that a significant difference exists between urban and rural adolescents with regard to the coefficient of correlation between social competence and self-esteem. It is very clear from table no. 6 that the coefficient of correlation between social competence and self-esteem of male adolescents ($r_1 = 0.005$) was lower than the coefficient of correlation between social competence and self-esteem of rural adolescents ($r_2 = 0.258$). These values of r_1 and r_2 were then converted into standard z form ($r_1' = 0.005$ and $r_2' = 0.264$) and the difference between these standard values was found to be only 0.259. Further, the value of $Z_{observed}$ was found to be 3.16 which was significant at 0.01 level as the probability of the value was 0.0016. Hence, hypothesis no.(viii) was also rejected.

VIII. DISCUSSION:

The present study found a positive and significant relationship between social competence and emotional intelligence of adolescents. Moreover, a significant difference was found between the social competence of adolescents with high and low levels of emotional intelligence. Moreover, no gender difference was found in the relationship between social competence and emotional intelligence of adolescents. However, a significant locale difference was found in the relationship between these two variables. Since according to Goleman (1995) emotional intelligence consists of five factors namely: knowing one's emotions, managing emotions, motivating one's self, recognizing emotions in others, and handling relationships. Therefore, an adolescent having high emotional intelligence would possess the above abilities in a better way than adolescents having low emotional intelligence. Hence, adolescents having a better ability to know their own emotions, manage emotions, motivate themselves and recognize other's emotions and handle relationships would also be better at co-operation, assertion, self-control, responsibility, and empathy which collectively define social competence. (Gresham and Elliot, 1990). The results of the present study confirm with the results of Carroll (2001), Ciarrochi et al. (2003), Menzie (2005), Rod and Jermy (2006), Pokorski and Kulikowska (2008), Ranjhe and Shujja (2010), and Bussack (2013). The results of the study also indicated that there was a positive and significant relationship between social competence and self-esteem. It means the social competence of adolescents in one or the other way may depend upon their self-esteem also. However, the difference between the social competence of adolescents with high and low levels of self-esteem was not found to be significant. Moreover, there was no significant gender difference in this relationship, however, a significant locale difference was found to exist in this relationship. Basically, self-esteem refers to the state of mind. In other words, it is the way you think and feels about yourself. Having higher self-esteem means having stronger feelings of confidence, worthiness, and positive regard for yourself. Adolescents with higher self-esteem feel quite good about themselves. It appears that their confidence, positive feelings, worthiness with regard to themselves may help them to possess the qualities of self-assertion, self-

control, responsibility empathy, and co-operation which collectively represent social competence (Gresham and Elliot, 1990). Hence, the significant positive relationship between these two variables i.e. social competence and self-esteem is justified. The results of the present study were in line with the results of Lochman et al. (1991), Riggo et al. (1990), Hoffman and Schwarzwald (1992). Social competence was positively and significantly related to self-esteem. Drayton (1992), Wigfield, and Eccles (1994) had also explored that social competence had a positive impact on self-esteem. Boykin and Kim (1996), Krammer (1998), Tarnell (2003), Pike (2003) and Crocker et al. (2003) too concluded that self-esteem was significantly and positively related to social competence.

IX. CONCLUSIONS:

- i. A significant difference was found between the social competence of adolescents having high and low levels of emotional intelligence.
- ii. The difference between the social competence of adolescents having high and low levels of self-esteem was not found to be significant.
- iii. A positive and significant relationship was found between social competence and emotional intelligence.
- iv. Social competence and self-esteem were found to be positively and significantly related.
- v. No gender difference was found in the relationship between social competence and emotional intelligence of adolescents.
- vi. No gender difference was found in the relationship between social competence and self-esteem of adolescents.
- vii. The relationship between social competence and emotional intelligence was found to be significantly stronger in the case of urban adolescents as compared to rural adolescents.
- viii. The relationship between social competence and self-esteem was found to be significantly stronger in the case of rural adolescents as compared to urban adolescents.

X. EDUCATIONAL IMPLICATIONS:

One of the most important human ability is 'being good with people and at the same time being able to fulfill your life objectives' and equally important is the task of finding the relevant factors behind this ability. The present study is a small endeavor to find major factors that may influence the social competence of adolescents. The results of the study validate a significant relationship between social competence and emotional intelligence. Therefore, teachers should try to take steps to develop better emotional intelligence among adolescents. They must be taught how to handle emotions and relationships. For this purpose, different co-curricular activities related to the affective domain of behavior must be organized in the school regularly. The results of the significance of the correlation between social competence and self-esteem support the notion that social competence may be strongly influenced by self-esteem. Therefore for the younger generation to become more socially competent teachers and parents should help them to build reasonable self-esteem. Whereas the significant locale differences in the relationships of social competence with both the variables of emotional intelligence as well as self-esteem confirm the difference in impacts of different psychosocial environments of urban and rural areas. In a nutshell, we can say that one important implication of the study is to supply raw evidence to design intervention programs for the adolescents to provide training to handle their emotions, recognize others' emotions and to have better self-control, self-assertion, and empathy, etc.

XI. SUGGESTIONS FOR FURTHER RESEARCH:

1. A replicative study of the present study may be conducted on a larger sample to have more reliable results and make a broader generalization.
2. The present study was confined only to the state of Punjab; therefore, we cannot generalize the results obtained from this study to other states of India. Hence, it is suggested that similar studies should be conducted in other states also to universalize the validity of the conclusions.
3. More psychological; as well as sociological variables can be studied as correlates of social competence.
4. Apart from the above, a comprehensive understanding of the causes and consequences of better social competence should be a major goal of research in the field of educational psychology.

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