

Vol. 7, Issue 4, January 2018

ISSN 2249-894X

REVIEW OF RESEARCH

An International Multidisciplinary Peer Reviewed & Refereed Journal

Impact Factor: 5.2331

UGC Approved Journal No. 48514

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CULTURAL INTELLIGENCE OF STUDENT TEACHERS

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ABSTRACT:-

The aim of the study was to find out the cultural intelligence of B.Ed. students. For this purpose, a stratified sample of 150 B.Ed. students was taken from Coimbatore district. Data was analyzed by percentage and t-test. Findings showed that there is no



significant difference in overall cultural intelligence of B.Ed. students in terms of gender, educational qualification, locality, teaching experience, and discipline.

KEYWORDS: cultural intelligence, percentage and t-test.

INTRODUCTION :

Cultural Intelligence or Cultural Quotient (CQ) can be understood as the capability to relate and work effectively across cultures. It is the ability to make sense of unfamiliar contexts and then blend in.

DIMENSIONS OF CULTURAL INTELLIGENCE

Metacognition CQ: It is an individual's cultural consciousness and awareness during interactions with those from different cultural backgrounds. The metacognition factor of CQ is a critical component for at least three reasons. First, it promotes active thinking about people and situations when cultural backgrounds differ. Second, it triggers critical thinking about habits, assumptions, and culturally bound thinking. Third, it allows individuals to evaluate and revise their mental maps, consequently increasing the accuracy of their understanding.

Cognition CQ: It is an individual's cultural knowledge of norms, practices, and conventions in different cultural settings. Given the wide variety of cultures in the contemporary world, cognitive CQ indicates knowledge of cultural universals as well as knowledge of cultural difference. The cognitive factor of CQ is a critical component because knowledge about cultural similarities and differences is the foundation of decision making and performance in cross-cultural situations.

Motivation CQ: It is an individual's capability to direct attention and energy toward cultural differences. Using the expectancy value framework of motivation, we conceptualize motivational CQ as a special form of self-efficacy and intrinsic motivation in cross-cultural situations. Self-efficacy and intrinsic motivation play an important role in CQ because successful intercultural interaction requires a basic sense of confidence and interest in novel setting.

Behavior CQ: It is an individual's capability to exhibit appropriate verbal and nonverbal actions when interacting with people from different cultural backgrounds. Behavioral CQ is based on having and using a broad repertoire or range of behaviors. Behavioral CQ is a critical component of CQ because behavior is often the most visible characteristic of social interactions. In addition, nonverbal behaviors are especially critical because they function

as a “silent language” that conveys meaning in subtle and covert ways (Hall, 1959).

NEED OF THE STUDY

The investigators felt that it is the crying need of the hour to find out the level of cultural intelligence of student teachers, since it allows people to manage and regulate social behaviors in intercultural encounters, there is minimal misperception and misattribution. Therefore the present study is conceived and carried out to find out the prevalent level of cultural intelligence of student teachers.

OBJECTIVES

- To study the significant difference in cultural intelligence of B.Ed. students based on gender, educational qualification, locality, teaching experience, and discipline.

HYPOTHESES

1. There is no significant difference in cultural intelligence of B.Ed. students with respect to gender, educational qualification, locality, teaching experience, and discipline.

RESEARCH METHOD & SAMPLE

Normative survey method was used for the study. A sample of 150 B.Ed. students was selected by stratified random sampling technique in Coimbatore District.

Tool

- Cultural Intelligence Scale by Van Dyne, L., Ang, S. & Koh, C. (2008).

Data Analysis

Table 1: Level of Cultural Intelligence of B.Ed. Students

S.No.	Dimension	N	Percentage (%)
1	Metacognition	150	21.87
2	Cognition	150	28.63
3	Motivation	150	27.29
4	Behavior	150	25.90

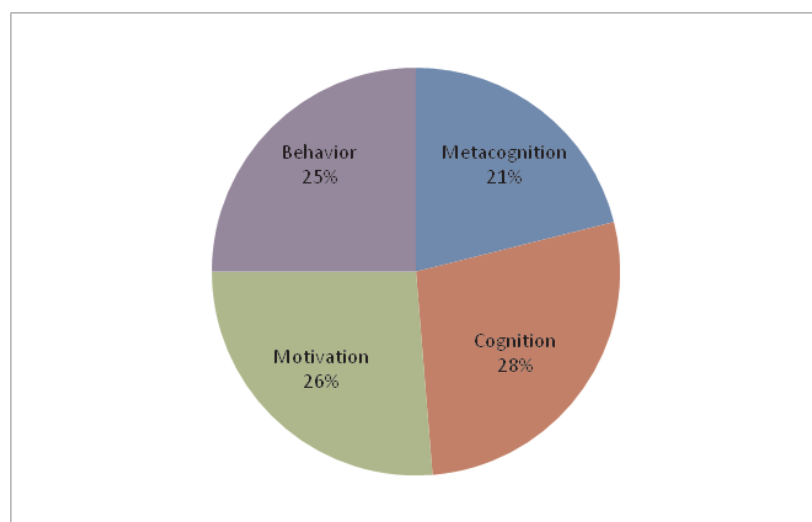


Fig 1: Level of Cultural Intelligence of B.Ed. Students (in Percentage)

Table 2: Cultural Intelligence of B.Ed. Students with respect to Background Variables

Variable	Dimension	Group						t-value	Remark
		Male			Female				
		N	M	SD	N	M	SD		
Gender		55			95				
	Metacognition		22.85	3.53		21.21	3.31	2.85	S
	Cognition		29.29	5.22		28.36	5.69	0.99	NS
	Motivation		27.80	4.17		26.82	5.18	1.19	NS
	Behavior		25.84	5.19		26.02	5.00	0.21	NS
	Total		105.78	12.23		102.41	13.32	1.53	NS
Educational qualification		UG			PG				
		N	M	SD	N	M	SD		
	Metacognition		21.93	3.40		21.51	3.70	0.64	NS
	Cognition		28.39	5.56		29.54	5.40	1.13	NS
	Motivation		27.15	4.94		27.27	4.61	0.13	NS
	Behavior	109	25.91	5.32	41	26.07	4.35	0.17	NS
Total		103.37	13.65		104.39	11.19	0.42	NS	
Locality		Rural			Urban				
		N	M	SD	N	M	SD		
	Metacognition		22.41	3.51		21.24	3.37	2.08	S
	Cognition		28.46	5.69		28.93	5.39	0.52	NS
	Motivation		27.03	5.33		27.33	4.34	0.38	NS
	Behavior	74	25.84	5.49	76	26.07	4.63	0.27	NS
Total		103.73	14.65		103.57	11.25	0.07	NS	
Teaching Experience		Nil			Yes				
		N	M	SD	N	M	SD		
	Metacognition		21.78	3.40		22.06	4.08	0.31	NS
	Cognition		28.90	5.53		27.22	5.39	1.21	NS
	Motivation		27.08	4.88		27.89	4.63	0.66	NS
	Behavior	132	26.02	5.16	18	25.50	4.31	0.40	NS
Total		103.78	13.45		102.67	9.17	0.34	NS	
Discipline		Arts			Science				
		N	M	SD	N	M	SD		
	Metacognition		21.72	3.48		21.91	3.49	0.32	NS
	Cognition		28.96	5.99		28.44	5.04	0.57	NS
	Motivation		27.16	4.51		27.20	5.18	0.05	NS
	Behavior	75	25.39	5.02	75	26.52	5.07	1.37	NS
Total		103.23	13.23		104.07	12.83	0.39	NS	

S-Significant & NS-Not Significant.

FINDINGS

- The calculated table value of metacognition (2.08) greater than table (1.96) at 0.05 significant level and dimensions such as cognition, motivation, behavior and over all cultural intelligence is 0.99, 1.19, 0.21 and 1.53 respectively is lesser than table value (1.96). Hence, it is inferred that, there is no significant difference between male and female student teachers in their cultural intelligence and its dimensions except metacognition. Therefore the stated null hypothesis is accepted.
- The calculated table value of dimensions such as metacognition cognition, motivation, behavior and over all cultural intelligence is 0.64, 1.13, 0.13, 0.17 and 0.42 is lesser than table (1.96) at 0.05 significant level Hence, it is inferred that, there is no significant difference between educational qualification (UG/PG) and overall dimensions of cultural intelligence of student teachers. Therefore, the stated null hypothesis is accepted.
- The calculated table value of metacognition (2.08) greater than table (1.96) at 0.05 significant level and dimensions such as cognition, motivation, behavior and over all cultural intelligence is 0.52, 0.38, 0.27 and 0.07 respectively is lesser than table value (1.96). Hence, it is inferred that, there is no significant difference between rural and urban student teachers in their cultural intelligence and its dimensions except metacognition. Therefore, the stated null hypothesis is accepted.
- The calculated table value of dimensions such as metacognition cognition, motivation, behavior and over all

cultural intelligence is 0.31, 1.21, 0.66, 0.40 and 0.34 is lesser than table (1.96) at 0.05 significant level Hence, it is inferred that, there is no significant difference between teaching experience and overall dimensions of cultural intelligence of student teachers. Therefore, the stated null hypothesis is accepted.

- The calculated table value of dimensions such as metacognition cognition, motivation, behavior and over all cultural intelligence is 0.32, 0.57, 0.05, 1.37 and 0.39 is lesser than table (1.96) at 0.05 significant level Hence, it is inferred that, there is no significant difference between educational discipline and overall dimensions of cultural intelligence of student teachers. Therefore, the stated null hypothesis is accepted.

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