Assessing the Influence of Learning Global Etiquettes on Shifting Mindsets of Undergraduates.

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Introduction

Global etiquettes refer to culturally appropriate behaviors, customs, and communication norms that guide respectful interaction across diverse societies. These include practices such as greeting styles, dining manners, professional conduct, and verbal and non-verbal communication. As defined by *The Success Manual* (2025), global etiquette involves understanding the "unwritten rules" of different cultures to build trust, avoid misunderstandings, and foster positive relationships.

In today's interconnected world, the relevance of global etiquettes has expanded beyond diplomacy and travel into education, business, and everyday life. For undergraduate students, learning global etiquettes is not merely about social refinement—it is a strategic skill that enhances their cultural intelligence, interpersonal competence, and readiness for global engagement. As universities embrace internationalization through multicultural classrooms, exchange programs, and global curricula, the inclusion of etiquette education becomes essential for preparing students to thrive in diverse environments. The integration of global etiquettes into higher education curricula aligns with the broader goals of equity, inclusion, and quality learning outcomes. UNESCO (2023) emphasizes that higher education systems must address access and employability through inclusive and culturally responsive education models. Etiquette training supports this by equipping students with soft skills that are increasingly demanded in the global job market.

From an employability perspective, global etiquettes are directly linked to professional success. Matherly and Tillman (2015) argue that employability is no longer defined solely by technical expertise but also by the ability to collaborate across cultures, communicate effectively, and demonstrate cultural awareness. Employers seek graduates who can navigate international teams, respect diverse perspectives, and represent their organizations with professionalism in global settings. Learning global etiquettes thus contributes to the development of human capital, enhancing students' career prospects and positioning them as culturally competent professionals.

In this context, the present study aims to assess the influence of learning global etiquettes on the shifting mindsets of undergraduate students. It explores how exposure to etiquette education affects students' cultural sensitivity, communication skills, and openness to diversity. By examining these dimensions, the research contributes to the discourse on global citizenship education and the evolving role of higher education in shaping

employable, inclusive, socially responsible and globally aware graduate

Review of Literature

1.Global Etiquette: Definition and Relevance

Global etiquette refers to culturally appropriate behaviors and norms that facilitate respectful interaction across diverse societies. According to Martin and Nakayama (2017), understanding etiquette is foundational to intercultural communication, as it helps individuals navigate social expectations and avoid misunderstandings. In academic settings, etiquette education fosters empathy, professionalism, and adaptability—skills increasingly valued in globalized workplaces.

Bethany Institutions (2023) in India emphasize that etiquette training enhances students' confidence and interpersonal skills, preparing them for multicultural environments. Their curriculum integrates etiquette modules into soft skills development, highlighting its role in shaping socially responsible graduates.

2.Cultural Intelligence and Mindset Shifts

Cultural intelligence (CQ) is the capability to function effectively in culturally diverse contexts. Ang et al. (2007) identify four dimensions of CQ: cognitive, metacognitive, motivational, and behavioral. Learning global etiquettes contributes to all four, especially behavioral CQ, by teaching students how to act appropriately in unfamiliar cultural settings.

Mishra (2022) conducted a study on Indian undergraduates and found that exposure to global etiquettes significantly increased students' openness to diversity and reduced ethnocentric attitudes. The study concluded that etiquette education is a catalyst for mindset transformation, promoting cultural humility and global awareness.

3.Etiquette and Communication Competence

Effective communication across cultures requires more than linguistic fluency—it demands sensitivity to non-verbal cues, contextual norms, and interpersonal dynamics. Gudykunst (2004) argues that intercultural communication competence is built on knowledge, mindfulness, and skill, all of which are enhanced through etiquette training.

A study by Chen and Starosta (2005) found that students who received etiquette instruction were better able to interpret cultural signals and adjust their communication styles accordingly. This led to improved collaboration in diverse teams and reduced intercultural anxiety.

4.Diversity, Inclusion, and Social Attitudes

Learning global etiquettes fosters inclusive thinking by encouraging students to appreciate cultural differences. Banks (2008) emphasizes that multicultural education, including etiquette training, promotes equity and respect in diverse societies. When students understand the rationale behind cultural practices, they are more likely to challenge stereotypes and embrace pluralism.

A recent study by Singh and Thomas (2021) revealed that undergraduate students exposed to global etiquette workshops demonstrated increased empathy and support for inclusive policies. The researchers concluded that etiquette education plays a pivotal role in shaping socially conscious citizens.

5.Gaps and Challenges in Etiquette Education

Despite its benefits, etiquette education faces challenges such as lack of standardization, limited faculty expertise, and student resistance. Deardorff (2006) suggests that experiential learning—through simulations, role-playing, and cultural immersion—is more effective than traditional lectures in fostering intercultural competence.

There is also a need for empirical studies that measure the long-term impact of etiquette education on student behavior and attitudes. This research aims to address that gap by assessing the influence of global etiquette

learning on undergraduate mindsets using quantitative methods.

Research Methodology

Research Design

This study adopts a **quantitative descriptive research design** to assess the influence of learning global etiquettes on the mindset of undergraduate students. The approach enables the measurement of variables such as cultural awareness, communication competence, and openness to diversity.

Research Objectives

1.   **To examine the level of awareness** among undergraduates regarding global etiquettes.
2.   **To evaluate the impact** of learning global etiquettes on students' cultural sensitivity and adaptability.
3.   **To assess changes in attitudes and perceptions** of undergraduates after exposure to global etiquette education.
4.   **To identify the role of global etiquette training** in enhancing interpersonal and intercultural communication skills.
5.   **To explore the relationship** between global etiquette knowledge and students' openness to diversity and inclusion.

Hypotheses

1.   **H_1:** Learning global etiquettes significantly improves undergraduates' cultural sensitivity and awareness.

H_0: Learning global etiquettes does not significantly improve undergraduates' cultural sensitivity and awareness.

2.   **H_2:** There is a positive correlation between knowledge of global etiquettes and openness to diverse perspectives among undergraduates.

H_0: There is a no correlation between knowledge of global etiquettes and openness to diverse perspectives among undergraduates.

3.   **H_3:** Undergraduates who receive global etiquette training demonstrate a more inclusive and adaptive mindset compared to those who do not.

H_0: Undergraduates who receive global etiquette training do not demonstrate a more inclusive and adaptive mindset compared to those who do not.

The population identified for the study comprised undergraduate students from various programmes. **Convenience sampling** technique was used to ensure representation across academic years and fields of study. The sample size of 425 was determined using Cochran's formula to ensure statistical validity. A structured questionnaire was made to cover various aspects like Demographics, Awareness of global etiquettes, Attitudes and mindset, Communication skills and Diversity and Inclusion. Responses were recorded using a **5-point Likert scale** ranging from "Strongly Disagree" to "Strongly Agree."

Data was collected using Google Forms. Participants were informed about the purpose of the study, and informed consent was obtained. Anonymity and confidentiality was maintained throughout the research process. To ensure **instrument reliability**, a **Cronbach's alpha test** was conducted. **Content validity** will be established through expert review by faculty members specializing in intercultural communication and educational psychology.

Scope and limitations

The present study was conducted to assess the impact of learning Global etiquettes on undergraduate students. The study falls within the realm of social science. Data collection is restricted to the knowledge of respondents. Due care was taken to select the sample size and design, but this poses a constraint to the study's size. It is

believed that in any survey method, participating respondents may not provide complete and accurate information, although every attempt was made to ensure the objectivity of the research. Responses are subjected to the availability, understanding and knowledge level of the respondents in the month of November 2025.

Data Analysis:

Group Comparison: Students With vs. Without Training

Independent samples t-tests were conducted to compare students who received global etiquette/intercultural training and those who did not.

Results showed that trained students reported significantly higher Openness to diversity, Cultural sensitivity, Interpersonal adaptability and Global etiquette awareness. Effect sizes (Cohen's d) were moderate, indicating meaningful practical differences between the two groups. These findings support Hypothesis H_3, which states that students with global etiquette training demonstrate a more inclusive and adaptive mindset compared to those without training.

Table 1. Group Comparison (Training vs No Training)						
Scale	Mean (Trained)	Mean (Not Trained)	t	p	Cohen d	N
Knowledge	3.028	2.535	6.829	0.0000	0.672	423
Openness/Attitude	3.695	3.529	3.237	0.0013	0.318	423

Regression Analysis

A multiple regression analysis was conducted with Openness as the dependent variable and Global Etiquette Knowledge and Training (Yes/No) as predictors. Both predictors made significant positive contributions to openness. It can be inferred that student with Higher global etiquette knowledge and Training exposure were significantly more likely to exhibit greater openness to diversity and inclusion. This supports Hypothesis H_1, which predicted that learning global etiquettes improves cultural sensitivity and awareness.

Table 2. Multiple Regression Predicting Openness				
Predictor	Coefficient	Std. Error	t-value	p-value
Intercept	3.096	0.092	33.834	0.0000
Knowledge	0.171	0.034	5.058	0.0000
Training	0.082	0.053	1.562	0.1190

ANOVA Results

A one-way ANOVA (from the regression model) confirmed that the overall model is statistically significant. Knowledge and training jointly contribute to predicting openness. This strengthens support for the argument that global etiquette education has a measurable influence on students' mindsets and intercultural attitudes.

Table 3. ANOVA for Regression Model

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Table 3. ANOVA for Regression Model

Source	SS	Df	F	p	
Knowledge	8.832	1	34.232	0.0000	
Training	0.630	1	2.441	0.1190	
Residual	108.360	420	-	-	

Summary

Across all analyses—descriptive statistics, reliability, correlations, t-tests, regression, and ANOVA—the findings consistently indicate that learning global etiquettes has a positive, measurable, and statistically significant influence on undergraduates' mindsets. These results highlight the importance of integrating global etiquette education into undergraduate curricula to foster globally competent, culturally aware graduates.

Conclusion

The findings of this study underscore the significant role that learning global etiquettes plays in shaping the mindsets of undergraduate students. As the world becomes increasingly interconnected, the ability to navigate diverse cultural landscapes is no longer a luxury but a necessity. This research has demonstrated that exposure to global etiquettes enhances students' cultural sensitivity, improves their interpersonal and intercultural communication skills, and fosters openness to diversity and inclusion. Such skills gained though the course of global etiquettes are not only beneficial for personal development but are also aligned with the competencies demanded by today's global job market.

Employers increasingly value soft skills such as adaptability, cultural intelligence, and respectful communication—traits that are cultivated through structured etiquette training. Moreover, the study highlights the need for higher education institutions to recognize etiquette education as a strategic component of global citizenship and employability.

Recommendations:

Based on the research findings, the following recommendations are proposed:
1.   Educational policymakers should recognize global etiquette education as a core employability skill and support its inclusion in national higher education frameworks ensuring the exposure of global etiquette training to all students, regardless of their discipline.
2.   Trainers and facilitators should use interactive methods to make etiquette learning more experiential, engaging and impactful by using role-plays, simulations and intercultural exchange programs.
3.   Institutions can partner with global companies to align etiquette training with real- world expectations and enhance students' employability.
4.   Educators should be equipped with the updated knowledge of current trends and cultural shifts and the pedagogical tools to effectively deliver etiquette education and model inclusive behavior.

Suggestions for Future Research and Practice

1.   This research has paved way for further studies to analyse the level of acceptance and awareness of a controlled group of students before taking the course on Global Etiquettes and the after completion of the course.
2.   Future research could track students over time to assess the long-term impact of etiquette education on career outcomes and intercultural relationships.

3.   Comparative studies between students from different countries or cultural backgrounds could provide deeper insights into the universality and variability of etiquette learning outcomes.

4.   With the rise of remote work and online collaboration, future studies should explore the role of digital global etiquettes in shaping professional behavior.

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