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A STUDY OF RELATIONSHIP BETWEEN CULTURAL COMPETENCE AND SOCIAL BEHAVIOR OF SENIOR SECONDARY SCHOOL STUDENTS

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ABSTRACT

In the present era, the ability to embrace and appreciate cultural differences is not only a skill but a cornerstone for building inclusive communities, where Senior Secondary students can thrive as empathetic global citizens. Promoting cultural competence among Senior Secondary school students is not just about textbooks; it's about preparing them for a world where understanding, tolerance, and respect for diverse cultures are indispensable for social harmony and progress. In the tapestry of today's society, cultural competence in Senior Secondary students is the thread that weaves together understanding, acceptance, and unity across the diverse fabric of humanity.

As we navigate the present era, cultivating cultural competence in Senior Secondary education is a kin to providing students with a compass that directs them towards creating a world where differences are celebrated, not barriers. In the mosaic of the modern world, the application of cultural competence among Senior Secondary students acts as a catalyst for breaking down stereotypes, fostering mutual respect, and fostering an environment where every individual is valued for their unique cultural contributions. In the current landscape, Senior Secondary students armed with cultural competence are not just learners; they are ambassadors of tolerance, ready to contribute to a global society that thrives on the richness derived from the collective embrace of diverse traditions and perspectives.

Keywords – Cultural Competence, social behavior, physical, moral, intellectual, psychological, religious, mental, ethical, social

INTRODUCTION

Cultural competence refers to the ability to interact effectively with individuals from different cultures. It involves understanding, appreciating, and respecting the cultural differences that exist among people. Cultural competence goes beyond awareness of cultural diversity; it encompasses the development of skills, attitudes, and behaviors that allow individuals to navigate and communicate in a culturally diverse environment. It involves acquiring knowledge about different cultures, developing skills for cross-cultural communication, and maintaining a respectful and inclusive attitude towards people with varying cultural identities. Cultural competence is essential for navigating cultural differences in various contexts, promoting inclusivity, and fostering positive relationships across diverse communities.

Cultural Competence is the ability to interact effectively with individuals from different cultures. It encompasses the development of skills, attitudes and social behaviors that allow individuals to navigate and communicate in a culturally diverse environment. It involves acquiring knowledge about different cultures, developing skills for cross-cultural communication and maintaining a respectful and inclusive attitude towards people with varying cultural identities. It promotes inclusivity and helps navigate India's rich tapestry of religions, languages and customs fostering better relationships and mutual understanding.

Cultural competence in education refers to the ability of educators and educational institutions to understand, respect, and effectively respond to the cultural diversity present among students and within the learning environment. It involves creating an inclusive educational setting that values and incorporates the various cultural backgrounds represented by both students and staff. Cultural competence in education aims to create a learning environment where all students feel respected, supported, and engaged, regardless of their cultural backgrounds. It contributes to improved educational outcomes and prepares students for success in an increasingly diverse and interconnected world. Inculcating cultural competence in education is vital for creating inclusive, equitable, and effective learning environments. It prepares individuals to navigate an interconnected world with empathy, understanding, and respect for diverse cultures and perspectives through their modest and mature social behavior.

Key Components Of Cultural Competence

- Cultural Awareness
- Cultural Knowledge
- Cultural Skills
- Cultural Respect
- Cultural Adaptability
- Cultural Humility
- Inter Sectionality
- Power Dynamics
- Inclusive Policies and Practices
- Conflict Resolution
- Cultural Responsiveness
- Global Awareness
- Promoting Equity
- Community Engagement
- Cross – Cultural Communication Training

Fostering cultural competence among Senior Secondary school students is crucial for promoting inclusive social behavior. By embracing diversity, understanding different perspectives, and cultivating respect for various cultures, students can contribute to a more harmonious and interconnected society, laying the foundation for a future generation capable of navigating the complexities of our diverse world with empathy and understanding. "In today's interconnected world, cultural competence among Senior Secondary school students is not just an

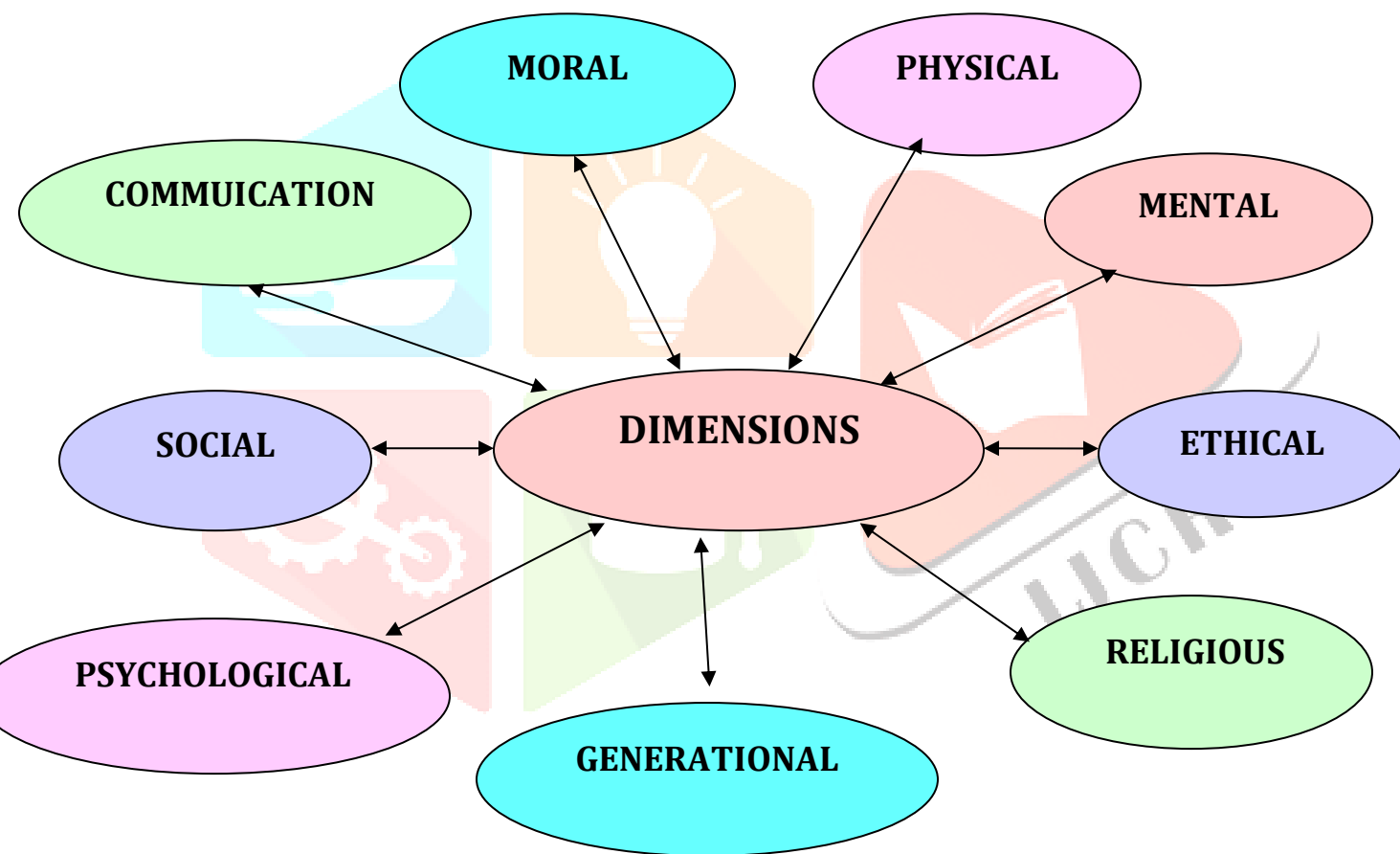
educational goal; it's a necessity for building bridges of understanding across diverse communities.” As we navigate the complexities of the present era, fostering cultural competence in students becomes a compass guiding them towards empathy, respect, and a shared appreciation for the rich tapestry of human experience.

MEANING OF CULTURAL COMPETENCE

Cultural competence refers to the ability to interact effectively with individuals from different cultures. It involves understanding, appreciating, and respecting the cultural differences that exist among people. Cultural competence goes beyond awareness of cultural diversity; it encompasses the development of skills, attitudes, and behaviors that allow individuals to navigate and communicate in a culturally diverse environment.

There are nine dimensions used to measure and evaluate the students’ practical life, when they are into the different cultures.

They are as follows,



MEANING OF SOCIAL BEHAVIOR

Social behavior refers to the actions and interactions that individuals exhibit when they are in the presence of others. It encompasses a wide range of activities, including communication, cooperation, competition, and various forms of group dynamics. Social behavior is influenced by a variety of factors, including cultural norms, societal expectations, and individual personality traits. It plays a crucial role in the development of relationships, the formation of groups and societies, and the maintenance of social order. Understanding social behaviors

involves considering the context, cultural variations, and individual differences that shape how people interact in different situations and the overall fabric of human social life.

Social Behavior of a student is well affected when he/she acquires a deeper knowledge of the cultural competence. It has a great impact on students' healthy relationships and rapport with individuals, religions, cultures, ideas, beliefs, practices etc. Dr. Joseph Betancourt has proposed a framework that includes various dimensions, which will develop the spirit of Cultural Competency among the students.

OBJECTIVE

- To study the relationship between Cultural Competence and Social Behavior of Senior Secondary School Students

HYPOTHESIS

- There is no significant difference in Cultural Competence of Senior Secondary School Students on the basis of gender and boards.

OPERATIONAL DEFINITION

- **Cultural Competence**

The ability of individuals to understand, appreciate, and effectively interact with people from diverse cultural backgrounds. Cultural competence involves not only awareness but also the skills and attitudes necessary to navigate and engage respectfully in multicultural settings.

- **Social Behavior**

Social Behavior is nothing but action performed by organism which affect or influence the behavior of other members of the group. Social Behavior is any action done to someone who can be a family member, friend or even stranger.

- **Senior Secondary School Students**

Individuals aged typically between 15 to 18 years old. Specifically, students enrolled in grades 10, 11, and 12 of the secondary school system. Students attending the final years of secondary education in a recognized educational institution. It includes those pursuing academic or vocational tracks within the senior secondary curriculum.

DELIMITATIONS

- The study was limited to the Prayagraj city.
- The study was restricted to the students of class XI and XII of senior secondary school.

RESEARCH METHODOLOGY

- Descriptive Survey Method was adopted to conduct the study

Population

All the senior secondary school students of Prayagraj city.

- **Sample**

185 Senior secondary school students of Prayagraj city from different boards.

▪ **Sampling Technique**

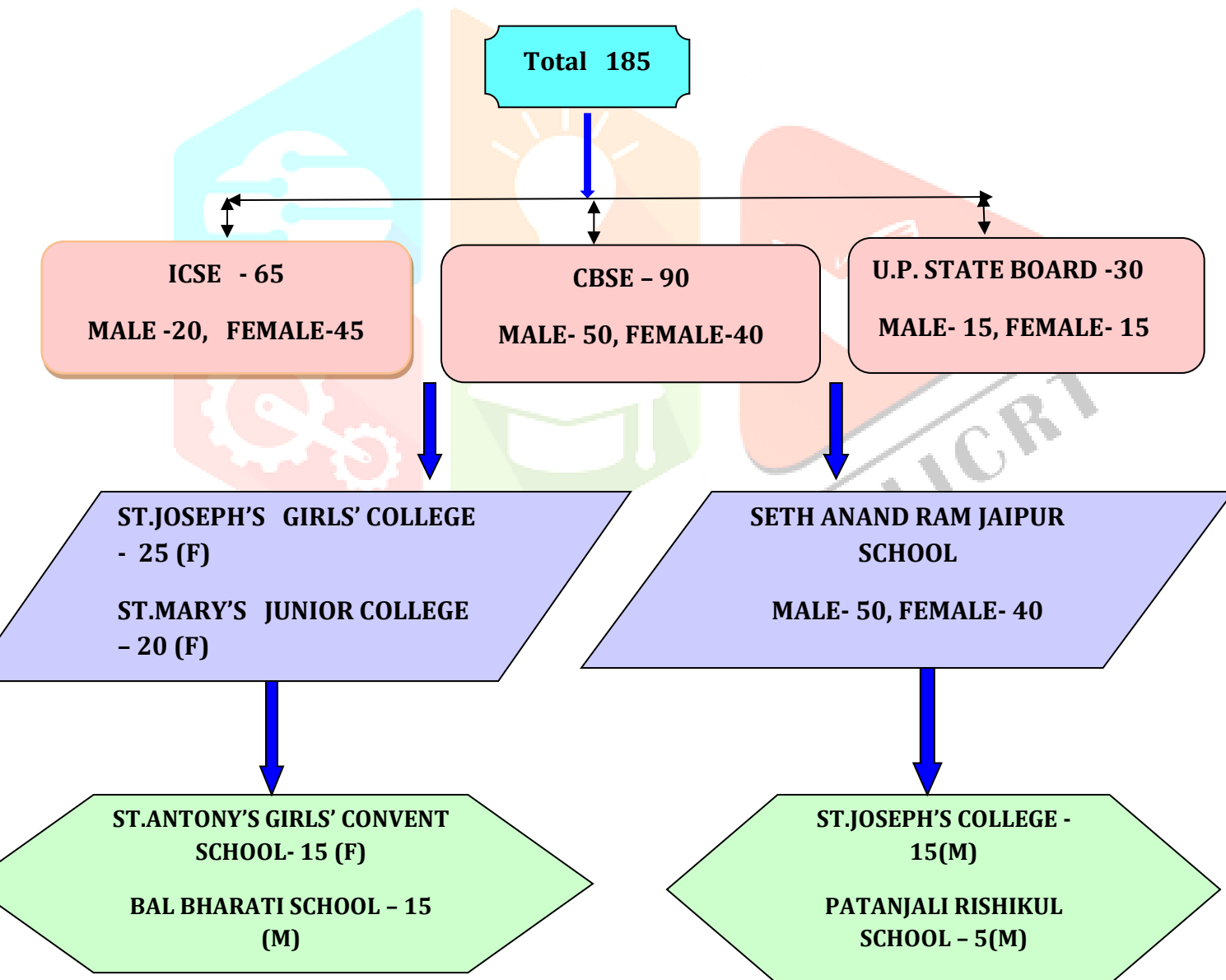
Stratified Random Sampling technique was used to collect the data.

▪ **Tools used**

- ✓ Cultural Competence Self-Assessment Checklist by Greater Vancouver Island Multicultural Society
- ✓ Social Behavior Scale by A.K Erigala and N.L Kharluni

▪ **Statistics Used**

(i) **Correlation**



Flowchart 1. Distribution of sample

Analysis of Data

The analysis of data has been administered as per the objectives of the present study. The sample of current research consists of 185 Senior Secondary School students from the District of Prayagraj. The obtained data from the Quantitative research were then classified, tabulated and analyzed.

RESULTS AND DISCUSSION

Objective: To study the relationship between cultural Competence and Social Behavior of Senior Secondary School Students.

Hypothesis : There is no relationship between Cultural Competence and Social behavior of Senior secondary school students

Table 1: Correlation of between Cultural Competence and Social Behavior

	Correlation value (r)	df	p	Critical value
Cultural Competence	0.02679	183	0.05	0.144
Social Behavior				

Interpretation:

Above table displays the relationship between Cultural Competence and Social Behavior of Senior Secondary School Students. The obtained calculated correlation value is 0.02679 is lower than the critical value i.e 0.144. Hence null hypothesis is accepted, that there is no relationship between Cultural Competence and Social behavior.

FINDINGS

- It was found that there is no relationship between Cultural Competence and Social behavior of Senior Secondary Students. These two variables are independent from each other influence which means that if a person has high cultural competence then it is not that he will have high social behavior.

EDUCATION IMPLICATION

- ❖ This study will create a supportive and inclusive learning environment. Teachers will be able to focus on fostering Cultural Competence and create an atmosphere of respect, integrity, tolerance and ethnicity which will motivate the students to standard their Social Behavior.
- ❖ This study will help the educationalist in incorporating the knowledge on Cultural Competence into the Curriculum, which will equip the students with values of integrity, respect, appreciation, ethnicity,

religiosity, empathy, responsible and open hearted. These values support and strengthen the well being and enhance interpersonal relationships and improve academic achievement.

- ❖ This study will help the schools to introduce knowledge on Cultural Competence as a part of Curriculum. By teaching students about the Cultural Competence in relation to their Social Behavior , they gain a better understanding of themselves, others and differences in culture. The education on Cultural Competence in relation to their Social Behavior reduces violence, conflict between the differences in cultures and increases respect and promotes healthy social behavior.

CONCLUSION

As we navigate the complexities of the present era, fostering cultural competence in students becomes a compass guiding them towards empathy, respect, and a shared appreciation for the rich tapestry of human experience. The application of cultural competence in Senior Secondary education serves as a powerful tool for shaping socially responsible individuals, equipped to navigate the global landscape with an open mind and a heart that values the richness of cultural diversity. The present era demands more than academic excellence; the healthy and mature social behavior. It calls for Senior Secondary students equipped with cultural competence to navigate an interconnected world, fostering collaboration, understanding, and a shared commitment to building a better future for all.

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- "Confirmatory Factor Analysis for Applied Research." Guilford Publications.