



A STUDY OF GENDER AND SELF-EFFICACY IN REFERENCE OF CULTURAL INTELLIGENCE OF SECONDARY SCHOOL STUDENTS

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Abstract

Cultural intelligence focuses on the skills that are needed for the success in unfamiliar cultures. The aim of the present study is to study the cultural intelligence of secondary school students on the basis of their self-efficacy. Normative survey method has been employed in the present research work. Stratified random sampling technique has been used to select 720 secondary school students. The sample comprised of students of army schools, kendriya vidyalaya and government inter college. Both, boys and girls were included in the sample. The findings of the study revealed that the gender and atmosphere of kendriya vidyalaya and government inter college do not affect cultural intelligence of secondary level students, but the self efficacy of student and army school atmosphere influence cultural intelligence of boys and girls at secondary level.

Keywords: Cultural Intelligence, Gender, Self-Efficacy, Secondary School Students.

Introduction

In global and multicultural settings, cultural intelligence is important for individuals in their personal life and in their work life. Cultural intelligence focuses on the skills that are needed for the success in unfamiliar cultures. It provides insights about how best to interact with the people in multi-cultural situations and how to engage effectively in cross cultural interactions. According to Moynihan and Peterson (2005), “cultural intelligence is the talent and ability to apply skills in different environments.” Cavanaugh and Gooderham (2007) stated, “Cultural intelligence attest to the practical realities and focuses on cross cultural context.”

Cultural intelligence gives insight in how one engages in cross-cultural interactions as well as how one performs effectively in culturally diverse settings (Tsai and Lawrence, 2011). Cultural intelligence is personal ability which causes people to act effectively in different cultural circumstances (Crown, 2008). The people having cultural intelligence can remove the cultural barriers easier and can solve the intercultural problems better. Cultural intelligence enables us to distinguish the cultural differences through knowledge and awareness and behave correctly in different cultures .

Although cultural intelligence is a new construct, certain variable may be quoted as the predictors of cultural intelligence. Ang and Dyne (2008) have developed a Namological Network of Cultural Intelligence, which includes variables related to personality, demographic factors, bio-graphical information as well as ethnocentrism as determining factors of cultural intelligence.

Shannon and Begley (2008) found that foreign language abilities and international work experience affect the cultural intelligence. Tarique and Takeuchi (2008) believe that the number and length of international experience undergone by students prior to starting university positively influence their cultural intelligence. Keavanloo, F. et al. (2013) studied the cultural intelligence on the basis of the age and gender. It was found that there was a significant and positive relationship between cultural intelligence and age of the respondents. It was also observed that male students had higher cultural intelligence as compared to female students. Ayoob, M. et al. (2015) found that cultural intelligence is a significant predictor of acculturative stress and psychological well-being among college students. Mansuri, L. (2014) observed that cultural intelligence of teachers varied due to the type of management.

Thus, the researcher found that cultural intelligence is affected by several social, psychological and environment factors. But even after a dense review, the researcher could not encounter with any study which has been carried out on the cultural intelligence of students on the basis of self-efficacy. Hence, this research has been taken in hand to study the cultural intelligence of secondary school students on the basis of their self-efficacy.

Objectives

Following research objectives were stated in the present study:

1. To compare the cultural intelligence of secondary school boys and girls on the basis of their self-efficacy.
2. To compare the cultural intelligence of secondary school boys and girls of army schools on the basis of their self-efficacy.



3. To compare the cultural intelligence of secondary school boys and girls of Kendriya Vidyalaya on the basis of their self-efficacy.
4. To compare the cultural intelligence of secondary school boys and girls of Government Inter College on the basis of their self-efficacy.

Hypotheses

The following null hypotheses have been formulated to achieve the objectives of the study:

1. Ho1. There is no significant difference in the cultural intelligence of secondary school boys and girls on the basis of their self-efficacy.
2. Ho2. There is no significant difference in the cultural intelligence of secondary school boys and girls of army schools on the basis of their self-efficacy.
3. Ho3. There is no significant difference in the cultural intelligence of secondary school boys and girls of Kendriya Vidyalaya on the basis of their self-efficacy.
4. Ho4. There is no significant difference in the cultural intelligence of secondary school boys and girls of Government Inter College on the basis of their self-efficacy.

Methodology

In the present research work, normative survey method has been employed. The investigators used stratified random sampling technique to select a representative sample of 720 secondary school students of Garhwal region. The investigator selected the students from army schools, kendriya vidyalaya and government inter college. Both, boys and girls were included in the sample. The sampling framework is given in the table below:

Sampling Framework				
Sample of Secondary School Students	Type of School	Gender		Total
		Boys	Girls	
	Army School	120	120	240
	Kendriya Vidyalaya	120	120	240
	Government Inter College	120	120	240
	Total	360	360	720

For the present study, two instruments were used to collect data: (a) Culture Intelligence Scale developed by the investigators. (b) Self-Efficacy Scale developed by Dr. (Mrs.) G. P. Mathur and Dr. (Mrs.) Raj Kumari Bhatnagar. In statistical analysis, the Mean, S.D. and two-way analysis of variance were used to analyze the collected data.

Result and Interpretation

The analysis of data has been presented below hypothesis wise:

Analysis-1: For the analysis of data of Ho1 “There is no significant difference in the cultural intelligence of secondary school boys and girls on the basis of their self-efficacy”.

The analysis of data has been presented for boys and girls below in table-1

Table – 1_Mean and S.D. of the Cultural Intelligence of Secondary School Boys and Girls on the basis of their Self-Efficacy

Variable	Gender	Self-Efficacy	N	Mean	S.D.
Cultural Intelligence on the basis of Self-Efficacy	Boys	High	59	265.57	30.95
		Average	253	241.74	36.89
		Low	48	219.75	43.53
	Girls	High	64	258.23	38.60
		Average	246	246.69	34.68
		Low	50	226.80	36.39

The table no. 1 shows that the mean values of cultural intelligence of secondary school boys having high, average and low self-efficacy are 265.57, 241.74 and 219.75 respectively. It means that secondary school boys having high self-efficacy have higher cultural intelligence than those boys who have average and low self-efficacy. While secondary school boys who have average self-efficacy have higher cultural intelligence as compared to those boys who have low self-efficacy.



The mean values of cultural intelligence of secondary school girls having high, average and low self-efficacy are 258.23, 246.69 and 226.80 respectively. It means that secondary school girls having high self-efficacy have higher cultural intelligence than those girls who have average and low self-efficacy. On the other hand, secondary school girls having average self-efficacy have higher cultural intelligence than those girls who have low self-efficacy. Secondary school boys having high self-efficacy have shown the highest cultural intelligence, while secondary school boys who have low self-efficacy have exhibited the low cultural intelligence.

The analysis of variance was calculated to know whether the gender and self efficacy independently and in interaction with other variables play significant role or not in determination of cultural intelligence, two way table of analysis has been used. The calculated values have been shown in table- 2 .

Table – 2, Analysis of Variance to Compare the Cultural Intelligence of Secondary School Boys and Girls on the basis of their Self-Efficacy

Source	df	SS	MS	F-value	Result
Gender	1	266.711	266.711	0.202	Insignificant
Self-Efficacy	2	81361.388	40680.694	30.863**	Significant
Interaction	2	4156.861	2078.430	1.577	Insignificant
Between Group	6	43075424.674	7179237.446		
Within Group	714	941141.326	1318.125		

** = Significant at 0.01 Level of Significance.

The table no- 2 for the comparison of cultural intelligence shows that for gender F-value is 0.202 at df 1,714. Which has not been found significant even at 0.05 level of significance. It means that there is no significant difference in the cultural intelligence of secondary school boys and girls. The second obtained F-value, at df 2,714, is 30.863, which has been found significant at 0.01 level of significance. It means that there is a highly statistical significant difference in the cultural intelligence of secondary school boys and girls having high, average and low self-efficacy.

The third obtained F-value, at df 2,714, is 1.577, which has not been found significant even at 0.05 level of significance. It means that joint effect of gender and self-efficacy has not created a significant effect on the cultural intelligence of secondary school boys and girls. It may be concluded that first and third F-values are found insignificant while second F-value is found significant. Thus, the null hypothesis Ho1 is rejected for self efficacy and accepted for gender and interaction of both.

Analysis-2: For the analysis of Ho2 “There is no significant difference in the cultural intelligence of secondary school boys and girls of army schools on the basis of their self-efficacy”, the data has been analyzed presented for boys and girls of Army schools below in table-3.

Table – 3 ,Mean and S.D. of the Cultural Intelligence of Secondary School Boys and Girls of Army Schools on the basis of their Self-Efficacy

Variable	Gender	Self-Efficacy	N	Mean	S.D.
Cultural Intelligence on the basis of Self-Efficacy	Boys	High	21	258.57	33.29
		Average	83	231.04	32.73
		Low	16	207.06	41.97
	Girls	High	18	252.83	55.48
		Average	89	243.87	42.01
		Low	13	238.61	47.78

It is clear from the table no. 3 that all the secondary school boys and girls of army schools having high, average and low self-efficacy except secondary school boys having high self-efficacy have shown average cultural intelligence. Secondary school boys having high self-efficacy have shown high cultural intelligence. The mean values of cultural intelligence of secondary school boys of army schools having high, average and low self-efficacy are 258.57, 231.04 and 207.06 respectively. It means that secondary school boys having high self-efficacy have higher cultural intelligence than secondary school boys having average and low self-efficacy. Secondary school boys who have average self-efficacy have higher cultural intelligence as compared to those boys who have low self-efficacy.



The mean values of cultural intelligence of secondary school girls of army schools having high, average and low self-efficacy are 252.57, 243.87 and 238.61 respectively. It means that secondary school girls having high self-efficacy have higher cultural intelligence than secondary school girls having average and low self-efficacy. On the other hand, secondary school girls having average self-efficacy have higher cultural intelligence than secondary school girls having low self-efficacy. The Secondary school boys of army schools having high level of self-efficacy have the highest cultural intelligence while secondary school boys of army schools having low level of self-efficacy have the least cultural intelligence.

For identification, whether the gender and self efficacy independently and in interaction with other variables play significant role or not in determination cultural intelligence of secondary school Boys and Girls of Army School, two way table of analysis has been used. The calculated values have been shown in table - 4

Table – 4, Analysis of Variance to Compare the Cultural Intelligence of Secondary School Boys and Girls of Army Schools on the basis of their Self-Efficacy

Source	df	SS	MS	F-value	Result
Gender	1	8706.551	8706.551	5.483*	Significant
Self-Efficacy	2	20709.944	10354.972	6.522**	Significant
Interaction	2	5820.918	2910.459	1.833	Insignificant
Between Group	6	13705018.895	2284169.816		
Within Group	234	371549.105	1587.817		

** = Significant at 0.01 Level of Significance. * = Significant at 0.05 Level of Significance.

The table no 4 shows that at df 1,234 the first obtained F-value is 5.483, which has been found significant at 0.05 level of significance. It means that there is statistical significant difference in the cultural intelligence of secondary school boys and girls of army school. The second obtained F-value, at df 2,234, is 6.522, which has been found significant at 0.01 level of significance. It means that there is a highly statistical significant difference in the cultural intelligence of secondary school boys and girls of army school having high, average and low self-efficacy.

The third obtained F-value at df 2,234, is 1.833, which has not been found significant even at 0.05 level of significance. It means that joint effect of gender and self-efficacy has not created a significant effect on the cultural intelligence of secondary school boys and girls of army school. It may be concluded that first and second F-value found significant while third F-value is found insignificant. Thus, the null hypothesis Ho2 is rejected for gender and self efficacy and accepted for interaction.

ANALYSIS-3: For the analysis of data of Ho3 “There is no significant difference in the cultural intelligence of secondary school boys and girls of Kendriya Vidyalaya on the basis of their self-efficacy. The analysis of data has been presented for boys and girls Kendriya Vidyalaya below in table-5.

Table – 5, Mean and S.D. of the Cultural Intelligence of Secondary School Boys and Girls of Kendriya Vidyalaya on the basis of their Self-Efficacy

Variable	Gender	Self-Efficacy	N	Mean	S.D.
Cultural Intelligence on the basis of Self-Efficacy	Boys	High	23	278.86	29.27
		Average	83	251.68	47.20
		Low	14	236.35	58.35
	Girls	High	25	269.04	29.15
		Average	77	256.77	28.18
		Low	18	228.66	28.26

The table no 5 shows that the mean values of cultural intelligence of secondary school boys of kendriya vidyalaya having high, average and low self-efficacy are 278.86, 251.68 and 236.35 respectively. It means that secondary school boys having high self-efficacy have higher cultural intelligence than those boys who have average and low self-efficacy. Secondary school boys who have average self-efficacy have higher cultural intelligence as compared to those boys who have low self-efficacy.

The mean values of cultural intelligence of secondary school girls of kendriya vidyalaya having high, average and low self-efficacy are 269.04, 256.77 and 228.66 respectively. It means that secondary school girls having high self-efficacy have higher cultural intelligence than secondary school girls having average and low self-efficacy. On the other hand, secondary school girls having average self-efficacy have higher cultural intelligence than secondary school girls having low self-efficacy. The kendriya vidyalaya boys having high self-efficacy and girls having high and average self efficiency have shown



high cultural intelligence. The boys having average and low self-efficacy and girls who have low self-efficacy have average cultural intelligence.

To know, whether the gender and self efficacy independently and in interaction with other variables play significant role or not in determination cultural intelligence of secondary school Boys and Girls of Kendriya Vidyalayaon ,two way table of analysis has been used. The calculated values have been shown in table- 6.

Table – 6,Analysis of Variance to Compare the Cultural Intelligence of Secondary School Boys and Girls of KendriyaVidyalayaon the basis of their Self-Efficacy

Source	df	SS	MS	F-value	Result
Gender	1	10.536	10.536	0.007	Insignificant
Self-Efficacy	2	33883.550	16941.775	11.654**	Significant
Interaction	2	2648.523	1324.261	0.911	Insignificant
Between Group	6	15656305.115	2609384.186		
Within Group	234	340177.885	1453.752		

** = Significant at 0.01 Level of Significance.

The table no 6 shows that the first obtained F-value is 0.007 for gender at df 1,234 has not been found significant even at 0.05 level of significance. It means that there is no significant difference in the cultural intelligence of secondary school boys and girls of kendriya vidyalaya. The second obtained F-value 11.654 at df 2,234 has been found significant even at 0.01 level of significance. It means that there is a highly significant difference in the cultural intelligence of secondary school boys and girls of kendriya vidyalaya at three levels of self-efficacy.

The third obtained F-value 0.911 interaction at df 2,234 has not been found significant even at 0.05 level of significance. It means that interaction between gender and self-efficacy has not created a significant effect on the cultural intelligence of secondary school boys and girls of kendriya vidyalaya. The result of the above table may be concluded as the F-values for gender and gender interaction with self-efficacy are found insignificant while the F-value with self efficacy is found significant. Thus, the null hypothesis Ho3 is rejected for the variable self efficacy and accepted for gender and interaction of gender and self-efficacy.

Analysis-4: The analysis of data of Ho4 “There is no significant difference in the cultural intelligence of secondary school boys and girls of Government Inter College on the basis of their self-efficacy” has been presented for boys and girls of Government Inter College below in table-7.

Table – 7,Mean and S.D. of the Cultural Intelligence of Secondary School Boys and Girls of Government Inter College on the basis of their Self-Efficacy

Variable	Gender	Self-Efficacy	N	Mean	S.D.
Cultural Intelligence on the basis of Self-Efficacy	Boys	High	15	255.00	23.56
		Average	87	242.45	25.21
		Low	18	218.11	26.46
	Girls	High	21	250.00	28.53
		Average	80	240.12	29.11
		Low	19	216.94	33.51

The table- 7 shows that the mean values of cultural intelligence of secondary school boys of government inter college having high, average and low self-efficacy are 255.00, 242.45 and 218.11 respectively. It means that secondary school boys having high self-efficacy have higher cultural intelligence than those boys who have average and low self-efficacy. Secondary school boys who have average self-efficacy have higher cultural intelligence as compared to those boys who have low self-efficacy. The mean values of cultural intelligence of secondary school girls of government inter college having high, average and low self-efficacy are 250.00, 240.12 and 216.94 respectively. It means that secondary school girls having high self-efficacy have higher cultural intelligence than secondary school girls having average and low self-efficacy. On the other hand, secondary school girls having average self-efficacy have higher cultural intelligence than secondary school girls having low self-efficacy. All the boys and girls of secondary levels in government inter college having high, average and low self-efficacy have shown average cultural intelligence. At all levels of self efficacy the mean values of cultural intelligence are higher for boys then the girls.



For identification, whether the gender and self efficacy independently and in interaction with other variables play significant role or not in determination of cultural intelligence of secondary school Boys and Girls of Government Inter College, The two way table of analysis has been used for calculation of F values shown in table no.8

Table – 8, Analysis of Variance to Compare the Cultural Intelligence of Secondary School Boys and Girls of Government Inter College on the basis of their Self-Efficacy

Source	Df	SS	MS	F-value	Result
Gender	1	386.240	386.240	0.508	Insignificant
Self-Efficacy	2	24238.794	12119.397	15.947**	Significant
Interaction	2	72.213	36.107	0.048	Insignificant
Between Group	6	13765683.916	2294280.653		
Within Group	234	177831.084	759.962		

** = Significant at 0.01 Level of Significance.

The table- 8 shows analysis of variance, for gender and cultural intelligence that at df 1,234 obtained F-value is 0.508, which is significant even at 0.05 level of significance. It means that there is no significant difference in the cultural intelligence of secondary school boys and girls of government inter college. The F-value for self-efficacy is 15.947 at df 2,234 is significant at 0.01 level of significance. It means that there is a high significant difference in the cultural intelligence of secondary school boys and girls of government inter college at all three levels of self-efficacy.

The F-value for interaction of gender and self-efficacy is 0.048 at df 2,234, which has not been found significant even at 0.05 level of significance. It means that combined effect of gender and self-efficacy has not generated considerable effect on the cultural intelligence of secondary school boys and girls of government inter college. Thus, the null hypothesis Ho4 is rejected for self efficacy only and accepted for gender and interaction of both for cultural intelligence.

Conclusion

In this study, the available results shown that groups of boys and girls formulated on the basis of self efficacy have more or less equal levels of cultural intelligence but on the basis of type of schools only army school boys and girls of secondary levels have significant difference in their cultural intelligence. The secondary school boys and girls of army schools, kendriya vidyalaya and government inter college having high self-efficacy also have high cultural intelligence while the combined effect of gender and self-efficacy has no significant influence on cultural intelligence of secondary school boys and girls of army school, kendriya vidyalaya and government inter college. Thus, the gender and atmosphere of kendriya vidyalaya and government inter college do not affect cultural intelligence of secondary level students, but the self efficacy of student and army school atmosphere influence cultural intelligence of boys and girls at secondary level.

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