



Journal Homepage: [-www.journalijar.com](http://www.journalijar.com)

## INTERNATIONAL JOURNAL OF ADVANCED RESEARCH (IJAR)

Article DOI:10.21474/IJAR01/11790  
DOI URL: <http://dx.doi.org/10.21474/IJAR01/11790>



### RESEARCH ARTICLE

#### EMOTIONAL COMPETENCE AND SOCIAL INTELLIGENCE AMONG COLLEGE STUDENTS

Ms. Bavleen Mehta<sup>1</sup> and Dr. Roopali Sharma<sup>2</sup>

1. Student: B.A. (H) Applied Psychology, Amity Institute of Psychology and Allied Sciences.
2. Supervisor and Faculty, Amity Institute of Psychology and Allied Sciences (AIPS).

#### Manuscript Info

##### Manuscript History

Received: 25 July 2020

Final Accepted: 28 August 2020

Published: September 2020

##### Key words:-

Emotional Intelligence, Emotional  
Competence, Social Intelligence

#### Abstract

Emotional competence can be described as one's ability to identify, understand, express and release the positive and negative emotions that one experiences throughout the day, effectively, meaning that, it is an individual's ability to release his or her identified emotions constructively. Social Intelligence, on the other hand, can be defined as the ability to develop a relationship with others, one's intrapersonal knowledge, his/ her ability to judge others feelings, temperaments and, their ability to be effective in social performance/function, sympathize, and being skilled in decoding nonverbal-signs. For the purpose of this study, the researcher randomly selected a sample of undergraduate students, aged between 17-22 years, from various courses such as engineering, law, etc. The researcher studied the Emotional Competence and Social Intelligence of 80 individuals, 40 Males and 40 Females, using the Emotional Competence Scale developed by Dr. H. C. Sharma and Dr. R. L. Bhardwaj to measure the Emotional Competence and Social Intelligence, respectively of the selected sample. The objective of this study was to understand the relationship between Emotional Competence and Social Intelligence among College Students. The results indicated that there is a significant relationship between the Social Intelligence and Emotional Competence of undergraduate College Students. It was also observed that there exists no significant gender difference between the Social Intelligence and Emotional Competence of College Students. Although, slight gender differences have been found. The researcher also stated that there is a significant linkage between some dimensions of Emotional Competence with certain areas of Social Intelligence among College Students.

Copy Right, IJAR, 2020,. All rights reserved.

#### Introduction:-

##### Emotional Intelligence:

In today's world of constant innovation, high competition and endless stresses, researchers believe that Intelligence Quotient (IQ) can no longer help determine one's success in life. During the early 20<sup>th</sup> century, researchers began exploring the factors that could, therefore, be responsible for an individual's successful functioning even when times get tough. This led to the conceptualizing of what is today, popularly known as Emotional Quotient (EQ), i.e., "The ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and

**Corresponding Author:- Ms. Bavleen Mehta**

Address:-Student: B.A. (H) Applied Psychology, Amity Institute of Psychology and Allied Sciences.

emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth”, et al, Mayer & Salovey, 1990.

Over the last two decades, EQ has thus been a subject of interest for many researchers, the available researches suggest the benefits of and point out the significance of EQ in professional effectiveness in terms of how it facilitates work, its role in team related and leadership related issues, its role in promoting creativity etc., such benefits suggest that organizational employees should be trained in enhancing their emotional competence.

Emotional Intelligence has little to do with academic intelligence and more to do with emotional management and understanding. (Goleman,1995). In fact, one can understand how even the smart can be dumb when taken over by his/ her emotions, and how easily one can lose control in adverse circumstances. Thereby, rejecting the theory that IQ is a predictor of one's success in life. (Goleman,1995). IQ only contributes about 20 percent in one's success in life, indicating that 80% of one's success is dependent on other forces. EQ consists of a set of abilities that motivate an individual, making him or her persist, even in the face of frustrations, the ability that helps control impulses and delay gratification, even help one regulate his or her moods, keep his or her thinking intact in distressing conditions, help one remain hopefully and have empathy. He also suggested that EQ can be a powerful ability and sometimes even more powerful than IQ (Goleman,1995). We have a tendency to act implicit in every emotion but since there has been a huge change in the functionality of emotions since pre-human times to now, gaining control and using one's emotions effectively and rationally in any and every situation becomes very important. (Goleman,1995). Emotions work on the 'survival' principle and are characterized by differentiating between survival and death, thereby, making 'fear' our emotional legacy which makes it our priority to protect our family and ourselves from danger. Evolutionary biologists assume that, this impulse has been primed and etched into our nervous system and is thus a part of our automatic reaction, even today which could lead to Emotional Hijacking in emergency situations (Goleman, LeDoux,1995). It has also been identified that humans have two minds- the emotional mind and the practical mind. The practical mind has all the sense and logic, it is comprehensive and influences one's decision making; thus, it is the thinking side of the brain. On the other hand, we also have the emotional mind, it is this mind, that makes us forget the logic and is more focused on feelings. Usually, both the minds work in synchronization but when balance is lost, and it is the emotional mind that has an upper hand leading to 'emotional hijacks' (DeLoux, 1995). Neuroscientist refer to this as emotional hijacking, the emotional explosion originating from the amygdala. These explosions, however, may not always be negative. This phenomenon can also be noticed when someone experiences intense joy. LeDoux, et al, 1995,2018, called the amygdala, the emotional sentinel of the brain. Through his research, he found that the sensory information first passes to the thalamus in the brain, then, in a single signal to the amygdala, the second signal is then sent to the neocortex, suggesting that, the amygdala bypasses the neocortex and is solely responsible for an individual's reaction in emergent situations, in the first few seconds or even minutes. He revolutionized our current understanding of emotions, thus, making it necessary for us to understand and manage our emotions better. Neuroscientists also studied the role of hippocampus in memory, it was learnt by them that, the hippocampus was used to store facts while the amygdala works on associative memory. Thus, "the hippocampus will help you recognize the face of your cousin, while the amygdala, tells you that you don't like her" – LeDoux, Goleman,1995. Research suggests that at times, the neural pathway could be rewired when the individual stops to think. During this time, the prefrontal lobes start to work, so the message from the thalamus enters the amygdala then the prefrontal cortex before entering the neocortex, giving the individual some time to take effective steps in emotional response. Thus, one can say that the prefrontal lobes reappraises emotion to create an effective response. In fact, flawed decision making is associated with faulty network in the prefrontal amygdala circuit, et al, Dr. Damasio, Goleman, 1995. The work done by Dr. Damasio suggests that feelings are typically indispensable for decision making, they help provide direction amidst dry logic. He argues that both- emotional and thinking brain play a vital role in decision making.

#### **Emotional competence and Emotional Intelligence:**

Researchers believe that emotional intelligence and emotional competence are similar and often use it interchangeably. This is because this competence, or ability can be taught or enhanced through proper training, unlike IQ. It has been suggested that IQ remains the same throughout one's life, but Emotional intelligence can be developed and enhanced. (Goleman,1995). Emotional competence can, thus, be described as the ability to identify, understand, express and release the positive and negative emotions that one experiences throughout the day effectively, meaning that, it is an individual's ability to release his or her identified emotions constructively. Its benefits can be seen in improved health through avoiding stress that would otherwise result from suppressing emotions, helps in improving relationships by reducing the displaying of maladaptive behaviors that often result

from fear of triggering some emotion. It, therefore, helps in dealing with the emotion head on. The concept is distinct from emotional intelligence as emotional intelligence gives emphasis to controlling or manipulating emotions while emotional competence, made up of two words- "emotion" and "competence" where, emotions refer to the forces that direct human behavior and govern an individual's personality. On the other hand, the dictionary meaning of competence is the ability to do any task successfully or efficiently, where one can produce the type of effect, one desires. Thus, it shall be deemed that Emotional Competence happens to be the efficiency that an individual acquires in order to deal with emotional situations, affectively. According to Daniel Goleman, et, al, 1998 for star performance in all jobs, in every field, Emotional Competence is twice as important as just mere cognitive abilities for success at the highest levels, such as leadership positions, as per researches conducted to determine the success of an organization, emotional competence accounts for virtually the entire advantage. Emotional Competence enables the individual to cope with stressful life circumstances and find positive meaning in life. An emotionally competent person can learn and applies skills to manage stress, improve self-esteem, confidence, personal change, decision making, leadership, assertion, comfort and commitment with life along with health and well-being. Daniel Goleman used the mixed model of Emotional Intelligence to describe the concept of emotional competence. His model was based on 25 emotional intelligence characteristics, thus, giving it the name, mixed model. The model related qualities of emotional intelligence with other personality traits. The model was based on five categories, each, with emotional competencies which can be learned and must be worked upon to be developed, in order to achieve and become outstanding at one's performance. These five categories are:

#### **Self-awareness:**

It is an individual's ability to recognize an emotion as its happening. One has to tune his or herself to evaluate what s/he feels and how to manage it. There are two elements to self-awareness:

1. Self-confidence on one's capabilities and self-worth
2. Emotional awareness in knowing what one is feeling and its emotional effects.

#### **Self-regulation:**

One might feel that s/he lacks control over what s/he feels, however, negative emotions can be appeased by different self-regulating techniques, such as walking, meditation, prayer, etc. To self-regulate properly, one needs to:

1. Regulate his/ her emotions and gain control of impulsive behaviors
2. Be honest and trustworthy
3. Be Innovative and open to new ideas
4. Adaptive
5. Be Conscientious by taking responsibility for one's performance and actions.

#### **Motivation:**

The ability to start off with a set of clear goals. Positive thinking is key in this category, so it's important to put into practice being more positive, by reframing negative thoughts. This ability is made of:

1. Optimism: Sticking to one's goals even after setbacks or obstacles
2. Initiative: Taking the lead and jumping into new opportunities
3. Commitment: Sticking to your values and integrity
4. Achievement drive: Continuously looking to improve yourself to reach your self-actualization.

#### **Empathy:**

The ability/ quality of being able to put oneself in other's shoes and gaining understanding of their plight. It is the ability to be:

1. Politically aware by being capable of reading a room for power relationships and emotional course
2. Have service orientation by being capable of anticipating others needs
3. To help develop others, after understanding their needs, and helping them boost their qualities.
4. To be able to build diverse relationships with others.

#### **Social Skills:**

Being able to relate oneself to others is important and for that one needs:

1. Team capabilities
2. Collaboration and cooperation
3. Influence
4. Communication

5. Conflict management
6. Building bonds

This model, which was given by Goleman, measures EQ, along with the Emotional Competencies. Thus, one can say that, emotional intelligence, is somewhat innate and emotional competence, can be acquired through learning and therefore, they are integrated concepts. (Goleman, 1995,1998).

**Social Intelligence:**

Social intelligence is still a newer concept. However, its origin can be found in the works of Gardener’s explanation of Interpersonal Intelligence and its components when he first came out with the theory of multiple intelligence and thus creating a significant shift and change in the conventional view of intelligence which was more focused on academic success and IQ. Hatch and Gardener, stated that Interpersonal Intelligence had the following components:

Organizing groups: Includes skills that are shown by leaders in situations where someone takes initiative and achieves the goal through coordinated efforts.

Negotiating solutions: During intense situations, a conflict begins to arise, the person who is the conflict settler or the pacifier, Individual’s with the ability to help resolve dispute are the ones who are most likely to excel in them. Instances include Lawyers and diplomats.

Personal Connections: This includes individual who are empathetic towards others, dependable or just sensitive to the emotions of others are good at making personal emotional connections and therefore, may also be a part of different social groups.

Social Analysis: Ability to understand people’s feelings, help you analyze and provide you with a sense of rapport or help develop intimacy with others. A person who has the ability to do so, is also, most likely to be highly aware of his/ her social environment, be sensitive to the demands of the environment and act according to the demands of the social environment.

Social intelligence can therefore be seen as an umbrella term that can be used to describe a wide range of skills – interpersonal and intrapersonal skills and even some personal characteristics of an individual which help him or her in his or her professional, social, personal and even emotional life by tapping into some specific areas of his or her acquired previous knowledge. Therefore, one can define social intelligence as the ability to develop relationship with others, intrapersonal knowledge, ability to judge about others' feelings, temperaments and incentives, ability to be effective in social performance/function, ability to sympathize, and being skilled in decoding nonverbal signs. One can, hence, understand that this intelligence is beyond the realm of general intelligence which is primarily focused on academia. Researchers are now thinking of considering social intelligence as a new way of thinking about social media (Schawl, 2010).

**Social intelligence and Emotional intelligence: The Difference**

Social intelligence and emotional intelligence are often seen to be used interchangeably and taken synonymously with one another either mistakenly or otherwise, as many, people find them to be similar concepts. However, social intelligence, despite its similarities with other intelligences is more specific than emotional intelligence and has its own specificity and is thus distinct from Emotional Intelligence. Social intelligence can also be defined as the ability to control emotions and feelings; therefore, it aids mental activities, decision making and communication. Individuals with high social intelligence know how to control and channel their own and others' emotions and feelings (Goleman, 1998: 94). Another easy way to understand this distinction would be to remember and recall that Emotional Intelligence is a one person, within an individual based psychology whereas Social Intelligence is a two person, mirroring based Psychology, influenced and governed by social interaction and interpersonal relationship (Goleman, 2006). Specifically, Goleman, 2006, defined Social Intelligence as ‘being intelligent not just about our relationships but also in them’. Therefore, it helps individuals Centre their interpersonal awareness and social facility, their ability or skill to deal with social relationships effectively, co-operate and collaborate with others, and create and participate in healthy, positive and caring social interactions. Research thus suggests that high Social Intelligence is conducive to positive social relationships with colleagues, trust and rapport, exchange of materials and ideas, and personal and professional well-being.

**Social intelligence, Emotional Intelligence & Emotional Competence: The Link**

Highly socially intelligent individuals tend to make connections around people very easily. They are known as born leaders and who can communicate the unspoken sentiment felt by the group and thus guide it towards a desired goal. They also tend to be good at reading people's reactions and feelings, and can lead, master, organize and handle social situations, and even find their way around conflicting situations, by acting as a mediator and restoring peace in times of disputes. They are known to create a positive social environment and leave others around them feeling happy and in a good mood. Research suggests that individuals who are high on social intelligence, are adept at monitoring their own expression of emotions, they are constantly in tune with the reactions of people around them and can therefore, fine-tune their social performance, adjusting it to cause the desired effects. Whereas, individuals who are not in tune with their emotional needs and feelings, are likely to lead a hollow social life. Thus, suggesting that, individuals who are well versed with their own emotions, in terms of, what caused them to feel a certain way, and how to use that emotion to their benefit or to ignore it when needed, is a skill that not everyone (et al, Snyder). But those who do have it, are also, socially intelligent, in the sense that, they are sensitive and in complete synchronization of their social environment. Thereby, linking social intelligence, emotional intelligence and emotional competence, together.

**Review of Literature:-**

Stone, H., Parker, J.D.A., & Wood, L.M. et al, 2005, assessed 464 principals and vice-principals for their Emotional Quotient (EQ) in Ontario, in order to understand if EQ had any relation with administrative success. The study revealed that, overall EQ was a significant predictor of administrative success. Hence, educators with high EQ were more often rated as above average administrators by both supervisors and staff.

Parker, J.D.A., Hogan, M.J., Eastabrook, Oke, A., J.M., and Wood, L.M. 2006, studied and compared 213 students who had dropped out of university before the second year and 213 students who did not drop out of the university and stayed with their academic program. They measured the age, gender, and ethnicity of the students and suggested that the persistent group had significantly higher levels of EQ, interpersonal competency, adaptability, and stress management than students who withdrew from their programs, indicating students with higher emotional intelligence are less likely to drop out of school than their peers.

Sandeep Singh, B K Punia, and Rakesh Kumar Behmani, et. al, 2006, studied the relation between emotional competence, anxiety among employees and organizational climate. They studied 150 employees and measured their emotional competence using the emotional competence scale by Sharma and Bhardwaj, the organizational climate using the inventory developed by Chattopadhyay and the State trait anxiety by Psy.com to was used to measure anxiety. It was found that there was link between anxiety and performance and suggested that better organizational climate has negative correlation with anxiety, they also found that individual's with high emotional competence, showed higher levels of personal motivation and negatively correlated with anxiety. Overall, they found a positive link between emotional competence and organizational climate.

Petrides, K.V., Sangareau, Y., Furnham, A., & Frederickson, N., et al, 2006, conducted a study on 160 middle school students with a mean age of 10.8 years. They attempted to find out the relation between emotional intelligence and peer relation. It has been seen in their study that individuals who had higher EQ scores, were seen as cooperative and leaders by both, their teachers and their peers, they were also recognized for neither being disruptive nor being aggressive.

Kathleen Cavallo, Dottie Brienza, et al, 2006, studied emotional competence and leadership among 358 managers at Johnson and Johnson Consumer and Personal Care Group. They randomly selected more than 1400 employees, assessing their emotional competence using one hundred and eighty-three item questionnaire, and noting their personal information, coding their work performance. Overall, the researchers found that the high performers were also rated higher on emotional competence.

Jensen, A. & Fieldelley-van Dijk, C. et al, 2007, conducted a study on emotional literacy, i.e, the ability to identify and label or give meaning to one's own emotion(s), they attempted to draw a parallel between cognition/ thought, affect /emotion, and physiology. The researchers used fMRI (functional magnetic resonance imaging, a tool that shows very specific brain activity) at UCLA to assess how emotion is regulated. They studied, 30 adults, aged 18-36, where each was given different mechanisms for processing emotional datum. The researchers suggested that naming emotions reduces reactivity in the amygdala. They, therefore, stated in their study that, when thoughts and

feelings are working together, i.e., when emotional intelligence is working, people are able to self-regulate their feelings and reduce the kind of reactivity that otherwise escalates.

Fiedeldey-Van Dijk, C. & Jensen, A. et al, 2007, conducted one of the largest studies to date, by assessing an international sample of 2,665 youth ages 7-18. The study used Six Seconds Emotional Assessment – Youth Version to measure the Emotional intelligence of these students, along with Barometer of life to assess other factors such as good health, life satisfaction, quality of their relationships, their personal achievement and self – efficacy. They compared scores on the Six Seconds Emotional Intelligence Assessment – Youth Version with a composite “Barometer of Life”. It was found by the study that the Youth EQ scores are strongly correlated with scores on important life outcomes such as composite of health, relationships, satisfaction, achievement, and efficacy, etc.

Mavroveli, S., Petrides, K. V., Rieffe, C. and Bakker, F., et al, 2007, conducted a study on children from Netherlands. They studied 282 children (146 boys and 136 girls), all aged between 11 to 15 years. The participants belonged to four different Dutch state high schools and were recruited via telephone. The sample was highly varied in ethnic and social background. The researchers used Utrechtse Coping Lijstvoor Adolescenten- to measure the coping styles of the selected sample; Trait Emotional Intelligence Questionnaire-Adolescent Short Form- to measure Emotional intelligence of these children; Children’s Depression Inventory- to check signs and symptoms of depression; Somatic Complaints List- to measure the frequency at which children and adolescents complaint of pain; and Guess Who peer assessment- to measure social competence of the selected sample. They found that individuals who had high emotional intelligence as a trait, negatively correlated to maladaptive coping styles, depression, somatic symptoms, and showed positive peer related social competence. They also stated that there were not any significant gender differences in the study.

B Sujatha and Vasuki M, et al, 2007, attempted to study the relationship between emotional intelligence and decision making. Their study consisted of men (50) and women (50) between 22-30 years of age. The researchers used emotional competence inventory to measure emotional competence; Funder’s decision-making questionnaire was used to measure self-esteem as a decision marker and Flenders’ decision making questionnaire 2 was used to measure the different styles that individual’s use while making decisions. They concluded in their research that emotional competence is directly related to decision making, men and women do not differ in their decision-making abilities, rather, their abilities are similar in nature. They also suggested that men and women adopted different decision-making styles in a homogeneous way. Their research further points out that the decision-making ability of PG students was better than that of UG students. They stated that UG students are procrastinators as opposed to PG students. They also observed that emotional competence was directly related to vigilance style of decision making and inversely related to avoidant styles of decision making.

B Sujatha and Vasuki M, et. al, 2008, studied 220 individuals (110 = F; 110=M) from Chennai, who were between 25- 45 years of age and measured how their family environment had an impact on their emotional competence. They used an emotional competence inventory and family environment scale to measure the same. They had further classified their sample into early adulthood (25-30 years), early middle adulthood (31-40 years), and late middle adulthood (41-45 years). The researchers found that the emotional competence of females is better than males in early adulthood. However, no gender differences were found in emotional competence between females of early middle adulthood and males of early adulthood. In fact, the emotional competence of males of late adulthood is better than that of females of early adulthood. The research also showed that the emotional competence of employees living in joint families had better emotional competence than those who belonged to nuclear families. They also suggested that individual’s who worked in organizations and academic institutes showed the similar levels of emotional competence. The researchers, thus, stated that one’s emotional competence is directly related to their family environment.

Deepti Hooda, Amrita Yadava, Nov Rattan Sharma, et al, 2009, examined 300 working adults (170 Males; 130 Females), selected on a non-random sampling basis, belonging to cities of Haryana (Rohtak, Bhiwani, Faridabad and Hissar), Delhi and Chandigarh. They selected their sample very carefully and made sure that the chosen sample consisted of educated respondents belonging to various professions who had not undergone any major life changes in the last two months and were within the age of 20 to 60 years. The researchers used Social Intelligence Scale by Chadha and Ganesan, Life Satisfaction Scale by Diener, Oxford Happiness Scale, Life Orientation Scale to measure social intelligence, life satisfaction, happiness, and optimism levels, respectively, among these individuals. The researchers found that social intelligence positively predicted the mental health of these individuals.

Zamirullah Khan Naseem Ahmed Khan Zeeshan Haider, et al, 2011, measured the social intelligence of students studying in Muslim Aligarh University, the researchers used the scale developed by Chadha and Ganesan to measure the same. They conducted a comparative study among students pursuing Bachelor's in Physical Education (B.P.Ed.) from within the university, belonging to the department of physical health and sports education. Their study included 22 students first year B.P.Ed. students (group 1) and 23 students third year B.P. Ed . students (group 2). While comparing the two groups, it was found that, there was no significant difference between the social intelligence of both the groups. However, in the dimension, tactfulness, students belonging to group 1 scored more on than the students belonging to group 2. But, overall, there was no significant difference in the social intelligence of both the groups.

Dr. Manisha Goel, Preeti Aggarwal, et al, 2012, carried out a comparative analysis by attempting to measure the difference in social intelligence among children who were a single child against those who were raised with a sibling. The researchers studied 80 children, 40 single children and 40 children who had a sibling, all belonging to grades 9<sup>th</sup> and 10<sup>th</sup>, hailing from Delhi- NCR region. The researchers used the Social intelligence scale developed by Chadha and Ganesan to measure the social intelligence of these children. The researchers found that children who grew up with a sibling overall scored higher on social intelligence than children raised with no sibling. It was also seen that children with siblings had higher levels of patience, cooperativeness, sensitivity, memory, recognition for social environment, sense of humor and tactfulness. However, single children scored higher on confidence.

Kartar Singh Thakur and Sanjeev Kumar, et al, 2013, examined 120 prospective science teachers belonging to different social categories, residing in four districts of Himachal Pradesh. The researchers used Emotional Competence Scale developed by Sharma and Bhardwaj to measure emotional competence while Mental Health Inventory developed by Jagdish and Srivastava was used to study the mental health of prospective teachers of science. The researchers found that prospective teachers of science belonging to general and reserved categories were significantly different in their emotional competence. No significant difference was found in the emotional competence of high and low mentally healthy prospective teachers of science. The study also reported that no significant interactional effects were found between the variables. The researchers have suggested the means to improve the mental health and emotional competence of the prospective teachers of science.

Leila Karimi, Sandra G. Leggat, Lisa Donohue, Gerald Farrell, Greta, E. Couper, et al, 2013, conducted a study on emotional labour (EL) and emotional intelligence (EI). The researchers wanted to find out if the two – EL and EI, made any contribution to lower the perceived job stress and enhance the mental well- being of community nurses. For the purpose of their study, they examined 312 Australian nurses for perceived emotional labour, emotional intelligence and their levels of well-being and job-stress. The researchers found that both EL and EI, both had significant effects on nurses' well-being and perceived job-stress. However, in conclusions, it was emotional intelligence that played a moderating role in the experience of job-stress.

Ebrahimpoor, Habib; Zahed, Adel; Elyasi, Azim, et al, 2013, studied the link between social intelligence and organizational performance, the study was conducted on 164 individuals from Ardabil regional water company who served as managers. The researchers used carefully designed Tromso questionnaire that measured social intelligence and organizational performance. The researchers found that there was a very strong correlation between social intelligence and organizational performance. They stated that the greater the social intelligence, higher the organizational performance, indicating that organizational performance can be predicted by four variables, i.e., social skills, social desirability, social information processing and social awareness. However, social skills and social awareness played a secondary role in organizational performance.

Sona Thakur, Dr. Jaya Chawla, et al., 2013, conducted a comparative study in order to measure the gender differences in emotional competence among teacher trainees. They studied 100 men and 100 women, teacher trainees. They measured their emotional competence using the EC scale developed by Sharma and Bhardwaj. They concluded their study by stating that the gender differences found among men and women teacher trainees were insignificant further suggesting that both the genders can enhance their emotional competence which will in turn help their future lives.

LeehuZysberg, Tal Bar Yosel and Mor Goldman, et al, 2015, carried a research on individuals with Type 1 diabetes, they wanted to see if high emotional competence was a factor that helped these individuals maintain a restricted diet due to their disease. The researchers used an audiovisual test to measure the emotional intelligence of the 78 people

under study. They also measured their blood sugar levels and the hba1c was also accounted. The researchers concluded that the results showed a negative association between emotional intelligence and HA1c.

PS Hundekar, N Patil and S Itagi, et al, 2015, measured the emotional competence of 120 working and non-working women, all belonging to the Urban and rural areas of Dharwad Taluk. The researcher administered Emotional Competence Scale by Bharadwaj and Sharma to measure the emotional competencies of participants. Personal information schedule developed by the researcher was used to know the personal information regarding respondent's age, caste, education, family type, family composition and total monthly income. The results revealed that emotional competence was higher in both urban employed and non-employed women. Rural employed and non-employed women were found to be incompetent with their emotions.

Christina Gkonou and Sarah Mercer, et al, 2017, studied the social and emotional intelligence among English language Teachers (ELT). The researchers, carried out, the study in two phases, during phase one, an online survey and an interview was conducted among teachers across the globe, the survey measured their basic understanding of social and emotional understanding. It was conducted among 890 teachers across the globe, information such as their understanding of social and emotional intelligence, their teaching years', their overseas experience, their ability to manage their emotions in class, their attitude in class, and their motivation levels, were measured and taken into account during the survey by the researchers. In phase two, the researchers, took a total of 6 teachers, 3 from the UK and 3 from Austria. They used school room observation and stimulated recall of interview to assess the role of social and emotional intelligence among ELT. The researchers concluded that ELT are high on both, social and emotional intelligence, they found out that the teachers attempt to build and maintain a healthy interpersonal relationship with their students and even amongst each other. The researchers suggest that these teachers were emotionally influenced by their pupils.

Angelo Compare; Agostino Brugnera; Marcantonio M. Spada; Cristina Zarbo; Giorgio A. Tasca; Sandra Sassaroli; Gabriele Caselli; Giovanni Maria Ruggiero; Ilan Wittstein, et al, 2018, conducted a study to examine the role of emotional competence and depression among patients diagnosed with Tako- tsubo cardiomyopathy (TTC). The researchers wanted to understand if there were any psychological factors that triggered the disease among patients. So, the researchers conducted their study by dividing the patients into three different groups, each group consisted of 37 patients, two of which had patients diagnosed with TTC and one group had 37 patients diagnosed with acute myocardial infraction. The group with TTC further had members who were segregated on the basis of, whether they experienced an emotional trigger or if they did not have any emotional triggers. The group of myocardial infraction consisted of people who experienced an emotional trigger. The researchers used Trait Meta- Mood Scale, Meta Cognition Questionnaire, and Emotional Processing Scale to assess the emotional competence of their patients in three aspects- emotional intelligence, metacognitive beliefs and emotional processing deficits. They also used Hamilton Rating Scale to measure depressive symptoms among the patients. Overall, the study depicted that when the patients with TTC who did not experience emotional triggers (group 1) were compared with patients suffering from Acute myocardial infraction, who did experience an emotional trigger (group 2), patients belonging to the former (group 1) scored higher on emotional intelligence and lower scores on metacognitive beliefs and emotional processing deficits, independent of depressive symptoms. On the other hand, when group 2 was compared with patients who had emotional triggers (group 3) had significantly lower scores on emotional intelligence and higher scores on metacognitive beliefs and emotional processing deficits, independent of depressive symptom. The study made the researchers suggest that there are psychological implications of the disease.

## **Methodology:-**

### **Aim:**

The aim of the present research is to find out the relation between Emotional Competence and Social Intelligence among College Students.

### **Objectives:-**

1. To measure the gender differences on the level of Emotional Competence among College Students.
2. To measure the gender differences on the level of Social Intelligence among College Students.
3. To study the relationship between Social Intelligence and Emotional Competence among college students.
4. To study the relationship between Social Intelligence and dimensions of Emotional Competence among college students.



5. To study the relationship between Emotional Competence and dimensions of Social Intelligence.

**Hypotheses:**

H1: There will be significant difference on the level of Emotional Competence among male and Female college students.

H2: There will be significant difference on the level of Social Intelligence among male and female College Students.

H3: There will be significant relationship between Emotional Competence and Social Intelligence among College Students.

H4: There will be significant relationship between Social Intelligence and dimensions of Emotional Competence among College Students.

H5: There will be a significant relationship between Emotional Competence and dimensions of Social Intelligence among College Students.

**Sample:**

For the purpose of this study, the sample was randomly selected by the researcher. The sample consisted of undergraduate students, aged between 17-22 years, from various courses such as engineering, law, language, management, information technology, and medicine. The researcher, attempted to study 80 individuals, 40 Male and 40 Females. The students under study, came from affluent families and were from different universities such as Indraprastha University, Jindal Law School, Medical College, Vellore Institute of Technology, and Delhi University, all natively from Delhi and NCR region.

**Tools used:**

S. no.	Name of the tool	Author	Year	Number of items	Reliability	Validity
1.	Emotional Competence Scale	Dr. H. C. Sharma and Dr. R. L. Bhardwaj	1998	30	0.76	0.64 and 0.69
2.	Social Intelligence Scale	Dr. N.K. Chadha and Ms. Usha Ganesan	1971	66	0.89 to 0.96 and the split half correlation coefficients ranged from 0.84 to 0.97	0.70

**Description of the Tools used:**

**Emotional Competence Scale:**

The Emotional Competence Scale developed and standardized by Dr. H. C. Sharma and Dr. R. L. Bhardwaj, was used for the purpose of the study. It consists of a total of 30 items, measuring an individual's competency across five domains or dimensions and is available in both languages, Hindi and English. The scale can be administered individually or in groups among individuals aged between 13-44 years. The emotional competencies measured by the scale are:

**Table 1.1:-** Shows the Competencies measured by each Dimension of Emotional Competence.

Dimensions	Competencies
Dimension A	Adequate depth of feeling (ADF)
Dimension B	Adequate expression control of emotions (AECE)
Dimension C	Ability to function with emotions (AFE)
Dimension D	Ability to cope with problem of emotions (ACPE)
Dimension E	Enhancement of positive emotions separately as well as a whole (EPE)

The reliability of the scale was derived by employing two methods. i.e., test-retest and split-half method. The determined reliability of total emotional competence was 0.76. The validity of this scale has been determined with factor A and C of 16-personality factor questionnaire and found to be 0.64 and 0.69 respectively.

### Social Intelligence Scale:

The Social Intelligence Scale developed and standardized by Dr. N.K. Chadha and Ms. Usha Ganesan was used during the study. The scale has sixty-six items, measuring social intelligence across eight areas:

**Table 1.2:-** Shows the Competencies measured by each Area of Social Intelligence.

Areas	Competency
Area A	Patience
Area B	Co-operativeness
Area C	Confidence
Area D	Sensitivity
Area E	Recognition for Social Environment
Area F	Tactfulness
Area G	Sense of Humor
Area H	Memory

The scale is available in both the languages, English as well as Hindi and can be used among University students. The scale had test-retest correlation coefficients, for each dimension, ranged from 0.89 to 0.96 and the split half correlation coefficients ranged from 0.84 to 0.97. In order to determine the validity of the test the coefficient of correlations were computed between scores of the SIS and social intelligence test by Moss, Hunt, Omwake and WoodWard (1955). The product moment correlation was found to be 0.70 (in case of total score). The correlation indicated the criteria validity of the scale.

### Procedure:

The participants, for the study, were selected on a random basis. The researcher approached the participants in their colleges and universities and requested them to fill the questionnaires. An informed consent was taken from each participant. The participants were told that their responses would be kept confidential and were solely for the purpose of research in the field. The instructions regarding both the scales were given prior to them filling out the questionnaires. Their doubts were cleared before or during while they responded to the questionnaires. Finally, the tests were scores manually and the data collected was recorded on excel sheets, which was later analyzed using SPSS. In order to draw comparisons and provide meaning to the study, statistical techniques such as applied – mean, standard deviation, t-test & correlation, were used for the purpose of analysis.

### Results:-

**Table 2.1:-** Shows the Mean and t value for Emotional Competence among male and female College Students.

Variables	Gender	N	Mean	S.D.	t	p
<b>Emotional Competence</b>	Males	40	97.50	16.128	1.7	INSIG*
	Females	40	91.30	16.158		

Insignificant at both the levels (0.05 and 0.01)

Table 2.1 shows the Mean score of Male (97.50) and Female (91.30) on the level of Emotional Competence and t value (1.7) was found to be insignificant at both the level, thus indicating that there is no significant gender difference on the level of Emotional Competence among both the groups though males are found to be better in comparison to females.

**Table 2.2:-** Depicts the Mean scores and t value of Social Intelligence among Male and Female College Students.

Variables	Gender	N	Mean	S.D.	t	p
<b>Social Intelligence</b>	Males	40	97.88	12.155	0.96	INSIG
	Females	40	100.25	9.620		

Insignificant at both the levels (0.05 and 0.01)

In Table 2.2, it can be clearly seen that the Mean score of Male (97.88) and Female (100.25) on the level of Social Intelligence and the t value (0.96) was found to be insignificant at both the levels among both the groups. This

indicates that there is no significant difference between males and females on the level of Social Intelligence among Male and Female College Students.

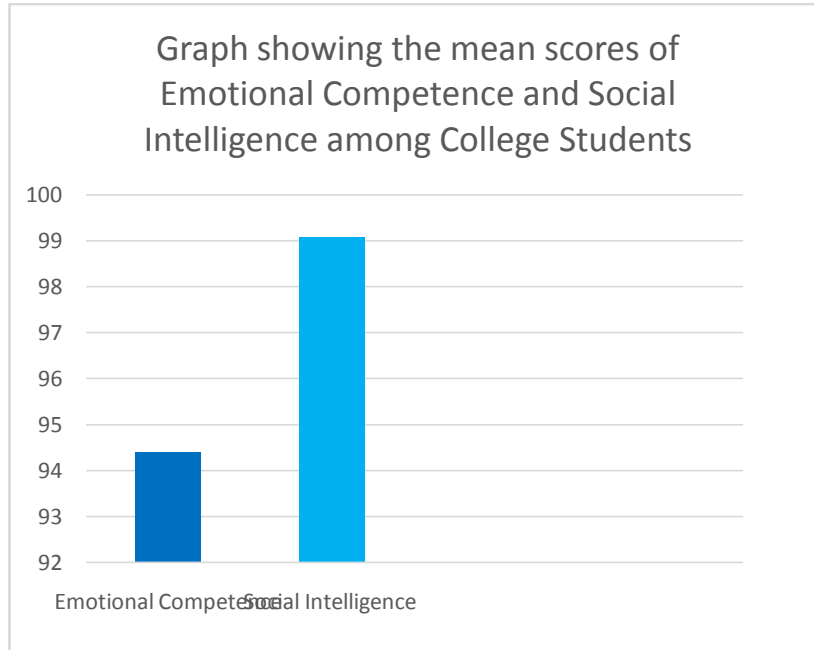


Figure 1:- This figure indicates the Mean scores of Emotional Competence and Social Intelligence among College Students.

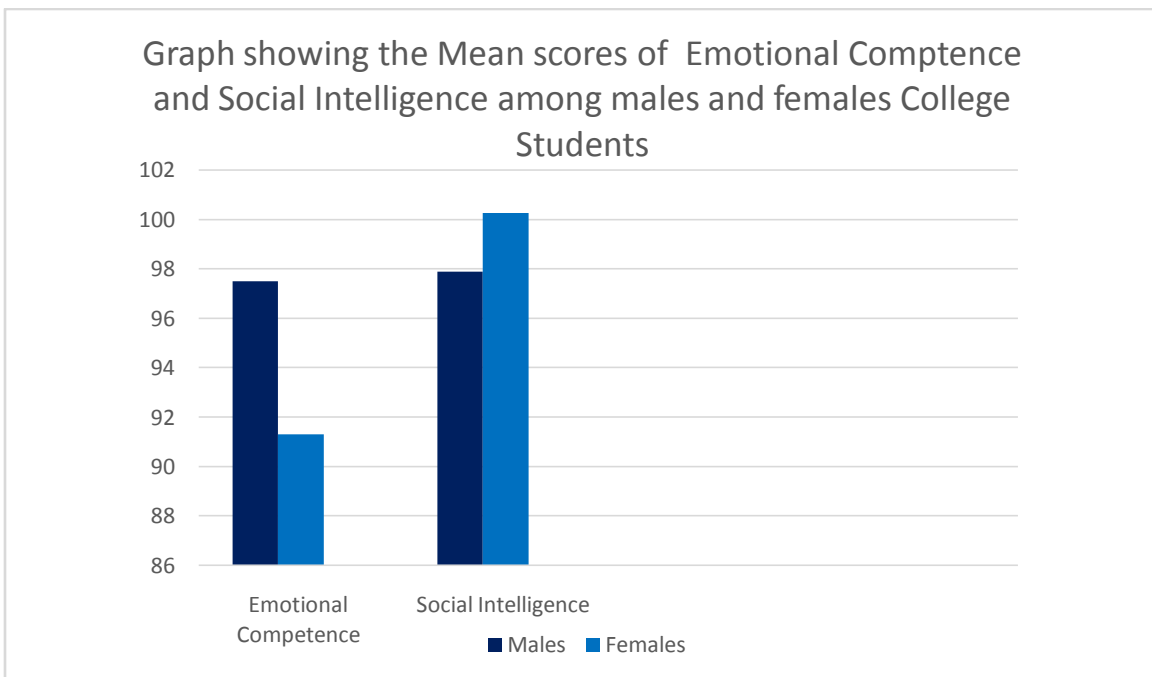


Figure 2:- This figure indicates the gender wise Mean scores of Emotional Competence and Social Intelligence among College Students.

Table 2.3:- Correlation value between Emotional Competence and Social Intelligence among College Students.

Variables	N	r	P
Emotional Competence	80		

<b>Social Intelligence</b>	80	.242	Sig*
----------------------------	----	------	------

\*Significant at 0.05 level

From the above table 2.3, it can be seen that the correlation value (0.242) is found to be significant at 0.05 level, thus indicating that there is a significant relationship between the Emotional Competence and the Social Intelligence of College Students

**Table 2.4:-** Shows the Correlation value between all the Areas of Social Intelligence with Emotional Competence.

Variable	N	r	p
Area A	80	.026	INSIG*
Area B		.127	
Area C		.332**	SIG**
Area D		.057	INSIG*
Area E		.116	
Area F		.219	
Area G		.203	
Area H		-.091	

\*\* Significant at 0.01 level

\*Insignificant at both 0.01 and 0.05 level

The above table 2.4, displays the Correlation value between all the Areas of Social Intelligence with Emotional Competence. It must be noted that the correlation value of Emotional Competence with Area C (.332) is found to be highly significant at 0.01 level. While, it is to be insignificant in other Areas of Social Intelligence. This indicates that there is a significant relation between Emotional Competence with Area C of Social Intelligence.

**Table 2.5:-** Correlation value between the Dimensions of Emotional Competence with Social Intelligence.

Variable	N	r	p
Dimension A	80	.088	INSIG*
Dimension B		.099	
Dimension C		.207	SIG**
Dimension D		.294**	SIG**
Dimension E		.142	INSIG*

\*\* Significant at 0.01 level

\*Insignificant at both 0.01 and 0.05 level

In table 2.5, the Correlation value between Dimensions of Emotional Competence with Social Intelligence can be seen. It must be noted that the correlation value of Dimension D of Emotional Competence with Social Intelligence (.294) is found to be highly significant at 0.01 level. While, it is found to insignificant in other Dimensions of Emotional Competence. Thus, indicating that there is a significant relationship between Dimension D of Emotional Competence with Social Intelligence

### Discussion:-

The aim of the present research was to assess the relation between Emotional Competence and Social Intelligence among College Students. For the purpose of the study, 80 (40 males and 40 females) undergraduate students were taken. The Emotional Competence Scale and Social Intelligence Scale was administered on them. Once the data was collected and scored, analysis was done using statistical techniques like Mean, S.D., t test, & Correlation. SPSS was used to infer data.

Findings of the study revealed that there is a significant relationship between Emotional Competence and Social Intelligence among College Students; no gender differences were found on the levels of Emotional Competence or on the levels Social Intelligence among College Students; a partial significance was found on the Areas of Social Intelligence with Emotional Competence

Emotional Competence can be described as the ability to identify, understand, express and release the positive and negative emotions that one experiences throughout the day effectively, meaning that, it is an individual's ability to release his or her identified emotions constructively. It can be seen in table 2.1 that the obtained t value (1.7) was found to be insignificant at both the levels indicating that there is no significant gender difference on the levels of Emotional Competence among both the groups (Male and Female). The literature review is found to support the current finding, Sona Thakur and her Colleagues (2013) suggest that there are no gender differences on the levels of Emotional Intelligence among males and females.

Social Intelligence can be seen as an umbrella term that can be used to describe a wide range of skills – interpersonal and intrapersonal skills and even some personal characteristics of an individual which help him or her in his or her professional, social, personal and even emotional life by tapping into some specific areas of his or her acquired previous knowledge. The gender differences on the level of Social Intelligence of male and female College Students were also studied. The t value obtained was 0.96 (table 2.2) which was found to be insignificant, indicating that there is a no significant gender difference on the level of Social Intelligence of Male and Female College Students. The literature review, Singh (2007) found no significant difference in social intelligence between low creative & high creative adolescents and between high creative boys and high creative girls, supports our findings.

The relationship between Emotional Competence and Social Intelligence among College Student was studied. It can be inferred from table 2.3 that there is a significant Correlation between the levels of Emotional Competence and the levels Social Intelligence among College Students. This means that the College Students who are high on Emotional Competence are likely to be Socially Intelligent as well. The finding can be supported by previous studies. It was seen that English Language Teachers were found to be high on both, social and emotional intelligence and this helped them build and maintain a healthy interpersonal relationship with their students and even amongst each other (Christina Gkonou and Sarah Mercer, 2017). In another study done on young children, it was found that individuals who had high emotional intelligence were also found to have a positive peer relation and were thus high on social competence (Bakker F and Colleagues, 2007).

The relationship between the overall levels of Emotional Competence with the Areas of Social Intelligence was measured. In table 2.4, the correlation value of Emotional Competence with Area C (.332) is displayed. It indicates that the overall Emotional Competence of an individual highly significant (at 0.01 level) with Area C of Social Intelligence. While, the Correlational values obtained was found to be insignificant in other Areas of Social Intelligence. This indicates that there is a significant relationship between the overall Emotional Competence of young adults with Area C of Social Intelligence. This implies that one's level of confidence has a significant relationship with his/her overall level of Emotional Competence. In a similar study, it was found that emotional management was positively correlated with several social competence domains (Jeremy A. YipRodA.Martin, 2006). The same study also stated that the young adults had the ability to accurately perceive emotions, which was negatively related to aggressive and self-defeating humor. This study's finding is contradictory to our current finding.

The study measured relationship between the overall Social Intelligence of an individual with the dimensions of Emotional Competence. The Correlational value between overall Social Intelligence and Dimension D of Emotional Competence was .294 (table 2.5) which shows that the relationship between the two is highly significant (at 0.01 level). While, the overall Social Intelligence of young adults is found to insignificant in other Dimensions of Emotional Competence. This means that one's ability to cope with his or her emotions has a significant relation with his/her overall level of Social Intelligence. Literature review related to the findings show that gender plays a role in the personality trait and the level of emotional competence with the social status of adolescent children. (Elvis Mazzoni and colleagues, 2015)

From the above discussion, it can be inferred that, males and females who score high on Emotional Competence, also score high on Social Intelligence. The data analysis reveals that individuals who have high social intelligence, are found to be more patient and cooperative with people in their interactions, they are also found to be confident of themselves and sensitive towards people and their social environment, in general. Along with this, they are also able to recognize the demands and need of their social environment, they are good at reading and interpreting social cues and use them accordingly for their benefits when needed. They might even keep themselves updated with the current affairs of the society and commit the social changes to their memory. They are also found to be, tactful in times of conflict and have a good sense of humor that helps promote healthy social interactions and relationships. The study

suggests that individuals with high Emotional Competence are likely to have adequate depth of feeling of themselves, appropriate expression and control of their emotions, they are also able to deal function well with their emotions during times of distress, deal with problems that may arise due to their own emotions appropriately and might constantly engage in enhancement of feeling positive emotions.

In regard to the hypotheses testing, H1: There will be a significant difference on the level of Emotional Competence among male and Female College Students, the hypothesis is rejected as no significant gender difference was found among the groups. H2: There will be significant difference on the level of Social Intelligence among male and female College Students, the hypothesis is rejected as no difference was found among the groups. H3: There will be significant relationship between Emotional Competence and Social Intelligence among College Students, the hypothesis is accepted as the correlation value is found to be significant. H4: There will be significant relationship between Social Intelligence and dimensions of Emotional Competence among College Students. The hypothesis is partially proved as only one area was found to be significantly correlated. H5: There will be a significant relationship between Emotional Competence and dimensions of Social Intelligence among College Students. This hypothesis is partially proved since only one dimension was found to be significant.

**Summary & Conclusion:-**

The aim of the present research was to assess the relation between Emotional Competence and Social Intelligence among College Students. For the purpose of the study, 80 (40 males and 40 females) undergraduate students were taken and assessed on their Emotional Competence and Social Intelligence. Emotional Competence and Social Intelligence Scale was used for data collection. Mean, S.D., t test, & Correlation were used as statistical techniques and SPSS was used for the analysis.

**Objectives:-**

1. To study the relation between Social Intelligence and Emotional Competence among college students
2. To measure the gender differences on the level of Emotional Competence among College Students
3. To measure the gender differences on the level of Social Intelligence among College Students
4. To study the relation between Social Intelligence and dimensions of Emotional Competence among college student
5. To study the relation between Emotional Competence and dimensions of Social Intelligence

**Hypotheses:**

1. There will be significant relation between Emotional Competence and Social Intelligence among College Students
2. There will be significant difference on the level of Emotional Competence among male and Female college students
3. There will be significant difference on the level of Social Intelligence among male and female College Students
4. There will be significant relation between Social Intelligence and dimensions of Emotional Competence among College Students
5. There will be a significant relation between Emotional Competence and dimensions of Social Intelligence among College Students

**Findings:**

1. There exists no significant gender difference on the level of Emotional Competence of male and female College Students
2. There exists no significant gender difference on the level of Social Intelligence of male and female College Students
3. There is a significant relation between the Social Intelligence and Emotional Competence of an undergraduate student
4. Area C of Social Intelligence is found to have a significant relation with all the Dimensions of Emotional Competence
5. The Dimension D of Emotional Competence has a significant relation with all the Areas of Social Intelligence

**Further Implications:**

1. The sample size can be increased

2. Focus on the enhancement of Emotional Competence among college students

**Limitations:**

1. Locale of the Study
2. Number of participants
3. Time constraint

**Acknowledgements:-**

The author would like to appreciate and acknowledge all those who participated in the study and would like to thank her parents and Dr. Roopali Sharma for their constant support and encouragement.

**Conflict of Interest:**

The author declares no conflict of interest.

**References:-**

1. Angelo Compare; Agostino Brugnera; Marcantonio M. Spada; Cristina Zarbo; Giorgio A. Tasca; Sandra Sassaroli; Gabriele Caselli; Giovanni Maria Ruggiero; IlanWittstein, (2018), The Role of Emotional Competence in Tako-tsubo Cardiomyopathy, Journal of Psychosomatic Society. Publish Ahead of Print: DOI: 10.1097/PSY.0000000000000564
2. Aristu, A.L, Tello, F.P.H &Ortiz, M.A.,&Gandarn, M. (2008). The Structure of Bryants Empathy Index For Children: Acroo-Validation Study, Journal of Psychology, vol 11, No 2, pp 670-677.
3. Bharadwaj R and Sharma HC (1995). Manual for the scale of emotional competencies. Mapan Bal Nivas, Agra, UP, India.
4. B Sujatha , Vasuki M. (2008). Building Emotional Competence: Concepts and Cases, Hyderabad, The Icfai University Press
5. Cavallo Kathleen, Brienza Dottie, (2006), Emotional Competence and Leadership Excellence at Johnson & Johnson, Europe's Journal of Psychology, Volume 2, Issue 1
6. Christina Gkonou and Sarah Mercer, (2017), Understanding emotional and social intelligence among English language teachers, Teaching English, British Council, 17.03 , p1-50.50p
7. Ebrahimpoor, Habib; Zahed, Adel; Elyasi, Azim, (2013), The study of relationship between social intelligence and organizational performance, International Journal of Organizational Leadership, Vol. 2 Issue 1, p1-10. 10p
8. Fiedeldej-Van Dijk, C. & Jensen, A. (2007). Six Seconds Emotional Intelligence Assessment Youth Version (SEI-YV) – Technical Manual, Six Seconds (in press)
9. Freedman, J. (2003). "Key Lessons from 35 Years of Social-Emotional Education: How Self-Science Builds Self-Awareness, Positive Relationships, and Healthy Decision-Making. Perspectives in Education 21(4):69-80.
10. FedericaAndrei, GiacomoMancini, ElvisMazzoni,P.M.Russo,BrunoBaldaro (2015) Social status and its link with personality dimensions, trait emotional intelligence, and scholastic achievement in children and early adolescents, Learning and Individual Differences, Volume 42, p 97-105
11. Goleman, D. Emotional intelligence: Why it can matter more than IQ, New York: Bantam Books.
12. Goel Manisha, Aggarwal Preeti, (2012), A Comparative Study of Social Intelligence of Single Child and Child with Sibling, International Journal of Physical and Social Sciences, volume 2, issue 6, p276-288
13. Huynh, A.C., Oakes, H., Grossmann, I. (in press). The role of culture in understanding and evaluating emotional intelligence. In K. V. Keefer, J. D. Parker, & D. H. Saklofske (Eds.). Handbook of Emotional Intelligence in Education. New York: Springer.
14. Hooda Deepti, Yadava Amrita, Sharma Rattan Nov, (2009), Social Intelligence as a Predictor of Positive Psychological Health, Journal of the Indian Academy of Applied Psychology, Vol. 35, No.1, 143-150.
15. Jeremy A.YipRodA.Martin, (2006), Sense of humor, Emotional intelligence, and Social Competence, Journal of Research in Personality, Volume 40, Issue 6, December 2006, Pages 1202-1208
16. Jensen, A. &Fiedeldej-van Dijk, C. (2007). Six Seconds Emotional Intelligence Assessment – Youth Version (SEI-YV). San Francisco: Six Seconds.
17. Khan Zamirullah , Khan Ahmed Naseem, Haider Zeeshan, (2011), A Study on Social Intelligence of The Students of Physical Education, International Journal of Sport Sciences and Physical Education, volume 2, issue 1, p57-59

18. Leila Karimi ,Sandra G. Leggat , Lisa Donohue ,Gerald Farrell, Greta, E. Couper, (2013),Emotional rescue: the role of emotional intelligence and emotional labour on well-being and job-stress among community nurses, *Journal of Advanced Nursing*, Volume70, Issue 1, Pages 176-186
19. LeehuZysberg, Tal Bar Yosel and Mor Goldman, (2015), *Journal of Health Psychology*, volume 22 , issue 2 , p 1-6
20. Lieberman, Matthew D, Naomi I. EisenbKartar Singh Thakur and Sanjeev Kumar erger, Molly J. Crockett, Sabrina M. Tom, Jennifer H. Pfeifer, Baldwin M. Way (2007) "Putting Feelings Into Words: Affect Labeling Disrupts Amygdala Activity in Response to Affective Stimuli" *Psychological Science*, Vol. 18, Issue 5, Page 421.
21. Mavroveli, S., Petrides, K. V., Rieffe, C. and Bakker, F. (2007), Trait emotional intelligence, psychological well-being and peer-rated social competence in adolescence. *British Journal of Developmental Psychology*, 25: 263–275.
22. PS Hundekar, N Patil and S Itagi, (2015), Emotional competence of working and non-working women, *International Journal of Farm Sciences* 5(1): 214-219.
23. Parker, J.D.A., Hogan, M.J., Eastabrook, J.M., Oke, A., & Wood, L.M. (2006). "Emotional intelligence and student retention: Predicting the successful transition from high school to university." *Personality and Individual Differences*, 41, 1329- 1336.
24. Petrides, K.V., Sangareau, Y., Furnham, A., & Frederickson, N. (2006). "Trait emotional intelligence and children's peer relations at school." *Social Development*, 15 (3),537-547.
25. Parker, J.D.A., Creque, R.E., Barnhart, D.L., Harris, J.I., Majeski, S.A., Wood, L.M., Bond, B.J., & Hogan, M.J. (2004). "Academic achievement in high school, does emotional intelligence matter?" *Personality and Individual Differences*, 37,1321-1330
26. Stella Mavroveli , K. V. Petrides, CarolienRieffe and Femke Bakker, (2007), Trait emotional intelligence, psychological well-being and peer-rated social competence in adolescence, *British Journal of Developmental Psychology*, 25, 263–275
27. Shall, H. Z.(2010).Defining Social Intelligence Driving Customer Insight Through Social Media Data, Forrester Research, Inc. Reproduction Prohibited, pp.1-14.
28. Stone, H., Parker, J.D.A., & Wood, L.M. (2005). "Report on the Ontario Principals'. Council leadership study. Toronto: Ontario Principals' Council
29. Singh, S. (2007), Emotional intelligence, social intelligence, adjustment and personality differentials of adolescents with high & low creativity Ph.D.ThesisP.U.Chamdigerth
30. Thakur Singh Kartar and Kumar Sanjeev, (2013), Mental Health As A Predictor of Emotional Competence of Prospective Teachers of Science in Himachal Pradesh, *MIER Journal of Educational Studies, Trends & Practices*, Vol. 3, No. 1 pp. 84-94
31. Thakur Sona, Chawla Jaya, (2013), Comparative Study of Emotional Competence among Teacher Trainees in Relation to Gender, *International Journal of Science and Research*, Volume 5 Issue 1, p956-959.
32. Trinidad, D.R. & Johnson, C.A. (2002). "The association between emotional intelligence and early adolescent tobacco and alcohol use." *Personality and Individual Differences*, 32 (1), 95-105.