

How to Cite:

Shaju, V. P., & Agnihotri, S. (2022). Study on social competence and educational aspirations related to emotional intelligence. *International Journal of Health Sciences*, 6(S5), 4325–4338.
<https://doi.org/10.53730/ijhs.v6nS5.9558>

Study on social competence and educational aspirations related to emotional intelligence

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Abstract--- Social competence and emotional intelligence have become popular phrases in the current educational scenario. It is a kind of social intelligence that includes the ability to monitor one's feelings and emotions, discriminate among them, and utilize information to guide one's thinking and action. Emotional intelligence is a variety of non-intellectual capacities, capabilities, and abilities that impact coping with environmental demands and pressure. Education is essential for human development. But lack of institutions with sufficient infrastructural facilities, lack of competent teachers with practical communication skills in the tribal language, and lack of enough textbooks have been the leading cause of educational deprivation of some of the scheduled community members. To cope with the necessities of the modern world, the government and private schools should bring them realism in contemporary education. This paper investigates the social competence and educational aspirations related to the emotional intelligence of secondary school students. The sample size is 89 students from Private and Government schools. The researcher collected primary data from secondary school students using structured questionnaires and the secondary data from the school website and reports. SPSS was used for statistical analysis, and statistical procedures such as percentage analysis, correlation, chi-square test and 'z' test were utilized. Findings based on research hypothesis, demographic profile and various dimensions of social competence and educational aspirations related to emotional intelligence among the secondary school students.

Keywords--- Social Competency, Co-curricular Activities, Educational Aspiration, Emotional Understanding, Emotional Management.

Introduction

The social competencies shown within students' life constitute a significant part of the emotional quotient. This means using students' awareness and others' emotions to build strong, effective, lasting relationships. Social and emotional competence is a student's capacity to interact reasonably with others, communicate feelings positively, and regulate behaviour. Social and emotional competence is a student's ability to interact positively with others, communicate feelings thoroughly and control behaviour. Having strong social-emotional competencies helps students develop personal effectiveness and well-being, build positive relationships, live out their values and grow their character. These competencies can also improve students' school performance.

The significance emotions have in understanding the learning system and how individuals complete their learning is a subject that has commenced many investigations. Learning is a complex individual cycle but also a social one. Therefore, social interaction is one of its essential parts, which permit intellectual development based on guided learning in the proximal development area in which subjects move. Furthermore, social competencies give positive relationships between the individual and other social specialists involved (Del Prette and Del Prette, 2005; Elijah and Madeira, 2013).

In this socio-constructivist approach, Saarni (1990) protects that emotions play a focal part in social collaboration. By understanding his feelings and sentiments, the subject can decide, based on them, the acceptable behaviour for every unique circumstance, contributing to a constructive social and personal interaction, adapting conduct to context and circumstances. This ability to express, identify, understand, and regulate emotions and understand others' feelings and sentiments is what the author defines as emotional competence.

Emotional competence emerges associated with various cycles and capacities, having presented many concepts studied as analogs to this one, like emotional knowledge, emotional comprehension, emotional intelligence, and emotional regulation. The issue under the investigation focuses on finding the social competency and educational aspirations of secondary students in terms of their emotional intelligence. Hence, the study has entitled a study of social competence and educational aspirations related to secondary school students' emotional intelligence.

Review of Literature

Rani (2013) learned about the forecasted worth of some mental variables on the academic accomplishment of outwardly tested youngsters. The number of inhabitants in the current review comprises many outwardly pushed understudies examined in the comprehensive and selective auxiliary school of Delhi district. The specialist tracked down a significant relationship of educational accomplishment with self-idea, the capacity to understand anyone at their core and scholastic nervousness for bunch 2. Out of the multitude of aspects of the autonomous factors, just academic accomplishment and self-idea improvement became the huge indicators of educational accomplishment.

Prameela (2014) directed a concentrate on 'Preparation and Validation of Culture – reasonable Emotional Intelligence instruments Relevant for the Educative use in the schools of Kerala.' The populace of the review was auxiliary school understudies and educators of Kerala. The sample is fixed as 1500 understudies from IX norm and 500 educators from Kerala. A basic random sampling strategy was utilized to guarantee predisposition for the choice of test. In addition, standardizing review strategy was being used for this review. The outcome uncovers that there were no critical contrasts between the sexual orientation, age, parental instruction, sort of school, status of the family etc.

Marar (2015) examined the extent of advancing capacity to appreciate people more profoundly among youths. The overview technique was utilized for the review. This review stirs a requirement for fostering an ability to enjoy people on a deeper level bundle for youths. The bundle of the evaluation depends on self-science educational program parts. This bundle is named as Self-Science Curriculum Package. The discoveries of the review uncover that the bundle is precious for improvement of emotional intelligence, self-regard, social intelligence, and adjustment and in decreasing the text tension of teenagers.

Syiem & Nongrum (2014) has directed a concentrate on "Social Competence of Secondary School understudies in Shillong Town." The point of the review was to discover the social skill of auxiliary school understudies of Shillong Town. The distinction between sex, local area, age and sort of the board in social capability and the connection between friendly ability and scholarly accomplishment has likewise been analyzed in this review. The evaluation example involves 83 understudies who were haphazardly chosen from five schools of Shillong Town. The consequence of the study uncovered that there was no vast distinction between understudies of deficiency tuition-based schools, government and tuition-based schools, and no colossal relationship was found between friendly ability and scholastic accomplishment.

Ghosh, D. (2015) concentrated on sex contrasts on the capacity to understand people at their core among ancestral and non-ancestral juvenile school understudies of Tripura. This review tracked down critical disparities among ancestral and non-ancestral understudies in their ability to appreciate anyone on a deeper level. Further, she depicted gender differences in emotional intelligence among school students.

Majchzyk & Aleksandrowicz (2016) learned about the wrongdoers' character attributes and social capability against youngsters. The after-effects of the investigation discovered that the situational kid molesters vary from situational kid molesters as far as their five character qualities. The example comprised a gathering of 55 particular molesters and 50 situational molesters determined to have pedophilia. There was observed massive contrast between the elements of pleasantness, self-evaluation as far as agreeability and moral self-acknowledgment, the overall degree of social ability and the capability that decides decisive conduct in personal circumstances. The review presumes that particular wrongdoers don't altogether contrast from each other.

Research Methodology

Need of the study

In this study, social competence, co-curricular activities, educational aspiration, emotional perception, emotional assimilation, emotional understanding, and emotional management have been considered the main factors of the education process. The traditional education system targeted an integrated approach. It focuses on the mental development of children and provides some necessary knowledge, and aims to develop some general competencies only. This educational system neglects children's social and developmental requirements from low-income society and emotionally weaker families. It has been observed that these types of students have been struggling for their survival for socio-economical development. Therefore, this study is intended to analyze their social competence, co-curricular activities, educational aspiration, emotional perception, emotional assimilation, emotional understanding and emotional management in education.

Objectives of the study

The research has been undertaken with the following objectives:

1. To study social competence and educational aspirations related to emotional intelligence among secondary school students.
2. To find out socio-demographic characteristics of the secondary school students.
3. To analyze various factors of social competence and educational aspirations related to emotional intelligence among secondary school students.
4. To find valuable suggestions to secondary school students to improve that social competency, co-curricular activities and educational aspirations.

Research design

The research design proposed for the study is a 'descriptive' type of research design. This type of research deals with the quality of secondary school students' responses. In this paper, the researcher attempts to analyze the various factors of social competence and educational aspirations related to emotional intelligence among secondary school students, such as social competency, co-curricular activities, academic aspiration, emotional perception, emotional assimilation, emotional understanding, and emotional intelligence management level. Hence descriptive design was adopted.

Data collection

Data were collected in two ways.

Primary data: The preliminary data was collected using a questionnaire survey method based on a pilot study. The primary data are those gathered fresh and for the first time. The first-hand data was collected directly from the secondary school students with a designed schedule for Erode in Tamil Nadu.

Secondary data: Secondary data was collected from websites, journals and research articles to support the research.

Research hypothesis

1. There is a significant correlation between the age of the respondents and various dimensions of social competence and educational aspirations related to emotional intelligence among secondary school students.
2. There is a significant inter-correlation matrix among the various dimensions of social competence and educational aspirations related to emotional intelligence among secondary school students.
3. There is a significant difference between respondents' gender and various dimensions of social competence and educational aspirations related to emotional intelligence among secondary school students.
4. There is a significant difference between respondents' type of school and various dimensions of social competence and educational aspirations related to emotional intelligence among secondary school students.
5. There is a significant difference between respondents' type of family and various dimensions of social competence and educational aspirations related to emotional intelligence among secondary school students.
6. There is a significant difference between respondents' domicile and various dimensions of social competence and educational aspirations related to emotional intelligence among secondary school students.
7. There is a significant association between family monthly income and various dimensions of social competence and educational aspirations related to emotional intelligence among secondary school students.

Sampling techniques

Sample size: 89. Sample data were collected from students in government and private schools at Erode. A stratified random sampling technique was used in this paper. Stratified sampling is a sampling method from a population that can be partitioned into subpopulations.

Analysis of data

This paper analysis of the collected data was carried out using percentage analysis, correlation test, chi-square-test and z test.

Table 1: Karl Pearson's coefficient of correlation between respondents' age and various dimensions of social competence and educational aspirations related to emotional intelligence among secondary school students

S. No	Social competence and educational aspirations related to emotional intelligence	Correlation Value	Statistical Interface
1.	Social Competency	0.618**	P < 0.01 Significant
2.	Co-curricular Activities	0.543**	P < 0.01 Significant

3.	Educational Aspiration	0.613**	P < 0.01 Significant
4.	Emotional Perception	0.552**	P < 0.01 Significant
5.	Emotional Assimilation	0.552**	P < 0.01 Significant
6.	Emotional Understanding	0.593**	P < 0.01 Significant
7.	Emotional Management	0.523**	P < 0.01 Significant
8.	Overall social competence and educational aspirations related to emotional intelligence	0.579**	P < 0.01 Significant

** Correlation is significant at the 0.01 level; * Correlation is significant at the 0.05 level

Table 1: There is a significant correlation between the respondents' age and various dimensions of social competence and educational aspirations related to emotional intelligence such as social competency, co-curricular activities, academic aspiration, emotional perception, emotional assimilation, emotional understanding, emotional management level and overall social competence and educational aspirations related to emotional intelligence.

Table 2: Inter correlation matrix among various dimensions of social competence and educational aspirations related to emotional intelligence.

	<i>Social Competency</i>	<i>Co-curricular Activities</i>	<i>Educational Aspiration</i>	<i>Emotional Perception</i>	<i>Emotional Assimilation</i>	<i>Emotional Understanding</i>	<i>Emotional Management</i>	<i>Overall social competence and educational aspirations related to emotional intelligence</i>
<i>Social Competency</i>	1							
<i>Co-curricular Activities</i>	0.825**	1						
<i>Educational Aspiration</i>	0.848**	0.813**	1					
<i>Emotional Perception</i>	0.827**	0.808**	0.737**	1				
<i>Emotional</i>	0.827**	0.808**	0.737**	1.000**	1			

<i>Assimilation</i>								
<i>Emotional Understanding</i>	0.904**	0.836**	0.888**	0.844**	0.844**	1		
<i>Emotional Management</i>	0.870**	0.801**	0.829**	0.863**	0.863**	0.895**	1	
<i>Overall social competence and educational aspirations related to emotional intelligence</i>	0.901**	0.848**	0.831**	0.927**	0.927**	0.916**	0.902**	1

** Correlation is significant at the 0.01 level; * Correlation is significant at the 0.05 level

Table 2: There is a highly significant relationship among the various dimensions of social competence and educational aspirations related to emotional intelligence such as social competency, co-curricular activities, academic aspiration, emotional perception, emotional assimilation, emotional understanding and emotional management level at 0.01 level.

Table 3: 'z' test between the respondents' gender and various dimensions of social competence and educational aspirations related to emotional intelligence among secondary school students.

S. No	Social competence and educational aspirations related to emotional intelligence	$\bar{X}$	S.D	Statistical Inference
1.	Social Competency Male (N:32) Female (N:57)	8.8448 10.3548	2.33059 2.02564	$z = 3.043$ $p < 0.05$ Significant
2.	Co-curricular Activities Male (N:58) Female (N:31)	10.2759 11.7419	2.51168 2.38002	$z = 2.671$ $p < 0.05$ Significant
3.	Educational Aspiration Male (N:58) Female (N:31)	9.9483 11.6129	2.43816 1.92661	$z = 3.289$ $p < 0.01$ Significant
4.	Emotional Perception Male (N:58) Female (N:31)	10.4483 12.1613	2.93898 3.01216	$z = 2.597$ $p < 0.05$ Significant
5.	Emotional Assimilation Male (N:58) Female (N:31)	10.4483 12.1613	2.93898 3.01216	$z = 2.597$ $p < 0.05$ Significant
6.	Emotional Understanding Male (N:58) Female (N:31)	9.6724 11.2903	2.47364 2.17859	$z = 3.061$ $p < 0.05$ Significant
7.	Emotional Management Male (N:58) Female (N:31)	10.0517 11.3226	2.37990 2.22691	$z = 2.453$ $p < 0.05$ Significant

8.	Overall social competence and educational aspirations related to emotional intelligence			$z = 2.684$ $p < 0.05$ Significant
	Male (N:58)	71.2586	10.86530	
	Female (N:31)	77.7097	10.68704	

Table 3: There is a significant difference between respondents' gender and various dimensions of social competence and educational aspirations related to emotional intelligence such as social competency, co-curricular activities, academic aspiration, emotional perception, emotional assimilation, emotional understanding, emotional management level and overall social competence and educational aspirations related to emotional intelligence.

Table 4: 'z' test between the respondents' type of school and various dimensions of social competence and educational aspirations related to emotional intelligence among secondary school students.

S. No	Social competence and educational aspirations related to emotional intelligence	$\bar{X}$	S.D	Statistical Inference
1.	Social Competency Private (N:32) Government (N:57)	7.0938 10.6491	1.59352 1.58668	$z = 10.129$ $p < 0.001$ Significant
2.	Co-curricular Activities Private (N:32) Government (N:57)	8.5000 12.0702	2.03200 1.81127	$z = 8.539$ $p < 0.001$ Significant
3.	Educational Aspiration Private (N:32) Government (N:57)	8.3438 11.7544	2.19397 1.45505	$z = 8.801$ $p < 0.001$ Significant
4.	Emotional Perception Private (N:32) Government (N:57)	8.3125 12.5789	2.17667 2.32953	$z = 8.485$ $p < 0.001$ Significant
5.	Emotional Assimilation Private (N:32) Government (N:57)	8.3125 12.5789	2.17667 2.32953	$z = 8.485$ $p < 0.001$ Significant
6.	Emotional Understanding Private (N:32) Government (N:57)	7.8750 11.5614	1.77346 1.73223	$z = 9.553$ $p < 0.001$ Significant
7.	Emotional Management Private (N:32) Government (N:57)	8.4062 11.6667	1.88131 1.77616	$z = 8.135$ $p < 0.001$ Significant
8.	Overall social competence and educational aspirations related to emotional intelligence Private (N:32) Government (N:57)	62.7188 79.5614	6.17087 8.45369	$z = 9.879$ $p < 0.001$ Significant

Table 4: There is a significant difference between respondents' type of school and various dimensions of social competence and educational aspirations related to emotional intelligence such as social competency, co-curricular activities, academic aspiration, emotional perception, emotional assimilation, emotional understanding, emotional management level and overall social competence and educational aspirations related to emotional intelligence.

Table 5: 'z' test between the respondents' domicile and various dimensions of social competence and educational aspirations related to emotional intelligence among secondary school students.

S. No	Social competence and educational aspirations related to emotional intelligence	$\bar{X}$	S.D	Statistical Inference
1.	Social Competency Rural (N:30) Urban (N:59)	6.9667 10.5932	1.56433 1.58787	$z = 10.236$ $p < 0.001$ Significant
2.	Co-curricular Activities Rural (N:30) Urban (N:59)	8.3000 12.0508	1.93248 1.78522	$z = 9.113$ $p < 0.001$ Significant
3.	Educational Aspiration Rural (N:30) Urban (N:59)	8.1667 11.7288	2.15092 1.43636	$z = 9.300$ $p < 0.001$ Significant
4.	Emotional Perception Rural (N:30) Urban (N:59)	8.0667 12.5593	2.01603 2.29145	$z = 9.093$ $p < 0.001$ Significant
5.	Emotional Assimilation Rural (N:30) Urban (N:59)	8.0667 12.5593	2.01603 2.29145	$z = 9.093$ $p < 0.001$ Significant
6.	Emotional Understanding Rural (N:30) Urban (N:59)	7.7333 11.5085	1.74066 1.72580	$z = 9.727$ $p < 0.001$ Significant
7.	Emotional Management Rural (N:30) Urban (N:59)	8.3000 11.6102	1.89646 1.77159	$z = 8.137$ $p < 0.001$ Significant
8.	Overall social competence and educational aspirations related to emotional intelligence Rural (N:30) Urban (N:59)	61.9667 79.3729	5.59854 8.36845	$z = 10.269$ $p < 0.001$ Significant

Table 5: There is a significant difference between respondents' domicile and various dimensions of social competence and educational aspirations related to emotional intelligence such as social competency, co-curricular activities, academic aspiration, emotional perception, emotional assimilation, emotional understanding, emotional management level and overall social competence and educational aspirations related to emotional intelligence.

Table 6: 'z' test between the respondents' type of family and various dimensions of social competence and educational aspirations related to emotional intelligence among secondary school students.

S. No	Social competence and educational aspirations related to emotional intelligence	$\bar{X}$	S.D	Statistical Inference
1.	Social Competency Joint (N:59) Nuclear (N:30)	10.5932 6.9667	1.58787 1.56433	$z = 10.236$ $p < 0.001$ Significant
2.	Co-curricular Activities Joint (N:59) Nuclear (N:30)	12.0508 8.3000	1.78522 1.93248	$z = 9.113$ $p < 0.001$ Significant
3.	Educational Aspiration Joint (N:59) Nuclear (N:30)	11.7288 8.1667	1.43636 2.15092	$z = 9.300$ $p < 0.001$ Significant
4.	Emotional Perception Joint (N:59) Nuclear (N:30)	12.5593 8.0667	2.29145 2.01603	$z = 9.093$ $p < 0.001$ Significant
5.	Emotional Assimilation Joint (N:59) Nuclear (N:30)	12.5593 8.0667	2.29145 2.01603	$z = 9.093$ $p < 0.001$ Significant
6.	Emotional Understanding Joint (N:59) Nuclear (N:30)	11.5085 7.7333	1.72580 1.74066	$z = 9.727$ $p < 0.001$ Significant
7.	Emotional Management Joint (N:59) Nuclear (N:30)	11.6102 8.3000	1.77159 1.89646	$z = 8.137$ $p < 0.001$ Significant
8.	Overall social competence and educational aspirations related to emotional intelligence Joint (N:59) Nuclear (N:30)	79.3729 61.9667	8.36845 5.59854	$z = 10.269$ $p < 0.001$ Significant

Table 6: There is a significant difference between respondents' type of family and various dimensions of social competence and educational aspirations related to emotional intelligence such as social competency, co-curricular activities, academic aspiration, emotional perception, emotional assimilation, emotional understanding, emotional management level and overall social competence and educational aspirations related to emotional intelligence.

Table 7: Association between family monthly income and various dimensions of social competence and educational aspirations related to emotional intelligence among secondary school students.

S. No	Social competence and educational aspirations related to emotional intelligence	Family monthly income			Statistical Inference
		Up to Rs.10000 (N:48)	Rs.10000 to Rs.20000 (N:25)	Above Rs.20000 (N:16)	
1.	Social Competency Low level High level	23 25	3 22	5 11	$\chi^2=9.452$ df =2 p < 0.05 Significant
2.	Co-curricular Activities Low level High level	28 20	3 22	6 10	$\chi^2=14.662$ df =2 p < 0.01 Significant
3.	Educational Aspiration Low level High level	21 27	3 22	3 13	$\chi^2=9.080$ df =2 p < 0.05 Significant
4.	Emotional Perception Low level High level	25 23	3 22	6 10	$\chi^2=11.191$ df =2 p < 0.05 Significant
5.	Emotional Assimilation Low level High level	25 23	3 22	6 10	$\chi^2=11.191$ df =2 p < 0.05 Significant
6.	Emotional Understanding Low level High level	31 17	3 22	7 9	$\chi^2=18.336$ df =2 p < 0.001 Significant
7.	Emotional Management Low level High level	32 16	3 22	7 9	$\chi^2=19.805$ df =2 p < 0.001 Significant
8.	Overall social competence and educational aspirations related to emotional intelligence Low level High level	33 15	3 22	8 8	$\chi^2=21.181$ df =2 p < 0.001 Significant

Table 7: There is a significant association between family monthly income and various dimensions of social competence and educational aspirations related to emotional intelligence such as social competency, co-curricular activities, academic aspiration, emotional perception, emotional assimilation, emotional

understanding, emotional management level and overall social competence and educational aspirations related to emotional intelligence.

Findings and Suggestions

Findings based on socio-demographic profile:

- 1) Nearly half (i.e.) 46.1 percent of the respondents were 14 years old.
- 2) More than half (i.e.) 65.2 percent of the respondents were male.
- 3) The majority (i.e.) 64.0 percent of the respondents studied in the government school.
- 4) The majority (i.e.) 66.3 percent of the respondents were urban.
- 5) The majority (i.e.) 66.3 percent of the respondents belong to joint families.
- 6) More than half (i.e.) 53.9 percent of the respondents had family monthly income up to Rs.10000.

Findings based on social competence and educational aspirations related to emotional intelligence

- 1) The majority (i.e.) 65.2 percent of the respondents had a high level concerning social competency.
- 2) More than half (i.e.) 58.4 percent of the respondents got a high level of co-curricular activities.
- 3) The majority (i.e.) 69.7 percent of the respondents acquired a high level of educational aspiration.
- 4) The majority (i.e.) 61.8 percent of the respondents achieved a high level related to emotional perception.
- 5) The majority (i.e.) 61.8 percent of the respondents had a high level of emotional assimilation.
- 6) More than half (i.e.) 53.9 percent of the respondents got a high level related to emotional understanding.
- 7) More than half (i.e.) 52.8 percent of the respondents achieved a high level concerning emotional management.
- 8) More than half (i.e.) 50.6 percent of the respondents acquired a high level regarding overall social competence and educational aspirations related to emotional intelligence.

Findings based on the research hypothesis

- 1) There is a significant correlation between the age of the respondents and various dimensions of social competence and educational aspirations related to emotional intelligence among secondary school students.
- 2) There is a significant inter-correlation matrix among the various dimensions of Social competence and educational aspirations related to emotional intelligence among secondary school students.
- 3) There is a significant difference between respondents' gender and various dimensions of social competence and educational aspirations related to emotional intelligence among secondary school students.

- 4) There is a significant difference between respondents' type of school and various dimensions of social competence and educational aspirations related to emotional intelligence among secondary school students.
- 5) There is a significant difference between respondents' type of family and various dimensions of social competence and educational aspirations related to emotional intelligence among secondary school students.
- 6) There is a significant difference between respondents' domicile and various dimensions of social competence and educational aspirations related to emotional intelligence among secondary school students.
- 7) There is a significant association between family monthly income and various dimensions of social competence and educational aspirations related to emotional intelligence among secondary school students.

Suggestions

1. From the present study on "Social competence and educational aspirations related to emotional intelligence," the following suggestions are given:
 - a. Every school should have a counselling centre and render services to the students who need them in time. It is essential to handle their emotions appropriately and help manage their education and emotional needs.
 - b. To organize various personal development programs every academic year to develop students' emotional and social needs.
 - c. Arrange various seminars and workshops to make the students aware of new trends and innovations within education.
 - d. To satisfy students' social and emotional needs, the teachers must be genuine and empathetic. The school must be a place where learners and teachers to share what is on their minds without fearing ridicule, criticism or judgement.
 - e. The organization should arrange suitable training programmes for students' co-curricular activities. It will encourage students.

Conclusion

The present paper investigates the social competence and educational aspirations related to emotional intelligence among secondary school students. The researcher collected a sample size of 89 and adopted a descriptive design as a research design. This paper covered various dimensions of social competence and educational aspirations related to emotional intelligence, such as social competency, co-curricular activities, academic aspiration, emotional perception, emotional assimilation, emotional understanding and emotional management. This paper found escalation in the frequency of some behavioural and emotional issues like defacing, hostility, social withdrawal, a shortcoming of social relations, patterns of friendship between students, absence of positive social credits, lack of interest and carelessness towards their classes and continuous absence. Hence school ought to take necessary action; it will manage the students' emotional intelligence and education aspirations.

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