

## CULTURAL INTELLIGENCE AND WISDOM AMONG HIGHER SECONDARY SCHOOL STUDENTS

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### ABSTRACT

*Education is a systematic process through which a child or an adult acquires knowledge, experience, skill and sound attitudes. Education makes an individual civilized, refined, cultured and educated. For a civilized and socialized society education is the only means. Its goal is to make an individual perfect. Every society gives importance to education because it is a panacea for all evils. It is the key to solve the various problems of life.*

**Key Words: Cultural Intelligence, Wisdom**

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### INTRODUCTION

Globalization is the process of international integration arising from the interchange of world views, products, ideas and other aspects of culture. There is widespread globalization, people of different cultures today live together everywhere in the world. Through the process of globalisation our world which is vast and wide has come under one single umbrella. No man is a stranger in today's world. There is a relation between nation and nation, culture and culture, races and races, language and language, where sharing and better understanding binds people together. Culture is the relatively stable set of inner values and beliefs generally held by groups of people in countries or regions and the noticeable impact those values and beliefs have on the people's outward behaviours and environment. There are certain characteristics of individual development that are more rooted in culture than in human biology or cognitive structures. Culture is learned and socially shared and it affects all aspects of an individual's life. Social responsibilities, sexual expression and belief system development, for instance are all likely to vary based on culture. Furthermore, many distinguishing characteristics of an individual are all products of culture.

Globalisation has made the world seem smaller and flat in many ways, increasing cultural diversity created challenges for individuals making the world not so flat after all. As a

consequence individuals must function effectively in cross border situations as well as in domestic contexts. Individuals must cope effectively with contrasting economic, political and cultural practice. Globalisation also increases the probability of cultural misunderstanding, tensions and conflicts. When individual relocate to unfamiliar cultures they often experience stress because norms and behaviours are unfamiliar and confusing. Misunderstanding about the role of culture in behaviour, learning and communication often leads to cultural conflict.

Multicultural context forces us to reflect on the competencies one need to engage in successful cross cultural interactions. The success of cross cultural interactions depends on each person's level of intelligence which is defined as an individual's capability to function and manage effectively in culturally diverse settings. Cultural intelligence enables the individuals to represent appropriate behaviours in varied cultures without getting confused or distracted about how the others behave them. 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).

Development of science and technology has brought out several changes in the society. These changes brings new dimension in the area of culture. Up to date knowledge and sharing of

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information is makes the universe as a global village. This has led to the integration of different cultures and development of new cultures. But as a contradiction the same has led to several problems related to culture. So the present need is to frame a new generation who respect other culture and preserve the essence of their own culture.

Wisdom is the ability to think and act using knowledge, experience understanding, common sense and insight. Wisdom has been regarded as one of four cardinal virtues; and as a virtue, it is a habit or disposition to perform the action with the highest degree of adequacy under any given circumstance with the limitation of error in any given action. This implies a possession of knowledge or the seeking of knowledge to apply to the given circumstance. This involves an understanding of people, objects, events, situations, and the willingness as well as the ability to apply perception, judgement, and action in keeping with the understanding of what is the optimal course of action. It often requires control of one's emotional reactions (the "passions") so that the universal principle of reason prevails to determine one's action. In short, wisdom is a disposition to find the truth coupled with an optimum judgement as to what actions should be taken. The Oxford English Dictionary defines wisdom as "Capacity of judging rightly in matters relating to life and conduct; soundness of judgement in the choice of means and ends; sometimes, less strictly, sound sense, esp. in practical affairs. Charles Haddon Spurgeon defined wisdom as the right use of knowledge. Wisdom and knowledge have different meanings, but are often portrayed as synonyms. The difference in knowledge is knowing it; wisdom is doing it. Researchers in the field of positive psychology have defined wisdom as the coordination of "knowledge and experience" and "its deliberate use to improve well being.

Wisdom leads a person to overcome feelings of helplessness, powerlessness, anger or aggression by non-understanding of external elements and internal acknowledgement. It leads

to a change from the experience of meaninglessness to meaningful goals, prospects for coping with critical life events and to engage constructively with complex life problems. Wisdom represents a demonstrated superior ability to understand the nature and behaviour of things, people, or events. He states "this result in an increased ability to predict behaviour or events which then may be used to benefit self or others. Environmental factors, such as family, education, socioeconomic status, culture, and religion, are involved in generating the milieu in which the personal value system develops. Dr. Legesse proposes that "the neural (brain) systems critical to enable these functions are distributed but heavily dependent on those that support memory, learning, understanding other people's mental states and assigning relative value to information.

Psychologists tend to agree that it involves an integration of knowledge, experience, and deep understanding that incorporates tolerance for the uncertainties of life as well as its ups and downs. Wisdom is a property of people, a form of expertise, an integration of cognitive, reflective and affective characteristics. It has to be studied with multi-disciplinary approaches. Wisdom plays a role in helping provide insights along the way. Successful classroom teachers gain wisdom of practice through "reflection in and on action. "Education is a liberating force, and in our age it is also a democratising force cutting across the barriers of caste and class, smoothing out inequalities imposed by birth and other circumstances". (Gandhi, 1987).

Today's adolescence is exposed to the influence of social media and information technology. The impact of information technology has a great influence on today's youth culture. This enhances their relationship with each other as well as to the outer world. If this development is properly geared cultural conflict is the outcome. As a result every youth faces a problem of how to maintain the relations with different cultures smoothly along with a better

understanding of different cultures. Wisdom helps to take right decision and have clear perspectives about self and others. Wisdom helps to have a clear goal for life. These factors stress the importance of cultural intelligence and wisdom in shaping the character of youth which help them to be an asset of the world not a burden.

**METHODOLOGY IN BRIEF**

Objective of the investigation is to study the cultural intelligence and wisdom of higher secondary school students and the relationship between the cultural intelligence and wisdom of higher secondary school students. So survey method was adopted for the study. The present study is proposed to be conducted on a sample of 300 higher secondary school students drawn by random sampling technique from various higher secondary schools in Kannur district.

**TOOLS**

1. Cultural Intelligence Scale (Mathew and Sheena, 2014).
2. Wisdom Assessment Scale (Horney, 2011).

**OBJECTIVES**

1. To find out the Cultural Intelligence of Higher Secondary School students.
2. To find out the Wisdom of Higher Secondary School students.
3. To find out the relationship between Cultural Intelligence and Wisdom of Higher Secondary School Students.

**HYPOTHESIS**

The following hypotheses were formulated for the study.

1. There exist significant relationship between cultural intelligence and wisdom of higher secondary school students
2. There exist significant difference in the cultural intelligence of high secondary school students on the basis of belief in god or not,
  - a. Atheists
  - B. Theists

3. There exist no significant difference in the Wisdom of high school students with respect to belief in god or not,
  - a. Atheists
  - b. Theists

**STATISTICAL TECHNIQUES**

Statistical techniques used for the analysis of data are,

1. Mean
2. Standard Deviation
3. Pearson's Product-Moment Correlation

**ANALYSIS AND INTERPRETATION OF DATA**

**Table 1**

**Data and result of Cultural Intelligence of higher secondary school students**

Cultural Intelligence	No. of students	Percentage
High	53	17.67%
Average	207	69%
Low	40	13.33%
Total	300	100%

Table 1 show that out of 300 students 53 (17.67%) of them have high cultural intelligence, 207 students (69%) were having average cultural intelligence and 40 (13.33%) were with low cultural intelligence.

**Table 2**

**Data and result of Wisdom of higher secondary school students**

Cultural Intelligence	No. of students	Percentage
High	45	10%
Average	215	69%
Low	40	21%
Total	300	100%

Table 2 show that out of 300 students 45 (10%) of them have high wisdom, 207 (69%) were having average wisdom and 40 (21%) were with low wisdom.

Data and result of test significance of difference in mean scores of Cultural Intelligence of high school teachers with respect to belief in God

Belief in God	N	Mean	SD	C.R
Atheists	156	80.87	5.32	
Theists	144	80.83	5.34	

b) The obtained correlation is found to be positive. This shows that any increase or decrease in Cultural Intelligence will be followed by corresponding increase or decrease in Wisdom. Hence the above stated hypothesis is accepted.

**INTERPRETATION OF DATA**

The obtained critical ratio was found to be 0.058 which is in the acceptance region at 0.05 level of significance. So the hypothesis is accepted and hence there exist no significance difference between atheists and theists in the Cultural Intelligence.

**Analysis of Wisdom of secondary school teachers on the basis of belief**

Belief in God	N	Mean	SD	C.R
Atheists	106	80.83	6.50	
Theists	144	79.88	5.68	

**EDUCATIONAL IMPLICATION OF THE STUDY**

In the light of the findings of the present study, the following educational implication is suggested for consideration. The study conducted in 300 higher secondary school students in Kannur district. Out of 300 students 53 (7.67) students were high cultural intelligence. 207 (69) Students were average cultural intelligence and 40 (13.33) students were low cultural intelligence. That is there is no difference in cultural intelligence of higher secondary school students in Kannur district when compared with respect to belief in god. When assessing the wisdom, out of 300 students 45 (10%) of them have high wisdom, 207 (69%) were having average wisdom and 40 (21%) were with low wisdom. Result revealed that wisdom and cultural intelligence are average among higher secondary school students. Cultural intelligence is relevant in the present scenario since there is increased cultural immersion and cultural conflicts. Current study helps the teachers and educational institutes to conduct various programmes which increase the cultural intelligence of the students. Majority of them have average cultural intelligence and wisdom. Therefore it is necessary to provide proper training to develop individual's capability to function and manage effectively in culturally diverse settings. At the same time there exist no difference in the level of cultural intelligence and wisdom of students based on their belief in god or not. From study it is revealed that cultural intelligence and wisdom are positively related. Therefore any attempt to increase the cultural intelligence will helps to develop wisdom. Development of science and technology has brought out several changes in the society.

**INTERPRETATION OF DATA**

The obtained critical ratio was found to be 2.58 which is in the rejected region at 0.05 level of significance. So the hypothesis is rejected and hence there exist significance difference between Atheists and theists in their Wisdom.

**Analysis of the relationship between Cultural Intelligence and Wisdom of Higher secondary School students**

Variables	No of Samples	Cultural Intelligence		Wisdom		CR
		M	SD	M	SD	
Cultural Intelligence	250			79.47	5.05	0.45
Wisdom		80.85	5.37			

a) The obtained correlation between Cultural Intelligence and Wisdom of secondary school students found to be 0.45.

These changes brings new dimension in the area of culture, life aspiration and believes. All these changes bring new perspectives towards life among adolescence. Up to date knowledge and sharing of information is makes the universe as a global village. This has led to the integration of different cultures and development of new cultures. But as a contradiction the same has led to several problems related to culture. Wisdom in its proper sense can solve many problems in our society and helps to guide the adolescence with a locus of control. So the present need is to frame a new generation who respect other culture and preserve the essence of their own culture with wisdom.

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