

## **IMPACT OF PARENTING STYLE, EMOTIONAL MATURITY, AND SOCIAL COMPETENCE ON CULTURAL INTELLIGENCE AMONG ADOLESCENTS OF KERALA...A CRITICAL ANALYSIS.**

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### **Abstract**

*The aim of the study is to find out the contribution of Cultural Intelligence of adolescent students. Also study tries to know the role of some selected variables in cultural intelligence of adolescents. A survey technique was used to conduct the study. The sample consists of 900 students from entire states of Kerala. The findings revealed that the level of cultural Intelligence is at medium level. Also found a significant contribution of different variables with cultural intelligence among adolescents. Hence the findings indicate that living environment and parenting atmosphere should be relax able, culturally matured to make culturally intelligent generation.*

**Keywords:** *Parenting Style, Social Competence, Cultural Intelligence, emotional maturity, mental maturity*



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A good education is not longer just a pathway to opportunity but it is a prerequisite. Governments all over the world insist on value based, skill driven economy and they realize that the first step towards this aim is to have a well educated quality manpower. Quantity and quality of highly specialized human capital determine human competence in the global market. The quantity and quality of human competence is molded through education.

The disappearance of the family as a unit of production, the tendency of work to be located away from the home, and the families have weakened the extended family network as the primary agent of the child's socialization. Here comes the importance of schools. The advent of schools which draw on a widely dispersed set of communication contrast to neighborhood based schools reinforces effects of the weakened extended family. The role of family is important in the life of a adolescent.

As adolescent is a stage of stress and storm. It is a time of significant transition from childhood to youth. In this period, they experiences numerous developmental challenges at varying pace including – increasing need for independence, evolving sexuality, transitioning

through education, negotiating changing relationship with family and peers. An adolescent's environment plays a huge role in their identity development. At this stage adolescent give importance to the words and suggestions of their peers. So we have to be cautious, while dealing with an adolescent. So it is inevitable to know what are the thoughts and reflections of the adolescents of the new millennium.

It was being felt that the importance of variables – parenting style, 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.

Eva etal (2000) proved that there is relationship between adolescent's perception of parenting style and their social, personal maladjustment: that adolescent who perceived their parents as permissive, or authoritarian are mostly maladjusted children. The most social adjustment style was democratic parenting. Thus it brings the importance of knowing what are the parenting practices which can help to mould a culturally intelligent generation?

### **NEED OF THE STUDY.**

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 bahavoiur. without having minimum level of Cultural competency a new generation child cannot adjust with a person from unknown culture. He could not catch his dreams, aims or aspirations. So it is vital to know the role of Cultural Intelligence in shaping some variables for preparing a complete mature personality to face the

challenges of coming Era.

Theoretical Overview..

### **Parenting Style**

Parenting style, denotes extent of parents, demandingness (Control, Supervision, Maturity, Demands) and responsiveness in the overall development of the child. Researches show that parent child relations are a central factor in children's social development. The four different parenting styles are authoritarian parenting, authoritative, indulgent and uninvolved parenting style. Parenting style is a complex activity that includes many specific behavior that work individually and together to influence child outcomes. Although parents may differ in how they try to control or socialize their children, the extent to which they do so, it is assumed that the primary role of all parents is to influence, teach, and control their children. Parenting style captures two important elements of parenting viz, parental responsiveness and parental demandingness. For the present study parenting style is measured using a inventory which consists of item for four different styles of parenting viz, authoritarian parenting, authoritative, indulgent and uninvolved parenting style

### **Emotional Maturity**

Emotions play a key role in providing a particular direction to our behavior and this will shape our personality. According to theory, emotional maturity is the ability to evaluate emotions of oneself and others identity, and express feelings, balance the state of heart and mind, appreciate others point of view, develop others dealing gratification of immediate psychological satisfaction and being adaptable and flexible. A person said to be emotionally matured, if he possess almost all types of emotions. For the present study Emotional Maturity means the total scores obtained by Emotional Maturity Scale, which contain different components of Emotional Maturity like Emotional Responsibility, Emotional Honesty, Emotional Openness, Emotional Assertiveness, Emotional Understanding and Emotional Detachment

### **Social Competence**

Social competence is the capability to know others feelings and to act in such a way that it further shapes those feelings. For the present study it is operationally defined as the scores obtained by the social competence scale which include two main components viz, empathy and social skills and it is sub divided into twelve factors as understanding others, developing others, service orientation, leveraging diversity, organizational awareness, influence, communication, conflict management, leadership, change catalyst, and social co-ordination.

The extent to which we master the emotional balances, determines our level of social competence.

### **Cultural Intelligence**

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.

### **OBJECTIVE..**

- To find out the combined influence of ,parenting style, social competence &,emotional maturity with cultural intelligence, among higher secondary students of Kerala based on different subsamples.

### **HYPOTHESIS.**

- The three selected Variables have effect on Cultural Intelligence.

### **METHODOLOGY.**

Descriptive Survey Technique was used to conduct the study.

#### **Participants**

In the present study population is the higher secondary school students. 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.

#### **Instrument**

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

1. Parenting Style Inventory (Vijayan K & Jaseena , 2013)
2. Scale of Emotional maturity (SEM) (Vijayan K & Jaseena , 2013)
1. Social competence scale (Vijayan K & Jaseena, 2013)
2. Cultural Intelligence Scale (Vijayan K & Jaseena , 2013)

### **3. Parenting Style Inventory (PSI)**

Tool was prepared based on the theories of Diana Buamarand which explained the four types of parenting. Each statement was prepared based on the characteristics of each style of

parenting. The tool consists of 40 statements among them each style carries 10 items. The responses were given as 3 point scale.

**Scale of Emotional Maturity (SEM)**

The scale consists of different components of emotional maturity viz. Emotional Stability, emotional well being, social adjustment, personal integration, and independence. It was a three point scale. The tool consists of 35 items among them 23 positive and 12 are negative statements.

**Social Competence Scale (SCS)**

The scale consists of different components of social competence viz. Social awareness, self confidence, empathy and social skill. It was a situational type scale. For each statement three responses were given from which the respondent have to select most suitable from the others. The statements were framed under four headings- like relationship with parent, relationship with friends, relationship with teachers and relationship with societal members. The scale consist of 48 items.

**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 consists of 40 items out of which 23 were positive and 18 were negative items.

**Statistical Technique Used**

The collected data was analyzed through the statistical techniques – preliminary analysis, and multiple 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.

**Table 1 Level of Cultural Intelligence of Higher Secondary Students**

Sl. No.	Category	Level of Cultural Intelligence						Total N
		High		Average		Low		
		N	%	N	%	N	%	
1.	Boys	63	13.58	314	67.67	87	18.75	464
2.	Girls	82	18.81	303	69.50	51	11.70	436
3.	Humanities	44	15.77	189	67.74	46	16.49	279
4.	Science	45	18.44	168	68.85	31	12.70	244
5.	Computer Science	32	17.88	132	73.74	15	8.38	179
6.	Commerce	24	12.12	128	64.65	46	23.23	198
7.	Rural	75	16.67	315	70.00	60	13.33	450

8.	Urban	70	15.56	302	67.11	78	17.33	450
9.	Government	54	18.06	215	71.91	30	10.03	299
10.	Aided	46	15.33	202	67.33	52	17.33	300
11.	Unaided	45	14.95	200	66.45	56	18.60	301
12.	Hindu	101	17.57	387	67.30	87	15.13	575
13.	Muslim	33	12.84	182	70.82	42	16.34	257
14.	Christian	11	16.18	48	70.59	9	13.24	68

From the table it can be seen that in the case of gender, the percentage of girls (18.81) in the Higher group of Cultural Intelligence, is slightly higher than boys (13.58). In the case of stream of study, percentage of Science stream students (18.44) is high and Commerce stream students (12.12) is less in the higher group. Similarly in the case of locality, students from rural (16.67) area is top in the Higher group than those from urban area. Table again shows that percentage of students from Government school (18.06) is high than that of Aided (15.33), and Unaided (14.95) in the higher group of cultural intelligence. For religion, it can be seen that Hindu (17.57) students are slightly high, while comparing with other religion in the high group of cultural intelligence.

### Cultural Intelligence and Independent variables taken together

Multiple correlation analysis was employed for establishing the relationship between the dependent variable Cultural Intelligence and all independent Variables taken together. To find significance of multiple 'R' the SE of a multiple 'R' is calculated using,

$$SE_R = \frac{1 - R^2}{\sqrt{N - M}} \quad [\text{Standard error of multiple R}]$$

Where N = Size of the sample

M = Number of variables being correlation

(N-M) = degrees of freedom

For further analysis the confidence interval at 0.95 has been calculated by the formula

$$CI = R \pm 2.58 \times SE_R$$

The multiple R, Confidence Interval and Level of Significance for the total sample and relevant sub samples are given in the table 5.15.

**Table 5. 15. Multiple Correlation Coefficient, CI and Level of Significance between Cultural Intelligence and other independent Variables**

Sl. No.	Sample	N	R	Level of Significance	SE <sub>R</sub>	CI
1.	Total	900	0.307	0.01	0.0365	0.4011 -0.2129
2.	Boys	464	0.349	0.01	0.0409	0.4545 -0.2435
3.	Girls	436	0.270	0.01	0.044	0.3835

							-0.226
4.	Science	244	0.428	0.01	0.0531	0.5649	-0.2911
5	Humanities	279	0.218	0.05	0.0573	0.3658	-0.0702
6	Computer Science	179	0.304	0.05	0.0052	0.3174	-0.2906
7	Commerce	198	0.369	0.01	0.06171	0.5281	-0.3072
8	Urban	450	0.349	0.01	0.0415	0.4560	-0.242
9	Rural	450	0.277	0.01	0.0437	0.3897	-0.2333
10	Government	299	0.252	0.01	0.05446	0.3923	-0.1117
11	Unaided	300	0.476	0.01	0.04498	0.5918	-0.3602
12	Aided	300	0.194	0.01	0.05591	0.3392	-0.0508
13	Hindu	575	0.336	0.01	0.3712	0.8518	-0.6025
14	Muslim	257	0.289	0.01	0.0576	0.1295	-0.0962
15	Christian	68	0.463	0.01	0.0981	0.2376	-0.1468

From the above table it can be seen that the calculated multiple correlation coefficients for the total sample and other sub samples are all positive and in majority of cases the confidence intervals also tends towards positive side. Only for the students from rural background with a confidence interval 0.3897 to -0.2333 shows a slight fluctuation in both sides. Again from the table it can be observed that the correlation is statistically significant for Total (0.307), Boys (0.349), Girls (0.270), Students from Commerce Stream (0.369), Students from Science Stream (0.428), Students from Urban area (0.349), Students from Rural area (0.277), Students from Government School (0.252), Students from Aided School (0.194), Students from Unaided School (0.476), Hindu (0.336), Muslim (0.289) and Christian (0.463) at 0.01 level. It can also be concluded from the table that the correlation is statistically significant for Students from Humanities Stream (0.218), and Students from Computer Science Stream (0.304) at 0.05 levels.

The positive value for the coefficient of correlation for all cases shows that the combined relation of all the independent variables on the dependent variable Cultural Intelligence is constructive in nature. Again the range of confidence interval for multiple correlations towards positive sides also shows the high relationship between the variables

## Conclusion

It is evident from the study that there exist a positive and significant correlation between cultural intelligence and other independent variables in combination for total sample, boys, girls, students from Humanities stream, commerce streams, science streams, computer science streams, urban students, rural students, students from government schools, aided schools, unaided schools, students from Hindu, Muslim and Christian religion.

## IMPLICATIONS..

- The school curriculum should provide students to acquire cultural intelligence through varied activities in school and outside. It will help them to adjust with different environments, for easy communication, to avoid conflict situation, to accompany new environments and to live in a competent environment. Hence provisions should be arranged for the development of cultural competencies in today's generation.

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