



Cultural Intelligence (CQ): A Pathway for Building Peace

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ABSTRACT

Knowledge of cultures provides teachers with insights and capabilities to cope with multi-cultural situations and teach effectively in culturally diverse classrooms. Cultural Intelligences are essentially those abilities that will help prospective teachers' to deal with cultural diversity. In the present investigation an attempt has been made to study cultural intelligence of student teachers. Cultural Intelligence Scale was administered on 170 student teachers pursuing B.Ed in colleges of education of greater Mumbai. Study revealed that significant differences exist in the cultural diversity of student teachers on the basis of types of management.

KEYWORDS :

In today's global and diverse work settings, it is important for teachers to encompass the ability to function effectively in such multi-cultural situations. Teachers should possess the ability to display intercultural competence within and outside the classroom. Knowledge of cultures provides teachers with insights and capabilities to cope with multi-cultural situations and teach effectively in culturally diverse classrooms. This will put all at ease and bring forth an atmosphere of extreme calm and serenity.

The teacher has to be aware that she is dealing with humans at the end of the day. There are emotions, self respect, self esteem, acceptance issues which need to be harnessed at the onset. It is only when this is catered to, that the student will be at peace with himself and can proceed towards his goal gracefully and positively. He will be able to spread peace outside. He will be interested in knowledge which will help him to supervise and reflect on his emotions to be sensitised without any recourse to his origin. He will be treated at par with all. The teacher has to bear this uppermost in her mind and create a congenial atmosphere for one and all. The alterations are vital in ones teaching skills. Therefore the student teachers must possess good cultural knowledge and ability to tolerate without remorse.

Teachers should have the capability to relate and work effectively across cultures. Hence it is important for teachers to have a superior cultural intelligence. It will help student teachers to develop tolerance and enhance cross-cultural interactions. Cultural intelligence is the cognitive, motivational, and behavioral capacities to understand and effectively respond to the beliefs, values, attitudes, and behaviors of people under complex and changing situations in order to bring about a favorable change without sounding assertive.

Need of the Study

India is a multicultural country or we can say India is known for its "Unity in Diversity". The researcher felt that student teachers should have thorough understanding and knowledge of different religion and cultures. Teachers are considered to be Nation Builders as in their hands lie the responsibility of molding children into good citizens of the country. One of the most important task of the teachers is to inculcate in them respect for their own culture as well as for other cultures, and to respect the differences in the religions and cultures. There are students of different cultures and there may be situations in the classroom that they cannot adjust with each other. So under such trying circumstances the teacher should have cultural understanding to handle such situations with prudence. As a result, the researcher felt there is a need of understanding the cultural intelligence of the student teachers and hence this study was undertaken.

Concept of Cultural Intelligence (CQ)

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. Student 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 student 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.

Aim of the Study

To study the Cultural Intelligence of student teachers.

Objectives of the Study

1. To study the Cultural intelligence of student teachers on the basis of types of management
2. To compare the Cultural intelligence and its following dimensions of student teachers on the basis of types of management
 - a. Total culture quotient
 - b. Meta cognitive
 - c. Cognitive
 - d. Motivational
 - e. Behavioral

Hypothesis of the Study

1. There is no significant difference in the Cultural Intelligence and its following dimensions of student teachers on the basis of types of management
 - a. Total Cultural Quotient
 - b. Meta cognitive
 - c. Cognitive
 - d. Motivational
 - e. Behavioral

Operational Definitions

1. Cultural Intelligence -

It is the ability one possesses to adjust and adapt to differences in all aspects, especially culture.

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. Student Teacher-

A college student who is teaching under the supervision of a certified teacher educator in order to qualify for a degree in education.

Methodology of the Study

The present study has adopted the descriptive method of the causal comparative type.

Sample of the Study

The study was conducted on a sample of 170 student teachers of B. Ed colleges of Greater Mumbai affiliated to the University of Mumbai. The number of student teachers were 86 and 84 from aided and unaided colleges respectively.

Tool of the Study

The tool used by the researcher for this study was a standardized one prepared by Soon Ang, Linn Van Dyne, Christine Koh, K.Yee Ng, Klaus J. Templer, Cheryl Tay and N. Anand Chandrasekar (2007). The Cultural Intelligence scale (CQS) consisted of 20 statements. This scale was adapted by the researcher after making a few alterations to adapt to the Indian scenario. 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 and were divided into 4 levels as per the dimensions of cultural intelligence.

Scope of the Study

The study was conducted on student teachers of aided and unaided colleges of education affiliated to University of Mumbai. The study did not include student teachers from other universities.

Statistical Analysis

The collected data was analyzed with the help of 't'-test. The 't'-test was used to compare the mean scores of cultural intelligence and its dimensions on the basis of types of colleges.

Results

The following table shows the relevant statistics of comparison of mean scores of consciousness quotient and its dimensions on the basis of types of management.

Table---: Relevant Statistics of comparison of total cultural intelligence and its dimensions on the basis of types of management

Variables	Groups	N	M	SD	t	I.o.s
Total cultural intelligence	Private-aided colleges	86	100.25	16.42	6.62	0.01
	Private-unaided colleges	84	84.44	14.67		
Meta cognitive	Private-aided colleges	86	17.12	4.43	3.03	0.01
	Private-unaided colleges	84	15	4.66		
Cognitive	Private-aided colleges	86	25.27	5.46	4.92	0.01
	Private-unaided colleges	84	20.84	6.23		
Motivational	Private-aided colleges	86	21.16	6.48	0.33	NS
	Private-unaided colleges	84	20.84	6.16		
Behavioural	Private-aided colleges	86	20.90	6.09	1.09	NS
	Private-unaided colleges	84	22.01	7.07		

{Los= Level of Significance}

{For df = 168, Tabulated 't' is equal to 1.98 at 0.05 level and 2.61 at 0.01 level}

The results in the preceding table reveal that the obtained 't' ratio for total cultural quotient, meta cognitive and cognitive dimensions are greater than 2.61. Thus 't' is significant for these variables at 0.01 level. However, the obtained 't' ratios for motivational and behavioral dimensions of cultural quotient is less than 1.98. Thus 't' is not significant for these variables.

It can be concluded that there is a significant difference in the total cultural intelligence of student teachers on the basis of types of management. The mean scores of total cultural intelligence, metacognitive and cognitive dimensions of student teachers from aided college were found to be higher than that of unaided college. However no significant difference was observed in the motivational and behavioral dimensions of cultural intelligence of student teachers.

Discussions of the Results

The result of the study revealed that there is a significant difference in the cultural intelligence of student teachers. Student teachers from aided college are observed to be higher in their cultural intelligence than that of unaided college. In the aided college the student population may be more heterogeneous with respect to religious belief and locality. Aided College may be giving more opportunity for student teachers to interact with different stakeholders coming from different cultural background. More over these student teachers may be having a positive attitude towards cultural diversity that may be reflecting in their metacognitive and cognitive dimensions of cultural intelligence. Hence the observed scores for these dimensions were higher for these student teachers. Perhaps the student teachers from aided college may be better in expressing their confidence through verbal and nonverbal behavior. In addition they may be more confident to function and socialize with locals in a culture which is unfamiliar to them. Besides they may be having superior cultural knowledge about other cultures like their language, belief system, food styles, dressing styles etc. along with their own culture.

Conclusion

India is a melting pot of cultural diversity and traditions-with astounding assortment of religions, languages, literature, music, dance, art, architecture and life styles. Therefore the prospective teachers should have cultural intelligence to deal with the diverse cultural

demands of Indian classrooms. Colleges of education should take initiative for developing the cultural intelligence of student teachers. It is the responsibility of both the curriculum framers and the teacher educators to provide a conducive learning environment to student teachers by incorporating various co-curricular activities and field work which will enhance cultural intelligence of student teachers.

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