

Cultural Intelligence for Teachers in Migrated Position: An Essential Capability

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Abstract

Globalized world is now boundary-less and every eligible individual can work everywhere in the world. Every institution hires expatriates from different country for skilled practitioners due to shortages of skilled practitioners worldwide. Every country is unique by its own culture and language. India is a culturally diverse country and there 28 states and 9 union territories. The people of India in every state and union territory practice their own unique culture and language. There are many institutions, which are operates by the central government of India and practitioners are recruited across the country like Jawahar Navodaya Vidyalayas, Kendriya Vidyalayas, Sainik Schools, colleges, universities, Banks, organizations etc. So, this trend increases the diversity in work place. Intercultural interaction with people from different cultural background make conflicts, tension and misunderstandings. Which create unhealthy environment and institutional success suffers for that. Moreover, in a same institution and similar qualifications practitioners, some are more effective than others. To address these conflicts Earley and Ang (2003) coined the popular construct the cultural intelligence in the fields of social science and management. The study has collected data from artefacts and previous studies have done on cultural intelligence. The present study has discussed the rationale and urgency of the cultural intelligence for teachers and other employees working in migrated position in domestic or global cultural environments.

Keywords: Cultural intelligence, Migrated Teachers, Cultural Diversity

Introduction

Cultural intelligence is a rapidly growing concept in all over the world. It is a special capability of individual, which make the individual effective and successful, where the working situations are characterised by ethnic and cultural diversity (Ang & Earley, 2007). Now the world is undergoing with unprecedented globalization and advanced technology has prompted the people to connect each other (Ang & Van Dyne, 2008). The globalized working environment contemporarily became diverse (Livermore, 2009; Glinkowska, 2016; Dinglasa, 2022) due to working opportunity is now borderless (Livermore, 2009). Worldwide shortages of skilled practisers (Dinglasa, 2020; European Commission, 2018; Ingersoll, 2017;) migration is now undergoing and everyday people migrate to another country (Dinglasa, 2020). Globalization grows the intercultural interaction and working with co-workers from different cultural background create tension and conflict and misunderstanding in the work place (Ang & Van Dyne, 2008). Unhealthy relationship in any organization can be decreased the productivity which fails to achieve the institutional objectives. Expatriates encountered some dogmatic clashes and ethnographic conflicts due to

cultural diversity in workplace (Ang & Van Dyne, 2008). Any cultural interaction affects the activities, gestures and postures of an individual who are not culturally intelligent that can be leading misunderstanding and work effectiveness in unacceptable situation (Earley & Mosakowski, 2004). Successful performance is the most worthwhile component of any individual in a work place (Yueh & Thien, 2020). All institutions have needed top level of employees e.g., educators, employees, mathematician, economists etc. with high level of intelligence (Triandis, 2008). Intelligence may not be meaningful across culture (Stenberg & Grigorenko, 2006). Practitioners having same level of general ability and qualification differ by their effectiveness in expatriate or migrated position (Erez & Earley, 1993; Trinadis, 2006). To address this conflicts that why some individual performs better than others (Caligiuri, 2000 cited in Kim et al., 2008) that many researchers and intuitions continuously working for (Ang & Earley, 2003). For that Ang & Early (2003) coined the concept of cultural intelligence based on the theory of Sternberg and Detterman's (1986) multidimensional perspective of general intelligence. The special capability can be led to work effectively with their colleagues from different cultural backgrounds (Zoogah & Abbey, 2010). Cultural intelligence (CQ) or cultural quotient is defined as the capability of persons to work and manage effectively and successfully in multi-cultural work place (Ang & Van Dyne, 2007; Schmidt & Hunters, 200).

The cultural intelligence is relevant for working in unknown cultural settings. This diverse cultural setting many substantial outcomes predicted by the cultural intelligence (Van Dyne, et al., 2012). Cultural intelligence is more contextual and circumstances specific, that why it is the substantial predictor of practitioner's performance or working effectiveness in different settings featured by cultural diversity (Ang, et al, 2003; Kim et al., 2008).

To work in India, more fully growing interest in Cultural intelligence for expatriates and within country migrants. Indian culture diversity by nature. It has 28 states and 9 union terries and their bona fide permanent residents practice their own unique culture and language and other social rituals (Wikipedia, Culture of India, 2022). There many educational institution, banks, companies, organizations, and other institutions situated everywhere in India and the stake holders come from their native area and authority recruits' employees like teachers, staffs and other functionaries from country wide irrespective of caste, creed, state of domicile, cultural background, mother tongue etc. (Jyoty & Kour, 2015). Specially in Jawahar Navodaya Vidyalayas, Kendriya Vidyalayas, Sainik Schools, there maximum teachers belong to other cultures and mother tongue, whereas all the students of these famous schools in India take admission from the local area with familiar mother tongue and cultural background. That is why this school environment makes culturally diverse. Conflicts and misunderstandings occur by the interaction between teachers and students also others. Any intercultural interaction between people from different culture generally coexists with some conflicts because of lack knowledge of other cultures (Sharma & Hasssan, 2016; Triandis, 2008; Shannon & Begley, 2008).

Rationale of the study

In this paper the researchers discussed the problems encountered by the employees in the unfamiliar or new cultural environment and needs of cultural intelligence for the employees who joined in the institutions from their place of origin, where they have grown to another place for profession. Where their cultural background and language are different with the local stakeholders and others. Interaction with people from different cultural background desired to be satisfying. But many researchers found that cultural conflicts, misunderstanding, communication barrier, unhealthy rapport occurred in educational

and others institution due to interaction with people from different cultural background. Conflict is always coexisted between the interaction of individuals with different cultural background. Also, another researcher had been found that in an institution among some employees with equivalent ability, qualifications and experienced in an unfamiliar cultural environment some of them work effectively and easily adjust with others but some of them failed to work effectively (Gelfand et al., 2007; Triandis, 1994). These problems affect the stakeholders' daily personal and working life, functionaries unable to work effectively and dependent suffers for that. In this case the institution failed to fulfil their objectives. So, the researchers have reviewed the literatures and the results of the previous studies demonstrated that cultural intelligence is very urgent for the teachers in an unfamiliar cultural background.

In West Bengal, a state of India, there are eighteen Jawahar Navodaya Vidyalayas. All the students are from their native districts with similar cultural background and 58% of teachers are from dissimilar cultural background (Source website of 18 Jawahar Navodaya Vidyalayas, 2020). Thus, the researchers have focused that gap for study the influence of cultural intelligence in the diverse cultural environment of Jawahar Navodaya Vidyalayas.

Objectives of the study

O1: To know the problems of the employees, practitioners working in a cultural environment that is unfamiliar to them.

O2: To know the needs of cultural intelligence for the employees working in a cultural environment that is unfamiliar to them.

O3: To know the training programme for the employees to work effectively in the environment that is unfamiliar to them.

Review as a research methodology

Review is a construction of a study based on the existing researches already have done is the basic building block of all theoretical activities, irrespective of all discipline (Snyder, 2019).

Methodology

The researchers have adopted the review methodology to conduct the present study.

Procedure

The researchers have reviewed the research articles related to cultural intelligence published in various reputed journals and books in the way of systematic, semi-systematic and integrative.

Cultural Intelligence

- Cultural intelligence is dimensions of general intelligence discovered by Christopher P. Earley and Soon Ang in 2003.
- It is a special ability of person to adapt others culture and adjust quickly. That leads the individual to interact effectively with others and work effectively in an environment that is characterised by cultural diversity. It has for dimension namely Meta Cognitive, Cognitive, Motivational and Behavioural CQ.
- It is related to job satisfaction, job effectiveness, psychological wellbeing, homesickness, communication effectiveness, cross-cultural communication, scholastic achievement, rapport with others, personality, and others contracts.

- Socially acceptable behavior, responses, lifestyles and working style depend on the interest, feelings, culture and ethnicity of person in a specific context (Indeed, 2022) and those are differed from culture to culture and place.
- Highly culturally intelligent people can understand and act according to other culture. CQ fosters healthy intercultural relationship with others from different cultural background.
- It is related to the knowledge of many languages, sign, cues, grammatical rules of other language. Culture determines the way of communication with others (Gudykunst, Ting-Toomey, & Chua, 1988).

The four factors model of cultural intelligence

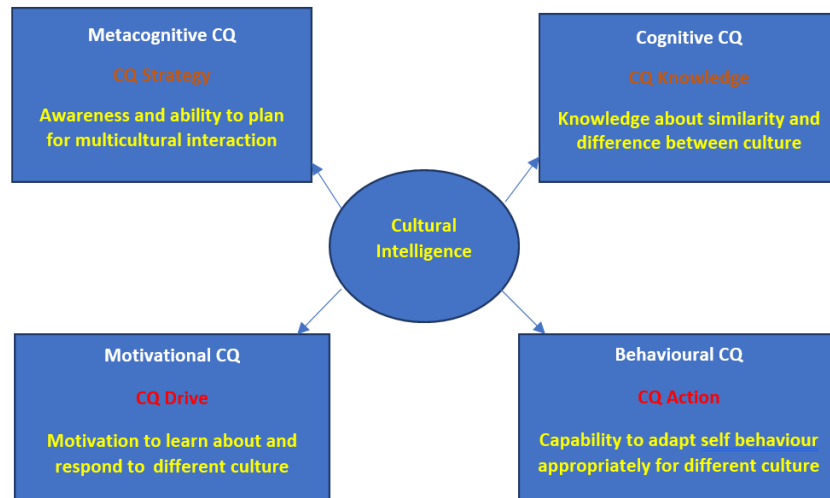
Ang & Earley (2003) coined the concept of cultural intelligence based on the theory of Sternberg and Detterman's (1986) multidimensional perspective of general intelligence. Cultural intelligence is effective in a specific domain of intercultural environment.

Metacognitive CQ: Metacognitive cultural intelligence is a mental process that uses for understanding and acquiring the cultural knowledge and controlling the thinking process related to culture (Flavell, 1979 cited in Ang & Van Dyne, 2008). The norms of others cultures adjusting in mental model, it includes the relevant capabilities for planning and monitoring. Prior or during interaction with others, the metacognitive cultural intelligence makes the individuals aware about the norms and preferences practises by the society of others in their cultures. Furthermore, it makes some assumptions and queries in individual mental process for adjusting in during or after interaction with some relevant experiences (Triandis, 2006; Brislin et al, 2006; Ang & Van Dyne, 2008).

Cognitive CQ: Cognitive CQ is the knowledge of cultural norms, contracts and applies in across cultures. It is the understanding of the difference in cultures of the contemporary diverse world. It also enables the individual about the similarities and differences with others cultures in a situation and which leads to make decisions for better performance in culturally diverse environment (Van Dyne et al., 2008).

Behavioural CQ: It is the capability of individual for making attentive in cross-cultural interactions. This is the forms of self-efficacy and intrinsic motivation (Ang & Earley, 2003; Van Dyne et al., 2008). Intrinsic and self-efficacy play vital role because effective and successful interaction across culture required a primary sense of interest and confidence (Dyne et al., 2008).

Behavioural CQ: It enables the individuals how to behave appropriately with verbal and nonverbal engagements during or after interaction with other from different cultural backgrounds (Ang & Earley, 2003; Van Dyne et al., 2008). It is a serious factor CQ because of behaviour is mostly visible in the time of social interaction.



Model of Cultural Intelligence

Literature reviewed and findings the problems that encountered the practitioners in their institution characterised by cultural diversity.

- There was anxiety, stress among employees due to cultural conflicts (Gudykunst’s, 2005).
- Many organisations struggling for the difference in working force among employees based on local, regional and national (Earley, Ang and Tan, 2006).
- Indian managers faced communication challenges due to their working environment was characterised by cultural diversity (Samovar, Richard, Porter & McDaniel, 2012; Kumar & Sethi, 2005).
- Failed to understand different culture and use of inappropriate language and behaviour affected negatively to create relationship and as well as job effectiveness (Gupta at al., 2013).
- 10-20 percentages of US managers from abroad sent to return back every time due to job effectiveness and difficult to understand others culture (Gregersen, 1999).
- Due to diversified cultural society, there existed many conflicts, misunderstanding and unhealthy relationship with colleagues and others (Ang, et al., 2011).

Needs of cultural Intelligence

- Due to globalized world and cultural diversity the intercultural competency has become more important to communicate and work effectively.
- Greater knowledge about different culture the mangers able to act as socially acceptable behaviour of different culture and encourage themselves to engage with people from different culture (Mukherjia et. al, 2016).
- In India many organizations were giving preference to the employees who were highly to culturally intelligence.
- Cultural intelligence is necessary for dealing with people effectively from different cultural background (Peterson, 2004).
- To avoid misunderstanding, and secure effective and successful work the employees, managers and other functionaries need to be understood others culture (Thomas and Inkson, 2004).

- In a same institution with same level, abilities, same experience of employees some were working successfully and effective but some were not in an unfamiliar cultural environment (Erez & Earley, 1993; Gelfand, Erez & Aycan, 2007; Triandis, 1994).

Training programme

Cultural intelligence centre, Michigan, America Conducts many research programmes continuously about cultural intelligence, and organises many online cultural intelligence training programmes for teachers, educators, leaders, managers, employees etc,

Conclusion and implication

Culture is a most powerful weapon that can be matters not merely in the life of human being but also in a tiny insect.

In India the cultural diversity by nature and many educational, and other institutions situated everywhere. Many findings of previous researches suggest many issues coexisted in that institutions.

India has launched a programme **Ek Bharat Shreshtha Bharat - Bhashasangam** programme has been introduced for the acquaintance and preferment of mother tongues and Indian languages for diverse cultural environment of school education. This program can be extended in every school in India.

Teacher training authority NCERT, SCERT can make training programmed for existing teachers time to time and NCTE can include cultural intelligence in their Teacher Education syllabus the to develop cultural intelligence of student teachers.

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