

## Personality Correlates of Cultural Intelligence

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### ABSTRACT

The present study was designed mainly to investigate cultural intelligence in relation to personality. To realize the main objective, 250 students of XIIth grade were drawn from various Senior Secondary Schools of Sonapat District of Haryana with age ranging from 16 to 18 years with the mean age of 17 years. Selected subjects were tested with 16PF and Four Factor Cultural Intelligence Scale. Obtained data were analyzed by Pearson's method of product moment correlations. Obtained results revealed that Cultural Intelligence-Strategy (CQ-S) correlated positively with Factors A, B, H & I of 16PF. Cultural Intelligence-knowledge (CQ-K) has marked significant negative relationship with Factors A, O, and Q4; and positively with factor C. Cultural Intelligence-Motivation (CQ-M) has marked positive relationship with factor Q4 of 16PF. Cultural Intelligence-Behavior (CQ-B) has correlated positively with Factors F,H & Q1 and negatively with factor Q4 of 16PF. These findings can't be considered generalized and hence for it more studies are needed on larger scale.

**Keywords:** *Personality, Correlates, Cultural Intelligence.*

The global workplace today requires individuals to be sensitive to different cultures, to interact appropriately with the people from different cultures, and to analyze new cultures as they are encountered. To do this, individual in various work settings and organizations need cultural intelligence. Education is no exception. Cultural Intelligence abbreviated as Cultural Quotient (CQ) is a theory within management and organizational psychology positing that understanding the impact of an individual's cultural background on their behavior is essential for effective performance, and measuring an individual's ability to engage successfully in any environment and social setting.

Earley and Ang (2003) developed the construct of Cultural Intelligence (CQ) based in contemporary theories of Intelligence (Stenberg, 1988). Cultural Intelligence or Cultural Quotient (CQ) refers to an individual's capability to deal effectively with the people from different cultural backgrounds and understandings (Ang et., al, 2005; Earley & Ang, 2003; Earley & Mosakowski, 2005). Grounded in the established stream of intelligence research,

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CQ is a theoretical extension of existing facet models anchored on the theory of Multiple Intelligences (Gardener, 1993). Social and emotional intelligences are some examples of the non-academic intelligences stemming from this multifaceted perspective.

The concept of Cultural Intelligence (CQ) fills an important gap in the literature of intelligence by focusing on one's ability in a critical domain: cross-cultural contexts ( Earley & Ang, 2003; Ang et al 2007). Drawing on existing intelligence research, Earley and Ang (2003) proposed a multidimensional concept of CQ that seeks to understand inter-individual differences in the ability to adapt effectively to new cultural settings (Earley, 2002; Earley & Ang; 2003). Specifically, Earley and Ang (2003) conceptualized CQ as comprising four facets, namely *Meta-Cognitive* CQ (the mental processes that individuals use to acquire and understand cultural knowledge), *Cognitive* CQ (general knowledge and Knowledge structures about culture); *Motivational* CQ ( the direction of energy toward learning about and functioning in cross-cultural situations); and *Behavioral* CQ (capability to exhibit appropriate verbal and non-verbal actions when interacting with people from different cultures). Taken together, the four elements of CQ (Meta-Cognitive, Cognitive, Motivational and Behavioral CQ) form a powerful and systematic framework for understanding why individuals differ in their effectiveness in coping with novel cultural settings.

Although empirical research on cultural intelligence is relatively new, the initial results are promising (Dyne and Ang, 2005). Most of the research on cultural intelligence has been done in organizational/ industrial settings and multinational companies. Very little research on cultural intelligence has been conducted within educational settings. The focus of the present study is to identify the personality dispositions significantly related to the components of Cultural Intelligence among school students. Fostering cultural intelligence among school students is important with a view to develop cultural adaptiveness and positive outcomes of school education. With the globalization, it has become essential for the students to cultivate cultural intelligence among the students maintain harmonious environment in the class rooms as well as in schools without any sociocultural disparity and biases. Hence the main purpose of the present study was to examine the extent of cultural intelligence among school students and its relationship to their personality traits interms of Cattellian model of Personality.

### **Objective**

- The main objective of the present study is to examine the Personality Correlates of Cultural Intelligence among Senior Secondary School students

### **Hypothesis**

- In view of the paucity of research investigating the direct relationship between Cattellian Personality Factors and Cultural Intelligence, it was hypothesized that four components of Cultural Intelligence will be differentially related to various factors of Personality(16PF).

## METHODOLOGY

### Sample

A sample of 250 students of XI<sup>th</sup> and XII<sup>th</sup> grades were randomly drawn from various Senior Secondary Schools of Sonipat District, Haryana. The selected students ranged in age from 16 to 18 years with the mean age of 17 years.

### Measures

The selected subjects were tested with

1. Sixteen Personality Factor Questionnaire (16PF), and
  2. Four Factor Cultural Intelligence Scale.
1. **16PF** originally developed by Cattell et al (1956) is a non projective, objectively scorable test meant for the subjects above the age of 17 years. It consists of 187 non-innocuous statements with three alternative answers to each. It indexes 16 primary factors; and four second order factors can also be inferred from these primary factors. It possess all the required psychometric properties viz., reliabilities i.e. (i) short term test retest correlations for form A & B. for all factors ranging between .76 to .93 ; and stability coefficient i.e. test retest after long interval range from .63 to .88 ; (ii) Equivalent coefficients on all factors range from .34 to .76. Direct validities of test range from .58 to .87 for all factors.
  2. **Four Factor Cultural Intelligence Scale (CQ)** is an attitude type scale developed by Dyne & Ang (2005) constituting 20 positive worded items: five for each component i.e. CQ- Strategy, CQ- Knowledge, CQ- Motivation and CQ-Behavior. Each item is responded on 7 point scale ranging from 1(strongly disagree) to 7(strongly agree). The scale has been reported to have satisfactory level of reliability and validity.

The tests were administered in separate sessions in classroom settings. 16PF was scored for 16 factors and CQ-scale for 4 variables. In total 20 scores were obtained.

## RESULTS AND DISCUSSIONS

Descriptive statistics were computed to ascertain the normalcy of data and applicability of Product Moment Method of Correlation. Pearsons' correlations were obtained through SPSS and are reported in Table- I. Degree of Freedom being 248 (N-2), correlation coefficients of .13 and .17 were found to be significant at .05 and .01 levels of significance respectively

*Table-I Correlations between 16 Personality Factors and Four Component of Cultural Intelligence*

	CQ-S	CQ-K	CQ-M	CQ-B
A	0.13	-0.015	0.05	0.07
B	0.15	-0.01	0.04	0.08
C	-0.04	0.15	-0.02	0.06
E	0.01	0.09	-0.09	0.04
F	0.1	-0.08	-0.04	0.13
G	0.07	0	-0.03	0.08

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	CQ-S	CQ-K	CQ-M	CQ-B
H	0.17	0.04	-0.1	0.2
I	0.18	-0.01	0.08	0.08
L	0.01	0.09	0.03	0.01
M	0.09	-0.07	-0.04	0.01
N	0.02	0.07	0.05	0.02
O	0.03	-0.16	0.02	-0.03
Q1	0.04	-0.03	0.14	0.18
Q2	0.06	0.05	-0.02	0.02
Q3	-0.03	0.06	0.01	0.08
Q4	0.03	-0.14	-0.06	-0.15

Perusal of intercorrelations (Table I) reveals that correlations between four components of Cultural Intelligence and sixteen factors of personality are ranging between .16 to .20 with 13 of 64 being significant, of which 9 are positive and 4 are negative. Cultural Intelligence-Strategy(CQ-S) has correlated positively with factors A,B,H and I of 16PF depicting that students characteristics as outgoing, warmhearted, affectothymic, bright and high in scholastic mental capacity, venturesome, socially bold, tender minded and dependent tend to be high on strategy component of cultural intelligence. Such persons strategize before an intercultural encounter.

Cultural Intelligence-Knowledge (CQ-K) has marked significant positive relationship with factor C and negative with factors A,O and Q4 depicting that students temperamentally characterized as emotionally stable, high in ego strength, critical, cool, placid, self assured, and relaxed tend to have understanding of how other cultures are similar and different to that of their own. Cultural Intelligence-Motivation (CQ-M) has yielded significant positive relationship with factor Q1 positing that students who are experimenting, critical, analytical, and having free thinking tend to have more interest in experiencing other cultures and interacting with people from different cultures. Cultural Intelligence-Behavior (CQ-B) component has correlated positively with factor F, H, & Q1; and negatively with factor Q4 positing that students who are lively, enthusiastic, venturesome, socially bold, spontaneous, uninhibited, liberal, analytical, radical, and relaxed tend to be more adaptable behaviorally with the persons of different culture.

Intercorrelations among Sixteen Factors of Personality are in general low. Only 35 of 120 correlations are significant, may be because of their association with some personality factors at higher order level. Similarly, intercorrelations among Four Components of Cultural Intelligence are in general positive depicting the construct validity of CQ Scale.

#### **Suggestions**

Findings obtained here cannot be considered generalized so it is suggested to carry out more large scale investigations across different types of samples.

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