



Review

Does cross-cultural training in tertiary education enhance cross-cultural adjustment? A systematic review



Alison Sit*, Anita S. Mak, James T. Neill

Centre for Applied Psychology, University of Canberra, Australia

ARTICLE INFO

Article history:

Received 7 September 2016

Received in revised form

20 December 2016

Accepted 11 January 2017

Available online 30 January 2017

Keywords:

Acculturation

Cross-cultural adaptation

Cross-cultural training

Diversity education

Intercultural training

Internationalisation

ABSTRACT

The increasing cultural diversity within tertiary education and workplace environments requires students and graduates to be knowledgeable and effective in cross-cultural adjustment and managing potential acculturative stress. One of the ways to increase their cross-cultural adjustment is via cross-cultural training (CCT). Given the predominantly business-oriented nature of previous reviews, this paper systematically examined whether CCT was effective when applied to tertiary students. The analysis of different types of CCT and its outcomes was guided by Ward, Bochner, and Furnham's (2001) ABC (Affective, Behavioural, and Cognitive) model that comprehensively explained the affective, behavioural, and cognitive facets of cross-cultural adjustment. We reviewed 35 CCT studies published post-1990 with control group design or pre-post training evaluation. CCT in tertiary education has become increasingly multi-method and experiential. CCT programs with behavioural components had the most consistent evidence of effectiveness. Programs with both behavioural and cognitive components were more effective than cognitive- and didactic-alone programs. CCT appeared to be particularly effective in enhancing tertiary students' academic and career performance. Practical implication and suggestions for future research directions are discussed.

© 2017 Elsevier Ltd. All rights reserved.

Contents

1. Acculturative stress and cross-cultural adjustment	2
2. Cross-cultural training: evidence of its effectiveness	3
3. Conceptualising cross-cultural training using the ABC model	4
4. Purpose of the current study	4
5. Method	4
5.1. Search criteria and strategies	4
5.2. Design and data analysis framework	5
6. Results	5
6.1. Accepted studies	5
6.2. Types of participants	5
6.3. Study design and data collection methods	6
6.4. Training methods and approach	6
6.5.1. Effectiveness according to different types of training	6
6.6. Effectiveness in terms of specific outcomes	7

* Corresponding author at: Locked Bag 1, University of Canberra, ACT 2601, Australia.
E-mail address: alison_sit@hotmail.com (A. Sit).

7.	Discussion	8
7.1.	Methods of delivery in cross-cultural training	8
7.2.	Effectiveness of different types of cross-cultural training and specific outcomes	8
7.2.	Methodological limitations of the studies reviewed	9
7.3.	Practical implications for cross-cultural training	9
7.4.	Limitations of this review and directions for future research	9
8.	Conclusion	10
	Funding source	10
	Appendix A	10
	References	17

Tertiary student populations worldwide have become increasingly culturally diverse, particularly in major destinations for international students (Mak & Barker, 2013). For example, in 2015, nearly a quarter of onshore Australian tertiary students were international students (The Department of Education and Training, 2016). International students simultaneously face the challenge of adjusting to life in a foreign country, while striving to meet academic milestones, whereas domestic students are increasingly challenged with studying and living alongside others from culturally and linguistically diverse (CALD) backgrounds (Bodycott, Mak, & Ramburuth, 2014). Graduates are also likely to find themselves in increasingly multicultural workplaces. Specifically, professional standard boards such as The Australian Health Practitioner Regulation Agency (2016), stipulate that the ability to interact and communicate with CALD clients is a core competency for Australian health care professionals.

The aspiration to prepare students and graduates for the challenges of an increasing international and intercultural contact has led many tertiary education institutions to focus on internationalisation within their strategic plans. One of these initiatives involves internationalising the curriculum (IoC), which is the incorporation of an international and intercultural dimension into the preparation, delivery, and outcomes of a program of study (Leask, 2009). Although tertiary education could provide an ideal setting and golden opportunity for students to engage in professional and personal development courses that promote cross-cultural effectiveness, formal educational methods to foster students' cross-cultural knowledge, adjustment, and skills remain uncommon. Tertiary institutions may be more motivated to implement these methods if they are evidence-based in terms of their design, implementation, and evaluation (Mak & Barker, 2013).

1. Acculturative stress and cross-cultural adjustment

Acculturation occurs as a result of contact between individuals from two or more cultural groups and embodies the dual processes of cultural and psychological changes (Berry, 2006). Owing to various individual, institutional, and societal barriers accompanying acculturation, intercultural contact may result in acculturative stress (Berry, 2006). Depending on the extent of a person's psychological resilience and available supports, acculturation can impact on one's ability to cope and wellbeing. Various researchers have offered insight into the development of intercultural competence and effective acculturation strategies that could reduce acculturative stress and facilitate coping during acculturation (e.g. Anderson, 1990; Berry 2006; Bhawuk, 1998; Black, 1988; Chen & Starosta, 1997; Cushner & Brislin, 1997; Deardorff, 2006; Earley & Ang, 2003; Stier, 2003; Ward, Bochner, & Furnham, 2001).

Notably, Ward and colleagues (e.g. Ward, 1996; Ward et al., 2001; Ward & Kennedy, 1993) developed the ABC (Affective, Behavioural, and Cognitive) framework of intercultural contact that highlights the active process of cross-cultural adjustment. The "affective" component of the ABC model, which was built on Berry's (e.g. 1980, 2006) work, examined the relationships among acculturative stress and coping strategies, individual characteristics, and contextual factors surrounding intercultural contact, and how these factors influence cross-cultural adjustment outcome. Ward et al. (2001) argued that sojourners new to a cultural environment must deal with a wide array of emotions such as confusion, anxiety, disorientation, and possibly grief. In order to function effectively in the new environment, sojourners need to draw on various personal and interpersonal coping resources to maintain their psychological wellbeing during acculturation. Interventions oriented towards positive cross-cultural affective adjustment could focus on reducing cross-cultural anxiety, increasing self-efficacy and emotional resilience, and developing effective emotional coping strategies.

The "behavioural" component of the ABC model is based on social learning principles (Bandura, 1977). Ward et al. (2001) posited that a person's ability to display appropriate behavioural social skills is crucial for successfully negotiating the situational and social demands of a new culture. Experiential learning, in which desired behaviours in cross-cultural interactions are modelled, could help sojourners develop cognitive associations around outcome expectations during cross-cultural interactions. Through repetition, established cognitive associations could enhance sojourners' cross-cultural self-efficacy. This refers to sojourners' perceived competency in cross-cultural interactions, and is positively related to sojourners' cross-cultural adjustment and performance. Ward et al. (2001) also pointed out that it is important for sojourners to acquire relevant knowledge about the new culture that would complement their cross-cultural behavioural social skills. Therefore, interventions that help improve sojourners' verbal and non-verbal social skills in cross-cultural interactions could include behavioural social skills modelling training. In addition, cultural knowledge should be given to sojourners around the differences and similarities between their own national and the host national communication patterns, and how such rules and conventions regulate interpersonal communication and interactions in the new culture (Ward et al., 2001).

Download English Version:

<https://daneshyari.com/en/article/5045564>

Download Persian Version:

<https://daneshyari.com/article/5045564>

[Daneshyari.com](https://daneshyari.com)