



Socio-Cultural Perspectives of Behaviour

The Impact of Enculturation and Acculturation on Gender

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Abstract

This paper examines the effects of enculturation and acculturation on cultural identity alongside the literature on the role of both concepts on socio-cultural behaviour. According to Safran and Tharp (2013), Enculturation is a concept that directly translates to adjusting to one's native culture as it culminates in increased rates of community belongingness and

identity protection (Berry, 1997). While identification entails assimilation into a new culture, acculturation includes a change of culture and different types that influence identity results, including integration, assimilation, separation, and marginalization as stated by Nguyen and Benet-Martínez (2013). It was also found that integration gives the best identity effects because it involves both the attributes of the origin and the new culture (Ward and Kennedy, 1994), while marginalization yields poor identity effects. Ethnic identity, an individual's identification with cultural culture groups, is evaluated using questionnaires such as the MEIM. It is hypothesized in this study that enculturation enhances cultural identity and that acculturation that is healthy, mainly integration, enhances cultural identity in equal measure. These processes are highlighted in previous studies, and evidence points to the fact that higher CQ facilitates better acculturation and stronger identity advancement (Ang et al., 2007). Due to research assessing participants from a diverse population and using standardized instruments, this study provides relevant information to the discussion around cultural adaptation for the field of multicultural education, integration, and credentials for cross-cultural training activities.

Keywords: *Enculturation, Acculturation, Cultural Identity, Socio-cultural behaviour, Ethnic identity*

Introduction

In today's world, it has become essential that people face diversity in different cultures because of globalization, migration, and work opportunities abroad due to international education. The key ability of those moving across cultures is to adjust to new settings. Therefore cultural adaptation takes place in an integrated process consisting of psychological, social, and behavioral changes through which individuals start performing effectively within a different set of cultural norms. However, the challenges associated with adaptation in terms

of culture shock, identity conflicts, and communication barriers persist. The determinants of effective cultural adaptation would thus be highly important in establishing cross-cultural harmony and integration.

Cultural Intelligence (CQ) is the most prominent factor in determining how people adjust to cultural transitions. According to Earley and Ang (2003), CQ is the capability to function and manage effectively in culturally diverse settings. The concept includes four: cognitive, metacognitive, motivational, and behavioural intelligence. In short, there is an enhancement in understanding intercultural variations, adaptation, and integration of these into new contexts through meaningful relationships by those high in CQ. Research evidence connecting CQ with direct correlations to cultural adaptation is very scant. Studies focusing on the direct interaction between adaptation and CQ have been explored independently. Additionally, the gender-related aspects of cultural adaptation and identity formation are understudied.

This study thus bridges the gaps in research found in this work by examining, with a controlling influence of gender, the nexus between CQ and cultural adaptation. It then contributes to what is increasingly forming as a source of knowledge on intercultural competence and how CQ explains adaptation. What the findings suggest presents practical implications, especially for institutions of global scale, educationist, and public policy in their efforts to cross-cultural interactions improvements and support people in multicultural settings.

Review of Literature

In a framework conceptualized by Earley and Ang (2003), cultural intelligence comprises four dimensions: cognitive, metacognitive, motivational, and behavioural CQ. Cognitive means the knowledge of cultural norms in different countries; metacognitive

includes awareness and reflection on a particular experience-related topic; motivational means that there is an interest in imbuing oneself in the culture of another's; behavioural means the individual behaves in a cultural relativity-situated manner and non-verbal action (Van Dyne et al., 2012). High CQ relates to better interpersonal effectiveness and adaptability in disparate environments. Cultural accommodation involves changes while retaining the original parts of the self. For example, accommodation includes assimilation merging oneself with the new group and its characteristics; Middlebury describes this as "making new things out of old." Indeed, assimilation, integration, separation, and marginalization are some of such strategies in adaptation. People who adjust the most show considerably lower stress levels and better psychological well-being in new cultural contexts (Ward & Kennedy, 1999). Acculturation: The process of interaction and adaptation that takes place between individuals and a host society is referred to as acculturation (Berry, 2005). Enculturation, on the other hand, is implied as carrying at least a piece of one's original culture in one's heart while moving into another surrounded by a new culture (Kim & Abreu, 2001). These processes in balance shape a person's overall cultural identity development. Most existing literature has focused on the importance of CQ and cultural adaptation alone without also considering their relation to each other. However, no studies have been conducted to explore differentiations between these two processes. This is the aim of our research.

Method

Purpose

The study aims to investigate the relationship between cultural intelligence (CQ) and Acculturation processes, exploring their combined impact on an individual's cultural identity.

Research Questions

What is the relationship between Cultural Intelligence and acculturation/enculturation?

Need for the Study

Previous studies have explored CQ and adaptation separately, limited research investigates their direct relationship. Understanding this connection is crucial for developing strategies to enhance intercultural competence, reduce cultural stress, and promote harmonious integration in multicultural societies. This study seeks to address this gap by analyzing how CQ facilitates successful adaptation while considering gender differences.

Hypothesis

(H₀): There is no significant correlation between Cultural Intelligence (CQ) and cultural adaptation.

Research Objectives

To assess the relationship between enculturation and acculturation on cultural identity.

Research design

The research design for this study is correlational, focusing on the relationship between two variables: Cultural Intelligence (CQ) and Acculturation.

Sample

A stratified sampling technique was used to recruit 51 participants with a variety of demographic differences. The age, gender, and ethnic backgrounds of the participants were diverse, thus increasing the generalizability of the results.

Tools Used

Cultural Intelligence Scale (CQS): Measures cognitive, metacognitive, motivational, and behavioural CQ.

Multigroup Ethnic Identity Measure (MEIM): Measures ethnic identity and self-concept.

Vancouver Index of Acculturation (VIA): Measures acculturation strategies, including integration and heritage retention.

Cultural Adaptation Scale (CAS): Examines individual adaptation to new cultural settings.

Statistical analysis

The Correlation analysis were used to evaluate and interpret the data, and JAMOVI was used for the statistical analysis.

Results and Discussion

The study considered cultural adaptation, ethnic identity, and acculturation using the CAS, MEIM, and the Vancouver Index. Based on correlation analysis, CAS, MEIM, and the Vancouver Index were positively related. A strong ethnic identity was related to stronger cultural adaptation and integration of both heritage and mainstream cultures, pointing out the interconnection between the variables.

The results of this study show that CQ is positively associated with Acculturation. Thus, those with high levels of cultural intelligence are likely to engage in acculturation processes. This justifies the claim that cultural intelligence is beneficial for adapting to new cultural settings. However, the study is correlational and cannot be assumed to have causality.

Self-reported measures, potential sample bias, and an inability to consider other influencing factors are some of the limitations.

Table1: Indicates the correlation between CQS, MEIM and VI

		CQS	MEIM	Vancouver Index
CQS	Pearson's r	-		
	df	-		
	p-value	-		
MEIM	Pearson's r	0.124	-	
	df	49	-	
	p-value	0.384	-	
Vancouver Index	Pearson's r	0.241	0.640	-
	df	49	49	-
	p-value	0.089	<.001	-

From the above table, its observed that there is positive correlation analysis found between CQ and cultural adaptation ($r = 0.241$). Hence, the null hypothesis was rejected.

Even though there is a positive correlation observed, its indicates the weak positive correlation.

Limitations

1. The sample size is relatively small and unbalanced, which limits generalizability.
2. The method of convenience sampling is a non-probability method that limits representativeness and may introduce some bias.
3. Self-report measures may cause social desirability bias. The results may not fully capture the regional and cultural diversity within India.

Implications

1. In education, Cultural Intelligence training can prepare students for the various environments they may encounter, and in the workplace, it helps improve diversity and collaboration among the workforce.
2. Integration strategies for migrants can be improved by policymakers, and mental health professionals can target support to the individual in their cultural adaptation.

Conclusion

This study found a significant positive correlation between Cultural Intelligence (CQ) and cultural adaptation, showing that higher CQ leads to better adaptation. These findings highlight the importance of CQ in navigating cultural transitions.

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