

Role of Spiritual Intelligence and Self-Concept on Social Competence of Visually Impaired Adolescents

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Abstract—The primary purpose of this empirical investigation was to assess and compare spiritual intelligence, self-concept and social competence of male and female visually impaired adolescents. The study also examined the relationship amongst spiritual intelligence, self-concept and social competence and the role of spiritual intelligence and self-concept in predicting social competence of visually impaired adolescents. The sample consisted of fifty visually impaired adolescents, with equal number of males and females in the age group of eighteen to twenty. The self-report questionnaires consisting of demographic information, scales of spiritual intelligence, self-concept and social competence was administered individually on the subjects. The results revealed no significant difference between male and female students on measures of spiritual intelligence and social competence. The male students were better than females in self concept. The relationship between spiritual intelligence and self concept does not predict social competence.

Keywords: *Spiritual Intelligence, Self-Concept, Social Competence, Visually Impaired Adolescents.*

Introduction

Social competence has undeniable constructive role in shaping adjustment abilities both in childhood and adulthood. As a multidimensional phenomenon, involving variety of qualities and traits such as positive self-concept, social assertion, and frequency of interaction, social cognitive skills, emotional intelligence and popularity with peers, etc. Social skills are the behaviors exhibited in social situations that enable an adolescent to interact effectively with others to avoid socially unacceptable responses (Gresham, 1995). Heiman, & Margalit (1998), stated that good social skills enable people to cooperate, control their behavior and understand other people's needs and desires while low social skills causes difficulty in initiating and maintaining contact with other people that leads to psychological problems.

Adolescents with visual impairment seem to be socially more isolated, to have few friends and small social networks, lack adequate social support (Anderson E.M. et al., 1982). This alarming concern needs to be checked out by identification and necessary interventions to reduce the short or long term negative consequences and help in social inclusion of socially deficient adolescents. Further this will help the adolescents with impairment to understand the need to develop their social skills through a variety of experiences.

Gail DeBaslio(2012) has conducted a study on the relationship between spiritual intelligence and the level of students emotional learning skill and social competence. This study explains that students who are high in spiritual intelligence are more socially competent. Bhalerao(1975) made a sociological study on the social competence of visually impaired children. The sample comprised of 100 educated blind (90 males and 10 females).It showed that a majority of visually impaired children were more socially competent and used to participate in various recreational programs and had hobbies too. Studies on gender difference on self concept of disabled children reveal significant difference between male and female disabled on different dimensions of self-concept, self-esteem and self worth.

Rationale

Previous studies indicate a positive relationship between spiritual intelligence and self-concept, it also shows a clear relationship between self concept and social competence but it does not indicate a clear relation between spiritual intelligence and social competence. It implies that a person with high spiritual intelligence has a better self concept and a person with high spiritual

intelligence may or may not be socially competent. But it indicates that having a better self concept makes a person more socially competent. But there is no research evidence which show the link amongst these three constructs of visually impaired adolescents. In this context, the present study aims at investigating this linkage whether there is any influence on social competence if a visually impaired person is more spiritually intelligent with better self concept. It is also pertinent to study the role of spiritual intelligence and self-concept in social competence.

Objectives

The following are the objectives of the present study:

1. To asses and compare the spiritual intelligence, self concept and social competence of male and female visually impaired adolescents.
2. To find out the degree of relationship amongst spiritual intelligence, self concept and social competence.
3. To find out the predictor of social competence.

Method

“Participants” The sample of this study consisted of 50 visually impaired students in the age group of 18-20 years, enrolled in “The school for the Blind, Balasore.”Odisha .For selection of participants convenient sampling method was used after obtaining consent to participate in the study.

“Instruments” “Spiritual Intelligence Self Report Inventory (SISRI-24) (King David, 2008). This questionnaire has four dimensions namely the critical existential thinking, personal meaning production, transcendental awareness and the conscious state expansion. Scores can range from 0 to 96, with higher score indicating more characteristics of spiritual intelligence.

Self-concept questionnaire (Muktha Rani Rastogi, 1979), consists of 51 statements related to 10 constructs of self-concept .The ten constructs are health, abilities, self confidence, self acceptance, worthiness, present, past and future, beliefs and convictions, feelings of shame and guilt, sociability and emotional maturity. These 51 items are positively and negatively framed items.

Social competence scale (Sharma, Shukla and Shukla, 1992).The present social competence scale designed for Indian students of 15 years and above of both sexes, consists of 50 items. Each statement has to be evaluated on a five point scale ranging from very high, high, average, low, and very low.

Statistical Analysis

Descriptive statistics, correlation and regression analysis were used to interpret the data.

“Procedure” The investigator personally met the subjects (the students of “SCHOOL FOR THE BLIND, BALASORE”) and administered the tests in their school building. The subjects were asked to complete the questionnaire sets namely, Scales of SISRI, SELF CONCEPT QUESTIONNAIRE and SOCIAL COMPETENCE QUESTIONNAIRE along with a demographic information form. The subjects were thoroughly explained about the purpose of study, confidentiality issues and instructions about the tests. There was no time limit. Then the scoring was completed as per the manuals of the inventories.

Result

“Table-1”

Group means and standard deviations of male and female students on measures of spiritual intelligence and its dimensions, self concept and its dimensions and social competence.

Variables		Male	Female	Total
Spiritual intelligence	Mean	79.04	76.20	77.62
	SD	10.13	10.87	10.50
CET	Mean	22.72	21.00	21.86
	SD	3.33	3.84	3.68
PMP	Mean	17.48	17.08	17.28
	SD	3.53	3.92	3.70
Transcendental awareness	Mean	22.32	20.80	21.56
	SD	4.53	2.67	3.76
Variables		Male	Female	Total
CSE	Mean	16.68	17.48	17.08

	SD	2.46	4.46	3.59
Self-Concept	Mean	177.88	169.36	173.63
	SD	10.76	11.19	11.69
Health	Mean	20.08	19.44	19.76
	SD	3.68	3.29	3.47
Abilities	Mean	27.72	26.56	27.14
	SD	3.77	4.17	3.98
Self-confidence	MEAN	18.28	16.68	17.48
	SD	2.37	4.62	3.72
Self-acceptance	MEAN	14.56	15.44	15.00
	SD	2.94	3.34	3.14
Worthiness	MEAN	24.56	20.44	22.50
	SD	4.14	2.50	3.97
Present past future	MEAN	16.04	13.96	15.00
	SD	2.99	2.62	2.97
Beliefs and convictions	MEAN	13.56	14.36	13.96
	SD	2.80	2.88	2.84
Feelings of shame and guilt	MEAN	14.92	15.56	15.24
	SD	3.54	2.78	3.17
Sociability	MEAN	13.88	14.40	14.14
	SD	3.10	2.56	2.82
Emotional maturity	MEAN	14.56	13.08	13.82
	SD	3.53	3.13	3.39
Social competence	MEAN	178.20	180.28	179.24
	SD	12.33	11.77	11.98

Through the inspection of descriptive statistics it is found that male students have higher mean scores in measures of spiritual intelligence, critical existential thinking, personal meaning production, transcendental awareness, self concept, health, abilities, self-confidence, worthiness, present, past and future aspect, emotional maturity where as female students have higher mean score in measures of conscious state expansion, self acceptance, belief and convictions, feeling of shame and guilt, sociability, social competence.

“Table- 2”

t- Values showing difference between male and female students on measures of spiritual intelligence and its dimensions, Self-concept and its dimensions and social competence.

Measures	T	df	P
Spiritual intelligence	.955	48	.344
CET	1.680	48	.099
PMP	.378	48	.707
Transcendental awareness	1.443	48	.155
CSE	-.785	48	.437
Self-concept	2.743	48	.009**
Health	.648	48	.520
Abilities	1.031	48	.308
Self confidence	1.539	48	.130
Self acceptance	-.988	48	.328
Worthiness	4.256	48	.000**
Present, past , future	2.614	48	.012**
Beliefs and convictions	-.995	48	.325
Feeling of shame and guilt	-.710	48	.481
Sociability	-.646	48	.521
Emotional maturity	1.566	48	.124
Social competence	-.610	48	.545

*p<.05, **p<.01

Table -2 shows the t-values calculated to find out the significance of difference between male and female students. This group differed significantly on measures of self-concept, worthiness and present, past, future aspect.

Table-3 Inter-correlation amongst measures of spiritual intelligence and its dimensions, self concept and its dimensions and social competence

	SI	CET	PMP	TA	CSE	Self concept	Health	Abilities	Self-confidence	SA	Worthiness	Present, past, future	Beliefs and convictions	FSG	Sociability	EM	Social competence
SI	1	.847*	.634*	.720*	.652*	.248	.008	.009	-.212	.006	.263	.488**	.060	.000	.020	-.042	-.035
CET		1	.381*	.616*	.448*	.223	.101	-.022	-.086	.007	.265	.473**	.120	-.095	-.063	.009	-.051
PMP			1	.243	.169	-.063	-.077	.097	.436**	-.023	.116	.180	.015	-.095	-.063	.009	-.051
TA				1	.255	.299*	.093	-.007	-.114	-.036	.372**	.461**	.080	.041	.140	-.037	-.075
CSE					1	.259	-.098	.159	.011	.081	.027	.348*	-.010	.113	.043	.129	.082
Self-concept						1	.420*	.435*	.419**	.184	.525**	.385**	-.008	.170	.239	.494*	.043
Health							1	.146	.176	-.114	.031	.081	-.133	-.176	.072	.272	-.074
Abilities								1	.078	.021	.087	-.078	-.164	.023	.036	.091	-.030
Self-confidence									1	-.274	.125	.059	-.002	-.141	-.016	.330*	.135
SA										1	.016	-.133	.098	.006	.105	.025	.025
Worthiness											1	.416**	-.181	.049	.039	.084	-.019
Present, past, future												1	-.198	-.071	-.102	.261	.048
Beliefs and convictions													1	.040	-.055	-.240	.117
FSG														1	-.047	-.087	.271
Sociability															1	-.102	-.187
EM																1	-.014
Social competence																	1

Table- 3 shows the inter correlation matrix of spiritual intelligence and its subscales, self-concept and its subscales and social competence. The analysis reveals that spiritual intelligence has significant positive correlation with its subscales, namely critical existential thinking, personal meaning production, transcendental analysis, conscious state expansion. ($r=.874$, $p<0.01$, $r=.634$, $p<0.01$, $r=.720$, $p<0.01$, $r=.652$, $p<0.01$). spiritual intelligence also have significant positive correlation with one dimension of

self concept that is present , past and future.($r=.488, p<0.01$) self-concept has significant positive correlation with its subscales that are health , abilities, self-confidence, worthiness, present, past and future, emotional maturity.($r=.420, p<0.01, r=.435, p<0.01, r=.419, p<0.01, r=.525, p<0.01, r=.385, p<0.01, r=.494, p<0.01$).

“Table-4”

It shows the model summary for correlation coefficient(R), Squared correlation coefficients, adjusted squared correlation coefficient and standard error of estimate of the different dimensions of spiritual intelligence and self concept that predict the social competence.

Model summary

MODEL	R	R Square	Adjusted R square	Std.error of the estimate
1	.425	.180	-.147	12.834

Predictors (constant): critical existential thinking, personal meaning production, transcendental awareness, conscious state expansion, emotional maturity, self acceptance, abilities, feeling of shame and guilt, sociability, worthiness, belief and convictions, health, self-confidence, present, past and future.

Regression results has been measured to predict social competence from the different subgroups of spiritual intelligence and different subgroups of self-concept. The Correlation of Coefficient is .425 The r square is .180. Thus the model comprising of different subscales of spiritual intelligence and self-concept can explain about 18% of total variance in social competence.

“Table-5”

This table is showing the unstandardized regression coefficient (B) for all the predictor variables, the standard error, the standardized coefficients Beta values, the constant, *t* value and significance.

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(constant)	149.194	33.280		4.483	.000
CET	-.301	.771	-.093	-.390	.699
PMP	.381	.628	.098	.507	.615
TA	-.239	.707	-.075	-.338	.738
CSE	.193	.661	.058	.293	.772
Health	.076	.539	.022	.128	.899
Abilities	-.112	.506	-.037	-.222	.826
Self-confidence	.833	.649	.259	1.284	.208
Self-acceptance	.437	.646	.115	.676	.503
Worthiness	-.172	.570	-.075	-.301	.756
Present, past, future	.610	.863	.151	.706	.485
Beliefs and convictions	.395	.732	.094	.540	.593
FSG	1.131	.628	.300	1.801	.080
Sociability	-.690	.702	-.163	-.983	.332
EM	-.353	.645	-.100	-.546	.588

Dependent variable: total score of social competence

The Coefficient table shows that all the subscales of spiritual intelligence and self- concept has an insignificant relationship with social competence.

Discussion and Conclusion

The findings indicated no significant difference between male and female students in spiritual intelligence and social competence but the difference was statistically significant in the case of self-concept. This may be due to the differential socialization practices adopted in our society which leads males being more outgoing than females. Through the inspection of descriptive statistics it is also found that female adolescent students score higher in measures of conscious state expansion, self-acceptance, beliefs and convictions, feeling of shame and guilt, sociability and social competence. The possible reasons could be

the socio-cultural influence in which the females grow up. In Indian culture where women learn from the beginning to accept themselves as the way the society perceives them not as the way they want to be. So due to this reason a women struggle a lot with herself, and therefore there are more chances to have negative emotions always but as they learn to adjust with the problem they develop the capacity to understand them well in compared to males. The analysis of descriptive statistics also reveals that males are better in spiritual intelligence, critical existential thinking, personal meaning production, transcendental awareness, self-concept, health, abilities, self-confidence, worthiness, present, past and future aspect and emotional maturity than females which may be due to more exposure, role of parenting where extra care is given to male child and attitude of the society towards the male and female gender, free social interactions and higher permissiveness of males. In India females are not allowed to interact with people the way the males interact, even though they wish to be outgoing, mixing but the society's attitude towards women does not let the women to bloom into its fullest . This could be a disadvantage for females because of which they are not able to represent the "real self" in front of the society but are forced to represent the "ideal self" which is accepted by the society. These factors give rise to the probabilities that, even though the women accept themselves as they are, and even though they are more socially competent than males, they still have a lower self concept when compared to the males.

From the result it has been revealed that there is a significant correlation amongst total spiritual intelligence, as well as its four subscales and only with one subscale of self-concept that is present, past and future aspect. Further the total spiritual intelligence as well as its dimensions did not have significant correlation with social competence. Likewise, the total self concept and its subscales did not have a significant correlation with social competence. It may be due to the socialization process which restricts the individual to be more socially competent. Because A visually impaired person with high spiritual intelligence and self concept may not be socially competent due to the society's attitude towards them, and in some cases due to their visual impairment they are not able to express their full potentialities. Hence they fail to compete with today's world. So when the social competence is associated with some kind of negative outcome a person with high spiritual intelligence and self concept may not be able to perform the act.

Moreover, the total spiritual intelligence and its subscales as well as self concept and its subscales did not predict social competence.

Limitations of the present study

In the present study the personality, home environment and socio-cultural background were not controlled. Had these demographic variables been controlled, different results might have been obtained.

Suggestions for future research

The personality, family environment and socio-cultural background with relation to the rural and urban area and academic achievement of the students should be studied. Future research should study the relation between spiritual intelligence, self-concept and social competence beyond the age group of eighteen to twenty.

Major Implications

The general finding of this study are important from the theoretical as well as applied point of view. Theoretically, the results explicate factors that could be studied more systematically in a framework of cause and effect relationship. In applied terms, specific feedbacks can be communicated for developing social competence in young adults.

The present investigation identifies several areas of possible exploration. Since the findings show a positive correlation between the subscales of spiritual intelligence and the subscales of self concept, intervention in spiritual intelligence will increase the self-concept. Further investigation of relevant issue is likely to contribute to our understanding and application of the construct social competence, the spiritual intelligence and self concept.

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