



CULTURAL INTELLIGENCE OF STUDENTS OF DIBRUGARH UNIVERSITY, ASSAM

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ABSTRACT:

Human Intelligence is the most implausible entity in the universe. As mankind all we have today are the outcomes of the evolution of the brain and its wonderful capabilities. The scientific study on Human Intelligence was started in late 1800s, Sir Francis Galton became the first person who studied Intelligence scientifically and after his work different aspects of intelligence were studied and developed by different well-known personalities. Interestingly the study of Intelligence is still getting brand-new directions. The investigators were inspired by this fact of Intelligence, hence conducted a study on Cultural Intelligence. Cultural Intelligence refers to a person's capability to function effectively in the intercultural environment (Early & Ang 2003). In the present study, an analysis of the Cultural Intelligence of students of Dibrugarh University, Assam has been made by using Descriptive Survey method. Here purposive sampling technique has been used to select the sample of 250 students studying in 8 departments and 8 centre of studies of Dibrugarh University. The present study revealed that a few students of Dibrugarh University have 'Moderate' (95-125) level of Cultural Intelligence. Hence, they have 'Average' Cultural Intelligence to work effectively in diverse cultural Settings (domestic or International). The study further revealed that majority of students of Dibrugarh University have 'Red alert' (94 and below) level of Cultural Intelligence. Hence, they need to develop their Cultural Intelligence to be able to work effectively in diverse Cultural Settings (domestic or International). It was also found that there is no significant difference in Cultural Awareness of students of Dibrugarh University with reference to their gender and Discipline of study. The present multicultural world has demanded the need to ensure our future generations' ability to work in a multicultural world, this study aimed at significant contribution in the area of education.

Keywords: Culture, Intelligence, Cultural Intelligence, Dibrugarh University, Assam.

INTRODUCTION

'General Intelligence is the ability to see relations in, make generalisations from, and relate and organize ideas represented in symbolic forms' (Thurndike & Hagen, 1956). Traditionally the study of Intelligence focuses on factor theories. All the factor theories emphasised on factor analysis technique to identify different factors of human intelligence. There are many important factor theories like-Unitary theory, Multifactor theory of E.L. Thorndike, Spearman's two-factor theory, L.L. Thurston's Group-factor theory, G. H. Thompson's sampling theory, P. V. Vernon's Hierarchical theory, Guilford's structure of Intellect etc.

The cognitive theories of Intelligence, on the other hand, described intelligence in terms of the certain fundamental cognitive process. Some of the profound cognitive theories of Intelligence are as follows-Cattell & Horn's theory of Intelligence, Jensen's theory of Mental Functioning, Campion and Brown's theory of Intelligence, Sternberg's Information Processing Theory of Intelligence, Gardner's Theory of Multiple Intelligence etc. All these cognitive theories of human Intelligence have provided a broad and comprehensive idea of an individual's abilities.

By recognizing the multiplicity of Intelligence, Howard Gardner in his theory of Multiple Intelligence made a milestone in the era of Intelligence. This theory described eight major independent dimensions of intelligence and made a persuasive argument for the idea of multiple talents. Gardner described different dimensions of Intelligence as linguistic, logical-mathematical, spatial, musical, bodily-kinaesthetic, intra-personal and inter-personal.

Cultural Intelligence is another form of intelligence which enlightens one's adaptability to cultural diversity and cross-cultural interactions. Cultural Intelligence differs from other types of intelligence, such as General Intelligence (IQ), Social Intelligence (SQ) and Emotional Intelligence (EQ) because it focuses especially on settings and interactions characterized by cultural diversity (Sternberg, 1986). Although the other forms of Intelligence like, General Intelligence, Emotional Intelligence and Social Intelligence are not confined to a single culture, they also do not recognize the significance of cultural multiplicity and the competency of functioning successfully in culturally diverse situations. Cultural Intelligence is the capability to cope and interact effectively in culturally diverse situations is an etic contract that can meaningfully be applied across cultures (Aguinis & Henle, 2003).

Cultural Intelligence refers to the individual's capability to function effectively in situations characterised by cultural diversity (Ang & Van Dyne, 2008). Cultural Intelligence focuses on individual's capabilities to fulfil the demand of intercultural situations. It differs from the capacity to function in a specific culture hence, by nature Cultural Intelligence is culture free. Cultural Intelligence reflects on the general set of capabilities that facilitate effectiveness across the different intercultural environment. In another word, Cultural Intelligence is another form of intelligence that explains adaptability to diversity and cross-culturally interactions. Cultural Quotient is a measure of Cultural Intelligence the abbreviation 'CQ' was first used by Soon Ang and Linn Van Dyne on the year 2003 as a research-based way of measuring and predicting intercultural performance.

There are four major dimensions of Cultural Intelligence viz. 'Meta-cognitive CQ', 'Cognitive CQ', 'Motivational CQ' and 'Behavioural CQ'. Those with high Meta-cognitive CQ are consciously aware of the cultural performances and norms of different societies before and during interactions (Ang & Van Dyne, 2006). Triandis (2006) pointed out individuals with High Meta-cognitive CQ have heightened consciousness of how their own culture influences their behaviour and their interpretation of intercultural situations. During intercultural interactions, they actively check to see if their interpretations are consistent with the intentions of others. It includes 'Self-Awareness', 'Other Awareness' and 'Situational Awareness'.

The Cognitive dimension of Cultural Intelligence includes knowledge of similarities and differences among different cultures. The cognitive component of CQ is very important because knowledge of culture influences peoples' thoughts and behaviours, understanding a societies' culture. People with high Cognitive CQ are competent to interact with people with a different cultural background. The sub-dimensions of Cognitive factor of CQ include-'Culture General Knowledge' and 'Context-Specific knowledge' (Linn Van Dyne, Ang, Ng, Rockstuhl, Tan, & Koh, 2012).

The Motivational domain of Cultural Intelligence is the capability to direct attention and energy towards learning about and functioning in situations characterized by cultural differences. Those with high motivational CQ have direct attention and energy

towards cross-cultural situations based on intrinsic interest (Deci & Ryan, 1985). 'Self-Efficacy', 'Intrinsic Motivation', 'Extrinsic Motivation' are the sub-dimensions of Motivational CQ.

The behavioural domain of Cultural Intelligence allows people to manage and regulates social behaviours in intercultural encounters so there are minimal misperception and misattribution. Behavioural Cultural Intelligence, therefore, refers to the ability to observe, recognize, regulate, adapt and act appropriately in intercultural meetings (Earley, Ang & Tan, 2006). The sub-dimensions of Behavioural CQ are 'Verbal Behaviour', 'Non-Verbal Behaviour' and 'Speech Acts'. People with high behavioural CQ are flexible and can adjust with their behaviour to the uniqueness of each cultural interaction (Linn Van Dyne, Ang, Ng, Rockstuhl, Tan, & Koh, 2012).

All the four dimension of CQ signifies the strategic ability of individual to adjust in a diverse cultural network. It's clear that cultural Intelligence is the most essential ability of individual in the present area of globalization. We can see several incidents already happened that a girl/ boy from another place who is passionate about his/her dream and achieves it by getting into his/ her dreamed job but cannot adjust in that place of work and finally ends up with quitting that job. These incidents lead us to think ourselves in a way that though a person is well qualified to fulfil his/her dream due to lack of cultural knowledge about the workplace the person has to come back to his home and maybe the person would return to the status of the educated unemployed group. This problem will be remaining the same if they are not culturally intelligent. Ultimately this problem will again contribute to lowering the socio-economic standard of our country. Cultural Intelligence has a positive effect on individual-level outcomes (Ng, Linn Vann Dyne & Ang, 2012).

In the present study, an attempt has been made to study that Cultural Intelligence of students of Dibrugarh University, Assam. The population of the study was the students, the future generation of mankind. They will have to lead the human race towards freedom from socio-cultural evils by adjusting the cultural diversities. They will be scattered to different places of the globe after completing their education for earning livelihoods. Cultural Intelligence may be one of the basic necessities for the students who are studying at different institutions far away from their places and facing diversities. Therefore, it was felt to be significant to study about Cultural Intelligence of students. This study provides evidence about students' capability to adjust in cultural diversity. The population of the present research were the students studying at Dibrugarh University, Assam. Every year a huge amount of students came to this Universities not only from Assam but also from different parts of India and abroad. Cultural Intelligence is essential to make the adjustment for those students came from different parts of India, abroad and also for students of Assam presently studying there. Although, after completion of education, they have to engage in various fields of works and survive in diverse cultural situations. As the entire world, today is diverse, changing rapidly and globalised. A complete understanding of student's levels of Cultural Intelligence has been given by this study. The present research work has enabled significant contribution towards the field of education with a futuristic outlook of students' capability to adjust in cultural diversities.

Statement of the problem:

The present study is entitled as-'Cultural Intelligence of Students of Dibrugarh University, Assam'

Objectives of the study:

1. To find out levels of Cultural Intelligence of students of Dibrugarh University.
2. To find out the extent of Cultural Intelligence of students of Assam and students belonging to other states of India, studying under Dibrugarh University.
3. To compare the Cultural Intelligence of students of professional programmes and liberal programmes of Dibrugarh University.
4. To compare the Cultural Intelligence of students of Dibrugarh University with reference to their Gender (Male/Female).
5. To compare the Cultural Intelligence of students of Dibrugarh University with reference to their Discipline of study (Arts/Science/Commerce).

Hypotheses:

1. There is no significant difference in Cultural Intelligence of students of Dibrugarh University studying under professional programmes and liberal programmes.
2. There is no significant difference in Cultural Intelligence of students of Dibrugarh University with reference to their gender.
3. There is no significant difference in Cultural Intelligence of students of Dibrugarh University with reference to their disciplines of study.

Conceptual & Operational Definitions: The operational and conceptual definitions of the important terms are given below:

(I) Cultural Intelligence: Cultural Intelligence refers to a person's capability to function effectively in the intercultural environment (Early & Ang 2003). In this study, the scores obtained in the 'A Self-Assessment of your CQ' scale constructed and standardized by Linn Vann Dyne & Ang have been considered as Cultural Intelligence.

(II) Students of Dibrugarh University: In this present study students of Dibrugarh University refer to students studying in different programmes under different Departments/Centres for Studies/ Institute of Dibrugarh University (in the year 2017).

(III) The discipline of study: According to Oxford English Dictionary discipline of study means a branch of knowledge, typically one studied in higher education. In this present study Arts, Science and Commerce streams have been considered as a discipline of study.

(IV) Professional programmes: The professional programmes are the programmes in which one studies the various professional skills and competencies that can help the learner in the earning of their livelihood. In the present study the programmes B.Ed., B.Pharm, BBA, BCA, BA (LLB, LLM), B.Tech, MLI.Sc, M.A in Performing arts, M.A in Journalism and Mass Communication, M.Ed. MBA (FT), MSW, MCA, Pharm, M.Tech in Petroleum Geology, M.Tech in Petroleum Technology and M.Tech in Exploration geography etc. offered by different Departments, centres and institutions under Dibrugarh University are considered as professional Course.

(V) Liberal Programme: Liberal programmes are the programmes of pure/basic interdisciplinary in nature covering the various fields like humanities, social science and natural sciences etc. in the present study programmes viz. M.A in Assamese, M.A in Anthropology, M.Sc. in Applied Geology, M.Sc. in Biotechnology, M.Sc. in Bioinformatics, M.Sc. in Chemistry, M.A in Economics, M.A in Education, M.Com in Finance and Marketing, M.A History, M.A in Political Science, M.A in Sociology, M.A in Psychology, M.A in Philosophy, MA in Psychology, M.A in Geography, M.Sc. in life Science, M.Sc. in Physics, M.Sc. in Mathematics etc. offered by different departments and centres for studies under Dibrugarh University are considered as liberal programmes.

Review of literature:

Ramalu, Ross, Uli & Kumar (2012) studied the relation of Cultural Intelligence and job performance of expatriate by taking a sample of 500 expatriate of Malaysia. They found that Cultural Intelligence is positively related to expatriate's job performance.

Ang, Linn Van Dyne, Koh, Templer, Tay & Chandrasekhar (2007) conducted a study on the effect of Cultural Intelligence on 'cultural judgement' and 'decision making', 'cultural adaptation' and 'task performance' and found that CQ has explanatory power in predicting cultural judgement and task performance.

Deng & Gibson (2008) studied the role of Cultural Intelligence in cross-cultural leadership effectiveness and found that Expatriate leader's CQ plays a significant role in enhancing cross-cultural leadership.

Ng, Linn Van Dyne & Ang (2009) found that CQ is also important for global leadership training. They also found that CQ facilitates the transformation of experience into experimental learning.

Imai, Michele & Gelfand (2010) found that highly culturally intelligent people are more cooperative in general, CQ provides negotiators with psychological characteristics that are beneficial for engaging in an effective negotiation process that can lead to joint profit at the intercultural negotiation.

Narayanan & Nirmala (2011) found a significant relationship of CQ and OCB, which is an important aspect of people management in the overall business context.

Rockstuhl, Seiler, Ang, Lin Van Dyne & Hubert (2011) found CQ (Cultural Intelligence) is positively related to Cross-border leadership effectiveness but not with general leadership effectiveness.

Kim & Lin Van Dyne (2012) found that prior intercultural contact is positively related to both 'self-rating' and 'observer's ratings of CQ'. CQ is positively related to international leadership potential. It also demonstrates the mediating role of CQ in linking prior inter-cultural contact with international leadership potential.

Livermore, Lin Van Dyne & Ang (2012) found that leaders with high CQ can effectively adapt their leadership style to fit multicultural situations involving customers, suppliers, and associates from diverse backgrounds. They demonstrate strength in four CQ capabilities viz. CQ drive as the leader's level of interest, motivation and confidence to adapt cross-culturally; CQ knowledge as cognitive dimension of Cultural Intelligence; CQ strategy refers to leader's level of awareness and ability to strategize when crossing cultures and CQ action as the leader's ability to act properly in a wide range of cultural situations.

Ismail, Reza & Mahdi (2012) examined the relationship in Transformational leadership and all the four dimension of Cultural Intelligence viz. Meta-cognitive, Cognitive, Motivational and Behavioural. The researchers found cultural intelligence as a basic factor in transformational leadership. The researchers confirmed the existence of positive, meaningful relation in cultural intelligence and transformational leadership.

Jyoti & Kour (2014) developed a model which explains the influence of Cultural Intelligence on task performance through cultural adjustment. They came to the conclusion that managers who are culturally intelligent positively contribute to task performance and they are better able to adjust themselves in the cross-cultural situation and it results in improving performance. They found that cultural adjustment act as a mediator between CQ and task performance.

Ersoy (2014) studied the relationship in Cultural Intelligence and Cross-cultural leadership effectiveness. He found that expatriate leaders Cultural Intelligence affect cross-cultural leadership effectiveness positively.

Kumar & Kumar (2016) studied about Cultural Intelligence of secondary school boys and girls based on their conflict resolution ability. They found that both boys and girls with high CQ also possess high conflict resolution ability. The girls of army school have high Cultural Intelligence. The interaction effect of gender and conflict resolution ability does not play any considerable role on the Cultural Intelligence of secondary school students of army school.

Dogra & Dixit (2016) studied the relationship in leader's Cultural Intelligence team diversity and team performance. They proposed a model where tried to focus on workplace diversity playing a moderating role in the individual leader and cultural intelligence. They found that for better leadership performance, every leader should have Cultural Intelligence so that they can lead the team with diversities.

Methodology:

Methods used in the study:

Descriptive Survey method was used to study the present problem.

The population of the Study:

The population of the present study comprised of all the students currently (during 2017) studying various programmes under different Departments/Centres for Studies/Institution of Dibrugarh University.

Sample of the Study:

In the present study, a sample of 250 students was selected from 8 Departments and 8 Centres for Studies of Dibrugarh University using purposive sampling technique.

The tool used in the study:

'A Self-Assessment of Your CQ' scale (constructed and standardized by Linn Van Dyne & Soon Ang, 2006) was used to measure Cultural Intelligence of students of Dibrugarh University. It is self-administrative by nature. The scale covers the following three dimensions of Cultural Intelligence- CULTURAL STRATEGIC BEHAVIOUR (CST), CULTURAL MOTIVATION (MOT), and CULTURAL BEHAVIOUR (BEH).

The scale contains 54 randomly arranged items about dealing with cultural diversity. There are no right or wrong answers. Instead, the questions simply allow assessing one's preferences, desires and habits. Thinking about these questions can help understanding of own unique strength and how one can relate to people with different cultural backgrounds meet in both own country and other societies. There are two alternative answers for each item, the respondents have to choose best describes when he /she is in situations characterised by cultural diversity. The validity of the 'A Self-Assessment of your CQ' scale was established by criterion-related approach. The content validity was also established. Reliability of the 'A Self-Assessment of your CQ' scale was established by Cronbach alpha technique.

Scoring instruction: As the scale is self-governed by the procedure. The respondents have to count their scores by themselves, for this instructions are as follows- for each item, score a 3 if your answer is correct, doing the same procedure for each of the three-column add up at the end and then proceed through the following formula:

$$\text{Overall Cultural Intelligence (CQ}^{\text{TM}}\text{)} = \text{Total CST} + \text{Total MOT} + \text{Total BEH}$$

Interpretation of scores: For interpretation, there is three categories of cultural Intelligence based on scores as 'Excellent', (126 and above) it implies the respondent has excellent CQ inability to work in diverse cultural settings. 'Moderate' (95-125) it implies the respondent has average CQ to be able to work in diverse cultural settings and 'Red alert' (94 and below) it implies the respondent needed to develop own CQ to be able to work in diverse cultural settings.

Analysis and Findings:

- **Establishing the Criterion of Parametric test through Normal P-P Plot for Cultural Intelligence of students of Dibrugarh University:**

To establish the criterion of parametric test for Cultural Intelligence of students of Dibrugarh University, the Normal P-P Plot was used.

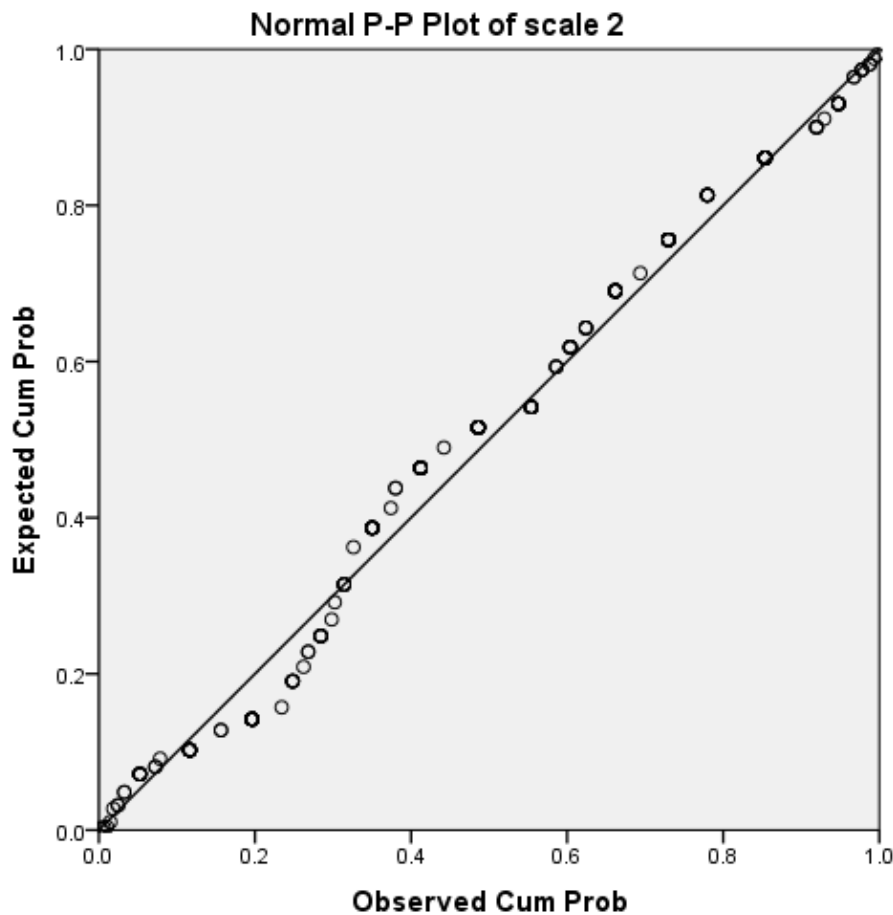


Fig-1: Normal P-P Plot representing the distribution of Cultural Intelligence of students of Dibrugarh University

It is clear from the Fig-1 that all the small circles in observed versus expected cumulative probability curve relatively touch the base NPC line. Thus, it can be concluded that the distribution of Cultural Intelligence scores obtained by the students of Dibrugarh University is normal. Thus parametric tests are applicable to analyse the data.

- **Level of Cultural Intelligence of students of Dibrugarh University:**

The scores obtained by the students of Dibrugarh University in the 'Self-Assessment of your CQ scale' were used to calculate Mean, Standard Deviation, Skewness and Kurtosis. The following Table-1 shows the level of Cultural Intelligence of students of Dibrugarh University:

Table-1: Level of Cultural Intelligence of students of Dibrugarh University

Category	No. of student	Mean	Standard deviatio	Skewness	Kurtosis
Total	250	82.39	15.30	-0.16	-0.42

It is revealed from the table that the value of Mean and Standard Deviation of the distribution of Cultural Intelligence score obtained by the students of Dibrugarh University are 82.39 and 15.30 respectively. The value of skewness is -0.16. Thus, the distribution of Cultural Intelligence scores obtained by the students was skewed negatively. It means that the scores are massed at the high end of the scale. The value of kurtosis is -0.42. Thus the distribution is platykurtic in nature and the peak of the curve is slightly lower than the normal curve.

***Extent of Cultural Intelligence of Students of Assam and students belonging to other states of India studying under Dibrugarh University:**

The scores obtained by students in the 'A self-Assessment of your CQ scale' were used to study the extents of Cultural Intelligence of Students of Dibrugarh University.

Table-2: Extent of Cultural Intelligence of Students of Assam and students belonging to other states of India studying under Dibrugarh University

Category	Students of Assam	Students belonging to other states of India
Excellent CQ (126 and above)	0%	0%
Moderate CQ (95-125)	24.52%	9.52%
Red alert CQ (94 and below)	75.48%	90.48%

The Table-2 reveals that no students scored in the 'above average' category (126 and above) on the 'A self-Assessment of your CQ scale'. Only 24.52% students of Assam and 9.52% students belonging to other states of India scored within the 'Moderate' (95-125) category. However, 75.48% students of Assam scored within the 'High Alert' (94 and below) category. On the other hand, 90.48% students belonging to other states of India scored within the 'High Alert' (94 and below) category in the 'A self-assessment of your CQ scale'.

***Comparison of Cultural Intelligence of students of professional programmes and liberal programmes of Dibrugarh University:**

To compare the Cultural Intelligence of students of professional programmes and liberal programmes of Dibrugarh University 't-test' was used. Table-3 shows the comparison of Cultural Intelligence of students of professional programmes and liberal programmes of Dibrugarh University.

Table-3: Comparison of Cultural Intelligence of students of professional programmes and liberal programmes of Dibrugarh University

Category of student	N	M	SE _D	df	t	Significance
Professional programmes	144	81.81	2.20	248	.02	Not significant at level
Liberal programmes	106	81.85				

To examine if there is any significant difference in Cultural Intelligence of students of Dibrugarh University studying under professional programmes and liberal programmes, the null hypothesis was formulated as- '*There is no significant difference in Cultural Intelligence of students of Dibrugarh University studying under professional programmes and liberal programmes*'. The 't' value is .02, which is not significant at .01% level of significance. Hence, the null hypothesis could be accepted. Thus, there is no significant difference in Cultural Intelligence of students of Dibrugarh University studying under professional programmes and liberal programmes.

***Comparison of Cultural Intelligence of students of Dibrugarh University with reference to their gender:**

The 't-test' was used to the comparison of Cultural Intelligence of students of Dibrugarh University. The Table-4 shows the comparison of Cultural Intelligence of students with reference to their gender.

Table-7: Comparison of Cultural Intelligence of students of Dibrugarh University with reference to their gender

Category students	N	M	SE _D	df	T	Significance
Male	128	82.96	2.10	248	.26	Not significant at level
Female	122	82.42				

To examine if there is any significant difference in Cultural Intelligence of students of Dibrugarh University with reference to their gender, the null hypothesis was formulated as- '**There is no significant difference in Cultural Intelligence of students of Dibrugarh University with reference to their gender**'. The 't' value is found to be .26 which is not significant at .01% level of significance. Hence, the null hypothesis could be accepted. Thus, there is no significant difference in Cultural Intelligence of students with reference to their gender.

***Comparison of Cultural Intelligence of students of Dibrugarh University with reference to their discipline of studies viz. Arts/Science/Commerce:**

The 'F-ratio' was used to compare Cultural Intelligence of students of Dibrugarh University with reference to their discipline of study viz. Arts/Science/Commerce. The Table-5 shows the comparison of Cultural Intelligence of students with reference to their discipline of study.

Table-5: Comparison of Cultural Intelligence of students of Dibrugarh University with reference to their discipline of study viz. Arts/Science/Commerce

Variable	No. of student	M	Vw	Va	F-ratio	Inference
Arts	88	85.16	54757.4	2921.59	6.59	Significant at level
Science	85	77.34				
Commerce	77	83.60				

To examine if there is a significant difference in Cultural Intelligence of students of Dibrugarh University with reference to their discipline of study, The null hypothesis was formulated as- '**There is no significant difference in Cultural Intelligence of students of Dibrugarh University with reference to their discipline of study**'. The F-ratio is found to be 6.59, which is significant at .01% level of significance. Hence, the null hypothesis is rejected. Thus, there is a significant difference in Cultural Intelligence of Students of Dibrugarh University with reference to their discipline of study.

To find out where the actual difference is located, the following 't'-test were calculated among the groups viz. 'Arts-Science', 'Arts-Commerce' & 'Science-Commerce':

***Comparison of Cultural Intelligence of students of Dibrugarh University studying in Arts and Science streams:**

The t-test was used to compare Cultural Intelligence of students of Dibrugarh University studying in Arts and Science streams. The table-6 shows the comparison of Cultural Intelligence of students of Dibrugarh University studying in Arts and Science streams.

Table-6: Comparison of Cultural Intelligence of students of Dibrugarh University studying in Arts and Science streams:

Category students	N	M	SE _D	Df	T	Significance
Arts	88	85.16	14.92	171	3.74	Significant at .01 level
Science	85	77.34				

To examine if there is a significant difference in Cultural Intelligence of students of Dibrugarh University studying in Arts and Science streams, the 't'-value was found to be 3.74. Hence, the null hypothesis ('**There is no significant difference in Cultural Intelligence of students of Dibrugarh University with reference to their discipline of study**') is rejected at .01 level of significance. Thus, it can be concluded as there is a significant difference in Cultural Intelligence of students of Dibrugarh University studying in Arts and Science streams.

*** Comparison of Cultural Intelligence of students of Dibrugarh University studying in Arts and Commerce streams:**

The 't'-test was used to Table-7: Comparison of Cultural Intelligence of students of Dibrugarh University studying in Arts and Commerce streams. The table-7 shows the Comparison of Cultural Intelligence of students of Dibrugarh University studying in Arts and Commerce streams.

Table-7: Comparison of Cultural Intelligence of students of Dibrugarh University studying in Arts and Commerce streams

Category students	N	M	SE _D	Df	T	Significance
Arts	88	85.16	14.31	163	.79	Not significant at .01 level
Commerce	77	83.60				

To examine if there is significant difference in Cultural Intelligence of students of Dibrugarh University studying in Arts and Commerce streams, the 't-value was found to be .79. Hence, the null hypothesis ('**There is no significant difference in Cultural Intelligence of students of Dibrugarh University with reference to their discipline of study**') is accepted at .01 level of significance. Thus, it can be concluded as there is no significant difference in Cultural Intelligence of students of Dibrugarh University studying in Arts and Commerce streams.

***Comparison of Cultural Intelligence of students of Dibrugarh University studying in Science and Commerce streams:**

The 't-test was used to Table-8: Comparison of Cultural Intelligence of students of Dibrugarh University studying in Science and Commerce streams. The table-8 shows the Comparison of Cultural Intelligence of students of Dibrugarh University studying in Science and Commerce streams.

Table-8: Comparison of Cultural Intelligence of students of Dibrugarh University studying in Science and Commerce streams:

Category students	N	M	SE _D	Df	T	Significance
Science	85	77.34	16.14	160	2.77	Significant at .01level
Commerce	77	83.60				

To examine if there is a significant difference in Cultural Intelligence of students of Dibrugarh University studying in Science and Commerce streams, the 't-value was found to be 2.77. Hence, the null hypothesis ('**There is no significant difference in Cultural Intelligence of students of Dibrugarh University with reference to their discipline of study**') is rejected at .01 level of significance. Thus, it can be concluded as there is a significant difference in Cultural Intelligence of students of Dibrugarh University studying in Science and Commerce streams.

Discussion and Conclusion:

The present study provides a detailed picture of Cultural Intelligence of Students of Dibrugarh University, Assam. It was found that the majority of students have an average level of Cultural Intelligence and none of them has high CQ.

Croune (2007) found that individuals who stayed in hostels and eat with local residents developed greater CQ than those stayed in expatriate compounds, where opportunities to contact with others are significantly low. This study also revealed that the maximum members of students who stayed in hostels scored within the average range in 'A Self-Assessment of your CQ' scale.

Deng & Gibson, (2008) found that Cultural Awareness is a preliminary element of on expatriate managers CQ. The study revealed a similar result that- there is a positive relationship between Cultural Intelligence and Cultural Awareness of students of Dibrugarh University. It can be concluded that if the level of Cultural Intelligence increases, the level of Cultural Awareness of students also increases or vice versa.

The present study revealed that the distribution of the Cultural Intelligence scores obtained by students of Dibrugarh University was Negatively Skewed. The distribution is platykurtic and the peak of the curve is slightly lower than the normal curve.

The present study revealed that the extent of 'Excellent' (126 and above) Cultural Intelligence was not found in any of the students of both groups-students of Assam' and 'students belonging to other states of India'. The extent of 'Moderate' (95-125) Cultural Intelligence was found among a few students in both the groups, students of Assam and students belonging to other states of India. Hence, least of them have 'Average' Cultural Intelligence to work effectively in diverse cultural Settings (domestic or International). The extent of 'Red alert' (94 and below) Cultural Intelligence of students of Assam and students belonging to other states of India was found in the Majority of students in both the groups. Thus, the majority of students of Dibrugarh University need to develop their Cultural Intelligence to be able to work effectively in diverse Cultural Settings (domestic or International).

The present study revealed that there is no significant difference in Cultural Intelligence of students of Dibrugarh University studying under professional programmes and liberal programmes. It was found that there is no significant difference in Cultural Awareness of students of Dibrugarh University studying under professional programmes and liberal programmes. The present study revealed that there is no significant difference in Cultural Intelligence of students of Dibrugarh University with reference to their gender.

The present study revealed that there is a significant difference in Cultural Intelligence of Students of Dibrugarh University with reference to their discipline of study. Again it was found, there is a significant difference in Cultural Intelligence of students of Dibrugarh University studying in Arts and Science streams and there is no significant difference in Cultural Intelligence of students of Dibrugarh University studying in Arts and Commerce streams. Moreover, there is a significant difference in Cultural Intelligence of students of Dibrugarh University studying in Science and Commerce streams.

Delimitations and further study Areas:

The present study was limited to students currently (2018) studying in different programmes in 8 departments and 8 centres for studies in Dibrugarh University. The study was also limited to the Indian students. Similar studied can be carried out in the following areas:

- Cultural Intelligence of students of different University.
- Demographic variables related to Cultural Intelligence.
- Cultural Intelligence at primary, secondary and other levels of education.
- Cultural Intelligence of academic administrators.
- Cultural Intelligence of Teachers.
- Cultural Intelligence of foreign students.

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