

Original Article

A Study of Cultural Intelligence of Student Teachers

Dr. Karunadeve B. Raut
Dharieswar college of education, Pun

Manuscript ID:
BN-2024-010307

ISSN: 3065-7865

Volume 1

Issue 3

December 2024

Pp. 40-44

Submitted: 21 Oct. 2024

Revised: 27 Nov. 2024

Accepted: 11 Dec. 2024

Published: 31 Dec. 2024



Quick Response Code:



Website: <https://bnir.us>

DOI:

[10.5281/zenodo.16894084](https://doi.org/10.5281/zenodo.16894084)



Access this article online

Abstract

This study examines the cultural intelligence of student teachers in Pune city. Cultural intelligence (CQ) refers to an individual's ability to relate to, work effectively with, and adapt to culturally diverse situations. The study employed the survey method using the Cultural Intelligence Scale as the tool for data collection. The sample consisted of 90 student teachers from teacher education institutions in Pune. Findings reveal moderate levels of cultural intelligence across all four dimensions metacognitive, cognitive, motivational, and behavioural with notable variation based on certain demographic variables. The study underscores the importance of embedding intercultural competence in teacher education programs to prepare future educators for diverse classrooms.

Keywords: Cultural Intelligence, Student Teachers, Teacher Education

Introduction

Globalization, migration, and multicultural classrooms have made cultural adaptability an essential skill for teachers. In a city like Pune, which attracts students from across India and abroad, teachers are frequently required to interact with learners from varied linguistic, social, and cultural backgrounds. Student teachers the future educators—must possess cultural intelligence to foster inclusive and equitable learning environments.

Cultural intelligence, as defined by Earley and Ang (2003), is the capability to function effectively in culturally diverse settings. It encompasses four dimensions:

1. Metacognitive CQ – awareness and regulation of cultural thinking.
2. Cognitive CQ – knowledge about cultural norms, practices, and conventions.
3. Motivational CQ – interest and drive to adapt to intercultural situations.
4. Behavioral CQ – ability to exhibit appropriate verbal and non-verbal actions.

Review of Related Literature

Previous research has linked cultural intelligence with teaching effectiveness, intercultural sensitivity, and reduced bias in classrooms (Ng, Van Dyne & Ang, 2012). Studies on teacher trainees show that intercultural training programs enhance CQ levels (Alon & Higgins, 2005). However, limited studies have been conducted in the Indian context, particularly in Pune, despite its culturally heterogeneous student population.

Objectives of the Study

1. To assess the overall cultural intelligence of student teachers in Pune city.
2. To examine cultural intelligence across the four dimensions.
3. To explore differences in CQ based on demographic variables such as gender and medium of instruction

Hypotheses

H₁: The overall level of cultural intelligence among student teachers is moderate.

H₂: There is no significant difference in cultural intelligence between male and female

This is an open access journal, and articles are distributed under the terms of the [Creative Commons Attribution 4.0 International](#), The Creative Commons Attribution license allows re-distribution and re-use of a licensed work on the condition that the creator is appropriately credited

Address for correspondence:

Dr. Karunadeve B. Raut, Dharieswar college of education, Pun

Email: profprakashjagtap1@gmail.com

How to cite this article:

Raut, K. B. (2024). A Study of Cultural Intelligence of Student Teachers. *Bulletin of Nexus*, 1(3), 40–41.

<https://doi.org/10.5281/zenodo.16894084>

H₃: There is no significant difference in cultural intelligence based on medium of instruction.

Scope- present research is related to cultural intelligence of student teachers of pune city

Limitations

1. Limited to 90 participants in Pune city, hence findings cannot be generalized to all student teachers.
2. Self-reported data may be subject to social desirability bias.

Research Methodology

Research Method

The study adopted the survey method, suitable for gathering quantitative data from a relatively large group within a limited time frame.

Population- Student teachers of pune city is population of present research

Sample

Results and Discussion

Overall Cultural Intelligence Scores

Table 1 – Descriptive Statistics of Overall CQ

Variable	N	Mean	SD	Level
Overall CQ	90	3.46	0.52	Moderate

Interpretation:

The mean score (M = 3.46) falls in the moderate range (scale: 1–5), indicating that student teachers have a fair ability to adapt to culturally diverse situations but require further enhancement.

Dimension-wise CQ Scores

Table 2 – Mean Scores by CQ Dimension

CQ Dimension	Mean	SD	Level
Metacognitive CQ	3.62	0.49	Moderate-High
Cognitive CQ	3.21	0.58	Moderate
Motivational CQ	3.55	0.51	Moderate-High
Behavioral CQ	3.46	0.54	Moderate

Interpretation:

Metacognitive and motivational CQ are relatively higher, showing that student teachers are aware of cultural differences and motivated to engage across cultures. However, cognitive CQ (knowledge of other cultures) is the lowest and needs strengthening.

A purposive sampling technique was used to select 90 student teachers enrolled in B.Ed. programs at different teacher education colleges in Pune city. The sample included both male and female student teachers, from English and Marathi medium backgrounds.

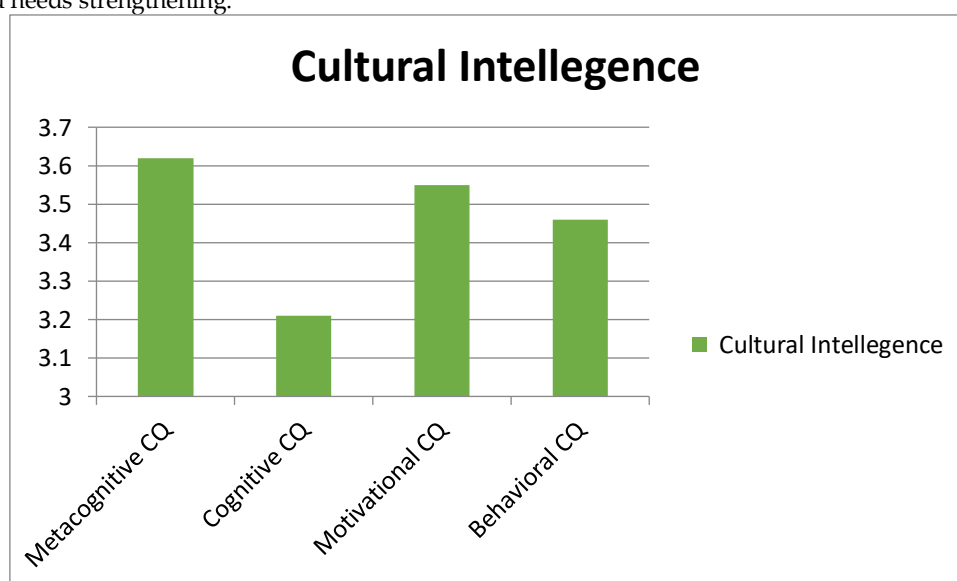
Tool of Data Collection

The Cultural Intelligence Scale developed by Ang et al. (2007) was used. It consists of items measuring the four CQ dimensions on a Likert-type scale.

Procedure- The scale was administered in a classroom setting after obtaining informed consent from participants. Scores were computed for each dimension and overall CQ.

Statistical Techniques

Descriptive statistics (mean, standard deviation) were used to determine CQ levels, and t-tests were applied to examine differences between groups.



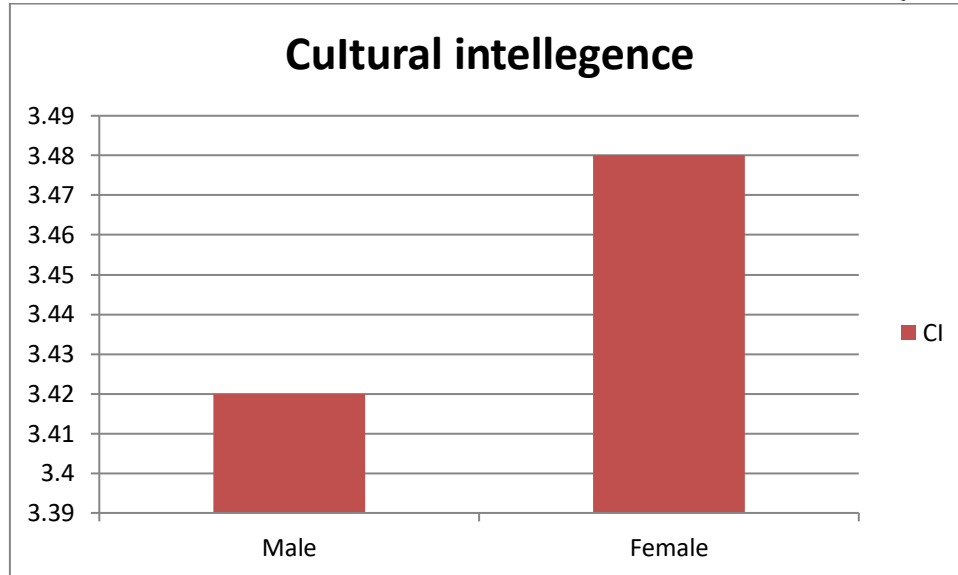
Gender-wise Comparison

Table 3 – Independent Samples t-test for Gender

Gender	N	Mean	SD	t-value	Result
Male	30	3.42	0.53	0.58	Not Significant
Female	60	3.48	0.51		

Interpretation:

No significant difference was observed between male and female student teachers in overall CQ.



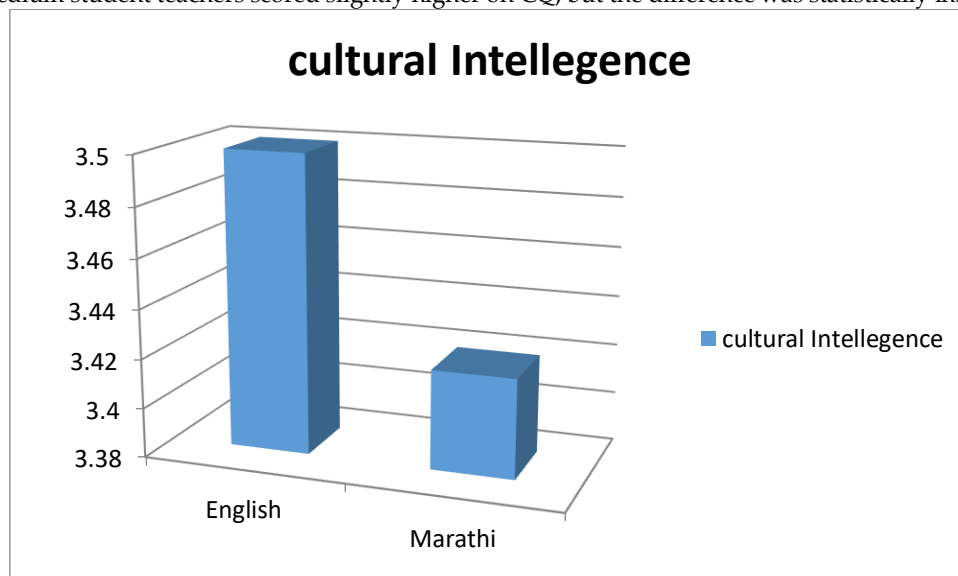
Medium of Instruction-wise Comparison

Table 4 – Independent Samples t-test for Medium of Instruction

Medium	N	Mean	SD	t-value	Result
English	45	3.50	0.50	0.92	Not Significant
Marathi	45	3.42	0.54		

Interpretation:

English medium student teachers scored slightly higher on CQ, but the difference was statistically insignificant.



Overall Cultural Intelligence

The mean CQ score of the sample was found to be in the moderate range, indicating that student teachers possess a reasonable but improvable

capacity to interact effectively in culturally diverse settings.

Dimension-wise Analysis

- **Metacognitive CQ:** High awareness during intercultural interactions, though occasional

lapses in planning for cultural differences were reported.

- **Cognitive CQ:** Limited factual knowledge about other cultures, suggesting a need for more exposure and curriculum support.
 - **Motivational CQ:** Moderate to high interest in intercultural engagement, especially in classroom contexts.
 - **Behavioral CQ:** Adequate flexibility in adapting speech, gestures, and teaching strategies, though variation existed among individuals.
- Group Comparisons**
- **Gender:** No statistically significant difference in overall CQ between male and female student teachers.
 - **Medium of Instruction:** No significant difference was found, though English medium students showed slightly higher cognitive CQ.

Conclusion

The study highlights that student teachers in Pune have a moderate level of cultural intelligence. While their motivational and metacognitive dimensions are relatively strong, the cognitive aspect requires further development. Teacher education institutions must integrate intercultural training modules, provide opportunities for cross-cultural experiences, and encourage reflective practices to enhance CQ.

Educational Implications

Curriculum Enrichment

The teacher education curriculum should be deliberately redesigned to include structured courses and modules on *intercultural communication, diversity management, and global citizenship*. Such courses can introduce student teachers to theories of cultural competence, case studies of multicultural classrooms, and practical strategies for managing diversity in lesson planning, assessment, and classroom management. Embedding these topics within core pedagogy subjects ensures that intercultural competence is not treated as an optional skill but as a fundamental teaching competency. Assessment activities, such as microteaching in culturally simulated environments, can provide experiential learning opportunities.

Workshops and Seminars

Organizing periodic workshops, seminars, and cultural immersion programs can significantly enhance student teachers' exposure to different cultural contexts. These can include:

Cultural exchange programs with institutions from other regions or countries to foster first-hand interaction.

Guest lectures by experts in cross-cultural education and social integration.

Celebration of cultural diversity days

where student teachers plan and participate in events showcasing linguistic, artistic, and traditional diversity. Such activities move beyond theoretical knowledge, enabling participants to apply cultural intelligence skills in authentic settings.

Reflective Practice

Reflection plays a crucial role in strengthening cultural intelligence. Student teachers should be encouraged to maintain *reflective journals* documenting their experiences in culturally diverse teaching situations during internships, practice lessons, or community work. These journals can capture: Observations of cultural differences in classroom behavior and learning preferences. Personal challenges faced in adapting teaching strategies. Strategies implemented and their effectiveness. Faculty can facilitate *guided reflection sessions* where student teachers share and discuss their reflections in small peer groups. This process helps in deepening self-awareness, questioning assumptions, and refining intercultural teaching approaches.

Acknowledgment

The researcher extends sincere gratitude to the Department of Commerce, B.A.M. University, Chhatrapati Sambhajinagar, India, and the Accounting Department, Taiz University, Yemen, for their academic guidance and institutional support. Special appreciation is offered to supervisors, colleagues, and fellow researchers whose insights and encouragement enriched this work. The author also acknowledges the contributions of scholars whose studies formed the foundation of this research. Lastly, heartfelt thanks go to family and friends for their constant motivation and support throughout the preparation of this study.

Financial support and sponsorship

Nil.

Conflicts of interest

The authors declare that there are no conflicts of interest regarding the publication of this paper.

References

1. Ang, S., Van Dyne, L., Koh, C., & Ng, K. Y. (2007). Cultural Intelligence: Its Measurement and Effects on Cultural Judgment and Decision Making, Cultural Adaptation, and Task Performance. *Management and Organization Review*, 3(3), 335–371.

2. Earley, P. C., & Ang, S. (2003). *Cultural Intelligence: Individual Interactions Across Cultures*. Stanford University Press.
3. Ng, K. Y., Van Dyne, L., & Ang, S. (2012). Cultural Intelligence: A Review, Reflections, and Recommendations for Future Research. *Conducting Multinational Research Projects in Organizational Psychology*, 29, 29–58.
4. Abd El Rahman, R. (2022). The impact of the adoption of cloud computing on improving the efficiency of accounting information systems during the COVID-19 pandemic. *Journal of the Arab American University*, 8(2).
5. Abu Afifa, M., Van, H. V., & Le Hoang Van, T. (2022). Factors affecting the intention to use cloud accounting in SMEs: Evidence from Vietnam. In *Digital economy, business analytics, and big data analytics applications* (pp. 585–599). Springer.
6. ACCA. (2019). The future of cloud accounting. Association of Chartered Certified Accountants.
7. Aini, Q., Anoesyirwan, A., & Ana, Y. (2019). Effect of cloud accounting as income statement on accountant performance. *Aptisi Transactions on Management (ATM)*, 4(1), 13–21.
8. Akwuobi, B. U., Onyeogubalu, O. N., & Okeke, O. N. (2025). Cloud-based accounting and firm effectiveness: A perspective study of accountants in Anambra State. *Journal of Global Accounting*, 11(1), 161–178.
9. Al-Fadel, F. (2022). The impact of internal environmental factors on the application of cloud accounting. *Journal of Al-Rafidain University College of Science*, (1), 143–154.
10. Al-Falah, F. M. K., & Rafi', F. I. M. (2022). Opportunities and challenges of adopting cloud accounting in Al-Madar and Libyana Telecom Companies. *Alexandria Journal of Accounting Research*, 6(3), 81–104.
11. Al-Okaily, M., Alkhwalidi, A. F., Abdulmuhsin, A. A., Alqudah, H., & Al-Okaily, A. (2023). Cloud-based accounting information systems usage and its impact on Jordanian SMEs' performance: The post-COVID-19 perspective. *Journal of Financial Reporting and Accounting*, 21(1), 126–155. <https://doi.org/10.1108/JFRA-07-2022-0221>
12. Al-Qadhafi, S. M., & Abdul-Kafi, A. S. (2023). The contribution of digital transformation and cloud computing in enhancing the accounting profession.
13. Amooore, L. (2020). *Cloud ethics: Algorithms and the attributes of ourselves and others*. Duke University Press.
14. Assi, F. Z., & Abd, D. R. M. (2020). The feasibility of using cloud accounting to reduce costs: An applied study. *Journal of Administration and Economics*, (123), 362–375.
15. Bala, H., Zomaya, A. R., Omar, R., Al-Absy, M. S. M., Ya'u, A., Sani, A. U. A., & Khatoon, G. (2024). Effect of cloud accounting computing on firm performance. In *Harnessing AI, machine learning, and IoT for intelligent business: Volume 2* (pp. 593–609). Springer.