

Non-academic Intelligences as Factors of Student's Intercultural Adaptation

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Abstract. The results of globalization are not just positive, contemporaneously with the high education quality improvement; it is possible to expect the increase of ethnic tension in countries involved to the globalization process. One of the reasons for the ethnic tension increase can be the migrants' unsuccessful intercultural adaptation. The research examines the relationships between social, emotional, cultural forms of intelligence and the intercultural adaptation. The considered cognitive constructs refer to the abilities of effective functioning in different areas of social life, that why non-academic forms of intelligence can be examined as the resources for successful adaptation. The aim of following research is to find the relates between different forms of non-academic intelligence to students' intercultural adaptation.

Keywords: Intercultural Adaptation, Emotional Intelligence, Social Intelligence, Cultural Intelligence, Ethnic Tension

1. Introduction

Globalization involves all aspects of modern life, particularly high education. Student mobility has made the educational process polycultural. Last time Russian education is becoming more and more attractive to foreign students and as a result Russia has been included into the international education space.

Peoples Friendship University of Russia (PFUR) establish in 1961, is a unique University in which the representatives of about 140 countries of the world (450 peoples and nationalities) are trained. The team of the Peoples Friendship University's Center of personality studies has held a number of fundamental and applied researches on the ethnic characteristics of personality traits, cross-cultural communication and adaptation.

2. The Empirical Research of Non-Academic Forms of Intelligence as Factors of Student's Intercultural Adaptation.

The aim of the one of the biggest empirical researches was to reveal the cultural specificity in levels and combinations of various aspects of intercultural adaptation of foreign students from Asia, Africa, Latin America, the Middle East and Central Asia to Russia. The personality, ethnic identity, behavioral strategies in stressful situation, motivational aspect, cognitive aspect, emotional aspect, regulatory aspect, tolerance and etc. have been studied as aspects of the cross-cultural adaptation [1]. The following research, as part of the previous one, describes the outcomes of empirical based relates between non-academic forms of intelligence and intercultural adaptation.

2.1. Background

This article examines three forms of intelligence: social intelligence, emotional intelligence and cultural intelligence. Many scholars have stated that these forms of intelligence are the aspects of a multiple intelligence theory [2, 3, 4]. Crown proposes a new model of the relationships among social intelligence, emotional intelligence and cultural intelligence, and he supposes that social intelligence is a distinct construct, which encompasses emotional intelligence and social intelligence [5]. Several researchers offer a combined emotional-social intelligence model, and propose not to separate them [6]. Some researchers believe that the social facets may be as important, if not more important, than cognitive aspects [7].

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Social intelligence has been proposed by Thorndike during the first half of the 1900s [8]. As the definition of it, the theorist proposed ability to understand and manage men and women, boys and girls – to act wisely in human relations [8]. Later social intelligence has been thought of as the ability to accomplish interpersonal tasks [9]. By Guilford's model, social intelligence is represented by the domain of behavioral operations [10]. Cantor and Kihlstrom have offered an alternative "knowledge view" of social intelligence that refers simply to the individual's fund of knowledge about the social world [11]. Social intelligence has been seen as a capability that allows one to produce adequate behavior for the purpose of achieving a desired goal [12].

After the evolution of social intelligence other related constructs have appeared. One of those which has gained much popularity with researches is emotional intelligence. Emotional intelligence was established as a subset of social intelligence [2] and since its establishment many have acknowledged that emotional intelligence is grounded in social intelligence [2, 13]. The scholars provided a thorough comparison of the differences in models, dividing the features into two camps – ability-based, and mixed or trait models of emotional intelligence [14, 15]. Ability-based theorists Salovey and Mayer defined emotional intelligence as the ability to monitor one's own and other's feelings and emotions, to discriminate among them and to use this information to guide one's own thinking and action [2]. One of the mixed models of emotional intelligence proposed by Russian psychologist Lyusin. He submitted a four-component structure of emotional intelligence: (a) understand one's own emotions, (b) manage one's own emotions, (c) understand other's emotions, (d) manage other's emotions. The scholar emphasizes motivational aspects, a desire to understand other people's emotions is necessary to finally get to it [16]. Whereas ability-based models focused on measuring abilities by evaluating participant responses to scenarios like those used in intelligence tests, mixed or trait emotional intelligence models involved measuring the frequency of particular behavior and identifying when they occurred in a variety of situations [14].

Early and Ang introduced the concept of cultural intelligence in their Stanford University Press Book published in 2003 [17]. Cultural intelligence refers to an individual's capability to function effectively in situation characterized by cultural diversity [3]. Drawing on the theory of multiple loci of intelligence [18], the researches proposed a four-factor construct of cultural intelligence, which includes: metacognitive, cognitive, motivational, and behavioral components. The metacognitive aspect refers to an individual's level of conscious cultural awareness during cross-cultural interaction. Cognitive cultural intelligence reflects knowledge of norms, practices, and conventions in different cultural acquired from education and personal experiences. Motivational cognitive component reflects the capability to direct attention and energy toward learning about and functioning in culturally diverse situation. The last component, behavioral, reflects an individual's capability to exhibit appropriate verbal and nonverbal actions when interacting with people with a different cultural background [3].

2.2. Methods

2.2.1 Participants

Analyses are based on participants (N = 92; 59 females, 33 males) who were part of a large study that examined the cultural specificity in levels and combinations of various aspects of intercultural adaptation of foreign students from Asia, Africa, Latin America, the Middle East and Central Asia to Russia. The participants were between 20 and 27 years old. All the participants live in the countries that are unfamiliar to them. Most of them came to Russia from Ukraine, Serbia, China, Ecuador, Colombia, Haiti, Iran and others. Part of them are Russians, who live and study abroad.

2.2.2 Measures

Measurement of Social Intelligence (J.Guilford, O'Sullivan), Questionnaire of Emotional Intelligence EmIn (D.V. Lyusin), Cultural Intelligence Scale (CQS) S.Ang, L. Van Dyne, C. Koh et al.), Questionnaire "Adaptation" (A.G. Maklakov). All measurements were in Russian language. One of the measurements, specifically the Cultural Intelligence Scale was translated in Russian and adapted in frame of this research.

Statistical analysis techniques used: Kruskal Wallis test, Spearman's Rank Correlation Coefficient, Cluster analysis, Factorial Analysis.

2.3. Results

The study resulted in the following main conclusions. In general, foreign students in PFUR have an average level of intercultural adaptation. As a whole, they have a normal level of behavioral regulation (self-rating, social approval and level of neuro-psychological stability), communicative potential (capability to make social contacts, needs in social contacts and level of conflicts) and moral normativity. Students have a sense of social cohesion, they are assured of their abilities, focused on the cooperation with others, and they mostly understand the social norms of current society. Such strategy is optimal for short term migrants.

The general level of social intelligence of foreign students from the regions considered is low. The students from China and the Middle East meet the greatest difficulties in interpersonal interaction. Latin American students understand nonverbal reaction better than others, and also are able to build their own behavior strategies. Latin American and Central Asian students have a better ability to read other's nonverbal signals, as well as to understand them. African students are able to find a necessary tone in various dialogue situations better than other students. Central Asian and African students understand the norms and rules regulating behavior.

Emotional intelligence includes interpersonal and intrapersonal aspects. The majority of the students feel that they understand and manage others emotions better than their own. Also students show that they are better in managing or controlling emotions, than understanding them. So, students try to manipulate emotions without understanding them. Chinese students demonstrate the lowest abilities in understanding and managing others emotions. African students show better abilities to understand and manage their own emotions.

The majority students demonstrate normal level of cultural intelligence. The results of motivation component are the highest. Students want to learn new cultures. They pay attention and energy to understanding the diverse cultural settings and adequate functioning in them. Also the metacognitive component is well developed. They try to use the cultural knowledge consciously interacting with people with different culture backgrounds. Students are interested in checking the accuracy of culture knowledge that they have and acknowledging something new in this area.

The differences in the received levels of the various intelligences could be explained by understanding that some of this cognitive constructs are culture-based. Emotion as a phenomenon is situated in all cultures. Understanding and controlling emotions are incorporated in children's development independently of their culture. That is why emotional intelligence as an ability to operate the emotions is not culture specific. Culture intelligence as an ability to effectively function in culture diverse settings presumes capabilities to direct attention and energy and conscious cultural awareness to cultural diverse situation and not exactly knowledge about functioning in one culture. To sum, culture intelligence as an ability to function in different culture settings is not culture specific. Social intelligence as an ability to produce adequate behavior depends on the knowledge of the behavior specifics in each separate culture. According to this, social intelligence is a culture-based cognitive ability. This conclusion is confirmed by the results of factorial analysis (fig. 1). Emotional intelligence and social intelligence could relate to ethnic tension. Manage emotions and behavior promotes the reduction of culture conflicts and therefore ethnic tension.

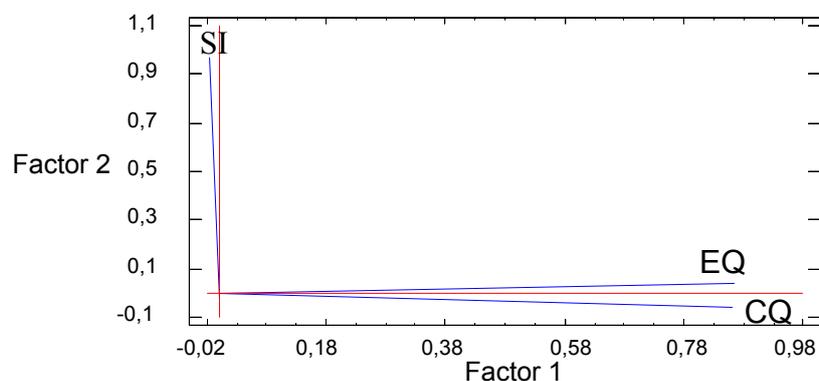


Fig. 1: The results of the factorial analysis

The level of intercultural adaptation relates to the level of emotional intelligence and cultural intelligence. For better understanding of the relates between components of emotional intelligence and intercultural adaptation was made a correlation analysis. In result there are two statistically significant correlations between intercultural adaptation and two components of emotional intelligence: interpersonal emotional intelligence and managing emotions (tab. 1). Exactly managing one's own and other people's emotions play the lead role in the process of intercultural adaptation. A person who can understand and manage emotions can control conflicts situation and stressful emotions.

Table 1: Correlation analysis the relates intercultural adaptation and components of emotional intelligence

	Intercultural Adaptation	Interpersonal EQ	Intrapersonal EQ	Managing Emotions	Understanding Emotions
Intercultural Adaptation	1,00	-0,39	-0,47	-0,51	-0,33
Interpersonal EQ	-0,39	1,00	0,06	0,51	0,28
Intrapersonal EQ	-0,47	0,06	1,00	0,78	0,74
Managing Emotions	-0,51	0,51	0,78	1,00	0,78
Understanding Emotions	-0,33	0,28	0,74	0,78	1,00

There are two statistically significant correlations between intercultural adaptation and two components of culture intelligence: metacognitive component and motivational component (tab. 2). Motivational component is a critical component for intercultural adaptation because it is a source of drive. It triggers effort and energy directed toward functioning in novel cultural settings. Metacognitive component drives individuals to adapt and revise their strategies so that they are more culturally appropriate and more likely to achieve desired outcomes in cross-cultural encounters.

Table 2: Correlation analysis the relates intercultural adaptation and components of cultural intelligence

	Intercultural Adaptation	Metacognitive Component	Cognitive Component	Motivational Component	Behavioral Component
Intercultural Adaptation	1,00	-0,42	-0,32	-0,44	-0,26
Metacognitive Component	-0,42	1,00	0,76	0,79	0,80
Cognitive Component	-0,32	0,76	1,00	0,79	0,62
Motivational Component	-0,44	0,79	0,79	1,00	0,55
Behavioral Component	-0,26	0,80	0,62	0,55	1,00

2.4. Conclusion

To sum, received relates between emotional intelligence, social intelligence, cultural intelligence and intercultural adaptation are very important for future researches in this scientific area. Intercultural adaptation plays one of the lead roles in the ethnic tension phenomenon. First, normal level of intercultural adaptation, when migrants are interested in being included in new social and cultural settings, they respect norms, rules and traditions of the culture that is unfamiliar to them, this all reduces the level of ethnic tension in society. Second, in the host culture with a low level of ethnic tension, migrants feel themselves more comfortable; they have a positive attitude towards others, a sense of social security and belonging to the new society and feel respected by the host nations. Received relates allow to define the level of intercultural adaptation. Direct correlations between emotional intelligence with intercultural adaptation demonstrate that attention to others emotions and manage one's own gives an opportunity to success adaptation. The relates between cultural intelligence and intercultural adaptation emphasize the importance of motivation to learn

the information about different cultures, and necessity to approach consequently to the process of interaction with people with different cultural backgrounds. Emotional intelligence and cultural intelligence are not culture-specific, that means people with high level of ability to effectively (particularly, with attention to emotions) interact in diverse cultural settings easily adapt to a new culture. This study has a great relevance in practical ethnic psychology.

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