The relationship between Critical Thinking and social competence

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Abstract

The aim of this study was to investigate the relationship between critical thinking and social competence. The statistical population of this study included all psychology students of Islamic Azad University, Roodehen Branch who was studying in the years 1393-1394. This population was available for sampling and the research was descriptive-correlational research. The research tools included Critical thinking of California and the Social Competence of Flener and statistical methods of this research was Pearson correlation coefficient and multiple regression analysis. Results: The results suggest that there is not a meaningful relationship between students' critical thinking and social competence.

Keyword: Critical thinking, social competence.
Introduction

Critical thinking, is a thinking which is logical and sharp-sighted thinking about what we believe and what we do. In case of critical thinking, Volfk (1995) says that an assessment of thinking through investigating logical and regular decision and solvable evidence is called critical thinking About forming skillful components of critical thinking different opinion are existing, but Enis (1987), one of the experts and researchers in the field of critical thinking or forming critical thinking skills said that they are of the main point to find out a clear information of the issue or question the reasons for the search effort for comprehensive information and mentioning reliable sources, taking the overall position and the main point without forgetting the enthusiastic main problem, searching for different alternatives, flexibility and prejudice of your position, as detailed as possible with any component of the overall position, regularly dealing (Marvel, 1386). Competence or social competence is the power of social interaction meaning catching skills, abilities, capabilities that include cognitive skills, social skills, emotional and mental set of motivational adequacy. In other words includes information and skills that cause a person's ability in performing job tasks and the exchange of daily living. (Kendall and Brazil. According to the doctor, 1380). Social competence is a variable that influenced the personality characteristics and way of thinking. Davrnya (1393) in a study entitled "Forecasts based on vulnerability to stress based on social support and personality characteristics" came to the conclusion that advocacy and social competence and personality traits can predict vulnerability to stress and changing on these factors was effective in reducing the damage of stress. Quaid (1391) conducted a study with the aim of examining the personality characteristics and its dimensions, perfectionism with self-efficacy study of high school students of Larestan area which the results showed that there is a meaningful relationship between openness of social characteristics in this study, functionality and agreeableness and psychoneurosis social characteristic and extraversion negative perfectionism. In Ahvaz city they came to a conclusion that there is a meaningful relations between the components of the consciousness, and extraversion and agreeableness and social support with teachers job satisfaction, extraversion.

But in terms of the components of neuroticism and openness there is no significant correlation with job satisfaction. Chraghyany (1391) examined the relationship between paranormal beliefs, personality and mental well-being of children of mental psychiatric veterans and the results showed that in children’s of this cases, the relation between Paranormal beliefs and psychological well-being is positive and in various aspects of the results of Paranormal beliefs in the children of veterans with mental disorders are more adaptive functioning (such as religious beliefs) and not associated with symptoms of traumatic character Chappari (1392) In this study, predicted the role of personality traits, the family reaction and religious beliefs in anticipation of coping with stress. Data analysis of correlation coefficient of Pierson showed a meaningful positive correlation between personality traits, the family and religious beliefs, Scott and Hainl (2009) believe that there is a meaningful relation between low emotional intelligence and high excitement and engaging in uncivil behavior and social competence. Also their result showed that there is a significant relationship between people involved in uncivil behavior compared with those who never or rarely or not involved in uncivil behavior are probably more subjected to uncivil behavior. It seems that the people involved in uncivil behavior and those who are exposed to this behavior, have low emotional intelligence (a point that requires further research) Byjranj (2005) study on 198 undergraduate bachelor’s degree students showed that female
student use more organizational and time management and development and mental skills. But in critical thinking skills there is no difference between boys and girls. The priest and religion (2004) pointed out that the study interested in critical thinking and epistemological beliefs. The result of this research showed that there is a positive relationship between the level of epistemological beliefs, personality traits and judgments and student decision and there is a retroaction relationship between the components of analytical Critical thinking and the responses of epistemological beliefs evaluators. Yeh Chu (2007), conducted a research on the potential influence between the critical thinking skills interested in critical thinking styles and intrapersonal intelligence to change the behavior of students in 51 male students and 127 female. Results of this research showed that students who tend to think higher compared to students who tend to lower critical thinking have more improvement in teaching skills.

Lenny and Andrew (2008) came to the result that there is a relation in examining the relationship of personality traits with job satisfaction between men and women and between extraversion and neuroticism with high and low job satisfaction (quoted from Asgari, 1389). So in other words it can be said that social adequacy is important in student and pupil educational function of the community and the successful social sustaining. And it has critical role in avoiding or inhabiting the negative reactions of others. Social and educational behavior are so interdependent that strengthening the activity of the education without those social behavior which makes educational activity possible is really hard (Elliott, 2001). According to the researcher sociality and those who can who this research, ranging from use in environments such as families and communities (for the use of parents, teachers and job environment and managers and employees) may be useful. In addition to these, students, Those who treats people, educational advisers, Professors and teenagers and youth can take advantage of this issue and investigating this issue is important as it is one of the current problems of our society is the lack of proper knowledge to encounter life circumstances and people do not know how to base the foundation of their relationship so research in this area is a necessary issue. Regarding to theoretical considerations and research findings existing in these area suggestions formed in this way. Social competence has a relationship with critical thinking. Accordingly this research try to evaluate the extent of relationship between critical thinking and social competence and seek to answer to the question of which kind of relationship exist between critical thinking and social competence.

**Method**

A present study is a non-test research project (Descriptive), with respect to this correlation research between two or more studied variables, and expectancy of one variable from the other variables then we can accept present study as the study period correlation of several variables, the statistical society of this research is included all male and female students of Islamic Azad University Roodehen Branch, School of Psychology semester of the year 1394 who has been studied , The researcher referring to the Statistics Department of the School has tried to identify how many psychology students to carry out their research. It’s in this way that over 387 people were estimated that according to the Korji and Morgan formula 181 students (90 female -91 male) has been Selected and with the calculation of detailed in Questionnaires were given to 200 people that ultimately the equality between men and women has been respected. Materials selection is available.

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Research Tools:

Felener 1 social competence questionnaire: This questionnaire is 47 tools questions for adults, which has been based on the theory of Felener. Reliability and validity of this test made by Prandinn (1385) in Tehran province on 450 people. This questionnaire was based on Likert (1981-1903) scale which is one of the most common scale of measurement in accordance with the research which is done based on questionnaire. This Kind of questionnaire was invented by Rensys Likert (1903-1981). Validity and reliability: to estimate the scale of reliability coefficient measurement from two ways of Cronbach's alpha and correlation coefficient between twice run test-retest (R which gained = 899 (aging, Asdban, 1390) in order to check the validity of questionnaire, content validity and contrast validity has been used. In respect to content validity according to Flener in the view of Specialists in psychology and psychometric apparent and logical validity of the questionnaire has been confirmed. Giving validity to this questionnaire investigated by two methods. Also giving validity to measurement was investigated by potentiality investigation. Amount of its km sampling adequacy is equal to 0/826. Therefore, the external research validity that it is a sample of a sufficient sample size has been seen also values related to correlation of questions with the whole test in accordance with analyze the main component is higher than 0/50, which shows of high correlation between each individual questions and The whole test through Cronbach's alpha for internal consistency coefficient scale and subscale was used and alfa coefficient obtained. In social competence the social competence questionnaire each question has 7 options including completely agree, agree, somewhat agree, no idea, somewhat disagree, disagree, completely disagree.

2. California critical questionnaire Fasyvn and Fasyvn (1990) was built. To study the seven components of curiosity, open-mindedness, regularity self-esteem, rational, analytical and explore of the truth. (Pvpyl 2010 quoting Amir Pour 1391) critical thinking questionnaire has two forms A and B, each of which has 34 articles. Actually these two different forms has no difference in case of grading and subs measures, but B is more useful than form A. Some of the material have 4 choices and some of them have 5 choices. This questionnaire has 5 subs measures. In this questionnaire each article has four or five options and as there is only one correct answer is existing for each article the triable in each article will score 1 or 0, the overall grade of each person is between 0 and 34. Fasyvn and Fasyvn reported the reliability of this test through Kuder Richardson between 0.68 and 0.70. In the research (Asgari, Maleki, 1389) also reliability of the test has been estimated by Kuder-Richardson method 0.68 and 4 month interval test-retest method 0.63. Also the reliability of the test has been conducted with the analysis of the main components factor of the questions and confirmed by experts (Fasyvn and (Fasyvn 1998 according to Asgari and Maleki, 1389).

Findings:

In this study, data analysis described in two parts, and test of the hypotheses presented. In section one, variables with the index number of central tendency and dispersion has been described/ in the second section, the hypothesis with multiple and simple regression of variables has been investigated. Two ways has been conducted to investigate the neutrality of the variable.
In the first method, we can investigate, the quotient value of the tilt / strain on standard error tilt / elongation in terms of a normal distribution with critical 1.96 in the alpha level of 5%, and the second method are normal test. Multiple variables Outlier’s values reviewed with Mahalanobis space method and in case of existing has removed from analysis like removing special items.

The hypothesis: there is a relationship between critical thinking and social competence.

Table 1.1 summarizes the regression model, critical thinking and social competence

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R-squared</th>
<th>Corrected R Square</th>
<th>The standard error Estimates</th>
<th>Camera - Watson</th>
<th>F</th>
<th>Significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.069</td>
<td>.005</td>
<td>-.001</td>
<td>29.774</td>
<td>2.207</td>
<td>0.855</td>
<td>.356</td>
</tr>
</tbody>
</table>

Table 1 -1 shows that the correlation between critical thinking and social competence is 069/0. Value Root of correlation suggests that critical thinking forecasts only 0/05 percent of the variance in social competence. Calculated correlation is not significant at alpha level of 5%. The amount of camera test - Watson Show That the Errors are Independent from each other. A typical value is between 1.5 to 2.5. Therefore the second hypothesis is not confirmed.

Table 2.1 Regression Coefficients social competence and critical thinking

<table>
<thead>
<tr>
<th>Mode</th>
<th>Not standardized coefficients</th>
<th>Standardized coefficients</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>The standard error</td>
</tr>
<tr>
<td></td>
<td>(Fixed ) Critical Thinking</td>
<td>Beta</td>
</tr>
<tr>
<td>1</td>
<td>230.476</td>
<td>7.238</td>
</tr>
<tr>
<td>1</td>
<td>.314</td>
<td>.339</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Model</th>
<th>Standardized coefficients</th>
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<tr>
<td></td>
<td>Beta</td>
<td>31.842</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>.314</td>
<td>.924</td>
<td>.356</td>
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As the results in Table 2.1 show that none of the dimensions of critical thinking, have not been able to significantly explain social competence.

Discussion and conclusion

In this study, by trying to show that That the people with excitedly emotional and higher social adjustment with around environment caused more happier people with more personality traits rather than others. This is caused more positive people who have a positive relationship with others and have purposeful life and enjoy social interaction and also satisfaction of life and more experience greater academic success that all these things can help them to achieve considerably much higher social competence. According to Table 1-1 which shows that the correlation between critical thinking and social competence is 0.069. The amount of squared correlation suggests that the critical thinking with 0.05% variance social competence predicted the calculated correlation in the alpha level of 5% have meanings. So, therefore the study hypothesis is also confirmed. The results of this study is also consistent with the results of Baker (2002), Byjranv (2005). The researcher believes that critical thinking and skills related to critical
thinking can’t also cause social competence in students, as well as girls and boys. As Baker's research on nursing students' critical thinking skills and research on girls and boys including in his research no significant relationship has been found. Therefore, critical thinking t failed to predict social competence.

And finally through breeding intellectual thinking and critical skills in people cause promoting positive relationships of the year with the environment and communities helped considerably.
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