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A mortgage account executive with 20 years of combined experience in the mortgage industry and in the field of management accounting, Vickie has provided financial-auditing services to a total 35 local governments, community colleges and universities.

While working on her degree in management accounting in New York City, Vickie saw students from underserved populations suffering from low motivation. This prompted her interdisciplinary research which, as she believes, can make significant contributions to her future students in the fields of business and psychology to identify and develop self-efficacy.

Vickie's research interests include adult student retention in underserved populations, higher education administration and curriculum development, and ethical perspectives in human behavior-artificial intelligence.

The problem of intelligence assessment is one of the cornerstones of contemporary education, underlying knowledge grading, enrollment and admission. The article opens a discussion of cultural perceptions of intelligence, the underestimation of which may result in skewing the perceptions, underrating the intellectual potential of the representatives of certain cultures. The author discusses different aspects and factors of measuring intelligence, providing a valuable insight for the educationalists in a globalized multi-cultural environment.

*Проблема оцінки рівня інтелекту є одним із наріжних каменів сучасної освіти, який лежить в основі оцінювання знань, відбору та прийому студентів. У статті розпочато обговорення проблеми уявлень про інтелект у різних культурах, недооцінка якої може призвести до викривлення сприйняття, заниженої оцінки інтелектуального потенціалу представників певних культур. Автор висвітлює різні аспекти та фактори вимірювання інтелекту, надаючи цінну інформацію для освітян у глобалізованому мультикультурному середовищі.*

## CULTURAL PERCEPTIONS OF INTELLIGENCE

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### **Introduction**

Diverse cultures conceptualize intelligence and measure components of intelligence in a variety of ways (Sternberg & Grigorenko, 2004). The value system of the culture is an indicator of how to develop intelligence tests that will yield accurate results for the population. Intelligence assessments devised for an individualist society will not be applicable to a collectivist society and therefore, will not yield accurate results. As demographics continue to shift globally it is necessary to understand how intelligence is measured in diverse cultures so that intellectual ability is measured accurately (Matsumoto, 2004). Howard Garner (1983) recognized and introduced the theory of multiple intelligences in his 1983 work *“Frames of Mind”* (Smith, 2008).

Intelligence is conceptualized and measured in various ways across cultures. Cognition includes those mental processes of recognition, labeling, categorization, reasoning, thinking, planning, and some of the components that are assessed to measure intelligence in Western individualistic cultures (Matsumoto, 2001). Cross-cultural research is comparative studies involving examining data from two or more different cultural groups. Developmental psychologists have a responsibility to teach and conduct research in a way that recognizes the complex sociocultural environments and their importance and influence when measuring intelligence (Sternberg & Grigorenko, 2004). In this article, the Western culture and East-Asian culture perceptions of intelligence are briefly examined.

### **Individualistic and Collectivist Perceptions of Intelligence**

In Western cultures, researchers should be cognizant that there is no single concept of intelligence (Sternberg & Grigorenko, 2004). The approach to measuring intelligence in Western culture would emanate from the purpose and intention of the research, and the fact that Western cultures are typically comprised

of individualistic societies (Matsumoto, 2001). Kim & Park (2006) “Epistemology, theories, concepts, and methods are developed to correspond with psychological phenomena” (p. 289). There are various intelligence tests available to measure intelligence in Western cultures. Verbal-linguistic intelligence, logical-mathematical intelligence, and spatial-visual intelligence tend to be high-demand skills in Western cultures and area components on Western IQ assessments (Smith, 2008). Howard Gardner described intelligence as ‘the capacity to solve problems or to create products valued by one or more cultural setting’ (Gardner & Hatch as cited in Smith).

Ideas of intelligence in Eastern cultures place emphasis on social aspects of intelligence, cognitive aspects of intelligence, interpersonal intelligence, intellectual self-assertion, and intellectual self-effacement (Sternberg, & Grigorenko, 2004). Intelligence tests focused on measuring components of collectivists societies would yield more accurate findings of Eastern Asian cultures because the value systems differ from Western cultures. For example, three factors underlying Chinese conceptualizations of intelligence are nonverbal reasoning ability, verbal reasoning ability, and rote memory and differ from Western culture (Chen as cited in Sternberg & Grigorenko). The differences between both cultures can be distinguished by the type of skills considered valuable in each culture.

### **Influential Cultural Factors**

Valid assessment across cultures requires qualitative research to examine the cultural relevance of the construct, a careful translation, and an adaptation of a common measure. Differences in scores between cultural groups can result from valid differences in the construct measured (Duckworth & Yeager, 2015). Cultural factors characterize value systems of the culture. In Western cultures, the ability for an employee to quickly processing information, data, or inputs is a highly-competitive skill and is typical of an individualistic cultural value which is not necessarily embraced in Eastern cultures (Sternberg & Grigorenko, 2004).

For example, in Taoist traditions, Confucian perspective emphasizes the characteristic of benevolence and of doing what is right and is typical of a

collectivist society value (Sternberg & Grigorenko, 2004). The significance of humility, freedom from conventional standards of judgment, and self-awareness of self well as of external surroundings are seen in Eastern cultures (Sternberg & Grigorenko, 2004). (Sternberg & Grigorenko (2004) In the Buddhist and Hindu philosophies, determinants consist of waking up, noticing, recognizing, understanding, and comprehending along with determination and other factors that indicate intelligence.

### **Aspects of Measuring Intelligence**

Beyond aptitude tests and other cognitive functions, there are additional components which converge together to establish intelligence. The creator of the Weschler test (1939), psychologist David Weschler, recognized that “in addition to intellective there are also definite non-intellective factors which determine intelligent behavior” (Weschler, 1943, p. 103). For example, non-intellective factors include self-control, grit, self-determination, gratitude, curiosity, and more could have significant applicability in testing for intelligence in various cultures (Duckworth & Yeager, 2015).

Measuring intelligence is commonly performed by administering an instrument of self-report questionnaires (Duckworth & Yeager, 2015). Cross-cultural intelligence tests could benefit from pilot studies to gain perspective on the language comprehension of test items and the interpretation of the results, as well as the cultural competency of the research staff. There are other mitigating factors that can influence the outcome of the interpretation and perception of how intelligence tests are administered that include the educational system and the political policy of the culture under study. The research question and the purpose of the study will help identify the sampling method and the appropriate intelligence assessment.

**Conclusion.** Differences in cultures exist because we have differing aspirations, goals, utilize differing methodological procedures, and embody different meanings. Individualist and collectivists societies show both similarities and differences in the value systems and cultures that can impact how intelligence

is perceived and measured. Indigenous psychology methods are critical for understanding and categorizing the differences between diverse cultural groups.

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