

Social Competence of Adolescents in Relation to Emotional Intelligence and Home Environment

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Abstract: Present study was undertaken to find the significance of relationship of social competence among adolescents with emotional intelligence and home environment. The study was conducted on a sample of 100 students studying in class VIII from Government schools situated in Ludhiana city of Punjab, India. Social competence scale by Sharma, Shukla and Shukla (2013) (Revised), Emotional Intelligence scale by Singh and Narain (2014) and Home Environment Inventory by Mishra (2012) (Revised) were used for data collection. 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.

Keywords: Social competence, emotional intelligence, home environment, adolescents

1. Introduction

Adolescent is a highly eventful and unique period of life involving growth and development that lays an important foundation for the adolescent years. This is the period in which adolescent have to make adjustment with the mental problems related to their home and school environment. Family and school are places where the adolescents get experience and learn about their future role. The success of the adolescents depends upon acquired richness of social competence.

Bierman (2004) defined social competence as the “capacity to coordinate adaptive responses flexibly to various interpersonal demands, and to organize social behavior in different social contexts in a manner beneficial to oneself and consistent with social conventions and morals. According to Semrud-Clikeman (2007) social competence is the foundation upon which expectations for the future interaction with others is built, and upon which individuals develop perceptions of their own behavior. Often, the concept of social competence frequently encompasses additional constructs such as social skills, social communication and interpersonal communication. According to Stump, Ratiff, Wu and Hawley (2009) Behaviour that demonstrates social skills are compiled and are collectively identified as social competence. Broderick and Blewitt (2010) identified four categories of foundational social competencies (a) affective processes (including empathy, valuing relationships and sense of belonging), (b) cognitive processes (including cognitive ability, perspective taking and making moral judgements), (c) social skills (including making eye contact, using appropriate language, and asking appropriate questions), (d) high social self-concept.

According to Dunn (2003) Components of emotional intelligence, which can be regarded as a key to successful life, are self-awareness and self-honesty, knowledge about causes of emotions, motivations and good decision-making, ability to analyze and understand relationships, intuitiveness, creative and flexible thinking, integrated self and balanced life. According to Singh (2003) emotional intelligence consists of psychological dimensions such as emotional

competency, emotional maturity and emotional sensitivity which motivate the individual to manage and lead others as well as empathize them. According to Coleman (2008) emotional intelligence is the ability to monitor one’s own and other people’s emotions, to discriminate between different emotions and label them appropriately, and to use emotional information to guide thinking and behaviour.

According to Ranhotra (1996) family environment is the complex of social and cultural conditions, the combinations of external or extrinsic physical conditions that affect and influence the growth and development of the member of family, the most intrinsic fundamental social group which includes parents and their children. Sambrani (1997) revealed that poor home environment facilitated significantly more frequent occurrence of emotional disturbance to normal distribution. Psychological atmosphere of home may fall into any of the four quadrants, each of which represents one of the four general combinations acceptance-autonomy, acceptance-control, rejection-autonomy and rejection-control.

2. Related Literature

Gil-olarte, Martin, Brackett (2006) found emotional intelligence as predictor of positive social behaviour. Yip and Martin (2006) found that emotional management facet of emotional intelligence was positively correlated with several social competence domains whereas Manita (2013) found no-interrelationship between emotional intelligence and social competence and learning achievement.

A significant relationship between social competence and home environment was revealed by Schoenrock, Bell, Sun, and Avery (1999); Pushpalata, Dhanda, and Singh (2009); Noh (2010); Anderson, Gomes, Greenham, Hearps, Gordon, Rinehart, Gonzalez, Yeates, Hajek, Lo, and Mackay (2014).

Objectives

- 1) To investigate the significance of relationship between social competence and emotional intelligence.
- 2) To investigate the significance of relationship between social competence and home environment.

Hypotheses

H₀₁. There will be no significant relationship between social competence and emotional intelligence.

H₀₂. There will be no significant relationship between social competence and home environment.

Sample: The study was conducted on a sample of 100 students studying in class VIII from Government schools situated in Ludhiana city of the state of Punjab (India).

Tools used

- a. Social competence scale by Sharma, Shukla and Shukla (2013) (Revised).
- b. Emotional Intelligence scale by Singh and Narain (2014).
- c. Home Environment Inventory by Mishra (2012) (Revised).

3. Result and Discussion

Relation between social competence and emotional intelligence of adolescents

Karl Pearson's coefficient of correlation, the relation between social competence and emotional intelligence has worked out. The correlation of social competence and emotional intelligence is shown in the table:

Table 1: Relation between social competence and emotional intelligence of adolescents (N-100)

Variables	r
Social competence with emotional intelligence	0.241*

*Significant at 0.05 level of significance

Table 1 reveals that the value of correlation between social competence and emotional intelligence is 0.241. This value is positive but non-significant ($p < 0.05$). Therefore, it can be concluded that social competence has significant positive relation with emotional intelligence among adolescents. Hypothesis H₀₁ which states that "There will be no significant relationship between Social Competence and Emotional Intelligence of Adolescents," is thus rejected. This result is well supported by the studies conducted earlier by Gil-olarte, et al (2006), and Yip and Martin (2006)

Relation between social competence and Home Environment of Adolescents

Karl Pearson's coefficient of correlation, the relation between social competence and home environment has not been worked out. The correlation between social competence and home environment is shown in the table:

Table 2: Relation between social competence and home environment of adolescents (N-100)

Variables	r
Social competence and control dimension of home environment	0.213*
Social competence and protectiveness dimension of home environment	0.208*
Social competence and punishment dimension of home environment	-0.205*
Social competence and conformity dimension of home environment	0.206*
Social competence and social isolation dimension of home environment	-0.212*
Social competence and reward dimension of home environment	0.222*
Social competence and deprivation of privileges dimension of home environment	-0.204*
Social competence and nurturance dimension of home environment	0.213*
Social competence and rejection dimension of home environment	-0.226*
Social competence and permissiveness dimension of home environment	0.312**

*Significant at 0.05 level of significance, **Significant at 0.01 level of significance

Table 2 reveals that the value of correlation between social competence and home environment dimension. control is 0.213 which is positive and significant ($p < 0.05$), between social competence and home environment dimension protectiveness is 0.208 which is positive and significant ($p < 0.05$), between social competence and home environment dimension punishment is -0.205 which is negative and significant ($p < 0.05$), between social competence and home environment dimension conformity is 0.206 which is positive and significant ($p < 0.05$), between social competence and home environment dimension social isolation is -0.212 which is negative and significant ($p < 0.05$), between social competence and home environment dimension reward is 0.222 which is positive and significant ($p < 0.05$), between social competence and home environment dimension deprivation of privileges -0.204 which is negative and significant ($p < 0.05$), between social competence and home environment dimension nurturance is 0.213 which is positive and significant ($p < 0.05$), between social competence and home environment dimension rejection is -0.226 which is negative and significant ($p < 0.05$), between social competence and home environment dimension

permissiveness is 0.312 which is positive and significant ($p < 0.01$).

The values of correlation between social competence and punishment dimension of home environment, social competence and social isolation dimension of home environment, social competence and deprivation of privileges dimension of home environment, social competence and rejection dimension of home environment are negative but for all other dimensions these are positive. According to the manual of the home environment tool high degree of punishment dimension, social isolation dimension, deprivation of privileges dimension, and rejection dimension is reflected in poor home environment and low degree is reflected in good home environment. All other dimensions high degree is reflected in good home environment and low degree is reflected in poor home environment.

Therefore it can be concluded that there is significant positive relationship between social competence and home environment. Thus, Hypothesis H₀₂ which states that "There will be no significant relation between social

competence and home environment” is rejected. This finding is well supported by the studies conducted by Schoenrock, et al. (1999), Pushpalata et al. (2009), Noh (2010), and Anderson et al. (2014).

4. Educational Implications

Result of the study revealed significant positive relation between social competence and emotional intelligence, and significant positive relation between social competence and home environment. It is thus suggested to the school and family that efforts must be made to develop emotional intelligence among the adolescents. It is also suggested that parents should create conducive environment at home. This will help us in improving social competence among adolescents.

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