

## **Exploring Reciprocity between Cultural Intelligence and Cross Cultural Sensitivity**

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The most common human trait which each individual experiences is 'Response to stimuli'. It becomes essential that every educationist blends cultural quotient matter with cross cultural sensitivity. The former helps the teacher and students intermingle peacefully surpassing the cultural barriers while the latter caters to the emotional quotient universally. One needs to have an in depth knowledge of these two silent and dormant inherent factors which can emit positive or negative response when stimulated knowingly or unknowingly. They form a very important and integral part of our educational system. We can rightfully say that these two are the blood line for the healthy transition of human response. I am citing both these sensitive issues clearly & blatantly to embalm any unwarranted issues arising out of sheer ignorance, negligence or lack of communication.

**Need of the Study-** India is a heterogeneous country with diversity as one of the unique feature. India is known for its rich cultural heritage. One of the important functions of education is to preserve the culture. This task lies with the teacher training institutions, as they train and prepare prospective teachers. It's important for the prospective teachers to possess awareness and knowledge of similarity and differences that exists in our culture.

### ***Concept of Cultural Intelligence***

According to Van Dyne, & Koh Cultural Intelligence (CQ) is a person's capability to function effectively in situations characterized by cultural diversity.

According to Brooks Peterson "Cultural intelligence is the ability to engage in a set of behaviors that uses skills (i.e., language or interpersonal skills) and qualities (e.g., tolerance for ambiguity, flexibility) that are tuned appropriately to the culture-based values and attitudes of the people with whom one interacts."

In the pluralistic society, it has become of utmost importance for teachers to equip their students with the tools, to engage on the global platform. This work begins in the classrooms as teachers address issues of social justice and equity among children. When children recognize the power of their voice and understand the wealth that their background and cultures bring to their classrooms, their communities, and the world, they will begin to see themselves more likely as valued members of the global community.

Cultural intelligence has four factors: Motivational CQ, Cognitive CQ, Meta-cognitive CQ, and Behavioral CQ. Cultural intelligence helps student teachers to think more deeply about their own cultural intelligence capabilities as well as help them to apply these ideas and the CQ framework in the teaching-learning process. Prospective teachers can also use cultural intelligence to monitor their own actions as well as those of their students. Instead of being judgmental or relying on stereotypes, they can observe what is happening, and they can modify their own behavior accordingly, to suit the situation without displacing the belief of the students.

As teachers continue to work with an increasingly culturally and linguistically diverse student population, their role has become more complex in addressing not only the academic and institutional demands of their work, but also the interpersonal and intrapersonal demands of meeting the needs of all learners. In a similar vein, the field of teacher education also expects teachers to develop "socio-cultural consciousness," which is an awareness that helps them project their interactions with their students with an understanding that these interactions are mediated by their socio-cultural backgrounds.

On the other hand, the prospective teachers who appear to be culturally aware are able to understand their students, include their students' cultures in the school setting, and are more likely to try different strategies and methods to support student learning.

Cultural intelligence also helps to generate fruitful collaborative learning atmosphere in the classroom which can inculcate various values like co-operation, humanity, collective work, understanding and positive approach towards other cultures.

### **Concept of Cross Cultural Sensitivity**

Cross Cultural sensitivity is a concept that is viewed as important in both theoretical analysis of people to live and work effectively in cultures other than their own. Cross cultural sensitivity is the ability to experience cultural differences.

Bennett (1993) defines intercultural sensitivity as *“the construction of reality as increasingly capable of accommodating cultural difference that constitutes development”*. Bennett’s definition is worth explicating: intercultural sensitivity involves a “construction of reality” in as much as individuals attach meaning to the world’s phenomena; it is “increasingly capable” because it is a developmental process that presupposes direction; it is “capable of accommodating cultural difference” in positing that individuals are able to integrate cultural difference into their worldview; and, finally, it “constitutes development” by virtue of being a process whose advancement is assumed to be desired.

According to Bhawuk and Brislin (1992), this element involves *“sensitivity to the importance of cultural differences and to the points of view of people in other cultures”*. Intercultural sensitivity represents and comes about through a process of individual understanding, constructing, and experiencing of differences. Bennett suggests that the development of intercultural sensitivity occurs as the constructs and experiences of cultural differences evolve towards an increased awareness and acceptance of those differences.

The Cross Cultural Sensitivity (ICCS) consists of five factors: cultural integration, behavioral, intellectual integration, attitude towards others, and empathy.

According to Hammer, Bennett, and Wiseman (2003), intercultural sensitivity refers to *“the ability to discriminate and experience relevant cultural differences,”*

According to Stafford, Bowman, Eking, Hanna and Lopes- Defede (1997), *“cultural sensitivity means being aware that cultural differences and similarities exist and have an effect on values, learning and behavior.”*

**Aim of the Study-** A study of cross cultural sensitivity of prospective teachers in relation to their cultural intelligence.

**Objective of the Study-** To study the cross cultural sensitivity of prospective teachers in relation to their cultural intelligence

**Hypothesis of the Study** – There is no significant relationship between cross cultural sensitivity and its factors with the cultural intelligence and its factors of prospective teachers.

### **Operational Definitions**

1. **Cultural Intelligence** - It is the ability one possesses to adjust and adapt to differences in all aspects, especially culture.

### **Factors of Cultural Intelligence**

- a. **Meta cognitive** - It is the ability of a person to reflect on the thinking processes which s/he uses to acquire and understand cultural knowledge based on his personal experiences
  - b. **Cognitive** - It is the knowledge that a person possesses about the differences and similarities of different cultures.
  - c. **Motivational** - It is a person’s sense of confidence to function in culturally diverse situations
  - d. **Behavioral** - It is a person’s capability to express verbal and non – verbal behavior which is appropriate for different cultures.
2. **Cross cultural sensitivity-** It is the psychological ability to deal with cultural differences of individuals from diverse cultural backgrounds.

### Factors of Cross Cultural Sensitivity

- a. **Cultural Integration-** It refers to assimilation of beliefs, practices, ideas, and rituals of one group with the other group by retaining its own culture.
  - b. **Attitude towards others-** It refers to the way one thinks and feels about others.
  - c. **Intellectual Integration-** the ability to think and integrate ideas and innovations of intelligent people in a society.
  - d. **Behavior-** It refers to the behavior which satisfies the desire of one's value system of the family, perception of one's cultural background and one's own life experiences.
  - e. **Empathy-** It refers to the ability to understand and share the feelings of another individual.
3. **Prospective-teacher-** A college student who is teaching under the supervision of a certified teacher educator in order to qualify for a degree in education.

### Sample & Tools of the Study

The sample of the study consisted of 298 prospective teachers from aided and unaided colleges of education. The methodology used for the study was co- relational type

ICCS i.e. Inventory of Cross Cultural Sensitivity was prepared by Kenneth Cushner's and Cultural Intelligence by Soon Ang, Linn Van Dyne, Christine Koh, K.Yee Ng, Klaus J. Templer, Cheryl Tay and N. Anand Chandrasekar (2007). Both the tools were standardized and it was adapted by the researcher by making few changes according to the Indian scenario.

The Cross Cultural Sensitivity (ICCS) consisted of five factors: cultural integration, behavioral, intellectual integration, attitude towards others, and empathy. There were a total of 32 questions. There were some statements marked as negative since they were negatively worded, these statements were scored negatively. For instance, reverse scoring results in: 7=1, 6=2, 5=3, 4=4, 3=5, 2=6, 1=7

The Cultural Intelligence scale (CQS) consisted of 20 statements. It was a seven point rating scale and the responses of each statement was strongly disagree, disagree somewhat, disagree a little, neither agree, nor disagree, agree a little, agree somewhat and strongly agree. All statements were positive. The cultural intelligence consisted of four factors: meta cognitive, cognitive, motivational and behavioral.

**Statistical Techniques of the Study** - Coefficient of correlation was used for identifying the relationship between the cross cultural sensitivity and cultural intelligence

### Findings & Conclusion of the Study

From the below table the findings of the study states that- though the degree of relationship between cross cultural sensitivity and each of the select variables of cultural intelligence are noticed as low or negligible, the relationship are found to be significant for most of the cases. It can be noticed from the table that out of 30 correlations 15 correlations were found to be significant.

The values of 'r' for cultural integration & total cultural intelligence, cultural integration and meta cognitive, intellectual integration and total cultural intelligence, intellectual integration and meta cognitive, intellectual integration and behavioral, behavioral and cognitive, behavior and behavioral were found to be greater than 0.148 at 0.01 level. Hence these 'r's' are significant at 0.01 level.

While the values of 'r' for total cross cultural sensitivity and total cultural intelligence, total cultural sensitivity and cognitive, total cultural sensitivity and motivational, cultural integration and motivational, cultural integration and behavioral, Behavior and total cultural integration, behavior and motivational, cultural integration and cognitive were found to be greater than 0.113 at 0.05 level. Hence these 'rs' are significant at 0.05 level.

The relationship of these variables can be considered as real and not due to chance or measurement or sampling error. Positive sign of the obtained 'rs' denote that these variables increase or decrease together. It implies that if dimensions of total cross cultural sensitivity, behavior and empathy are higher, higher will be the corresponding factors of cultural intelligence. While the negative sign, indicates reverse relationship between the variables. It implies that if the cultural integration, intellectual integration and behavior are higher, and lower will be the corresponding factors of cultural intelligence.

There is a positive and direct relationship between the total cultural intelligence and total cross cultural sensitivity of prospective teachers. It indicates that the efforts of increasing the Cultural Intelligence of prospective teachers will increase their cross cultural sensitivity too. The colleges of education may be organizing activities like use of CCRT Kit (center for cultural resources and training), Camps, community work, visits etc. which could be leading to their high cultural intelligence and cross cultural sensitivity. On the other hand few factors of cultural Intelligence and cross cultural sensitivity were observed to be inversely related. Though the prospective teachers were observed to be high on Total Cultural Intelligence factors, the corresponding factors of Total Cross cultural Sensitivity were observed to be low on cultural integration intellectual integration and behavior; this may be due to the environmental factors and personality traits of prospective teachers.

**Table----: Correlation of Cross Cultural Sensitivity and Its Dimensions with Cultural Intelligence and Its Dimensions for Total Sample of Prospective Teachers**

Variables	Total cross cultural sensitivity	Cultural integration	Attitude towards others	Intellectual integration	Behaviour	Empathy
Total cultural intelligence	0.13*	-0.17**	-0.02	-0.21**	0.14*	0.11
Meta cognitive	0.02	-0.17**	-0.09	-0.22**	0.09	0.05
Cognitive	0.12*	-0.09	-0.004	-0.06	- 0.27**	0.14*
Motivational	0.12*	-0.12*	0.03	-0.06	0.13*	0.03
Behavioural	0.08	-0.12*	-0.006	-0.26**	0.17**	0.08
For df = 298, tabulated 'r' = 0.113 at 0.05 level = 0.148 at 0.01 level				** -significant at 0.01 level * -significant at 0.05 level		

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