



ISSN Print: 2394-7500  
ISSN Online: 2394-5869  
Impact Factor: 5.2  
IJAR 2016; 2(5): 1013-1016  
www.allresearchjournal.com  
Received: 16-03-2016  
Accepted: 17-04-2016

**Dr. Fathima Jaseena**  
Assistant Professor, Farook  
Training College, Calicut,  
Kerala, India.

**Dr. Vijayan. K**  
Assistant Professor, NCERT,  
Sri Aurbindo Marg, New Delhi,  
India.

## **A study on social competence and cultural intelligence among adolescence of Kerala**

**Dr. Fathima Jaseena and Dr. Vijayan K**

### **Abstract**

The aim of the study is to know the relationship between Social Competence with Cultural Intelligence among adolescents. A survey technique was used to conduct the study. The sample consists of 900 students from different regions of Kerala state. The findings revealed that the level of cultural Intelligence of adolescents was medium level. Also found relationship of Social Competence with Cultural intelligence for most of the adolescents, except some samples. Thus the findings revealed that school environment and peer relationship influence, their social commitment, so the environment should create positive atmosphere to make culturally intelligent younger generations.

**Keywords:** Social Competence, Cultural Intelligence, Social Ability, Social Commitment, Higher Secondary Students.

### **Introduction**

The world of today is becoming a Global Village due to globalization. This has given rise to many changes from macro to micro levels. In the classroom context a teacher faces different kind of problems. These may be related to many causes, and poor learning environments. But teachers can greatly influence young minds and hence competent teachers are needed in this digital era. So an effective way to improve the learning process is to incorporate suitable instructional strategies that will serve to inculcate deep learning among students

Then how should education be structured to meet the needs of students in 21<sup>st</sup> century world? Definitely schools must be shifted for a life aimed and engaging students in addressing real-world problems, issues, important to humanity, and questions that matter. Not only that, we have to support every learner to enjoy success, no-matter where their talents lie.

The two years of higher secondary education have an important place in the development of personality of adolescents. The learning experience at this stage of education becomes important for their living and decisive for their gainful life. The higher secondary stage derives its uniqueness in human terms because it is dealing with the human person at a period of transition from childhood to youth, from infancy to teenage. This is the adolescent period of one's life when the personality and its components are growing, clashing, watching, imitating, demanding, giving, receiving, and sharing. These years are important because it represents the terminal point of formal schooling. Hence the characteristic of this stage is diversification.

### **Need of the study**

It was being felt that the importance of variables – Social Competence, cultural intelligence, for the preparation of a well-adjusted, competent, matured personality. Our traditional class room structure involves a heterogeneous group consist of various cultures, traditions, ideas, customs, and behavioral patterns. Among these students, different level of mental ability, intellectual ability, adjustment problems, behavioral disturbances, emotional capacity, social commitment, and multicultural capacity can be found. So to make them all, in a complete mature personality, the role of these, two variables are very important.

Adolescent's social development depends on the range and quality of interaction, with parent relation. The concept of personal identity refers to a synthesis of values, rules and aspiration that blends past identifications with a vision about oneself moving through the future. Family influences the social expressions of adolescents. Independence is related to how much parents permit adolescents to be involved in decision making. Girls tend to express their independence by assuming more responsibility.

**Correspondence**  
**Dr. Fathima Jaseena**  
Assistant Professor, Farook  
Training College, Calicut,  
Kerala, India.

Likewise the period of adolescent is always changing, so proper guidance and support is not given in the apt situation it will reflect in their activities. If we want to bring up the prosperity of adolescents, and to develop the potentialities, capacities of the nation’s future citizen to the optimum, it is essential to provide relevant guidance, support, and services to our adolescents according to the needs and demands. So this brings need of knowing the level of cultural competency and role of social commitments of Adolescents to guide them in creative, successful personalities of tomorrow.

It was Bhavang & Park (1991), reported that while positive interaction with family members may boost children’s Social Competence in the peer group and, young child with a history of positive interactions within the family system might transfer these features to the peer group.

There are several factors that influence the growth of adolescents. First of all they are mentally, physically, and intellectually different. We have a responsibility to identify these differences at the right time and provide them with guidance which would mould them into excellent personalities and ideal future citizens of this great nation. The sole aim of this study is to put forward the crucial factors required for bringing about these fundamental changes of the new generation learners to face the challenges of Digital Era.

Whereas parents are the primary source of social and emotional support for children during the first years of life, in later years peers begin to play a significant complementary and unique role in promoting child social, emotional development.

A child’s social competence depends upon a number of factors which includes the child’s social skills, social awareness, and self-confidence. Social skill is a term used to describe the child’s knowledge about social behaviour.

Theoretical Overview:

**Social Competence**

According to Ford (1982 – cited in Rubin & Kransor) Social Competence is the attainment of relevant social goals in specified social context, using appropriate means and resulting in positive developmental outcomes.

**Factors of Social Competence**



Gardner’s personal Intelligence in his basic definition of emotional Intelligence, expanding these abilities into five domains.

- Knowing emotions (Self–awareness)
- Managing emotions (Self-regulation)
- Motivating oneself (Self – motivation)

- Recognizing emotions in others (empathy)
- Handling relationship (social skill)

**Personal competence**

**Self-awareness**

- Emotional awareness
- Accurate self-assessment
- Self-confidence

**Self-regulation**

- Self-control
- Trustworthiness
- Conscientiousness
- Adaptability
- Innovation

**Self-motivation**

- Achievement drive
- Commitment
- Initiative
- Optimism

**Social Competence**

**Empathy**

- Developing others
- Service orientation
- Leveraging diversity
- Organizational awareness

**Social Skills**

- Influence
- Communication
- Conflict management
- leadership
- change catalyst
- Building bonds
- Collaboration co-operation
- Team capabilities

**Cultural Intelligence**

In the view of Searle (1990) Cultural Intelligence include the socio-cultural sense of adjustments and psychological feeling of well-being. In another aspect Cultural Intelligence is impaired by a phenomenon which is called as ‘ethnocentrism’ and ‘mirror-imaging’. Cultural intelligence is some one’s ability to being more skilled and flexible, about understand different cultures, learning more about it, by our own interactions with them (Kohler – 2004).

According to Early and Aug (2003), cultural intelligence is the capability to grow personally through continuous learning and good understanding of diverse cultural heritage, wisdom, values to deal effectively with people from different cultural background and understanding. In the present study it is defined as the sum of the scores of the cultural intelligence scale which contains the different components of cultural intelligence.

The natural by-products of Cultural Intelligence are – refined wisdom attitudes, beliefs and values (Patnaik, 2007). Cultural Intelligence is mechanisms that goes beyond intellectualizing, decreasing differences, but enhance our ability to maintain the atmosphere of diversity efforts in a meaningful and enduring way. Thus the concept of Cultural Intelligence altogether form a powerful and systematic frame work of understanding why individual differ in their effectiveness in coping with a different atmosphere.

Cultural Intelligence resides in our Body, Heart and in Head. It means that the whole body have to act the different roles of Cultural Intelligence. The body means that, it indicates by showing our action to understand other cultures and behaviour. Our action and mannerism must prove that we have already entered into their world. By adapting other’s habits and customs we convey that we understood their values and beliefs. Mainly it is the physical aspect of Cultural Intelligence. The heart means that it is the emotional aspects of Cultural Intelligence. It is the ability to accept and adopt for the personal satisfaction through our methods. It reveals that we adopt a new culture, by

overcoming obstacles and barriers. Everyone can do that only if they believe in their own efficiency. The Head means it is the cognitive aspect of Cultural Intelligence which we use to distinguish the belief and styles of other culture. It also help us to prevent from making foolish misunderstanding when communicating with others.

**Variables of the Study**

Cultural intelligence is the dependent variable. Social Competence is the independent variables in the present study.

Gender, Locale, Religion and Subject of Specialization were treated as classificatory variables.

**Objective**

To find out the relationship between cultural intelligence and social competence of Adolescents based on different subsamples.

**Hypothesis**

There exist significant relationship between Social Competence and Cultural Intelligence of Adolescents of Kerala.

**Methodology**

Descriptive Survey Technique was used to conduct the study.

**Participants**

The sample for the present study consist of 900 higher secondary school students which were selected from 18 higher secondary schools in North, Middle and West regions of Kerala. The samples were selected under stratified sampling technique by giving due representation to the factors like gender of the pupils, locale of the school, religion, type of the school management and subject of specialization.

**Instrument**

For the purpose of collection of data related to the present study, the following tools were employed.

1. Scale of Social Competence (Vijayan & Jaseena, 2013)
2. Cultural Intelligence Scale (Vijayan & Jaseena, 2013)

**Scale of Social Competence**

Social competence was prepared by the total score of the scale which contain different components of social competence, like social skills, social awareness, and self-confidence. Each statement was prepared based on the characteristics of each components. The tool consists of 40 statements among them 22 were positive and rest is negative. The responses were given as 3 point scale.

**Cultural Intelligence Scale (CIS)**

The CIS consists of statements based on the three components of cultural intelligence, cognitive, physical and motivational dimensions. It was a five point scale which was consists of 40 itmes out of which 23 were positive and 18 were negative items.

**Statistical Technique Used**

The collected data was analysed through the statistical techniques – preliminary analysis, t test. &correlation.

**Result and Discussion**

Interpretation is the process of establishing inferences from the collected facts after analytical study. The usefulness of collected data is in its proper interpretation. The task of analysis is incomplete without interpretation. The details of analysis are given below.

**Relationship between Social Competence and Cultural Intelligence**

The relationship between Cultural Intelligence and Social Competence are discussed in following Table 1

**Table 1:** Correlation between Cultural Intelligence and Social Competence for Total Sample and Subsamples

Sl. No.	Variable	Sample	N	Correlation 'r'	Level of Significance
1.	Cultural Intelligence & Social Competence	Total	900	0.1735	0.01
2.		Male	464	0.1332	0.01
3.		Girls	436	0.2063	0.01
4.		Mathematics	244	0.3230	0.01
5		Humanities	279	0.0714	NS
6		Computer Science	179	0.1686	0.05
7		Commerce	198	0.1010	NS
8		Urban	450	0.0956	0.05
9		Rural	450	0.2423	0.01
10		Government	299	0.0937	NS
11		Unaided	300	0.2922	0.01
12		Aided	300	0.1212	0.05
13		Hindu	575	0.1911	0.01
14		Muslim	257	0.1206	NS
15		Christian	68	0.2020	NS

N.S. indicates not significant at 0.05 and 0.01 level

The data from the above table shows that correlation between Cultural Intelligence and Social Competence is found to be statistically significant for total sample (r=0.1735), Boys (r=0.1332), Girls(r=0.2063), Urban Students (r=0.0956), Rural Students (r=0.2423), Government Students (r=0.0937), Aided Students (r=0.1212), Unaided School Students (r=0.2922) and Hindu (r=0.1911) at 0.01 levels of significance. It also reveals that the correlation is significant for students from Mathematics

stream (r=0.3230), Humanities stream(r= 0.0714), Computer Science (0.1686) and Commerce (0.1010) at 0.05 levels of significance. From the table it can be seen that the correlation is not statistically significant for students from Commerce stream, Computer Science Stream, Government School, Aided School, Muslim and Christian Students. The data also shows that all the coefficient of correlations is positive irrespective of their significance. This positive sign of the coefficient indicates that, increase in one value will

result increase in the other value. That is a high value in Social Competence leads high value in Cultural Intelligence.

### Partial Correlation

As the result of correlation revealed that, there is relationship between social competence and cultural

intelligence, then partial correlation carried out to find out the relationship of Social Competence and Cultural Intelligence when the effects of some other variables are Partialled out. The partial correlation for the whole sample and subsample were also found out and the details are given below.

**Table 2:** Partial Correlation between Social Competence and Cultural Intelligence

Sl. No.	Variable	Sample	N	Correlation 'r'	Level of Significance
1.	Social Competence on Cultural Intelligence	Total	900	0.149	0.01
2.		Boys	464	0.105	0.05
3.		Girls	436	0.189	0.01
4.		Mathematics	244	0.301	0.01
5.		Humanities	279	0.056	NS
6.		Computer Science	179	0.164	0.05
7.		Commerce	198	0.052	NS
8.		Urban	450	0.104	0.05
9.		Rural	450	0.192	0.01
10.		Government	299	0.074	NS
11.		Unaided	300	0.273	0.01
12.		Aided	300	0.094	0.01
13.		Hindu	575	0.160	0.01
14.		Muslim	257	0.112	NS
15.		Christian	68	0.108	NS

N.S. indicates not significant at 0.05 and 0.01 level Controlled Variables: Other Parenting Styles, Emotional Maturity, and Social Competence

It can be found from the above table that correlation between Cultural Intelligence and Social Competence is found to be statistically significant for total sample ( $r=0.149$ ), Boys ( $r=0.105$ ), Government School Students( $r=0.074$ ), Aided School Students( $r=0.094$ ), and Unaided School Students( $r=0.273$ ), at 0.01 levels of significance. It also reveals that the correlation is significant for Girls (0.189), Students from Mathematics Stream (0.301), Commerce Stream (0.052), Urban Students (0.104) and Rural Students (0.192) at 0.05 levels of significance. From the table it can be seen that the correlation is not statistically significant for students from Humanities stream, and Computer Science Stream.

The data also shows that all the coefficient of correlations are positive irrespective of their significance in all categories except for total sample. This positive sign of the coefficient indicates that, increase in one value will result increase in the other value. That is a high value in social competence leads to low value in Cultural Intelligence.

### Conclusion

The study reveals a positive and significant relationship between Cultural Intelligence and Social Competence for the total sample and sub-samples of boys, girls, Science, Humanities, Computer Science, Commerce, Urban, Rural, Government, Unaided, Aided students, Hindu, Muslim and Christian students. But it reveals, there is no, relationship, among students from, commerce, computer science, Government, Aided, Muslim, and Christian students. Trough partial correlation it also found there relationship among some samples, and did not found any relationship in some other samples.

### Implication

- The variable Social competence has major role in shaping cultural intelligence of higher secondary school students in the case of total sample and in all other sub-samples.

- There should be some programmes which help students to foster their social commitment to deal effectively.
- There is, need of creating a school environment that guarantee physical enjoyment, psychological development, social ethics and emotional well balancing of the students to promote social, inter personal and cultural competency.

### Reference

1. Sing A, Sing R. Impact of Social Competence on development of young entrepreneur: A case study on Barbanki District. International Journal of Business and General Management. 2014; 3(1):39-48.
2. Argyle M. The psychology of interpersonal behaviour. 5<sup>th</sup>ed. London. 1994.
3. Asher SR. Social competence and peer status: recent advances and future directions. Child Development. 1983; 54:427-
4. Bandura A. Self-Efficacy: The Exercise of control. New York. 1997.
5. Frak Grshmanm FM. Best Practices in Social Skills Training. In A Thomas & MC Roberts, ed. Best Practices in School Psychology. 3<sup>rd</sup> ed. Washington DC: National Organization of School Psychology. 1995.
6. Goldfried, Dzurilla, Schenid. Children Social Competence in Context. New York Press. 1996.
7. Kanning UP. Diagnostic Social Competence. Gottingen. Hogrefe. 2003.
8. Rubin KH, Kransor R. Interpersonal problem solving in Social Competence in child.' Handbook of social development. New York, Plenumpra. 1992, 283-324.
9. Livermore D. Leading with Cultural Intelligence. The new secret to success. New York: American Management Association. 2010.