**INTERACTION EFFECT OF GENDER AND LOCALE**

**ON CULTURAL INTELLIGENCE OF**

**STUDENT TEACHERS**

###### FATHIMA JASEENA. M.P.M

**Summary of the dissertation Submitted to the**

**University of Calicut in partial fulfillment of the**

**requirements for the degree of**

# MASTER OF EDUCATION

#### FAROOK TRAINING COLLEGE

UNIVERSITY OF CALICUT

KERALA

**2008**

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Farook Training College **FATHIMA JASEENA. M.P.M**

## 30.10.2008

## DECLARATION

I, **FATHIMA JASEENA. M.P.M,** do hereby declare that this dissertation, **“INTERACTION EFFECT OF GENDER AND LOCALE ON CULTURAL INTELLIGENCE OF STUDENT TEACHERS”**, has not been submitted by me for the award of any Degree, Diploma, Title or Recognition before.

Farook Training College **FATHIMA JASEENA. M.P.M**

30.10.2008

Dr. MUMTHAS. N.S

Senior Lecturer,

Farook Training College,

Calicut.

## CERTIFICATE

I, **Dr. MUMTHAS. N.S**, do hereby certify that this dissertation, **“INTERACTION EFFECT OF GENDER AND LOCALE ON CULTURAL INTELLIGENCE OF STUDENT TEACHERS”**, is a record of bonafide study and research carried out by **FATHIMA JASEENA. M.P.M,** under my supervision and guidance. The report has not been submitted by her for the award of a Degree, Diploma, Title or Recognition before.

Farook Training College **Dr. MUMTHAS. N.S**

30.10.2008 (Supervising teacher)

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## CHAPTER I

# INTRODUCTION

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INTRODUCTION

Education is a vast field of experiences, which aim to humanize as well as socialize the child. Education has to cater to the individual differences of the children and for the preparation of the future generation. A nation’s future prosperity depends upon the quality of education and skill of the work force of the younger generation. The system of education should afford opportunities to the individual to develop, physically, mentally, intellectually, morally and socially. Modern education would help the individual to realize his full potentials and for the development of national growth.

The basic characteristics of education is that informs the person and enlightens him about everything he does not know and thus initiate him into asking all sort of questions about nation, society, nature, innovations, developments, demands, social matters and so many other things. The vital aim of education is ‘Inter-alia’- i.e., to be helpful and useful to society, patriotic to nation, dutiful to family and help to lead a happy peaceful life without duly getting disturbed under changing circumstances. Education provide suitable measure to each problem of human being and hence it is the basis of the culture, tradition and political management.

According to Delor’s (1996) recommendations, the four pillars of education– learning to know, learning to be, learning to do, learning to live together, can be achieved by the active participation of teachers and the learners same time. In our culturally plural society education should foster universal and eternal values oriented towards the unity and integration of the people. Such education should help to eliminate religious fanaticism, violence, superstition and fatalism.

Present day education emphasizes consumerism, competition, value depletion, greedy thoughts and hatred interactions. Now a days, the achievement has guided its central concern for the fall development of a person being educated. Prevailing educational system lack the quality of cultivation of imagination and training of character. Recent educational programme is conventional and unresponsible to the present social, economical, political and technological changes, particularly than the challenges posed by information and communication technologies. This system of education should be improved according to the need of time. It has to fulfill the demands of one’s own country. It must be competitive and co-operative also. Todays educational aims are to be re-oriented for sustainable development. This require acceptance of the challenges of the nation, collective responsibilities, constructive partnership and action with determination of human force. To achieve these goals there is the need of excellent, dedicated, and hardworking teachers, for shaping the growing innocent, undisturbed minded children.

**NEED AND SIGNIFICANCE OF THE STUDY**

It is true that teachers are the engineers of future citizens of a nation. They are expected to put into practice the plans that have been designed by others. Teachers are supposed to teach according to society’s expectations and are forced to follow certain expected behavioral norms and regulations. The successful teachers have the ability for a higher level of integration of their cognition and perceptual functioning. They had a superior capacity for co-ordination and original thinking. A good teacher had a well developed value system and ego control capability.

Professional dignity, altruistic, temper, job involvement, democratic outlook and good family background were correlated with teaching effectiveness. In a world where crossing boundaries is a fashion, mutual understanding becomes vitally important skill not only for business people but for successful teachers also. In this technological explosion era, a teacher has to act as the role of both a facilitator, and a guide. They must have the leadership quality to face the challenges of today’s world. An effective teacher is indispensable even in the equipped system of education. A good teacher is always accountable to their students, management, and society. In an economically and technologically driven era, the teachers have to awaken humanistic, ethical and spiritual values in order to encourage peace, justice, freedom and equality. Teachers are base and basis for all officers, including administers, doctors, engineers, economists, and even ministers also. They are responsible for the ‘Nation Building Project’ in the society.

Classroom teaching and learning usually includes the interaction among teacher and pupil, the learning environment and the curriculum. The teachers have to acquire knowledge about the curriculum, teaching method, and they have the capacity for facing the experience of working with multicultured pupil. So the teachers have the quality of inter-cultural acceptance called ‘Cultural Intelligence’.

Cultural Intelligence is needed for everyone who interact with people of different cultures. It is valuable to those who want to improve their interacting style while dealing with people from unknown cultures. “successful interaction with other people” is the heart of Cultural Intelligence. Cultural Intelligence will help an individual for emotionally aware and able to read the emotions of others. So among the various important qualities and capabilities of an effective teacher, Cultural Intelligence occupies a prominent role.

India being a democratic country there is a rich mixture of various cultures, that existing in every aspect of our lives. These differences are reflecting in classroom activities also. It is a system where, many kind of faiths, customs, and ideology are interrelated. Generally a teacher has to face the students, administrators, governing bodies and to public itself. Here only a competent teacher can deal effectively these multicultural group. Besides that, a teacher has to interact with others in different situations like meeting with parents, organization of co-curricular activities, guiding a tour, participating in various programmes, conducting different types of competitions, sports etc. In all these occasions, a teacher must be vigilant in his dealings with others.

We cannot predict others style of behaviour at a time. They will react according to their mood. A capable teacher can face these situations with the help of Cultural Intelligence. A culturally intelligent teacher can communicate effectively in any conflicting situation. A competent teacher want to be the capacity of collaborative negotiation skill and he has to use the technique in suitable occasions. To attain this capacity, a teacher has to share the ideas and develop highly effective interpersonal relationship with in pupil and colleagues. Cultural Intelligence can product greater creativity, improved productivity and good friendly relations with others.

Although the teachers must have the ability of a special competence as a way to build bridge between clear and complex differences in the teaching-learning atmosphere. It is also necessary for a teacher to understand the inter-cultural skills for the development of personal effectiveness. It can acquire through the ability to identify the influence of culture of our own and others. If a person have intercultural intelligence, he can recognize the shared ideas, and have limited self awareness to develop highly effective inter-personal relations in general.

In our society, it can be seen that the number of female teachers are more than that of male teachers. Our society is made up of rural and urban population. It can be seen that the urban population is more competitive, intelligent, and educated than rural population. It is also opined that the urban people are self-centered, ego centric and not co-operative. Moreover the public, is of the opinion that, the rural communities are very loving, co-operative, helpful and caring. Hence our teacher communities are made up the different strata viz., gender, locale etc. Any way- a competent and multicultural personality can lead the younger generation in a goal oriented, future directed and a creative way.

In such a situation, the investigator felt that, it is worthwhile to study this problem. Thus the investigator wanted to know whether the variables Locale and Gender have any effect on Cultural Intelligence of student teachers. So keeping all these matters, the present study is an attempt to find out the interaction effect of Gender and Locale on Cultural Intelligence of student teachers.

**STATEMENT OF THE PROBLEM**

The present study is entitled as “**INTERACTION EFFECT OF GENDER AND LOCALE ON CULTURAL INTELLIGENCE OF STUDENT TEACHERS**”

**DEFINITION OF KEY TERMS**

To have a clear idea of the problem stated, the operational definition of the terms are given below.

**Interaction Effect**

The term interaction effect in the study stands for the statistical process to see whether the effect of a variable is different for different levels of other variables as studied by the techniques of Two-way ANOVA.

**Gender**

The term Gender in the present study stands for biological sex of the student teacher.

**Locale**

For the present study the term Locale means that Locality of residence of student teachers.

**Cultural Intelligence**

Cultural Intelligence is someone’s ability to being more skilled and flexible about understanding different culture, learning more about it by our own interaction with them (Kohler, 2004).

For the present study Cultural Intelligence is operationally defined as the sum of the scores of the three dimensions of Cultural Intelligence viz., cognitive, physical and motivational ability to deal with the cultures obtained by the student teachers in the Cultural Intelligence Scale.

**Student Teachers**

Student teachers are the students undergoing training to be a teacher. For the present study it is operationally defined as student teachers who are undergoing training at secondary level in the institution under university of Calicut.

**VARIABLES OF THE STUDY**

The present study involves two types of variables, viz., independent variables and dependent variable. The independent variables in the study are Gender and Locale. The dependent variable is the Cultural Intelligence of student teachers.

**OBJECTIVES**

Following are the objectives set for the present study.

1. To find out the extent of Cultural Intelligence of student teachers in the total sample and the relevant subsamples based on
   1. Gender and
   2. Locale
2. To find out the main effects of Gender and Locale on Cultural Intelligence of student teachers.
3. To find out the interaction effect of Gender and Locale on Cultural Intelligence of student teachers.

**HYPOTHESES**

1. The main effects of the variables Gender and Locale on Cultural Intelligence of student teachers are significant.
2. The interaction effect of the variables Gender and Locale on Cultural Intelligence of student teachers is significant.

**METHODOLOGY**

It deals with the precise description of sample used for the study, tool and statistical techniques used for the study.

**Sample**

The present study is proposed to be conducted on a sample of 750 student teachers drawn by stratified sampling techniques from various teacher training institutions under University of Calicut by giving due representation to the factors like Gender, Locale, Subject of specialization and Type of management of the institution.

**Tool Used for the Study**

For measuring the Cultural Intelligence of student teachers, the investigator developed a tool viz., Cultural Intelligence Scale (2007) in collaboration with her supervising teacher.

**Statistical Techniques**

The following statistical techniques are used for the present study.

1. Preliminary Statistics
2. Percentiles
3. Two-way ANOVA with (2 x 2) Factorial Design
4. Two-tailed Test of Significance of Difference between Mean Scores for Large Independent Samples

**SCOPE AND LIMITATIONS**

The present study is intended to study the main and interaction effect of Gender and Locale on Cultural Intelligence of student teachers. The study was conducted on a representative sample of 700 student teachers drawn from different colleges in different districts under university of Calicut. The sample was selected by stratified sampling technique giving due representation to factors like Gender, Locale, Subject of specialization and Type of management of the institution. The present study is also attempts to construct and standardize a scale for measuring Cultural Intelligence of student teachers focusing on the various dimensions, as revealed by the review of related literature. Even though the investigator tried her best to make the study a perfect one, there are some limitations. They are:-

1. While developing the tool of Cultural Intelligence Scale, only the dimensional aspects viz., cognitive, physical and emotional aspects are focused.
2. The study is limited with only two independent variables- viz., Gender and Locale.
3. Due to the limitation of time, the population selected for the study was confined to the prospective teachers at secondary level only.

In spite of the above limitations the investigator attempted to make the study as much objective and valid as possible and hopes that the findings of the study will yield fruitful results.

**ORGANIZATION OF THE REPORT**

The report has been presented in five chapters.

***Chapter I***

The first chapter of the report contains a brief introduction of the problem, need and significance of the study, statement of the problem, definition of key terms, objectives and hypotheses, methodology, scope and limitations of the study.

***Chapter II***

This chapter includes the theoretical overview of Cultural Intelligence, along with the related studies.

***Chapter III***

This contains methodology of the study, variables, tools employed, selection of sample, data collection procedure and statistical techniques used for analysis of data.

***Chapter IV***

Statistical analysis of data, discussion of results, summary of findings and tenability of the hypotheses are given in this chapter.

***Chapter V***

Summary, major findings, conclusion, educational implication of the study and some suggestions for further research are included in this chapter.

REVIEW OF RELATED LITERATURE

Review of related literature of the study is an important aspect of any investigation. It is necessary for a researcher to make a thorough survey of related studies before planning and carrying out the study. A proper study of the related literature would enable the investigator to locate and go deep into the problem. Familiar with what is already known and what is still unknown and untested helps the researcher to eliminate the duplication of what has been done and provides useful hypotheses and helpful suggestions for significant investigation. In order to get an insight into the theoretical background of the subject of the study, related literature was thoroughly reviewed. The result of the review is summarized in this chapter. For convenience this has been attempted in two sections viz.,

1. THEORETICAL OVERVIEW OF CULTURAL INTELLIGENCE
2. SURVEY OF RELATED STUDIES

**A. THEORETICAL OVERVIEW OF CULTURAL INTELLIGENCE**

Teachers are accepted undoubtedly the central figure in the system of education, as they mould and influence the young minds turning into the human resources of the nation in multiple ways. They are inculcating in children a sense of value judgement and value transmission. Teachers have to understand the aspirations and expectations of the community by establishing a linkage between the school and the community.

Generally community is a heterogeneous group of having different languages, religion and cultures. Here only teachers can make a bridge between education and community. To understand some one from a different culture we have to put their behaviour and attitudes into the context of our culture and value system. Now a days culture is growing and changing in both its significance and its values. It is the only thing that is holding nation and international understanding together. As the world is progressing, dealing with multiple cultures has become mandatory.

The various factors which contribute cultural differences are gender, locale, language, value system, rituals, beliefs, caste, dressing, and food styles. Culture is a combination of different factors. If we look more deeply into culture, we can see just, how deep it goes. But it is important for everyone to know about our own culture. The different letters in the term ‘CULTURE’ can be expanded as follows:-

C:- Cultures that are suitable to everyone, every work place in every region

U:- Understanding cultural belief values, perception of others is a key to success.

L:- Learning diverse cultural heritage, i.e., it is like rewarding, inspiring and empowering.

T:- The increasing effect of teamwork, it is impossible without Cultural Intelligence.

U:- ‘Us’ and ‘them’, cultural programming can be easily done through better understanding of other culture.

R:- Exploring cultural diversity is a key to unfamiliar innovations and growth.

Accordingly culture is the main component of Cultural Intelligence. Early and Aug (2003) developed the concept of Cultural Intelligence based on contemporary theories of Intelligence by Sternberg (1986). According to them Cultural Intelligence is “The capability to grow personally through continuous learning and good understanding of diverse cultural heritage, wisdom, values and to deal effectively with people from different cultural background and understanding”. A culturally intelligent human being possess the ability to successfully adapt to a variety of different cultural, organizational and professional cultures with little discomfort and difficulty. Also Cultural Intelligence is a person’s ability to welcome to new cultural contexts.

Cultural Intelligence can be consider as a person’s capacity to work with a person from other culture, which is unknown to him. In another aspect it is said that Cultural Intelligence is the view of a person and his natural ability to interpret someone’s unfamiliar, ambigious gestures in which that person behave himself. Cultural Intelligence is related with emotional intelligence but it picks up where emotional intelligence leaves off. But some aspects of Cultural Intelligence are innate. It helps an individual to understand the wide ranging effects of culture on behaviour. It helps to facilitate the re-conciliation of differences and conflicts in different aspects than enhancing the probability of arriving at culturally oriented solutions.

The various stages of the development of Cultural Intelligence are, (i) Reactivity to external stimuli (ii) Recognition of other cultural entities (iii) Accomodation of other cultural norms and rules (iv) Assimilation of diverse cultural beliefs into one behaviour. Thus Cultural Intelligence is a mechanism that goes beyond the barriers of cultural diversities, but it enhance our ability to maintain the cultural harmony in a meaningful way.

There are three areas of Cultural Intelligence. They are knowledge, mindfulness and behavioural skills. The knowledge means that gaining knowledge of a culture by knowing ‘what, how and why’ of that culture. The mindfulness denote the inclination of an individual to pay attention to the conflicts which are occur in cultural diverse situations that he encounters. The behavioural skill which are based on behaving appropriately in different situations, is a result of cultural adaptations.

Cultural Intelligence resides in our Body, Heart and in Head. It means that the whole body have to act the different roles of Cultural Intelligence. The body means that, it indicates by showing our action to understand other cultures and behaviour. Our action and mannerism must prove that we have already entered into their world. By adapting other’s habits and customs we convey that we understood their values and beliefs. Mainly it is the physical aspect of Cultural Intelligence. The heart means that it is the emotional aspects of Cultural Intelligence. It is the ability to accept and adopt for the personal satisfaction through our methods. It reveals that we adopt a new culture, by overcoming obstacles and barriers. Everyone can do that only if they believe in their own efficiency. The Head means it is the cognitive aspect of Cultural Intelligence which we use to distinguish the belief and styles of other culture. It also help us to prevent from making foolish misunderstanding when communicating with others.

The adaptability to the environment raises the cultural ability of the individual’s intelligence. The theory of Cultural Intelligence provides in a method to understand an individual’s cultural background and its behavioral impact on the development of cultural unity. Cultural Intelligence negates ethnocentrism and builds the individual towards an appreciation of cultural diversity, blending with others and assimilating others into a common culture. An individual with high Cultural Intelligence is expected to create, lead, work in and control co-workers with great ease. The natural by-products of Cultural Intelligence are – refined wisdom attitudes, beliefs and values (Patnaik, 2007).

Cultural Intelligence teaches strategies to improve cultural perception in order to distinguish behaviours driven by culture from those specific to an individual through suggesting that allowing knowledge, appreciation of the difference to guide responses that result in better relationship. According to Dyne, Cultural Intelligence, given the capacity to function effectively in diverse cultural settings by developing and testing a model that posits differential relationship between the four CQ factors-meta cognitive, cognitive, motivational and behavioural. Also the knowledge of Cultural Intelligence give us three effective intercultural effectiveness. i.e., cultural judgment, decision making and cultural adaptation.

In the opinion of CADS (Centre for Advanced Defense Studies), Cultural Intelligence is the view or concern or it is the ability to engage in a set of different behaviours that use language, interpersonal skills and qualities which are appropriate to the cultural based value and attitude of the people when one interact with other. According to Peterson, Cultural Intelligence is the perfect antidote for overcoming cross-cultural differences for improving the working atmosphere and communicative skills, for building solid relationship and contributing positively to the organization from the bottom line. In the view of Searle (1990) Cultural Intelligence include the socio-cultural sense of adjustments and psychological feeling of well being.

In another aspect Cultural Intelligence is impaired by a phenomenon which is called as ‘ethnocentrism’ and ‘mirror-imaging’. That means the interpretation of unfamiliar situations using ones experience with familiar one’s. It is a way of people they tend to judge other’s behaviour based on their own expectations (Harris, 2005).

According to David (2004) if any body have a minimum level of Cultural Unity (CQ), they can be more skilled and flexible about understand a unknown cultures. Ready to learn more about it, from ongoing interaction with it and gradually reshaping our thinking, to be more sympathetic to the context.

In the words of Subhendu Dey (2006) those individuals with high in CQ are able to tease out the features of behaviours true of all people and all groups to those that are peculiar to that person.

Cultural intelligence can guide the person in acquiring, understanding and adapting himself to the global skills and to thrive in any cultural background. With the help of Cultural Intelligence an individual dealing with competative world is able to relate himself to other cultures by getting cues and trying to avoid his own bad culture affecting his perceptions. Also those who have high Cultural Intelligence get so much benefits to the various attributes of different cultures that they start finding it very easy to adjust their behavior to suit the requirements of different occasions.

Cultural Intelligence goes a step further than cultural competency by providing awareness of diversity. Individual who develop their Cultural Intelligence can discover what makes them unaware of how their own culture affects their perceptions and learn to pay careful attention in a reflective and creative way. Also he will develop a variety of behavioural skills which are appropriate to different inter-cultural and intra-cultural situations and be able to choose the right one in the given situations.

Not only that an employees or a worker or a person who are high in Cultural Intelligence can enter into cultural settings whether local, national, professional, organizational, regional or global, whatever it may be, he can immediately act and understand what is hopping and why. He can confidently interact with people and engage in the right actions. Also that the development of cultural intelligence can support in making friendships to determine when, needs or desires change and when friend/clients want help and what are the best ways.

Cultural Intelligence is a mechanism that goes beyond intellectualizing, decreasing differences, but enhance our ability to maintain the atmosphere of diversity efforts in a meaningful and enduring way. Thus the concept of Cultural Intelligence altogether form a powerful and systematic frame work of understanding why individual differ in their effectiveness in coping with a different atmosphere.

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From the review, it can be seen that Cultural Intelligence has three dimensions viz., the cognitive dimension, the physical dimension and the emotional/motivational dimension.

The cognitive dimension means that the ability to develop pattern from cultural differences, and it provides understanding about the differences between cultures. It include asking questions, about what motivate people to act in different environments. It is the capacity to understanding differences and learning about beliefs, habits, and taboos of other unknown culture. It starts, when we consciously acknowledging the barriers and respecting others trait and distinguish than from other cultural group including our own. The cognitive aspect refers to ‘control of cognition’. It reveals the idea of the norms, practices, and convention in different cultures, acquired from education, and personal experiences. It gives the idea of the economic, legal, and social system of different cultures and sub-cultures. It include a through analysis of the new environment including the internal and external obstacles that are observed. It is the capacity to understand rote learning.

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The emotional/motivational dimension means that it is the ability and desire to engage others. It can be observed by our styles from our reactions. It is the capacity to empathize to sand in others shoe. It involves the actual artifacts of a culture. i.e., its music, belief, food and life style etc. It refers to the ability to adjust to a new environment for that one must have truly the desire to follow through it. It is the preparation of our heart with out thinking and reacting will allow us to better deal with the differences we are experienced. The emotional aspect refers to the mental capacity to direct and sustain energy on a particular task or situation and recognize it. In other aspect it is the ability to direct attention, and aim towards learning about functioning in conflict situations, and it help to solve the problem of that area. It is more near to emotional intelligence. It is based on our intrinsic interest and confidence to deal with the Cultural perspective. Adopting to a new culture involves, overcoming obstacles and set backs.

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The benefit of developing Cultural Intelligence as follows:

1. Staff enrichment
2. Better relationship
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More over Cultural Intelligence provides an alternative opportunity for persons within the organizational climate to interact successfully to become confident, skilled and intelligent- i.e., the altogether unifying ability –CQ. Earley and Mosakowski developed the concept of Cultural Intelligent Quotient-CQ- based on the theories of mental, emotional and physical Intelligence. The knowledge of CQ help us to manage effectively with cross-cultural differences by the following ways:-

* 1. Lower the cultural barriers caused by ‘us’ and ‘them’. It allow us to predict what they are thinking and how ‘they’ will react to our behavioural pattern.
  2. Minimize the power of cultural diversity

The amount of CQ helps the individual to acquire a basic understanding of the wide ranging effect of culture on behaviour. They will discover how to eliminate the cultural control that makes them unaware of our own culture. Thus it help us in a reflective and creative way to solve the cross-cultural situation. The amount of CQ helps us to provide insight about our capability for to cope with multicultural perspective. The four factors of CQ are:-

1. CQ Knowledge:- It is a person’s understanding of how cultures are similar and how cultures are different.
2. CQ Strategy: It means how individual makes sense of inter-cultural experiences. It reflects the processes, that individual use to acquire and understand cultural knowledge.
3. CQ Motivation:- This means a person’s interest in experience of other culture and interacting with them.
4. CQ Behaviour:- It means, a person’s capability to adapt verbal and non-verbal behaviour.

CQ incorporates the behavioural skills of an individual by allowing him to adapt new environment, thus CQ is a concept that has global implications. CQ is the result of the combination of four sources. i.e.,

1. IQ:- It focuses on the cognitive aspect of understanding differences.
2. PQ:- It is related to the physical aspect, that are associated with differences.
3. EQ:- It is the emotional factors which are necessary to adjust to a new culture.
4. SQ:- It is the spiritual foundations that impacts Cultural Intelligence. It is the main source of guidance for the three intelligences. Thus the knowledge of CQ help us to minimize the differences through sensitivity, adaptability and good discipline. CQ development provides unlimited opportunities for innovation and growth by eliminating the rigidity of the working atmosphere.

Early and Mosakowski developed six CQ profiles viz., provincial, analyst. natural, ambassader, mimic, and chameleon, which distinguish the levels of Cultural Intelligence. According to them (2003) Cultural Intelligence is the capability to adopt across-cultures. It reflects an individual’s capability to gather, interpret, and act upon these radically different uses to function effectively in cross-cultures or multi cultural settings.

But Jennifer (2004) is of the opinion that, it is the ability to recognize cultural myths of our own and those of others and replace them with current realities.

In the words of Van and Koh (2005) Cultural Intelligence is a person’s capability to function successfully in a situation characterized by cultural diversity.

Cultural Intelligence is someone’s ability to being more skilled and flexible about understanding a different culture, learning more about it by our interaction with them (Kohler, 2004; Inkson, 2004).

In a different aspect, Cultural Intelligence is the capacity of a persons to adopt skillfully to different national, organizational and professional cultures (Emeritus, 2004; Martha, 2005; Peterson, 2005).

In summary, Cultural Intelligence is a skill being used by all to manage and succeed in a multi cultural settings. It enables the person to think, control and relate effectively with different environment situations. It guide us for acquiring, understanding and adapting ourselves to the global skills of adjustments and thus help to thrive in any cultural background. It help us to communicate well in various cultural contexts. Being a culturally intelligent human being means, he possess the ability to adapt effectively to a variety of different cultural perspectives. Practical knowledge of Cultural Intelligence will help to avoid quarelling situations from developing the knowledge of CQ definitely lead for negotiating, with unknown cultural aspects. With the help of Cultural Intelligence an individual dealing with today’s competitive environment is able to relate himself to the changing needs of the Society. Successful interaction with people from different culture is the heart of Cultural Intelligence.

**SURVEY OF RELATED STUDIES**

The reviewed studies are abstracted below:

Hilliard & Asa (1994) tried to know about the student’s intelligence through tests by studying the effect of construct validity of intelligence and the role of cultural context in intelligence testing. The result showed that the cultural environment has no contribution to the intelligence factor.

Johnson and Nancy (1994) conducted a study on intellectually gifted children from diverse ethnic and cultural background to determine the effect of risk on gifted children when intelligence level has been controlled. Area of risk included the cultural, economical, emotional, environmental and language factors. The result showed that the difference were found only between the groups defined by the different level of risk factors.

Hafenstein et. al (1995) found that how individual differences in personal experiences, culture, learning style, and interest will affect the ability of children based on a qualitative study. The result revealed that general intellectual ability, specific aptitude and cultural factors are combined in different quantities among different children.

Curran and Lisa (1996) investigated that, the argument of criticism in standardized intelligence test, to measure, the intellectual competence of culturally diverse children. The result indicated that, there is no significant difference in the performance of the students in different intelligence tests.

Sing (1996) revealed that heredity places a genetic role in intellectual development, but there is a dynamic interrelationship between cultural and environmental factors.

Taylor et. al (1996) observed that, for higher educational institutions to sustain, excellence in the mission of teaching research, it must have a cultural context, that encourages creativity, tolerance, and willingness to learn more new things from past mistakes.

Vonder et. al (1996) conducted a study on 25 Egyptian mothers and their pre-school children to know the cultural competence of mother’s teaching styles have any effect in their children’s educability. Result revealed that, the mothers intelligence and educational qualification were related to their teaching styles of their children.

Abbott and John (1997) observed the contribution of Archeology and cultural anthropology in human beings for the developments of discrete skills like, social technological, natural, historical, linguistics and intellectual skills, over the past million years. Result revealed that recently all these skills are combined into broad intelligence and it is a key for the general development of the individual.

Hinke and Katherine (1997) conducted a study to investigate, the factors-gender, development, and cross-cultural difference in the moral reasoning among children. Result showed that higher students have higher cognitive development scores than the lower students. Female students have higher scores than male students.

A study conducted by Lopeze and Rubben (1997) to know about the authenticity of intelligence test revealed that intelligence is guided by certain cross-cultural skills, which may be achieved by all students through school life.

A study conducted by Powell and Gary (1997) showed that the need for instructional designers, trainees, and educators to have cultural sensitivity or cross-cultural perspective or awareness to succeed in their field. A cultural sensitivity quiz must enrich their creativity. Also they have to consider learning environment, rewards and cultural background of their students.

Belkir et al (1998) tried to know about the biological determinants- i.e., a pseudoscientific inquiry about what is ultimately the scientific rational for the maintenance of classism, racism, sexism and culturalism. They found that genetic diversity is one fact, but it is ‘culture’ that human brains have created the most severely limit potentials (SLD).

Farland and Valere (1998) conducted a study to know, whether members of culturally diverse population affect the ability of elementary gifted groups, through means of a non-traditional assessment method. The result showed that classroom-teachers are interested only in identifying the expert students. So they argued that there is no need of appropriate designed test and culturally unbiased assessment test for the proper identification of culturally diverse children.

Richardson et al (1998) tried to explore the methods of teaching social and emotional competence within a culturally diverse society. The result showed that culturally responsive education should focus on building of the social and emotional competence in children and adolescents, through their various methods.

Duncheneax et. al (1999) conducted a study on impact of cultural identification of Native American college students, to know the relationship between cultural identification and cognitive testing sores. The result revealed that, the traditional group scored higher on the verbal intelligence quotient.

Stestenko et al (2000) examined gender and cultural differences in over 3000 children to know about what leads to academic success. Result demonstrated that there is a close, correspondence between the children’s achievement and competences which is based on their cultural belief. In some contexts girls were more biased than boys.

Sulaiman and Mahmoud (2001) identified that multicultural education is useful in moulding diverse learners for developing multiple intelligence. The concept of multiple intelligence is linked with multicultural education.

Furham et al (2002) conducted a study on college students from different cultural groups and estimated the student’s IQ scores with their parents and siblings. The result revealed that there is a consistency in sex differences of ratings across-cultures. Also they found that the difference in levels of estimated IQ scores as a result of cultural demands for modesty.

Booker and Liz (2003) conducted an ethnographic study among 4 year old children from different cultural background and same neighbourhood. They conducted a interview with their parents and observed the school days of children. The result showed that difference in their home preparation have effect on their school experiences. Among them one variable is the cultural belief system of their home communities.

Helms et al (2003) conducted a study on 474 migrants and a group of students of age 6 to 12 to know about their intelligence level. Result revealed that the performance between the groups are better predicted by a cultural complexity factor (c), than by the cognitive ability (g).

Braten et al (2005) conducted a study to identify the contribution of belief, and theories of intelligence have any effect in the strategy of self regulated learning. The result showed the relationship between cultural belief and self-regulated learning may vary with academic outcomes.

Gordon et al (2006) conducted a study to know about the ability to learn is associated with exposure to specialized cultures that privileged in their attitude, knowledge and skill. Result showed that who are raised in their culture tend to do well in school achievements.

Pepi et al (2006) conducted a study to determine the relationship between the variables-school achievements, socio-economic level, home environment and gender in Italian and Portuguese students. They highlighted the importance of cultural economical and social factors for the developments of their motivation for higher achievements.

Warren and Cortney (2006) conducted a study using intelligence test in undergraduate psychology students and found that students were significantly more knowledgeable about multiculturalism. Also the multicultural factors are more important than academic achievement.

A study conducted by Fargan and Joseph (2007) to know the level of intelligence in African-American whites. Result revealed that half of the problem were solved on the basis of information generally available through their beliefs with the help of information newly learned. Knowledge did not vary with race or culture.

Naglieri et al (2007) conducted a study on Hispanics (children of working class, got limited English language training) and non Hispanics children- through a intelligence test- CAS (Cognitive Assessment System). The result showed that there is only a small differences is found between Hispanic and non-Hispanic children. The correlation between the constructs and achievements were substantial for both children.

Robert (2007) made an attempt to know the relationship between intelligence and view of culture. The result found that different cultures have different views of intelligence. That is the act that constitute intelligence behaviour may vary from one culture to another.

**CONCLUSION**

The review of related literature helped the investigator to have a wide perspective on the concept of Cultural Intelligence. From the review it is clear that the term ‘Cultural Intelligence’ had a recent origin and therefore only a few related studies are available. Again it is clear that all the studies are from abroad.

Among the related studies, some of them show that cultural background, sex and age have influence on intelligence perspective (Hafenstein, 1995; Sing, 1996 etc.). Some studies indicated that cultural atmosphere has effect on the level of academic achievement (Taylor, 1996; Vonder, 1996; Powel, 1997). One study showed that the high level of cultural perspective help for regulated learning (Braten et. al., 2005)

In such a situation the investigator made an attempt to study the Cultural Intelligence of student teachers who are the prospective teachers of younger generation.

REVIEW OF RELATED LITERATURE

Review of related literature of the study is an important aspect of any investigation. It is necessary for a researcher to make a thorough survey of related studies before planning and carrying out the study. A proper study of the related literature would enable the investigator to locate and go deep into the problem. Familiar with what is already known and what is still unknown and untested helps the researcher to eliminate the duplication of what has been done and provides useful hypotheses and helpful suggestions for significant investigation. In order to get an insight into the theoretical background of the subject of the study, related literature was thoroughly reviewed. The result of the review is summarized in this chapter. For convenience this has been attempted in two sections viz.,

1. THEORETICAL OVERVIEW OF CULTURAL INTELLIGENCE
2. SURVEY OF RELATED STUDIES

**A. THEORETICAL OVERVIEW OF CULTURAL INTELLIGENCE**

Teachers are accepted undoubtedly the central figure in the system of education, as they mould and influence the young minds turning into the human resources of the nation in multiple ways. They are inculcating in children a sense of value judgement and value transmission. Teachers have to understand the aspirations and expectations of the community by establishing a linkage between the school and the community.

Generally community is a heterogeneous group of having different languages, religion and cultures. Here only teachers can make a bridge between education and community. To understand some one from a different culture we have to put their behaviour and attitudes into the context of our culture and value system. Now a days culture is growing and changing in both its significance and its values. It is the only thing that is holding nation and international understanding together. As the world is progressing, dealing with multiple cultures has become mandatory.

The various factors which contribute cultural differences are gender, locale, language, value system, rituals, beliefs, caste, dressing, and food styles. Culture is a combination of different factors. If we look more deeply into culture, we can see just, how deep it goes. But it is important for everyone to know about our own culture. The different letters in the term ‘CULTURE’ can be expanded as follows:-

C:- Cultures that are suitable to everyone, every work place in every region

U:- Understanding cultural belief values, perception of others is a key to success.

L:- Learning diverse cultural heritage, i.e., it is like rewarding, inspiring and empowering.

T:- The increasing effect of teamwork, it is impossible without Cultural Intelligence.

U:- ‘Us’ and ‘them’, cultural programming can be easily done through better understanding of other culture.

R:- Exploring cultural diversity is a key to unfamiliar innovations and growth.

Accordingly culture is the main component of Cultural Intelligence. Early and Aug (2003) developed the concept of Cultural Intelligence based on contemporary theories of Intelligence by Sternberg (1986). According to them Cultural Intelligence is “The capability to grow personally through continuous learning and good understanding of diverse cultural heritage, wisdom, values and to deal effectively with people from different cultural background and understanding”. A culturally intelligent human being possess the ability to successfully adapt to a variety of different cultural, organizational and professional cultures with little discomfort and difficulty. Also Cultural Intelligence is a person’s ability to welcome to new cultural contexts.

Cultural Intelligence can be consider as a person’s capacity to work with a person from other culture, which is unknown to him. In another aspect it is said that Cultural Intelligence is the view of a person and his natural ability to interpret someone’s unfamiliar, ambigious gestures in which that person behave himself. Cultural Intelligence is related with emotional intelligence but it picks up where emotional intelligence leaves off. But some aspects of Cultural Intelligence are innate. It helps an individual to understand the wide ranging effects of culture on behaviour. It helps to facilitate the re-conciliation of differences and conflicts in different aspects than enhancing the probability of arriving at culturally oriented solutions.

The various stages of the development of Cultural Intelligence are, (i) Reactivity to external stimuli (ii) Recognition of other cultural entities (iii) Accomodation of other cultural norms and rules (iv) Assimilation of diverse cultural beliefs into one behaviour. Thus Cultural Intelligence is a mechanism that goes beyond the barriers of cultural diversities, but it enhance our ability to maintain the cultural harmony in a meaningful way.

There are three areas of Cultural Intelligence. They are knowledge, mindfulness and behavioural skills. The knowledge means that gaining knowledge of a culture by knowing ‘what, how and why’ of that culture. The mindfulness denote the inclination of an individual to pay attention to the conflicts which are occur in cultural diverse situations that he encounters. The behavioural skill which are based on behaving appropriately in different situations, is a result of cultural adaptations.

Cultural Intelligence resides in our Body, Heart and in Head. It means that the whole body have to act the different roles of Cultural Intelligence. The body means that, it indicates by showing our action to understand other cultures and behaviour. Our action and mannerism must prove that we have already entered into their world. By adapting other’s habits and customs we convey that we understood their values and beliefs. Mainly it is the physical aspect of Cultural Intelligence. The heart means that it is the emotional aspects of Cultural Intelligence. It is the ability to accept and adopt for the personal satisfaction through our methods. It reveals that we adopt a new culture, by overcoming obstacles and barriers. Everyone can do that only if they believe in their own efficiency. The Head means it is the cognitive aspect of Cultural Intelligence which we use to distinguish the belief and styles of other culture. It also help us to prevent from making foolish misunderstanding when communicating with others.

The adaptability to the environment raises the cultural ability of the individual’s intelligence. The theory of Cultural Intelligence provides in a method to understand an individual’s cultural background and its behavioral impact on the development of cultural unity. Cultural Intelligence negates ethnocentrism and builds the individual towards an appreciation of cultural diversity, blending with others and assimilating others into a common culture. An individual with high Cultural Intelligence is expected to create, lead, work in and control co-workers with great ease. The natural by-products of Cultural Intelligence are – refined wisdom attitudes, beliefs and values (Patnaik, 2007).

Cultural Intelligence teaches strategies to improve cultural perception in order to distinguish behaviours driven by culture from those specific to an individual through suggesting that allowing knowledge, appreciation of the difference to guide responses that result in better relationship. According to Dyne, Cultural Intelligence, given the capacity to function effectively in diverse cultural settings by developing and testing a model that posits differential relationship between the four CQ factors-meta cognitive, cognitive, motivational and behavioural. Also the knowledge of Cultural Intelligence give us three effective intercultural effectiveness. i.e., cultural judgment, decision making and cultural adaptation.

In the opinion of CADS (Centre for Advanced Defense Studies), Cultural Intelligence is the view or concern or it is the ability to engage in a set of different behaviours that use language, interpersonal skills and qualities which are appropriate to the cultural based value and attitude of the people when one interact with other. According to Peterson, Cultural Intelligence is the perfect antidote for overcoming cross-cultural differences for improving the working atmosphere and communicative skills, for building solid relationship and contributing positively to the organization from the bottom line. In the view of Searle (1990) Cultural Intelligence include the socio-cultural sense of adjustments and psychological feeling of well being.

In another aspect Cultural Intelligence is impaired by a phenomenon which is called as ‘ethnocentrism’ and ‘mirror-imaging’. That means the interpretation of unfamiliar situations using ones experience with familiar one’s. It is a way of people they tend to judge other’s behaviour based on their own expectations (Harris, 2005).

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2. PQ:- It is related to the physical aspect, that are associated with differences.
3. EQ:- It is the emotional factors which are necessary to adjust to a new culture.
4. SQ:- It is the spiritual foundations that impacts Cultural Intelligence. It is the main source of guidance for the three intelligences. Thus the knowledge of CQ help us to minimize the differences through sensitivity, adaptability and good discipline. CQ development provides unlimited opportunities for innovation and growth by eliminating the rigidity of the working atmosphere.

Early and Mosakowski developed six CQ profiles viz., provincial, analyst. natural, ambassader, mimic, and chameleon, which distinguish the levels of Cultural Intelligence. According to them (2003) Cultural Intelligence is the capability to adopt across-cultures. It reflects an individual’s capability to gather, interpret, and act upon these radically different uses to function effectively in cross-cultures or multi cultural settings.

But Jennifer (2004) is of the opinion that, it is the ability to recognize cultural myths of our own and those of others and replace them with current realities.

In the words of Van and Koh (2005) Cultural Intelligence is a person’s capability to function successfully in a situation characterized by cultural diversity.

Cultural Intelligence is someone’s ability to being more skilled and flexible about understanding a different culture, learning more about it by our interaction with them (Kohler, 2004; Inkson, 2004).

In a different aspect, Cultural Intelligence is the capacity of a persons to adopt skillfully to different national, organizational and professional cultures (Emeritus, 2004; Martha, 2005; Peterson, 2005).

In summary, Cultural Intelligence is a skill being used by all to manage and succeed in a multi cultural settings. It enables the person to think, control and relate effectively with different environment situations. It guide us for acquiring, understanding and adapting ourselves to the global skills of adjustments and thus help to thrive in any cultural background. It help us to communicate well in various cultural contexts. Being a culturally intelligent human being means, he possess the ability to adapt effectively to a variety of different cultural perspectives. Practical knowledge of Cultural Intelligence will help to avoid quarelling situations from developing the knowledge of CQ definitely lead for negotiating, with unknown cultural aspects. With the help of Cultural Intelligence an individual dealing with today’s competitive environment is able to relate himself to the changing needs of the Society. Successful interaction with people from different culture is the heart of Cultural Intelligence.

**SURVEY OF RELATED STUDIES**

The reviewed studies are abstracted below:

Hilliard & Asa (1994) tried to know about the student’s intelligence through tests by studying the effect of construct validity of intelligence and the role of cultural context in intelligence testing. The result showed that the cultural environment has no contribution to the intelligence factor.

Johnson and Nancy (1994) conducted a study on intellectually gifted children from diverse ethnic and cultural background to determine the effect of risk on gifted children when intelligence level has been controlled. Area of risk included the cultural, economical, emotional, environmental and language factors. The result showed that the difference were found only between the groups defined by the different level of risk factors.

Hafenstein et. al (1995) found that how individual differences in personal experiences, culture, learning style, and interest will affect the ability of children based on a qualitative study. The result revealed that general intellectual ability, specific aptitude and cultural factors are combined in different quantities among different children.

Curran and Lisa (1996) investigated that, the argument of criticism in standardized intelligence test, to measure, the intellectual competence of culturally diverse children. The result indicated that, there is no significant difference in the performance of the students in different intelligence tests.

Sing (1996) revealed that heredity places a genetic role in intellectual development, but there is a dynamic interrelationship between cultural and environmental factors.

Taylor et. al (1996) observed that, for higher educational institutions to sustain, excellence in the mission of teaching research, it must have a cultural context, that encourages creativity, tolerance, and willingness to learn more new things from past mistakes.

Vonder et. al (1996) conducted a study on 25 Egyptian mothers and their pre-school children to know the cultural competence of mother’s teaching styles have any effect in their children’s educability. Result revealed that, the mothers intelligence and educational qualification were related to their teaching styles of their children.

Abbott and John (1997) observed the contribution of Archeology and cultural anthropology in human beings for the developments of discrete skills like, social technological, natural, historical, linguistics and intellectual skills, over the past million years. Result revealed that recently all these skills are combined into broad intelligence and it is a key for the general development of the individual.

Hinke and Katherine (1997) conducted a study to investigate, the factors-gender, development, and cross-cultural difference in the moral reasoning among children. Result showed that higher students have higher cognitive development scores than the lower students. Female students have higher scores than male students.

A study conducted by Lopeze and Rubben (1997) to know about the authenticity of intelligence test revealed that intelligence is guided by certain cross-cultural skills, which may be achieved by all students through school life.

A study conducted by Powell and Gary (1997) showed that the need for instructional designers, trainees, and educators to have cultural sensitivity or cross-cultural perspective or awareness to succeed in their field. A cultural sensitivity quiz must enrich their creativity. Also they have to consider learning environment, rewards and cultural background of their students.

Belkir et al (1998) tried to know about the biological determinants- i.e., a pseudoscientific inquiry about what is ultimately the scientific rational for the maintenance of classism, racism, sexism and culturalism. They found that genetic diversity is one fact, but it is ‘culture’ that human brains have created the most severely limit potentials (SLD).

Farland and Valere (1998) conducted a study to know, whether members of culturally diverse population affect the ability of elementary gifted groups, through means of a non-traditional assessment method. The result showed that classroom-teachers are interested only in identifying the expert students. So they argued that there is no need of appropriate designed test and culturally unbiased assessment test for the proper identification of culturally diverse children.

Richardson et al (1998) tried to explore the methods of teaching social and emotional competence within a culturally diverse society. The result showed that culturally responsive education should focus on building of the social and emotional competence in children and adolescents, through their various methods.

Duncheneax et. al (1999) conducted a study on impact of cultural identification of Native American college students, to know the relationship between cultural identification and cognitive testing sores. The result revealed that, the traditional group scored higher on the verbal intelligence quotient.

Stestenko et al (2000) examined gender and cultural differences in over 3000 children to know about what leads to academic success. Result demonstrated that there is a close, correspondence between the children’s achievement and competences which is based on their cultural belief. In some contexts girls were more biased than boys.

Sulaiman and Mahmoud (2001) identified that multicultural education is useful in moulding diverse learners for developing multiple intelligence. The concept of multiple intelligence is linked with multicultural education.

Furham et al (2002) conducted a study on college students from different cultural groups and estimated the student’s IQ scores with their parents and siblings. The result revealed that there is a consistency in sex differences of ratings across-cultures. Also they found that the difference in levels of estimated IQ scores as a result of cultural demands for modesty.

Booker and Liz (2003) conducted an ethnographic study among 4 year old children from different cultural background and same neighbourhood. They conducted a interview with their parents and observed the school days of children. The result showed that difference in their home preparation have effect on their school experiences. Among them one variable is the cultural belief system of their home communities.

Helms et al (2003) conducted a study on 474 migrants and a group of students of age 6 to 12 to know about their intelligence level. Result revealed that the performance between the groups are better predicted by a cultural complexity factor (c), than by the cognitive ability (g).

Braten et al (2005) conducted a study to identify the contribution of belief, and theories of intelligence have any effect in the strategy of self regulated learning. The result showed the relationship between cultural belief and self-regulated learning may vary with academic outcomes.

Gordon et al (2006) conducted a study to know about the ability to learn is associated with exposure to specialized cultures that privileged in their attitude, knowledge and skill. Result showed that who are raised in their culture tend to do well in school achievements.

Pepi et al (2006) conducted a study to determine the relationship between the variables-school achievements, socio-economic level, home environment and gender in Italian and Portuguese students. They highlighted the importance of cultural economical and social factors for the developments of their motivation for higher achievements.

Warren and Cortney (2006) conducted a study using intelligence test in undergraduate psychology students and found that students were significantly more knowledgeable about multiculturalism. Also the multicultural factors are more important than academic achievement.

A study conducted by Fargan and Joseph (2007) to know the level of intelligence in African-American whites. Result revealed that half of the problem were solved on the basis of information generally available through their beliefs with the help of information newly learned. Knowledge did not vary with race or culture.

Naglieri et al (2007) conducted a study on Hispanics (children of working class, got limited English language training) and non Hispanics children- through a intelligence test- CAS (Cognitive Assessment System). The result showed that there is only a small differences is found between Hispanic and non-Hispanic children. The correlation between the constructs and achievements were substantial for both children.

Robert (2007) made an attempt to know the relationship between intelligence and view of culture. The result found that different cultures have different views of intelligence. That is the act that constitute intelligence behaviour may vary from one culture to another.

**CONCLUSION**

The review of related literature helped the investigator to have a wide perspective on the concept of Cultural Intelligence. From the review it is clear that the term ‘Cultural Intelligence’ had a recent origin and therefore only a few related studies are available. Again it is clear that all the studies are from abroad.

Among the related studies, some of them show that cultural background, sex and age have influence on intelligence perspective (Hafenstein, 1995; Sing, 1996 etc.). Some studies indicated that cultural atmosphere has effect on the level of academic achievement (Taylor, 1996; Vonder, 1996; Powel, 1997). One study showed that the high level of cultural perspective help for regulated learning (Braten et. al., 2005)

In such a situation the investigator made an attempt to study the Cultural Intelligence of student teachers who are the prospective teachers of younger generation.

ANALYSIS

Analysis of data collected helps the investigator to test the hypotheses formulated statistically and arrive at conclusions. The present study is to find out the main and interaction effect of Gender and Locale on Cultural Intelligence of Student teachers. This chapter deals with the analysis and interpretations of the data as per the following hypotheses.

**HYPOTHESES**

Following are the hypotheses formulated for the present study.

1. The main effects of the variables Gender and Locale on Cultural Intelligence of student teachers are significant.
2. The interaction effects of the variables Gender and Locale on Cultural Intelligence of student teachers is significant.

As the main objectives of the study is to find out the main and interaction effect of the independent variables on the dependent variable Cultural Intelligence, the investigator used the technique of Two-way ANOVA. Analysis of Variance being a parametric test, some assumptions are to be met in order to use the techniques.

The major assumption of ANOVA are

1. The distribution of the dependent variable should be normal
2. Homogeneity of variances
3. The samples drawn should be random and independent

The analysis of data and discussion of results are presented under the following heads.

* 1. Preliminary Analysis
  2. Extent of Cultural Intelligence in the Total Sample and the Relevant Subsamples.
  3. Two-Way ANOVA (2x2) Factorial Design.

**A. PRELIMINARY ANALYSIS**

To see whether the dependent variable Cultural Intelligence of student teachers is normally distributed or not, important statistical constants such as mean, median, mode, standard deviation, skewness and kurtosis were computed for the whole sample. The details of the statistics are presented in Table 3.

**TABLE 3**

**Descriptive Statistics of**

**the Variable ‘Cultural Intelligence’ of Student Teachers**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **N** | **Mean** | **Median** | **Mode** | **Standard Deviation** | **Skewness** | **Kurtosis** |
| 700 | 177.90 | 178.300 | 183 | 14.65 | -0.26 | 0.32 |

It can be found that the value of mean, median and mode are approximately equal. The extent of skewness or index of asymmetry is –0.26. This shows that the distribution is negatively skewed. The measure of kurtosis is 0.32 which shows the curve is platykurtic (KU > 0.263).

The nature of the distribution is more clear from Figure 1.

The statistical constants and the graphical representation of the variable reveals that the dependent variable Cultural Intelligence of Student teachers follows approximately a normal distribution. The second basic assumption of Analysis of variance is the homogeneity of variances. Since the sample is drawn from the normal population and also is sufficiently large, the investigator assumes that there is homogeneity of variances.

The third basic assumption of ANOVA is that the sample drawn should be random and independent. The design of the present study ensures that the sample should be random and independent.

1. **THE EXTENT OF CULTURAL INTELLIGENCE IN THE TOTAL SAMPLE AND THE RELEVANT SUB SAMPLES**

The extent of Cultural Intelligence of student teachers in the total sample and in the relevant subsamples were established by calculating the mean score and the percentiles.

The mean scores of Cultural Intelligence of student teachers in the total sample and relevant subsamples are presented in Table 4.

**TABLE 4**

**Mean Score of Cultural Intelligence of**

**Student Teachers in the Total Sample and Relevant Subsamples.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Total sample** | **Gender** | | **Locale** | |
| **Male** | **Female** | **Urban** | **Rural** |
| Mean scores of Cultural Intelligence | 177.89 | 180.69 | 177.26 | 175.25 | 179.41 |

Table 4 reveals that mean scores of Cultural Intelligence of Student teachers for total sample is 177.89. While considering the male student teachers they have slightly higher mean scores in Cultural Intelligence than their counter parts. In the case of Locality, rural student teachers have greater score in their Cultural Intelligence than urban student teachers.

**Percentile Norm for the Total Sample**

Percentiles P10, P20, P30, P40, P50, P60, P70, P80 and P90 were computed for the total sample. They are presented in Table 5.

**TABLE 5**

**Percentile Norm for the Total Sample**

|  |  |
| --- | --- |
| **Percentile** | **Value** |
| P90 | 196.00 |
| P80 | 189.00 |
| P70 | 186.00 |
| P60 | 182.00 |
| P50 | 178.00 |
| P40 | 175.00 |
| P30 | 171.00 |
| P20 | 166.00 |
| P10 | 160.00 |

Table 5 revealed that the 10th percentile of the Cultural Intelligence scores of student teachers is 160.00. That means, the Cultural Intelligence scores of 10 percent of student teachers lies below the score 160 and that of 90 percent of student teachers lies above the score 160. Also from Table 5 P50=178, which means below and above the Cultural Intelligence score 178, an equal number of student teachers lies. In a similar way we can interpret all other percentiles.

**Percentile Norms for Rural and Urban Student Teachers**

It has been found that, Locale has main effect on the variable Cultural Intelligence. So the investigator established separate percentile norms for rural and urban sample. P10, P20, P30, P40, P50, P60, P70, P80 and P90 were computed for the subsample. They are presented in Table 6.

**TABLE 6**

**Percentile Norm for Rural and Urban Student Teachers**

|  |  |  |
| --- | --- | --- |
| **Percentile** | **Value** | |
| **Rural** | **Urban** |
| P90 | 197.00 | 195.40 |
| P80 | 190.00 | 187.00 |
| P70 | 189.00 | 186.00 |
| P60 | 186.00 | 184.00 |
| P50 | 183.00 | 180.00 |
| P40 | 180.00 | 176.00 |
| P30 | 172.00 | 168.00 |
| P20 | 168.00 | 163.00 |
| P10 | 162.00 | 155.00 |

Table 6 revealed that the 10th percentile of the Cultural Intelligence scores of rural student teachers is 162.00. That means, the Cultural Intelligence scores of 10 percent of the rural student teachers lies below the score 162.00 and that of 90 percent of rural student teachers lies above the score 162. Also it is found that P50= 183. That means below and above the score 183 an equal number of rural student teachers lies.

Table 6 again revealed that the 10th percentile of Cultural Intelligence scores of urban student teachers is 155.00. That means, the Cultural Intelligence score of 10 percent of the urban student teachers lies below the score 155 and that of 90 percent of urban student teachers lies above the score 155. Also from Table 6, P50= 180. That means below and above the score 180.00 an equal number of urban student teachers lies.

**C. TWO-WAY ANOVA WITH 2 x 2 FACTORIAL DESIGN**

Two-way ANOVA is a statistical technique employing two independent variables to study a single effect and first order interaction effect of these independent variables on dependent variable. Two-way ANOVA with 2 x 2 factorial design is employed in the present study for the analysis of data, so as to find out the main and interaction effect of the independent variables Gender and Locale on the dependent variable Cultural Intelligence of student teachers.

Being a parametric technique ANOVA has some basic assumptions viz.,

1. The distribution of the dependent variable should follow normality.
2. Homogeneity of Variables
3. The sample drawn should be random and independent

The statistical constant and graphical representation obtained for the dependent variable Cultural Intelligence is normally distributed for the total sample.

Since the sample is drawn from the normal population and also is sufficiently large, the investigator assumes there is homogeneity of variances. As the sample in the present study are selected randomly and measures are independent it also satisfies the third basic assumption of ANOVA. As the basic condition of ANOVA are almost satisfied, ANOVA is carried out. The statistical analysis and discussion of the result with regard to this technique are described under the following sections.

1. **Main Effect of Gender and Locale on Cultural Intelligence of Student Teachers**

The main effect of Gender and Locale on Cultural Intelligence of student teachers were found using ANOVA (2 x 2 factorial design) and the details of the result obtained are given in Table 7.

**TABLE 7**

**Result of ANOVA (2 x 2) on**

**‘Cultural Intelligence’ of Student Teachers by Gender and Locale**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Source of Variation** | **Sum of Squares** | **Degrees of Freedom** | **Mean Squares** | **F-value** |
| Gender | 17.27 | 1 | 17.27 | 0.08 |
| Locale | 3700.59 | 1 | 3700.58 | 17.75\*\* |
| Gender x Locale | 1446.65 | 1 | 1446.65 | 6.94\*\* |
| Residual | 145080.3 | 696 | 208.45 |  |
| Total | 150092.2 | 699 | 214.72 |  |

*Note: \*\* P< 0.01*

**Discussion of Results**

1. **Main Effect of Gender on Cultural Intelligence of Student Teachers**

Table 7 revealed that, F-value obtained for the main effect of Gender on Cultural Intelligence of student teachers is 0.08. This value is less than 3.84 the tabled value of ‘F’ for (1, 696) degrees of freedom required for significance at 0.05 level. This indicates that the main effect of the variable Gender on Cultural Intelligence of student teachers is not significant even at 0.05 level of significance. This further suggest that level of Cultural Intelligence of student teachers are not different for different levels of Gender.

**b) Main Effect of Locale on Cultural Intelligence of Student Teachers**

From Table 7, it can be found that the F-value obtained for the main effect of Locale on Cultural Intelligence of student teachers is 17.75. This value is greater than 6.63, the tabled value of F for (1, 696) degrees of freedom at 0.01 level of significance. This indicates that the main effect of the variable Locale on Cultural Intelligence of student teachers is significant at 0.01 level of significance. This further suggest that, level of Cultural Intelligence of student teachers are different for different levels of Gender. As the main effect of the variable Locale on Cultural Intelligence is found significant the investigator conducted a follow up study to locate where the group differences are. The details of the test are given below as Table 8.

**TABLE 8**

**Details of Test of Significance of**

**Mean Difference in Cultural Intelligence of**

**Student Teachers between Rural and Urban Student Teachers**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Variable Compared** | **Rural Student Teachers** | | | **Urban Student Teachers** | | | **Critical ratio** |
| **N** | **M** | **σ** | **N** | **M** | **σ** |
| Cultural Intelligence | 445 | 179.41 | 13.68 | 255 | 175.25 | 15.90 | 3.64\*\* |

*Note: \*\* P< 0.01*

From Table 8 the critical ratio obtained for Rural and Urban student teachers is 3.64, which is greater than 2.58, the tabled value of ‘t’ required for significance at 0.01 level. This shows that there is significant difference between Rural and Urban student teachers in their Cultural Intelligence level. The positive value of critical ratio indicates that the first group (Rural student teachers) have better Cultural Intelligence than the second group (Urban student teachers).

**(c) Interaction Effect of Gender and Locale on Cultural Intelligence of Student Teachers**

From Table 7, it can be found that the F-value obtained for the interaction effect of Gender and Locale on Cultural Intelligence of student teachers is 6.94, which is greater than 6.63, the tabled value of F for (1, 696) df at 0.01 level of significance. This implies that the variables Gender and Locale have significant interaction effect on Cultural Intelligence of student teachers. That is, the variable Gender affects Cultural Intelligence of student teachers significantly at different levels of locality of student teachers.

Graphical representation of the interaction effect of gender and locale on Cultural Intelligence of student teachers for the total sample is presented in Figure 2.

**SUMMARY OF FINDINGS**

The important findings obtained from the study are summarized as below:

1. The extent of Cultural Intelligence of student teachers in the total sample in terms of percentiles was found to be

|  |  |
| --- | --- |
| **Percentile** | **Value** |
| P90 | 196.00 |
| P80 | 189.00 |
| P70 | 186.00 |
| P60 | 182.00 |
| P50 | 178.00 |
| P40 | 175.00 |
| P30 | 171.00 |
| P20 | 166.00 |
| P10 | 160.00 |

1. The extent of Cultural Intelligence of student teachers in the subsample based on Locale in terms of percentile was found to be

|  |  |  |
| --- | --- | --- |
| **Percentile** | **Value** | |
| **Rural** | **Urban** |
| P90 | 197.00 | 195.40 |
| P80 | 190.00 | 187.00 |
| P70 | 189.00 | 184.00 |
| P60 | 186.00 | 180.00 |
| P50 | 183.00 | 176.00 |
| P40 | 180.00 | 173.00 |
| P30 | 172.00 | 168.00 |
| P20 | 168.00 | 163.00 |
| P10 | 162.00 | 155.00 |

|  |  |
| --- | --- |
|  | * 1. Gender has no significant effect on Cultural Intelligence of student teachers |

[F = 0.83, P> 0.05 for (1, 696) df]

* 1. Locale has significant main effect on Cultural Intelligence of student teachers.

[F = 17.75, P<0.01 for (1, 696 ) df]

* 1. There exist significant difference in the mean scores of Cultural Intelligence of student teachers based on their Locality.

[C.R = 3.64; P < 0.01]

1. The interaction effect of Gender and Locale on Cultural Intelligence of student teachers is significant.

[F = 6.94, P< 0.01 for (1, 696) df]

1. Male student teachers have better Cultural Intelligence than female student teachers.

[Mean score of Male student teachers = 180.69, Mean Score of students Female teachers = 177.26]

1. Rural student teachers have higher level of Cultural Intelligence than Urban Student teachers.

[Mean of Rural Student teachers= 179.41, Mean score of Urban Student Teachers = 175.25].

**TENABILITY OF HYPOTHESES**

Based on the findings, the tenability of hypotheses for the present study were reviewed.

The first hypothesis states that ‘the main effect of the variables Gender and Locale on Cultural Intelligence of student teachers are significant’. Findings of the study in this regard are that the independent variable Gender has no significant main effect on Cultural Intelligence of student teachers. The other independent variable Locale have significant main effect on Cultural Intelligence of student teachers. So the first hypothesis is partially substantiated.

The second hypothesis states that, ‘the interaction effect of the variables Gender and Locale on Cultural Intelligence of student teachers is significant’. In this study, it was found that the variables Gender and Locale have significant interaction effect on Cultural Intelligence of student teachers. So the second hypothesis is fully substantiated.

SUMMARY, CONCLUSIONS AND

SUGGESTIONS

This chapter provides a retrospective view of the study, major findings, educational implications and suggestions for further research.

**STUDY IN RETROSPECT**

The present investigation was entitled as “**INTERACTION EFFECT OF GENDER AND LOCALE ON CULTURAL INTELLIGENCE OF STUDENT TEACHERS**”.

**VARIABLES**

The dependent variable in the study is Cultural Intelligence of student teachers. The independent variables are Gender and Locale.

**OBJECTIVES**

Following are the objectives set for the present study.

1. To find out the extent of Cultural Intelligence of student teachers in the total sample and the relevant subsamples based on
   1. Gender and
   2. Locale
2. To find out the main effects of Gender and Locale on Cultural Intelligence of student teachers.
3. To find out the interaction effect of Gender and Locale on Cultural Intelligence of student teachers.

**HYPOTHESES**

1. The main effects of the variables Gender and Locale on Cultural Intelligence of student teachers are significant.
2. The interaction effect of the variables Gender and Locale on Cultural Intelligence of student teachers is significant.

**SAMPLE**

The study was conducted on a stratified sample of 700 student teachers from various teacher training institutions under University of Calicut. The sample was drawn giving due representation to factors like Gender, Locale of residence, Type of management of institution and Subject of specialization.

**TOOL**

For measuring Cultural Intelligence of student teachers, Cultural Intelligence Scale was constructed the standardized by the investigator.

**STATISTICAL TECHNIQUES USED**

The following are the statistical techniques used in analyzing the data.

1. Preliminary analysis
2. Percentiles
3. Two-way ANOVA with (2x2) Factorial Design
4. Two tailed test of significance of difference between mean scores for large independent samples

**MAJOR FINDINGS OF THE STUDY**

The important findings of the study are presented below:

1. The extent of Cultural Intelligence of student teachers in total sample in terms of percentile was found to be.

|  |  |
| --- | --- |
| **Percentile** | **Value** |
| P90 | 196.00 |
| P80 | 189.00 |
| P70 | 186.00 |
| P60 | 182.00 |
| P50 | 178.00 |
| P40 | 175.00 |
| P30 | 171.00 |
| P20 | 166.00 |
| P10 | 160.00 |

1. The extent of Cultural Intelligence of student teachers in the subsample based on Locale in terms of percentile was found to be

|  |  |  |
| --- | --- | --- |
| **Percentile** | **Value** | |
| **Rural** | **Urban** |
| P90 | 197.00 | 195.40 |
| P80 | 190.00 | 187.00 |
| P70 | 189.00 | 184.00 |
| P60 | 186.00 | 180.00 |
| P50 | 183.00 | 176.00 |
| P40 | 180.00 | 173.00 |
| P30 | 172.00 | 168.00 |
| P20 | 168.00 | 163.00 |
| P10 | 162.00 | 155.00 |

1. Gender has no significant effect on Cultural Intelligence of student teachers

[F = 0.83, P> 0.05 for (1, 696) df]

1. Locale has significant main effect on Cultural Intelligence of student teachers.

[F = 17.75, P<0.01 for (1, 696) df]

1. There exist significant difference in the mean scores of Cultural Intelligence of student teachers based on their Locality.

[C.R = 3.64; P < 0.01]

1. Male student teachers have better Cultural Intelligence than female student teachers.

[Mean score of Male student teachers = 180.69, Mean score of Female student teachers = 177.26]

1. The Interaction effect of Gender and Locale on Cultural Intelligence of student teachers is significant.

[F = 6.94, P< 0.01 for (1, 696) df]

1. Rural student teachers have higher level of Cultural Intelligence than Urban Student teachers.

[Mean score of Rural Student teachers 179.41, Mean score of Urban Student Teachers = 175.25].

**CONCLUSION**

Major findings of the study helped the investigator to conclude as follows:

Gender has no main effect on Cultural Intelligence of student teachers. Eventhough mean scores of Cultural Intelligence of male student shows that they have better Cultural Intelligence than female student teachers.

Locale has significant main effect on Cultural Intelligence of student teachers. The follow-up analysis also revealed that the rural student teachers have better Cultural Intelligence than Urban student teachers.

There is a significant interaction effect between Gender and Locale on Cultural Intelligence of student teachers.

**EDUCATIONAL IMPLICATIONS**

This study was to test the main and interaction effect of the variables Gender and Locale on Cultural Intelligence of student teachers. The major findings of the study and hence the conclusion drawn helped the investigator to suggest the following.

The result of the study revealed that the independent variables Locale has influence on the dependent variable Cultural Intelligence of student teachers. The study also found that the male student teachers have higher level of Cultural Intelligence than their counter parts. That means male student teachers have higher level of multicultural capacity to face the learner and the demands of the society.

Since the majority of the teacher population are females, they should have a better level of Cultural Intelligence. If an individual have minimum level of Cultural Intelligence, he can improve his interacting style while dealing with people from unknown cultures. “Successful Interaction with other people” is the heart of the Cultural Intelligence. Cultural Intelligence will help and individual for emotionally aware and able to read the emotions of others.

The study also found that the rural student teachers have better level of Cultural Intelligence than the urban sample. This may be due to different reasons. Generally it is believed that urban people are self-centred, not co-operative, non-sympathetic, rigid mentality, and not helping ones. In the era of nanotechnology there is the urgency of bringing a high level of Cultural Intelligence among the future teachers who are the builders of our.

The following suggestions are useful for developing the Cultural Intelligence of teachers.

* Try to go in harmony with other people and their culture
* Accept the religious believes of any person from other religions.
* Give worth to the value of other cultures
* Make friendship with person belonging to different strata.
* Alter their behavioural styles when interacting with other people
* Control their emotions when there is a dispute with a person from other culture.
* Take part in all religious festivals irrespective of their religion.
* Co-operate with culturally and economically backward people.

Since the teachers are considered to be the nation builders, definitely quality teachers are needed for moulding good behaviour of the children. So it is vital for every student teachers to have good multicultural mental competence. Then only they can contribute, constructively, creatively, intelligently and meaningfully for the wholesome development of the next generation and future society.

All the training programmes, whether it is pre-service, or inservice, it should develop a proper attitude in the minds of teachers for a complete multicultural personality to lead the younger generation of tomorrow. It is very important to include in the attitude of teachers, a value of social adjustment, personality development, good leadership, better mental competence, acceptance of individual differences, and better interpersonal relationship with others. Hence the investigator suggest some measures for developing Cultural Intelligence of student teachers.

1. Organize different programmes like, refresher courses, orientation classes, seminars, workshops etc, for student teachers to improve their inter-relationship with others.
2. Revise the B.Ed. curriculum by incorporating the topics related to Cultural Intelligence
3. Makes the student teachers, aware of the dignity of their roles and responsibilities towards students, society and family through various cultural programmes.
4. Provide experiences to improve, inter-personal relationship, personal competence and positive, self-concept through training programmes.
5. Make provision for teachers to participate compulsory in group activities or programmes.
6. Provision for providing practical experience to enhance multicultural personality and good relationship with others through various training programmes.
7. Conduct special trips or camps for getting the opportunity to study the unknown culture of different communities.
8. Special guidance programme and social awareness classes should be conducted.
9. Taking the nature of the dual role of female teachers adequate emphasis should be given to the smooth running of their responsibility.

**SUGGESTIONS FOR FURTHER RESEARCH**

The findings of the study helped the investigator to suggest for further research as follows:

1. Cultural Intelligence in relation to Emotional Intelligence can be investigated.
2. A comparative study can be conducted to find out the interaction effect of religion and home environment on Cultural Intelligence of teachers
3. Relationship between Cultural Intelligence and social maturity of post graduate students can be studied.
4. A comparative study can be conducted to find out the degree of Cultural Intelligence of students of working parents with non-working parents.

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Appendix –III

FAROOK TRAINING COLLEGE

CULTURAL INTELLIGENCE SCALE

(FINAL)

Dr. Mumthas. N.S Fathima Jaseena

Senior Lecturer M.Ed. Student

Farook Training College Farook Training College

\nÀt±-i-§Ä:

hnhn[ kwkvIm-c-§-tfm-SpÅ \n§-fpsS kao-]\ coXnsb kw\_-Ôn¨ Nne {]kvXm-h-\-I-fm-Wv Xmsg sImSp-¯n-cn-¡p-¶Xv. Hmtcm {]kvXm-h-\bv¡pw ]qÀ®-ambn tbm-Pn-¡p¶p, tbm-Pn-¡p¶p, A`n-{]m-b-anÃ, hntbm-Pn-¡p¶p, ]qÀ®-ambn hntbm-Pn-¡p¶p F¶v A©v {]Xn-I-c-W-§Ä \ÂIn-bn-cn-¡p-¶p. Hmtcm {]kvXm-h-\bpw hmbn¨v \n§sf kw\_-Ôn¨v A\p-tbm-Py-sa¶v tXm¶p¶ {]Xn-I-cWw GXmWv (x) Cu NnÓw D]-tbm-Kn¨v AS-bm-f-s¸-Sp-¯p-I. Hcp {]kvXm-h-\bv¡v Hcp-¯cw am{Xta tcJ-s¸-Sp-¯m-hq. \n§-fn-eqsS e`n-¡p¶ hnh-c-§Ä Kth-jW Bh-iy-¯n\v am{Xta D]-tbm-Kn¡q F¶v CXn-\mÂ t\_m[y-s¸-Sp-¯p-¶p.

|  |  | ]qÀ®-ambn tbmPn-¡p¶p | tbmPn-¡p¶p | A`n-{]m-b-anÃ | hntbm-Pn-¡p¶p | ]qÀ®-ambn hntbm-Pn-¡p¶p |
| --- | --- | --- | --- | --- | --- | --- |
|  | aäpÅ aX-hn-`m-K-§-fnÂ hniz-kn-¡p¶ hyàn-I-fp-ambn CS-]-g-Ip-t¼mÄ Ah-cpsS hnizmk {]am-W-§Ä a\-Ên-em-¡m³ {ian-¡m-dp­v |  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  | asämcp kwkvIm-c-¯n-ep-Å-h-cp-ambn cay-X-bnÂ t]mIm³ Rm³ t\_m[-]qÀÆw {ian-¡m-dp­v |  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  | hn`n¶ `mj-I-fn-epÅ kmln-Xy-Ir-Xn-Ifpw Ah-bnse aqey-§fpw {Kln-¡p-¶-Xn\ Rm³ X¿m-dmWv |  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  | A\y-a-X-§-fnÂ DÅ \nb-a-§-sf-bpw. A\pjvTm\-§-sfbpw Ipdn¨v F\n¡v Adn-bn-Ã. |  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  | F¶nÂ \n¶pw hn`n-¶-amb km¼-¯nI ØnXn-bpÅhcpsS PohnX coXn-IÄ Fs¶ Nn´n-¸n-¡m-dp-­v. |  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  | AbÂ kwØm-\-§-fnse A`n-hm-Z\ coXn-IÄ F\n¡v hi-anÃ |  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  | asämcp kwkvIm-c-¯nÂ s]«-h-cp-ambn kwkm-cn-¡p-t¼mÄ Fsâ kw`m-jW ssien-sb-¡p-dn¨v Rm³ t\_m[-hm-\m-Wv. |  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  | kmaq-lo-I-ambn ]nt¶m-¡m-h-Ø-bn-ep-Å-h-cp-ambn CS-]-g-Ip-t¼mÄ Ah-cpsS s]cp-am-ä-co-Xn-IÄ Ftâ-Xp-ambn Xmc-Xayw sN¿mdp­v |  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  | Fsâ kwØm-\-¯n-se-¯s¶ `n¶ aX-hn-`m-K-§-fn-epÅ hnhml BNm-c-§sf Ipdn¨v F\n¡v Adn-bnÃ |  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  | aäpÅ aX-§-fnÂ hniz-kn-¡p-¶-h-cp-ambn XÀ¡w D­m-Ip-t¼mÄ Fsâ Adn-hp-IÄ ]p\: ]cn-tim-[n-¡m-dp-­v. |  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  | hyXykvX kwkvIm-c-¯n-ep-Å-h-cp-ambn CS-]-g-Ip-t¼mÄ In«p¶ Adnhv `mhn-bnÂ D]-tbm-Kn-¡p-hm-³ th­n HmÀ¯p-sh-¡m-dp­v |  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  | Hcp ]uc³ F¶ \ne-bnÂ FÃm kwkvIm-c-§-fnÂ s]«-h-cp-sSbpw aqey-§Ä¡v hne-IÂ¸n-¡m-dp-­v. |  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  | Fsâ kwØm-\-¯n-se-¯s¶ \ne-hn-epÅ hnhn[ Iem-cq-]-§-sf-¡p-dn¨v F\n-¡-dn-bnÃ |  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  | aäpÅ cmPy-§-fnse aqey-§fpsS {Inbm-ß-IX Rm³ hne-bn-cp-¯m-dp­v |  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  | A\y-`mj Ne-Nn-{X-§Ä ImWp-t¼mÄ Ah-bnÂ \n¶pw F´v DÄs¡m-­p, F¶v hni-I-e\w sN¿m-dp-­v. |  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  | aäv kwkvIm-c-§-fnÂ `mtj-Xc hyh-lm-c-§Ä \S-¯p-¶-Xnsâ Nn«-IÄ F\n-¡-dn-bnÃ |  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  | hnhn[ {]tZ-i-¡m-cp-ambn kwkm-¡p-t¼mÄ Ah-cpsS ]Z-{]-tbm-K-§-fpw, D¨m-cW coXn-Ifpw ]men-¡m-dp-­v. |  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  | asämcp kwkvIm-c-¯n-ep-Å-h-cp-ambn tbmPn¨v t]mI-¯-¡-hn[w Fsâ s]cp-amä coXn-IÄ amäp-hm³ Ign-bm-dp-­v. |  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  | asämcp kwkm-I-c-¯nÂs¸« hyàn-bp-ambn A`n-{]m-b-hy-Xymkw D­m-Ip-t¼mÄ Fsâ hnIm-c-§Ä \nb-{´n-¡m-dp-­v. |  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  | km¼-¯n-I-]-c-ambn Ft¶-¡mÄ DbÀ¶ Npäp-]m-SnÂ \n¶pw hcp¶ hyàn-I-tfmSv N§m¯w IqSm-dn-Ã. |  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  | aäp hn`m-K-§-fnÂ DÅ-hsc A`nhm-Z\w sN¿p-t¼mÄ Ah-cpsS BNmc coXn-IÄ Ah-ew-\_n-¡m-dn-Ã. |  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  | hn`n¶ aX-hn-`m-K-§-fn-epÅ BtLm-j-§-fnÂ Rm³ ]s¦-Sp-¡m-dn-Ã. |  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  | Fsâ Ìmä-kn-s\m-¡m-¯-h-cp-am-bpÅ Iq«psI«v Ipd-hmWv |  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  | kzPm-Xn-bnÂ s]Sm¯ kplr-¯p-¡-fpsS hoSp-IÄ kµÀin-¡p-¶-Xn\v kzbw \nb-{´Ww GÀs¸-Sp-¯n-bn-«p­v |  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  | Xmgv¶ PmXn-bn-ep-Å-h-tcmSv thÀXn-cnhv ImWn-¡m-dnÃ |  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  | hn`n¶ aX-§-fnÂ DÅ-hÀ X½nÂ hnhmlw Ign-¡p-¶-Xns\ FXnÀ¡m-dp­v |  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  | kzPm-Xn-bnÂs]-Sm¯ kplr-¯p-¡Ä Fsâ Ipd-hp-IÄ Nq­n-¡m-«n-bmÂ Xncp-¯m-dp-­v. |  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  | kmwkvIm-cn-I-]-c-ambpw, km¼-¯n-I-]-c-ambpw ]nt¶m¡w \nÂ¡p-¶-hcpambn kl-hm-k-¯n\v Xp\n-bm-dn-Ã. |  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  | aäp `mj-I-fn-epÅ \ncq-]-W-§-fp-sS-bpw, kmln-Xy-Ir-Xn-I-fp-sSbpw ae-bmf hnhÀ¯\w hmbn-¡m-dp-­v. |  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  | hn`n¶ kwkvIm-c-¯n-evs]-«-h-cpsb ssien-Ifpw Nn«-Ifpw ]men-¡m³ CjvS-s¸-Sp-¶n-Ã. |  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  | aäv kwkvIm-c-¯n-ep-Å-hÀ Fsâ ho«nÂ Xma-kn-¡p¶Xnt\mSv A\p-Iq-en-¡p-¶n-Ã. |  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  | hn`n¶ `mj-I-fn-epÅ ]pXnb Km\-§Ä Bkz-Zn-¡m-dp­v. |  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  | Fsâ kwØm-\s¯ kmaq-ln-I, cmjv{Sob taJ-e-I-fnse {]iv\-§Ä Fs¶ Ae-«m-dn-Ã. |  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  | FÃm aX-{K-Ù-§-fnepw AS-§n-bn-«pÅ DXvt\_m-[-\-co-Xn-IÄ kzoImcy-ambn tXm¶m-dp­v |  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  | hntZi cmPy-§-fnÂ D­m-Ip¶ {]IrXn Zpc-´-§-fpw, Imem-]-§fpw Fs¶ thZ-\n-¸n-¡m-dp-­v. |  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  | \½psS \ne-hn-epÅ X\Xv-Xn-]m-c-¼cy Ie-IÄ¡v aqey-NypXn kw`-hn-¡p-¶Xv F¶nÂ hnjaw D­m¡m-dp-­v. |  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  | hntZi cmPy-§-fnse {]Xn-`-I-tfbpw Ah-cpsS t\«-§fpw CjvS-am-Wv. |  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  | \½psS ]gb kwkvIm-c-§-fpsS NnÓ-amb Ncn-{X-kvam-c-I-§sf kwc-£n-t¡-­Xv AXym-h-iy-amWv F¶v tXm¶m-dp­v |  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  | ]cn-Nn-X-a-Ãm¯ Hcp kwkvIm-chpambn s]mcp-¯-s¸-«p-t]m-Im³ Ignbpw, F¶ hnizmkw F\n-¡p­v |  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  | ]e aX-hn-`m-K-§-fnepw I­p-h-cp¶ Bcm-[-\-N-S-§p-I-tfmSv tbmPn-¡m³ Ign-bp-¶nÃ |  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  | hntZi cmPy-§-fn-epÅ A`-bmÀ°n-Isf ImWp-t¼mÄ thZ\ tXm¶m-dp­v |  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  | Fs¶-¡mfpw Xmgv¶ PohnX \ne-hm-c-¯nÂ \n¶pÅhcp-ambn N§m-¯-¯n\v XmÂ]-cy-anÃ. |  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  | aäpÅ kap-Zm-b-¯nÂs]-«-h-cp-ambn s]³{^-­vjn-¸n\v CjvS-am-Wv. |  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  | C´y-bnÂXs¶ hn`n¶ kwØm-\-§-fnse kwkvIm-c-ss]-Xr-Is¯ Ipdn¨v Adn-bm³ XmÂ]-cy-anÃ. |  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  | A´m-cmjv{S Ne-¨n-{X-ta-f-IÄ, Imbn-I-ta-f-IÄ XpS-§n-b-h, kmwkvIm-cnI ka-\z-b-¯n\v Hgn-¨p-Iq-Sm-\m-hm¯XmsW¶v tXm¶p-¶nÃ |  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  | hn`n¶ aX-hn-`m-K-§-fn-epÅ BtLm-j-§-fpsS ktµiw DÄs¡m-Åm³ Ign-bm-dp­v |  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

Appendix - II

FAROOK TRAINING COLLEGE

CULTURAL INTELLIGENCE SCALE

(DRAFT)

Dr. Mumthas, N.S. Fathima Jaseena

Senior Lecturer, M.Ed. Student

Farook Training College Farook Training College

INSTRUCTIONS

There are some statements, which shows your attitude towards different cultures. Five responses “Strongly Agree”, “Agree”, “Undecided”, “Disagree”, and “Strongly Disagree” are given against each statement. Read the Statements carefully and mark your response in the appropriate squares indicating how far the statement is true for you. The responses should be marked using ‘X’ marks. Please respond to all statements. I hereby declare that all these details will be kept confidential and be used only for research purpose.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|  | Trying to understand the religious believes of other people who believe in other religion, whenever minkled with them |  |  |  |  |  |
|  | Consciously trying to go in harmony with other culture |  |  |  |  |  |
|  | Ready to learn the value of linguistic literature in different languages |  |  |  |  |  |
|  | I don’t know the rituals and norms of other religions |  |  |  |  |  |
|  | I am concerned about the lifestyles of others those who are differ from my economic status |  |  |  |  |  |
|  | I don’t know the style of salutation of neighbouring states |  |  |  |  |  |
|  | I am conscious about the style of my conversation when contact with people from other culture. |  |  |  |  |  |
|  | When I had to co-operate with pupils people from other religions I usually tend to analyze the way I deal with them. |  |  |  |  |  |
|  | It is very difficult to grasp the different aspects of Malayalam language |  |  |  |  |  |
|  | I compare the behavioural patterns of socially backward people with mine when I have to interact with them. |  |  |  |  |  |
|  | I don’t know the marriage customs of other religions in my state. |  |  |  |  |  |
|  | I cannot justify the modern way of dressings in western culture |  |  |  |  |  |
|  | I evaluate my knowledge when I argue with others those who are from various religion |  |  |  |  |  |
|  | Informations derived while mingling with people of other cultures is stored for future. |  |  |  |  |  |
|  | As a citizen I give worth to the values of other cultures. |  |  |  |  |  |
|  | I have no idea about the various art form prevailing in my state. |  |  |  |  |  |
|  | I analyse the creative nature of the values of other countries. |  |  |  |  |  |
|  | When I watch the films from other language, I analyse what I accept from those. |  |  |  |  |  |
|  | There is no need of cultural harmony with the foreign states which aim only for their progress and prosperity. |  |  |  |  |  |
|  | I am ignorant about the literary norms of other cultures. |  |  |  |  |  |
|  | While talking to people from different regions I try to follow their linguistic peculiarities. |  |  |  |  |  |
|  | I can alter my behavioural styles to go in harmony with another culture. |  |  |  |  |  |
|  | I control my emotions, when there is dispute with a person from another culture. |  |  |  |  |  |
|  | I didn’t make friendship with those who are coming from higher economic status than me. |  |  |  |  |  |
|  | I change my decision when I come along with some problems that are entirely un acceptable to my culture. |  |  |  |  |  |
|  | I do not follow the customs and rituals when I have to greet pupil from other culture. |  |  |  |  |  |
|  | I don’t to follow the life styles of ‘foreign countries those who have their own cultures |  |  |  |  |  |
|  | I oppose the various dead habits and taboos of other cultures |  |  |  |  |  |
|  | Never take part in other religious festivals. |  |  |  |  |  |
|  | I have less companionship with people who have low status than me. |  |  |  |  |  |
|  | I have a control on visiting houses of friends who are belonging to other caste. |  |  |  |  |  |
|  | There is no discrimination with law caste people |  |  |  |  |  |
|  | I oppose the inter caste marriages. |  |  |  |  |  |
|  | When interact with people belonging to other culture for my personal benefits, I am ready to change my style of work. |  |  |  |  |  |
|  | I give importance to my values while solving the problems between friends in various cultures. |  |  |  |  |  |
|  | Ignorance on other languages, makes me difficult in some urgent situations. |  |  |  |  |  |
|  | I try to improve my styles, while mingling with foreigners. |  |  |  |  |  |
|  | I would like to correct the faults pointed out by friends belonging to other religion. |  |  |  |  |  |
|  | Never trying to co-operate with culturally and economically backward people |  |  |  |  |  |
|  | I used to read the translated Malayalam criticism and literal works of other languages. |  |  |  |  |  |
|  | I don’t like to observe the customs and norms of people in different cultures. |  |  |  |  |  |
|  | I do not agree, people from other culture, staying at my home. |  |  |  |  |  |
|  | Enjoying new songs from different languages |  |  |  |  |  |
|  | I am not bothering about the social and political problems of my state. |  |  |  |  |  |
|  | It seems the wisdom contained in all religious scriptures is acceptable. |  |  |  |  |  |
|  | Natural Calamities and Riots in Foreign countries hurt me deeply. |  |  |  |  |  |
|  | The diminishing value of our prevailing cultural art forms, worries me. |  |  |  |  |  |
|  | I hate the western culture of allowing bachelors to live together. |  |  |  |  |  |
|  | I never accept the compulsory way of dressings in some communities on the basis of their believes |  |  |  |  |  |
|  | I like the genious in foreign countries and their contributions. |  |  |  |  |  |
|  | It is necessary to preserve the historical monuments which are the symbols of our ancient civilization. |  |  |  |  |  |
|  | I believe that I can adjust with a strange culture. |  |  |  |  |  |
|  | I find difficulty to agree with the different ways of worship of various religions. |  |  |  |  |  |
|  | It is too sad to see the refugees from foreign countries |  |  |  |  |  |
|  | I am not interested to make friendship with people from low status than me. |  |  |  |  |  |
|  | I like to have pen friends from other communities. |  |  |  |  |  |
|  | I am not interested to know about the cultural heritage of other states in India |  |  |  |  |  |
|  | I do not think that International Film Festival, and Olympics are not necessary part of cultural unity. |  |  |  |  |  |
|  | I accept the messages contained in the celebrations of diverse religious sects. |  |  |  |  |  |
|  | I do not agree with the idea of celebrating the rites found in different religions. |  |  |  |  |  |

Appendix - IV

FAROOK TRAINING COLLEGE

CULTURAL INTELLIGENCE SCALE

(FINAL)

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INSTRUCTIONS

There are some statements, which shows your attitude towards different cultures. Five responses “Strongly Agree”, “Agree”, “Undecided”, “Disagree”, and “Strongly Disagree” are given against each statement. Read the Statements carefully and mark your response in the appropriate squares indicating how far the statement is true for you. The responses should be marked using ‘X’ marks. Please respond to all statements. I hereby declare that all these details will be kept confidential and be used only for research purpose.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|  | Trying to understand the religious believes of other people who believe in other religion, whenever minkled with them |  |  |  |  |  |
|  | Consciously trying to go in harmony with other culture |  |  |  |  |  |
|  | Ready to learn the value of linguistic literature in different languages |  |  |  |  |  |
|  | I don’t know the rituals and norms of other religions |  |  |  |  |  |
|  | I am concerned about the lifestyles of others those who are differ from my economic status |  |  |  |  |  |
|  | I don’t know the style of salutation of neighbouring states |  |  |  |  |  |
|  | I am conscious about the style of my conversation when contact with people from other culture. |  |  |  |  |  |
|  | I compare the behavioural patterns of socially backward people with mine when I have to interact with them. |  |  |  |  |  |
|  | I don’t know the marriage customs of other religions in my state. |  |  |  |  |  |
|  | I evaluate my knowledge when I argue with others those who are from various religion |  |  |  |  |  |
|  | Informations derived while mingling with people of other cultures is stored for future. |  |  |  |  |  |
|  | As a citizen I give worth to the values of other cultures. |  |  |  |  |  |
|  | I have no idea about the various art form prevailing in my state. |  |  |  |  |  |
|  | I analyse the creative nature of the values of other countries. |  |  |  |  |  |
|  | When I watch the films from other language, I analyse what I accept from those. |  |  |  |  |  |
|  | I am ignorant about the literary norms of other cultures. |  |  |  |  |  |
|  | While talking to people from different regions I try to follow their linguistic peculiarities. |  |  |  |  |  |
|  | I can alter my behavioural styles to go in harmony with another culture. |  |  |  |  |  |
|  | I control my emotions, when there is dispute with a person from another culture. |  |  |  |  |  |
|  | I didn’t make friendship with those who are coming from higher economic status than me. |  |  |  |  |  |
|  | I do not follow the customs and rituals when I have to greet pupil from other culture. |  |  |  |  |  |
|  | Never take part is other religious festivals. |  |  |  |  |  |
|  | I have less companionship with people who have low status than me. |  |  |  |  |  |
|  | I have a control on visiting houses of friends who are belonging to other caste. |  |  |  |  |  |
|  | There is no discrimination with law caste people |  |  |  |  |  |
|  | I oppose the inter caste marriages. |  |  |  |  |  |
|  | I would like to correct the faults pointed out by friends belonging to other religion. |  |  |  |  |  |
|  | Never trying to co-operate with culturally and economically backward people |  |  |  |  |  |
|  | I used to read the translated Malayalam criticism and literal works of other languages. |  |  |  |  |  |
|  | I don’t like to observe the customs and norms of people in different cultures. |  |  |  |  |  |
|  | I do not agree, people from other culture, staying at my home. |  |  |  |  |  |
|  | Enjoying new songs from different languages |  |  |  |  |  |
|  | I am not bothering about the social and political problems of my state. |  |  |  |  |  |
|  | It seems the wisdom contained in all religious scriptures is acceptable. |  |  |  |  |  |
|  | Natural Calamities and Riots in Foreign countries that me deeply. |  |  |  |  |  |
|  | The diminishing value of our prevailing cultural art forms, worries me. |  |  |  |  |  |
|  | I like the genious in foreign countries and their contributions. |  |  |  |  |  |
|  | It is necessary to preserve the historical monuments which are the symbols of our ancient civilization. |  |  |  |  |  |
|  | I believe that I can adjust with a strange culture. |  |  |  |  |  |
|  | I find difficulty to agree with the different ways of worship of various religions. |  |  |  |  |  |
|  | It is too sad to see the refugees from foreign countries |  |  |  |  |  |
|  | I am not interested to make friendship with people from low status than me. |  |  |  |  |  |
|  | I like to have pen friends from other communities. |  |  |  |  |  |
|  | I am not interested to know about the cultural heritage of other states in India |  |  |  |  |  |
|  | I do not think that International Film Festival, and Olympics are not necessary part of cultural unity. |  |  |  |  |  |
|  | I accept the messages contained in the celebrations of diverse religious sects. |  |  |  |  |  |