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COMPARATIVE STUDY OF CULTURAL INTELLIGENCE OF URBAN AND RURAL GIRLS IN SALEM DISTRICT



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ABSTRACT

Nowadays due to globalization and industrialization, the world has become a very big play ground for everyone, where those people who adapt easily to different cultures and have frequent social interactions, only will win the game. Thus the investigator made an attempt to compare the Cultural Intelligence of urban and rural girls studying in government aided colleges in Salem district based on its dimensions i.e., Metacognition, Cognition, Motivation and Behavior. Normative Survey method was adopted. The sample consists of 176 girls from various government aided colleges in Salem district were selected by employing Stratified

Random sampling technique. The data were collected by using 20-item Cultural Intelligence Scale which was a standardized tool constructed by Linn Van Dyne, Soon Ang, and Christine Koh (2007) and subjected to statistical technique like percentage analysis, mean, standard deviation and t-test. The finding of the study reveals that the urban girls have slightly greater Cultural Intelligence than that of the rural girls.

KEYWORDS : *Cultural Intelligence, Globalization, Urban and Rural girls.*

INTRODUCTION

Today rapid globalization and industrialization, makes every people to move from east to west and vice versa, in the world for various reasons i.e., education, job, business, tour etc. Thus rapid mobilization of people from one place to another place results in interacting with new people of diverse cultures. In fact, when different people from different culture needs to work or study together, definitely some cultural misunderstandings, conflicts and tensions arise. Hence it is essential to face this situation in a cleverly manner otherwise the results going to happen will be unimaginable. But, at the same time a great question arises that, how can we encounter such diverse situation cleverly. Because it is necessary for a person to know about their own culture as well as others culture to face the situation successfully. By positioning, Cultural Intelligence as a key differentiating factor we get a perfect answer for the above said questions. Since, Cultural Intelligence is the individual's capability to function and manage effectively in culturally diverse settings. CQ is the ability of an individual to

detect, assimilate, reason and on cultural cues appropriately in situations characterized by cultural diversity. Actually, Earley and Ang (2003) introduced the concept of Cultural Intelligence based on Sternberg Intelligence framework.

Cultural Intelligence can also be understood as the recognizing and understanding of the beliefs, values, attitudes and behaviors of a group of people and the capability to apply the knowledge towards the achieving of specific goals. Cultural Intelligence is a multidimensional construct. The following are the four primary factors of Cultural Intelligence.

1. METACOGNITIVE CQ:

Metacognitive CQ insists the mental capability of individuals to acquire and evaluate cultural knowledge. It refers to high level cognitive strategies and deep information and executive processing that allow developing heuristic for social interaction across cross-cultural contexts. It occurs when people make judgments about their own thought processes and those of others. It involves capabilities to plan, monitor and revise mental models of cultural norms.

2. COGNITIVE CQ:

Cognitive CQ refers to an individual's general knowledge and knowledge structures about cultural institutions norms, practices and conventions in different cultural settings. It is a person's capability in directing knowledge and understanding of how cultures are similar and how cultures are different. This has been the traditional focus of most cross-cultural training, educating individuals on the different behaviors and practices in different cultures.

3. MOTIVATIONAL CQ:

Motivational CQ refers to the mental capacity to direct attention and sustain energy toward learning about and functioning and performing in intercultural situations. It addresses the motivated nature of conscious cognition that is critical for real world problem solving. It also includes the extrinsic value people place on culturally diverse interaction as well as their sense of confidence that can function effectively in settings characterized by cultural diversity.

4. BEHAVIOURAL CQ:

Behavioral CQ reflects the capability to flex behaviors to fit different cultural contexts. It focuses on the capacity to exhibit outward manifestations or overt actions. It also refers to an individual's capability to enact a wide repertoire of verbal and nonverbal actions when interacting with people from different cultures. It allows people to manage and regulate social behaviors in inter-cultural encounters so there is minimal misperception and misattribution. The individual's know when to adapt and when not to adapt when engaging cross-culturally.

A culturally intelligent person will have all this four dimensions within him and act appropriately in the culturally diverse situation. This study is confined to assess the cultural intelligence of urban and rural girls studying in government aided colleges in Salem district. It also aims to study the influence of variables like educational qualification, subject category and family size. This study of the investigator helps the teachers, administrators and education managers and policy makers to get a vivid idea about the cultural education. This study also emphasis the importance and need for constructing culturally adaptability in them.

REVIEW OF RELATED LITERATURE:

Christopher Earley and Elaine Mosakowski in the October 2004 issue of Harvard Business Review described cultural intelligence. CQ teaches strategies to improve cultural perception in order to distinguish behaviors driven by culture from those specific to an individual, suggesting that allowing knowledge and appreciation of the difference to guide responses results in better business practice.

CQ is measured on a scale, similar to that used to measure an individual's intelligence quotient. People with higher CQ's are regarded as better able to successfully blend in to any environment, using more effective business practices, than those with a lower CQ. Soon Ang worked together with Linn Van Dyne to validate the Cultural Intelligence Scale.

STATEMENT OF THE PROBLEM:

The statement of the problem was "Comparative study of cultural intelligence of urban and rural girls in Salem district".

OBJECTIVES:

- 1.To analyze the influence of variables like educational qualification, family type and subject category of the urban girls towards their cultural intelligence.
- 2.To find out whether the rural girls differ in their cultural intelligence based on their educational qualification, family type and subject category.
- 3.To explore the relationship between the cultural intelligence of urban and rural girls.

HYPOTHESES:

- 1.Cultural intelligence of urban girls in government aided colleges do not differ significantly based on their educational qualification, family type and subject category.
- 2.The rural girls of government aided colleges do not differ significantly in cultural intelligence based on their educational qualification, family type and subject category.
- 3.Girls serving in urban area do not differ significantly with those who serving in rural area in their cultural intelligence.

METHODOLOGY:

1)METHOD:

Normative survey method was adopted for this study.

2)SAMPLE:

The total sample consists of 176 girls, out of which 126 urban and 50 rural girls studying in various government aided colleges in Salem district have been selected for the study by employing stratified random sampling technique. Table 1 showed variable wise sample distribution of both rural and urban girls separately with its percentage.

Table 1 showing variable wise sample distribution and its percentage of urban and rural girls

s.no	Variable	Group	Urban		Rural	
			N	%	N	%
1	Educational Qualification	Graduate	103	58.52	36	20.45
		Post Graduate	23	13.07	14	7.95
2	Family Type	Nuclear	71	40.34	22	12.5
		Joint	55	31.25	28	15.9
3	Subject Category	Arts	45	25.57	24	13.64
		Science	81	46.02	26	14.77

3)TOOL:

The standardized 20 item cultural intelligence scale was used and it was developed by Van Dyne, L., Ang, S., &Koh, C. (2007) under the dimensions i.e., Metacognition, Cognition, Motivation and Behavior.

4)DATA ANALYSIS & INTERPRETATION:

The collected data were analyzed by using statistical technique like percentage analysis, mean, standard deviation and t-test.

Table 2 showing the percentage level of cultural intelligence of urban and rural girls in dimensions

s.no	CQ dimension	Urban		Rural	
		N	%	N	%
1	Metacognition	126	18.59	50	19.61
2	Cognition	126	28.23	50	29.26
3	Motivation	126	27.13	50	25.76
4	Behavior	126	26.04	50	25.37

From table 2, it is found thatthe urban girls studying in government aided colleges in Salem district having only 53.41% of cultural intelligence which were slightly greater than the cultural intelligence of rural girls i.e., 51.4%.

Table 3 showing variable wise 't' value of the cultural intelligence of urban girls in dimensions and total

s.no	Variable	CQ dimension	Group						t' value	LS
			Graduate			Post Graduate				
			N	M	SD	N	M	SD		
1	Educational Qualification		103	10.2	2.47	23	8.7	2.43	2.635	S
		Metacognition		15.23	2.59		14.39	4.8	2.258	S
		Cognition		14.94	3.84		12.48	4.5	4.275	S
		Motivation		14.42	3.24		11.65	3.85	4.299	S
		Behavior		54.8	9.58		47.22	13.13	12.259	S
	Total									

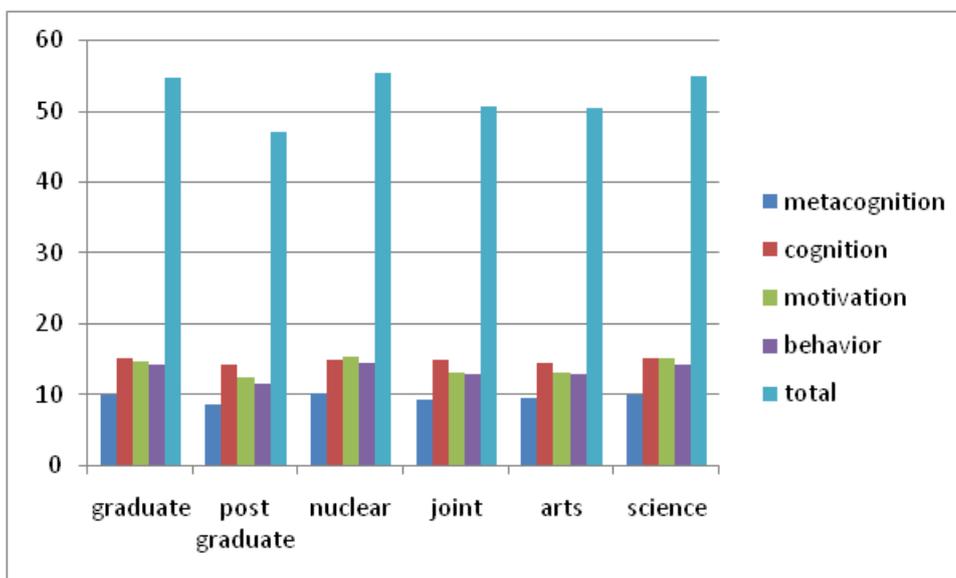
2	Family Type		Nuclear			Joint				
			N	M	SD	N	M	SD		
		Metacognition	71	10.31	2.85	55	9.44	1.95	1.762	NS
		Cognition		15.1	3.24		15.05	2.95	1.153	NS
		Motivation		15.46	4.56		13.24	2.91	3.625	S
		Behavior		14.55	3.74		13.09	3.02	2.686	S
		Total		55.42	11.67		50.82	8.51	8.309	S
3	Subject Category		Arts			Science				
			N	M	SD	N	M	SD		
		Metacognition	45	9.56	2.78	81	10.14	2.36	0.348	NS
		Cognition		14.69	2.86		15.3	2.59	0.536	NS
		Motivation		13.22	3.66		15.2	4.12	0.514	NS
		Behavior		13.09	3.41		14.37	3.5	0.003	NS
		Total		50.56	10.92		55	10.18	0.598	NS

(The table value is 1.96 at 5% level of significance)

From table 2 & 3, it is enumerated that, The urban girls of government aided colleges have 18.59% of metacognition CQ and 28.23% of cognitive CQ. In both the dimensions, the variables like family type and subject category have no impact in metacognitive CQ of girls and at the same time, the girls serving in graduate showed significant difference with the girls serving in the post graduate at 0.05 significance level.

Likewise, the urban girls of Salem district showed 27.13% of motivation CQ and 26.04% of behaviour CQ respectively. In the above said dimensions, graduate girls differ significantly than the post graduate girls at 5% level of significance. In addition to that, urban girls living in the nuclear family showed significant difference from the urban girls living in the joint family. Although both the variable educational qualification and family type of girls have showed significant difference in their motivational and behavioural CQ, subject category of the girls have showed no impact.

Graph 1 showing mean value of cultural intelligence of urban girls in dimensions and total



On the whole, educational qualification and family type of the urban girls have traced some significant difference in the cultural intelligence of urban girls. But, the variable subject category showed no impact on the cultural intelligence of urban girls. The above mentioned inference can view in Graph 1 which showed the mean value of urban girls both in dimension and total.

Table 4 showing variable wise 't' value of the cultural intelligence of rural girls in dimensions and total

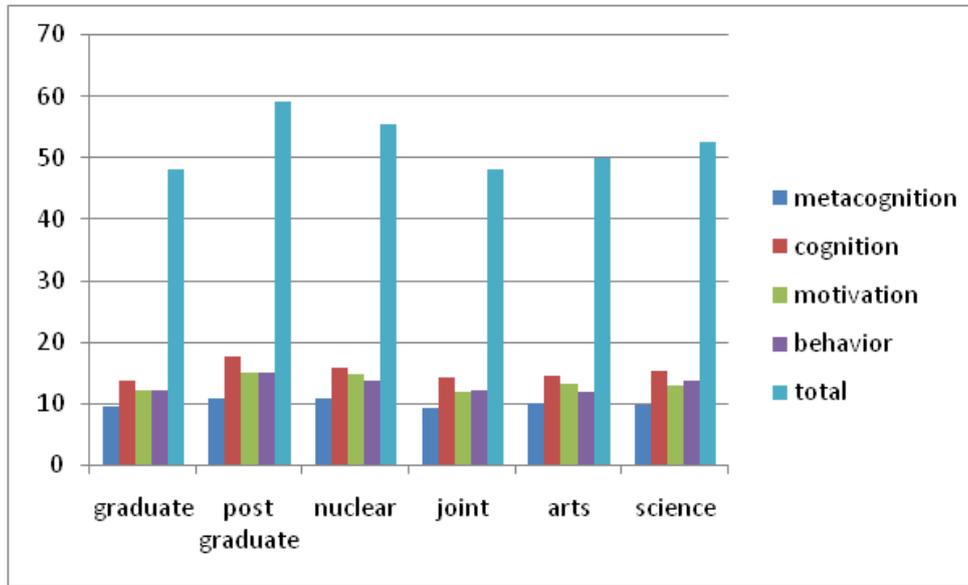
s.no	Variable	CQ dimension	Group						t' value	LS
			Graduate			Post Graduate				
			N	M	SD	N	M	SD		
1	Educational Qualification		36	9.67	3.26	14	11.14	5.12	0.966	NS
		Metacognition								
		Cognition								
		Motivation								
		Behavior								
		Total								
2	Family Type		22	10.91	4.6	28	9.43	3.12	3.682	S
		Metacognition								
		Cognition								
		Motivation								
		Behavior								
		Total								
3	Subject Category		24	10.17	3.63	26	10	4.15	2.394	S
		Metacognition								
		Cognition								
		Motivation								
		Behavior								
		Total								

(The table value is 1.96 at 5% level of significance)

From table 2 & 4, it is enumerated that, The rural girls of government aided colleges have 19.61% of metacognition CQ, 29.26% of cognitive CQ and 25.76% of motivational CQ. In all the above three dimensions, the variable educational qualification have no impact in metacognitive CQ, cognitive CQ and motivational CQ of girls and at the same time, the girls living in nuclear family showed significant difference with the girls living in the joint family at 0.05 significance level. Of course, the rural girls studying arts have showed significant difference from the girls studying science.

Likewise, the rural girls of Salem district showed 25.37% of behaviour CQ. In the above said dimension, rural girls living in the nuclear family showed significant difference from the rural girls living in the joint family. Eventhough the variable family type showed significant difference in their behavioural CQ, both educational qualification and subject category of the girls have showed no impact.

Graph 2 showing mean value of cultural intelligence of rural girls in dimensions and total



On the whole, educational qualification showed no impact on the cultural intelligence of rural girls. But, variables like subject category and family type of the rural girls have traced as great contributors for the difference in the cultural intelligence of rural girls. The above mentioned inference can view in Graph 2 which showed the mean value of rural girls both in dimension and total.

From table 5, it is found that the urban and rural girls showed no difference in their metacognitive and cognitive CQ. Yet, the urban girls showed significant difference in the both motivational and behavioral CQ at 5% level of significance.

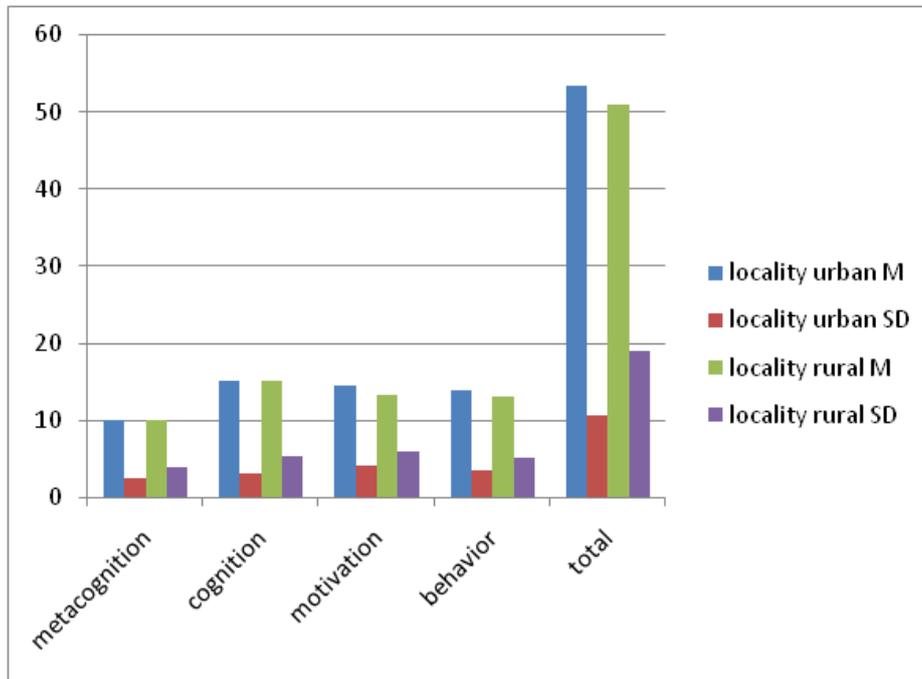
Table 5 showing 't' value of the cultural intelligence of rural and urban girls in dimensions and total

s.no	CQ dimension	Urban			Rural			t' value	LS
		N	M	SD	N	M	SD		
1	Metacognition	126	9.93	2.52	50	10.08	3.87	0.828	NS
2	Cognition		15.08	3.1		15.04	5.29	1.31	NS
3	Motivation		14.49	4.06		13.24	5.95	2.795	S
4	Behavior		13.91	3.51		13.04	5.06	2.196	S
5	Total		53.41	10.62		51.04	19	6.473	S

(The table value is 1.96 at 5% level of significance)

On the whole, the two dimensions motivation and behavior CQ were found to be the great contributors for the difference in the cultural intelligence of urban and rural girls. The above mentioned inference can view in Graph 3 which showed the mean and standard deviation value of rural and urban girls, both in dimension and total.

Graph 3 showing mean and standard deviation of cultural intelligence of rural and urban girls in dimensions and total



CONCLUSION:

Today more organizations and individuals see cultural intelligence as a competitive advantage and strategic capability. Culturally intelligent doesn't mean just learning the ways that people act and behave in a new place. They are also creating a new mental framework for understanding what they experience and see. Women with these capabilities, and the ability to articulate them, could provide more value to them, and be better able to be global citizens in their workplaces and elsewhere. Thus educational managers, policy makers etc have to frame the curriculum in order to increase the cultural intelligence of the girls.

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