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**DISAPARITY IN CULTURAL INTELLIGENCE AMONG MALE AND
FEMALE STUDENTS OF DIBRUGARH UNIVERSITY, ASSAM.**

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**Keywords: Cultural Intelligence, Cultural Diversity, Normative Survey Method, Criterion
of Parametric Test Descriptive study.**

ABSTRACT

Purpose of the study: This study investigated the disparity in Cultural Intelligence of male and female students of Dibrugarh University, Assam.

Methodology: The Normative Survey method was used in this study. For the present study 250 students were selected as sample for the study from 8 Departments and 8 Centres for Studies of Dibrugarh University by using Purposive Sampling technique. To establish the criterion of parametric test the Normal P-P Plot was used. The research instrument used to calculate cultural intelligence of students is 'A Self-Assessment of Your CQ Scale'. The data obtained from the samples were analyzed by using descriptive and inferential statistics.

Main Findings: The results of the present study revealed no difference in Cultural Intelligence of Students of Dibrugarh University with reference to their gender (Male/Female).

Application of the study: The research can be used as an instrument to make University level students aware about their own levels of Cultural Intelligence. The research can also be used as an input to sensitise the students about essential skills for adjustment in a Global era.

Novelty/Originality of this study: The study examines cultural intelligence of students studying in a university of Assam. The study investigated the gender disparity of cultural intelligence in a group of university level students.

INTRODUCTION:

Human Intelligence is the most incredible entity in the universe. General Intelligence is the ability to see relations in, make generalisations from, and relate and organize ideas represented in symbolic forms [Thordike & Hagen, 1956]. As mankind all we have today are the outcomes of the evolution of the brain and its wonderful capabilities like General Intelligence. Cultural Intelligence is a recent addition to the emerging field of studies on Intelligence, advent only on the year 2003. Cultural Quotient is the measure of Cultural Intelligence and CQ is the abbreviation used as a research based way of measuring and predicting Intercultural performance [Earley, Ang & Tan, 2006]. Cultural Intelligence refers to a person's capability to function effectively in the intercultural environment [Early & Ang 2003]. Ang et al. (2007) defined Cultural intelligence as a meta-competency, which identifies skills that contribute to the ability to effectively interact in often complex cultural environments. The world we live today in the 21st century is globalized. Globalization is the large-scale, interactive social process in which people increasingly interrelate, communicate and work in a culturally diverse workplace, both within and outside the organisation [Earley, Ang & Tan, 2006]. The consequences of globalization created a need of human abilities and skills to be fit for workplaces with cultural diversities. This demand of globalization can be fulfilled by Cultural Intelligence. In this context, Cultural Intelligence is regarded as one of the essential skills professionals need to compete globally in the 21st century [Montgomery, 2011]. Moreover, CQ acknowledges the practical realities of Globalization [Earley & Ang, 2003]. Hence, it is the individual's capability to detect, assimilates, reason and act on cultural cues appropriately in a situation characterized by cultural diversity, thus it is domain specific and has special relevance to multicultural settings and Global contexts [Earley & Ang, 2003]. In another words, Cultural intelligence is an important factor for behaviour in multicultural settings [Ott & Michailova, 2016]. CQ is a specific form of intelligence focused on capabilities to grasp, reason and behave effectively in situations characterized by cultural diversity [Schmidt & Hunter, 2000]. CQ is the form of intelligence has been defined as the ability to interact effectively with people from different cultures [Tuleja, 2014].

At the individual level, cultural values are essential for entrepreneurs in developing, accumulating and using cultural and human resource practices that enhance entrepreneurial performance [Chand & Ghorbani, 2011]. The benefit of having higher levels of CQ is now one of the essentials for every Individual. Individuals higher in overall CQ were more cooperative and had a greater desire to understand their surroundings compared with individuals who score lower in CQ [Imai & Gelfand, 2010]. In this context, Ang et al. (2007) argued that individuals with higher CQ are able to make more accurate cultural judgements, and report greater interactional adjustment and well being than those with lower CQ, over and beyond cognitive ability, emotional intelligence, personality and international experience. Prado (2006) indicted that cultural intelligence results in certain evaluations and who have higher cultural intelligence had better evaluation of cultural conditions and efficiency. Likewise, Individuals possessing high levels of CQ have the capacity to gather and manipulate information, draw conclusions from it, and then react to the cultural cues of their host region with appropriate cognitive, emotional or behavioural actions [Earley & Ang, 2003]. Maznevski (2008), state that the success of those cross-cultural interactions depends on each person's level of Cultural Intelligence. People with high in cultural intelligence are able to persevere in the face of challenges, particularly as it relates to new environments [Earley & Mosakowski, 2004]. Moreover, it enables people to recognize cultural differences through knowledge and understanding and behave appropriately in the face of different cultures [Van Dyne & Ang, 2005], allows individuals to understand and act appropriately across a wide range of

cultures [Thomas, 2006]. Furthermore, Individuals with higher CQ have a repertoire of strategies and behaviours to orient them when they encounter unfamiliar behaviours and perspectives [Livermore, 2011]. Peterson (2004) defined CQ as the ability to engage in set of behaviours that uses skill; language or interpersonal skills, and qualities; tolerance for ambiguity, flexibility, and turned appropriately to the culture based values and attitudes of the people with whom one interacts. Hence, CQ is considered as a capability that allows individuals to understand and act appropriately across a wide range of cultures [Thomas, 2006].

Cultural Intelligence is associated with Emotional Intelligence (EQ) [Van Dyne et al. 2009]. It represents a step beyond EQ [Peterson, 2004]; cross-cultural adaptability, and self-efficacy [MacNab and Worthley, 2012]. It is also viewed that, CQ is an important predictor of affective as well as performance-related outcomes in culturally diverse situations, over and beyond a number of other construct [Imai & Gelfand, 2010]. While defining CQ, Ang, Koh & Ng (2004) have demonstrated that Cultural Intelligence predicts Cultural Judgements, Decision making and Task Performance. It refers to an individual's capability to function effectively in situations characterised by cultural diversity [Ang & Linn Van Dyne, 2008; Early & Ang, 2003]. The level of CQ development within institution based education can become a function of the teacher's own level of CQ [Goh, 2012].

Cultural Intelligence does not refer to one's capability to function in specific cultures [Linn Van Dyne, Ang & Koh, 2000]. Thus, it is not confined to any specific culture. CQ as a 'Culture-Free' constructs [Ng & Earley, 2006]. The CQ framework is based on Sternberg and Detterman's (1986) integration of various loci of Intelligences, to propose a set of capabilities comprising mental, motivational and behavioural components that focus specifically on resolving cross-cultural problems [Earley & Ang, 2003; Earley, Ang & Tan, 2006; Linn Van Dyne, Ang, Ng, Rockstuhl, Tan & Koh, 2012]. Therefore, the theoretical basis of CQ offers a cohesive and comprehensive framework for considering the multifaceted nature of intercultural capabilities because the CQ provides an integrative framework that helps to organise and integrate the disparate research on intercultural competencies [Ang et al; 2007]. Initially it was viewed that Cultural Intelligence consists of three key factors, including Cultural Strategic Thinking, Motivation and Behaviour [Earley, Ang & Tan, 2006]. Lee & Sukoco (2007) reported an effect of all the three dimension of CQ, Cognition, Behaviour and Motivation on individual's general living conditions, working environment and communication with native people. CQ is a multifaceted competency consisting of cultural knowledge, the practice of mindfulness, and the repertoire of behavioural skills [Thomas and Inkson, 2004]. Later on Cultural Intelligence is conceptualized as comprising of four factors viz. Meta-cognitive dimension, Cognitive dimension, Motivational dimension and Behavioural dimension with specific relevance to functioning in culturally diverse settings [Early & Ang, 2003; Linn Van Dyne, Ang & Koh, 2000]. Constant monitoring of the planned strategy during the interactive exchange is a necessary element for high meta-cognitive CQ [Dyne et al., 2009]. CQ represents a system of interacting knowledge and skills, linked by cultural meta-cognition that enables people to adapt to, select, and shape the cultural aspects of their environment [Thomas, Elron & Stahl, , 2008]. The second dimension of CQ, Cognitive CQ involves learning about the norms, practices, and values of different cultures and how those compare to the norms, practices, and value system of other cultures. [Crowne, 2008; Dyne et al., 2009]. The third dimension of CQ Motivational CQ refers to an individual's interest and desire to learn about other cultures [Ang et al., 2007]. Motivational CQ is necessary for successful interethnic encounters [Earley et al., 2006]. Here, Templer, Tay and Chandrasekar (2006) demonstrated that motivational cultural intelligence predicts all three types of adjustment. The fourth

dimension of CQ, Behavioural CQ is an individual's ability to recognize what constitutes appropriate behaviours in a cultural situation and to adapt his/her verbal and nonverbal behaviours so that interactions with people from other cultures and languages can succeed [Ang et al., 2007]. Furthermore, the prior conceptualization of four factor dimension of Cultural Intelligence was extended into total eleven sub-dimensions; three sub-dimensions of Meta-Cognitive CQ; two sub-dimensions of Cognitive CQ; three sub-dimensions of Behavioural CQ and three sub-dimensions of Motivational CQ [Linn Van Dyne, Ang, Ng, Rockstuhl, Tan & Koh, 2012]. Henceforth, Ang et al. (2007) clarified that four dimensions of CQ are qualitatively different aspects of the overall capability to function effectively in culturally diverse settings. Hence, Cultural Intelligence can be described as the aggregate multidimensional construct of Meta-cognitive, Cognitive, Behavioural and Motivational CQ.

CQ can be measured like General Intelligence (IQ). Linn Van Dyne, Soon Ang and Koh (2009) developed the scale 'CQS' to measure Cultural Intelligence. The Cultural Intelligence Scale 'CQS' consists of 20 items and it is a Likert-type scale. Furthermore, Linn Van Dyne & Ang (2006) developed a self-administrative Scale of CQ, known as 'A self-Assessment of Your CQ scale' consisting of 54 items. Khan & Hasan (2016) validate the 20 item Cultural Intelligence scale in Indian context. They found composite reliability to be more than .70 for each five factors of Cultural Intelligence. Gozzoli & Gazzaroli (2018) validate the CQS scale in Italian context.

Individuals' Cultural Intelligence is a malleable construct that can be developed over time [Linn Van Dyne, Ang & Koh, 2000]; conceptualized as set of competencies that can be increased over time and independently from the context [Earley & Peterson, 2004]. Appropriate and long term training can be effective in changing the levels of CQ [Lopes-Murphy, 2013]. The increase in an individual's levels of CQ may influence by several factors; it may show a discrepancy across different countries. This discrepancy is dependent on any amount of previous expatriate experience, level of education and amount of languages spoken [Alon et al. 2016]. Thus, training for increasing individual's levels of CQ needs to be well planned and well executed with effective strategy. Though many researcher across the globe tried to explore various aspects of Cultural Intelligence during the short period of time after its appearance on 2003; yet very few studies have done to examine Cultural Intelligence concerning to individuals' gender. The studies that decided to explore Cultural Intelligence in the context of individuals' gender (Male/Female) mainly concentrated on the individuals' personality, emotional intelligence, leadership effectiveness, cross-cultural effectiveness etc. but studies on students' levels of Cultural Intelligence in the form of Meta-cognitive CQ, Cognitive CQ, Motivational CQ and Behavioural CQ along with students gender (Male/Female) are rare in both Indian and abroad research literature. In this context the present study holds the significance by ensuring a remarkable contribution to the field of education and the present Globalized environment. As such, the present study is designed to investigate the Cultural Intelligence of Students of Dibrugarh University in terms of their gender (Male/Female).

REVIEW OF RELATED LITERATURE:

Cultural Intelligence emerged out of the demand of Globalization. As the concept of Cultural Intelligence itself is contemporary one, a few studies examined Cultural Intelligence in terms of respondents' gender in India and

abroad.

Buckera et al. (2014). The authors stated that female respondents scored higher than male respondents did and it appeared that women are better equipped to develop CQ and succeed in foreign assignments.

Moiria Kostic Bobanovic & Jasmina Grzinic. (2019) The behaviour areas of CQ development were most significantly influenced with female respondents scoring higher than male respondents. Men and women differ in their levels of cultural intelligence. Females demonstrated a more significant advancement with the behaviour component of CQ.

Deng & Gibson (2008) studied the role of cultural Intelligence in cross cultural leadership effectiveness. This study confirmed that expatriate leaders' CQ can positively impact their cross-cultural leadership effectiveness.

Van Dyne, Ang & Koh (2009) developed conceptual basis of four factor model of cultural Intelligence. They studied about scale development of 20 item Cultural Intelligence scale to measure cultural intelligence.

Ng, Van Dyne & Ang (2009) proposed that Cultural Intelligence is an essential learning capability that leaders can use to translate their international experiences into effective experimental learning in culturally diverse contexts. Basically they draw attention to CQ as a set of individual capabilities that allows global leaders to learn from their experiences.

Triandis (2006) defined to make a person culturally intelligent it requires extensive training and an examination of positive and negative attributes of own and others culture can prove very helpful in increasing cultural Intelligence.

***METHODOLOGY:**

- **RESEARCH DESIGN:**

Normative Survey method has been designed to obtain precise information concerning the current status of the phenomenon and to draw valid conclusion. Due to the nature of the present study entitled, 'Cultural Intelligence of Students of Dibrugarh University, Assam.' Normative Survey method was found to be most suitable to conduct the study.

- **POPULATION OF THE STUDY:**

The population of the present study covered all the students currently studying various programmes under Departments/Centres for Studies/Institution of Dibrugarh University. There are a total of 18 Centres for Studies, 17 Departments and 1 Institution (DUIET) in Dibrugarh University, Assam.

- **SAMPLING TECHNIQUE USED IN THE STUDY:**

Purposive sampling technique is based on the typicality of the case to be included in the sample. As per the demand of the present study Purposive Sampling technique has been used to select Departments /Centres for Studies of Dibrugarh University.

- **SAMPLE OF THE STUDY:**

A sample is the smaller representative group of the population. In the present study a sample of 250 students were selected from 16 Departments and Centres for Studies of Dibrugarh University using purposive sampling technique.

- **RESEARCH TOOLS USED IN THE STUDY:**

In this present study the following research tool was used; 'A Self-Assessment of Your CQ' scale (constructed and standardized by Linn Van Dyne & Soon Ang, 2006) was used to measure Cultural Intelligence of students of Dibrugarh University.

- **Table-1: The dimensions of 'A Self-Assessment of your CQ' scale.**

| CULTURAL STRATEGIC BEHAVIOUR | CULTURAL MOTIVATION (MOT) | CULTURAL BEHAVIOUR (CEB) |
|------------------------------------|---------------------------------|--------------------------------|
| No. of item=25 | No. of item=16 | No. of item=13 |

Overall
Intelligence (CQTM) = Total CST + Total MOT+ Total BEH

Cultural

- **STATISTICAL TOOLS USED IN THE STUDY:**

In the present study, to establish Criterion for Parametric test of the distribution Cultural Intelligence of students of Dibrugarh University 'P-P Plot' was used.

The Mean, Standard Deviation, Skewness and Kurtosis were used to investigate the level of cultural Intelligence of students of Dibrugarh University.

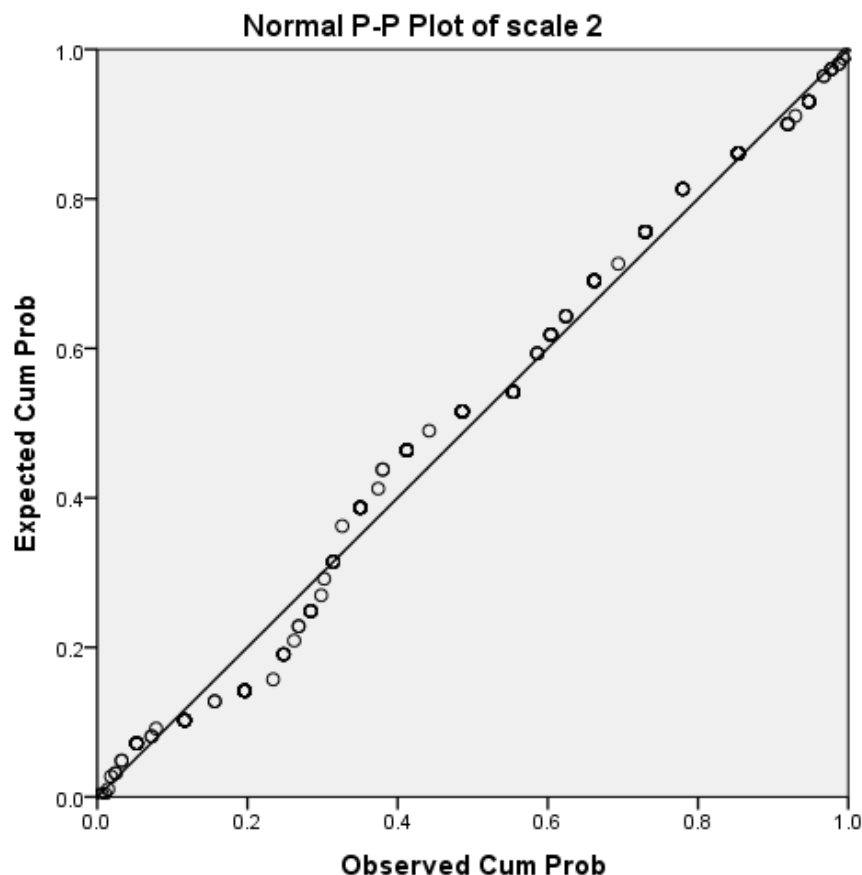
The 't-test' was used to compare the Cultural Intelligence of students of

Dibrugarh University with reference to their gender (Male/Female).

***ANALYSIS & DISCUSSION:**

- **Establishing the Criterion of Parametric test through Normal P-P Plot for Cultural Intelligence of students of Dibrugarh University:**

For displaying the nature of the distribution, Normal P-P Plot for Cultural Intelligence of students of Dibrugarh University is shown in Fig-1.



**Fig.-1:
Normal P-
P Plot**

representing the distribution of Cultural Intelligence of students of Dibrugarh University

It is clear from the Fig-1. That small circles near the point 0.3 and 0.5 in the observed cum probability versus expected cum probability curve are slightly diverted from the base NPC line. However, it is also clear that all other small circles relatively touch the base NPC line. Thus, it can be concluded that the distribution of Cultural Intelligence scores obtained by the students of Dibrugarh University is normal in nature.

- **Level of Cultural Intelligence of students of Dibrugarh University:**

The scores obtained by the students of Dibrugarh University in the 'A Self-Assessment of your CQ' scale were used to calculate Mean, Standard Deviation, Skewness and Kurtosis. The following Table-4.3 shows the level of Cultural Intelligence of students of Dibrugarh University.

Table-2: Level of Cultural Intelligence of students of Dibrugarh University

| Category | No. of students | Mean | Standard deviation | Skewness | Kurtosis |
|----------|-----------------|-------|--------------------|----------|----------|
| Total | 250 | 82.39 | 15.30 | -0.16 | -0.42 |

Table-2 reveals that the value of Mean and Standard Deviation of the distribution are 82.39 and 15.30 respectively. The value of skewness is -0.16 thus, the distribution of Cultural Intelligence scores obtained by the students was skewed negatively and it indicates that the scores are massed at the high end of the scale. The value of kurtosis is -0.42 and thus the distribution is platykurtic in nature and the peak of the curve is slight lower than the normal curve.

Comparison of Cultural Intelligence of students of Dibrugarh University with reference to their gender:

The t-test was used to compare the Cultural Intelligence of students with reference to their gender viz. Male/ Female. The Table-3 shows the comparison of Cultural Intelligence of students with reference to their gender.

Table-3: Comparison of Cultural Intelligence of students of Dibrugarh University with reference to their gender.

| Category of students | N | M | SE _D | df | t | Significance |
|----------------------|-----|-------|-----------------|-----|-----|------------------------------|
| Male | 128 | 82.96 | 2.10 | 248 | .26 | Not significant at .01 level |
| Female | 122 | 82.42 | | | | |

To examine the difference in Cultural Intelligence of students with reference to their gender, the following null hypothesis was formulated as, **‘There is no significant difference in Cultural Intelligence of students of Dibrugarh university with reference to their gender’**. The ‘t’ value was found to be .26 which is not significant at .01% level of significance. The null hypothesis could be accepted. Thus, there is no significant difference in Cultural Intelligence of students with reference to their gender. However, the findings of the present are contradictory with the findings of a similar recent study by Kumar & Kumar (2016). The boys and girls of Army school have shown considerable difference in their cultural intelligence, the girls of army school have high cultural intelligence [Kumar & Kumar, 2016].

***CONCLUSION:**

The present research work is concerned with the investigation of cultural intelligence of male and female students of Dibrugarh University. The first concern of this study was to find out the levels of cultural Intelligence of students of Dibrugarh University. And the second concern was to find out the disparity in the levels of Cultural Intelligence attained by students on the basis of their gender. The present study came up with the result that there is no significant disparity in cultural intelligence of male and female students of Dibrugarh University, Assam. The present study additionally showed that maximum number of students currently (2018) studying in Dibrugarh University scored in below average category in ‘A self-Assessment of Your CQ scale’ hence, they need to develop their Cultural Intelligence to take advantages of the Global opportunities.

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