Emotional Intelligence and Its Association with Cultural Competence and Cultural Awareness

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Abstract: "Emotional intelligence (EI) has been shown as one of the many strong predictors of job performance, job satisfaction, and burnout. Cultural competence and cultural awareness have been proven to be associated with corporate emotional intelligence. This article aims to carry out a systematic literature review on emotional intelligence and its association with cultural awareness and cultural competence. Through the methodology of this systematic review, 642 records were identified through Web of Science (WoS) and Scopus on emotional intelligence, cultural competence and cultural awareness. There are a total of 501 records out of these which were excluded based on the exclusion criteria. A total of 20 records were excluded due to duplication. Of the remaining 121 records, 113 were deemed not befitting the research question. Eight articles were deemed suitable for final analysis. These are 8 articles centred on the effectiveness of emotional competence and emotional awareness in affecting emotional intelligence. The systematic literature review has shown the association between emotional intelligence and cultural competence and cultural awareness. This review has also shown the effectiveness of cultural competence and cultural awareness in influencing emotional intelligence."
Keywords: Emotional intelligence, cultural competence, cultural awareness

Introduction

The frequently utilised term emotional intelligence is better known as a "constellation of emotional perception" (trait emotional intelligence) or "a combination of qualities for processing emotion-related facts" (Mayer & Salovey 1997; Mayer et al. 2001; Walter, Shenaar-Golan & Routray 2021). In other terms, emotional intelligence sets out the precedence of the ability of individuals in making connections between the emotions they are aware of and produce a sensible reasoning which let them guide their actions and subsequently as a loop effect, use reasoning to guide their emotions (Mayer et al. 2001; Walter, Shenaar-Golan & Routray 2021). Emotional intelligence has historically been associated with well-being, and is also a predictor of the entity in a physician (Davidson, Jackson & Kalin 2000; Walter, Shenaar-Golan & Routray 2021). Well-being is conventionally measured personally using affective and cognitive subsets. This is exemplified by the presence of positive effects and the lack of negative effects (Schimmack 2008; Walter, Shenaar-Golan & Routray 2021).

Emotional information processing is a subset of communication which has evolved among mammals, just as universal human language has been developed. However, this processing of emotional information is somewhat distinct from language, however, because it is more limited – as it involves the judgment of inter-relationships between humans and, to a lesser extent, animals - compared to other types of relationship which can be denoted by verbal communication (Mayer et al. 2001). Another distinction between general language and emotional information is the extent of institutionalization of each. Information institutionalisation sets out the extent to which a culture categorises certain information as crucial, notes its meaning, and takes precedence in expertise in the field (Mayer et al. 2001). There is a principal base and aspects of language comprehension where emotional information

388

is the source of information that is prominent in this regard. The meaning of emotion has been understood in the past (although it is better understood now), but it is only in the present days that it has been taught in classroom (Elias et al. 1997).

Cultural competency education for health care professionals has only one common goal, which is to ensure that everyone receives effective health care, equitable services, especially those from culturally and linguistically diverse (CALD) backgrounds. Health behaviours were considered to differ significantly in the group that received cultural competence education compared to the control. Other than this, the involvement in the care of non-Western patients by the majority of Western doctors is seen to improve in terms of mutual understanding (Drame et al. 2021; Brottman et al. 2020; Horvat et al. 2014). The basis of cultural competence has its grounds on the foundational understanding of historical understandings in cultural respect, cultural awareness, and cultural safety, and extends these concepts to fit in all dimensions of practice (Horvat et al. 2014). Cultural awareness is defined as "the recognition of the influence of one's own culture on beliefs, judgments, and values, as well as the influence derived from professional work culture" (Winkelman 2005).

For the purpose of reviewing cultural competence among health care workers (Drame et al. 2021), the set definition used for cultural competence is as done by Cross et al. (1989). "Cultural and linguistic competence is a set of congruent behaviors, attitudes and policies combined in a system, agency or in a professional circle that enables effective work in cross-cultural situations. 'Culture' refers to an integrated pattern of human behavior that includes language, thoughts, communication, actions, customs, beliefs, values and institutions of a racial, ethnic, religious or social group. 'Competence' is described as having the ability to function effectively as an individual and organization within the cultural context of beliefs, behaviors and needs presented by users and their communities" (Cross 1989).

Methodology

This systematic approach to literature review was used to ensure the reproducibility of the search process. A pre-recorded systematic review and meta-analysis (PRISMA) approach was used in the methodology. The search process was conducted on two databases namely Web of Science (WoS) and Scopus. In the Table 1 below, the search terms were outlined.

Identification

At the initial stage, the literature search was done through an identification process. From this process, searches were based on keywords recognition and searches for linked, similar terms and previous studies. After all relevant keywords were determined, search strings on the Scopus and Web of Science databases (Table 1) were created. After this initial step, there are a total of 642 papers from both databases which have been collected.

Table 1: Search string

Scopus	**"TITLE-ABS-KEY (emotion* AND intelligen* AND cultur* AND competen* OR emotion* AND intelligen* AND cultur* AND aware*) AND (LIMIT-TO (PUBYEAR, 2022) OR LIMIT-TO (PUBYEAR, 2021) OR LIMIT-TO (PUBYEAR, 2020)) AND (LIMIT-TO (DOCTYPE , "ar"))"**
Web of Science	**"emotion* intelligen* AND cultur* competen* OR emotion* intelligen* AND cultur* aware*"**

Screening

In the initial step of screening, duplicates were first screened and excluded. This first phase produced 20 identical entry records in both databases. The next phase identified 501 articles based on exclusion and inclusion criteria set out. This includes literature which are articles in books, chapters in books, conference proceedings, review articles and articles published prior to 2020. It is vital to mention that the included articles are those published from 2020 to 2022. A total of 501 study articles were released in this step (Table 2).

Eligibility

The eligibility step identified a total of 121 articles which were deemed befitting the overview of the study. The titles and content of publications were thoroughly assessed in this step to ensure that the stipulated inclusion criteria were considered and that the articles fit the research questions of this study. Among these articles, 113 studies were excluded because they did not fit the study objectives. This left us with 8 articles for final analysis. This step is shown in Figure 1.
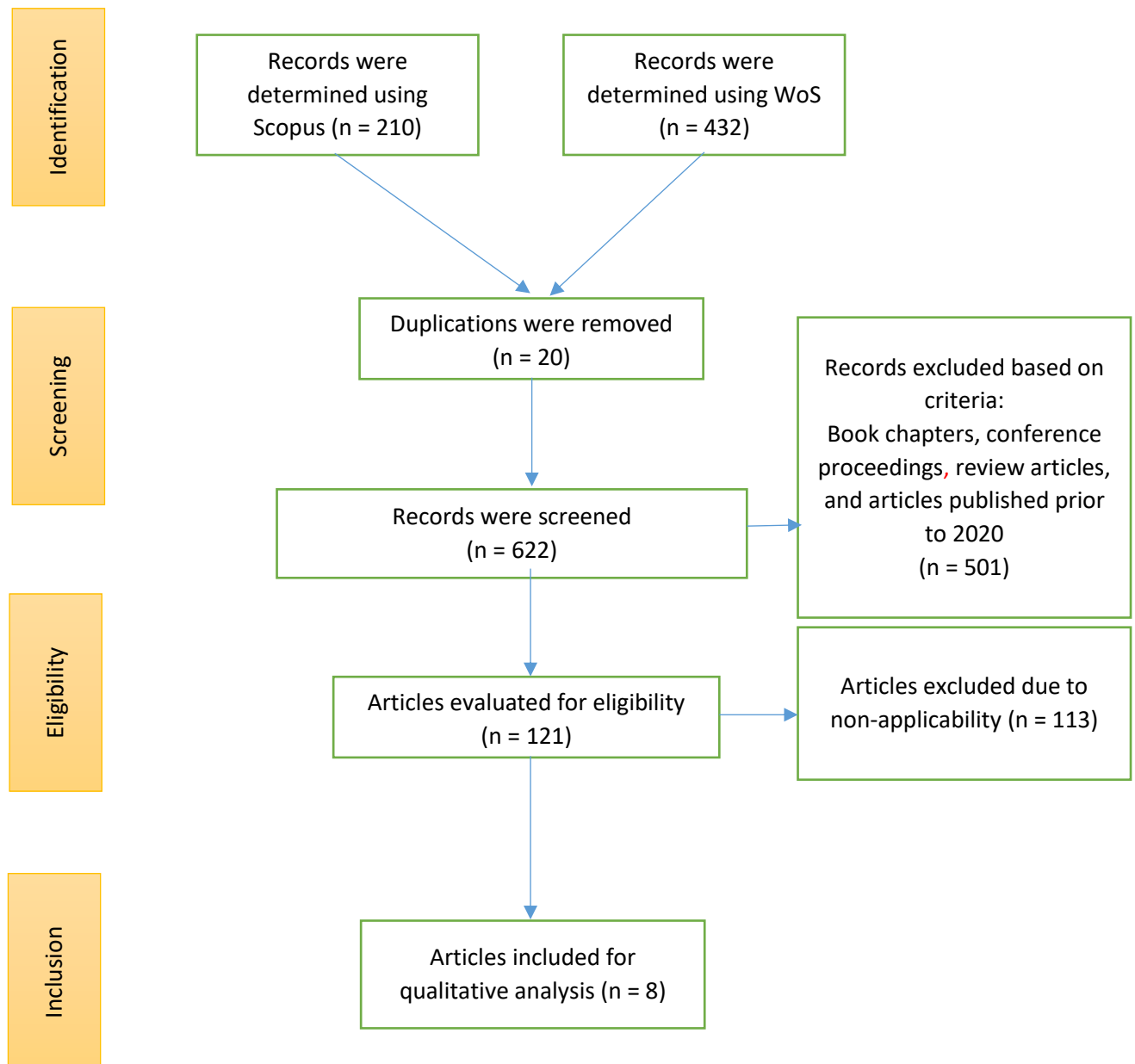
Figure 1. Flowchart of the proposed search study (Moher et al. 2009)

Table 2: Inclusion criteria

Criteria	Inclusion	Exclusion
Language	English	
Timeline	2020 - 2022	
Literature	Original articles	Book chapters, reviews, conference proceedings
Subject field	"Management, Business, Nursing, Education Educational Research, Information Science Library Science, Arts and Humanities, Computer Science, Decision Sciences, Economics, Accounting"	

Data Abstraction and Analysis

Through the three phases mentioned, which are the processes of identification, screening, and eligibility, the next step, i.e. integrative analysis was initiated in this literature review. This is part of the assessment technique used to synthesise and analyse different research methodologies and deesigns, which include the all three qualitative, quantitative, and mixed research methods. This research focused on setting appropriate themes or topics for every article which were deemed appropriate for review. The initial step of developing themes is the phase involved in collection of data. The researchers consistently assessed the 8 articles to obtain details which could help answer the research questions of the study. In the next step, the researcher then analyzed the relationship between emotional intelligence and cultural competence and awareness globally and thus formed a meaningful theme, namely the effectiveness of cultural competence and awareness. Here, a log is formed to record any opinions, ideas, text, and analysis related to data interpretation.

Results

It is vital to see the relationship between emotional intelligence and cultural competence and cultural awareness. The influence of cultural competence and cultural awareness on employees' emotional intelligence has been shown in many literatures. According to the search criteria, 8 articles were selected for analysis. All of these articles were deemed suitable for the main theme of the search, namely the effectiveness of cultural competence and cultural awareness in influencing emotional intelligence (Table 3).

Table 3: The list of research articles which were deemed suitable for analysis

No.	Author	Title	Year	Journal
1	Cheung, C., Tung, V.C., Goopio, J.	"Maximizing study abroad learning outcomes through cultural intelligence and emotional intelligence development."	2022	"Journal of Hospitality Leisure Sport & Tourism Education"
2	Drame, I., Wingate, L., Unonu, J., Turner, M., Taylor, M.D., Bush, A., Jarvis, M., Cawthorne, T.A.	"The association between students' emotional intelligence, cultural competency, and cultural awareness."	2021	"Currents in Pharmacy Teaching and Learning"
3	Yu, M.L., Brown, T., Hewitt, A., Cousland, R., Lyons, C., Etherington, J.,	"Exploring emotional and social competencies in undergraduate students: perspectives from CALD and non-CALD students"	2022	"Australian Educational Researcher"
4	Nelson, W., Luetz, J.M.	"The impact of short-term cross-cultural experience on the intercultural competence of participating students: A case study of Australian high school students."	2021	"Social Sciences-Basel"
5	Liao, Y.K., Wu, W.Y., Dao, T.C., Luu, T.M.N.	"The influence of emotional intelligence and cultural adaptability on cross-cultural adjustment and performance with the mediating effect of cross-cultural competence: A study of expatriates in Taiwan."	2021	"Sustainability"
6	Thrassou, A., Santoro, G., Leonidou, E., Vrontis, D. Christofi, M.	"Emotional intelligence and perceived negative emotions in intercultural service encounters: building and utilizing knowledge in the banking sector."	2020	"European Business Review"
7	Glenn, A.D., Claman, F.	"Using a low-fidelity simulation to enhance cultural awareness and emotional intelligence in Nursing students."	2020	"Nursing Education Perspectives"
8	Musarra G., Kadile	"Emotions, culture	2022	"Technological

V., Zaefarian G., Oghazi P., Najafi-Tavani Z.	intelligence, and mutual trust in technology business relationships."	Forecasting and Social Change"

Effectiveness of Cultural Competence and Cultural Awareness

According to Cheung et al. (2022), motivational cognitive cultural competence is the capability of students to channel their energy towards functioning and learning in cultural diversity, and to get satisfaction inherent from intercultural interactions. This is shown by the majority of students (84.4%) who expressed confidence whilst communicating with those of other cultures. The cultural competence subset of motivation is the pleasure in working with culturally diversed backgrounds of people and with intrinsic interest (Cheung, Tung & Goopio 2022). Most of the participants (84.4%) exhibited cognitive cultural competence in both general and and specific knowledge. These cultural grounds are further delineated to subjective and objective culture (Cheung, Tung & Goopio 2022). A total of 27 students (60.0%) showed some awareness of cultural differences and made an active and voluntary attempt to learn, identify, and observe the cultural differences of their country. Eighteen participants (40.0%) showed ability to exhibit appropriate non-verbal and verbal behaviour when communicating with people from other cultures, especially those traveling to countries which are non-native English speaking. Despite the lessons in their universities were taught in English, these students do find obstacles in communicating with local community. However, they discovered methods to deal with language barriers through non-verbal and verbal communication (Cheung, Tung & Goopio 2022).

The mean number of items which were answered rightly on the "Quality and Culture Quiz" was approximately 11 (SD=2.6), corresponding to a score of 47.8%, which showed that less than half of the students had sufficient information about other cultures. The mean score on the "Multicultural Awareness Inventory (MAI)" was about 72 (SD=6.2) points out of a total of 90. The highest score among the subdimensions for the MAI was obtained on the "Self-Cultural Awareness Subscale" where the mean score was about 27 (SD=2.6) out of 30. The lowest score on the MAI was linked to the "Cultural Impact Subscale" where the mean score was 21 (SD=3.5) out of 30. The mean score on the "Opportunities Subscale" was approximately 23 (SD=3.3) out of 30. The mean score on the overall emotional intelligence scale was 133.0 (SD=13.3) out of 165, or 81.1% of all possible points (Drame et al. 2022).

According to the study of Yu et al. (2022), regression analysis showed statistically significant differences in CALD (culturally and linguistically diverse) and non-CALD students' scores across all subdimensions of emotional intelligence (ESCI). This is true for all except for two domains of cognitive competence, after controlling for level of studies, age and gender of students. Regarding the measurement of competence in social awareness and relationship management, the main result is the observation of a statistically significant difference (p<0.001). CALD students' scores on the subscale "Empathy ($\beta = -0.24$, p<0.001), Organizational Awareness ($\beta = -0.32$, p<0.001), Teamwork ($\beta = -0.53$, p<0.001), Conflict Management ($\beta = -0.32$, p<0.001), Coaches and Monitors ($\beta = -0.25$, p<0.001) and Inspirational Leadership ($\beta = -0.27$, p<0.001)" were significantly lower than non-CALD students.

According to a study conducted by Nelson & Luetz (2021), the computer-generated and manual coding found common themes. This commonality shows the reliability and validity of the coding process with regards to the qualitative data. Even though the participants may not precisely indicate that they have developed in emotional intelligence of intercultural competence, the thematic interview analysis reflects this development. These main themes were noted while categorizing and comparing the manual and computer-generated data analyses: "(1) sensitivity to happiness and satisfaction; (2) sensitization to the

community; (3) sensitization to learning and education; (4) sensitivity to culture; (5) an all-encompassing sense of gratitude; and (6) the importance of deep experience".

According to a study by Liao et al. (2021), the results showed that emotional intelligence is related to cross-cultural adaptation, cross-cultural competence and cultural adaptation. The path coefficients "(β = 0.734, t = 20.495, p < 0.001; β = 0.470, t = 7.153, p < 0.001; β = 0.477, t = 7.042, p < 0.001, respectively)" are significant. Therefore, the emotional intelligence is proven to be positively related to cultural adaptability, cross-cultural competence,an d cross-cultural adaptation. Moreover, the findings confirmed the hypothesis that "cultural adaptability leads to cross-cultural competence(β = 0.268, t = 3.705, p < 0.001)".

According to the study of Thrassou et al. (2020), from the perspective of foreign customers, certain incidents may trigger negative emotions that can be detrimental to the development of trust in effect. Interview analysis showed that participants felt a varied emotions and negatively associated emotional states. Some informants reported annoyance, anxiety, anger, frustration, confusion, shame, disgust, disappointment, irritation, surprise, guilt, stress, humiliation, inadequacy, fear, discomfort, guilt, and misery. The lack of cultural competence in frontline service staff absolutely indicates its impact on the quality of service offered.

According to Glenn & Claman (2020), faculty-led debriefings are conducted with guidance by specific prompts or questions stipulated to stimulate brainstorming about how personal interpretations and perceptions of an observation can affect the next action. The idea of one's feelings and cultural bias is discussed in the question, "What does this teach us about how we judge, represent, understand and communicate with those who are different from us?" and "What did you learn about yourself and others during the simulation?" Finally, the interview hones on why it is vital to take into consideration our very own emotional intelligence as we communicate with those who are different from ourselves. This is the initial step of emotional intelligence - the ability to be self-aware and reflect.

Musarra et al. (2022) showed that the unswerving consequence of expression of emotional forms was found to change under a variable of situations of awareness of cultural intelligence "(b = - 0.21, SE = 0.22, p = 0.03)" and the association with cultural intelligence "(b = 0.18, SE = 0.23, p = 0.04)". Similarly, the direct consequence of evoking emotional forms was found to change under varied situations of perception of cultural intelligence "(b = 0.18, SE = 0.19, p = 0.04)" and the association with cultural intelligence "(b = - 0.14, SE = 0.18, p = 0.10)". The plot confirms that a low perception of cultural intelligence will weaken the association between mutual trust and emotional states but association with cultural intelligence fortifies it.

Discussion

Students' exposure to international learning and experiences can enhance their cultural competence and emotional intelligence, which affects studying initiative objectives. The act of exposing students to other cultures gives the students chances to identify cultural differences, build up on interaction skills, critical thinking, exceptional problem-solving capability, and the likes. Study abroad programs also broaden students' horizon, which in turn leads them to become global citizens. Communicating with those who are culturally diversed in backgrounds enhances their emotional intelligence as it allows better recognition of other people's behaviours and emotional cues (Cheung, Tung & Goopio 2022).

From the study conducted by Suarez-Balcazar et al. (2009), there are two factors identified to associate with cultural competence. These are self-cultural awareness (SCA) and prior training. History of training and exposure to the idea of cultural competence was linked to higher cultural competence scores, while higher cultural self-awareness scores were inversely related to cultural competence. Prior history of training is a positive predictive factor for cultural competence and this is shown in the current

395

literature. Suarez-Balcazar et al. describes the strong effect of prior learning of cultural competence on the ability of a set of students to deliver care for the culturally diverse. Using their own scale, the Cultural Competence Assessment Instrument, they found that previous cultural competence training was associated with higher levels of cultural competence. There were contradictory findings in a study involving some third-year medical students, whereby cultural competence training prior to commencing on medical studies did not seem to impact on students' cultural competence skills. Consistent and persistent training throughout the full term of medical education, however, led to a close to 20% enhancement in cultural competence scores from the first to the third year (Suarez-Balcazar et al. 2009, 2011; Genoa et al. 2009; Drame et al. 2022). Both history of training in cultural competence and SCA were positively linked to different dimensions of emotional intelligence. History of cultural competence training seemed to empower students to understand their emotions, whereas higher SCA scores were linked to better dimensional emotional intelligence marks and an increase in ability to manage one's own emotions. According to Goleman (1997), cultural competence has its grounds on self-awareness and emotional self-regulation. Motivation and empathy are also involved in the definition of cultural competence. These characteristics form the grounds for social awareness which involves "feeling the emotions of others in order to provide appropriate responses (Yu et al. 2022)".

Both research findings and literature support the suggestion which dictate that "deep experience" can really touch and teach the humanity of the importance of human communications (Luetz et al. 2020; Levine 2009; Getz 2020). Well-implemented experiences can teach individuals to tackle situations where they were forced to challenge their cultural biases, whether they are aware or unaware. (White-Means et al. 2009; Zimmermann & Neyer 2013).

A study by Thrassou et al. (2020) is the first study to involve both supervisors of front-line service workers and human resource practitioners, foreign clients' deep beliefs and reflections about the role of emotional intelligence, on behalf of front-line service workers, in apprehending and managing negative emotions, for them to initiate in building trust in the organisation. The first step lies in informing banking institutions about the expectations and needs of foreign customers. This information is the precondition that has to be obtained for affective trust to form and it unveils the current situations and problems that happen during intercultural service encounters in the Cypriot banking industry (Thrassou et al. 2020).

Changing health care landscape and demographics require nurse educators to find other ways to enhance and form awareness of cultural diversity. An increased awareness of a varied community composition may not be enough to create sensitivity to cultural differences. As a result, emotional intelligence is deemed an extra ability in the development of teaching initiatives aimed at the growth of cultural awareness (Glenn & Claman 2020).

Conclusion

In conclusion, this systematic literature review has been able to show the effectiveness of high cultural competence and high cultural awareness in forming high emotional intelligence in an individual.

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