

The Perception of Social Science Students on the Importance and Application of Intercultural Competencies in Education and Professional Life

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Introduction

2

- Key Points
 - Globalization increases intercultural interaction
 - Diversity in education and workplaces is growing
 - Intercultural competencies are essential in modern society
 - Important for communication, empathy, and teamwork

Research Aim

3

- To examine:
 - Students' familiarity with intercultural competencies
 - Their perception of importance
 - Their self-assessed preparedness
 - Their practical experiences
 - The need for stronger curricular integration

Theoretical Framework

4

- **Important Models**
 - **Deardorff's Model**
Respect, openness, communication skills
 - **Byram's Model**
Intercultural communicative competence
 - **Bennett's Model**
Development from ethnocentric to ethnorelative perspectives
 - **RFCDL Framework (Council of Europe)**

Methodology

5

- Quantitative research design
- Online survey using Google Forms
- Sample: **89 students**
- Faculties:
 - Humanities and Social Sciences
 - Education
 - Economics
 - Law
- Data collection: *May-July 2025*

Research Hypotheses

6

- Hypotheses
 - H1 - Students are familiar with intercultural competencies
 - H2 - Students perceive them as highly important
 - H3 - Students assess preparedness as moderate
 - H4 - Competencies are insufficiently represented in curricula
 - H5 - Students want stronger curricular integration

Familiarity with Intercultural Competencies

7

- **Key Results**

- 39.3% familiar with the concept
- 30.3% unfamiliar
- 30.3% unsure
- Average self-assessment: 3.4 / 5

Importance of Intercultural Competencies

8

- **Key Findings**

- Students consider intercultural competencies important for:
 - Communication
 - Tolerance
 - Empathy
 - Multiperspectivity
 - Cognitive flexibility
- Statistics
 - 68.5% believe competencies should be strengthened
 - Majority rated importance as 4 or 5 on Likert scale

Preparedness and Practical Experience

9

- Results
 - Most students rated preparedness as moderate
 - Limited practical application during studies
 - Experiences included:
 - Erasmus exchanges
 - Conferences
 - International collaboration
 - Teaching students from different cultures

Representation in Curricula

10

- **Key Findings**

- 52.8% unsure whether competencies are sufficiently represented
- 33.7% believe representation is insufficient
- Only 13.5% believe representation is adequate

Need for Improvement

11

- **Students Suggested**
 - Workshops and seminars
 - International exchange programs
 - Guest lectures by foreign experts
 - More courses focused on interculturality

- **Main Discussion Points**

- Awareness exists, but competence development is limited
- Gap between theory and practice
- Universities need structured intercultural education
- Experiential learning is essential

Conclusion

13

- Intercultural competencies are essential for future professionals
- Students value them highly
- Practical preparedness remains moderate
- Curricula require stronger integration
- Higher education should support experiential learning

Questions

14

- Thank You for Your Attention
- Questions?