



CULTURAL INTELLIGENCE, RESILIENCE AND ACADEMIC ACHIEVEMENT AMONG INTERSTATE STUDENT MIGRANTS

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Abstract

One out of every hundred Indians move in search of education according to previous census data. Students are moving from one state to another in search of quality education and institutions and prestigious public universities. India is a multicultural nation with a rich cultural heritage. Due to the country's numerous regions, dialects, traditions, and religions, India's culture is very different from that of other nations. India's diverse cultures are influenced by historical, geographical, and social factors. In accordance with the increasing magnitude of educational migration between Indian states, there is a rising need to study the psychological factors which help students to survive and learn in new and diverse cultural settings. This paper explores the studies on cultural intelligence and resilience which can influence the academic performance of migrant students. Future studies in India must focus on these factors which motivate and help the students to survive in a new culture.

Keywords: Cultural Intelligence, educational migration, resilience, academic performance.

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DOI: 10.48047/ecb/2023.12.si5a.0258

INTRODUCTION

India is a multicultural nation with a rich cultural heritage. Due to the country's numerous regions, dialects, traditions, and religions, India's culture is very different from that of other nations. India's diverse cultures are influenced by historical, geographical, and social factors.

The variety of languages is one of the most important elements that influences how cultures differ in India. There are 22 official languages in India, and each one has its own traditions and customs. For instance, the Pongal festival is only observed in the southern state of Tamil Nadu and is not observed elsewhere in India. Similar to this, Bengali is a language spoken in the eastern state of West Bengal, where people enthusiastically celebrate the Durga Puja festival.

Another significant element that impacts how India's cultures differ is religion. Hinduism, Islam, Christianity, Sikhism, Buddhism, Jainism, and other religions are practised in India. Every religion has its own distinctive rituals and traditions, which have an impact on people's cultural practises.

The many Indian areas have quite varied customs and traditions. For instance, people celebrate the Lohri festival by lighting bonfires and dancing around them in the northern state of Punjab. Assam, a state in eastern India, celebrates the Bihu festival by performing traditional dances and playing music. The manner that people dress reflects the variations in Indian culture. In different parts of India, men and women wear different traditional attire.

For instance, ladies in the northern state of Punjab typically wear salwar kameez, but women in the southern state of Kerala typically wear sarees.

Due to the various areas, languages, cultures, and religions inside India, Indian culture is very diverse from that of other nations. India's culture is distinct and rich because of its diversity. Anyone who wants to comprehend and appreciate India's rich cultural legacy must be aware of its cultural differences.

People used to migrate to different states of India for education is common nowadays. In search of quality education and better universities and also having scholarships to study at prestigious public and private universities people from the south will migrate to northern states and vice versa. As the culture present in different states of India is different, this study tries to explore the factor of cultural intelligence which influence the learning and development of student migrants. Previous studies done in Western countries show a significant relationship between cultural intelligence, resilience and academic achievement

among college students from culturally diverse setting.

DEFINITION OF KEY TERMS CULTURAL INTELLIGENCE

Cultural quotient, commonly referred to as CQ, is the capacity of an individual to comprehend and successfully negotiate cultural differences. It requires the ability to recognise and value many cultural viewpoints, adapt to various cultural settings, and work effectively with people from various cultural backgrounds. In 2003, Earley and Ang coined the term "cultural intelligence" (CQ) to describe a concept that goes beyond conventional ideas of cognitive capacity or intelligence. By comprehending and adjusting to various cultural norms, beliefs, and behaviours, a person can perform effectively in culturally diverse environments (Earley & Ang, 2003).

RESILIENCE

Resilience is the capacity of a person to handle stress and emerge stronger from it (Luthar et al., 2015). It frequently leads to good adaptation and personal growth. Emotional, cognitive, and behavioural resilience are just a few examples of the various ways that resilience can appear.

Personal, societal, and environmental elements, as well as other aspects, all have a role in the complex construct known as resilience. Masten (2018), for instance, presented a "Resilience Framework" with six resilience-related dimensions: (1) positive adversity adaption, (2) competence, (3) confidence, (4) connection, (5) character, and (6) contribution.

ACCADEMIC ACHIEVEMENT

Academic achievement, measured by grades, test results, and general performance in university. It may also incorporate additional success indicators, such as involvement in extracurricular activities, leadership positions, and accolades or awards obtained. Academic accomplishment is a key determinant of future chances, such as career options, and is frequently used as a gauge of a student's learning and advancement.

REVIEW OF LITERATURE

There has been an increase in research on cultural intelligence over the past few decades. In order to better understand how CQ affects various outcomes, including cross-cultural interactions, work performance, and academic accomplishment, researchers have developed a variety of measures of CQ, including self-reported measures and objective measurements.

The key work by Ang, Van Dyne, and Koh (2006), which defines CQ as "an individual's capability to function effectively in situations characterised by cultural diversity" (p. 297), contains one of the most significant definitions of cultural intelligence. Cultural intelligence has many different facets, such as cognitive, behavioural, and motivational elements. A person's knowledge and comprehension of many cultures and their values, beliefs, and customs are part of their cognitive abilities. The behavioural element deals with an individual's capacity to modify their behaviours and communication methods in response to various cultural circumstances. The motivating element deals with a person's interest in and willingness to learn about other cultures.

The four components of cultural intelligence, as proposed by Ang et al. (2007), are cognitive, metacognitive, motivational, and behavioural.

1. Cognitive CQ: This component refers to a person's knowledge and understanding of different cultures, including their history, customs, values, and beliefs.
2. Metacognitive CQ: This component involves a person's ability to reflect on their own cultural biases, assumptions, and stereotypes, as well as to monitor and adjust their own thinking and learning strategies when interacting with people from different cultures.
3. Motivational CQ: This component refers to a person's interest, curiosity, and confidence in learning about and engaging with people from different cultures.
4. Behavioral CQ: This component involves a person's ability to adjust their behaviors, communication styles, and attitudes to effectively interact with people from different cultures.

The research on the link between migrant students' academic success and cultural intelligence points to a beneficial relationship between the two. According to Zhang and Tang's thorough review from 2021, migrant students' academic success in a host nation is significantly facilitated by their cultural intelligence. In addition, Lee, Kim, and Kim (2019) discovered that cross-cultural adaption served as a mediator in the association between cultural intelligence and academic accomplishment. Additionally, Tang and Zhang (2020) discovered that among international students, cultural intelligence affected the connection between academic self-efficacy and academic accomplishment. The association between cultural intelligence and academic adjustment among international students was shown to be mediated by social support, according

to research by Tran, Yoon, and Liu (2019). these findings suggest that cultural intelligence can be an important factor in promoting academic success for migrant students in a new cultural environment. One recent development in CQ research is the addition of dimensions beyond the original four Earley and Ang (2003) suggested dimensions (metacognitive, cognitive, motivational, and behavioural). For instance, some academics have proposed adding an emotional component to CQ, which is the capacity for a person to control their emotions in cross-cultural relationships. Others have suggested adding a relational dimension to CQ, which is concerned with a person's capacity to build effective connections with people from various cultural backgrounds (Rockstuhl, Ang, Ng, Lievens, & Van Dyne, 2019).

Additionally, current research has examined the function of CQ in a number of areas, including intercultural communication, multicultural team performance, and global leadership. Previous studies have found that higher CQ is associated with more effective leadership in a global context, while others have found that higher CQ is associated with better communication and collaboration within multicultural teams (Ng, Van Dyne, & Ang, 2009).

Recent studies have investigated how migrant students' cultural backgrounds affect their resilience. For instance, a study by Yang and Zhang (2021) discovered that academic performance among Chinese migrant students in the United States was positively associated with cultural resilience, which refers to the cultural strengths and resources that promote adaptation and coping. Cultural resilience was discovered to buffer the association between cultural intelligence and academic achievement among Chinese overseas students in the United States in a study by Yang and Zhang (2021).

Research on the connection between cultural intelligence and resilience among immigrant students in higher education is expanding. According to some studies, these two concepts are positively correlated, with migrant pupils who have higher levels of cultural intelligence also having higher levels of resilience.

For instance, cultural intelligence was discovered to be positively connected with resilience among ethnic minority college students in the United States in a study by Wei et al. (2018). Similar findings were made by Ang et al. (2020) who discovered that among international students in Singapore, cultural intelligence was positively correlated with resilience.

Migrant students frequently experience special difficulties because of linguistic and cultural

barriers, social exclusion, and discrimination, which might impair their academic achievement. The detrimental consequences of these problems on academic attainment, however, may be mitigated by resilience, according to studies (Wei et al., 2018).

Wei et al. (2018) showed that higher levels of resilience were linked to better academic results, including higher grades and test scores, in a review of studies on the association between resilience and academic achievement among migrant students. Resilient migrant students are better equipped to adjust to new cultural environments and achieve academically, according to the review, which also revealed that resilience can moderate the association between acculturation stress and academic performance.

Previous research suggests that resilience is an important factor in promoting academic success among migrant students. By developing resilience, students are better equipped to cope with the challenges of adapting to new cultural contexts and navigate the academic system effectively.

Migrant students frequently encounter difficulties that may hinder their academic success in higher education. These difficulties might result in poorer academic performance and higher dropout rates. They can also include cultural differences, language hurdles, and social isolation. However, research indicates that cultural awareness and resiliency may play an important part in fostering academic success among migrant university students.

Additionally, evidence supports a beneficial relationship between cultural intelligence and resilience. Cultural intelligence was found to be positively correlated with resilience among Chinese overseas students in Australia in a study by Cheng and Wang (2020). Resilience was found to buffer the association between acculturative stress and academic achievement among Chinese overseas students in the United States in a study by Qin and her colleagues (2021).

CONCLUSION

The magnitude of internal education migration in India is increasing every year. According to previous census data, one out of every hundred Indians move in search of education. As the rate increases, there is a rising need to address the psychological factors related to migration. Students may face conflicts when interacting with culturally diverse settings and different languages. A lack of cultural awareness and cultural knowledge may lead to a lack of confidence in academic and co-curricular activities, which in turn affects the overall performance of the student. So

future studies need to discuss cultural intelligence, resilience and academic achievement of interstate student migrants in India.

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