ABSTRACT

The study investigated the relationship among emotional intelligence, social competence and academic achievement in high and low achievers children. A stratified sample comprised of 204 children; 102 boys and 102 girls of 4th to 8th grades with age of was 9 – 13 years ($M = 11.48$, $SD = 1.43$). Children's percentage of marks obtained in their final examination of pervious grades was taken as indicator of academic achievement which was taken from school's records. Urdu version of Bar-On EQ-i: YV (1997) was used to measure emotional intelligence of children. An indigenous scale Social Competence Scale for Children (SCSC) was developed in the pilot study to measure social competence in children which showed satisfactory alpha reliability ($\alpha = .75$) and construct validity with six factors solution based on principal component factor analysis. A bio-data form was used to obtain information about demographic variables like gender, socioeconomic status and school. These scales were administered in small groups of 10-15 students during class time with the help of class teachers. Psychometric properties of all the measures used in the main study were determined. The results Hierarchical Regression indicated that marks obtained in final examination (GPA) was the most significant predictor of emotional intelligence followed by social competence, gender and socio-economic status. The strongest predictor of academic achievement was emotional intelligence followed by social competence and school system (public vs. private). High achievers and low achievers showed significant differences on overall emotional intelligence and social competence. MANOVA showed significant effect of gender for social competence and school types on GPA. Children from government schools were high on EQ and social competence than private school children but low in overall academic achievement. High achievers' group, both boys and girls showed significant differences on EQ and social competence than low achiever group. High achievers showed significant difference on interpersonal and adaptability scales of EQ; social skills and obedience, and antisocial behaviors of social competence scale. The results of the current study may help in enhancing awareness regarding association of EQ with academic achievement and social competence of children as well as some cultural specific concepts related to these issues. The results are discussed in the light of specific cultural context of Pakistan.