



**A Study on the Relationship between Global Competency Development and  
Adaptive Behaviour among Secondary School Students**

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**ABSTRACT**

The present study aimed to examine the relationship between global competency development and adaptive behaviour among secondary school students. In the contemporary educational environment, students are expected to possess global awareness, communication skills, cultural understanding, and adaptability to changing social and academic situations. The study adopted a quantitative survey method to identify the extent to which global competency influences adaptive behaviour among adolescents studying in CBSE schools. A sample of 30 secondary school students from CBSE schools in Nasik city was selected through simple random sampling technique. The researcher developed a rating scale consisting of 20 items with a four-point response format ranging from minimum 1 mark to maximum 4 marks. The collected data were analysed using Pearson's coefficient of correlation (r). The findings revealed a positive and significant relationship between global competency development and adaptive behaviour among secondary school students. Students who demonstrated higher levels of global competency also exhibited better adaptive behaviour in educational, social, and interpersonal contexts. The study emphasized the importance of integrating global competency-oriented educational practices in school curricula for enhancing behavioural adaptability among learners. The research further highlighted the role of schools in preparing students for global citizenship, social cooperation, and effective adjustment in multicultural environments. The study concluded that global competency development contributes positively toward improving adaptive behaviour and overall personality development among secondary school students.

**Keywords:** Global Competency, Adaptive Behaviour, Secondary School Students, Behavioural Adjustment, CBSE Education

**1. INTRODUCTION**

Education in the twenty-first century has expanded beyond academic achievement and now focuses on developing global competencies among students. Global competency refers to the knowledge, skills, values, and attitudes that enable individuals to understand global issues, respect cultural diversity, communicate effectively, and adapt successfully in multicultural environments. In a rapidly changing world influenced by globalization, technology, and international interaction, students must develop adaptive behaviour to cope with social, educational, and emotional challenges. Adaptive behaviour is an individual's ability to adjust effectively to changing circumstances, social expectations, and environmental demands. Secondary school students experience significant developmental changes during adolescence,

making adaptive behaviour an essential component of their academic and social success. Students possessing strong adaptive skills demonstrate confidence, cooperation, communication ability, emotional stability, and social responsibility. Global competency education encourages learners to think critically, appreciate cultural differences, solve problems collaboratively, and develop empathy toward others. Such competencies may significantly influence students' adaptive behaviour by improving flexibility, communication, and social understanding. Schools, especially CBSE institutions, emphasize holistic development and global awareness through curricular and co-curricular activities. The present study attempts to investigate the relationship between global competency development and adaptive behaviour among secondary school students in Nasik city. Understanding this relationship may help educators design educational strategies that promote both global readiness and behavioural adaptability among adolescents.

## **2. OBJECTIVES OF THE STUDY**

- To measure the level of global competency among secondary school students.
- To study the adaptive behaviour of secondary school students.
- To identify the relationship between global competency development and adaptive behaviour among secondary school students.

## **3. SIGNIFICANCE OF THE STUDY**

The present study is significant because it focuses on two important aspects of modern education: global competency and adaptive behaviour. In today's interconnected world, students require not only academic knowledge but also social, emotional, and intercultural skills to function effectively in diverse environments. Global competency helps students develop awareness about international issues, cultural diversity, communication, collaboration, and critical thinking skills. Adaptive behaviour, on the other hand, enables students to adjust successfully to changing educational and social situations.

The findings of the study may help teachers understand the importance of integrating global competency-based activities into classroom teaching. Educational institutions may utilize the results to organize workshops, group activities, cultural exchange programs, and communication-based learning experiences. The study may also guide curriculum planners in developing educational policies that encourage behavioural adaptability and global citizenship among students.

Furthermore, the research may assist parents and educators in understanding how global competency contributes toward emotional stability, social cooperation, and behavioural adjustment. The study may serve as a reference for future researchers conducting studies related to global education, adolescent psychology, and behavioural development.

## **4. REVIEW OF LITERATURE**

**1. OECD (2018)** The study highlighted that global competency education promotes intercultural understanding, communication skills, and collaborative problem-solving among students. Learners exposed to global competency practices demonstrated improved social adjustment and behavioural flexibility in multicultural educational settings.

**2. Sharma and Gupta (2020)** The researchers found that secondary school students possessing higher global awareness showed better interpersonal relationships and adaptive behaviour. The study emphasized integrating global competency components into school curricula for holistic student development.

**3. Banks (2019)** Banks observed that multicultural and global education positively influenced students' social behaviour, tolerance, and emotional adaptability. Students participating in globally oriented learning activities demonstrated greater cooperation and respect toward diverse communities.

### **Hypotheses**

#### **Null Hypothesis (H<sub>0</sub>)**

There is no significant relationship between global competency development and adaptive behaviour among secondary school students.

#### **Directional Hypothesis (H<sub>1</sub>)**

There is a positive and significant relationship between global competency development and adaptive behaviour among secondary school students.

### **5. RESEARCH METHODOLOGY**

The present study adopted a quantitative survey method to investigate the relationship between global competency development and adaptive behaviour among secondary school students studying in CBSE schools in Nasik city.

#### **Method**

The present study employed the Survey Method to investigate the relationship between global competency development and adaptive behaviour among secondary school students. The survey method was considered appropriate because it enables the researcher to collect quantitative information directly from respondents regarding their attitudes, behaviours, and competencies. Through this method, data were gathered systematically from CBSE school students in Nasik city using a structured rating scale developed by the researcher. The survey method helped in identifying the existing level of global competency and adaptive behaviour among students and examining the degree of relationship between these variables. It also provided objective, reliable, and measurable information suitable for statistical analysis and interpretation.

#### **Sample**

The sample for the present study consisted of 30 secondary school students studying in CBSE schools located in Nasik city. The students were selected through the simple random sampling technique to ensure equal representation and unbiased selection. The sample included adolescent learners from secondary classes who participated voluntarily in the study. The selected students represented different academic backgrounds and learning abilities suitable for investigating global competency development and adaptive behaviour.

#### **Research Tool**

The researcher developed a rating scale consisting of 20 items related to global competency and adaptive behaviour.

**Table 1: Scoring Pattern**

Response	Marks
Strongly Agree	4
Agree	3
Disagree	2
Strongly Disagree	1

Minimum Score = 20

Maximum Score = 80

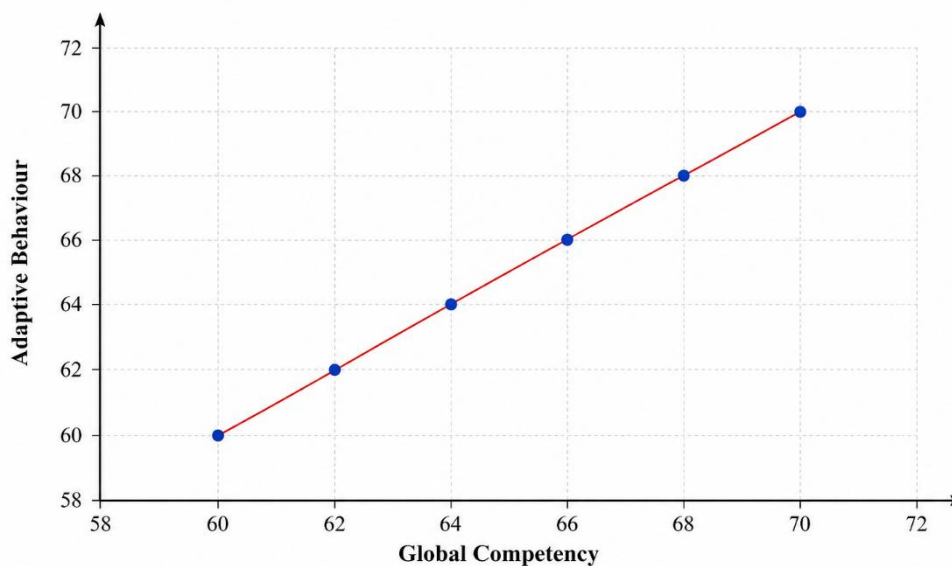
**Table 2: Correlation between Global Competency and Adaptive Behaviour**

Variables	N	Mean	SD	r-value
Global Competency	30	68.20	5.14	0.72
Adaptive Behaviour	30	66.40	6.02	

The calculated Pearson’s coefficient of correlation ( $r = 0.72$ ) indicates a high positive relationship between global competency development and adaptive behaviour among secondary school students. Hence, the null hypothesis is rejected and the directional hypothesis is accepted.

**Figure 1**

**Relationship between Global Competency and Adaptive Behaviour**



**Hypothesis Analysis**

The obtained correlation coefficient value ( $r = 0.72$ ) shows a strong positive relationship between global competency and adaptive behaviour among secondary school students. The value indicates that students with higher global competency scores tend to demonstrate better adaptive behaviour. Therefore, the null hypothesis stating that there is no significant relationship between the variables was rejected. The directional hypothesis was accepted because the relationship between the variables was found positive and statistically significant.

## 6. MAJOR FINDINGS

- The study revealed that secondary school students possessed a moderate to high level of global competency with a mean score of 68.20, indicating awareness regarding communication, collaboration, and cultural understanding.
- Students demonstrated satisfactory adaptive behaviour with a mean score of 66.40 and standard deviation of 6.02, reflecting good adjustment in educational and social situations.
- The calculated correlation coefficient ( $r = 0.72$ ) showed a strong positive relationship between global competency and adaptive behaviour among secondary school students.
- Students possessing higher global awareness and intercultural communication skills exhibited better behavioural flexibility, emotional adjustment, and cooperation in classroom activities.
- The findings indicated that global competency development contributes positively toward improving students' social interaction, confidence, and problem-solving behaviour in school environments.
- The study statistically confirmed that enhancement of global competency among adolescents significantly supports the development of adaptive behaviour and personality growth.

## 7. CONCLUSION

The present study concluded that global competency development plays a significant role in enhancing adaptive behaviour among secondary school students. The findings revealed a positive and strong relationship between the two variables, indicating that students with better global understanding, communication skills, and cultural awareness demonstrate improved behavioural adaptability. In modern educational contexts, schools must focus on developing global competencies through collaborative learning, intercultural activities, and communication-based educational practices. Such initiatives may help students become socially responsible, emotionally balanced, and adaptable individuals capable of functioning effectively in diverse environments. The study emphasized the need for integrating global competency education into school curricula for promoting holistic student development and behavioural adjustment. Therefore, educational institutions should adopt learner-centered approaches that encourage global awareness and adaptive behavioural skills among adolescents.

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