

IMPACT OF SOCIAL COMPETENCE ON DEVELOPMENT OF YOUNG ENTREPRENEUR: A CASE STUDY ON BARABANKI DISTRICT

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ABSTRACT

Very different social competencies are required and valued as they enable a competent individual to select and control behaviours, so as which to commit and which to suppress in a given context in order to achieve desired objective. Social competence is, possessing and using the ability to integrate thinking, feeling and behaviour to achieve social tasks and outcomes valued in the holistic context. The study of this aspect will definitely give the organisation its significance and its contribution towards the growth and development.

The paper is focused towards the working and non-working entrepreneur of Barabanki district of Uttar Pradesh within the age group of 25 to 35 years and attempt has been made to study the relationship between psychosocial competence and subjective well-being of young entrepreneur. The paper establishes correlations between self-perceived physical attractiveness and self-perceived social competence for various categories of entrepreneur within the target population.

KEYWORDS: Social Competence, Entrepreneur, Behaviour, Organisation

INTRODUCTION

In today's scenario the importance of social competence is essential for the motivation and survival of young entrepreneur. It is an important aspect upon which expectations for future interaction with others is built, and upon which individuals develop perceptions of their own behavior. Social competence commonly incorporates additional paradigms such as social skill, social communication and interpersonal communication. Through thinking and feeling, the socially competent person is able to select and regulate which behaviours to emit and which to subdue in any context to accomplish desired objective set by them or prescribed by others (Grossman and Adams, 1993). In another words, social competence is, possessing and using the ability to integrate thinking, feeling and behaviour to achieve social tasks and outcomes value in most context and culture. It has been observed that very different social competencies are required and valued (Gump, 1972). Behavior which is dysfunctional and disapproved in one context might be functional and approved of in another. Through thinking and feeling, the socially competent person is able to select and control behaviours to commit and which to suppress in a given context, to achieve any given objective by them or prescribed by others (Emmons, 1986).

The different cultures, societies and contexts value different social behaviours, there is nevertheless some broad consensus in most societies about which is desirable, establishing and maintaining a range of positive social relationships that may be refraining from harming others; contributing collaboratively and constructively to the peer group, family, school, workplace and community, engaging in behaviors which enhances and protect health, avoiding behaviours with serious negative consequences for the individual or others or both. Social competence refers to the social, emotional and cognitive skills and behaviours that people need for successful social adaptation (Gump, 1972). A young's social

competence depends upon a number of factors including the child's social skills, social awareness and self-confidence. Social competence determines how we handle relationship. It includes empathy and social skills. Empathy is the awareness of others feelings, needs and concern. Understanding others involves sensing others feeling and perspectives and taking an active interest in their concerns (Dawds and Hart, 2000).

The term emotional intelligence refers to the child's ability to understand others' emotions perceive subtle social cues, "read" complex social situations, and demonstrate insight about others' motivations and goals. Who have a wide repertoire of social skills and who are socially aware a perceptive is likely to be socially competent. Social competence is the broader term used to describe people's social effectiveness – a child's ability to establish and maintain high quality and mutually satisfying relationship and to avoid negative treatment or victimization from others. In addition to social skills and emotional intelligence, factors such as child's self-confidence or social anxiety can affect his/her social competence (Grandall, et. al., 1965).

LITERATURE REVIEW

Tyler (1978) has described behavioural attributes of psychosocial competence as energizing, tempering as mastery-oriental and not necessarily 'fit-oriental'. The person functioning competently is characterized by a more active coping orientation, high initiative, realistic goal setting substantial planning, forbearance and effort in the service of attaining goals and a capacity.

Research reviewed in the area of competence has shown varied results in relation to academic achievement etc., but there was lack of evidence in the area of mental health and the linkage between competence and well being need exploration (Bandura and walters, 1963).

So, an attempt has been made to study the relationship between psychosocial competence and subjective well-being of young entrepreneur. The physical and mental health of an individual is largely affected by the various, "psychological" factors operating in his or her environment. The literature has been reviewed on the various psychosocial factors and their relationship with the subjective well-being is seen (Dawds and Hart, 2000).

Socialization

Socialization may be defined as a process, which focus upon the development of an individual as a social being and as the member of society. It teaches the child the ways and norms of the society. An individual's cultural heritage provides the child with certain norms and values that are internalized in the individual's super ego during the course of development. According to Saraswati et. al., (1977) the development of such a sense is important for cultural survival and it has been generally defined as the internalization of moral values and rules of moral action from external imposition to internal acceptance of these rules. In the traditional Indian society a girl child is subjected to a different kind of socialization process than a boy child.

Davar (1990) points out that guilt is built in Indian women's psyche. The socialization process provides a platform for the formation of this guilt and often it is difficult for the young men and women to come out of this traditional mould. For decades, women have been facing the problem because of their over submissive, subsequent position in the society. Although the women have changed in terms of their roles but there are some core traditional traits, which affect their state of well being. This research shows that girls with skills and competence and hence undermines self confidence. Crandall (1995) found that girls not only show less positive self-concepts than boys from early elementary school to college. They also rate their intellectual abilities lower than boys. Links have been also been found between the role of

socialization in the development of personal control. On the basis of this literature there is a need to explore the relationship between the role of socialization and the subjective well being of young entrepreneur.

Social competence is possesses and is using the ability to integrate thinking, feeling and behaviour to achieve social tasks and outcomes valued in the host context and culture. In a school setting, these tasks and outcomes would include accessing the school curriculum successfully, meeting associated personal social and emotional needs, and developing transferable skills and attitudes of value beyond school (Dawds and Hart, 2000).

Very different social competencies are required and valued in different contexts. Behaviours which are dysfunctional and disapproved of in one context might be functional and approved of in another. Through thinking and feeling, the socially competent person is able to select and control which behaviours to emit and which to suppress in any given context, to achieve any given objective set by them or prescribed by others (Austin, et.al.).

This relativistic definition deliberately omits any specification of a particular outcome. However, populist conceptions of social competence often assume specific outcomes, implying but not making explicit culturally based value judgments. The definition also suggests that a major part of social competence is a set of component skills or procedures applied conditionally (Ajawani, et.al., 2002). These might include perception of relevant social cues, interpretation of social cues, realistic anticipation of consequences of behaviour for self and others, generation of effective solutions to interpersonal problems, translation of social decisions into effective social behaviours, and the expression of a positive sense of self-efficacy. This implies an essentially information-processing model of social behaviour, with an input (decoding) stage, a central processing and decision-making stage, and an output (encoding) stage (Petrides and Furnham, 2000).

However, it does not imply a predominantly cognitive model, and in particular the importance of feeling at all stages should not be underestimated. Feelings can relate to the self, other people, groups and affiliations, objects, places and activities, as well as specific events and behaviours. Feelings can be problematic when it excess, in deficit, or distorted or inappropriate. Feelings can stimulate, mediate and reinforce thoughts and behaviour. Feelings may need to be managed directly through the emotions, rather than circuitously through thinking and behaviour (Austin, 2008).

It is felt that while social competence implies intentionally, there might be several effective pathways to the same outcome in any context. In addition, sometimes successful outcomes might be attributed by the child to random chance or external factors, validity or otherwise. Thus it is very simplistic to define social competence only in terms of specific skills or only in terms of specific outcomes, especially when the latter are valued very differently by different groups and cultures (Bradberry and Greaves, 2005). Operational definitions of desirable skills and outcomes are likely to be highly adult-centered, and might neglect the child's own objectives.

It follows that peer definition and assessment of social competence might be equally or more valid than adult assessment. Similarly, children perceived by adults as having a "poor self-image" within an adult-dominated context might feel very differently about themselves in peer-dominated context-children have multiple self-concepts as well as multiple intelligences (Bar-on, 1997). Although different cultures and contexts value different social behaviours, there is nevertheless some broad consensus in most societies about what is desirable; establishing and maintaining a range of positive social relationships; refraining from harming others; contributing collaboratively and constructively to the peer group, family, school workplace and community; engaging in behaviours which enhance and protect health; avoiding behaviours with serious negative consequences for the individual or others or both (Boyatzis, et.al., 2000).

METHODOLOGY

This study employs primary data composed by communicating to young entrepreneur of various organizations with structured questionnaire. The subject is comprised of 200 young entrepreneur. The sample size of 100 working young entrepreneur and 100 non-working young entrepreneur' age ranging between 25-35 years with the mean age of 28.6 was taken. They were all residents of Barabanki. Door-to-door survey was employed to ascertain the two groups. They were matched on age, socio-economic status and education. Purposive sampling method was used in this study. An empirical enquiry has been conducted using structured social competence scale. The social competence scale is a self report instrument which included 52 items related to social awareness, social skills and team building. In social awareness there are categories like understanding other, developing others, service orientations, leveraging diversity and political awareness and second factor used is social skill that is to influence, communicate, change catalyst are included. The third category is team building which includes building bonds, collaboration and co-operation.

Along with personal data sheet, emotional intelligence, personal competence, social competence, and subjective well-being scales were administered on the subjects one by one. The answers were scrutinized and the data obtained were systematically scored using standard and appropriate scoring methods for the different scales and later subjected to statistical analysis. Means, EX², significance of difference between means (CR) and correlations were computed.

Statement of the Hypothesis

The present research intends to explore social competence and subjective well-being in working and non-working entrepreneur and to make comparisons between two groups among the variables taken care off. Furthermore, the significant relationships amongst the variables were also explored.

On the basis of logical reasoning and reviewed literature the following hypotheses were formulated for the present study

- There would be significant difference between the mean scores of working and non working young entrepreneur for social competence.
- There would be significant difference between the mean scores of working and non working young entrepreneur for total personal competence.
- There would be a significant difference between the mean scores of working and non working young entrepreneur for factors of emotional intelligence.
- There would be significant difference between the mean scores of working and non working young entrepreneur for subjective well-being.

ANALYSIS OF THE DATA AND RESULTS

In the present research it was intended to study emotional intelligence and psychosocial competence in relation to subjective well-being of working and non-working young entrepreneur of Barabanki. 100 working and 100 non-working entrepreneur were assessed for the above stated psychological correlates. The statistical facts are provided in table 1.

Table 1: Showing Statistical Facts of Working and Non-Working Young Entrepreneur

Sr. No.	Psychological Variables	Working Entrepreneur	Non-Working Entrepreneur
1	Emotional Intelligence	N=100 M=215.91 EX ² =11930.19	N=100 M=207.89 EX ² =14633.79
2	Personal Competence	N=100 M=1069.88 EX ² =215333.96	N=100 M=761.91 EX ² =185847
3	Social Competence	N=100 M=997.34 EX ² =202586.24	N=100 M=934.35 EX ² =283068.75
4	Subjective well-being	N=100 M=89.80 EX ² =3342.84	N=100 M=91.46 EX ² =4466

By looking at table 1 and figure 1 it is evident that the total mean score for emotional intelligence and personal competence is found to be greater, in working entrepreneur in comparison to non-working entrepreneur. On the other hand for social competence and subjective well-being the mean scores for non-working entrepreneur have been found to be greater than the working entrepreneur. The results show that the working entrepreneur are emotionally intelligent and posses personal competence whereas are less socially competent and low on subjective well-being than the non working entrepreneur.

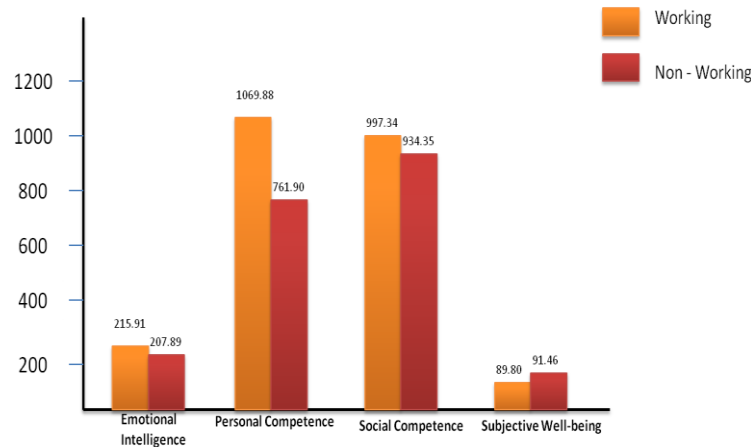


Figure 1: Showing the Mean Scores of Working and Non-Working Young Entrepreneur for EI, PC, SC, and SWB

By looking at table 2 (figure 2) it is evident that mean scores on all the three factors of personal competence that are self awareness, self regulation and self motivation have been found to be greater for working young entrepreneur group than non-working young entrepreneur. The results indicate that working entrepreneur possess greater personal competence in comparison to non-working entrepreneur.

Table 2: Showing the Statistical Facts of Working and Non-Working Young Entrepreneur on the Three Factors of Personal Competence (PC)

Sr. No.	Factors of Personal Competence	Working Entrepreneur	Non-Working Entrepreneur
1	Self Awareness	M=388.22 EX ² =107591.16	M=256.88 EX ² =97810.56
2	Self Regulation	M=328.96 EX ² =39107.84	M=250.52 EX ² =31284.96
3	Self Motivation	M=352.70 EX ² =30071	M=254.5 EX ² =30625

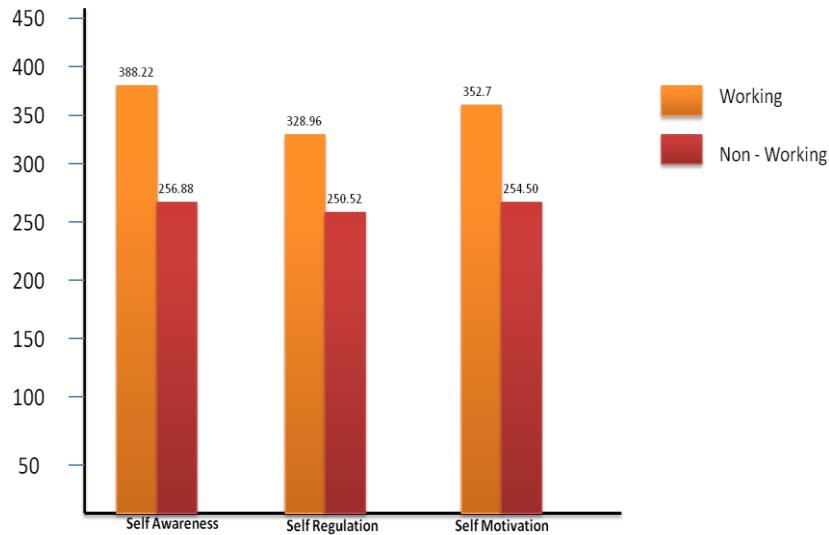


Figure 2: Showing the Mean Scores of Working and Non-Working Entrepreneur of Personal Competence

By looking at table 3 it is evident that on the social awareness factors the non-working entrepreneur yield higher mean scores than their counterparts whereas for social skills and team buildings the mean across of working entrepreneur have been found to be greater than them.

Table 3: Showing the Statistical Facts of Working and Non-Working Young Entrepreneur on the 3 Factors of Social Competence (SC)

Sr. No.	Factors of Social Competence	Working Entrepreneur	Non-Working Entrepreneur
1	Social Awareness	M=322.24 EX ² =32586.24	M=412.75 EX ² =83068.75
2	Social Skills	M=337.80 EX ² =36166.0	M=246.10 EX ² =56229
3	Team building	M=337.30 EX ² =39107.84	M=275.50 EX ² =88025

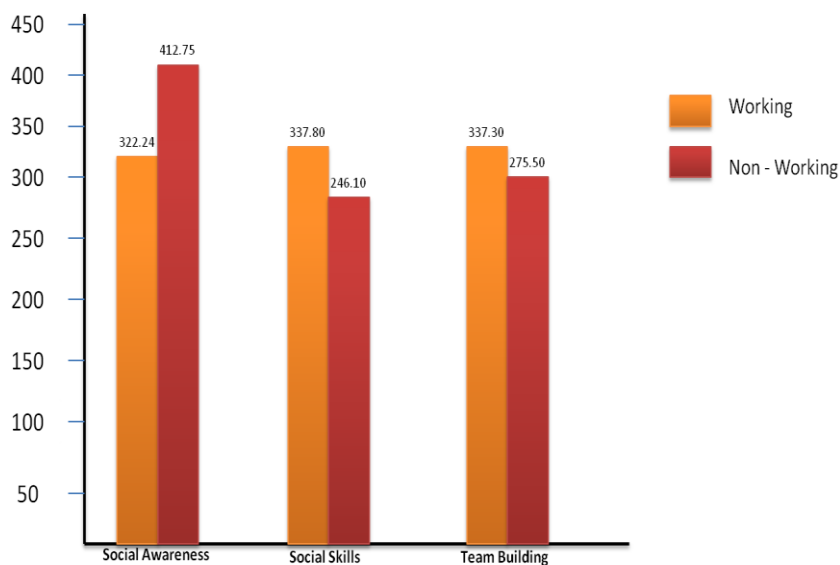


Figure 3: Showing the Mean Scores of Working and Non-Working Entrepreneur of Social Competence

By looking at table 4, it is evident that for the three factors of personal competence i.e., self awareness, self regulation, self motivation reveal high significant difference between the scores of working and non-working young entrepreneur. In addition total personal competence is also found to yield high significance level (p<0.01).

Table 4: Showing the CR for Comparison between Working and Non-Working for Personal Competence

Factors	Mean Difference	SE MD	df	t-Ratio	Significance Level
1. Self awareness	131.34	21.29	198	6.17	P<0.01
2. Self regulation	78.44	2.667	198	29.41	P<0.01
3. Self motivation	98.20	2.48	198	35.6	P<0.01
Total Personal Competence	307.98	7.79		39.53	P<0.01

A close look of table 5 indicates that among the working entrepreneur group no significant relationships have been found between the dimensions of personal competence and subjective well-being whereas for non-working young entrepreneur group significant relationships are found between the two groups on self regulations dimension of personal competences.

Table 5: Showing the Correlation between Three Factors of Personal Competence and Subjective Well-Being

Dimension of Personal Competence	Group	r (Correlation)	df (Degree of Freedom)	Probability
1. Self awareness	Working	0.02	98	P>0.01
	Non-working	0.03	98	P>0.01
2. Self regulation	Working	0.07	98	P>0.01
	Non-working	-0.38	98	P>0.01
3. Self motivation	Working	0.04	98	P>0.01
	Non-working	0.07	98	P>0.01

By looking at table 6 it shows that for the factor of social competence and the subjective well-being the working entrepreneur correlation is found to be significant whereas for social skills and subjective well-being the correlation yields a significant value for non-working entrepreneur group.

Table 6: Showing Correlations between the Three Factors of Social Competence and Subjective Well-Being

Factors	Group	r (Correlation)	df (Degree of Freedom)	Probability
1. Social awareness	Working	0.22	98	P<0.05
	Non-working	-0.04	98	P>0.05
2. Social skills	Working	0.04	98	P>0.05
	Non-working	0.25	98	P<0.05
3. Team Building	Working	-0.12	98	P>0.05
	Non-working	-0.04	98	P>0.05

RESULTS AND DISCUSSIONS

The above stated analysis showed that average emotional intelligence scores of working entrepreneur were found to be greater than non- working entrepreneur. Significance of difference between the two groups is respect to total emotional intelligence was tested statistically by computing a critical ratio. The obtained critical ratio ($t=4.90$) was significant at 1 percent level of significance for 198 degrees of freedom which provided sound statistical ground to retain the research hypothesis regarding the difference in emotional intelligence of working and non- working entrepreneur and rejecting the null hypothesis in this regard.

In the present study it was hypothesized that there would be a significant difference between the mean scores of working entrepreneur and non- working entrepreneur for personal competence and factors associated with it would be found higher in working entrepreneur than their counterparts showing a high level of significance between the two groups. The result supported these hypothesized predictions.

The results supported the hypothesized predictions regarding factors of social competence in working and non-working entrepreneur. All the t-ratios are found highly significant $P < 0.01$ level. The social skills and team building was found to be high in working entrepreneur than non-working entrepreneur.

It was predicted that working entrepreneur would be high in subjective well-being in comparison to non-working entrepreneur. The results of the present study do not confirm this hypothesized prediction.

The results of the present study revealed significant relationship between emotional intelligence and subjective well-being. A negative significant relationship was found to exist for working group of entrepreneur between the two variables whereas a positive significant relationship was found for non-working entrepreneur's emotional intelligence and subjective well-being scores.

The correlations between some of the factors of emotional intelligence and subjective well-being are also found to be significant for working and non-working entrepreneur. The findings of the study show that working entrepreneur who have high emotional intelligence scored significantly low on subjective well-being whereas non-working with high emotional intelligence scored high on subjective well-being.

It was hypothesized that personal competence would bear significant relationship with subjective well-being in working and non-working entrepreneur. No significant correlations existed between personal competence and subjective well-being whereas significant positive relationship was found between the scores for working group whereas for non-working entrepreneur no significant difference was found for social competence. The results indicated high subjective well-being regarding working young entrepreneur.

Psychosocial Competence in Relation to Subjective Well Being

- **Personal Competence:** It was hypothesized that personal competence would be significantly related with working and non-working young entrepreneur's subjective well-being. The results did not current the hypothesized prediction for total personal control, self awareness factor and self motivation for both the groups. Irrespective of the fact there existed a significant negative co-relation between self regulation and subjective well-being for non-working young entrepreneur showing that higher self regulation is related to low subjective well-being.
- **Social Competence:** It was hypothesized that social competence would be significant relationship with subjective well-being in working and non-working groups young entrepreneur. A significant positive relationship was found between the scores for working entrepreneur group whereas for non-working entrepreneur group no significant difference was found.

For the social awareness factor of social competence significant correlation to exist with subjective well-being for non-working young entrepreneur and social skills component of social competence significant correlation exist with subjective well-being regarding non-working young entrepreneur. For team building component of social competence no significant relationship exists with subjective well-being.

MAJOR RESULTS

A good research work requires a clean scientific methodology because only through the application of correct methodology in selection of sampling techniques, appropriate tools of data collection a well-defined conclusion can be drawn on the phenomenon under consideration. Therefore, keeping in mind the requisites of a good research the present

study aims to determine the various factors influencing young entrepreneur like empathy, service orientation, social skills, conflict management, leadership, change management and team capabilities. Many researches argue that human beings are characterized by the motivation and interact with the environment effectively. Significant correlations between self-perceived physical attractiveness and self perceived social competence for both male and female entrepreneur were found that females and males who perceived self-perceived physical attractiveness and self perceived social competence were more socially competent. This revised conceptualization takes into account relevant personal dimensions as well as environmental qualities in the ability to enhance and maintain a healthy sense of competence.

The young entrepreneur should understand the social, emotional and cognitive skills and behaviours that people need for successful social adaptation. The results showed that the hypothesized prediction regarding factors of social competence in working and non-working young entrepreneur. The social skills and team building was found to be high in working entrepreneur than non-working entrepreneur. It was predicted that working entrepreneur will be high on subjective welling in comparison to non-working entrepreneur.

Implications

Social competence is, possessing and using the ability to integrate thinking, feeling and behaviour to achieve social tasks and outcomes valued in the holistic context. A study of social competence will definitely give the organization its significance and its contribution towards the growth and development of the organization.

Limitations and Suggestions

The present study has also certain constraints unlike several other studies conducted in applied social sciences. The sample was restricted to working and non-working entrepreneur of Barabanki ranging from 25 to 35 years. This study could have been done on various age levels. The demographic variables were not studied which may affected the results. The results of the study cannot be generalized for all entrepreneur.

The present research was based on urban sample. Similar studies should be conducted on rural sample. Such comparisons would show some interesting features especially relevant in the Indian context. The social variables were not taken into account. Only few psychological variables were studied.

Last but not the least; efforts should be made to introduce intervention techniques to enhance emotional intelligence, psychosocial competence and subjective well being of young entrepreneur.

To summarize, emotional intelligence, psychosocial can be instrumental in many areas in the work place and can help to achieve well being in entrepreneur. The young entrepreneur should get in touch with their emotion and feeling. High emotional quotient (EQ) helps in creating on enthusiastic environment and improves that one feels about themselves and how they relate to other reduces stress levels and resolves emotional issues and improves help and well-being. To conclude, the essential ingredients psychological and subjective well being include emotional intelligence and personal and social competencies.

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