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Cultural intelligence and cross-cultural adjustment of higher education students: Analysis of state-wise variations

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Abstract

The present study intended to discover the cultural intelligence and cross-cultural adjustment of different state students in higher educational institutions. The main objective was to examine the relationship and different levels of cultural intelligence and cross-cultural adjustment. The study also examined the relationship between cultural intelligence and cross-cultural adjustment of students belonging to different states. The investigator collected data from 300 students belonging to Uttar Pradesh, Kerala, Bihar, Haryana, Northeastern states, and Odisha studying in the central university of Punjab. The survey method of descriptive research design was employed by the investigator and the data were collected with the help of standardized tools on cultural intelligence scale and cross-cultural adjustment test. The interpretation of data was done with the help of the product-moment correlation statistical technique. The finding of the study revealed that there is a moderate level of cultural intelligence and cross-cultural adjustment for postgraduate male and female students and there exists a positive relationship between cultural intelligence and cross-cultural adjustment of postgraduate students at the central university of Punjab. It was also revealed that there exists a relation between cultural intelligence and cross-cultural adjustment of postgraduate students belonging to Kerala, Odisha, Bihar, Haryana, and Northeastern States. However, it was also revealed that there is no relationship between cultural intelligence and cross-cultural adjustment of postgraduate students belonging to Uttar Pradesh. Based on the findings of the study, the investigator recommends that more intervention programs, intercultural communication courses, and different cultural activities may be organized for students, and Faculty and administrative staff need to be trained in the language required to interact with students.

Keywords: Cultural intelligence, cross-cultural adjustment, and post graduate students

Introduction

Our world is increasingly interconnected, with individuals venturing beyond familiar cultural boundaries for education and work. The facets of higher education in India are increasingly identified by student mobility across state borders. While this trend encourages exposure to diverse perspectives and enriches the academic experience, it also presents a unique set of challenges for other state students. To adjust cross-culturally and adjust well, cultural intelligence plays a significant role in facing new challenges and accommodation in the new environment. The process of adjusting to other cultures is significantly influenced by cultural intelligence (Ang *et al.*, 2007) ^[4]. Cultural intelligence influences intercultural self-efficacy (Wawrosz & Jurásek, 2023) ^[22], and in enhancing the personality of a person to get adjusted well and live happily, a more cooperative and compassionate personality will help in survival of an individual out of home state (Matsumoto & Gopal, 2020) ^[20]. With greater cultural intelligence person can adapt better to people belonging to other cultures. Participants with a higher cultural intelligence score or with a higher amount of institutional social support were more likely to well adjust to the university (Li & Middlemiss, 2022) ^[18] whereas cross-cultural adjustment entails trying to understand the new culture's beliefs and traditions (Black & Stephens, 1989) ^[7], it promotes a global mindset, helps individuals to understand and appreciate diversity. It helps interact with new cultures, fosters patience, acceptance, and respect for diversity (Brown & Holloway, 2008; Dogra & Dixit, 2019; Kousalyadevi & Kalpana, 2019) ^[8, 10, 17] and individuals will have clearer ideas about what they like and dislike about each culture (Brown & Holloway, 2008) ^[8].

The adjustment process is facilitated by the ability to modify behavior and mentality to fit the new culture (Dogra & Dixit, 2019; Mangala & Singh, 2020) ^[10, 19]. Conversely, students with poor levels of cultural intelligence could have trouble adjusting to new cultures. It could be difficult for them to comprehend and value the cultural norms and values of the new state they will be attending (Mangala & Singh, 2020) ^[19]. Therefore, the cross-cultural adjustment of a person is affected by the different levels of cultural intelligence (Dogra & Dixit, 2019; Kaur & Pany, 2020; Mangala & Singh, 2020; Verma *et al.*, 2023) ^[10, 16, 19, 21].

Motivational cultural intelligence mediates self-evaluation, personal growth, and success of a person coming from a different culture (Barbuto *et al.*, 2015) ^[6]. Cultural intelligence has an impact on the academic achievement and decision-making style of the students (Ahmadian *et al.*, 2018; Wawrosz & Jurásek, 2023) ^[2, 22], and also individuals with high interaction adjustment and academic adjustment have high academic achievement (Jyoti & Kumar, 2023) ^[14]. As per the experiences, the intelligence is increased and enhanced, which helps the students to adjust cross-culturally. The more a person will be experienced, the higher will be the cultural intelligence and easily adjust to the situations (Mangala & Singh, 2020) ^[19]. Both the variables of the study are complementary to each other and there is a positive relation between cultural intelligence and cross-cultural adjustment (Kaur & Pany 2018; Arthi & Krishnaveni, 2019; Kadam *et al.* 2021; Jyoti & Kumar, 2023) ^[12, 5, 15, 14]. Furthermore, Males and females have different strategies of adjustment as per their learnings and experiences (Gandhi & Sankhian, 2020; Kaur & Pany, 2020) ^[11, 16].

Few studies have been conducted on state students in India, investigating the link between cultural intelligence and cross-cultural adjustment, the levels of cultural intelligence and cross-cultural adjustment of other state students and whether there is a difference in cultural intelligence and cross-cultural adjustment between male and female students belonging to different states or not, might reveal important information about how students from other states adjust to unfamiliar cultural settings. Additionally, it can assist in determining the elements that lead to successful cross-cultural adaptation and offer suggestions for assisting students with their relocation to a new environment. This study investigates the relationship between cultural intelligence and cross-cultural adjustment of other state students, offering valuable insights for students and educational institutions and policymakers to support students in their cross-cultural adjustment process, ultimately promoting a more inclusive and supportive learning environment.

Objectives

1. To evaluate the levels of cultural intelligence of other state postgraduate students.
2. To examine the levels of cross-cultural adjustment of other state postgraduate students.
3. To examine the relationship between cultural intelligence and cross-cultural adjustment of postgraduate students.

4. To estimate the relationship between cultural intelligence and cross-cultural adjustment of postgraduate male students.
5. To study the relationship between cultural intelligence and cross-cultural adjustment of postgraduate female students.
6. To investigate the relationship between cultural intelligence and cross-cultural adjustment of postgraduate students belonging to Kerala.
7. To examine the relationship between cultural intelligence and cross-cultural adjustment of postgraduate students belonging to Bihar states.
8. To investigate the relationship between cultural intelligence and cross-cultural adjustment of postgraduate students belonging to Uttar Pradesh.
9. To study the relationship between cultural intelligence and cross-cultural adjustment of postgraduate students belonging to Northeastern State.
10. To investigate the relationship between cultural intelligence and cross-cultural adjustment of postgraduate students belonging to Odisha.
11. To study the cultural intelligence and cross-cultural adjustment of students belonging to Haryana.

Hypotheses

1. There will be a moderate level of cultural intelligence of other state postgraduate students.
2. There will be a moderate level of cultural intelligence of other state postgraduate students.
3. There does not exist a significant relationship between cultural intelligence and cross-cultural adjustments of postgraduate students.
4. There is no significant relationship between cultural intelligence and cross-cultural adjustments of postgraduate male students.
5. There does not exist a significant relationship between cultural intelligence and cross-cultural adjustments of postgraduate female students.
6. There exists no significant relationship between cultural intelligence and cross-cultural adjustment of postgraduate students belonging to Kerala.
7. There is no significant relationship between cultural intelligence and cross-cultural adjustments of postgraduate students belonging to Bihar.
8. There is no significant relationship between cultural intelligence and cross-cultural adjustments of postgraduate students belonging to Uttar Pradesh.
9. There does not exist a significant relationship between cultural intelligence and cross-cultural adjustments of postgraduate students belonging to the Northeastern States.
10. There is no significant relationship between cultural intelligence and cross-cultural adjustments of postgraduate students belonging to Odisha.
11. There exists no significant relationship between cultural intelligence and cross-cultural adjustment of postgraduate students belonging to Haryana.

Method and Procedure

The study aims to examine the relationship between cultural intelligence and cross-cultural adjustment of other state postgraduate students at the Central University of Punjab.

Because of the nature of the study, which demands a comprehensive mode of data collection to draw inferences with a 0.05 level of significance, the investigator followed the survey method of descriptive type of research. The data was collected from postgraduate students studying at the Central University of Punjab for sessions 2022-2024 and 2023-2025. The sample was selected proportionally from postgraduate students of different states. Hence, the stratified proportional random sampling procedure was followed in the study. The sample size with a 95% confidence level is 296, as per the Raosoft sample size calculator. In the present study, the investigator collected data from 300 postgraduate students belonging to Kerala, Odisha, Uttar Pradesh, Haryana, Bihar, and Northeastern states through an online Google form. Standardized tools i.e., the cultural intelligence scale and cross-cultural adjustment test developed by Kaur & Pany (2020) [16] were used and for the interpretation of the hypotheses, the investigator applied the product-moment coefficient correlation statistical technique.

Results and Discussion

Testing of Normality of Distribution of Data on Cultural Intelligence and Cross-Cultural Adjustment of Post-Graduate Students: The main objective of the study was to determine the relationship between cultural intelligence and cross-cultural adjustment of postgraduate students at the Central University of Punjab. For that purpose, it was essential to determine whether the data were normally distributed or not for applying the product-moment correlation. In this context, the Kolmogorov-Smirnov (K-S) test of normality was applied to cultural intelligence and cross-cultural adjustment score of postgraduate students and it was found to be normal (p value>.05). Here, it can be said that the sample distribution of the scores is normally distributed.

Levels of Cultural Intelligence of Other State Post-Graduate Students

The first objective of the study was to identify the levels of postgraduate students in cultural intelligence enrolled at the central university of Punjab.

Table 1: Levels of Cultural Intelligence

Student At University	Mean	S.D.	Levels	Score	N	%
Total Post Graduate Students	87.4	11.94	High (M + 1 σ)	99=<	50	16.67
			Moderate (M ± 1 σ)	77-98	203	67.66
			Low (M - 1 σ)	76=>	47	15.67
Male Post Graduate Students	87	13.10	High (M + 1 σ)	100=<	21	13.63
			Moderate (M ± σ)	74-99	111	72.07
			Low (M - 1 σ)	74=>	22	14.3
Female Post Graduate Students	87.77	10.60	High (M + 1 σ)	98=<	27	18.5
			Moderate (M ± 1 σ)	78-97	98	67.12
			Low (M - 1 σ)	77=>	21	14.38

According to Table 1 out of the total sample, 300 post-graduate students 203 with 67.66% of students fall under the moderate level, 50 students with 16.67.% are at the high level and 47 students with 15.67% come under the low level respectively. Concerning males, 111 with 72.07% of male students are at a moderate level, 21 with 13.63 male students are at a high level and 22 with 14.3 male students are at a low level. Whereas, in females 98 with 67.12% students are in moderate level, 27 with 18.5% of female students are in high level and 21 with 14.38% female students are in low level respectively. Hence the hypothesis “There will be a moderate level of cultural intelligence of other state

postgraduate students” is accepted, indicating that postgraduate students studying at university have moderate levels of cultural intelligence, which is also supported by previous studies (AI Momani & Atoum, 2016; Kaur & Pany, 2018; Jyoti & Kumar, 2023; Verma *et al.*, 2023) [3, 12, 21].

Levels of Cross-Cultural Adjustment of Other State Post-Graduate Students

The second objective of the study was to identify the levels of postgraduate students on cross-cultural adjustment enrolled at the Central University of Punjab.

Table 2: Levels of Cross-Cultural Adjustment

Student At University	Mean	S.D.	Levels	Score	N	%
Total Post Graduate Students	13.7	4.69	High (M + 1 σ)	18=<	69	23
			Moderate (M ± 1 σ)	(10-17)	172	57.33
			Low (M - 1 σ)	9=>	59	19.67
Male Post Graduate students	13.9	4.81	High (M + 1 σ)	19=<	19	12.33
			Moderate (M ± σ)	(9-18)	101	65.6
			Low (M - 1 σ)	9=>	34	22.07
female Post Graduate students	14	4.56	High (M + 1 σ)	19=<	25	17.12
			Moderate (M ± 1 σ)	(9-17)	97	66.44
			Low (M - 1 σ)	9=>	24	16.44

According to Table 2 out of the total sample, 300 post-graduate students 172 with 57.33% students fall under the moderate level, 69 students with 23% are at the high level and 59 students with 19.67% come under the low level respectively. Concerning males, 101 with 65.6% male students are at a moderate level, 19 with 12.33 male students

are at a high level and 34 with 22.07 male students are at a low level. Whereas in females 97 with 66.44% of students are at a moderate level, 25 with 17.12% of female students are at a high level and 24 with 16.44% of female students are at a low level respectively. The data suggests that many postgraduate students studying at university have moderate

levels of cross-cultural adjustment, which is also supported by (AI Momani & Atoum, 2016; Kaur & Pany, 2018; Jyoti & Kumar, 2023)^[3, 12, 14]. Thus, the hypothesis “There will be a moderate level of cross-cultural adjustment of other state postgraduate students” is accepted.

Significance of Relationship Between Cultural Intelligence and Cross-Cultural Adjustments of Postgraduate Students

The third objective of the study was to examine the relationship between cultural intelligence and cross-cultural adjustment of postgraduate students. The analysis of the data has been presented in Table 3.

Table 3: Cultural Intelligence and Cross-Cultural Adjustments of Postgraduate Students

Variable	N	M	σ	r	Sig
Cultural Intelligence	300	87.36	11.94	.452	0.01
Cross-Cultural Adjustment	300	13.67	4.69		

** Correlation is significant at the 0.01 level (2-tailed)
 * N- Number of Students, M-Mean, S.D. (σ) - Standard Deviation, r- correlation

The mean and S.D. on cultural intelligence were found to be 87.36 and 11.94 respectively and on cross-cultural adjustment were found to be 13.67 and 4.69 respectively and the coefficient correlation was 0.452, representing that, there is a substantial relationship between cultural intelligence and cross-cultural adjustment (Aggarwal, 2004)^[1]. Hence, the null hypothesis “There does not exist a significant relationship between cultural intelligence and cross-cultural adjustments of postgraduate students” is rejected and the result is found to be significant at 0.01 level, though there exists a substantial relationship between cultural intelligence and cross-cultural adjustment. This result is supported by (Kaur & Pany 2018; Arthi & Krishnaveni, 2019; Kadam *et al.* 2021 & Jyoti & Kumar, 2023)^[12, 5, 15, 14].

Significance of Relationship Between Cultural Intelligence and Cross-Cultural Adjustments of Postgraduate Male Students

The fourth objective of the study was to examine the relationship between cultural intelligence and cross-cultural adjustment of postgraduate male students. A detailed description of the results has been presented in Table 4.

Table 4: Cultural Intelligence & Cross-Cultural Adjustment of Postgraduate Male Students

Variable	N	M	σ	r	Sig
Cultural Intelligence	154	86.97	13.1	.420	0.01
Cross-Cultural Adjustment	154	13.38	4.81		

** Correlation is significant at the 0.01 level (2-tailed).
 * N- Number of Students, M-Mean, S.D. (σ) - Standard Deviation, r- correlation

The mean and S.D. on cultural intelligence were found to be 86.97 and 13.1 and cross-cultural adjustment was found to be 13.38 and 4.81 respectively. The coefficient of correlation was found 0.420, which means there is a substantial relationship (Aggarwal, 2004)^[1]. Hence the null hypothesis “There does not exist a significant relationship between cultural intelligence and cross-cultural adjustments of postgraduate male students” is rejected and the result was found to be significant at 0.01 level, though there exists a substantial relationship between cultural intelligence and cross-cultural adjustment of postgraduate male students.

Significance of Relationship Between Cultural Intelligence and Cross-Cultural Adjustments of Postgraduate Female Students

The fifth objective of the study was to examine the relationship between cultural intelligence and cross-cultural adjustment of postgraduate female students. A detailed description of the results has been presented in Table 5.

Table 5: Cultural Intelligence & Cross-Cultural Adjustment of Female Students

Variable	N	M	σ	r	Sig
Cultural Intelligence	146	87.77	10.6	.498	0.01
Cross-Cultural Adjustment	146	13.97	4.55		

** Correlation is significant at the 0.01 level (2-tailed)
 * N- Number of Students, M-Mean, S.D. (σ) - Standard Deviation, r- correlation

The mean and S.D. on cultural intelligence were found to be 87.77 and 10.6 and cross-cultural adjustment was found to be 13.97 and 4.55 respectively. The coefficient of correlation was 0.498 representing there is a substantial relationship (Aggarwal, 2004)^[1]. Hence, the null hypothesis “There does not exist a significant relationship between cultural intelligence and cross-cultural adjustments of postgraduate female students” is rejected and the result is found to be significant at 0.01 level, though there exists a substantial relationship between cultural intelligence and cross-cultural adjustment of postgraduate female students studying at central university of Punjab

Significance of Relationship Between Cultural Intelligence and Cross-Cultural Adjustment of Postgraduate Students Belonging to Kerala

The sixth objective of the study was to investigate the relationship between cultural intelligence and cross-cultural adjustment of postgraduate students belonging to Kerala.

Table 6: Cultural Intelligence & Cross-Cultural Adjustment Kerala Post Graduate Students

Variable	N	M	σ	r	Sig
Cultural Intelligence	77	86.92	13.6	.601	0.01
Cross-Cultural Adjustment	77	12.9	4.88		

** Correlation is significant at the 0.01 level (2-tailed).
 * N- Number of Students, M-Mean, S.D. (σ) - Standard Deviation, r- correlation

Table 6 reveals that the mean and S.D. of cultural intelligence are 86.92 and 13.6 and cross-cultural adjustment is 12.9 and 4.88 respectively. The correlation is 0.601 representing that there is a substantial relationship (Aggarwal, 2004)^[1]. Hence, the null hypothesis “There is no significant relationship between cultural intelligence and cross-cultural adjustments of postgraduate students belonging to Kerala” is rejected and the result is found to be significant at 0.01 level. Therefore, there exists a substantially positive relation between cultural intelligence and cross-cultural adjustment of postgraduate students belonging to Kerala.

Significance of Relationship Between Cultural Intelligence and Cross-Cultural Adjustments of Postgraduate Students Belonging to Bihar:

The seventh objective of the study was to investigate the relationship between cultural intelligence and cross-cultural adjustment of postgraduate students belonging to Bihar.

Table 7: Cultural Intelligence & Cross-Cultural Adjustment Bihar Post Graduate Students

Variable	N	M	σ	r	Sig
Cultural Intelligence	45	89.02	10.91	.318	0.01
Cross-Cultural Adjustment	45	15.02	4.66		

** . Correlation is significant at the 0.01 level (2-tailed).
 * N- Number of Students, M-Mean, S.D. (σ) - Standard Deviation, r- correlation

Table 7 reveals that the mean and S.D. of cultural intelligence are 89.02 and 10.91 and cross-cultural adjustment is 15.02 and 4.66 respectively. The correlation coefficient was found to be 0.318. It represents that the relation is positive but low (Aggarwal, 2004) [1]. Hence, the null hypothesis “There is no significant relationship between cultural intelligence and cross-cultural adjustments of postgraduate students belonging to Bihar” is rejected and the result is found to be significant at 0.01 level. However, there is a positive but low relation between cultural intelligence and cross-cultural adjustment of postgraduate students belonging to Bihar.

Significance of Relationship Between Cultural Intelligence and Cross-Cultural Adjustments of Postgraduate Students Belonging to Uttar Pradesh

The eighth objective of the investigation was to study the relationship between cultural intelligence and cross-cultural adjustment of postgraduate students belonging to Uttar Pradesh.

Table 8: Cultural Intelligence & Cross-Cultural Adjustment Uttar Pradesh Postgraduate Students

Variable	N	M	σ	r	Sig
Cultural Intelligence	59	88.61	10.02	.156	Not significant
Cross-Cultural Adjustment	59	14.66	4.17		

* N- Number of Students, M-Mean, S.D. (σ) - Standard Deviation, r- correlation

Table 8 reveals that the mean and S.D. of cultural intelligence are 88.61 and 10.02 cross-cultural adjustment is 14.66 and 4.17 and the correlation was 0.156 which represents there is no relationship between the variables. Hence, the null hypothesis “There is no significant relationship between cultural intelligence and cross-cultural adjustments of postgraduate students belonging to Uttar Pradesh” is accepted because the calculated r i.e. 0.156 is less than the critical ratio of r i.e. 0.174 at 0.05 level of significance with 117 degrees of freedom.

Significance of Relationship Between Cultural Intelligence and Cross-Cultural Adjustments of Postgraduate Students Belonging to Northeastern States

The ninth objective of the study was to investigate the relationship between cultural intelligence and cross-cultural adjustment of postgraduate students belonging to Northeastern states.

Table 9: Cultural Intelligence & Cross-Cultural Adjustment Northeastern Post Graduate Students

Variable	N	M	σ	r	Sig
Cultural Intelligence	46	86.65	9.47	.418	0.01
Cross-Cultural Adjustment	46	12.95	3.93		

** . Correlation is significant at the 0.01 level (2-tailed).
 * N- Number of Students, M-Mean, S.D. (σ) - Standard Deviation, r- correlation

Table 9 reveals that the mean and S.D. of cultural intelligence are 86.65 and 9.47 and cross-cultural adjustment is 12.95 and 3.93 respectively. The correlation between 0.418 represents relation is substantial (Aggarwal, 2004) [1]. Hence, the null hypothesis “There is no significant relationship between cultural intelligence and cross-cultural adjustments of postgraduate students belonging to Northeastern State” is rejected and the result is found to be significant at 0.01 level. Therefore, there exists a substantial relationship between cultural intelligence and cross-cultural adjustment of postgraduate students belonging to Northeastern State.

Significance of Relationship Between Cultural Intelligence and Cross-Cultural Adjustments of Postgraduate Students Belonging to Odisha

The tenth objective of the study was to investigate the relationship between cultural intelligence and cross-cultural adjustment of postgraduate students belonging to Odisha.

Table 10: Cultural Intelligence & Cross-Cultural Adjustment Odisha Postgraduate Students

Variable	N	M	Σ	r	Sig
Cultural Intelligence	34	85.29	13.57	.626*	0.01
Cross-Cultural Adjustment	34	12.64	5.04		

** . Correlation is significant at the 0.01 level (2-tailed).
 * N- Number of Students, M-Mean, S.D. (σ) - Standard Deviation, r- correlation

Table 10 reveals that the mean and S.D. of cultural intelligence are 85.29 and 13.57 and cross-cultural adjustment is 12.64 and 5.04 respectively. The coefficient correlation is 0.626 representing relation is substantial (Aggarwal, 2004) [1]. Hence, the null hypothesis “There is no significant relationship between cultural intelligence and cross-cultural adjustments of postgraduate students belonging to Odisha” is rejected and the result is found to be significant at 0.01 level. Therefore, there exists a substantial relationship.

Significance of Relationship Between Cultural Intelligence and Cross-Cultural Adjustment of Postgraduate Students Belonging to Haryana

The eleventh objective of the study was to investigate the relationship between cultural intelligence and cross-cultural adjustment of postgraduate students belonging to Haryana.

Table 11: Cultural Intelligence & Cross-Cultural Adjustment Haryana Post Graduate Students

Variable	N	M	σ	r	Sig
Cultural Intelligence	39	87.07	13.55	.392	0.01
Cross-Cultural Adjustment	39	13.89	5.16		

* . Correlation is significant at the 0.05 level (2-tailed).
 * N- Number of Students, M-Mean, S.D. (σ) - Standard Deviation, r- correlation

Table 11 reveals that the mean and S.D. of cultural intelligence are 87.07 and 13.55 and cross-cultural adjustment is 13.89 and 5.16 respectively. The correlation is 0.392 indicating a positive but low relation (Aggarwal, 2004) [1]. Hence, the null hypothesis “There is no significant relationship between cultural intelligence and cross-cultural

adjustments of postgraduate students belonging to Haryana” is rejected and the result is found to be significant at 0.01 level, though there exists a relationship between cultural intelligence and cross-cultural adjustment but low in postgraduate students belonging to Haryana.

Comparative Positions of Post-Graduate Students of Different States on Cultural Intelligence and Cross-Cultural Adjustment: The study examined the relation between cultural intelligence and cross-cultural adjustment of different state students which helps also to estimate which state students have a better relation among the two variables. The data is presented in Figure 1.

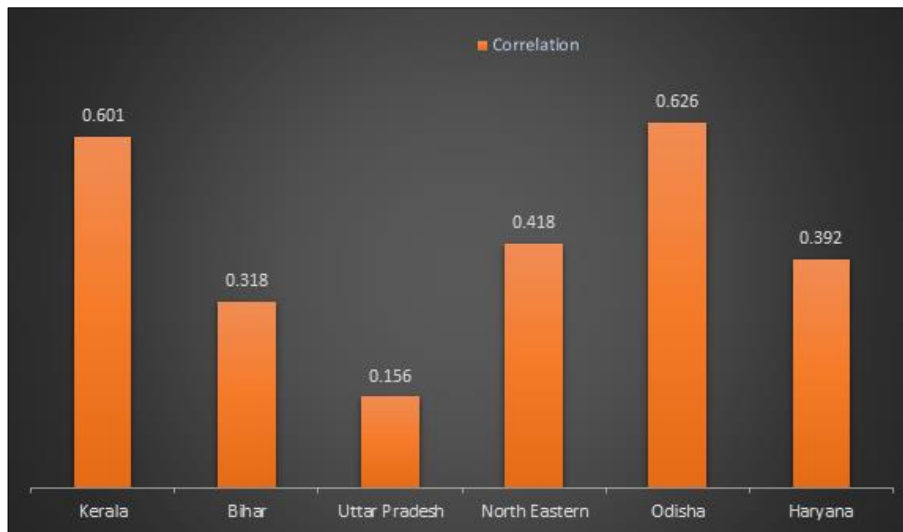


Fig 1: Correlation(r) on Cultural Intelligence and Cross-Cultural Adjustment of Post-Graduate Students belonging to different States

Figure 1 represents that Odisha with a coefficient correlation value of 0.626 has the better relationship between cultural intelligence and cross-cultural adjustment among the other states whereas Uttar Pradesh shows the poorest relationship between the variables with a 0.156 coefficient correlation.

Findings of the Study

The other state postgraduate students studying at the Central University of Punjab have a moderate level of cultural intelligence which is also supported by (AI Momani & Atoum, 2016; Jyoti & Kumar, 2023; Verma *et al.*, 2023) [3, 14, 21]. Other state postgraduate students studying at the Central University of Punjab have a moderate level of cross-cultural adjustment, which is also supported by (AI Momani & Atoum 2016; Jyoti & Kumar, 2023) [3, 14]. The coefficient correlation of cultural intelligence and cross-cultural intelligence of other state students studying in Punjab is found to be 0.452. It represents that, the cultural intelligence of postgraduate students is significantly related to cross-cultural adjustment, this result is also supported by (Kadam *et al.* 2021 & Jyoti & Kumar, 2023) [15, 14]. The cultural intelligence of male students is positively related to their cross-cultural adjustment, indicating a substantial relationship (Aggarwal, 2004) [1]. The coefficient correlation of cultural intelligence and cross-cultural adjustment of female students studying at the Central University of Punjab is 0.498 indicating cultural intelligence of female postgraduate students has a substantially positive relationship with cross-cultural adjustment. The coefficient correlation of cultural intelligence and cross-cultural adjustment of students belonging to Kerala, Bihar, Northeastern, Odisha, and Haryana is found to be 0.601, 0.318, 0.418, 0.626, 0.392 respectively. This implies that a positive relationship exists between cultural intelligence and cross-cultural adjustment of postgraduate students belonging to the states of Kerala, Bihar,

Northeastern, Odisha, and Haryana. Whereas, the coefficient correlation of cultural intelligence and cross-cultural adjustment of students belonging to Uttar Pradesh is found to be 0.156 indicating almost no relationship between the variables, because the calculated r i.e. 0.156 is less than the critical ratio of r i.e., 0.174 at 0.05 level of significance with 117 degrees of freedom.

Educational Implications

Developing cultural intelligence and cross-cultural adjustment entails raising students' awareness, understanding, and appreciation for many cultural viewpoints, which is critical in today's globalized world. Thus, special programs may be organized on the campus to help the students become self-sufficient well adjust to society and as well as home. Different cultural activities may be organized on the university campus so that all of them will be introduced to each other's culture and traditions. Students may be provided the knowledge about different cultures and traditions which helps them in cross-cultural adjustment.

Conclusion

The study reveals a significant and positive relationship between cultural intelligence and cross-cultural adjustment of the postgraduate students of different states of India except for only one state where the relationship is very negligible. Acquiring cultural intelligence is essential for students to develop cross-cultural adjustment is a fact theoretically as well as empirically. Cultural intelligence promotes intercultural self-efficacy and boosts the personality of a person to get acclimated effectively and live happily, a more cooperative and compassionate personality would help in the survival of an individual out of their home state. In conclusion, teaching students to be culturally intelligent helps them succeed in a world that is becoming

more and more globalized. It gives them the abilities they need to succeed in a diverse professional and social environment. Further more extensive qualitative study can be undertaken to explore the relationship between cultural intelligence and cross-cultural adjustment of students in different contexts. It helps get better insights into cultural intelligence and cross-cultural adjustment among students.

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