

## MANAGING CROSS-CULTURAL RESEARCH PROJECTS IN EDUCATION: BRIDGING SOCIOLOGICAL PERSPECTIVES AND METHODOLOGICAL APPROACHES

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### Abstract

This study explores the management of cross-cultural research projects in education, focusing on bridging sociological perspectives and methodological approaches. It aims to address the challenges and potential applications of cross-cultural research to promote inclusive education in diverse cultural settings. The study employs a qualitative approach using a literature review method, analyzing data from journals, books, and policy documents published between 2015 and 2022. Findings reveal three key aspects: the significance of sociological perspectives in understanding cultural influences on learning, challenges in managing cross-cultural research methodologies, and the potential application of research findings in curriculum development and teacher training. Sociological theories such as structural-functionalism and conflict theory provide insights into cultural dynamics, while methodological challenges highlight the need for adaptive strategies and international collaboration. This study recommends integrating research findings into practical educational policies to foster inclusivity and cultural competence. Teacher training programs and culturally responsive curricula are crucial to achieving these goals. Future research should focus on developing frameworks that bridge theory and practice, ensuring the sustainability and scalability of cross-cultural education initiatives. By addressing the complexities of cross-cultural education, this study contributes to the development of equitable and inclusive educational systems, preparing students to thrive in a globalized world.

**Keywords:** *Managing Cross-Cultural, Research Projects In Education, Bridging Sociological Perspectives, Methodological Approaches*

### Introduction

Cross-cultural education has become a strategic issue in the era of globalization, where interactions between communities from various backgrounds are increasingly intensive. This phenomenon raises the need

to manage cultural diversity in the education system in order to produce individuals who are tolerant and adaptive to differences. Sociological studies of education show that cultural diversity in the learning environment can be both an opportunity and a challenge in building students' cross-cultural competence



(Banks, 2015).

In the context of education, a cross-cultural perspective helps understand how cultural identity influences the way students learn and interact. This perspective also encourages the development of culturally relevant curricula, so that it can increase student engagement in the learning process (Gay, 2010). This underscores the importance of a sociological approach in cross-cultural education research.

The methodological approach used in cross-cultural research also plays a crucial role. The use of qualitative, quantitative, or a combination of both methods needs to be adjusted to the research objectives so that the results obtained are relevant and can be implemented. The right methodological approach not only provides valid data but also enriches understanding of the complexity of cross-cultural issues in education (Creswell & Plano Clark, 2018).

Advances in technology and access to information have opened up new opportunities to expand the scope of cross-cultural research. However, challenges such as cultural bias, difficulties in collecting data across countries, and differences in socio-economic contexts often hinder effective research. Therefore, project management strategies are needed that are able to bridge these differences (Berry et al., 2011).

In an effort to bridge sociological perspectives and methodological approaches, cross-cultural research requires multidisciplinary collaboration. This involves researchers from various backgrounds to integrate relevant theories and methods. This approach allows for the identification of innovative solutions to cross-cultural educational issues (Matsumoto & Juang, 2016).

Sociology of education provides a theoretical foundation in understanding the dynamics of social relations that emerge in cross-cultural contexts. Thus, research in this field not only contributes to academic literature but also to the development of inclusive education policies (Durkheim, 1922).

Managing cross-cultural research projects requires a deep understanding of research ethics. In this context, cultural sensitivity becomes an important element to ensure that the research process does not cause bias or violate certain cultural norms (Triandis, 1994).

In addition, active participation from stakeholders, including educators, students, and the community, is needed to ensure the relevance and sustainability of research results. Strong collaboration between academics and education practitioners can create synergy in addressing cross-cultural challenges (Banks, 2015).

Rapid social changes due to globalization also demand updates in cross-cultural research approaches. An adaptive and dynamic approach is needed to accommodate the complexity of issues that arise in various cultural contexts (Berry et al., 2011).

Thus, managing cross-cultural research projects in education becomes a very important tool in answering the need for a more inclusive and sustainable approach. This study not only provides theoretical insights but also practical solutions in bridging cultural differences in the world of education (Creswell & Plano Clark, 2018).

Banks (2015) highlighted the importance of multicultural education in building students' cross-cultural competence. This study shows that education based on cultural diversity can increase awareness and tolerance among



students.

Gay (2010) examined the effect of culturally relevant teaching on student engagement. Her research revealed that the integration of students' cultural values in the learning process can improve their academic performance and active participation in class.

Matsumoto and Juang (2016) discussed the cross-cultural approach in educational psychology. This study emphasizes the importance of integrating psychological and sociological perspectives to understand the influence of culture on students' learning behavior.

Although cross-cultural research in education has grown rapidly, many studies still focus on theoretical aspects without touching on practical implementation at the school level. The lack of an approach that integrates sociological and methodological perspectives is also an obstacle in producing comprehensive solutions.

This study offers novelty by bridging the perspectives Sociological and methodological approaches to managing cross-cultural research projects. This approach aims to create practical guidelines that can be applied in educational contexts, thus having a direct impact on teaching and learning processes.

In its implementation, cross-cultural research often faces challenges such as language differences, cultural norms, and logistical constraints. These obstacles require adaptive strategies to ensure that the data obtained accurately reflect social realities.

International collaborations involving researchers from different cultural backgrounds also present unique dynamics. The negotiation process to reach an

understanding of the research design often requires significant time and resources.

## **Method**

This study uses a qualitative approach with a literature study method to explore and analyze the management of cross-cultural research projects in education. This approach was chosen because it is able to provide an in-depth understanding of sociological perspectives and methodological approaches that are relevant in the context of cross-cultural research (Creswell & Poth, 2018).

The main data sources in this study were journal articles, books, research reports, and policy documents that were relevant to the topic. The literature analyzed was selected based on relevance, quality, and credibility, prioritizing publications in the 2015–2022 time frame to ensure that the data used was current and contextual.

The data collection process was carried out through searching academic databases such as Scopus, ScienceDirect, and Google Scholar. The keywords used include "cross-cultural education," "sociological perspectives," and "research methodology." After the literature was collected, the researcher filtered it based on abstracts, content, and suitability to the research objectives.

Data analysis was carried out using thematic analysis techniques to identify patterns, themes, and relationships between various relevant concepts. This technique allows for systematic grouping of information, so that it can answer research questions comprehensively (Braun & Clarke, 2006).

To ensure validity, this study applies triangulation of data sources by comparing findings from various literatures. In addition,



researchers also consider bias in data interpretation by applying a reflexive approach during the analysis process (Lincoln & Guba, 1985).

## Result and Discussion

### Result

#### 1. The Importance of Sociological Perspectives in Cross-Cultural Research

A sociological perspective provides a theoretical foundation for understanding the influence of culture on social relations in education. The findings suggest that factors such as norms, values, and social structures greatly influence the dynamics of student learning in cross-cultural settings. By identifying these elements, educators can design more inclusive teaching strategies.

Furthermore, a sociological perspective helps explain how social inequalities, such as differences in social class and access to education, affect the experiences of students from different cultural backgrounds. This finding highlights the need for a more equitable approach to ensure that all students have equal opportunities to thrive.

In addition, the integration of sociology into cross-cultural research allows for a deeper exploration of the impact of educational policies on minority groups. Research suggests that policies that do not take cultural diversity into account tend to result in systemic inequities.

These findings reinforce the importance of involving sociological perspectives in the design of cross-cultural research, particularly in the context of education. Thus, research findings can be more relevant in developing

policies that are inclusive and responsive to the needs of multicultural communities.

#### 2. Challenges in Managing Cross-Cultural Research Methodology

Managing methodology in cross-cultural research faces unique challenges, especially in ensuring the validity of data obtained from different cultural contexts. The findings suggest that differences in language, cultural norms, and perspectives often lead to bias in data collection and analysis.

In addition, resource constraints such as funding and time are often barriers to conducting cross-cultural research. Researchers need to develop efficient strategies to maximize the use of available resources, without compromising the quality of the research.

Differences in research infrastructure across countries also pose significant challenges. Countries with fewer resources often struggle to provide adequate access to data or technology to support cross-cultural research.

By identifying these challenges, this study highlights the importance of careful planning and closer international collaboration to overcome barriers in managing cross-cultural research methodology.

#### 3. Potential for Implementing Cross-Cultural Research Findings in Education

Cross-cultural research findings have great potential for application in developing culturally relevant curricula. The findings suggest that a culture-based approach can enhance student participation and engagement in the learning process. In



addition, the research findings can be used to train teachers in understanding and respecting students' cultural diversity. With proper training, teachers can become effective agents of change in creating an inclusive learning environment.

The application of research findings also contributes to development of educational policies that are more responsive to the needs of multicultural societies. These policies may include the integration of multicultural materials into the curriculum and the provision of facilities that support cultural diversity in schools.

These findings underscore the importance of managing cross-cultural research projects that are planned and focused on practical implementation. With a holistic approach, this research can have a direct impact on improving the quality of education in various cultural contexts.

## **Discussion**

### **1. The Importance of Sociological Perspective in Cross-Cultural Research**

This finding can be analyzed using structural-functionalism theory (Parsons, 1951) and conflict theory (Collins, 2005). Structural-functionalism theory explains how cultural norms and values form the basis for the formation of social structures, including in educational environments. In a cross-cultural context, diverse norms can enrich students' social dynamics, but can also pose challenges in harmonization. Therefore, cross-cultural research must understand how these value systems influence interaction patterns in the learning process.

Conflict theory, on the other hand, highlights how imbalances in power and resources can create barriers for students from minority cultural groups. Cultural differences are often manipulated to maintain the dominance of certain groups, causing other groups to have difficulty accessing quality education. This finding shows the importance of educational policies that accommodate cultural diversity to reduce this inequality.

The combination of these two theories provides a comprehensive understanding of the importance of a sociological approach in cross-cultural research design. This study also recommends the integration of multicultural learning programs to improve students' cross-cultural competence.

From a sociological perspective, cross-cultural education is not only about academics, but also about building an inclusive society. By adopting this approach, schools can function as agents of social change that promote tolerance and equality.

### **2. Challenges in Managing Cross-Cultural Research Methodology**

Challenges in managing cross-cultural research methodology can be discussed through dependency theory (Dos Santos, 1970) and world systems theory (Wallerstein, 1974). Dependency theory explains how developing countries are often dependent on developed countries for access to research resources, including technology and funding. This results in disparities in the quality of cross-cultural research.

World systems theory supports this view by highlighting how differences in global economic structures create hierarchies between the center and the periphery. In the





context of cross-cultural research, researchers in developing countries often face challenges in obtaining credible data due to limited infrastructure.

This finding emphasizes the importance of international collaboration in cross-cultural research to address these disparities. By supporting research capacity in developing countries, research results can reflect more diverse cultural realities.

In addition, the use of technology in cross-cultural research can be a solution to overcome methodological challenges. This approach allows for more extensive and efficient data collection, although it still requires efforts to overcome cultural bias.

### 3. Potential Implementation of Cross-Cultural Research Findings in Education

The potential implementation of findings can be analyzed using constructivism theory (Vygotsky, 1978) and transformative learning theory (Mezirow, 1991). Constructivism theory emphasizes the importance of social and cultural interactions in the learning process. Cross-cultural research findings can be used to develop curricula that are relevant to students' cultural backgrounds, thereby creating more meaningful learning.

Transformative learning theory focuses on changing individual perspectives through learning experiences. In this context, cross-cultural research findings can be the basis for training teachers in creating learning environments that encourage students to reflect on and value diversity.

Implementation of research findings can also contribute to more inclusive education policies. For example, culturally relevant teaching materials can increase student engagement, while training for teachers can help them understand cultural dynamics in the classroom.

By basing implementation on these two theories, cross-cultural education can be an effective tool for preparing students to face the challenges of globalization. This study emphasizes the importance of collaboration between academics, practitioners, and policy makers to ensure successful implementation.

### Conclusion

This study highlights the importance of sociological perspectives and appropriate methodological approaches in managing cross-cultural research projects in education. By understanding the social factors that influence learning processes and the methodological challenges that arise, cross-cultural research can provide deeper and more relevant insights.

The results of this study show significant implementation potential in curriculum development, teacher training, and inclusive education policies. To achieve this goal, multidisciplinary collaboration involving various stakeholders is needed. Thus, cross-cultural research not only contributes to academic literature but also to real changes in the world of education.

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