



# **CHAPTER-IV**

## **ANALYSIS AND INTERPRETATION OF DATA**

## CHAPTER-IV

### ANALYSIS AND INTERPRETATION OF DATA

#### 4.0 INTRODUCTION

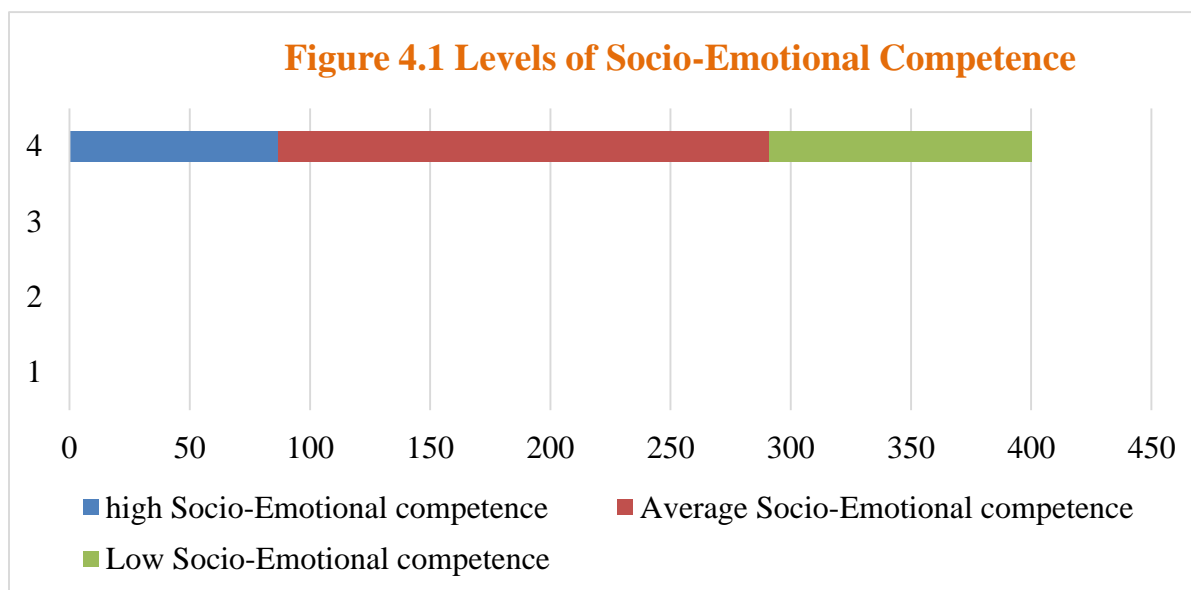
In the preceding three chapters, introduction, review of related literature and plan & procedure of the study have been presented. The present chapter deals with 'analysis and interpretation of the data' in the light of objectives of the study and the same is presented in the following sequence:

#### 4.1. LEVELS OF SOCIO-EMOTIONAL COMPETENCE AMONG ADOLESCENTS

The data regarding levels of socio-emotional competence among adolescents of Anantnag District is given in table 4.1.

**Table 4.1**  
**Levels of Socio-Emotional Competence among Adolescents**

<b>Level of Socio-emotional Competencies</b>	<b>Male adolescents (Frequencies)</b>	<b>%</b>	<b>Female adolescents (Frequencies)</b>	<b>%</b>	<b>Total Male and Female Adolescents</b>	<b>Total %</b>
<b>High</b>	35	08.75	52	13.00	87	21.75
<b>Average</b>	95	23.75	109	27.25	204	51.00
<b>Low</b>	77	19.25	32	08.00	109	27.25
<b>Total</b>	207	51.75	193	48.25	400	100



From the Table and Figure 4.1, it is inferred that adolescents have the various levels of socio-emotional competencies. Out of 400 adolescents, only 87 (21.75%) adolescents were having high level of socio-emotional competence, 109 (27.25%) adolescents have low level and 204 (51%) adolescents have average level of socio-emotional competence. Further, table reveals that 8.75% male and 13% female adolescents have high level of socio-emotional competence while 19.25% male and 08% female adolescents have the low level of socio-emotional competence.

Therefore, hypothesis No. 1 that “Adolescents have the different levels of socio-emotional competencies” has been accepted. Hence, adolescents were having various levels of socio-emotional competence and the majority of adolescents (51%) had an average level of socio-emotional competence.

## 4.2 GENDER COMPARISON OF SOCIO-EMOTIONAL COMPETENCE AMONG ADOLESCENTS

The data regarding comparison of male and female adolescents of Socio-emotional competence is given in the below table.

**Table 4.2**  
**Comparison of Male and Female Adolescents of Socio-Emotional Competence**

Gender	N	Mean	S.D	t-value	Level of Significance
Male	207	97.89	4.66	3.71	At 0.01 level
Female	192	99.56	4.25		

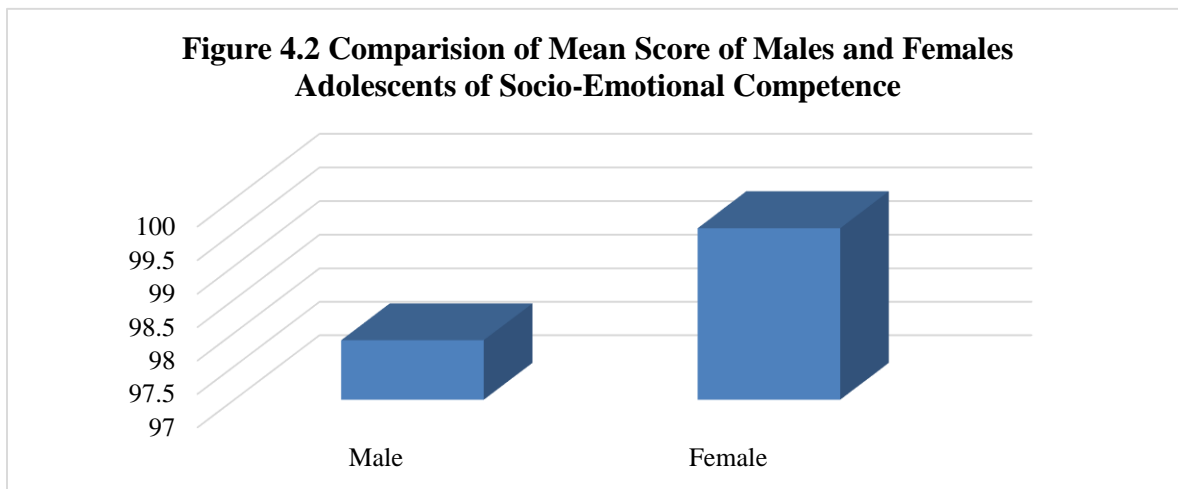


Table and Figure No. 4.2 reveals that male adolescents have mean score- 97.89, sd-4.66, while female adolescents have mean score-99.56, sd-4.25, and ‘t’ value is 3.71 which is higher than the table value and also significant at 0.01 level of significance. Thus, Hypothesis No. 2 “There will be no significant gender difference of socio-emotional competence among adolescents” has been

rejected. Hence, male and female adolescents had different socio-emotional competencies and female adolescents have the better socio-emotional competence as compare to male adolescents.

### **4.3. COMPARISON OF MALE AND FEMALE ADOLESCENTS ON DIMENSIONS OF SOCIO-EMOTIONAL COMPETENCE**

This section presents the analysis and interpretation of the data regarding comparison of male and female adolescents on five dimensions of socio-emotional competence and the same is given below:

#### **4.3.1 Comparison of Male and Female Adolescents on First Dimension- Self-awareness of Socio-Emotional Competence**

The data regarding comparison of mean, standard deviation, t-value of male and female adolescents on the first dimension- “Self-awareness of Socio-Emotional Competence” is given in the table 4.3.

**Table 4.3**  
**Comparison of Male and Female Adolescents on First Dimension- Self-awareness of Socio-Emotional Competence**

<b>Gender</b>	<b>N</b>	<b>Mean</b>	<b>S.D</b>	<b>t-value</b>	<b>Level of Significance</b>
<b>Male</b>	207	21.60	2.10	0.047	Not significant at any level
<b>Female</b>	193	21.61	1.90		

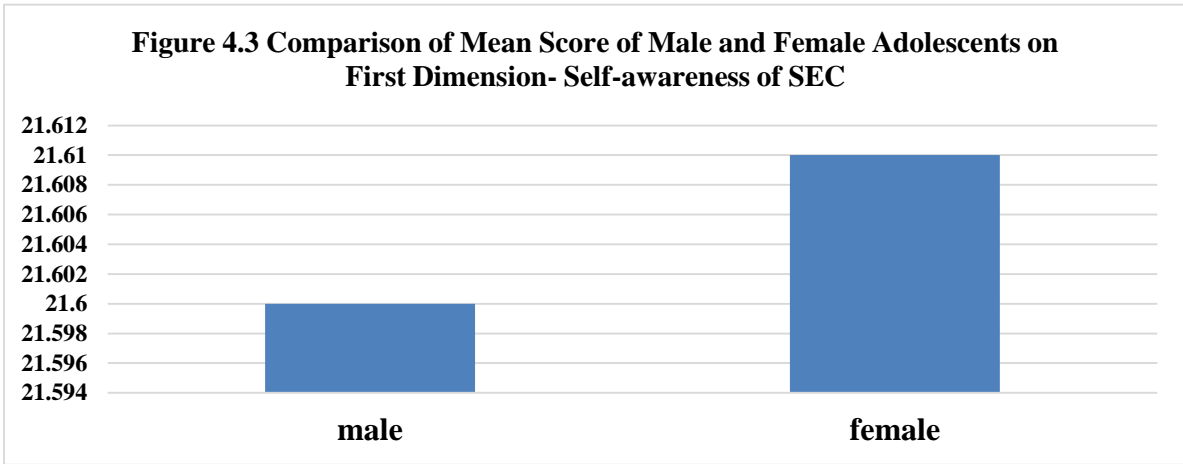


Table and Figure 4.3 and reveal that the mean score of the male group is 21.60 and standard deviation is 2.10 while mean score of female group is 21.61 and standard deviation is 1.90 and t-value is 0.047 on the first dimension- self-awareness which is less than the table value and not significant at any level of significance. Hence, hypothesis no.3.1 that “There will be no significant difference between male and female adolescents on first dimension i.e. self-awareness of SEC” has been accepted. Hence, male and female adolescents had similar self-awareness of SEC.

#### **4.3.2 Comparison of Male and Female Adolescents on Second Dimension- Social Awareness of Socio-Emotional Competence**

The analysis and interpretation of the data regarding comparison of Male and Female Adolescents on Second Dimension- “Social Awareness of Socio-Emotional Competence” has been given in this section. The same is given below in Table and Figure.

**Table 4.4**  
**Comparison of Male and Female Adolescents on Second Dimension- Social Awareness of**  
**Socio-Emotional Competence**

Gender	N	Mean	S.D	t-value	Level of Significance
Male	207	20.44	1.60	0.50	Not significant at any level
Female	193	20.67	1.90		

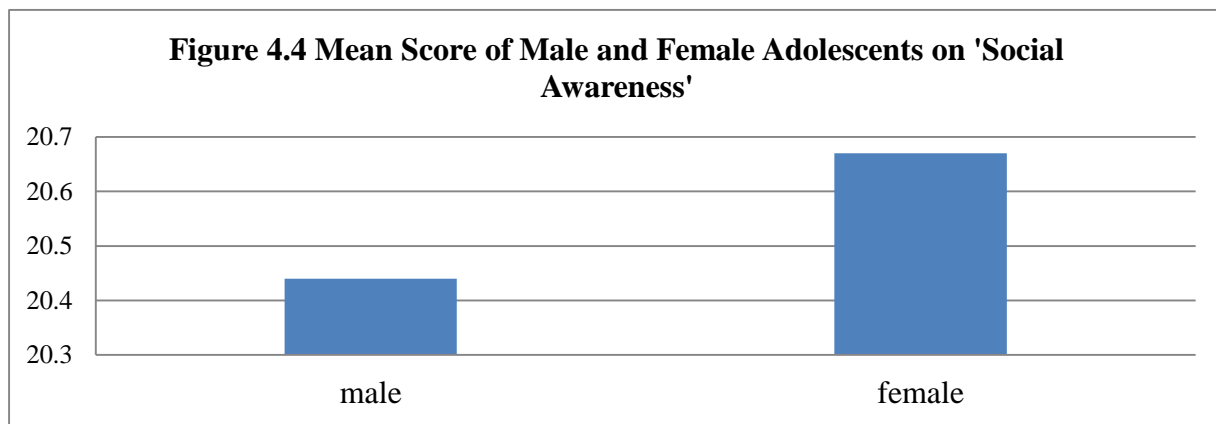


Table and Figure 4.4 show that mean score of male adolescents is 20.44 and the standard deviation is 1.60 while mean score of female group is 20.67, the standard deviation is 1.90 and calculated value of the t-value is 0.50 on second dimension- social awareness of SEC which is less than the table value and not significant at any level of significance. Thus, the hypothesis 3.2 that “There will be no significant difference between male and female adolescents on second dimension i.e. social awareness of SEC.” has been accepted. Hence, male and female adolescents had similar social awareness of SEC.

### 4.3.3 Comparison of Male and Female Adolescents on Third Dimension- Self-Management Skills of Socio-Emotional Competence

The data regarding comparison of male and females adolescents on third Dimension- ‘Self-management skills’ of SEC is given in the Table and Figure below:

**Table 4.5**  
**Comparison of Male and Female Adolescents on Third Dimension- Self-Management Skills of Socio-Emotional Competence**

Gender	N	Mean	S.D	t-value	Level of Significance
Male	207	18.98	2.34	3.48	At 0.01 Level
Female	193	19.71	1.78		

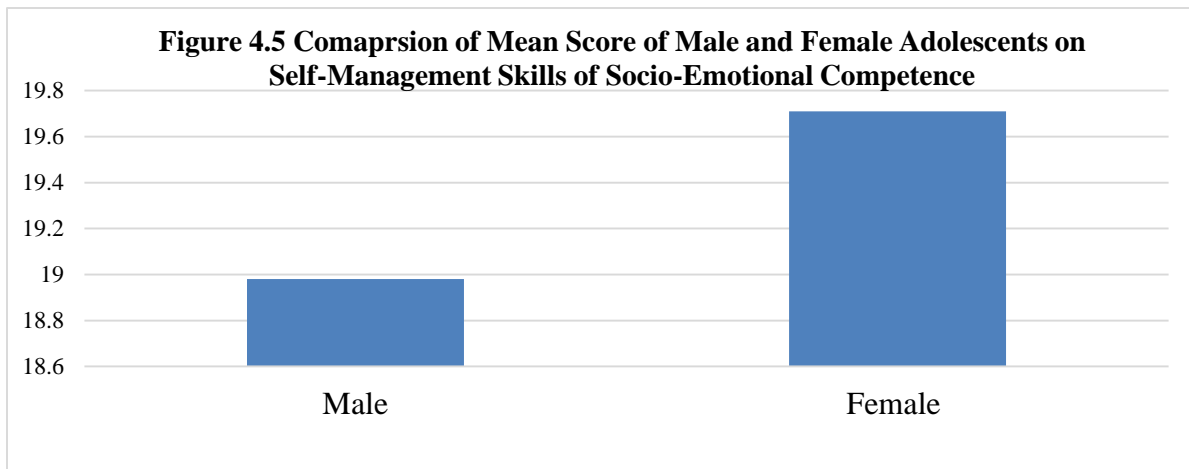


Table and Figure 4.5 indicate that the mean scores of male group is 18.98; standard deviation is 2.34 while mean scores of female group is 19.71; standard deviation is 1.78 and t-value is 3.48 on third dimension- ‘Self-management skills of SEC’ which is above the table value which is significant at 0.01 level of significance. Thus, the hypothesis no.3.3 that " There will be no significant difference between male and female adolescents on third dimension i.e. self-management of SEC” has been rejected. Hence, male and female adolescents had similar social



awareness of SEC. Hence, female adolescents had better self-management skills as compare to male adolescents.

#### 4.3.4 Comparison of Male and Female Adolescents on Fourth Dimension- Relationship Management of Socio-Emotional Competence

This part of this section presents the analysis and interpretation of that data of fourth dimension-“Relationship management skills of SEC” and the data is given table and figure.

**Table 4.6**  
**Comparison of Male and Female Adolescents on Fourth Dimension- Relationship Management of Socio-Emotional Competence**

Gender	N	Mean	S.D	t-value	Level of Significance
Male	207	18.27	1.92	2.72	0.01 level
Female	193	18.80	1.97		

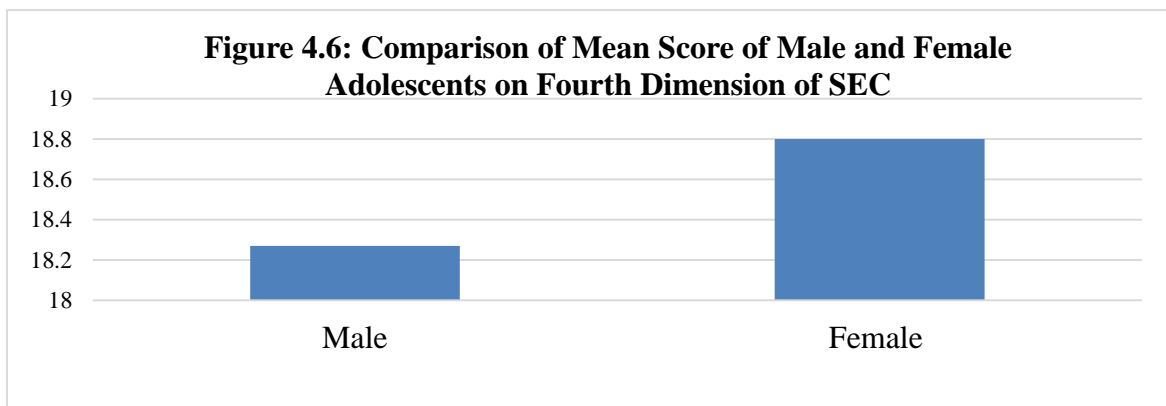


Table and Figure 4.6 reveal that mean scores of male group is 18.27; standard deviation is 1.92, while mean scores of female group is 18.80; standard deviation is 1.97, and t-value is 2.72 on the fourth dimension-“Relationship management skills of SEC”, which is higher than the table value and significant at 0.01 level of significant. Thus, the hypothesis no. 3.4 that " There will be no

significant difference between male and female adolescents on fourth dimension i.e. relationship-management of SEC” has been rejected and female adolescents have the better relationship management skills as compare to male adolescents.

#### 4.3.5 Comparison of Male and Female Adolescents on Fifth Dimension- Responsible Decision-Making of Socio-Emotional Competence

This part of the section deals with the analysis and interpretation of data regarding comparison of male and female adolescents on fifth dimension- “Responsible decision-making of socio-emotional competence” and the same is given in the below table and figure:

**Table 4.7**  
**Comparison of Male and Female Adolescents on Fifth Dimension- Responsible Decision-Making of Socio-Emotional Competence**

Gender	N	Mean	S.D.	t-value	Level of Significance
Male	207	18.62	1.95	1.94	Not significant at any level
Female	193	18.97	1.61		

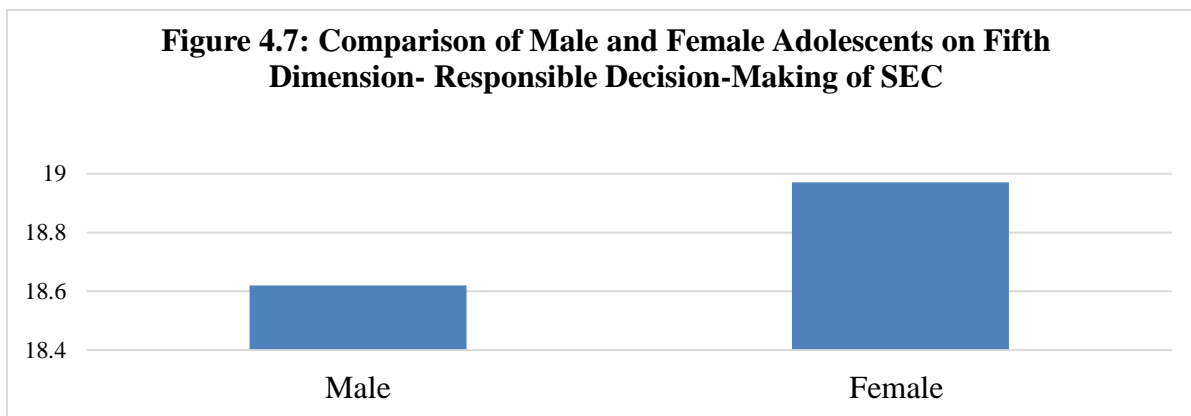


Table and Figure 4.7 reveals that the mean score of male group is 18.62; standard deviation is 1.95, while the mean score of female group is 18.97; standard deviation is 1.61 and t-value is 1.94 on the fifth dimension- “Responsible decision-making skills of SEC” which is less than the table value and also not significant at any level of significant, Thus, the hypothesis no.3.5 that “There will be no significant difference between male and female adolescents on fifth dimension i.e. responsible decision-making of SEC” has been accepted and male & female have the similar responsible decision-making skills.

#### 4.4 COMPARISON OF RURAL AND URBAN ADOLESCENTS OF SOCIO-EMOTIONAL COMPETENCE

This section deals analysis and interpretation of the data regarding comparison of rural and urban adolescents of socio-emotional competence, and the same is given in the following Table and Figure:

**Table 4.8**  
**Comparison of Rural and Urban Adolescents of Socio-Emotional Competence**

Locality	N	Mean	S.D	t-value	Level of Significance
Rural	208	98.69	4.61	0.20	Not significant
Urban	193	98.78	4.49		

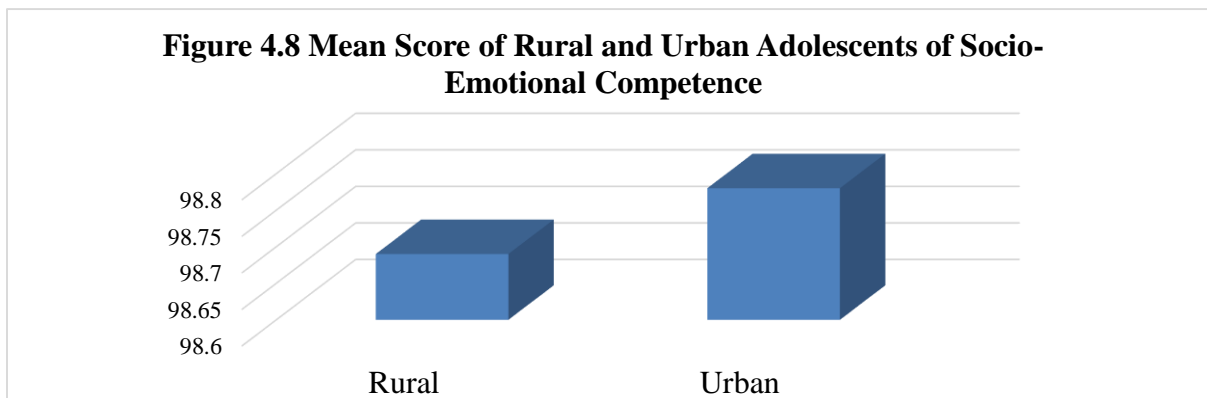


Table and Figure 4.8 indicate that mean scores of rural adolescents is 98.69; standard deviation is 4.61, while mean score of urban adolescents is 98.78; standard deviation is 4.49 on socio-emotional competence and t-value is 0.20 which is lower than the table value and also not significant at any level of significance. Thus, the hypothesis no. 4 that “There will be no significant locality difference of socio-emotional competence among adolescents” has been accepted. Hence, rural and urban adolescents have the equal socio-emotional competency.

#### **4.5 COMPARISON OF RURAL AND URBAN ADOLESCENTS ON DIMENSIONS OF SOCIO-EMOTIONAL COMPETENCE**

This section presents the analysis and interpretation of the data regarding comparison of rural and urban adolescents on five dimensions of socio-emotional competence and the same is given below:

##### **4.5.1 Comparison of Rural and Urban Adolescents on First Dimension- Self-awareness of Socio-Emotional Competence**

This part of the section deals with rural and urban adolescents on first dimension- “Self-awareness of socio-emotional competence” and the same is given below table and Figure:

**Table 4.9**  
**Comparison of Rural and Urban Adolescents on First Dimension- Self-awareness of Socio-Emotional Competence**

<b>Locality</b>	<b>N</b>	<b>Mean</b>	<b>S.D</b>	<b>t-value</b>	<b>Level of Significance</b>
<b>Rural</b>	208	21.55	1.94	0.75	Not significant at any level
<b>Urban</b>	192	21.70	2.10		

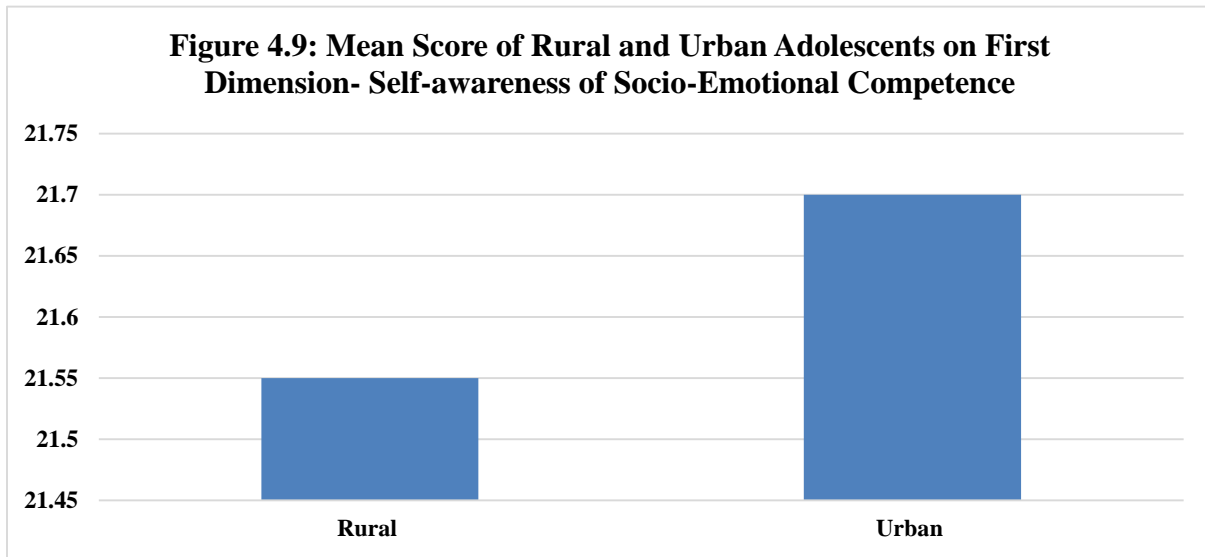


Table and Figure 4.9 indicate that mean scores of rural adolescents is 21.55; standard deviation is 1.94, while the mean scores of urban adolescents is 21.70; standard deviation is 2.10 and t-value is 0.75 which is less than the table value and not significant at any level of significance. Thus, the hypothesis no. 5.1 that " There will be no significant difference between urban and rural adolescents on first dimension i.e. self-awareness of SEC" has been accepted. Hence, rural and urban adolescents have the similar behavior on first dimension- "Self-awareness of socio-emotional competence".

#### **4.5.2 Comparison of Rural and Urban Adolescents on Second Dimension- Social Awareness of Socio-Emotional Competence**

This part of the section deals with rural and urban adolescents on "Second Dimension- Social awareness of Socio-emotional competence" and the same is given below table and Figure:

**Table 4.10**  
**Comparison of Rural and Urban Adolescents on Second Dimension- Social Awareness of**  
**Socio-Emotional Competence**

Locality	N	Mean	S.D	t-value	Level of Significance
Rural	208	20.39	1.75	1.25	Not significant at any level
Urban	192	20.59	1.59		

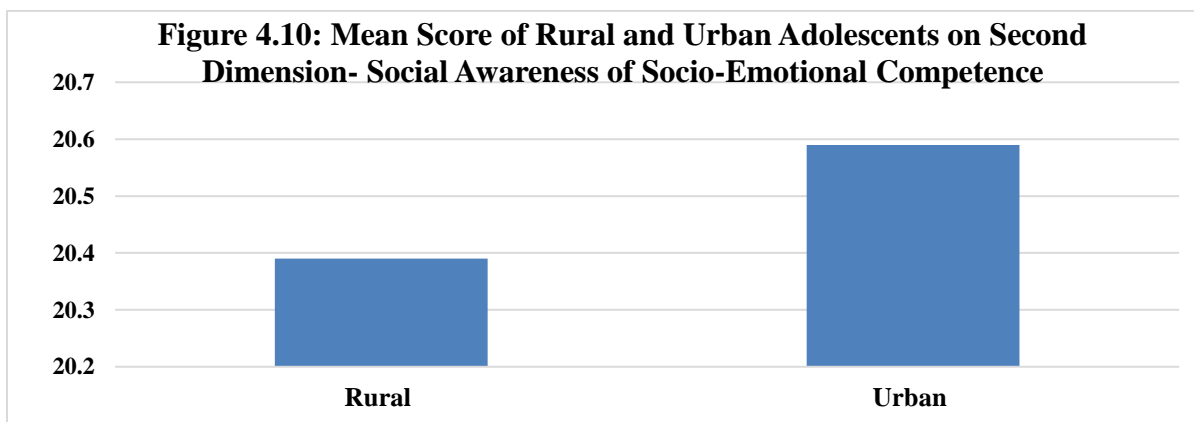


Table and Figure 4.10 show that mean score of rural adolescents is 20.39; standard deviation is 1.75, while mean scores of urban adolescents is 20.59; standard deviation is 1.59 on “Second dimension- Social awareness of socio-emotional competence” and t-value is 1.25 which is less than the table value and not significant at any level of significance, Thus, the hypothesis no. 5.2 that " There will be no significant difference between urban and rural adolescents on second dimension i.e. social awareness of SEC” has been accepted. Rural and urban adolescents have the similar social awareness competence.

### 4.5.3 Comparison of Rural and Urban Adolescents on Third Dimension- Self-Management of Socio-Emotional Competence

This part of the section deals with rural and urban adolescents on “Third dimension- Self-management of socio-emotional competence” and the same is given below table and Figure:

**Table 4.11**  
**Comparison of Rural and Urban Adolescents on Third Dimension- Self-Management of Socio-Emotional Competence**

Locality	N	Mean	S.D	t-value	Level of Significance
Rural	208	18.94	2.36	4	at 0.01 level
Urban	192	19.74	1.74		

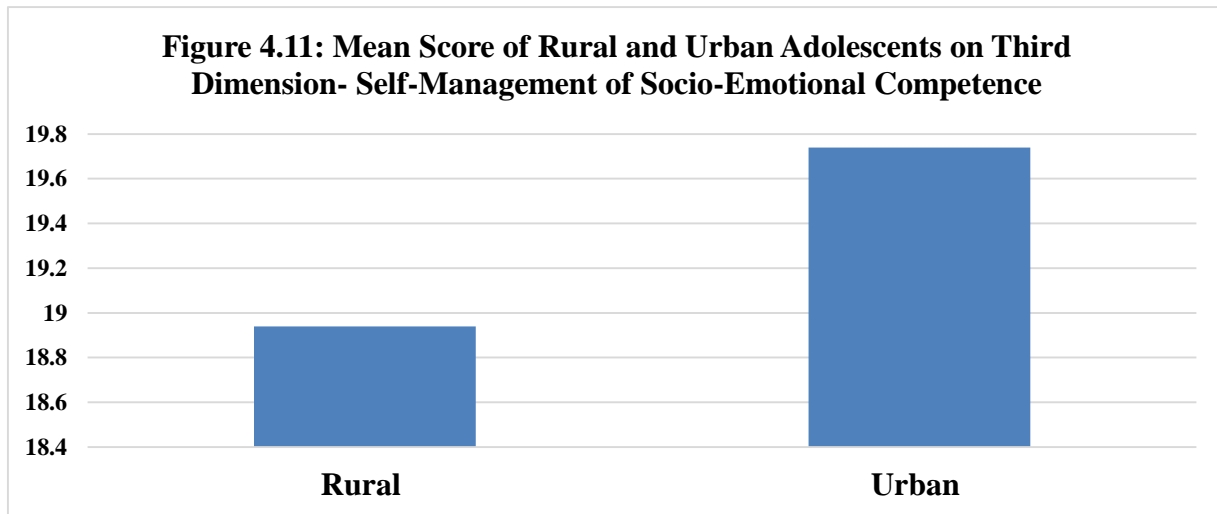


Table and Figure 4.11 indicate that mean score of rural adolescents is 18.94; standard deviation is 2.36, while the mean score of urban adolescents is 19.74; standard deviation is 1.74 and t-value is 4 which is higher than the table value and also significant at 0.01 level of significance. Thus, the

hypothesis no. 5.3 that " There will be no significant difference between urban and rural adolescents on third dimension i.e. self-management of SEC" has been rejected and urban adolescents have better self-management skills as compare to urban adolescents.

#### 4.5.4 Comparison of Rural and Urban Adolescents on Fourth Dimension- Relationship Management Skills of Socio-Emotional Competence

This part of the section deals with rural and urban adolescents on "Fourth dimension- relationship management skills of socio-emotional competence" and the same is given below table and Figure:

**Table 4.12**  
**Comparison of Rural and Urban Adolescents on Fourth Dimension- Relationship Management Skills of Socio-Emotional Competence**

Locality	N	Mean	S.D	t-value	Level of Significance
Rural	208	18.72	2.13	1.6	Not significant at any level
Urban	192	18.40	1.83		

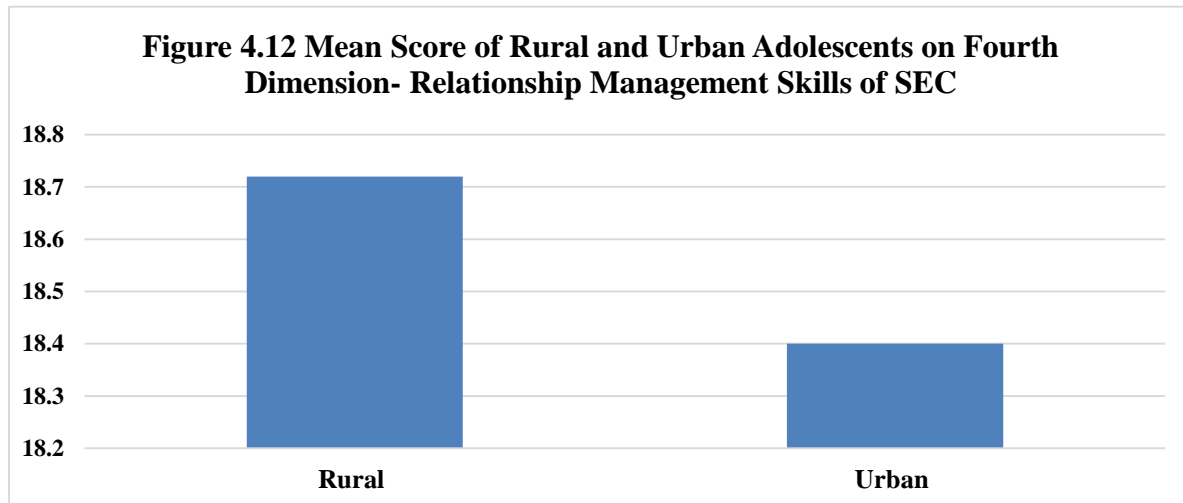




Table and Figure 4.12 reveal that mean score of rural adolescents is 18.72; standard deviation is 2.13, while mean score of urban adolescents is 18.40; standard deviation is 1.83 on “Fourth dimension- relationship management skills of socio-emotional competence” and t-value is 1.6 which is lower than the table value and not significant at any level of significance. Thus, the hypothesis no. 5.4 that " There will be no significant difference between urban and rural adolescents on fourth dimension i.e. relationship management of SEC” has been accepted and rural and urban adolescents have the similar relationship management skills.

#### **4.5.5 Comparison of Rural and Urban Adolescents on Fifth Dimension- Responsible Decision-Making of Socio-Emotional Competence**

This part of the section deals with rural and urban adolescents on “Fifth Dimension- Responsible Decision-making of socio-emotional competence” and the same is given below table and Figure:

**Table 4.13**  
**Comparison of Rural and Urban Adolescents on Fifth Dimension- Responsible Decision-Making of Socio-Emotional Competence**

<b>Locality</b>	<b>N</b>	<b>Mean</b>	<b>S.D</b>	<b>t-value</b>	<b>Level of Significance</b>
<b>Rural</b>	208	18.96	1.72	1.77	Not significant at any level
<b>Urban</b>	193	18.64	1.87		

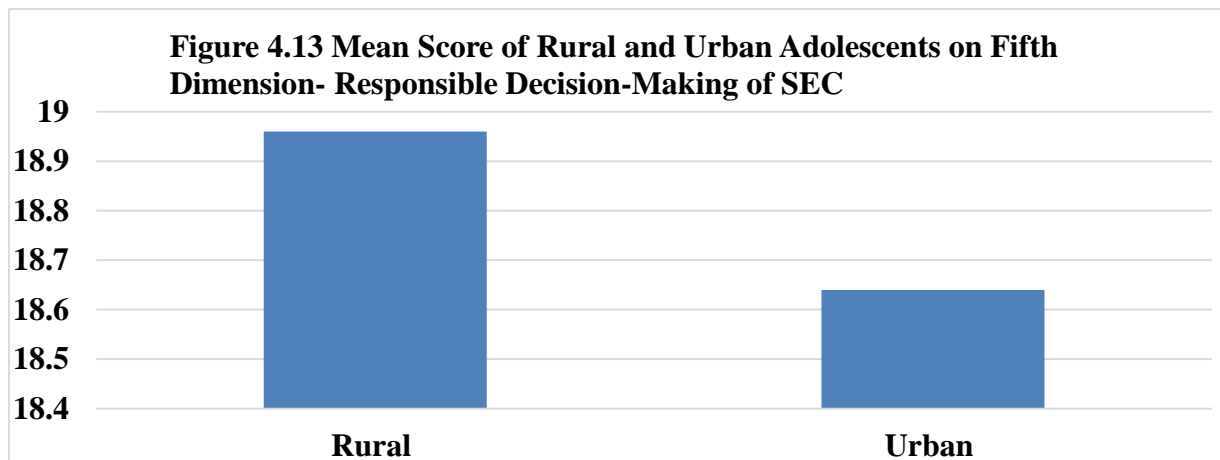


Table and Figure 4.13 show that mean score of rural adolescents is 18.96; standard deviation is 1.72, while mean score of urban adolescents is 18.64; standard deviation is 1.87 on “Fifth dimension- responsible decision-making of socio-emotional competence” and t-value is 1.77 which is lower than the table value and not significant at any level of significant. Thus, the hypothesis no. 5.5 that “There will be no significant difference between urban and rural adolescents on fifth dimension i.e. responsible decision-making of SEC” has been accepted and rural and urban adolescents have responsible decision-making skills.

#### **4.6 COMPARISON OF SOCIO-EMOTIONAL COMPETENCE BETWEEN LOW AND HIGH ACADEMIC ACHIEVERS**

This section deals the analysis and interpretation of the data about comparison of socio-emotional competence with low and high academic achievers among adolescents and the same is given below table and figure:

**Table 4.14**  
**Comparison of Socio-Emotional Competence between Low and High Academic Achievers**

Academic achievement	N	Mean	S.D	t-value	Level of Significance
Low Academic Achievers	127	95.10	3.89	14.80	0.01 level Significance
High Academic Achievers	150	101.91	3.64		

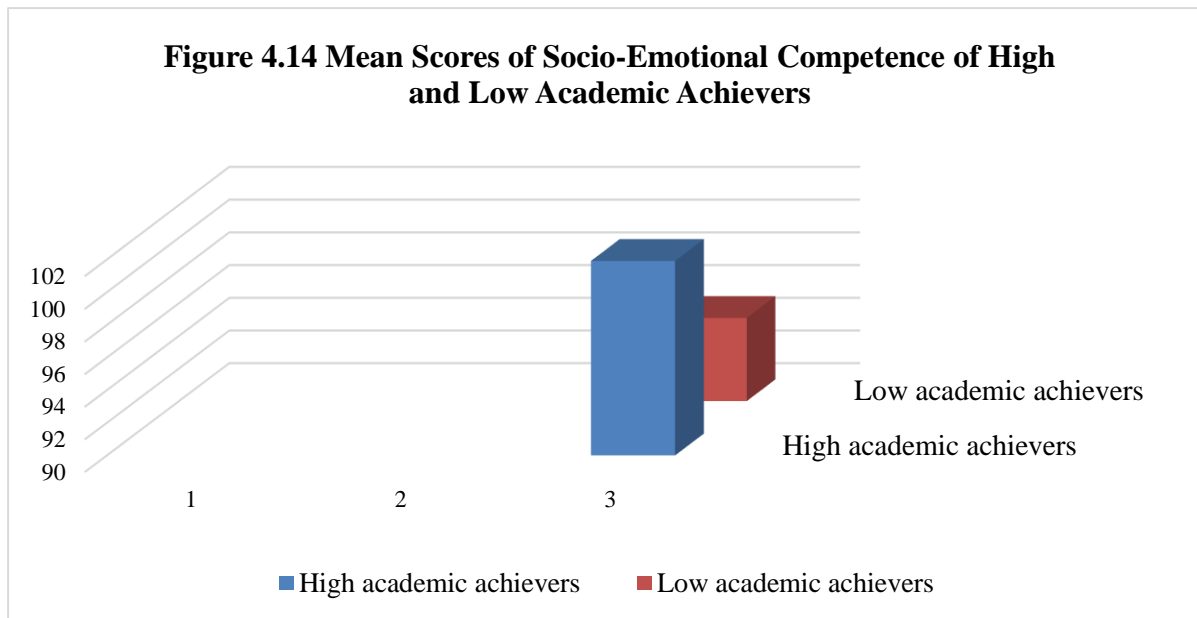


Table and Figure 4.14 indicate that the mean score of high academic achievers is 101.91; standard deviation is 3.64, while the mean score of low academic achievers is 95.10; standard deviation is 3.89 and t-value is 14.80 which is more than the table value and also significant at the 0.01 level. Thus, the hypothesis no. 6.1 that “There will be no significant difference in socio-emotional

competence between high and low academic achievers” has been rejected and high academic achievers have better socio-emotional competence.

#### 4.6.1 Comparison of Socio-Emotional Competence between Male High and Low Academic Achievers

This part of the section deals with the analysis and interpretation of data regarding comparison of socio-emotional competence between male high and low academic achievers. The same is given below in the table and figure:

**Table 4.15**  
**Comparison of Socio-Emotional Competence between Male High and Low Academic Achievers**

Academic achievement	N	Mean	S.D	t-value	Level of Significance
Male high academic achievers	62	101.97	3.69	11.98	0.01 at level
Male low academic achievers	85	94.54	3.65		

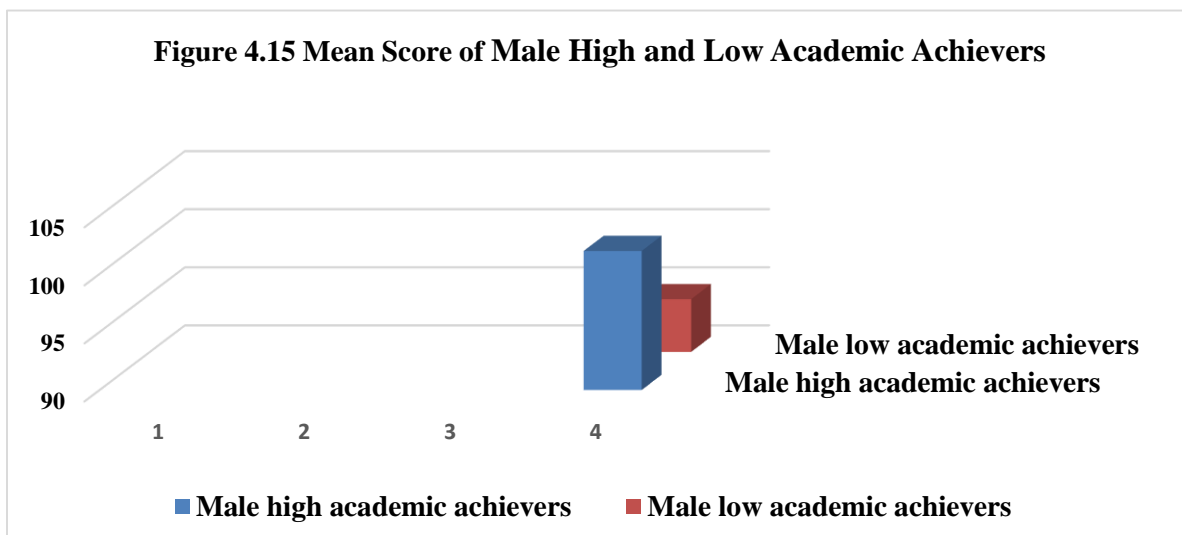


Table and Figure 4.15 indicate that mean score of male high academic achievers group is 101.97; standard deviation is 3.69 while the mean score of male low academic achievers group is 94.54; standard deviation is 3.65 and t-value is 11.98 which is higher than table value and significant at 0.01 level. Thus, the hypothesis no. 6.2 that "There will be no significant difference in socio-emotional competence of male high and low academic achievers" has been rejected and male high academic achievers have the better socio-emotional competence.

#### **4.6.2 Comparison of Socio-Emotional Competence between Female (high and low) Academic Achievers**

This part of the section deals with the analysis and interpretation of data regarding comparison of socio-emotional competence between Female high and low academic achievers. The same is given below in the table and figure:

**Table 4.16**  
**Socio-Emotional Competence between Female High and Low Academic Achievers**

<b>Academic achievement</b>	<b>N</b>	<b>Mean</b>	<b>S.D</b>	<b>t-value</b>	<b>Level of Significance</b>
Female High Academic Achievers	85	101.88	3.55	7.76	0.01 level Significance
Female Low Academic Achievers	46	96.37	3.98		

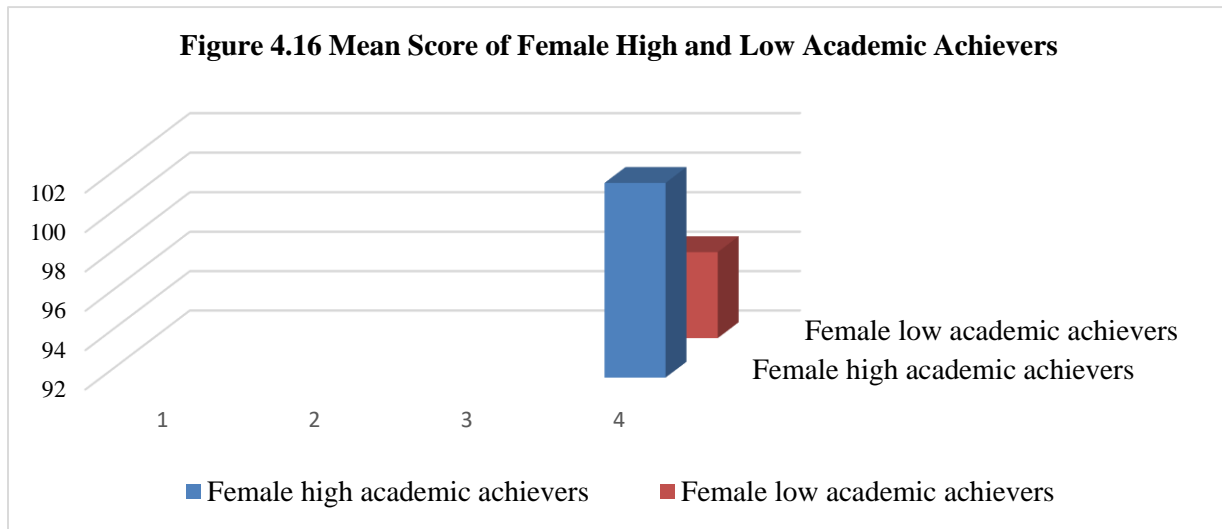


Table and Figure 4.16 highlight that mean score of female high academic achievers group is 101.88; standard deviation is 3.55 while the mean score of female low academic achievers group is 96.37; standard deviation is 3.98 and t-value is 7.76 which is more than the table value and also significant at the 0.01 level. Thus, the hypothesis no. 6.3 that "There will be no significant difference in socio-emotional competence of female high and low academic achievers" has been rejected and female high achievers have better socio-emotional competence.

#### **4.6.3 Comparison of Socio-Emotional competence between Urban (high and low) Academic Achievers**

This part of the section deals with the analysis and interpretation of data regarding comparison of socio-emotional competence between urban high and low academic achievers. The same is given below in the table and figure:

**Table 4.17**  
**Socio-Emotional Competence between Urban High and Low Academic Achievers**

Academic achievement	N	Mean	S.D	t-value	Level of Significance
Urban High Academic Achievers	70	101.57	4.15	8.89	0.01 level
Urban Low Academic Achievers	57	95.08	3.98		

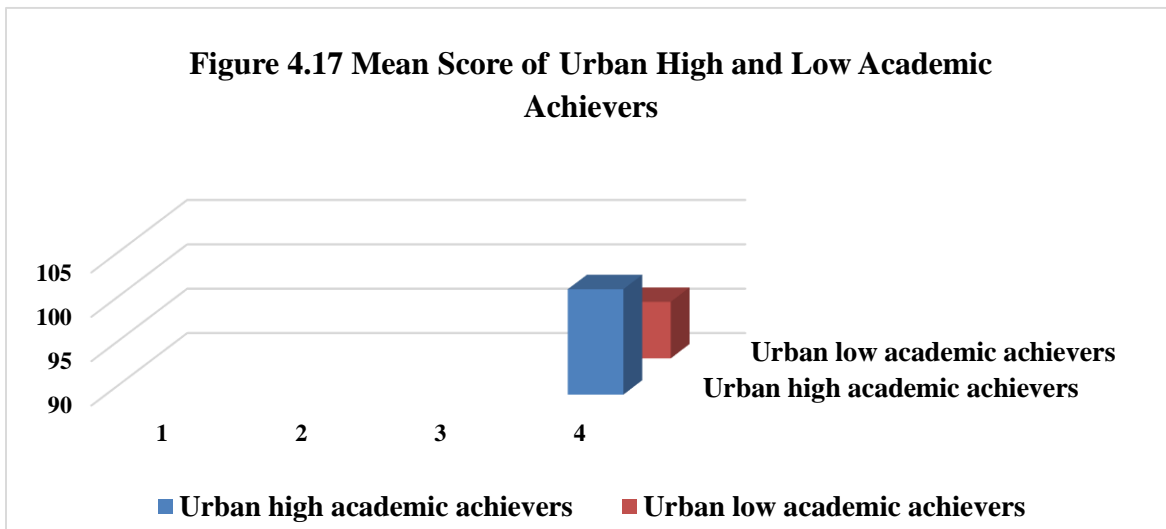


Table and figure 4.17 reveal that the mean score of urban high academic achievers group is 101.57; standard deviation is 4.15, while the mean score of urban low academic achievers group is 95.08; standard deviation is 3.98. The calculated value of the t-value is 8.89 which is higher than the table value and significant at the 0.01 level. Thus, the hypothesis no. 6.4 that "There will be no significant difference in socio-emotional competence between urban high and low academic achievers" stands rejected.

#### 4.6.4 Comparison of Socio-Emotional competence between Rural (high and low) Academic Achievers

This part of the section deals with the analysis and interpretation of data regarding comparison of socio-emotional competence between rural high and low academic achievers. The same is given below in the table and figure:

**Table 4.18**  
**Socio-Emotional Competence between Rural High and Low Academic Achievers**

Academic achievement	N	Mean	S.D	t-value	Level of Significance
Rural High Academic Achievers	73	101.74	3.60	9.68	0.01 level
Rural Low Academic Achievers	75	95.26	3.79		

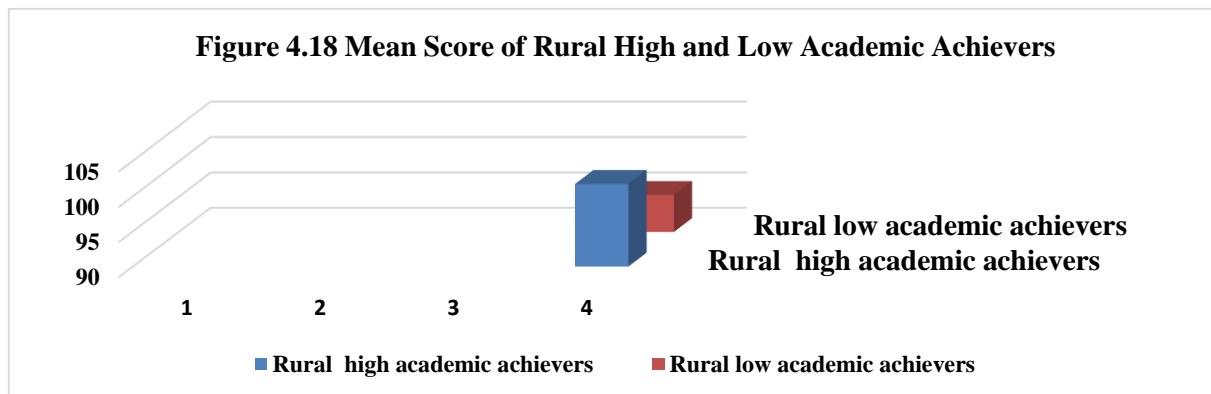


Table & Figure 4.18 indicated that mean score of rural high academic achievers group is 101.74; standard deviation is 3.60, while mean score of rural low academic achievers group is 95.26; standard deviation is 3.79 and t-value is 9.68 which is higher than the table value and also significant at the 0.01 level. Thus, the hypothesis no. 6.5 that "There will be no significant



difference in socio-emotional competence between rural high and low academic achievers” has been rejected and rural high academic achievers have better socio-emotional competence.

#### 4.6.5 Comparison of Socio-Emotional competence between Male and Female (high) Academic Achievers

This part of the section deals with the analysis and interpretation of data regarding comparison of socio-emotional competence between male and female high academic achievers. The same is given below in the table and figure:

**Table 4.19**  
**Socio-Emotional Competence between Male and Female High Academic Achievers**

Academic achievement	N	Mean	S.D	t-value	Level of Significance
Male High Academic Achievers	62	101.97	3.69	0.15	Not significant at any level
Female High Academic Achievers	85	101.88	3.55		

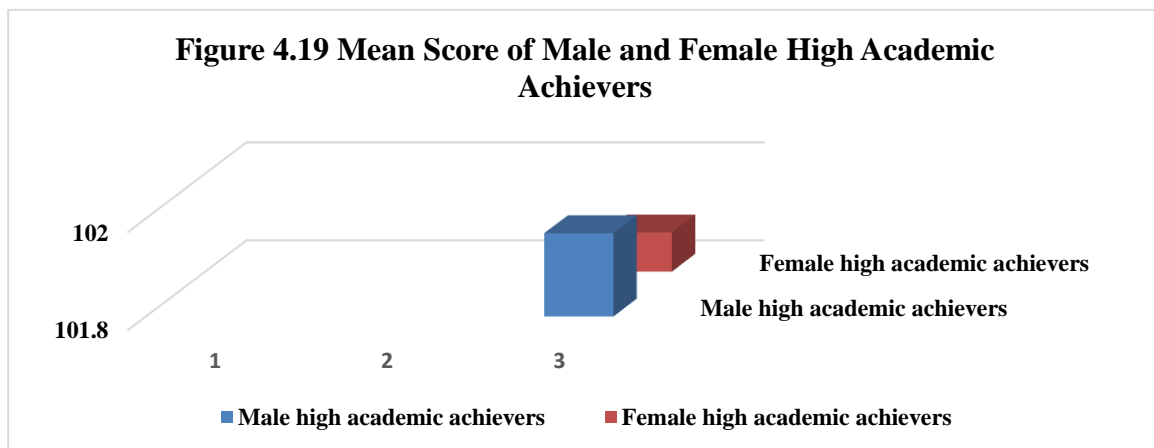


Table and Figure 4.19 reveal that mean score of male high academic achievers group is 101.97; standard deviation is 3.69, while mean score of female high academic achievers group is 101.88; standard deviation is 3.55 and t-value is 0.15 which is lower than the table value and also not significant at any level of significant (0.05 and 0.01 level). Thus, the hypothesis no. 6.6 that "There will be no significant difference in socio-emotional competence between male high and female high academic achievers" has been accepted. Male and female high academic achievers have similar socio-emotional competence.

#### **4.6.6 Comparison of Socio-Emotional competence between Urban and Rural (high) Academic Achievers**

This part of the section deals with the analysis and interpretation of data regarding comparison of socio-emotional competence between urban and rural high academic achievers. The same is given below in the table and figure:

**Table 4.20**  
**Socio-emotional Competence between Urban and Rural High Academic Achievers**

<b>Academic achievement</b>	<b>N</b>	<b>Mean</b>	<b>S.D</b>	<b>t-value</b>	<b>Level of Significance</b>
Urban High Academic Achievers	70	101.57	4.15	0.26	Not significant
Rural High Academic Achievers	73	101.74	3.60		

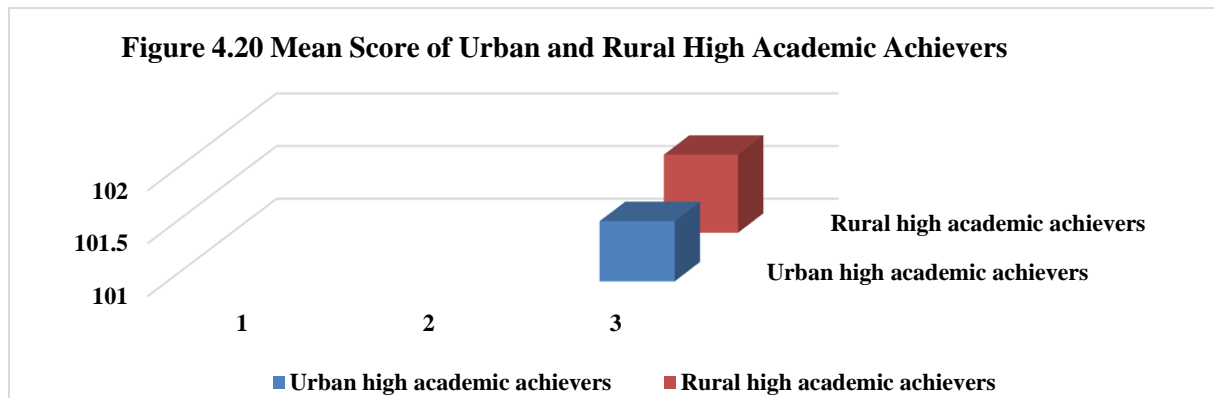


Table and Figure 4.20 reveals that the mean score of urban high academic achievers group is 101.57; standard deviation is 4.15, while the mean score of rural high academic achievers group is 101.74; standard deviation is 3.60 and t-value is 0.26 which is lower than the table value and also not significant at both levels. Thus, the hypothesis no. 6.7 that "There will be no significant difference in socio-emotional competence between urban high and rural high academic achievers" has been accepted.

#### **4.7 CORRELATION OF SOCIO-EMOTIONAL COMPETENCE AND ACADEMIC ACHIEVEMENT AMONG ADOLESCENTS**

This section presents the analysis and interpretation of data regarding correlation of socio-emotional competence and academic achievement among adolescents. The same is given below in the table:

**Table 4.21**  
**Coefficient of Correlation between Socio-Emotional Competence and Academic Achievement among Adolescents**

Variables	N	R	Level of Significance
Socio-emotional Competence and Academic Achievement	400	0.670	0.01 level Significance

Table 4.21 reveals that the ‘r-value’ is 0.670 which is significant at 0.01 level of significance. Hence, the hypothesis no. 7 that “There will be no significant relationship between Socio-Emotional competence and academic achievement among adolescents” is stands rejected. This implies that there is a positive and significant correlation between socio-emotional competence and academic achievement among adolescents. This result of the study was supported by Mona Alzahrani, Monal Alharbi and Aman aldowani (2019).