



## CULTURAL INTELLIGENCE AND JOB PERFORMANCE: A STUDY ON THE SECONDARY LEVEL TEACHERS OF NAGAON DISTRICT, ASSAM

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### ABSTRACT :

Today's work environment needs people that are familiar with different cultures and communicate well with other people with heterogeneous cultures. Because we live in a world that is an integrated entity and increasingly influenced by external cultural factors. For those who are in leadership positions it is now not only necessary to have a high IQ and EQ (Emotional intelligence) but strong Cultural Intelligence is also increasingly regarded as necessary skill. Cultural Intelligence represents the ability of a person to adapt with values, costumes and traditions which are different with those previous and working in a different cultural environment. In this paper an attempt has been made to find out the difference between male and female secondary school teachers regarding cultural intelligence and job satisfaction as well as to study the relationship between cultural intelligence and job satisfaction among secondary school teachers. The study conducted on 80 sample teachers working in 8 different Secondary Schools of Nagaon District of Assam. Sample is further equally divided into 40 male and 40 female teachers from selected sample. Cultural Intelligence Scale/Questionnaire designed by Ang et al., (2004) and Job satisfaction scale constructed by Kumar and Mutha (1973) have been used as a tool of data collection and different statistical techniques are used for analysis of data. The result of the study revealed that gender is not considered as an important variable for both cultural intelligence and Job satisfaction; further a very low positive relationship between cultural intelligence and Job satisfaction is obtained.



**KEYWORDS :** Cultural Intelligence, Emotional Intelligence, Intelligent quotient, Job satisfaction.

### INTRODUCTION

In the era of globalization, the new approach of management, organizational culture, team work and the way of manager cooperation with others are important. Management requires specific behaviours in different positions and situations so that the managers can be an effective performer. Moreover, universal work environment needs people who are familiar with different cultures and be able to establish good relationship with people of other cultures. The main goal of any organization is to achieve the highest possible level of optimal efficiency. Since many of the twenty first century organizations are multi- cultural, a variety of employees with different cultures can be seen (Triandis, 2006). So, cultural intelligence helps in such which people to have true and rapid understanding of different cultural components and then show behaviour that is appropriate to each of them. It is believed that cultural intelligence represents an essential intercultural capacity that is vital for expatriates working on international assignments within contemporary organizations (Alon & Higgins, 2005).

The process of intercultural communication, however, entails high lightened uncertainty and ambiguity, which in turn results in high levels of anxiety (Gudykunst, 2005b). As a consequence, mutual misunderstandings among individuals from different cultures are likely when those individuals interact in the workplace (Hammer et.al., 2003). As the world is becoming increasingly flat (Ang, Van Dyne, Koh, Templer, and Chanrasekar, 2007; Darling- Hammond, 2010; Friedman, 2005), the classroom has become a mirror that often reflects this phenomenon at a micro cosmic level. As such, teacher-preparation programmes are continuing to emphasize the importance of understanding and valuing student cultures to inform teaching practice.

### **CULTURAL INTELLIGENCE:**

Cultural intelligence is a person's ability to function skillfully in a cultural context different than one's own (Early and Ang, 2003; Ng et al., 2009a, 2009b). This means that a culturally intelligent person is someone who is not only able to emphasize and work well with others, but can acknowledge differing values, beliefs, attitudes and behaviours in order to anticipate, act and react in appropriate ways to produce the most effective results and then to re-evaluate and try acting or reacting in a different way (Alon and Higgins, 2005; Rockstuhl, Soiler, Ang, Van Dyne, Annen, 2011).

Originally, the term cultural intelligence and the abbreviation 'CQ' was developed by the research done by Soon Ang and Linn Van Dyne as a researched –based way of measuring and predicting intercultural performance. Cultural intelligence, so, is the capability to function effectively in a variety of cultural contexts- including national, ethnic, organizational and generalization. It's a whole new way of approaching the age-old topics of cultural sensitivity, racism and cross border effectiveness. Scientific research reveals that the most predictable results for increasing cultural intelligence is required on the following grounds:

- Superior cross-cultural adjustment.
- Improved job performance.
- Enhanced personal wellbeing.
- Greater profitability.

### **JOB PERFORMANCE:**

Performance is a function of knowledge, skills, abilities and motivation directed at role- prescribed behavior, such as formal job responsibilities (Campbell, 1999). In this regard, only the behavior or actions that are relevant to an organization's goals are considered as individual performance (Campbel, Mc. Coly, Oppler & Sager, 1993). Performance has many definitions and each scholar discusses the aspect of it. Armstrong (1994) defines performance as achieving goals with defined quality and quantity. The Oxford Dictionary of English defines performance as "the act of doing or executing anything organized or promised (Armstrong, 1994). Bernadin (1995) believes that performance should be defined as work results because these results have the strongest relationship with the company's strategic goals, customer satisfaction and economic development.

The nature of job performance in an organization depends on the demands of the job, the goals and mission and beliefs in the organization about which behaviours are most valued (Motowidlo and Schmidt, 1999). Research has indicated that job performance is a multi-dimensional construct (Borman and Motowidle, 1993; Campbell, Gasser and Oswald 1996) consisting of : Task performance, which includes all behavior and activities of employee that must be done officially in the working process and referred to the knowledge and facts about the principles related to the job performance (Bess, 2001).

In the present scenario both the above discussed areas influences in globalized working field. So, many researchers had conducted study in these two areas and few of their findings are discussed here:

Studies have shown that cultural intelligence can be regarded as one of the factors affecting in work performance. Soon Ang (2007) examined four dimensions of cultural intelligence (Meta cognitive, cognitive, motivational and behavioural) and job performance in multicultural environment. In his study, meta

cognitive CQ and cognitive CQ predicted cultural judgment and decision making; motivational CQ and behavioural CQ predicted cultural adaptation and meta cognitive CQ and behavioural CQ predicted task performance. The result revealed that a consistent pattern of relationships amongst the dimensions. Rachid and Mohamed (2008), in a study entitled "The study of different effects of Job satisfaction on employee" concluded that the women compared to male colleagues had lower job satisfaction regarding various aspects of their job. They did less work compared with the male staffs with regard to certain amount of work. Hushang (2013) in a study entitled "Determining the relationship between cultural intelligence and individual performance of employees of youth and sports office in East Azerbaijan province" concluded that there is a positive and meaningless relationship between cultural intelligence and individual performance of employees. The study of Petrevis (2011) showed that the most important predictors of teachers' cultural intelligence are enjoying the intercultural communication, experiencing multicultural classroom, openness to cultural learning and effective communication with students from other cultures.

Vetay (2006) in a study entitled "Motivational cultural intelligence, working preview, realistic living conditions and intercultural harmony," concluded that there is a positive relationship between motivational component of cultural intelligence and all three types of general adaptation, intercultural adaptation and job compatibility.

Soflu (2013) in a study entitled "The relationship between cultural intelligence and performance of employees," concluded that there is a significant and positive relationship between the cultural intelligence, cognitive cultural intelligence, motivational cultural intelligence and performance of employees, but there is no significant relationship is obtained between behavioural cultural intelligence and performance of employees.

Thus heterogeneous result has been found by different researchers in relationship between cultural intelligence and job satisfaction. However, cultural intelligence plays a significant role in job performance in multicultural work place like Assam. So, considering that importance of cultural intelligence in work place, the paper is attempted to study on the secondary level school teachers in Nagaon district of Assam. Nagaon, earlier spelt as Nowgong, is the district headquarters of Nagaon, and is situated 123 km east of state capital Guwahati and in the very heartland of Assam. The district is rural and agriculture based and according to 2011 census of India, is one of the most populous district of Assam. This area has been selected because Assam is a land of diverse community and bearing their own distinct culture and government has given equal rights for job to all. Therefore, in government institutions/organizations employees are found from various cultural backgrounds; so the study has been made to see how they are adjusting among the different culture background people and work together satisfactorily.

### **SIGNIFICANCE OF THE STUDY:**

Cultural intelligence plays a great role in determining cooperation among people from various corporate cultures, traditions, nationalities, disciplines, functions and cultures. Developing and enhancing cultural intelligence may not be an easy feat. It is a process where people slowly gain a new perspective and insight to new professional methods and language that will let them develop better solutions when it comes to cross cultural situations. So, cultural Intelligence: An outlier's seemingly natural ability to interpret someone's unfamiliar and ambiguous gestures the way that person's compatriots would. Regarding the skills needed in the 21<sup>st</sup> century, the ability to continuously adapt to people of different cultures and the ability to manage intercultural communication is important. Universal work environment needs people who are familiar with different cultures and be able to establish good relationship with people of other cultures.

Cultural intelligence is a crucial skill in today's world. As we are working and living in a multicultural community, acquiring a different set of perspective, knowledge and skills is important in order to succeed. The increasing diversity of the contemporary classroom virtually guarantees that almost all teachers either work or will work with students of different cultural backgrounds. Moreover, teachers should prepare their students to live and work in a society and world that is culturally diverse and global (Petroxic & latkxic, 2009). Further, job satisfaction depends on a number of different variables " such as autonomy, work

context, communication, financial rewards, growth /development, promotion, co-workers, meaningfulness, supervision/ feedback/recognition, workload and work demands” as well as organizational culture, person-organization fit, person –job-fit and factors as far reaching as the employee’s personal life outside of work and his or her personal characteristics. As a result, teachers need to be culturally intelligent in order to have a better understanding of their students and to teach them effectively. The present paper is an attempt to see how cultural intelligence influence job satisfaction specially among secondary level teachers.

#### **OBJECTIVES OF THE STUDY:**

Following are the objectives of this paper:

- To find out the difference between male and female secondary school teachers in cultural intelligence.
- To determine the difference between male and female secondary school teachers towards job satisfaction.
- To study the relationship between cultural intelligence and job satisfaction among secondary level teachers.

#### **Null Hypothesis:**

- ❖ There is no significant difference between male and female secondary school teachers in cultural intelligence.
- ❖ There is no significant difference between male and female secondary school teachers towards their job satisfaction.
- ❖ There is no significant relationship between cultural intelligence and job satisfaction among secondary level teachers.

#### **METHODOLOGY:**

The study has been conducted through Descriptive Survey Method so that pertinent and precise information concerning the current status of phenomena could be obtained. Descriptive research includes surveys and fact-finding enquiries of different kinds. The major purpose of descriptive research is description of the state of affairs as it exists at present. The main characteristic of this method is that the researcher has no control over the variables; it can only report what has happened or what is happening.

The population of the study consists of all teachers working in different government secondary schools in Nagaon District of Assam. Sample for the present study has been selected on the basis of stratified random sampling. The researcher for the present study conducted study on 80 sample teachers working in 8 different Secondary Schools of Nagaon District of Assam. Sample is further equally divided into 40 male and 40 female teachers from selected sample.

#### **Tool used:**

In this study two scale have been used namely “Cultural Intelligence Scale/Questionnaire designed by Ang et al., (2004). There are 20 items related to cultural intelligence and it has four dimensions i.e. meta cognitive CQ, cognitive CQ, motivational CQ and behavioural CQ

On the other hand for measuring job satisfaction among secondary school teachers the “Job satisfaction scale” developed and constructed by Kumar and Mutha (1973) was used. This scale included 31 items related to four aspects i.e. i) Satisfaction with work, ii) Satisfaction with salary and security iii) satisfaction with institutional plans and policies and iv) Satisfaction with authorities. It is a five point scale and for interpretation raw scores are converted into Z score and z scores are interpreted on the basis of norm table given in the manual.

**Statistics Used:**

For analysis and interpretation of data descriptive statistics such as mean, standard deviation, and correlation have been used. In order to find out significance of difference between two groups inferential statistics such as 't' test has been used.

**Delimitation of the study:**

The study is delimited to government secondary level school teachers of Nagaon district of Assam only.

**Analysis and discussion:****Table No-1: Difference between Male and Female Secondary School Teachers in Cultural Intelligence**

Sl. No.	Variables	N	Mean	SD	MD	df	SE <sub>d</sub>	t-value
1	Male Cultural Intelligence	40	104.52	12.52	2.95	38	2.87	1.03
2	Female Cultural Intelligence	40	101.57	13.20				

The above Table-1 reveals that the mean value 104.52 of male in cultural intelligence with standard deviation of 12.52 and that of the female in cultural intelligence is 101.57 with a standard deviation of 13.20. The mean difference between two genders is found 2.95. This indicates that, there is a difference in mean of cultural intelligence among the male and female teachers that working in secondary level schools. But to establish significance of these findings when 't'-test was applied, the calculated value 1.03 is found not significant at both 0.05 and 0.01 level. Thus, no significant difference between male and female secondary school teachers in cultural intelligence is obtained. Therefore, the null hypothesis which states that "There is no significant difference between male and female secondary school teachers in cultural intelligence" is accepted here.

**Table No-2: Difference between Male and Female Secondary School Teachers in Job Satisfaction**

Sl. No.	Variables	N	Mean	SD	MD	df	SE <sub>d</sub>	t-value
1	Male Job Satisfaction	40	193.48	29.73	1.31	38	5.59	0.23
2	Female Job Satisfaction	40	192.17	19.24				

From table 2 it is observed that there are differences in job satisfaction among the male and female secondary school teachers of Nagaon district. The table shows 193.48 and 192.17 mean scores of male and female teachers respectively. Similarly the standard deviations of the same groups are found 29.73 and 19.24, whereas the standard error of difference between two means is obtained 5.59. Thus it shows vivid picture that there is a meager difference between male and female secondary level teachers in job satisfaction. When t-test is applied to know the significance of difference between two mean it was found 0.23, which is found not significant at both 0.05 and 0.01 level. From this it can be inferred that there is no significant difference between male and female secondary level teachers in job satisfaction. Thus, the null hypothesis that "there is no significant difference between male and female secondary school teachers towards job satisfaction" is accepted here.

**Table No-3: Relationship between Cultural Intelligence and Job Satisfaction among Secondary School Teachers**

Sl. No.	Variables	N	Mean	SD	r	df
1	Cultural Intelligence	80	103.05	12.85	-0.016	78
2	Job Satisfaction	80	192.17	19.11		

*Df=78; correlation (Table Value) at 0.05=0.217 and 0.01=0.283*

From the above table it is seen that the mean value of cultural intelligence is found 103.05 with standard deviation of 12.85 and in job satisfaction mean value is 192.17 with standard deviation 19.11. On the other hand, when product moment method was applied to find out the relationship between two variables the 'r' value -0.016 is found negative and very low. Therefore, it can be said that there is very low and negative relationship between cultural intelligence and job satisfaction among the secondary level school teachers in sampled taken area. Thus, the null hypothesis which states that: "There is no significant relationship between cultural intelligence and job satisfaction among secondary level school teachers" is accepted here.

### SUGGESTIONS AND CONCLUSION:

Cultural Intelligence is crucial skill in today's world. It also plays a great role in determining cooperation among people from various corporate cultures, traditions, nationalities, discipline, functions and cultures. Developing and enhancing cultural intelligence is a process where people slowly gain a new perspective and insight to new professional methods and language that will let them develop better solutions when it comes to cross cultural situations. Enhancing cultural intelligence is a possible and doing so will allow becoming more compassionate and sensitive to other people. Building compassion between colleagues and clients of different cultural backgrounds and nationalities can be done by developing personal attribute.

Thus, it can be said that Attitude is one of the important factor in developing and improving cultural intelligence. Sometimes maximizing the benefits of variety of perspective and knowledge is impossible if people are not aware of cultural differences across different disciplines and are not willing to understand other cultures. So, understanding of the real meaning of cultural intelligence and why it is the competitive advantage need to succeed. Moreover, cultural intelligence can be improved; through determining major cross cultural communication skills one can improve employee engagement and by developing genuine intercultural skills we can enhance customer relationships in working field. But in this development of skills like communication skills, logical skills, comprehension skills and management skills must get priority.

In the present study on "cultural intelligence and job performance among secondary level school teachers" no real difference was observed between male and female secondary school teachers in cultural intelligence and job satisfaction in gender wise study. Similarly, no relationship between cultural intelligence and job satisfaction was found among the same sample. The nature of the cultural pattern of the region might lead with this regard to work understanding and cooperatively, and showing respect each other. On the other hand scarcity of government jobs might lead them to console for gratifying with the holding present work.

However, research consistently shows that IQ scores and academic intelligence do not predict important life outcomes very well. But job satisfaction is an integral component of organizational climate and an important element in management employee relationship. So, programmes should be organized to build organizational capacity for bringing out the best in people and forming powerful workplace in relationship.

Organizations/ Institutions should organize for use of CQ assessment scale among individuals for identification as well as selection criteria and to identify among individuals current ability to adapt to the cultural differences inherent in a global assignment.

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