STUDY OF MEASURING CULTURAL INTELLIGENCE AND DEVELOPING A MODEL TO ANALYZE THE RETENTION OF CULTURE AMONGST INDIAN IMMIGRANTS

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SCHOOL OF BUSINESS

BY

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DECLARATION

I hereby certify that the work which is being presented in the thesis, entitled "The Study of Measuring Cultural Intelligence and Developing a Model to analyze the Retention of Culture Amongst Indian Immigrants" in fulfillment of the requirements for the award of degree of Doctor of Philosophy in Faculty and submitted in Galgotias University, Greater Noida is an authentic record of my own work carried out during a period from 2018-2022 under the supervision of Dr Mamta Gaur.

The matter embodied in this thesis has not been submitted by me for the award of any other degree of this or any other University/Institute.

JYOTI MALHOTRA

This is to certify that the above statement made by the candidate is correct to the best of our knowledge.

Dr MAMTA GAUR

ABSTRACT

This present study “Study of Measuring Cultural Intelligence and Developing a Model to Analyze the Retention of Culture Amongst Indian Immigrants” is an attempt to understand the determinants of Cultural Intelligence with respect to the Indian students studying abroad. This will provide an insight to understand the cultural differences of different cultures across the sample countries and to understand how it is perceived by Indian students. The different challenges faced by Indian Immigrants in host countries are to be identified and discussed. The factors which contribute to retain the culture of Indian Immigrants are also to be discussed. Finally, an attempt to develop a conceptual model is performed. Hence, this study is a new dimension which tries to investigate deeply into the role of cultural intelligence so as to face the challenges in the host country as well as the retention of culture of Indian immigrants.

In recent years globalization and internationalization of business and education have increased worldwide. The impact of globalization has facilitated the familiarity of different cultures, languages, customs, and traditions to the people all around the world. As a result, more people, especially students are getting attracted and have started to decide in terms of leaving their home countries and going abroad to fulfill their dreams for pursuing higher education or going for better opportunities for future prospects. Also, the number of students going abroad and enrolled in international universities in the United States, Australia, Canada, and other European countries have shown drastic increase recently. India is a densely populated diversified country known for its enriched culture and heritage. This will help to understand that although the Indian immigrants must settle abroad for better education opportunities and prospects, how readily they adapt foreign culture and still retain their home country's cultural values. The immigrants for this study are the students who have at least completed one year in the foreign country to be called as a sample. USA, Australia, and Canada are the three sample countries which are taken as it contributes to be the major proportion of immigrants taken in the study. After having a comprehensive study of review of literature it has been analyzed that although there has been enormous study being done regarding cultural intelligence, retention of culture and immigrants but all studies are in isolation which means there is dearth of research done so far regarding these dimensions which correlates cultural intelligence with cultural retention. This is a new dimension which tries to investigate some insight regarding the role of cultural intelligence as well as developing an understanding of how the depth of culture is helpful in retention of values in Indian Immigrants. The

study would focus on achieving the four objectives namely to study the cultural intelligence of Indian Immigrants, to define the cultural differences of sample countries taken in the study, to identify issues and challenges faced by Indian immigrants to retain their culture and to develop a model for retention of culture among Indian immigrants. The discussion below summarizes the chapter schema in detail which has been opted to achieve the research inferences.

First chapter of the thesis covers the introduction part. In this chapter, background of the study has been presented which is followed by the discussion on the global scenario of studying abroad with special reference to India, push factors for Indian students to go abroad and the trends & concepts of Indian immigrants are emphasized. Chapter has given overview of the key domains of the present study namely culture, cultural intelligence, Indian immigrants, culture retention. Further chapter has presented the rationale behind conducting the study and has discussed about the study area. In the end, the research outline has been presented.

The second chapter of the thesis focuses on the literature review part. Chapter has discussed the concept of cultural intelligence, culture, and immigrants. Comprehensive review of existing literature therefore helped in the identification of the research gap thereby providing the necessary justification to undertake present study. Chapter three includes the research methodology part. It briefly discusses the need for conducting the present research work. In this chapter objectives of the study have been precisely defined. This is followed by discussion on research approach, research methodology and the research design which have been opted for achieving the objectives of the study. The process of research instrument development for measuring the dimensions of cultural intelligence and cross-cultural adaptability has been discussed in detail. This chapter also embodies the research hypotheses, data collection procedures along with the detailed discussion on various statistical tools which have been used to achieve the desired research inferences. Chapter four covers the data analysis part. This chapter begins with a brief discussion on the plan of data analysis followed by the discussion on the demographic characteristics of the respondents. Further researcher has checked the data for the response rate, missing values, common method biases and for outliers. After assumption testing researcher has used various statistical tools namely descriptive analysis, CFA, independent t-test, One-Way ANOVA using SPSS to make the inferences. In this chapter, the results of the study have been thoroughly discussed with the help of hypothesis testing. Chapter five comprises the research finding's part which also includes the conclusions of the study. Various research inferences have been drawn on

the basis of the findings of the study. Previous research studies have also been cited in support of the present findings. In this chapter practical, theoretical, and methodological implications of the present research have been thoroughly discussed. Suggestions, conclusions, and future research directions have also been highlighted.

The final study is expected to contribute from the perspective of students to develop cultural intelligence for adjustment to a new culture and retention of the cultural values of the home country as well. This research can contribute with valuable suggestions and guidance and can be taken as a handbook for the better understanding of cultural experiences while studying abroad which in turn can predict future interest in studying/working abroad.

Keywords- Cultural Intelligence, students, Culture Retention

DEDICATION

It is my pleasure to take the opportunity to thank all those who helped me directly or indirectly in the preparation of my thesis. Today, when I am submitting this thesis after years of formidable tasks, it seems as if a long-cherished dream has been accomplished. I thank God almighty for providing me the right direction and making this day possible in my life.

My special thanks to my parents Mr R.L Thukral and Ms Shakuntala Thukral for making me capable of proving myself. Their moral support, guidance, and unconditional love is God's greatest gift for my existence.

At this ecstatic time of presenting my thesis, I find myself unable to express my feelings of gratitude and gratefulness to my esteemed supervisor Prof Dr Mamta Gaur, Galgotias University for her constructive and always available guidance, inspiration, and valuable suggestions at all stages. I found myself highly fortunate and gratefully privileged to have worked under her supervision.

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Jyoti Malhotra

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ABBREVIATION

Abbreviation	Full form
CQ	Cultural Quotient
MC CQ	MetaCognitive CQ
Cog CQ	Cognitive CQ
MCQ	Motivational CQ
BCQ	Behavioral CQ
CFA	Confirmatory Factor Analysis

CHAPTER - 1

INTRODUCTION

S.NO	Description
1.0	Introduction
1.1	Definition, Meaning & Concept of Culture
1.2	Introduction To Indian Culture
1.3	Cultural Intelligence
1.4	Retention Of Culture
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1.8	Push Factors for Indian Students to Go Abroad
1.9	Indian Immigrants - Trends & Concepts
1.10	Rationale Of the Study
1.11	Statement Of the Problem

1.0 Introduction

In recent years globalization and internationalization of business and education have increased worldwide. The impact of globalization has facilitated the familiarity of different cultures, languages, customs, and traditions to the people all around the world. As a result, more people, especially students are getting attracted and have started to decide in terms of leaving their home countries and going abroad to fulfill their dreams for pursuing higher education or going for better opportunities for future prospects. Also, the students going abroad and taking admissions in international universities in the USA, Australia, Canada, and different European countries have shown drastic increases recently. The internationally mobile students were around two million in 2000 and in 2017 it increased to around five million (UNESCO Institute of Statistics, 2019). International Student Mobility (ISM) is one of the evident aspects of internationalization of higher learning in universities. It is continuously attracting the regulatory and aspiring students. (Bohm et al., 2004; Brooks and Waters, 2013; Ilieva et al., 2017; King and Sondhi, 2018; Lomer, 2018). The ability to form social relationships is also affected by cultural differences. (Lacina, 2002; Yeh & Yang, 2003). Every culture follows its norms, beliefs, values and ways of life and different cultures view different concepts according to their own ways. Today, as business becomes increasingly global, cross-cultural management is one of the top challenges in working across borders. Cultural Intelligence (CQ) deals with how skilfully the people can manage in diversified culture(Ang and Van Dyne,2003). While competence suggests meeting at least basic minimum requirements, intelligence suggests more highly developed abilities. The present study explains Cultural Intelligence with respect to the Indian students settled abroad. This will help to understand that although the Indian immigrants must settle abroad due to education, employment, or professional commitment, to what extent they are able to retain and sustain their cultural values abroad. The immigrants for this study are the students who have at least completed one year in the foreign country to be called as a sample. In the proposed research, the researcher emphasized only on Indian students irrespective of the region as students who are going abroad to pursue higher education at UG and PG level have inherent inclination towards attaining higher education. They have sufficient resources, and they have qualified the required criterion of studying abroad (TOFFEL, SET) under student visa. These students are holding Indian passports with nationality India. Besides this the course pursued is not taken in the study. USA, Australia, and Canada are the three sample countries which are taken as it contributes to be the major proportion of immigrants taken in the study. This will provide an insight to define the cultural differences of different cultures across the sample countries and to

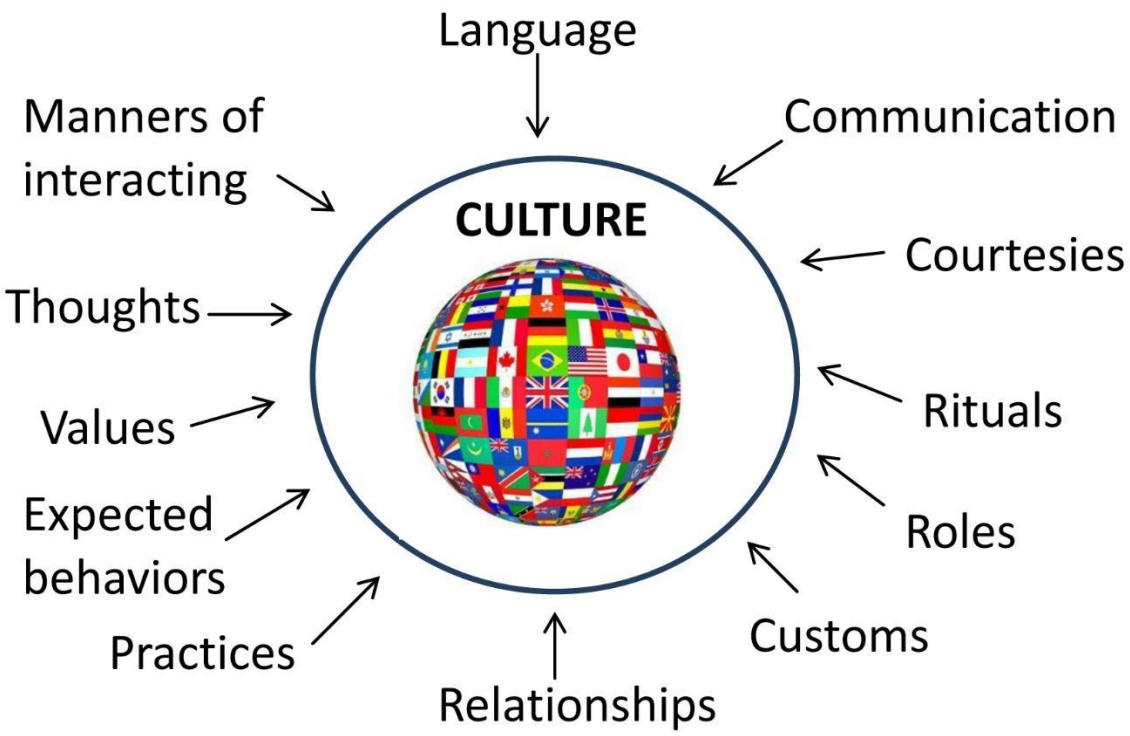
understand how it is perceived by Indian students. The different challenges faced by Indian Immigrants in host countries are to be identified and discussed. The factors which contribute to retaining the culture of Indian Immigrants are also to be discussed. Finally, an attempt to develop a conceptual model is performed. After having a comprehensive study of literature it has been analyzed that although there has been enormous study being done regarding cultural intelligence, retention of culture and immigrants but all studies are in isolation which means there is apparently dearth in this dimension of research which correlates cultural intelligence with cultural retention. This is a new dimension which tries to investigate some insight regarding the impact and influence of the importance and need of better understanding of cultural intelligence and cultural values which should be developed from childhood for strengthening not only the image of an individual or a community but it portrays the reflection of a country's image. As India is a country with its enriched culture, it becomes the prime responsibility of every Indian to strengthen and enhance the better picture of India globally.

1.1 Definition, Meaning & Concept of Culture

The third new international dictionary of Webster defines culture as the "The man's capacity to understand and transmit knowledge to subsequent generations depends upon the total pattern of human behavior and its concepts in the form of speech, action and artifacts." Geertz defines "Culture as a model of different concepts which are represented and transmitted in different symbols throughout history." It is the collection of explicit and implicit patterns of behavior which ties people together and acts as a reservoir of knowledge which is shared by the majority of people. It is related to the development of people's attitude as it makes actions of the members predictable when they start feeling, thinking, and reacting in a certain, predefined way. The thinking, behavior and personality serves as founding principles of everyday life which form the cultural values. Culture includes various customs, values, habits, and arts which forms a behavior prevalent in a society. It also signifies a set of guidelines which include the acceptable behavior and conduct in each society. The various types of culture include material culture, non-material culture, corporate culture, culture of diversity, popular culture prevailing in society and foreign culture. Material culture refers to the physical entities and the various resources utilized by the people and forms certain behavior and perception. The different languages, morals norms values, rules, and beliefs form material culture. At a workplace it is the corporate culture which includes the dressing sense of the employees, the design of the office, the attitude of management and the image of the organization projected in front of its stakeholders. Culture of diversity defines the

individuals belonging to different gender, race, and origin. It includes the community's events and outlets, social infrastructure like schools, colleges, hospitals, houses, factories, offices, religious places like temple, mosque, church etc., economic infrastructure like modes of transportation and energy capabilities, financial infrastructures like insurance and banking and products and services, tools, factories, offices. Non-material culture refers to the non-physical ideas or the intangible things produced by culture like the festivals belonging to different races. Popular culture includes everyday activities like bestselling books, top movies, music, drama, or events**.** Foreign culture is referred to as when people travel to another country, they come across people who have varied styles of speech, dressing, interaction, and behavior.

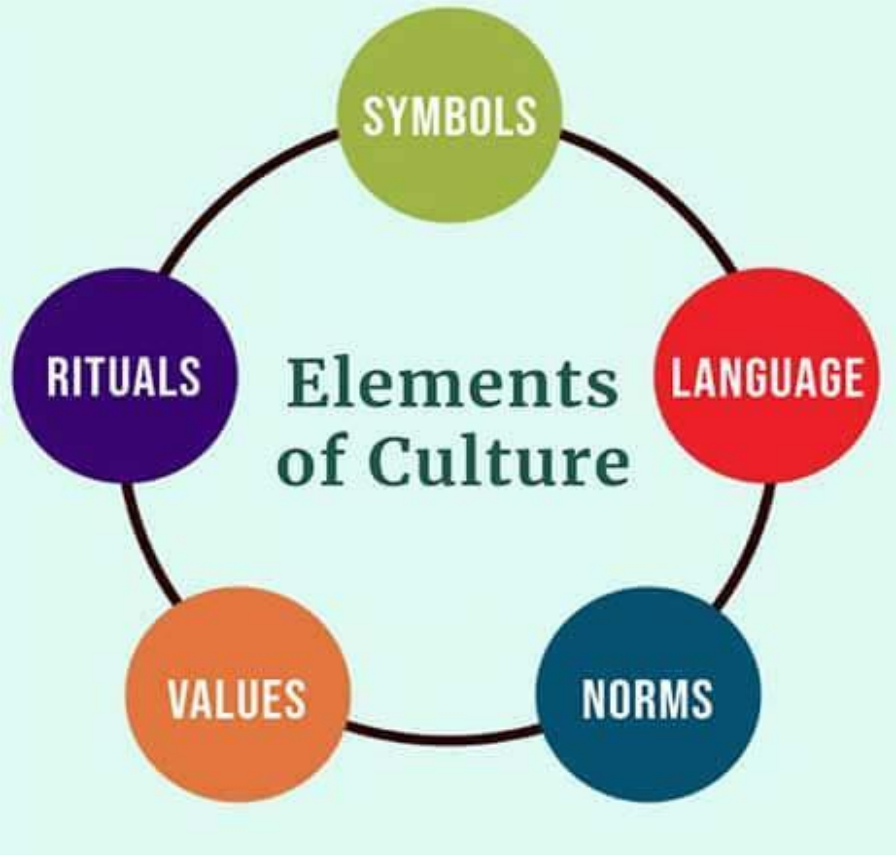
Fig 1.1 Concept of Culture



Source- https://sites.google.com/site/designfissjshanshan/cultural-preservation(2021)

Elements of Culture- The elements of culture comprise of the various languages, symbols, values, norms, rituals, as mentioned in the following figure.

Fig-1.2 Elements of Culture



Source- https://assignmenthelp4me.com/essay/culture-and-social-behavior.html(2021)

Models of Culture

To explain the concept of culture there are several theories. (Holicza, 2016). Kim Ann Zimmermann defined "Culture as the characteristic of collection of individuals, in terms of communication, speech, mother tongue, beliefs, cuisines, art, music and similar social behavior." Many countries like the USA, Canada, Australia where the maximum population is because of the immigrants contribute to the culture influenced by many groups of population that form the country. (Zimmermann, 2012).

Culture is shaped by the various norms and values disseminated from one age group to another that may be learnt by observing and imitating the behavior of others in a group. (Bandura, 1986). Hence, culture is the learning of a collection of people over the years to solve its problem of survival in an internal and external environment (Schein, 1992). Multiple scholars have studied and defined culture.

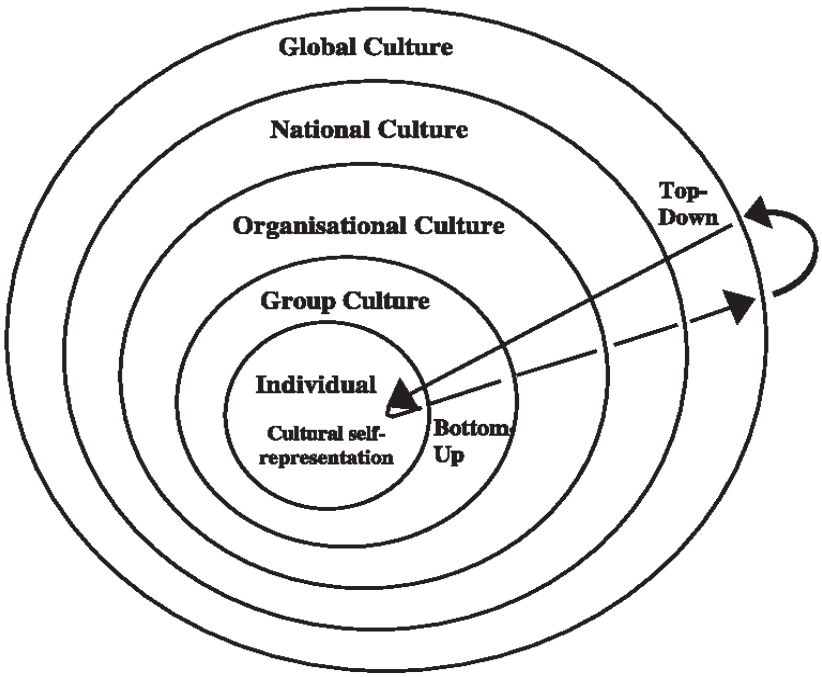
Adler (1997, 15) has harmonized the different definitions of culture as the various things shared by usually all members of some social group. It is an attempt to pass on something from older members of a group to the next generation. It can be shaping up of behavior or perception of laws, customs, or morals. Culture affects an individual's attitude, behavior, values thus it is a framework of our lives and more than arts.

Dutch psychologist Geert Hofstede has described culture as collaborative understanding of the intellectual capabilities of individuals. It is the setting of one society to be different from another. It has been defined as "programming of the human mind" by Hofstede et al., (2010). It is usually taken for granted until and unless something distinguishable from another culture is noticeable. Thus, it is described as extremely embedded cultural practices that are different among the groups. It influences and guides individual behavior and thoughts subconsciously. Generally, individuals seldom think about their national culture but it also outlines many individuals' attitudes.

Cultural identity comprises cultural norms, traditions, religion, and nationality. Every individual adapts certain characteristics from his family, friends, religious institutions, and culture therefore he is naturally bound to act, translate, think, and feel in certain ways. When an individual spends the maximum part of his life in an organization, he eventually accepts many cultural themes which are shared by others. These are unintentional but influential features of culture. People's behavior is also inclined by their nationality**.** Culture exists at regional as well as national level the reason being the common experiences shared amongst people. It is the diverse culture of people which exhibits varied cultural actions depending on the prevailing situation.

The dimensions of culture are characterized by a multi-level model as illustrated in Figure 1.3. The structural dimension exhibits the hierarchy of levels placed within one another. The innermost layer represents culture at the individual level encircled in different forms at various levels. The interrelationships among the various levels of culture are represented by dynamic dimensions. The model explains the top-down process of socialization as it helps the individuals to recognize the society and its values indicated by the individual self. The outer layer of culture is formed at the organizational, national and global levels through bottom-up processes of grouping and sharing of values.

Fig-1.3 The Multi -level Structure of Culture.



Source-https://www.semanticscholar.org/paper/A-Dynamic%2C-Multi%E2%80%90Level-Model-of-Culture%3A-From-the-a-ErezGati/50c014cf2c4e5095a49d5315a150cd4491f0cecd/figure/0(2020)

Culture contributes to the major values and norms for the people. The social learning processes of modeling, observation and effects of individual actions are the values which are shared and transferred from generation to generation. (Bandura, 1986). Hofstede (1997) explained culture as a framework of the values and intellect held mutually that help to distinguish one group of people from another. Hofstede concluded that despite several subcultures, all countries share a nationwide culture and it is considered to be part of a bigger international culture. (Hofstede,1980). In the development of culture human nature has a significant role as it is embraced by features that are the basis of the comparisons between cultures. At the time of birth, the individual is introduced to his culture, it is developed overtime and then shared with a group of people. The culture is prejudiced by both human nature and individuals' character hence people act and perform differently in their culture group. Every person has different layers of mental programming that gradually develop as they grow. (Hofstede G., 1980). The innermost elementary layer is developed at early age and as the child grows and learns through education, technical training, professional training, and life in general gradually develops several layers of mental programming. (Hofstede G., 1980). From 1983 till date, Hofstede national culture model is

known to be the most accepted framework to judge the cultural differences among countries and assess their impact on business settings. The database for the study was created by employee value scores collected at IBM for six years (1967-1973). Hofstede gathered the data from more than seventy countries. The six dimensions defined by Hofstede are used to recognize and gauge the features of culture across different countries. Power Distance, Individualism vs Collectivism, Masculinity vs Femininity, Uncertainty Avoidance Index, Long term Orientation.

Fig-1.4 Hofstede Model

Source-https://www.kindpng.com/imgv/Toimwbo_hofstede-cultural-dimensions-hd-png-download/(2020)

As the individual gets older, they learn through experiences and develop an ability to behave accordingly in different situations. It is not necessary that if people are from the same country, or the same community they will behave in the same manner. If the people are from the same culture, it is not compulsory that they will be alike, individuals do differ in their personality. Every culture has its own values and beliefs that go along with the people of that culture. (Thomas & Inkson, 2003). It is the intelligence of people to understand and adapt a particular behavior in a multi-cultural environment for a given situation. It has become essential in today's scenario as students are going abroad for

international exposure. The ability of these students to develop an understanding of another culture definitely helps them to act and adapt easily when they go abroad.

1.2 Introduction to Indian Culture

The culture of India is described as secular as people believe in mutual respect and regards for each other. The general approach towards life is humanitarian. It helps binding people together hence it plays an important role to influence their thoughts, feelings, and actions. As per Indian cultural experiences, culture plays an essential role in giving meaning to their life, wellbeing, and identity. Thus, it is the essence of their existence. The culture of India forms a concrete base for the growth and development of their nationals. The people of India believe that the pattern of culture and traditions provides a shield of protection and equips them to tackle any challenge in the intrinsic and extrinsic environment. The families of Indians are normally male-dominating, joint family systems with parents and other family members performing an important role in teaching the youngsters culturally expected behaviors. The parenting style adopted by Indian parents is normally authoritarian and (Jambunathan & Counselman, 2002) they do stress upon academic achievements (Tewari, Inman, & Sandhu, 2003) and familial bonds and harmony (Jambunathan, Burts, & Pierce 2000)

Fig-1.5 Indian Culture and Diversity | (Photo Credit: vectomart)

source- https://www.thehindu.com/education/india-in-a-nutshell/article34734361.ece(2020)

In India,the most preferred type of marriage is within a similar religion. (Prathikanti, 1997). The dating concept is is allowed when the marriage is fixed between the two, premarital sexual relations, live in relationships are not accepted. (e.g., Dhruvarajan, 1993). Ultimately, the most convenient way

of passing on cultural values, religious beliefs, and traditions is through the culture. (Jambunathan & Counselman, 2002). These culturally defined teaching processes are obtained through the values and beliefs.. (Arendell, 1997). There is literature evidence claiming that Asian Indian immigrant parents realize specific ideologies which are essential for their grandchildren to be developed as were imparted by their parents in their childhood. (Hedge, 1998). Living in a culturally disagreeable community, it becomes the sole responsibility of the first-generation parents to transfer the ideologies to their kids which is indicative through the restrictions they try to impose on their children. (Sodowsky & Carey, 1988). Within these circumstances it becomes one of the prime responsibilities for the parents to establish a cultural identity in their children. (Dhruvarajan, 1993).

1.3 Cultural Intelligence

Cultural intelligence (CQ) is one among the new emerging fields which has engrossed the mind of many scholars and it is one of the important skills to be learnt and developed. Cultural intelligence is the understanding and navigation of different cultures when people communicate and connect in multicultural situations. It is the interacting capability of an individual to react in a situation where there is cultural diversity. It is concerned with understanding and appreciating cultural differences and then adapting one's own behavior to accommodate those changes. (Earley and Ang 2003, p. 9).

Cultural intelligence is understood as the adaptable competency which consists of cultural knowledge, thoughtful practices, and interactive skills. (Thomas and Inkson, 2004: 182–3), It is the competency which helps to develop an understanding and act accordingly in multi cultural situations. (Thomas, 2006). CQ is a function of inherent individual differences which includes both tendencies and abilities that are conducive to development. (Ang et al., 2003). The Cultural intelligence component defined as cross-cultural motivation affects the work adjustment and performance of the employees (Chen et al., 2010), (Rose et al., 2010). Also, the aspects of cultural intelligence are connected to intercommunication and regulation of immigrants (Dagher, 2010).

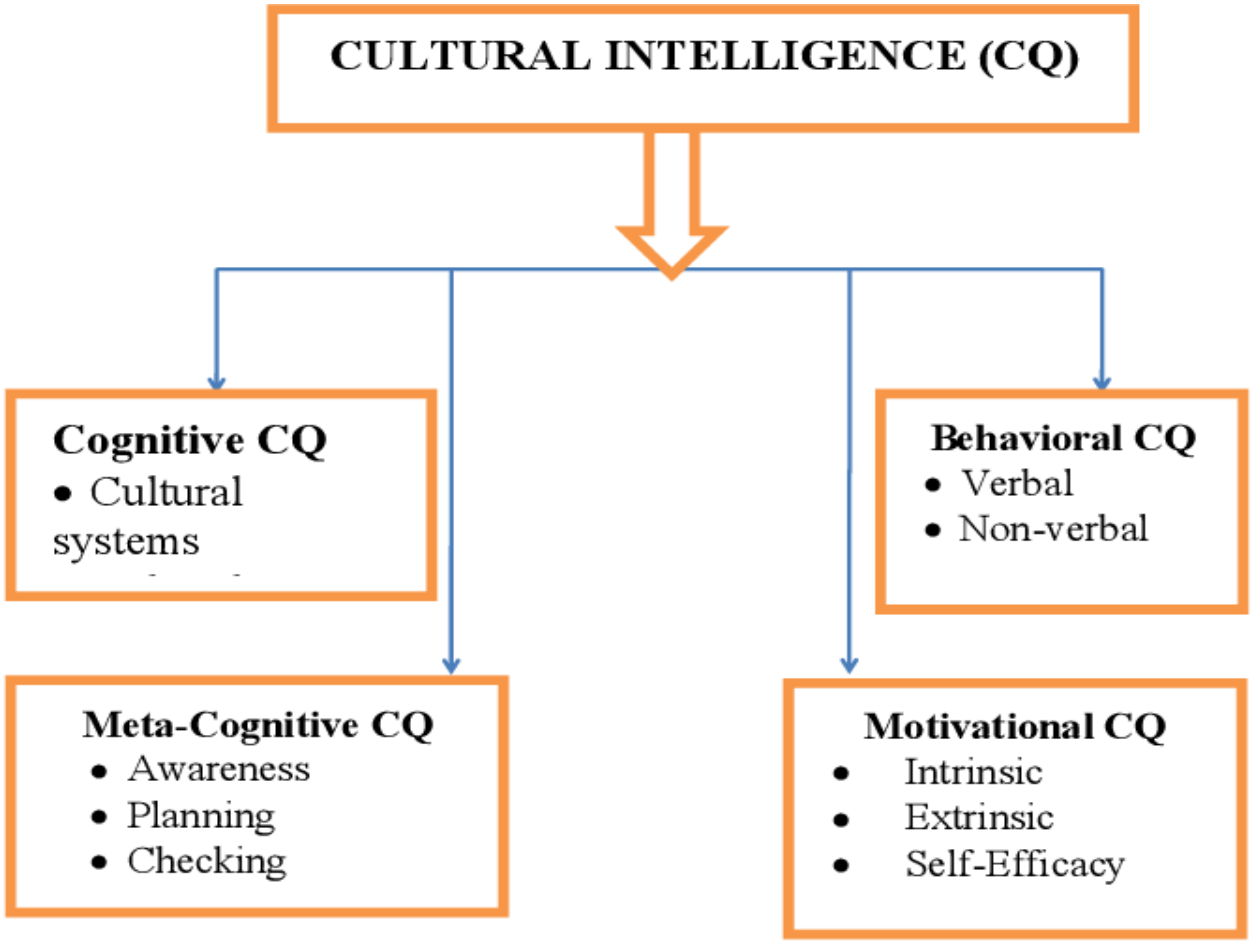
Cultural Intelligence is different from other intelligencies as the main focus is around cultural settings. As there are several norms associated with social interaction in different cultures, it is not easy to naturally convert an individual's personality so as to adapt and communicate in a multicultural environment. (Earley and Ang, 2003). Hence, a person may be having a higher degree of intelligence

in his own culture but it is not necessary that he may be successful in multi-cultural situations. (Earley and Ang, 2003, Earley et al., 2006; Ang et al., 2006, 2007; Ng and Earley, 2006; Templer et al., 2006).

Dimensions of cultural intelligence

Cultural Intelligence is a multifaceted construct which includes metacognitive, cognitive, motivational, and behavioral constructs. (Earley and Ang, 2003, Earley et al., 2006; Ang et al., 2006, 2007; Ng and Earley, 2006; Templer et al., 2006).

Fig 1.6 Dimensions of Cultural Intelligence



Source- (Adapted from Ang and Van Dyne (2008) (2020)

Meta-cognitive CQ- Processing relevant knowledge. It concerns cultural perception and suppositions during intercultural communications. The people having higher meta-cognitive CQ understand cultural knowledge and its processing while they are in that cultural setting.

Cognitive CQ – Having relevant knowledge. Cognitive concerns with the persons appropriate information concerning the customs, practices, and conventions of diverse values. Individuals possessing higher cognitive CQ obtain genuine knowledge when they interact in multicultural settings.

Motivational CQ- Being motivated to use your knowledge. It is about a person's stimulation to understand and include intrinsic and extrinsic interest and self-confidence during interaction in other cultures.

Behavioral CQ- Adapting and portraying your knowledge. It is regarding the skill of a person to use suitable verbal and non-verbal behavior and speech during an interaction in a multi-cultural situation. (Caputo, 2019) People with higher behavioral CQ try to adjust themselves when they interact with other cultures.

The meta-cognitive dimension is defined as the capability of a person to apprehend and assimilate in a multicultural setting. (Earley and Ang, 2003; Earley and Peterson, 2004). It includes the outlining policy before the communications and adjustment of cultural understanding during cross-cultural communication. Meta-cognitive strategy also considers visualizing the accurateness of understanding the culture during multicultural interaction. (Ang et al., 2007, 2006). Meta-cognitive refers to the advanced order of cognitive processes. The cognitive facet refers to the similarities and differences between cultures experienced by the individual. (Ang et al., 2007, 2006). It comprises information regarding laws, financial systems, and languages of different cultures. (Ang et al, 2006; Earley and Peterson, 2004). The motivation dimension depicts the inclination of an individual towards the adjustment behavior during the interaction in diverse cultures. (Earley and Peterson, 2004). It includes the intrinsic inclination, the confidence, and the regulation of stress to interact with people into a culturally unfamiliar setting. (Ang et al., 2007, 2006). The behavioral component refers to the individual's interactive aptitude. (Earley and Ang, 2003). It concerns the intellect of appropriate conduct in cross-cultural situations. It is the aptitude of adjustment of both verbal and nonverbal behavior during multicultural communication. (Ang et al., 2006).

Importance of Cultural Intelligence

As per the recent trend, cultural intelligence is one of the powerful tools for everyone. Knowledge and sensitivity about culture, diversity, and cross-culture has become a powerful and necessary tool. Individual's cultural intelligence is a quality that grows with time depending on many factors and can

be improved in many ways. An individual's interactions with diversified cultures, their attempt and inclination to understand other cultures, and the global experiences can contribute in developing their cultural intelligence. The influence of cultural intelligence on diverse cultural adaptation is well acknowledged (Ward &Fischer, 2008),in terms of job performance (Ang et al., 2007), team building (Rockstuhl & Ng, 2008), team performance (Huber & Lewis, 2010), global performance (Lee &Sukoco, 2010), and overall leadership skills (Ng, Van Dyne &Ang, 2009). With the abilities and expertise, CQ helps people to explain unknown behaviors of an individual as if they are familiar with culture. (Van Dyne, Ang, & Livermore, 2010). People with a higher degree of cultural intelligence indicates noticeable interest in unfamiliar and different cultures. The individual who possesses CQ can adjust to changes within different cultural settings. CQ enhances the ability to deal with ambiguity when there is diverse cultural interaction. (Brislin, Worth ley, & Macnab, 2006). It has been supported by literature that people who go to foreign countries for work assignments or education purposes have an increased level of cultural intelligence as compared to others who go for different reasons (Crowne, 2008), the expatriates who attend any overseas learning programs have higher degree of cultural intelligence (Pless et al., 2011), the frequency of times and duration of stay also contributes to their high level of cultural intelligence. (Tarique and Takeuchi, 2008). The reasoning for the above explanation is as more intensity of intercultural interaction can contribute to varied experiences of intercultural communications. (Earley and Peterson, 2004). When a person interacts in a multicultural situation it reflects his awareness and knowledge about that culture to understand the difference between them.

The higher degree of cultural intelligence is indicated in people who are more culturally proficient with good understanding of cognitive, behavioral, and motivational capabilities to efficiently work in a diversified culture and adjust in an extrinsic environment. Individuals who are culturally competent do understand that confusions can happen in other cultures and therefore they develop the ability to comprehend the situation and then react. (Brislin et al. 2006).

1.4 Retention of Culture

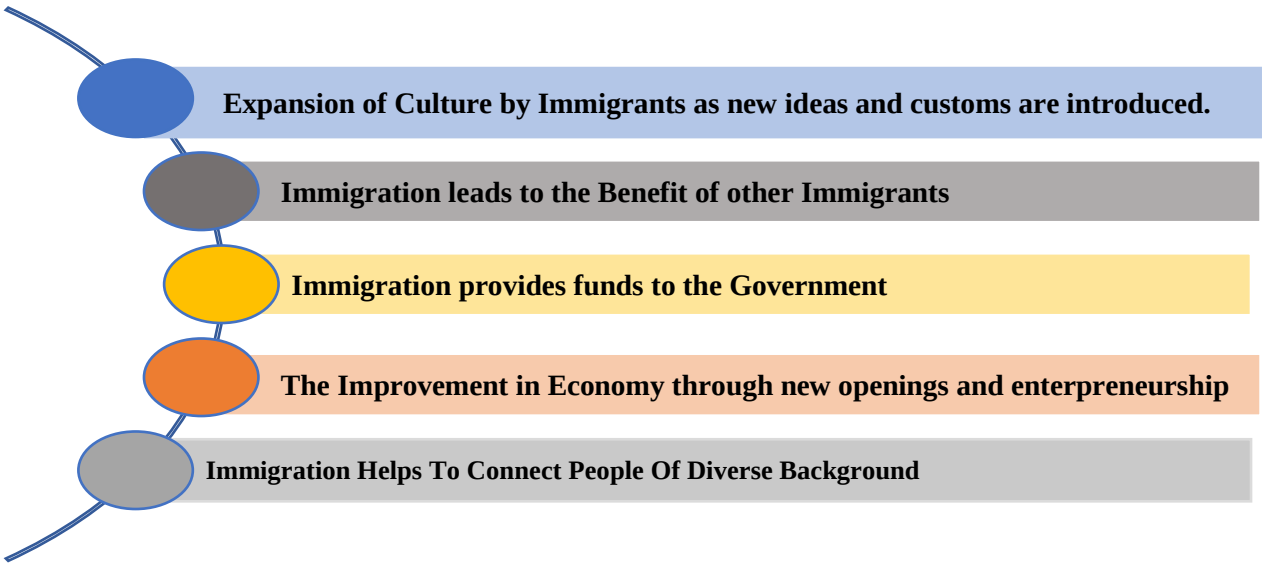
The concept of culture retention is related to retention of culture of a particular ethnic group of people, specifically when the people start believing that if there is inaction then the culture may be lost. It is generally concerning various aspects of culture, like religion, language, or certain traditions.

Cultural retention is related to the practices that are still alive even when most of the other forms and symbols of culture are not prevalent. Culture retention is the act which may occur when there is an intentional desire to keep traditions alive and if required external assistance can be provided to preserve their sense of identity. Small groups may feel detached within a large community and may try to preserve their culture and tradition.

1.5 Immigration

The term immigration refers to the action of coming to live in a foreign country permanently. When a person or the entire family moves to a new country from their country of origin after fulfilling all the formalities at the embassy, this process is termed as immigration. Immigration is a process of people becoming citizens or permanent residents of another country. Generally, immigration offers diversity, economic opportunities which result in the development of multicultural societies. An immigrant is a person who moves from his home country and settles in another country which is referred to as the host country. Students studying abroad can be referred to as immigrants as they move to a different country with an intention of residing there for an extended period or permanently. When the students move to a foreign country to pursue their education, they typically obtain a student visa or permit, which grants them temporary residency in that country for the duration of their studies.

Fig-1.7 Positive Role of Immigrants and Immigration in the Host Country



1. **Expansion of Culture by Immigrants as new ideas and customs are introduced-** The expansion of culture by introducing new ideas, customs, cuisines, art forms are some of the benefits related to immigration.
2. **The Improvement in Economy through new openings and Entrepreneurship-** The positive effect on immigrants is evident through higher wages that encourages them to start businesses which promotes employment enhancing local and national economies, hence development of the nation.
3. **Immigration provides funds to the Government**- It is the indirect benefit of immigration which is evident as the expansion of the economy leads to payment of taxes, improvement of infrastructure like building roads, improving schools, modernizing water systems and facilitation of other development activities.
4. **Immigration Helps to Connect People of Diverse Background-** Immigration leads to interrelationship among people as they share culture, involve in international trade, and develop relationships with different people having diverse culture.
5. **Immigration leads to the Benefit of other Immigrants-** As immigrants travel to new countries, they become a source of motivation for their family and friends to explore new opportunities.

1.6 Rationale for Studying Abroad

International students are identified as those students who have crossed domestic national boundary and have shifted to different nation with purpose of getting education while they are the citizens of another country (AISHE, 2018; AISHE, 2014; OECD, 2013)

Below mentioned is a comprehensive understanding of the educational, experiential, aspirational and economic rationales (fakunle, 2021)justifying the valid reasons stimulating students in taking such a big decision to leave their nation and settle down in the foreign country.

I. **Educational Rationale**- Programmed accessibility & Programmed context
   - i. Student diversity
   - ii. Practical work experience
   - iii. Entry Requirements
   - iv. Curriculum/course modules

II. **Experiential Rationale**-Expand horizon in a different environment

v. Getting out of the comfort zone

vi. Self-achievement

vii. Live independently

viii. Adapt to the challenge of learning abroad

ix. Multicultural environment

x. Escape from home context

xi. Autonomous decision making

III. **Aspirational Rationale**- Leadership & Challenge/change Stereotypes

xii. Cultural

xiii. Socio-political

xiv. Professional

xv. Social

IV. **Economic Rationale**- Value ascribed & Cost/availability/lack of funding

xvi. University Ranking

xvii. Career progression/change

xviii. International & local networks

xix. Entrepreneurial ambition

The educational rationale includes programmed context which means to check the websites of the institution regularly and to update the course modules regularly which are not in the interest of students and future career plan and programmed accessibility checks the entry requirements like the proficiency of English language. Experiential rationale describes the expectations which are different from their own country. It highlights the importance of broad scope in education, social and culture in a multicultural environment. The aspirational rationale points towards the study experience abroad with an aim for contribution to the society both nationally as well as internationally. The economic rationale includes the value ascribed and being able to cover costs to study abroad.

It is the strong belief of students and their parents that studying abroad definitely enhances the career prospects in terms of securing interviews, better job offers, and comparatively fast career progression. (Franklin, 2010; Stroud, 2010). In the case of educational institutions these programs are a great source of inspiration for prospective students as it is a means of recruitment. Nowadays students want an

exposure of at least one part of higher education abroad. The fast growth of international mobile students is quite evident, with an increase of around triple times more as noted in 1990 (1.3 million) to 2012 (4.5 million), OECD 2015. The main advantages of pursuing higher education abroad includes better quality of education in specialized fields as it is not that easily available in their own country. (Johanna Waters, 2011). For the future job-market the options of international experience of education is an important attribute ((Shaftel et al. 2007; Cubilo et al. 2006; Cant 2004). It is one of the primary reasons to migrate to a different country. (Vincent-Lancrin 2008). From developing countries, the majority of foreign students, after graduation, prefer staying in the host country (Rosenzweig 2006; Finn 2003; Hein and Plesch 2008). To study abroad is generally contemplated as an investment towards searching for an appropriate job in the host country. In terms of global recognition, most of the host countries allow immigrant students to live in their country when they complete their studies. They also provide them with a residence permit without any complication.

1.7 Global Scenario of Studying Abroad with Special Reference to India

The growth in the mobility of international students from India has increased recently. From 2000 to 2013, the number has increased to nearly three times from 62,342 to 181,872 (UNESCO-UIS 2015). The affordability of service class in India has increased. Now they are willingly ready to invest for the international higher education of their children. (Kumar et al. 2009). The higher income bracket, rising opportunities for higher education and economic growth are main reasons for growth in Indian students going abroad for higher studies (British Council 2014). The foreign student policies are quite encouraging for the prospective students. The migration process includes obtaining global students and then retaining them as skilled workforce to contribute for national employment (OECD 2010). The diversification of destinations has provided attractive study-to-work routes for deserving students. In the case of India, USA, Australia, Canada, UK are the countries which offer prolonged stay after studies and they also provide citizenship.

The growth of Indian students studying abroad depends upon their ability to afford overseas education. It is possible only if the immigration and visa policies in destination countries are favorable. As human beings, we are always acquiring new knowledge and learning. When we are at a new place in an unfamiliar environment, we learn through our own experiences. We might have heard many stories or done a lot of research about the foreign country but the experience which can be learnt by living there

and getting accustomed to the everyday routine and customs is difficult to express as of what can be learnt about oneself in the process.

As Hammer puts it, "In today's global environment studying abroad is one of the important experiences for students in universities and secondary schools" (2012, p. 115). As per the research the effects of studying abroad have a positive impact on language skills, intercultural competence, personality, and other aspects of student learning. It has also been analyzed that as the duration of their stay increases the benefits of language proficiency and intercultural awareness also increases. (Bennett, 1993). Based on the view point of others the individuals develop their thinking and it is more refined by their cultural background, personal experience, and knowledge. When the students are in different intercultural areas, they have their own interpretation according to a pre-established template. Accordingly, they develop an ability to improve their intercultural competency, knowledge and understanding . (Anderson & Lawton, 2015, p. 40).

1.8 Push Factors for Indian Students to go Abroad

Studying abroad is altogether a different experience as the exposure is extremely great. It is an unparalleled gain that can refine a person evermore, to become a better global citizen. The abroad experience provides invaluable opportunities teaching more than what is on the syllabus, as well as insight and global perspective. The inspiration of studying abroad is stimulating, fulfilling, and fascinating because of the exposure and experience. The push factors which prompt Indian students to pursue higher education abroad are-

1. **Higher Education**: In India admission into the top universities has become a dream for most prospective students because of the high cut-offs, quota system, and population. When Indian students apply abroad, they have an advantage over students from other countries in terms of better knowledge and skills so as soon as they get an opportunity, they intend to secure a place in reputed overseas universities.

2. **Global exposure**- The students get motivated when they see their fellow mates and peers getting global exposure and access to high quality life and facilities. They are inspired to take this bold decision to match pace with their peers who are doing well overseas.
3. **Better resources, good infrastructure, and quality education**- The impressive increase in higher education is due to the improved resources, good infrastructure, and better-quality

education. Many popular foreign universities like Harvard University, Stanford University, University of Toronto, University of Waterloo, University of Melbourne, and the University of Sydney are taking care of all these factors to attract more and more foreign students and build up their economy.

4. **Handsome Salaries and Better Work Life Balance-** It is one of the major factors that stimulates Indian students to move overseas, that is the better living standards, improved facilities, higher salaries, and better work life balance.
5. **Enormous Opportunities-** The opportunities provided for the growth and improvement of the mental faculties of the individual are better overseas when compared with India. The researchers and scientists get motivated as they are provided with sufficient funds and better laboratory facilities if they aspire to explore some innovative idea.

1.9 Indian Immigrants- Trends and concept

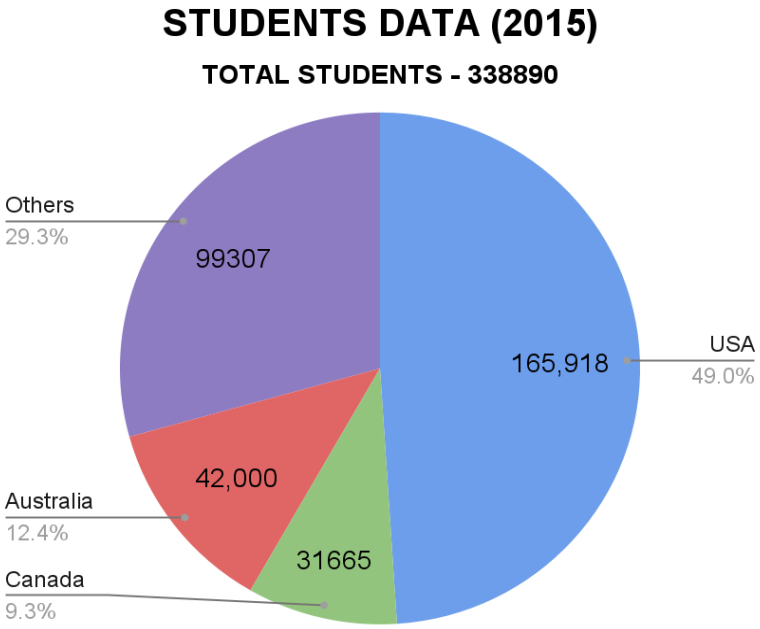
India is the second big source for (China being first) International Student Migration (ISM). India is a country with a large number of highly educated youth population. As per the data released from the Indian Ministry of External Affairs (July 2018), nearly 753,000 Indian students were in different countries. Around ninety countries all round the world comprise Indian students. As per the statistics shown below, out of the total number of students going abroad more than 50% of Indian students are residing in USA, Canada & Australia -

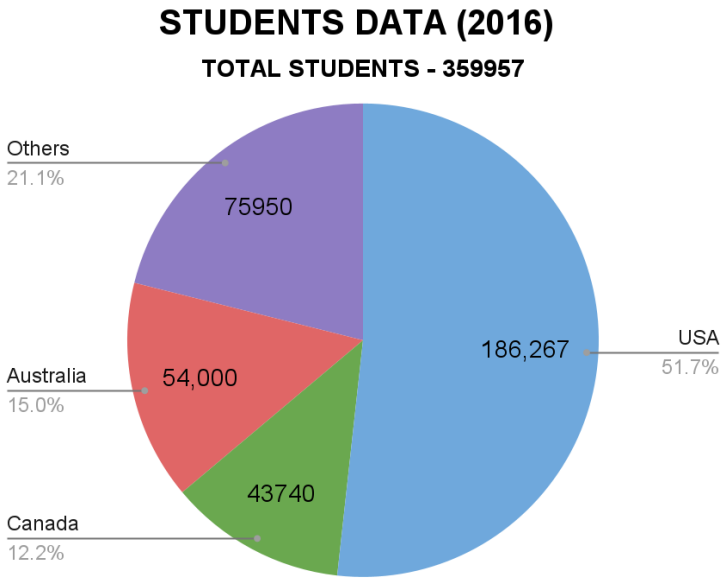
Table-1.1 Indian Students in Top Three Countries

Year	USA	Canada	Australia	Others
2015	165,918	31665	42,000	99,307
2016	186,267	43,740	54,000	75,950
2017	196,271	52,550	63,000	142,188
2018	202,014	107,105	87,000	121,879
2019	193,124	172,625	107,000	113,588
2020	87353	61,915	76,000	34,387

Source- Ministry of External Affairs

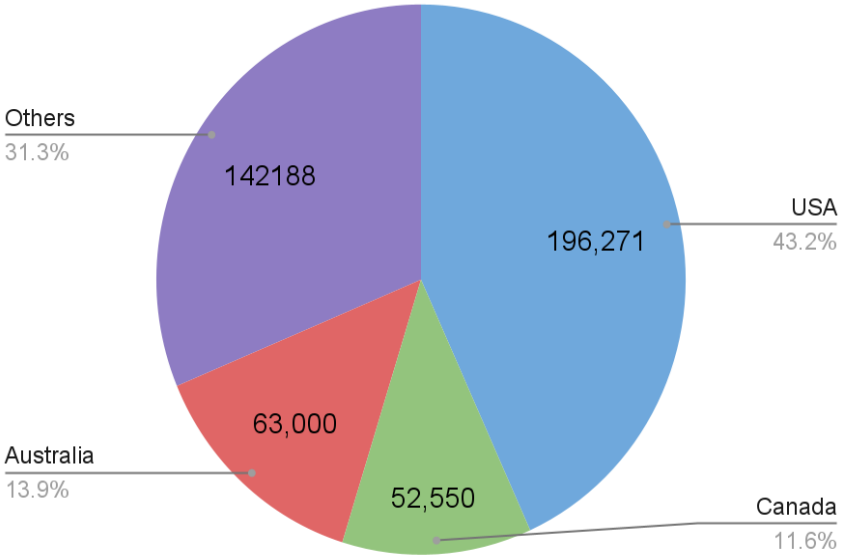
Fig 1.8 Frequency of Indian Immigrants(2015-2020)





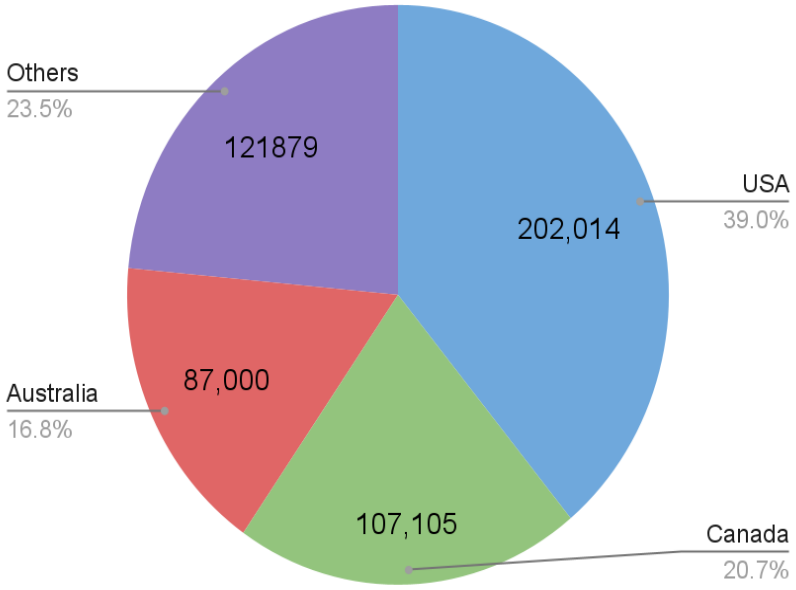
STUDENTS DATA (2017)

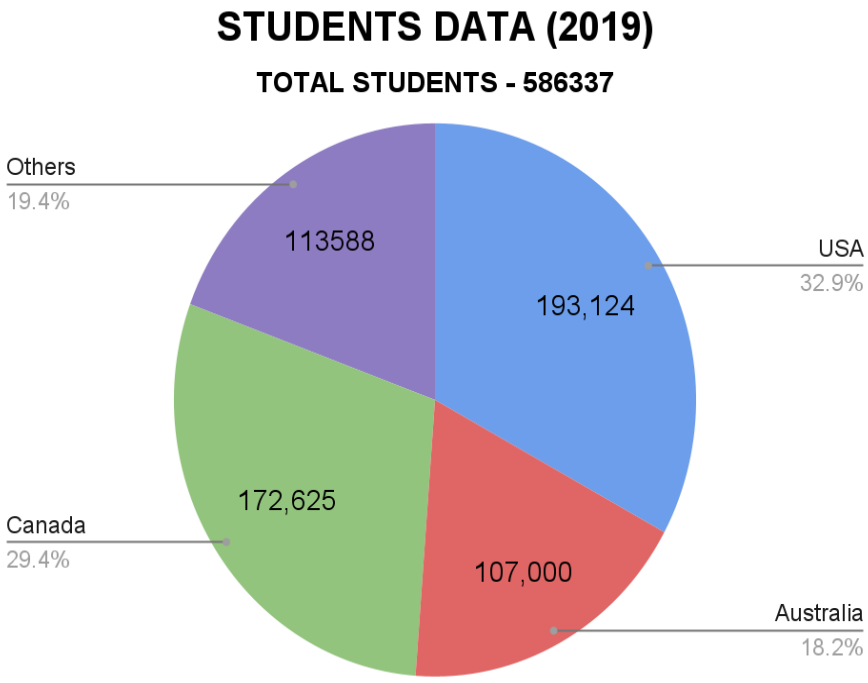
TOTAL STUDENTS - 454,009

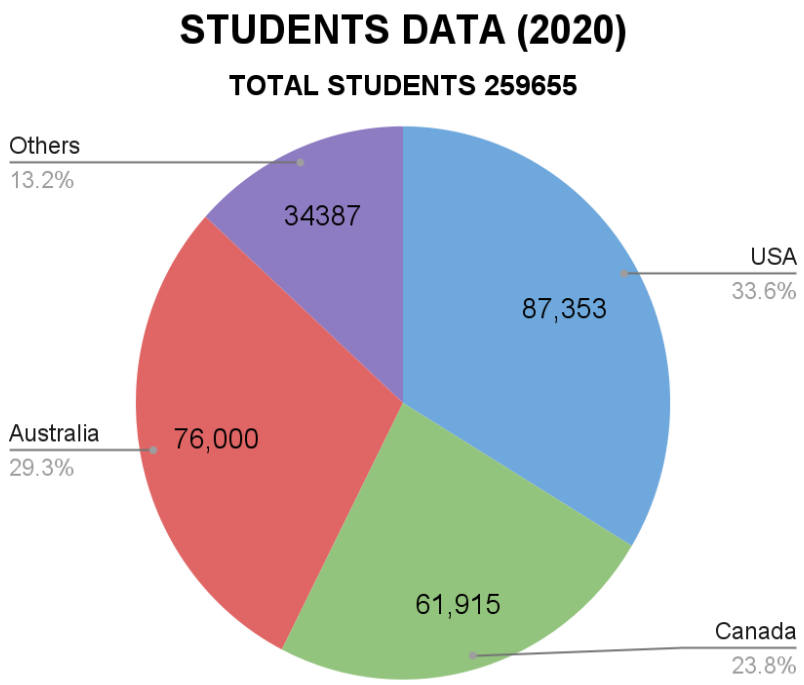


STUDENTS DATA (2018)

TOTAL STUDENTS - 517998







For the present study Indian immigrants who have moved to the USA, Canada, and Australia have been considered hence USA, Australia & Canada are taken as the sample countries.

Operational Definition of Immigrant - For the present study the researcher has chosen the immigrants as the Indians students who have left their country and move to foreign country for studies may be for undergraduate courses, postgraduate courses, or some specialized courses, or doctorate. These students can be of humanities, commerce, or science (medical or non-medical) streams. Their duration can be for the time depending on the course they are studying. The present sample is during the period (2017-2020).

1.10 Rationale of the present Study

With internationalization it has become easier for the people to meet and move from one place to another but as a result, it has created multiple challenges of cultural diversity. Because of the diverse cultural and educational environment, education is becoming wider and more diverse. Students prefer to study in multicultural settings, where they confront many issues like cross-cultural adjustment, cultural retention, cultural assimilation, and acculturation. These issues are to be tackled intelligently. Therefore, cultural intelligence has a major role in defining and understanding the various challenges faced by the students. Cultural intelligence has been described as the competency of a person to understand and take proper action in a diversified cultural environment (Thomas, 2006). Hence, it is required to develop understanding and perform studies that can describe its role in the success of overseas students aspiring for higher education abroad.

Due to global needs, there have been repeated calls in psychology to prepare the future generations to perform efficiently when they work in other countries (Marsella & Pedersen, 2004). This means, the need to develop cross-cultural competencies is felt urgently now-a-days. On the other hand, the biggest disappointment of mankind is in achieving cooperation and understanding others.

This study tries to understand the concepts defining cultural intelligence with respect to the Indian students going abroad for pursuing higher education. This will help to understand that students going abroad for education are culturally intelligent for sustenance and are able to retain and sustain their cultural values abroad. The immigrants are the students who have at least completed one year in the foreign country to be called as a sample. USA, Australia, and Canada are the three sample countries which are taken as it contributes to be the major proportion of immigrants taken in the study.

Based on this study valuable suggestions can be formulated as to how cultural values can be developed in Indians during childhood and growing years so that it is comparatively much easier for them to adjust

in new settings and they are able to not only sustain in the new environment but also, they are able to strike a perfect balance between their cultural values and what all can be learnt and adapted from the foreign culture to strengthen the position and image of India in the world as India is very well known for its rich culture, traditions and values.

1.11 Statement of the Problem

Although an individual's personality is persuaded by nature of the individual and the culture to which he belongs. It is generally established when they are born, evolved over time, and nurtured over several years. For a particular cultural environment, it is appropriate to understand one's strengths and weaknesses regarding the right behavior and proper action for the given situation in different cultural contexts. It is essential in today's scenario as many students are crossing borders to get quality education from various renowned universities to become competent and these youngsters aspire to achieve the goal of getting a good education and better career prospects. The capability to acknowledge another culture can help these students to survive and sustain in the foreign location. Religion is a mode of transferring ideologies, thoughts, and the several other actions which have a prime role in the development of an individual. (Jambunathan & Counselman, 2002). These ideologies and opinions are obtained specifically through various actions defined by the specific culture. (Arendell, 1997).

To develop Cultural Intelligence is essential for Indian students as they have to tackle the issues and challenges when they move to a foreign land. Cultural intelligence reflects a general set of capabilities required to enable one's efficacy across diverse cultural environments. The appropriate skills and preferred behavior balance each other to develop a person's intelligence to react properly in a multicultural environment. (Earley & Ang, 2003)

The motive of this study includes looking into the ways Cultural Intelligence (CQ) might envisage the rationale of the retention of culture of Indian immigrants who have decided to move abroad due to educational commitment. This investigation is related to measuring the cultural intelligence of Indian immigrants, (Ang & Van Dyne, 2008**)**, defining cultural differences among USA, Canada, Australia with reference to India, identifying the issues and challenges faced by Indian immigrants and development of a conceptual model regarding the retention of culture. These factors have instigated the researcher to analyze the severity of the prevailing condition and make a sincere attempt to visualize the situation and hence the title,

"**The Study of Measuring Cultural Intelligence and Developing a Model to Analyze the Retention of Culture amongst Indian Immigrants".**

Quick Review of Definitions for the Present Study-

Operational Definition of Culture-

The definition of Culture suitable for the present study is defined as the invisible bond that ties the Indian immigrants together and makes their actions predictable as they usually start feeling, thinking, and reacting in a certain, predefined way. The type of cultures which are included in the present study are non-material cultures which can be the language, values, and beliefs. Culture of diversity includes community's events and festivals belonging to different races and foreign cultures, which is when an immigrant travels abroad and interacts with people who communicate differently, have distinct dining etiquettes, have a varied behavior and diverse dressing style.

Operational definition of Cultural Intelligence-

For the given study, CQ is the cultural intelligence quotient of Indian Immigrants that how well they are acquainted with their culture and to what extent they can adapt foreign culture and still they are able to retain their home country culture.

Operational Definition of Cultural Retention

The extent of retaining the cultural values of the home country (for the present study India) although adapting the foreign culture for sustenance, stability & growth.

Immigrants are taken to be the Indians who have-

- At least completed one year in the sample country.
- Students pursuing higher education in any stream whether technical or non-technical
- Studying under graduation and above.
- Indians of any religion belonging to any part of India**.**

Sample Countries taken for the study

USA, Australia & Canada

CHAPTER-2

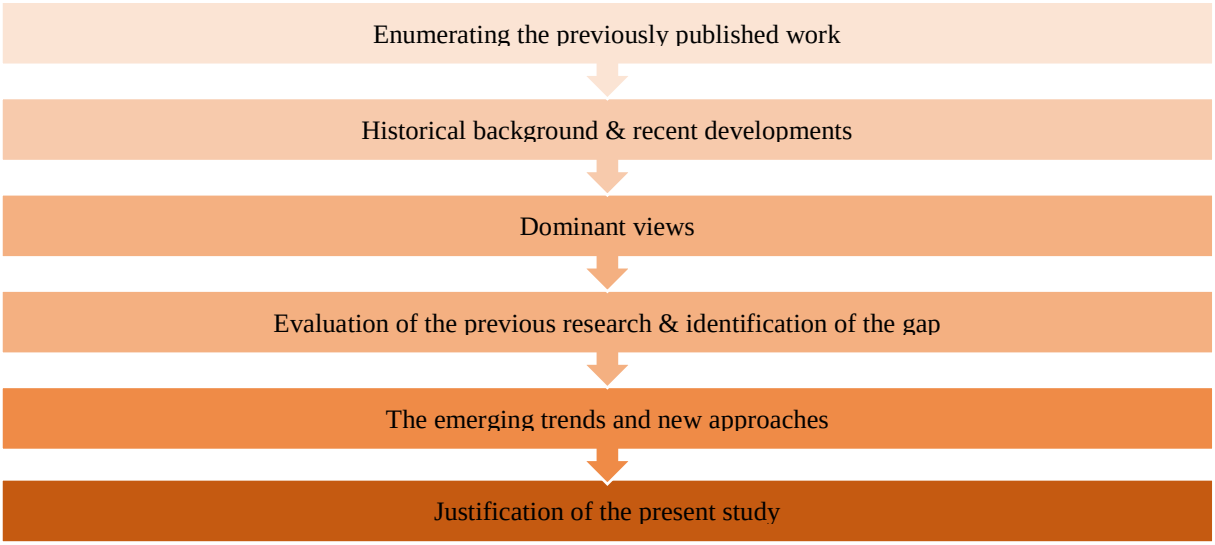
REVIEW OF LITERATURE

S.No.	Content
2.0	Introduction
2.1	Research Studies Related to Cultural Intelligence (2003-2019)
2.2	Bibliometric Analysis of Cultural Intelligence
2.3	Research Studies Related to Culture & Immigrants (2000-2020)
2.4	Research Gap

2.0 Introduction

The term literature means the knowledge or cognition of a specific field of study of any subject which comprises research studies, practical and theoretical. Books and journal articles of academic value which are published on a particular area of research or topic constitutes the literature. Review of literature is the summary of relevant sources which includes the assessment of individual sources and harmonizing these sources and developing a new research project. Hence it is a scholastic writing which describes existing work in a particular field of research. It is a central part of the investigation that summarizes, analyses, interprets, and assesses the appropriate literature available within a particular field of research. It provides helpful support to all the steps engrossed in the research process and tries to illuminate knowledge that has been developed in a particular field with emphasizing on what has been done, what is to be accepted, what is the advancement and what is the current status of envision. Literature review also provides an idea to identify the gaps in the current study - that is, investigated or under-researched areas. According to Gall et al. (2014) "The literature in any area or discipline figures the foundation of knowledge upon which all future actions will be done." It is a decisive action that always reduces the risk of uninteresting ends, reflected research studies, discarded topics, wasted efforts rejected by various investigators.

Fig-2.1 Review of Literature



The above diagram describes the basic process of review of literature.

The literature review is a rigorous work demanding a clear perspective and deep insight into the overall field of study. For the present study a thorough review of related work was studied to find and cover the gap in earlier research related to the present area or problem. A clear idea about the way the subject could be studied and tools to be employed for measuring the relevant factors of the study was generated. To include all relevant studies in a small study like the present one is not possible. Hence only few representative studies are reviewed here. In this chapter, the review of related literature has been presented in subsequent sections which are as under:

2.1 Research Studies Related to Cultural Intelligence (2003-2019)

2.2 Bibliometric Analysis of Cultural Intelligence (2009-2021)

2.2 Research Studies Related to Culture & Immigrants (2000-2020)

2.3 Research Gap

2.1 Research Studies Related to Cultural Intelligence

Introduction

The increase in multicultural societies which are very common these days in many countries like the USA, Australia, Canada, and London has made people think from a different perspective to modernize people multiculturally or not. Cultural intelligence could be the answer to the above query. It is a theory based factually meticulous construct defined and developed for promotion of intercultural competence when people travel internationally. In the present world, there is a huge movement among people who are traveling across national and international boundaries for pursuing better career options and quality of life. Therefore, nations have become a melting pot of diverse culture, ethnicities, and religious beliefs. Therefore, cultural intelligence now plays a major role in individual life especially in multicultural organizations (Tan, 2004). The interconnectedness of the world has raised the need for recruiting human talent that is comparatively more sensitive to culture and easily adapts to new cultural settings. Cultural intelligence has been positioned in the global economy as an essential skill which reflects in an individual's cultural strategic thinking as well in his motivational and behavioral transactions. Academicians and researchers have also shown growing interest in the domain of cultural intelligence (Crown, 2013) as various companies are investing a huge amount in making their employees culturally intelligent (McNab et al., 2012;

Young, 2007; Bean, 2006). Therefore, this new shift of interest among researchers in cross-cultural areas makes this study relevant. It is the inner drive of a particular individual to work efficiently and successfully in multi-cultural situations. (Ang, et al., 2007). Thus, it is the capability of adaptability and the drive to deal with the knowledge of different characteristics of people in diverse cultural settings. (Brislin, Worthley & McNab, 2006). This skill can be developed with time through communication, multinational exposure, and observing people of different cultures. (Thomas & Inkson, 2003).

The researcher, based on the review of relevant studies collected by her, prepared an abstract of the literature that is being presented in the succeeding paragraphs.

Earley and Ang (2003), explained CQ as having the skill to interact efficiently with others with the use of proper cultural knowledge in multicultural settings. If the people are able to apply their knowledge and intelligent behavior in multicultural settings they can develop high CQ . (Earley & Ang, 2003).

Soon Ang et al. (2005) examined the relationship among personality traits which were defined as conscientiousness, agreeableness, emotional stability, extraversion, and openness. The comparison of the above characteristics was performed with the cultural intelligence (CQ) model consisting of all the four components of CQ. Research methodology included hierarchical regression analysis on 338 business undergraduates. Demographic details like age, gender, experience were controlled after interaction with individuals from different cultures. Important links were identified between the different dimensions. Conscientiousness was associated with metacognitive CQ, agreeableness and emotional stability were associated with behavioral CQ, extraversion with cognitive, motivational, and behavioral CQ and openness was significantly associated with all the four aspects of CQ.

Ang et al. (2006) assessed cultural intelligence models by exploring students' cultural intelligence and its association with big five personality traits. 338 business undergraduates (70% female, average = 20.17 years) were selected for collecting data. The techniques applied to investigate the data were correlation and hierarchical regression. Result disclosed that conscientiousness was linked with meta-cognitive CQ and agreeableness trait was positively associated with behavioral CQ. Extraversion was associated with motivational, cognitive, and behavioral CQ while openness

to experience was associated with four dimensions of cultural intelligence. However, unexpectedly, emotional stability was found to be negatively associated with behavioral CQ. Overall results indicated that openness was significantly associated with total cultural intelligence, and its dimensions only.

Templers et al. (2006) determined the link between motivational CQ and cross-cultural adjustment. The sample consisted of 157 HR managers and global professionals from a diverse cultural background with mean age 33 years. Data was analyzed using mean, S.D., correlation, and hierarchical regression analysis. Results indicated positive association between motivational CQ and work, general, and interaction adjustment demographic variables were controlled.

Soon Ang et al. (2007) measured Cultural intelligence to analyze its functioning on Cultural Judgement vs Decision Making, Cultural Adaptation vs Task Performance. Cultural Intelligence Scale (CQS) for time and country was developed. It was cross-validated where N was 1,360. Cultural judgment and decision making was associated with metacognitive and cognitive CQ. Cultural Adaptation was indicated by motivational and behavioral CQ. Task performance was indicated by metacognitive and behavioral CQ.

Li-Rong Lilly Cheng (2007) discussed cultural responses to open disorders and the significance of developing cultural ability for the decoding of all the messages in its cultural, linguistic, and social contexts to provide suitable guidance if the need arises. The belief was to understand the fact that the world is flat and decoding of the messages was understood from the point of view of English language learners. The codes were shared by the e-generation. It was recommended that if cultural competence is to be developed cultural humility is required.

David C. Thomas et al. (2008) described definitions related to cultural intelligence discussing important limitations regarding the definitions earlier defined. A compact cultural intelligence definition to enhance the interaction abilities describing the elements to generate culturally intelligent behavior and to identify the measurement implications was argued.

David A. Livermore et al. (2009), published a book “Cultural Intelligence: Improving Your CQ to Engage Our Multicultural World” to provide an ecclesiastical basis for the associated younger generation and family ministry that added to the growing literature to define and frame the field of academic and practical ministry.

Elisabeth Plum (2009) explained the chapters including the conceptualization of Cultural Intelligence (CI) from 'CI Cultural Intelligence – the art of leading cultural complexity' a popular book by Elisabeth Plumi. This book is the translation of a Danish book 'Kulturel Intelligens' Børsens Forlag 2007. A proper direction within International HRM with special emphasis to the managers, practitioners, and scholars was the main focus.

Taewon Moon (2009), examined the correlation between emotional intelligence and CQ dimensions – namely metacognitive, cognitive, motivational, and behavioral CQ. 381 students of Korea constituted the sample. Confirmatory factor analyses and hierarchical regression analysis was applied. The discriminant validity supported the CQ model and EQ model. The results exhibited the relationship between the factors of EQ and CQ.

Lynn Imai et al. (2010) described the influence of cultural intelligence (CQ) on intercultural negotiation processes and outcomes, personality (openness and extraversion) and international experience. The information was collected from 124 American and East Asian negotiators regarding the integrative information and cooperative relationship management behaviors. The results revealed that CQ to be one of the primary indicators of cultural negotiation.

Brent R. MacNaba et a. (2010) tested individual characteristics which included self-confidence, global travel practice, administration, and work knowledge with meta-cognitive CQ, motivational, and behavioral CQ characteristics on a diverse cultural group of 370 executives and management scholars. It was found that for cultural intelligence, self-efficacy was the major component.

Li-Yueh Leea et al. (2010) focused on the influence of CQ and expatriate understanding on cultural adjustment, cultural efficacy, and the related performance of expatriates. The outcome of the study included expatriate performance was directly related to CQ and the regulating effect of cultural adjustment and cultural effectiveness was desired.

Danijela S. Petrović (2011), interviewed 107 elementary school teachers with 86.9% female and 13.1% male. They were selected from four different towns of Serbia to identify the variables which could help to understand the outcome of cultural intelligence. It was concluded that the degree of cultural intelligence was higher. The indicators of a teacher's cultural intelligence included pleasure of interaction in a multicultural environment, the experience of handling multicultural

classes as a task, frankness to learn different cultures and to develop contacts with people from other cultures.

Carole Ann Creque et al. (2011), developed a framework for Cultural Intelligence and global Business Competencies the effectiveness of organizations in the global scenario. Through secondary data sources it was observed that for successful business operations cultural intelligence and business competencies were important factors.

Ebrahim Khodadadi et al. (2011) tested the rationality of Cultural Intelligence Scale (CQS). The factors included gender, schooling, traveling overseas, and location in Iran. 854 undergraduates and graduate students were given the Persian version of CQS in three different state universities of Iran. Four factors were extracted in different order as Cognitive, Motivational, Behavioral and Meta-cognitive and the technique applied was Principal Axis factoring. It was analyzed that students from underprivileged cities had higher total CQ. Meta-cognitive CQ was higher in females. Cognitive and Behavioral CQ was higher in graduate students and the total CQ of the participants who had traveled internationally indicated a higher degree of CQ than the ones who had not traveled. The understanding of cultural identity and checking of cultural lenses was emphasized for the learning of cultural intelligence.

Michael Goh (2012), through his paper invited educators, school administrators and education representatives to develop multiculturally educated and globally engaged citizens. The unavoidable characteristics included intercultural competence in character, citizenship education and theoretical and practical implementation of cultural intelligence. Teachers were presented with examples for learning the methods to be adopted to teach the students cultural intelligence and make them globally promised citizens.

Jacob Eisenberg (2013), examined international longitudinal teachings to study the influence of cross-cultural management courses on cultural intelligence of students using matched samples and pre-post intervention measures. Metacognitive and cognitive CQ were strongly affected by cross-cultural management courses as compared to motivational and behavioral CQ.

Kerri Anne Crowne (2013), examined the effect of exposure of culture on two different dimensions: emotional and cultural intellect. Cultural exposure was identified in terms of different measures as binary, breadth, depth. 485 students from a big university from the northeast part of

the USA were chosen as the sample. Based on regression analysis the study was conducted. The findings concluded the impact of cultural exposure on cultural intelligence and not on emotional intelligence.

Amina R Malik et al. (2013) investigated the contribution of cultural intelligence for socialization of recent immigrant newcomers (RINs). For the selection of appropriate adjustment strategies so as to improve the work performance and for social interaction at their workplace, a conceptual model was designed.

Asli Ersoy, (2014) observed the outcomes related to cultural intelligence on cross-cultural leadership. Six western expatriate managers and thirteen local Turkish managers representing top and middle level executives were interviewed who were working in the Istanbul region. The research was based on ethnographic analysis. Their impact of CQ on cross-cultural leadership effectiveness was positive.

Kenneth T. Wang et al. (2014) tried to identify the impact of cultural competence in the adaptation of international students studying in the USA. Two hundred twenty-one international students from China were taken as samples. A self-measured Cultural Intelligence scale was applied over four-time facts namely pre arrival, first month, second month and third month. Students with an increasing CQ had a higher positive effect and they were quite satisfied with life as four distinct groups were formed for the four time points.

Elizabeth A. McCrea1et al. (2014) developed a course assessment framework using the current literature and secondary analysis of student feedback. It was analyzed that the overall CQ of students was improved with on-campus classes and study tours. The increase in motivational and behavioral CQ was proposed for the tour participants as compared to classroom-based students. Cognitive and metacognitive CQ of IST participants was deeper as compared to GBC students.

Jeevan Jyoti et al. (2014) analyzed the outcomes related to cultural intelligence and task performance for understanding the intermediating cultural adjustment role. 225 managers of nationalized banks in Jammu (J&K, India) comprised a data sample. Confirmatory Factor analysis was performed for data validation. The positive role of cultural intelligence was analyzed towards task performance.

Kevin S. Groves et al. (2014) observed the factors affecting cultural intelligence (CQ) on cross-cultural negotiation performance. The data sample included 113 MBA students who participated to emphasize important differences of culture between negotiation style and substantive issues using assessment Center and consensus rating methodologies. Cultural intelligence was demonstrated in cross cultural negotiation performance.

Faruk Şachin (2014) examined two factors related to cultural intelligence. The first factor was related to the influence of international assignments on cultural intelligence and secondly the regulating role of personality traits i.e., extraversion and openness between international assignments and cultural intelligence. 145 military personnel were categorized at the beginning and 121 personnel participated at the end. All the four dimensions of CQ represented a significant effect on six-month international assignment of repeated measures multivariate analysis. There was improvement in metacognitive and behavioral CQ for individuals having high on extraversion. The motivational CQ was higher for individuals higher in openness to experience.

Jase R. Ramsey et al. (2014) studied the impact of cultural intelligence on dedication of an individual in international business (IB). The sample was collected from two hundred ninety-two students from the U.S. The positive relation of an individual's metacognitive and motivational cultural intelligence was concluded.

John E. Barbuto Jr. (Jay) et al. (2015) developed an outline for recognizing the relationship between individual and motivational factors relevant to achieve success when studying abroad. 183 undergraduate business students with the abroad education experience comprised the sample. It was concluded that motivational CQ facilitated core-self-evaluation, and ethnocentrism.

Alfred Presbitero (2015) conducted a study in a call center, Philippines at two levels (study-1: n=274; study 2: n=223). To understand the intercultural ability of CQ in cross-cultural communication which is considered to be virtual. The results of both the studies were significant as the first one emphasized the need for modification of structural validity of CQ in virtual context and the second one highlighted the positive relation of CQ to openness to experience and extraversion.

Shanker Menon1 et al. (2015) observed the necessity for added learning for Cultural Intelligence in Asia. CQ measurement related to culture-specific variables, Emotional labor, CQ Education and

Training in Asia were the important areas where more scope of cultural intelligence was identified with specific cultural contexts in Asia.

Maike Andresen et al. (2016) tried to merge two different research streams: global mindset and cultural intelligence. Both concepts were thoroughly reviewed and the definitions were collected as per the diverse cultural capabilities defined in terms of personal characteristics, mental intellect, and motivational skills for the adaptation of behavior. Business management stages were defined and analyzed based on the construct's global mindset and cultural intelligence. It was concluded that adequate cultural intelligence is reasonable for an employee's cross-cultural competency in operational management and international outlook is required at tactical and regulating organizational levels.

Dana L. Ott et al. (2016) systematically reviewed seventy-three articles published on cultural intelligence. The articles reviewed were theoretical and experimental during the period of 2002 to 2015 in various multidisciplinary fields. The conceptualization, development, and opportunities for further research was clustered along with the empirical studies to categorize outlines, models, attainments and challenges within the literature were also analyzed.

Selçuk Yeke et al. (2016) focused on a study which was performed on four senior employees of two different companies operational in the automotive industry in Turkey. The three senior employees were employed in a German origin firm and the fourth employee was employed in a South Korean origin firm. The study was conducted to understand the connection between personality traits, cultural intelligence, and intercultural communication competence. The result indicated the positive relation among the three.

Lada Helen Kurpis (2016) proposed a method for development of cultural intelligence of students.The cultural intelligence (CQ) model, experiential learning theory and contact theory were applied. For testing marketing students and the students who opted for the second language as advanced English were interviewed regarding the differences of consumer behavior. The positive correlation between the self-reported prior experience and study-based intercultural competence was identified. International students noticed better cognitive cultural intelligence as compared to domestic students.

Ilan Alon et al. (2016) presented the conceptualization and development of a new instrument Business Cultural Intelligence Quotient (BCIQ) meant for measurement of cultural intelligence at corporate level. BCIQ performed well on several dimensions like applicability at the office, better psychometric properties, improved consistency, and validity as compared to other available CQ dimensions. Thus, it was considered appropriate for evaluating cultural intelligence amongst expatriates, employees, and international virtual team members.

Alfred Presbitero (2016), described CQ as intercultural ability in virtual cross-cultural communications. It was a double study (n=274, n=223) to assess the generalizability of the CQ model at virtual settings and to test the relationship between CQ, personality dimensions and the rating of manager on the performance of the job. This was performed in call centers of the Philippines. The results of Study-1 were quite supportive of the structural validity of the CQ model in virtual context. The positive relation of CQ to openness and extraversion was the conclusion of Study-2. The significance of the requirement of development of CQ for the working professionals in virtual context was also discussed.

Mark J. Ahn (2016) defined the role of cultural intelligence of MBA students from three universities in the USA through Cultural Intelligence Scale (CQS). The methodology applied was an open-ended survey. The students had an explicit understanding of the globalized corporate culture and its significance in terms of cultural intelligence. Outcomes indicated higher motivation among students regarding other cultures but they were unaware of the values, beliefs, practices of other cultures.

Cristina Robledo-Ardila et al. (2016) discussed the factors related to education with the focus on growth of cultural intelligence. The data sample included 557 undergraduate students of Colombian International Business (IB). EFA, CFA, ANOVA, T-test were executed for hypothesis testing. The development of cultural intelligence as the second language proficiency, and multicultural team membership were suggested to be beneficial.

Jase R. Ramsey et al. (2016) established the circumstances under which cultural intelligence (CQ) and global mindset (GM) can be utilized to the maximum level, and the linkage of individual's knowledge, skills, and abilities (KSAs) can be relevant at the organizational context. It was a conceptual paper with a multilevel model which tried to distinguish two same lines of research

defining the compatibility of CQ and GM constructs. It was concluded that CQ is beneficial for interpersonal growth and GM is useful when strategic outcome is the main goal.

Amadeus Kubicek et al. (2017) explained the mediating effect of the three-role stressor's cross-cultural role conflict, ambiguity, and overload stress. To determine the degree of relationship of culture across diverse settings was the main aim. The size of the sample was 299 personnel from Australia, United Kingdom, United States of America, and Singapore's positive relation of organizational culture with cultural intelligence and negative relation with cross-cultural role conflict, ambiguity and overload was concluded.

Melanie P. Lorenza et al (2017) argued the importance of metacognitive and cognitive cultural intelligence in stimulating cross-cultural competencies and motivating expatriates to generate new ideas and create international opportunities. Mixed method approach was applied for the analysis.

Yang, Tzu-Ping et al. (2017) studied the correlation between cultural intelligence and psychological well-being (PWB) with mindfulness as the moderator. 110 international students studying in Taiwan were selected as samples. The questionnaire was self-reported on line distributed created by Ryff's 18-item scale consisting of Cultural Intelligence Scale and Mindful Attention Awareness Scale. Descriptive analysis, correlation analysis and regression analysis were the techniques applied and the result reflected a significant relationship between metacognitive CQ and PWB. Also, motivational CQ indicated to have positive relation with PWB.

Namrata Sharma et al. (2017) examined the current status and future directions of Culture Intelligence by reviewing the development, validation, and major approaches being applied on its critical analysis. Results revealed the broader scope of cultural intelligence and to integrate it in diverse fields to include intercultural contact and communication.

Jeevan Jyoti et al. (2017), examined the association of CQ along with job performance with intermediating roles of cross-cultural adaptability (CCA). Also, the effect of work experience and job performance was analyzed between CQ and CCA. 342 managers of nationalized banks in Jammu and Kashmir were selected as samples. The research methodology included EFA, CFA and SEM. The mediating role of CCA between CQ and job performance was concluded.

Anthony Solomon et al. (2017), explained the facts regarding cultural intelligence through a systematic review of literature. The review of literature was qualitative in nature from the period 01 January 2002 to 31 May 2015. 76 studies were included from 48 journals with identification of cultural intelligence hypotheses and thematic categorization. The main aim was to examine the definitions with key words to understand both exclusivity and similarity.

Aldhaheri, A. (2017), discussed the influence of CQ on school leaders of Abu Dhabi Education Sector related to their leadership style adaptability concepts. The qualitative method of research was adopted. The data was collected from three groups having fourteen school leaders in the Emirate of Abu Dhabi. The positive impact of cultural intelligence on the school leadership style adaptability within the diverse work environment was observed.

Brett L. Whitaker et al. (2017) described one of the Global Leadership courses in which undergraduate students enrolled for Cultural Intelligence (CQ) assessment. It turned out to be an effective practice from the motivation and self-efficacy point of view. Educators were provided with a sample plan and debriefing questions to include CQ assessment into their teaching.

Ming Li et al. (2017) identified openness and a person's cultural intelligence dependence upon the degree of agreeableness which is described as a personality trait having a significant role in developing interpersonal relationships. 244 international professionals constituted the data sample and it was inferred that openness had a positive relation to three facets of cultural intelligence when agreeableness was high but not applicable for low agreeableness

Dilek G. Yunlu (2017), applied creative cognition theory to identify the relationship between cultural intelligence and creativity on 394 full time employees. It was concluded that metacognitive, cognitive, and motivational forms of CQ had a positive relationship with individual creativity.The positive impact of cognitive CQ on creativity was more noticeable for a high range of curiosity. Also, during low curiosity the impact of metacognitive CQ was more.

Cheri A. Young et al. (2017) observed the general correlation between ethnocentrism and cultural intelligence. The data was collected from an ongoing study examining the success of a training program involving different mentoring relationships where the majority of white university students studying business were allocated for coaching of refugees from different backgrounds

being resettled in the USA. It was realized that there was a negative relationship between CQ and ethnocentrism.

Frank Shu et al. (2017) analyzed the HEXACO (Honesty/Humility, Emotionality, Extraversion, Agreeableness, Conscientiousness, and Openness to experience) to personality traits and CQ dimensions taken as indicators of cross- cultural adjustment. 355 international students from the USA were selected for the study and hierarchical regression analysis was performed. The result concluded the positive variance of all dimensions of CQ on students' cross-cultural adjustment to be more than the HEXACO traits. On the contrary the HEXACO traits reflected incremental variance in the student's interaction and adjustment over CQ.

Tanu Sharma et al. (2017) established the correlation between cultural quotient (CQ) and emotional intelligence among the Indian managers in the service sector so as to measure the Change Readiness of 109 middle-level managers from the Indian service sector. Cultural Intelligence Scale adapted by Ang and Dyne (2008) Emotional Intelligence Scale adapted by Singh (2004) was used to measure CQ and EQ respectively and Change Readiness Questionnaire developed by Kriegel and Brandt (1996) was used to measure change readiness. It was concluded that EQ and CQ have a positive and significant relation and the subscales of EQ and CQ are also positively related. The positive relation of EQ and Change Readiness and their subscales was also confirmed.

Andre Caputo et al. (2018) studied the mediating outcomes of cultural intelligence (CQ), individual cultural orientation and conflict management style on 403 employees. The moderating effect of some facets of cultural intelligence was observed between individuals' cultural orientation and conflict management style. Improved productivity and performance in diverse worldwide environments were notified.

Fang Fanga et al. (2018) presented a detailed and contemporary review of 142 articles in the field of CQ. The review included its concept, structure, measurement, and validity. The experimental studies of CQ were reviewed. The future prospects including investigations of cultural intelligence to be a universal or culture-specific concept, objectives to assess the lacking of CQ, development of individual CQ, dark sides of CQ, and role of cultural intelligence as an indicator of individual and collective performance and dark sides of CQ were reviewed.

Rachel Gabel-Shemueli (2018) observed the relationship between cultural intelligence and work engagement in multinational companies. Some other factors like idiocentrism, allocentric and organizational culture were also considered from the perspective of conservation of resources theory on 219 employees of an MNC. The testing of the research model was performed using partial least square structural equation modeling. CQ as a powerful tool for developing employee engagement within MNCs was confirmed . An adaptive organizational culture and consideration of employee's cultural values was verified to be significant for the enhancement of the effect of CQ for employee engagement.

Marina Iskhakova (2018) investigated the outcome of cultural intelligence and cultural exposure on intercultural adjustment and academic performance of 189 international students from an Australian university. The results concluded positive relation between CQ and interactional adjustment and general adjustment. Negative relation was observed between CQ and academic performance

Davor Vlajčića (2018) analyzed cultural intelligence of expatriate executives for the Conventional Knowledge Transfer (CKT) and Reverse Knowledge Transfer (RKT) in multinational companies (MNCs) on 103 senior expatriate executives employed in Croatia. The conclusion revealed that CQ can assist managers in the knowledge transfer process behaving as a information de-codification and codification filter. The positive effect of CQ on CKT and RKT cannot be denied if there is previous international experience.

Taran Patel & Ahmad Salih (2018), discussed the current interaction between individual preferences on two social dimensions and social contexts resulting in the emergence of four worldviews. Douglasian Cultural Framework (DCF) was combined with a four-dimensional structure of CQ which resulted into an innovative DCF based CQ framework. This study contributed towards a more effective literature which combined insights from anthropology and psychology.

Chuncheng Zhou and Nan Hu et al. (2018) developed a scale to measure employees' cross-organizational cultural intelligence (COCI) in a cross organizational context. The sample size was 275 MBA students. The study was performed in three steps. In the first step thirty-nine statements

were identified based on interview. In the second step eighteen statements were further categorized into four sections namely cognition, motivation, collaborative communication, and behavioral adaptability. In the last step all the four validities namely convergent, discriminant, predictive and incremental of the scale were tested. The work provided an extension to the previous studies to develop COCI which included cognition, motivation, collaborative communication, and behavioral adaptability.

Noor Rachmawaty et al. (2018) analyzed the relationship of Cultural Intelligence, Language Learning Strategy and English language proficiency by including 87 second-year students of the English Department, Mulawarman University with the aid of Cultural Intelligence Scale (CQS), No interrelation among cultural intelligence, language learning strategies and English language proficiency was recorded.

Dana L. Ott et al. (2019) critically analyzed and evaluated the international experience (IE) construct within the specific conditions of development of cultural intelligence. A systematic literature review of thirty studies was referred to with reference to terminology, definitions, conceptualizations, and measurements. It was inferred that the influence of IE on CQ was indicative rather than decisive.

Eva Boštjančič et al. (2019) focused on the demographic factors of young people of Slovenia who decide to leave their country permanently either for higher education or work placement on 527 students using CQS Scale. The result indicated a positive response of high scores of CQ dimensions with students already having a foreign experience and the students planning to move abroad.

Andrea Caputoa, et al. (2019), observed the impact of cultural intelligence on the correlation between cultural values and the individual preferences for a given negotiation style. The study indicated a direct impact of cultural values on negotiation style. The significance of cultural values and cultural intelligence on negotiation styles is also highlighted under the study.

Ana Azevedoa,et al. (2019), introduced a cultural intelligence training program with two groups including MBA student participants from USA and Human Resource professionals from an energy company in Saskatchewan, Canada in which combination of cognitive with metacognitive, and motivational with behavioral aspects were introduced with unique elements like mindfulness and

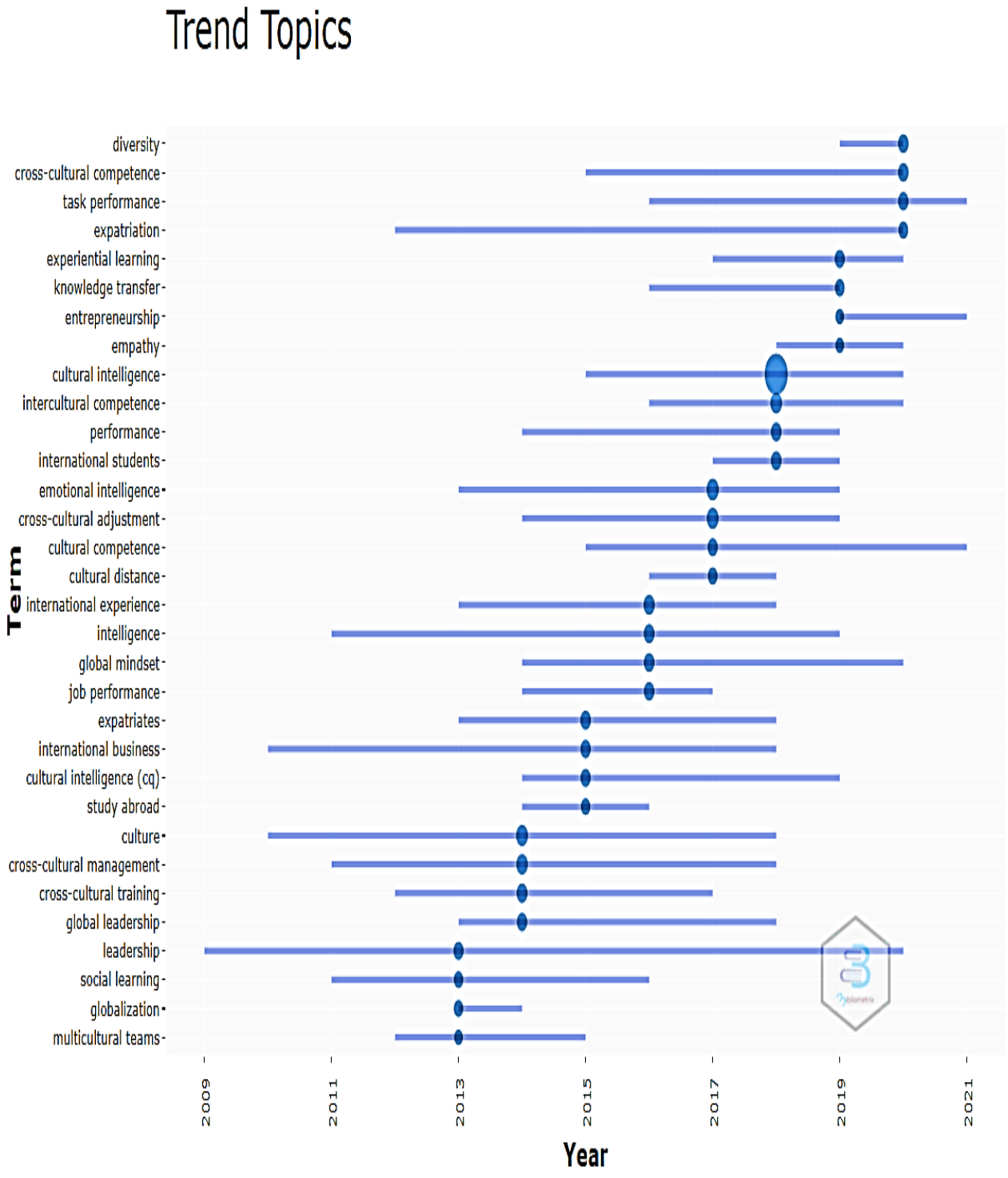
authentic leadership as a pedagogical approach that balanced traditional and experimental methods. The pre-test and post-test recorded amazing results as the cultural intelligence capabilities were improved with enhancement of advanced work style for both the groups after the training program and there was flexibility among the MBA students.

Rajeesh Viswanathan (2019) examined cross cultural adjustment of Indian IT expatriates working in the USA to understand the influence of emotional intelligence, cultural intelligence, perceived practices which can be a support for the organization and the family. The sample was collected from Indian IT expatriates working in four major cities of America namely California, Washington, New York, and Chicago. Positive deductive approach was adopted with variables derived from theory. 634 questionnaires were received. The study revealed the important role of emotional intelligence in multicultural work adjustment and how it is helpful for expatriates to overcome cultural differences. A significant relation was reflected among organizational support, expat multicultural work and cross-cultural general adjustment.

2.2 Bibliometric Analysis of Cultural Intelligence-

The following figure represents the various trend topics of research during the recent years (2009-2021) which include diversity, cross-cultural competence, task performance, expatriation, experiential learning, knowledge transfer, empathy, cultural intelligence.

Fig 2.2 Trend topic of research



Trend Topics

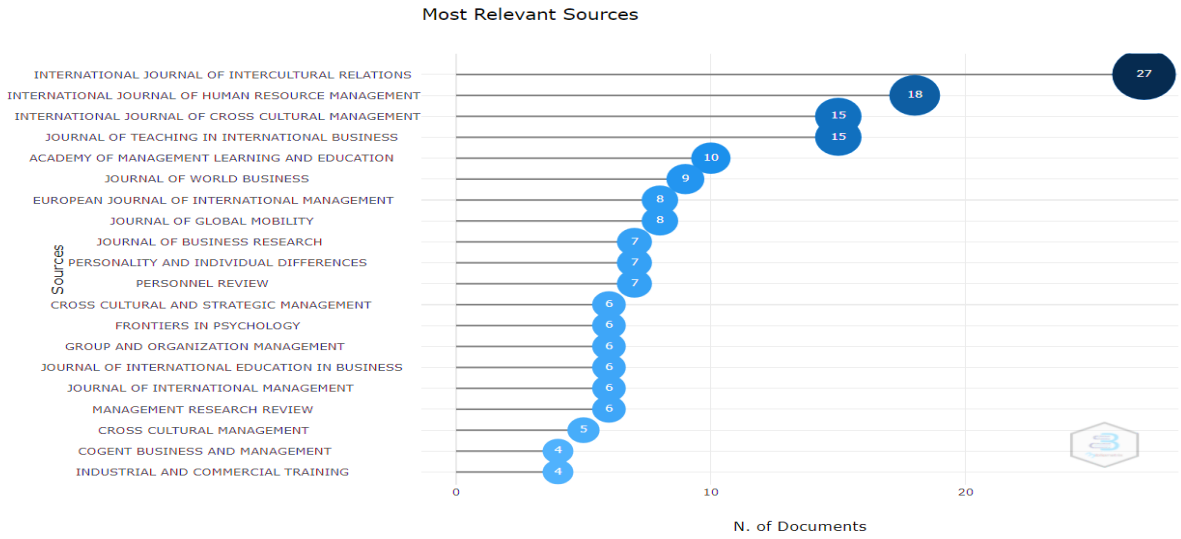
The trend topic of global research includes cross-cultural competence**,** cultural competence, social intelligence, emotional intelligence, intercultural competence, international students, cultural intelligence. It is one of the valid reasons for selecting the title "The Study of Measuring Cultural Intelligence and Developing a Model for Retention of Culture amongst Indian Immigrants."

Fig 2.3 Trend Topics

Most Relevant Sources

International Journal of Intercultural Relations, International Journal of Human Resource Management, International Journal of Cross-Cultural Management, Journal of Teaching in International Business, Journal of World Business, European Journal of International Management, Cross Cultural and Strategic Management are few journals which include the study of cultural intelligence relevant to the present study.

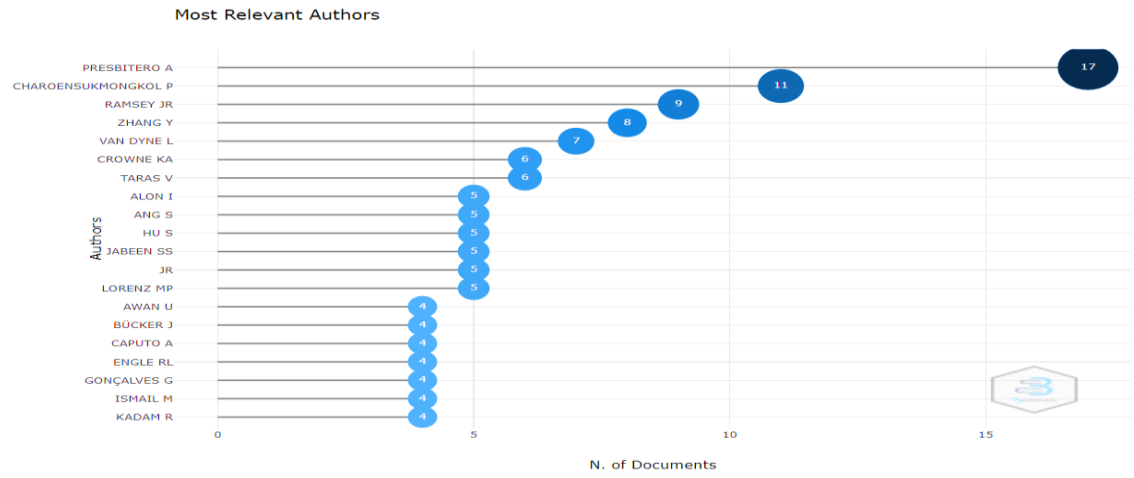
Fig- 2.4 Most Relevant Sources



Most Relevant Authors

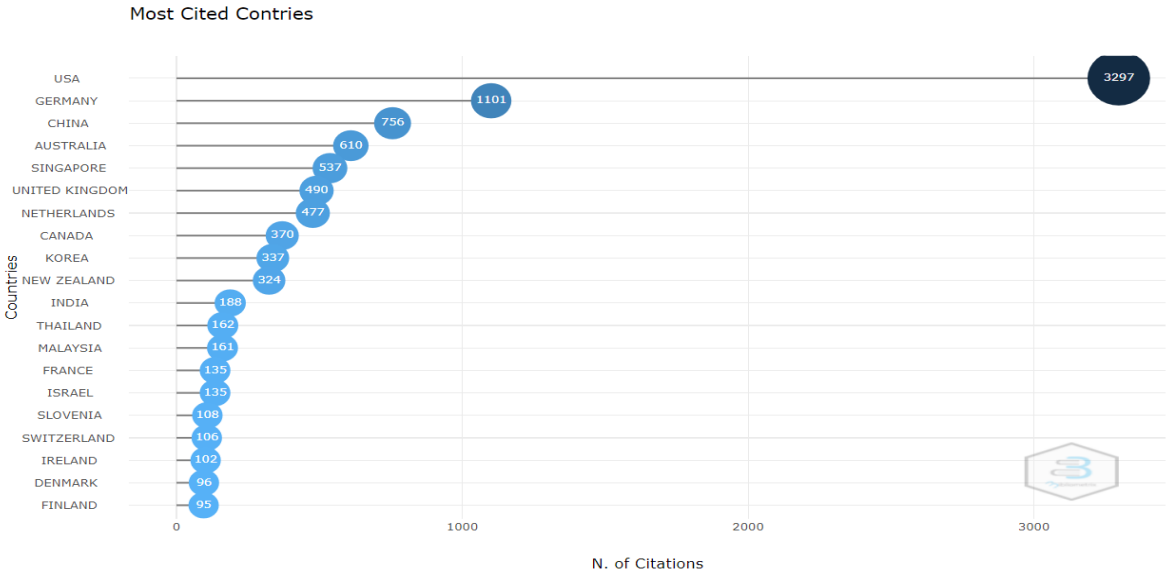
Van Dyne, Ramsey, Crowne, Zhang Y, Ang are the names of most influential authors who have contributed for the study of cultural intelligence. These contributions have been included in the present study.

Fig-2.5 Most Relevant Authors



Most Cited Countries- USA, Germany, China, Australia, Singapore, United Kingdom, Canada is amongst the most cited countries for contributing to major citations of cultural intelligence.

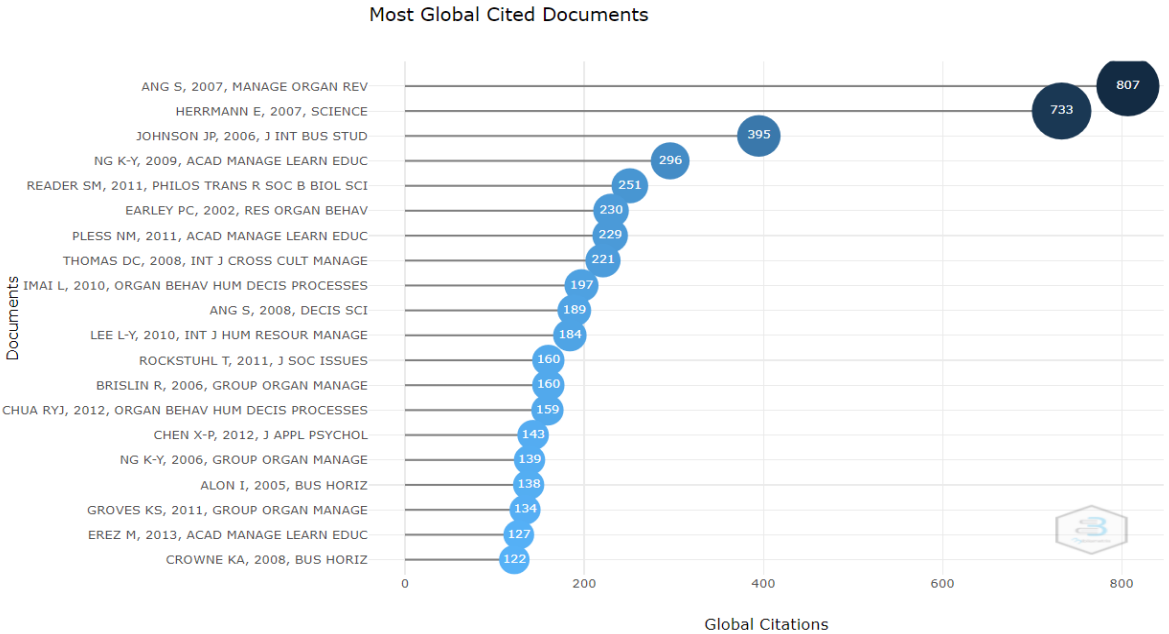
Fig-2.6 Most cited Countries



Most Cited Documents

Ang S, 2007, Herrmann E,2007, Johrison JP,2006, Earley PC,2002, Thomas DC,2008, Ang S, 2004, Crowne Ka, 2008 are few among the most globally cited documents.

Fig 2.7 Most Global Cited Documents



2.3 Review of literature regarding Culture & Immigrants (2000-2020)

Introduction

The broad spectrum of globalization has a significant role regarding the methods of understanding culture as the influence of culture is one of the imperative decisions which is to be tackled strategically worldwide. The culture and values are different for different countries therefore cultural diversity has become an unavoidable trend in this recent era of globalization.

The behavior of an immigrant depends on his background, value systems, cultural heritage, and host country characteristics. It is a belief that immigrants undergo intense emotional and physical stress when they adjust and adapt in a different culture. They face multiple challenges like language and communication barriers, favoritism, exclusion, and adaptation to a new environment and many more.

Culture is an interconnection between what people are inherently capable of becoming and what they become in reality. It refers to the style and mindset of a company, nation, traditions, customs, food, latest trend in fashion, movies, and music. Culture is the realization of value and wellbeing, the essential part played by society in the development of their most distinctive features.

(Inkson et al., 1997), described that during the long-term foreign stay expatriates should develop cultural understanding as they get many chances to observe and learn from others. (Earley and Peterson, 2004). Therefore, people who are frequently going abroad gradually start learning what is being accepted in other cultures.

Hofstede (1980) was one of the initial scholars who defined cultural diversity to country scores on six dimensions. The work done by Hofstede has provided researchers with quantification of cultural differences between countries, as a result of empirical studies regarding the impact of culture. (Kirkman et al., 2006).

Jai B. P. Sinha and Rajesh Kumar (2004), analyzed various perspectives of Indian culture with its advantages and disadvantages so as to understand the intrinsic concept of culture, the ethnocentric to eclectic and integrative perspective of Indian culture, the particular facets of Indian culture from historical view. All these were briefly reviewed. The conclusion included the proposed method for understanding the reality of Indian culture.

Philip H. Andersona (2005), described the development of cross-cultural sensitivity in the USA. The study included a faculty-led short-term study abroad program to assess the effect of cross-cultural sensitivity of student learners through Intercultural Development Inventory (IDI). The IDI was administered before and after the four-week study program. The positive impact on the overall development of cross-cultural sensitivity was concluded.

Arpana G. Inman et al. (2007) interviewed the first generation Asian Indian parents regarding the impact of immigration on their retention of ethnic identity and how they are to transfer it to their children. Consensual qualitative methodology was applied. The results concluded that by engaging in cultural celebration activities and encouraging family tradition, upbringing, family ties and social support are the ways to encourage them and retain the cultural values.

Saikat Banerjee (2008) discussed the major dimensions of Indian culture, its core values and resultant marketing implications with the help of a verbal model. For brand marketing in India, empirical marketing evidence was examined to identify the cultural and value dimensions. A table was presented in which the summary of the aspects of building brands in India were projected and useful marketing decisions for penetration in the Indian market were discussed.

Raveendranath Ravi Nayak et al. (2010), explained the influence of home culture on the academic performance of global students. The data was collected from a local university of Australia where 61% of students were international and majority of them came from India studying business courses. The cultural gaps were noticed from students' perspective as yearly teaching set against semester teaching system, lack of understanding in writing projects, and lack of acquaintance with the Australian accent.

Raquel Fernández (2011) reviewed the literature on culture and economics. The main focus was primarily on the epidemiological approach.It was concluded that the immigrants living in the same country may differ in their culture but institutional and economic environments are common. Many issues related to female labor and market regulation were studied.

Geert Hofstede (2011), described the six dimensions of national cultures namely Power Distance, Uncertainty Avoidance, Individualism/Collectivism, Masculinity/Femininity, Long/Short Term Orientation, and Indulgence/Restraint. The article explained research efforts preceding it and controlled a standard pattern to compare cultures of specific countries.

Huibert Peter de Vries (2012), presented a case study regarding Indian immigrants running small businesses in New Zealand. The study was based on a structure designed to study migration, settlement, cultural and business profiles. The collection of data was through interviews and New Zealand statistical data. The common Indian ethnic minority traits for employment were adaptability, strong work ethic and predisposition. Discrimination and job dissatisfaction were identified as the barriers. The specific characteristics included lack of authority, different key factors of business drive, market orientation were similar in New Zealand.

Kosala N. Marambe et al. (2012) tried to differentiate between the learning patterns of students in higher education across different cultures. The Inventory of learning Styles (ILS) was the research instrument used on three large scale studies performed in two Asian countries Sri Lanka and Indonesia and the European country Netherlands. The methodology used was variance of students mean scale score on ILS scale and comparison of the factor structure among three samples. Many differences were notified when Asian and European student learning patterns were compared. Differences between two Asian countries were also identified. The inclination of Asian students to be rote learners came out to be a myth. Some methods of learning were common in all the three groups.

Ewa L. Urban et al. (2013) compared the undergraduate and graduate students enrolled in a public university in the Midwest, USA for understanding their perception of being cultural resources and the worth of U.S. higher education. It was identified that foreign students were given preference to engage actively as cultural resources. It was also concluded that many opportunities given to the students for multiple choice of courses opens the avenues for international students for higher education and to fulfill the strategic goal of globalization and internationalization for the university.

Bency Joy & Baiju Gopal (2017) reviewed acculturation strategies which influence the adaptation pattern of migrants. A review-based acculturation strategies were empirically tested on migrants and the extent of migrant's acculturation and adaptation experience was reviewed. It was concluded that for the study of acculturation and adaptation the individual differences of migrants should be considered.

Roli Tiwari et al. (2017) reviewed acculturative stress and coping strategies of foreign students. Based on empirical study including participants from different countries the search articles included terms of acculturation, acculturative stress, coping strategies, and foreign students. There was no acceptance regarding the effectiveness of different coping strategies. No studies regarding the above strategies of foreign students in India were notified.

Xiaozhao Yousef Yang et al. (2017), tried to examine how exchange of acculturation and co-ethnic ties could affect the reality. 960 Chinese students in a big public university in the US were taken as the sample. The different dimensions of acculturation having opposite effects was concluded, secondly the association between acculturation and substance use could not be explained by acculturative stress and the possibility of substance use could be increased by acculturation when co-ethnic community has a weak attachment. It was recommended to encourage the policy makers regarding the consideration of cooperative nature of acculturation and culture retention for the improvement of health of youngsters.

Dr.Hamid Doost Mohammadian (2017) effectively utilized the concept of cross-cultural teams as a source of experience and innovative thinking to upgrade the competitive position of organizations by following the concepts of two popular studies of cross-cultural management namely Geert Hofstede3 and Fons Trompenaars4. Both approaches proposed cultural dimensions and a dominant value system as a combination of human thinking, acting, feeling and behavior are affected by human values.

Andrea Caputo et al. (2019), observed the implication of cultural intelligence when it is associated with cultural values and preferences regarding the negotiation style. The results revealed the direct influence of cultural values like power distance, uncertainty avoidance, collectivism and masculinity on negotiation styles and indirect effect on cultural intelligence.

Harsha Chawla (2020), discussed the concern regarding impact of globalization on the deep-rooted traditions and customs of India all around the world. It has been an exchange of westernization in India and spread of rich cultural traditions and customs of India globally which is a positive impact of globalization both ways. The significance of culture and traditions of any geographic region can be a distinguishing feature for the people within those boundaries.

2.4 Research Gap

After having referred several journals, periodicals, books, abstracts, web-resources and so on, the researcher has obtained few studies on Culture, Cultural Intelligence, Immigrants, Retention of culture. Hence the present investigation may be considered as pioneering work in this area. The review of related literature provides a clear direction for the researcher to present the issue and to solve the prominent problem. It provides a framework to form the appropriate objectives and hypotheses for the study. It avoids unnecessary duplicity of work. The reason for the extensive literature review included the exploration of various aspects of Culture, Cultural Intelligence, Immigrants, and the factors which can contribute to the retention of culture. For that the researcher compiled as many studies as possible during the given period of learning. After having a broad idea of review of literature it has been analyzed that although there has been enormous study being done regarding cultural intelligence, culture related concepts and immigrants but all studies are in isolation. This is a new dimension which tries to investigate and develop a discernment regarding cultural intelligence and an attempt to develop an understanding as to how Indian culture is helpful in retention of values in Indian Immigrants. The reason for the deficiency of research on cultural intelligence is that the construct is still new, especially when related to the educational settings (Ang et al., 2007).

The following points as per the understanding of the researcher are considered as the research gap-

- Nowadays many students related to academics, engineering, medical and management fields make up their mind to settle abroad. As per literature review surveyed by the researcher, studies related to Indian immigrant's students' facing different challenges and the ways and means to cope up in different cultural settings are few.
- Very few research papers focused on cultural intelligence of Indian students going abroad to pursue higher education whereas research has been done on foreign students CQ coming to India to pursue higher education.
- At present the research on individual abilities for cultural intelligence is at the infancy stage, so there is a gap in understanding the reason behind students being more effective in culturally diverse situations.

- On the dimension of culture retention of immigrants very few studies have been conducted.
- Few research studies have been conducted so far which mention the culture differences of more than two countries.

The present research bridges the gap as identified by the researcher. The reason for few research on the present topic is that it is still an upcoming concept with special reference to the educational settings. The cultural intelligence, culture difference, culture retention all are inclusive in the present research whereas the previous researches are dealt in isolation.

Thus, the present study is interwoven study considering these concepts of Indian students going abroad. **"The Study of Measuring Cultural Intelligence and Developing a Model to Analyze the Retention of Culture amongst Indian Immigrants**" is an attempt to have deeper insight to understand Indian origin students settled abroad in top countries. The study will focus on cultural differences, cultural intelligence, retention of culture, and immigrants in the top three countries (USA, Australia and Canada) preferred by Indians. This study will add an understanding for aspiring Indian students to develop their mindset before taking this big decision of leaving their home country. It will also provide a guide map to the Indian immigrants whether they are having the desirable traits to go abroad i.e., are they culturally intelligent and possess flexibility in cross-culture environments. The study will contribute to an understanding of the prevalent challenges which Indian immigrants experience when they reach a foreign country. The present research also contributes to a strong optimism on the platform of Indian immigrants' retention of their cultural values in the host country.

CHAPTER - 3

RESEARCH METHODOLOGY

S. No	Topic
3.0	Introduction
3.1	Need and Relevance of the study
3.2	Research questions
3.3	Research Objectives
3.4	Research Hypothesis
3.5	Research Methodology 3.5.1- Research Design 3.5.2- Sampling Procedure 3.5.3- Data Collection Methodology 3.5.4- Questionnaire Development Process 3.5.5- Pilot Study 3.5.6- Questionnaire: Reliability and Validity 3.5.7- Software Used 3.5.8- Statistical tools & Techniques used

3.0 Introduction

A proper action plan and methodology is required to make any research work successful. Leedy & Ormrod (2001) assert that research methodology is understood as an approach the researcher frames to carry out the research project. The research essentially is a process directed towards solving a particular problem and, therefore, involves seeking or revising the existing facts, theories, etc. in a proper and organized manner known as the research methodology.

Research Methodology encompasses the procedures and techniques which are incorporated in the study to identify, select, and analyze the gathered information about the research. It consists of the rationale for carrying out the study, the detailed briefing of the research objectives, its conceptualization & operationalization, sampling framework, hypothesis, scale development, refinement, data collection and analysis methodology and respondents' demographic outline.

3.1 Need and relevance of the proposed study

Although globalization has made the world closer and now the world is considered as a single entity which is beyond national boundaries yet there is a sharp increase in cultural diversity leading to enormous challenges. Because of the diverse cultural and educational environment, education is becoming wider and more diverse. Students prefer to study overseas in multicultural settings, where they confront with many issues like cross-cultural adjustment, cultural retention, cultural assimilation described as an ethnic minority sacrificing its own culture to integrate into society, and acculturation explained as modification of culture of an individual, when a group or people adapt or borrow traits from another culture. These issues need to be tackled intelligently. Therefore, the impact of cultural intelligence in defining and understanding different challenges faced by the students going abroad is to be addressed. As defined Cultural Intelligence is an understanding of an individual to interact in different cultures. (Thomas, 2006). Thus, the study which can add substantial knowledge to reveal the role of cultural intelligence going abroad is significantly important in the present context.

The call for global advancement requires the society to understand psychology to prepare the future generations to work effectively with people from various countries (Marsella & Pedersen, 2004). As a consequence, it is required to develop cross-cultural competencies. It is found that there has been a difference in individual abilities of students due to which some adjust effectively in

culturally diverse situations and others may not. The valid reason may be the unsystematic approach towards cultural intelligence.

India is one of the populous countries with people having varied culture, religion, tradition, and language. The Indians generally follow a humanistic approach where people have mutual respect, trust, and regard for each other. Relationships are based on faith and commitment.

This study helps to understand the concepts related to cultural intelligence with respect to the Indian students going abroad to pursue higher education. This will help to understand that although the Indian immigrants decide to study abroad due to better education, employment or professional commitment, do they retain and sustain their cultural values abroad as well. The immigrants for the present study are the students who have at least completed one year in the foreign country to be called as a sample. USA, Australia, and Canada are the three sample countries which are taken as it contributes to be the major proportion of immigrants taken in the study. After having a comprehensive study of review of literature it has been analyzed that although there has been enormous study being done regarding cultural intelligence, culture related concepts and immigrants but all studies are in isolation. This is a new dimension which tries to investigate some insight regarding the impact of the role of cultural intelligence as well as developing an understanding of how the depth of culture is helpful in retention of values in Indian immigrants. The reason for few research on the present topic is that it is still an upcoming concept with special reference to the educational settings. (Ang et al., 2007).

Based on this study valuable suggestions can be formulated as to how good values can be inculcated in children at their growing age so that they are able to not only sustain in the new environment but also, they are able to strike a perfect balance between their cultural values and what all they can adapt from the foreign culture to strengthen the position of India in the world as India is very well known for its rich culture heritage and values. Hence, ***the current study has been undertaken with the following questions:***

3.2 Research Questions

RQ1: What are the determinants of cultural intelligence of Indian immigrants going abroad?

RQ2: What are the cultural differences of different cultures across the countries and how is it perceived by Indian students?

RQ3: What are the issues and challenges faced by Indian immigrants when they move abroad?

RQ4: How can immigrants retain their culture?

For the purpose of addressing the above research questions, objectives of the study have been presented below.

3.3 Research Objectives

The prime focus of the study contains following four objectives-

1. To study the cultural intelligence of Indian Immigrants.
2. To define the cultural differences of sample countries taken in the study
3. To identify issues and challenges faced by Indian Immigrants.
4. To develop a conceptual model for retention of culture among Indian immigrants.

This study measures the cultural intelligence of Indian Immigrants, the cultural differences of India with countries taken in the study, identifies the issues and challenges faced by Indian immigrants to retain their culture and presents the proposed model for retention of culture among Indian immigrants.

3.4 Research Hypotheses

Based on the objectives mentioned above, various research hypotheses have been framed to determine the significant differences among the selected Indian immigrants of USA, Australia & Canada, based on dimensions of cultural intelligence and the challenges faced by Indian Immigrants when they move to these above-mentioned sample countries. Thus, hypotheses were framed based on the objective of study and subsequently tested in Chapter number four of this study.

Objective 1: To study the cultural intelligence of Indian Immigrants.

Researchers after reviewing research papers from various reputed journals identified various variables which are helpful to study CQ of Indian immigrants. The first objective will be achieved with the help of standard Questionnaire adapted from Ang et al (2007) Part-B which comprises 20 statements rated questions related to on 7-point Likert Scale based on. To achieve this objective different statistical tools are used: Descriptive statistics, Normality, CFA (Reliability and Validity) Independent t -test and one-way ANOVA.

In order to compare the estimated score of cultural intelligence dimensions (Metacognitive CQ, Cognitive CQ Motivational CQ, Behavioral CQ) of the Indian immigrants going to the three countries namely, USA, Australia, and Canada. The following hypothesis is examined on gender basis-

Null Hypothesis 1 (H_{01}): *"No significant difference exists in cultural intelligence among Indian immigrants based on gender."*
Alternate Hypothesis 1 (H_1): *"Significant difference exists in cultural intelligence among Indian immigrants based on gender."*

The above null hypothesis is further bifurcated into following sub hypothesis:
H_{1a}: *" No significant difference exists in metacognitive CQ among Indian immigrants based on gender"*
H_{1b}: *" No significant difference exists in cognitive CQ among Indian immigrants based on gender"*
H_{1c}: *"No significant difference exists in motivational CQ among Indian immigrants based on gender"*
H_{1d}: *"No significant difference exists in behavioral CQ among Indian immigrants is different based on gender"*
In order to compare the estimated score of cultural intelligence dimensions (metacognitive CQ, cognitive CQ, motivational CQ, behavioral CQ) of the Indian immigrants going to the three countries namely, USA, Australia, and Canada. The following hypothesis is examined based on level of course either under graduate or postgraduate with the help of test:

Null Hypothesis 2 (H_{02}): *"No significant difference exists in cultural intelligence among Indian immigrants on the basis of students doing under graduation or post-graduation"*

Alternate Hypothesis 2 (H_2): *"Significant difference exists in cultural intelligence among Indian immigrants on the basis of students doing under graduation or post-graduation"*

The above null hypothesis is further bifurcated into following sub hypothesis:

H_{2a}: *"No significant difference exists in meta cognitive CQ among Indian immigrants on the basis of students doing under graduation or post-graduation"*

H_{2b}: *"No significant difference exists in cognitive CQ among Indian immigrants on the basis of students doing under graduation or post-graduation"*

H_{2c}: *"No significant difference exists in motivational CQ among Indian immigrants on the basis of students doing under graduation or post-graduation"*

H_{2d}: *"No significant difference exists in behavioral CQ among Indian immigrants on the basis of students doing under graduation or post-graduation"*

In order to compare the estimated score of the four dimensions of cultural intelligence (metacognitive CQ, cognitive CQ, motivational CQ, behavioral CQ) of the Indian immigrants going to the three countries namely, USA, Australia, and Canada. The following hypothesis is examined based on host country-

Null Hypothesis 3 (H_{03}): *"No significant difference exists in the cultural intelligence of the Indian immigrants in different host countries (USA, Canada and Australia)"*

Alternate Hypothesis 3 (H_3): *"Significant difference exists in the cultural intelligence of the Indian immigrants in different host countries (USA, Canada and Australia)"*

The above hypothesis is further bifurcated into following sub hypothesis:

H_{3a}: *"No significant difference exists in the meta cognitive CQ of the Indian immigrants in different host countries (USA, Canada and Australia)"*

H_{3b}: *"No significant difference exists in the cognitive CQ of the Indian immigrants in different host countries (USA, Canada and Australia)"*

H_{3c}: *"No significant difference exists in the motivational CQ of the Indian immigrants in different host countries (USA, Canada and Australia)"*

H_{3d}: *"No significant difference exists in the behavioral CQ of the Indian immigrants in different host countries (USA, Canada and Australia)"*

Objective 2: To define the cultural differences of sample countries taken in the study.

The sample countries USA, Canada & Australia are included in study as they are considered as top destinations for Indian students who prefer to go abroad for pursuing higher studies as per the Ministry of External Affairs, government of India.

In this objective conceptual study was performed based on secondary data collected related to the cultural differences of USA, Australia & Canada with reference to Indian students. Based on the framework of Hofstede Cultural Model, 2011 an outline for defining and comparing cultural values across the three host countries USA, Australia and Canada with the home country India was analyzed and explained.

Objective 3: To identify issues and challenges faced by Indian Immigrants to retain their culture.

Issues and challenges were identified by the researcher after reviewing available literature. Besides this the researcher interviewed Indian immigrants pursuing higher studies in the host country to understand the issues and challenges faced by them. Thereafter a list of twenty-five issues and challenges were prepared. Ten students each from a sample country were asked to tick issues and challenges as per their perception. Then fifteen such challenges were shortlisted based on more than sixty percent frequency count. Thereafter these fifteen statements were included in part D of the Questionnaire. These statements were analyzed on a 7-point Likert Scale by applying ANOVA and an independent T-test.

In order to examine the issues and challenges faced by Indian immigrants going to the three countries namely, USA, Australia, and Canada. The following hypothesis is examined on gender basis-

Null Hypothesis 4 (H_{04}): "*No significant difference in the perception of Indian immigrants with respect to issues and challenges on gender basis".*

Alternate Hypothesis 4 (H_4): "*Significant difference exists in the perception of Indian immigrants with respect to issues and challenges on gender basis".*

The above hypothesis is further bifurcated into fifteen sub hypothesis as per the list of following challenges:

4a-understanding the host country language.

4b-Inconvenient traveling.

4c-Unpleasant behavior of people.

4d-Lack of accommodation facility.

4e-Lack of safety and security.

4f-Costly medical facilities.

4g-Discrimination regarding culture.

4h-Cultural difference.

4i-Expensive cost of living.

4j-Understanding law and rules.

4k-Lack of availability of country food.

4l-Inadequate personal support.

4m-Difficulty in adjusting to a different work culture.

4n-Difficulty in managing financial expenses.

4o-Difficulty in getting currency.

In order to understand the issues and challenges faced by Indian immigrants going to the three countries namely, USA, Australia, and Canada, the following hypothesis is framed.

Null Hypothesis 5 (H_{05}): "*No significant difference exists in the perception of Indian immigrants with respect to issues and challenges based on the host country (USA, Australia, Canada*)".

Alternate Hypothesis 5 (H_5): "*Significant difference exists in the perception of Indian immigrants with respect to issues and challenges based on the host country (USA, Australia, Canada*)".

The above hypothesis is further bifurcated into fifteen sub hypothesis in the host country as per the list of following challenges:

5a -Understanding the host country language

5b- Traveling and commuting.

5c-Behavior of people.

5d- Accommodation facilities.

5e- Safety and security.

5f- Expense of medical facilities.

5g- Discrimination regarding culture.

5h-Experiencing noticeable cultural differences.

5i- Cost of living.

5j- Understanding laws and rules.

5k- Managing with local food.

5l- Inadequacy of personal support.

5m- Adjusting to different work cultures.

5n- Managing financial expenses.

5o-Getting used to currency differences.

Objective 4: To develop a conceptual model for retention of culture among Indian immigrants.

Based on literature review and Part-C of the Questionnaire which consists of questions regarding culture retention a conceptual model is to be developed. The conceptual model is designed to understand the various factors which contribute to the retention of culture.

3.5 Research Methodology

To understand the methods, measures and techniques of the given problem research methodology is performed for collection of data and analysis of information. It follows scientific investigation principles that entails the following type of research design.

3.5.1 Research Design

It is the plan where the researcher conducts his research work. It lays out how the data will be collected and analyzed and finally arrives at findings and suggestions. It is an outline of the measures and techniques that are utilized by an investigator. The research design is the relevant support provided to form the basis of the study.

Depending upon the nature of the study, the research design of the present work is exploratory and descriptive in nature. It is exploratory as the researcher tries to explore all factors from the available literature and validate those factors using confirmatory factor analysis. The present study is descriptive as it is a theory-based design method created by collecting, examining, and presenting the data of Indian immigrants going for higher study. Thus, the model being developed is a theoretical model.

3.5.2 Sampling Procedure

A sample consists of a small group of respondents selected based on appropriate sampling technique. Sample is representative of the population. In the present study the technique of sample survey is used rather than census survey as it is difficult to analyze the data based on census approach. Sample Survey is more economical in terms of time and money constraints.

Sample Design

A definite plan involves a series of steps that need to be determined such as how to draw a representative sample out from a targeted population before the process of collecting data begins. Owing to the restraints of time and cost.

- **Sampling Design Process**

For the present study the researcher has followed the following design process-

Step-1: Target Population- The population comprises a complete set of elements that will be studied and further generalized. The target population in the present study comprises the Indian students migrated to the sample countries USA, Australia & Canada during the period 2017-2020. The sample unit represents that group of population elements from which a sample has been selected. The researcher has selected a sample of Indian students' immigrants from three countries USA, Australia, and Canada enrolled in any course from any university admitted during the period of 2017-2020.

Step-2: Defining the Sampling Frame

Sample frame represents the sample element of the target population. It comprises the information that helps a researcher to locate the target population. For the present study the sample frame has been finalized as follows-

Information regarding the Indian students going abroad to the top three destinations has been identified. For the purpose of this identification researcher has gathered the data from the reliable published sources like the Ministry of External affairs, Rajya Sabha. It has been reported that a total of 7,52,725 Indian students were studying overseas (report 2018). Indian students are in around ninety countries of the world. More than half of the total number of students are in these three countries viz USA: 2,11,703; Canada:1,24,000: Australia: 87,115. Hence, researcher has taken these three countries for the present study.

Step-3: Selection of Sampling Techniques

Probability sampling methods are a better choice of methods for scientific research (Jain and Jain,2015). But for the present study non-probability sampling method has been used as the probability of selection cannot be determined accurately in this study. Snowball sampling is the technique of sample collection for this study. Snowball sampling is the non-probability technique in which the researcher identifies some members of the target population and asks for further references. The sample selected represents the homogenous population as only the Indian students are taken as the representative sample.

- **Determination Of Sample Size**

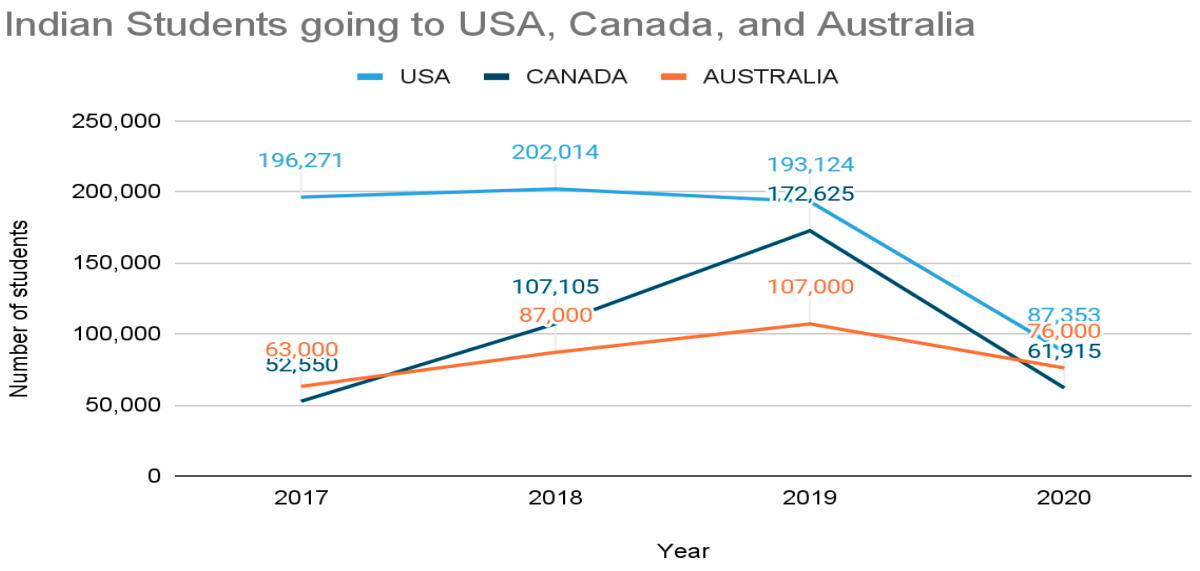
Different researchers have recommended various rules for selecting sample size, like Nunnally in 1978 recommended a sample size of ten times as the number of variables/items in questions to be taken. In 1979, Kass and Tinsely recommended that for every variable there must be five to ten respondents up to a sample size of 300, beyond which the test parameters become relatively stable regardless of the ratio between respondents and variables. Comrey and Lee (1992) considered a sample size of 300 good. Thus, we can infer that a sample size of above 300 is good to have reliable results using advanced techniques of data analysis like CFA, regression, and ANOVA.

Respondent: Indian Immigrant going to USA, Australia, Canada for higher studies either for UG programme or PG programme during the period of 2017-2020.

Sample size justification

As per the source (https://www.immigrationworld.com/india/indian-students-studying-abroad/2021) the total no of students going to USA, Australia and Canada are found to be 375000 (2017), 422818 (2018), 533374(2019) and 520033(2020). The period of 2017-2020 has been chosen as the students who enrolled in the year 2017 are assumed to be staying for at least this period to be the representative sample for the present study.

Fig. 3.1-Indian Students going to USA,Canada, and Australia



Calculation of sample size- For the genuine results of the calculation of sample size following formulas are applied. As per secondary data sources the students going abroad for the last four years constitute 1405957 to the sample host countries. Thus, applying Taro Yamane formula (1973) for finite population

$$n = \frac{N}{1 + N(e^2)}$$

Population size, N=1405957,

Level of precision, e= .05,

After calculating,

$$n = \frac{1405957}{1 + 1405957(0.05^2)}$$

n = 400 (approximately)

Although the USA is on the top followed by Canada and Australia but when researcher reviewed the trend of Indian immigrants going abroad it was found that for this period the rate of increase in number of students is stagnant in case of USA, whereas in Canada and Australia there's a significant rise in the number of students in subsequent years.

2. Sample size at + 5% for size of homogenous population > 100,000 then sample size of 400 is adequate.

3. Applying Cochran formulae,

$$n_0 = \frac{z^2 * p * q}{(e^2)}$$

n= Sample size, p=0.5 (variability in the population when there is a large population variability in the population is unknown. Therefore, p=0.5

Confidence level=95%

Level of precision = +5% = .05

Sample size calculation

$$n_0 = \frac{1.96^2 * 0.5^2 * 0.5^2}{(0.05^2)}$$

$$n_0 = 385$$

The immigrants for the present study are described as the Indian students who have-

a. At least completed one year in the sample country

b. Students pursuing higher education in any stream whether technical or non-technical

c. Studying under graduation and above irrespective of stream.

d. Indian students pursuing higher education in the USA, Canada, and Australia were the top destinations preferred by Indians during recent years.

Sample Size-

The size of the sample for the present work was taken as 420 i.e 140 from each sample country. The usable samples were identified to be 137 from the USA, 133 from Australia and 130 from Canada. Hence the total sample size was taken as 400.

3.5.3 Data Collection Methodology

Once, the research problem has been put forth and, the research and sample design has been outlined, the next task to work upon is deciding the data collection methodology.

The current study rested on the primary data to fulfill the objectives mentioned earlier. However, this study also used some secondary data to lay a sound foundation for the research work.

Primary data

The required data was collected using a Questionnaire, which was prepared and finalized after duly reviewing the available literature and soliciting experts' opinions, by incorporating those

suggestions into the instrument. Responses have been gathered from Indian immigrants pursuing higher education in the USA, Australia & Canada. The collection of primary data is based on google form as well as the getting filled personally by researchers.

Secondary data

In this study, besides primary data, some secondary data was gathered to gain more about the research topic:

- Recent Reports
- Relevant articles from the newspapers

3.5.4 Questionnaire Development Process

The development process of a Questionnaire must be supported by a logical and systematic approach only then the results and conclusion can be obtained. When a questionnaire is developed, questions are generated to get the response in a series of statements. The responses of participants are then converted into numerical form and analyzed statistically. In the current study, before drafting the questionnaire, the researcher considered some essential points as the questionnaire design ensures the data accuracy. Only then the results of the study become interpretable and subsequently be able to generalize.

1. The relevant facets of the research problem were studied.
2. Reviewed the Questionnaire available from the past studies.
3. Then the researcher framed the Questionnaire by including the relevant types of questions in an easily understandable language and logical order.
4. After that, a pilot study was carried out to avoid any blind spots, technical errors, grammatical errors, or similar statements or to detect any other flaws.

Finally, after making the necessary modifications, the researcher has designed the questionnaire in four parts so that the respondents can fill their response comfortably as the questions asked are simple, easy, and straightforward.

Part A:

This part has to do with collecting the information on demographic variables from respondents relating to their gender, age, host country and duration of stay.

Part B:

This part covers twenty statements relating to the factors of measurement of cultural intelligence. A 7-point Likert scale (strongly disagree to strongly agree) was used to measure the intensity of responses filled by respondents. This part caters with the first research objective framed in the study.

Part C:

This section comprised seven statements on culture retention. The questions were based on Indian immigrants when they settle in the host country, and they were requested to rate on a 7-point Likert scale. This part is related to the fourth research objective framed.

Part D: This section comprises fifteen statements of challenges faced while staying in the host country, and respondents were requested to rate them on a 7-point scale (Least likely to be faced to Most likely to be faced). This part also strictly complies with the third research objective framed.

3.5.5 Pilot Study

With the aim of ascertaining the feasibility of this study, a pilot study was performed on thirty respondents (Indian Immigrants) of sampled countries. Redundant statements were removed completely, and proper sequencing of statements was done before the beginning of actual collection of data. To investigate the reliability of the developed instrument, the researcher applied Cronbach Alpha using IBM SPSS 24 Software.

3.5.6 Questionnaire: Reliability and Validity

Reliability Analysis:

As per the Webster Merriam dictionary, “Reliability is the degree to which an experiment, test, technique yields comparable results on a consistent basis or trial.”

Table: 3.1 Reliability Analysis

Cronbach's Alpha values	Interpretation about the internal reliability of variables
Values > 0.9	Excellent
Values > 0.8	Good
Values > 0.7	Acceptable

Thumb rule for Cronbach's alpha given by George and Mallery (2003)

Validity

Validity assessment is a necessary part in the questionnaire development process. Researchers argue that a valid research instrument is essential as it leads to accurate and consistent results. (Malhotra and Dash, 2011; Hair *et al.*, 2008; Malhotra, 2007). Scale validity assesses whether the scale accurately represents the concept or not (Hair *et al.*, 2008. In the present study, content and construct validity of the questionnaire were assessed.

a) Content Validity

Content validity is a subjective form of validity which systematically assesses the content of the scale used to measure the study constructs. A Questionnaire has content validity if the items satisfactorily map the construct (Stratman and Roth, 2002) and factors conforming to different constructs for the Questionnaire are derivative of relevant existing literature and conferred by subject experts (Stratman and Roth, 2002; Shin *et al.*, 2000). Since it is qualitative in nature and not open to statistical evaluation, therefore, researcher insight must be used (Cooper and Schindler, 2006). Before any scale refinement or validation, it is advisable to check for the content validity. (Anderson and Gerbing, 1988).

In the present study, the content validity of the scale has been checked. Researchers involved academicians and co-researchers to check whether all the domains of the study have been covered in the scale or not. Fellow researchers and academicians also help to identify the adequacy of the scale items. Besides, researchers have also taken the help of specialists in the

field of multicultural management, academicians, and co- researchers to finalize the scale items. The experts reviewed the questionnaire for their feedback, and based on the feedback received, the questionnaire was redesigned accordingly.

Researchers have taken this measure to form a valid and formal questionnaire in order to generate the maximum response rate.

b) Face Validity

Face validity of the scale assesses whether the questionnaire is measuring what it should measure or not. In the current study, researchers followed Ahmad and Schroeder's (2003) method wherein three to four subject experts in the area were requested to propose items for the questionnaire and then these items were compared with the existing questionnaire which was modified accordingly. Subsequently, another group of researchers were then asked to review with the presumption that questionnaire was proposed to measure to confirm and it appeared to be realistic and suitable. Therefore, face validity was ensured by taking the opinion of the experts and with the help of research studies performed previously in the area.

c) Construct Validity

The construct validity of the scale has been evaluated using convergent validity, discriminant validity, and nomological validity (Hair *et al.,* 2010). This validity is about ensuring the degree at which a test or scale measures the construct it claims to measure.

i) **Convergent Validity**: This type of validity checks the degree of correlation between the different measures of the same construct (Hair *et al.,* 2010). The high degree of correlation signifies the high convergent validity of the scale. Convergent validity analysis checked whether scale is correlated with other measures or not.

ii) **Discriminant Validity**: Discriminant validity checks the sufficient difference of the scale with the other similar concepts.

All the assumptions related to construct validity regarding convergent validity & discriminant validity were fulfilled and are explained in detail in the Data Analysis and Interpretation chapter.

3.5.7 Software Used

The tools mentioned above and techniques were applied to IBM-SPSS version 24, and IBM-version AMOS 21.

3.5.8 Statistical Tools and Techniques Used

For the questionnaire,

- Normality- Skewness/Kurtosis,
- Reliability- Cronbach alpha,
- Validity of the questionnaire- CFA

are performed respectively.

Tools and Techniques used for the Objectives are shown in Table.3.2

Table-3.2 Tools & techniques applied objective wise:

S. NO.	**Objectives of the study**	**Tools and Techniques Used**
1)	To achieve 1st objective: "To study the cultural intelligence of Indian Immigrants."	Descriptive statistics, independent t-test, ANOVA amongst sample countries USA, Australia, Canada
2)	To achieve 2nd objective: "To study the cultural differences of sample countries taken in the study."	A study based on secondary data sources was developed enumerating the cultural differences of all the three countries USA, Australia, and Canada along with India as the reference country. It is a conceptual study describing the cultural differences of the USA, Australia & Canada w.r.t India based on the Hofstede Model(2011).

3)	To achieve 3rd objective: "To identify issues and challenges faced by Indian Immigrants to retain their culture."	From literature review statements identified issues and challenges faced by immigrants the total statements identified were twenty-five. Then this exhaustive list was given to ten immigrants each from a sample country. They were asked to tick from that list. As per the maximum frequency count statements were included in the study which came out to be fifteen statements. Thus, this method was adopted to identify the issues and challenges faced by Indian Immigrants in the sample countries. Descriptive statistics, independent t- Test, ANOVA can be applied to have further insight.
4)	To achieve 4th objective: "To develop a model for retention of culture among Indian immigrants."	On the basis literature review and Part-C of the questionnaire which consists of questions regarding culture retention a conceptual model is to be developed.

CHAPTER-4

RESULTS AND DISCUSSION

S. No	Topic
4.0	Introduction
4.1	Demographic Outline of Respondents
4.2	Data Analysis for Objective 1 4.2.1 Assumptions testing: Normality, Reliability, Validity, Sample Adequacy 4.2.2 Construct validity for Cultural Intelligence of Indian Immigrants 4.2.3 Cultural Intelligence Vs Gender 4.2.4 Cultural Intelligence Vs Course 4.2.5 Cultural intelligence vs host country
4.3	Analysis for Objective 2 4.3.1- Basic Information of the Countries 4.3.2- Cultural Differences of India with reference to the Host Countries 4.3.3- Cultural differences amongst the four major countries of the world namely India, USA, Australia & Canada based on Hofstede 's dimensions of cultures 4.3.4 Critical Analysis to understand cultural differences of Sample Countries
4.4	Analysis for Objective -3 4.4.1- Issues and Challenges Vs. Gender 4.4.2- Issues and Challenges Vs. Country
4.5	Analysis for Objective-4 4.5.1 Conceptual Model for Culture retention of Indian Immigrant

4.0 Introduction

Data analysis and its interpretation is the most significant component of every research work. The data analysis part aims to examine the collected data, whereas data interpretation intends to deduce a meaningful conclusion from the analyzed data. This chapter covers the detailed analysis of the primary data collected using a questionnaire and also secondary data. Responses of respondents were quantified on seven-point scales and put the data for analysis in IBM SPSS and AMOS Version 24. Data interpretation helps in deriving meaning from the analyzed data which helps in decision making. In this study, four objectives are achieved three through primary data and one from secondary data. In this chapter, data analysis and interpretation of various statistical techniques like descriptive statistics, common factor analysis, independent t-test, ANOVA, etc., are used according to the research objectives.

Data screening was carried out before application of statistical tools for data analysis. Data screening included data transformation, assessment of missing values, identification of outliers and testing of assumptions followed by assessment of response rate and common method bias. In current study, all assumptions for using various statistical techniques were cross-checked. The details are explained in subsequent sub-sections.

Assessment of missing values and outliers- In the first step, data was cross-checked for presence of missing values as presence of the same in the data set can lead to erroneous conclusions (Byrne, 2010). Researchers have reported various reasons for occurrence of missing values in the data set for instance error can occur at the time of data collection due to incomplete responses by respondents besides oversight of responses while entering the data (Hair et al., 2010). Researchers have also mentioned that in case of responses where more than 50% of missing data is reported the response should be deleted (Hair et al., 2008). Accordingly, few incomplete responses were deleted from the final data set used for analysis, however, in the present study, where missing values were less than 50% researcher has used mean values to replace the missing values in the data set as suggested by (Hair et al., 2010). Outliers are those responses which are extremely different from other responses or are numerically isolated from other responses (Atkinson and Riani, 1997). In the process of data screening responses have been assessed for the outliers. In present study, outliers have been checked using box plots. In the datasheet, twenty outliers have been detected and the same were removed in order to get normal distribution of data for testing purposes. In the initial stage, responses from 420 were received. The respondents having a duration

of less than one year were not considered. They were eight in number and twelve were outliers hence eliminated.

4.1 Demographic Outline of Respondents

In the proposed research, responses are collected from the Indian immigrants studying abroad in the USA, Australia, and Canada for their undergraduate or postgraduate courses. Respondent's data has been analyzed for different demographic variables namely host country, gender, undergraduate or postgraduate course and for duration of residency period in the host country.

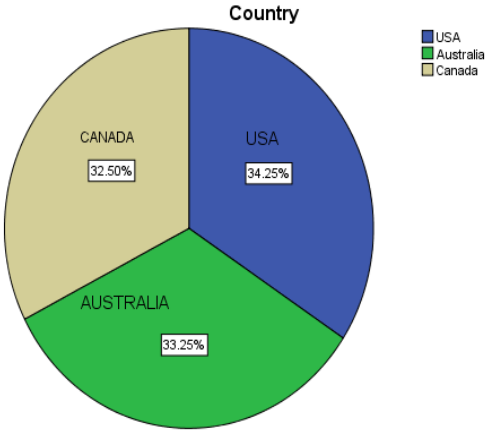
Profile of respondents based on Host Country-

The total number of respondents for the present study is 400. The number of respondents is 137 from the USA, 133 from Australia and 130 from Canada. Table 4.1 represents the number of respondents from the USA, Australia, and Canada.

Table-4.1 No of Respondents based on Sample Countries

Country	Frequency	Percent	Valid Percent	Cumulative Percent
USA	137	34.3	34.3	34.3
Australia	133	33.3	33.3	67.5
Canada	130	32.5	32.5	100.0
Total	400	100.0	100.0	

Fig-4.1 Profile of respondents based on Host Country-

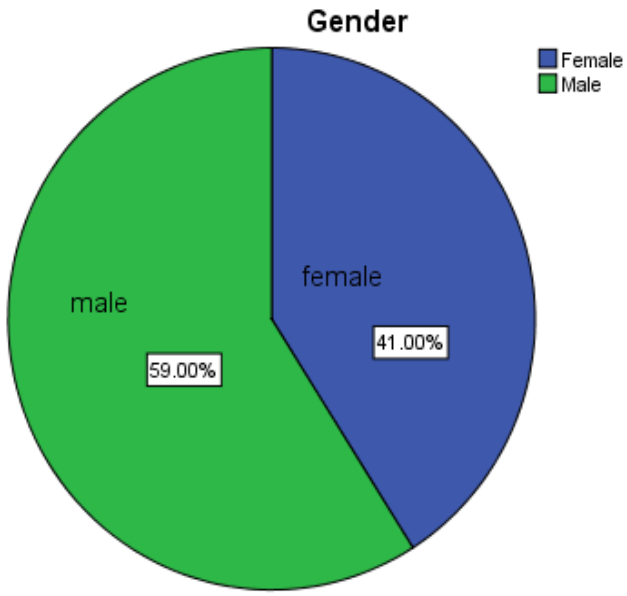


The total number of respondents are 400. The frequency count of females is 164 and the frequency count of males is 236. In percentage, female comprises 41% and males are 59% of the total number of respondents from USA, Australia, and Canada. Table 4.2 and fig 4.2 represent the division of gender.

Table-4.2 Gender Wise Distribution

	Frequency	Percent	Valid Percent	Cumulative Percent
Female	164	41.0	41.0	41.0
Male	236	59.0	59.0	100.0
Total	400	100.0	100.0	

Fig-4.2 Profile of respondents on the basis of Gender

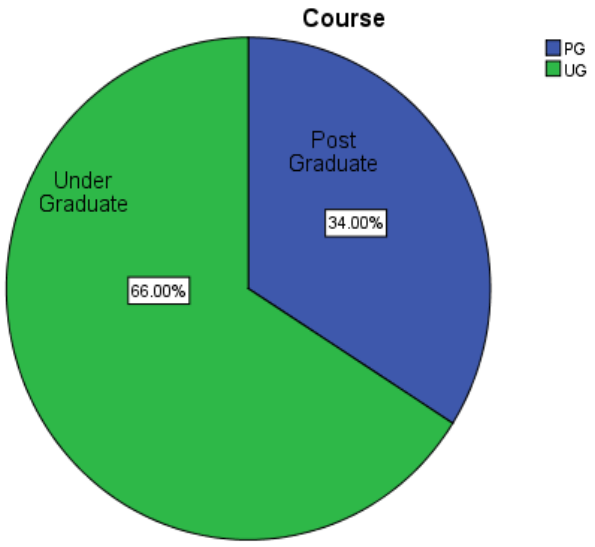


The data is collected from 400 respondents. The students enrolled for post graduate courses are 136 and the students enrolled for undergraduate courses are 264. The percentage of students enrolled for post graduate courses is 34% and the total number of students enrolled for undergraduate courses is 66%. Table 4.2 and fig 4.2 represent the required details.

Table 4.3 Course Wise Distribution

	Frequency	Percent	Valid Percent	Cumulative Percent
PG	136	34.0	34.0	34.0
UG	264	66.0	66.0	100.0
Total	400	100.0	100.0	

Fig-4.3 Profile of respondents based on undergraduate or postgraduate course



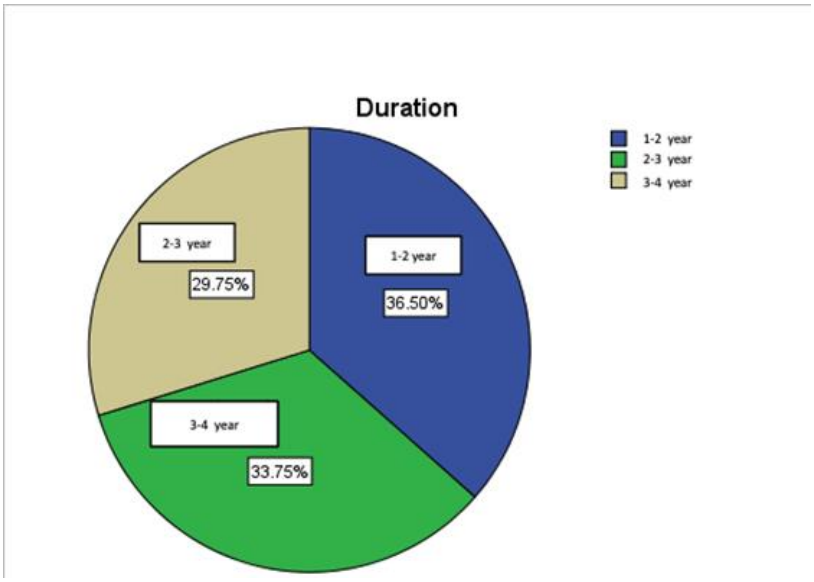
Profile of respondents based on duration of residency period in the host country

The total number of respondents are 400. The students staying between 1-2 years are 146. The number of students who have been staying for 2-3 years is 135. The number of students who are in the host country between 3-4 years is 119. Table 4.4 and fig 4.4 represent the required details.

Table-4.4 Distribution based on Duration

	Frequency	Percent	Valid Percent	Cumulative Percent
1-2 Year	146	36.5	36.5	36.5
2-3 Year	135	33.8	33.8	70.3
3- 4 Year	119	29.8	29.8	100.0
Total	400	100.0	100.0	

Fig-4.4 Profile of respondents based on duration of residency period in the host country



4.2 Data Analysis for Objective 1

To study the cultural intelligence of Indian Immigrants

To achieve this objective of the study the Questionnaire was framed based on review of literature and pilot survey. Twenty statements divided into four construct meta cognitive, cognitive,

motivational, and behavioral regarding the measurement of cultural intelligence of Indian immigrants when they move to host countries were analyzed on 7 points Likert scale (strongly disagree to strongly agree) and Indian immigrants studying abroad were asked to rate on the scale 1 to 7 as per the perceptions of the importance of the variables for them while interacting with people of diverse cultures. The data was examined with the help of the SPSS 24 Version. In this objective descriptive statistics, independent t-test and ANOVA were used to analyze the measurement of cultural intelligence which is adapted from the standardized Questionnaire (adopted from Ang et al. (2007)).

Name of Construct

- **MetaCognitive Cultural Intelligence (MC):** It is defined as the processing of a student's relevant knowledge. It is related to students' cultural awareness and assumptions during interaction across cultures. Before cultural interactions across different cultures, it is the required strategy.
- **Cognitive Cultural Intelligence (Cog):** The second construct is defined as Cognitive CQ concerned with the student's relevant knowledge regarding other cultures. It is inclusive of practices, beliefs, and conventions of other cultures. It is related to knowledge about prevalent systems and understanding the legal and economic system in that culture. The beliefs about the religion, system of marriage, art, craft, and language of other cultural settings.
- **Motivational Cultural Intelligence (MCQ):** It is the student's inner motivation to develop understanding of other cultures. It includes the internal and external self-efficacy.
- **Behavioral Cultural intelligence (BCQ):** This construct is used for measuring the behavioral cultural intelligence of Indian students going abroad. It consists of five measured variables and is used to analyze how the students adapt and apply their knowledge to apply desirable verbal and non-verbal behavior while interacting in diverse cultural settings.

4.2.1 Assumptions testing: Normality, Reliability, Validity, Sample Adequacy

This part complies about the outcomes of the distribution analysis, reliability analysis and validity analysis in the responses. The responses received on the dimensions of cultural intelligence are examined with the help of skewness and kurtosis. The findings of distribution analysis are revealed below in table 4.5

Table 4.5: Assessment of normality

	Mean	Std. Deviation	Skewness	Kurtosis
MC1	4.96	1.239	-.420	-.209
MC2	5.21	1.241	-.665	.446
MC3	5.10	1.222	-.697	.684
MC4	5.05	1.397	-.878	.632
COG1	5.23	1.244	-.535	-.024
COG2	5.08	1.328	-.364	-.664
COG3	5.14	1.384	-.642	.068
COG4	5.17	1.373	-.626	-.082
COG5	5.19	1.441	-.503	-.710
COG6	5.31	1.357	-.952	.729
MCQ1	4.61	1.303	-.942	.117
MCQ2	4.56	1.661	-.455	-.711
MCQ3	4.77	1.621	-.824	-.133
MCQ4	4.50	1.674	-.433	-.837
MCQ5	4.52	1.780	-.438	-.799
BCQ1	4.56	1.595	-.389	-.711
BCQ2	4.54	1.707	-.340	-.773
BCQ3	4.53	1.728	-.412	-.831
BCQ4	4.48	1.621	-.402	-.582
BCQ5	4.66	1.687	-.493	-.856

Source: SPSS Statistics Output

The results reported that the skewness and kurtosis compiled in Table 4.5 of all the statements are found to be less than + - 1 which indicates that the distribution of the responses are near to the

normal. The presence of normal distribution of the responses ensures the statistical inference of the results. This means the results that would be drawn based on hypothesis testing on the sample data can also be implemented on the chosen population. Thus, the results obtained in the study helps to draw the generalized conclusions on the population.

Reliability analysis

The internal consistency reliability of each dimension representing the cultural intelligence is observed by applying Cronbach alpha. The estimated value of Cronbach alpha of each dimension representing the cultural intelligence is expected to be greater than 0.7. The results of Cronbach alpha of different dimensions of cultural intelligence are shown in Table 4.6. The results reported that the Cronbach alpha of all the dimensions representing the cultural intelligence is found to be greater than 0.7 (*Cog=0.891, MC=0.891, MCQ =0.867 and BCQ =0.914).*

Thus, the results ensure the presence of internal consistency reliability in the results.

Table-4.6 Value of Cronbach Alpha

Construct	Cronbach Alpha Value
Cog	.891
MC	.891
MCQ	.867
BCQ	.914
Total	0.890

Factor Analysis for Validity

Factor analysis is useful for providing a set of tools for determining the structure of interrelationships among many variables by specifying highly correlated sets of variables, which are referred to as factors. EFA is not used in the present study as no new factor is being explored. Under CFA, the researcher specifies the variables to factor and test whether preconceived theory should be accepted or rejected. So, CFA is used to test measurement theory which specifies how measured variables represent a latent construct. Firstly, confirmatory factor analysis is used for

confirming those well-measured variables representing a smaller number of constructs (meta cognitive, cognitive, motivational, and behavioral) under given study. The acceptance rules for verification of reliability and validity are discussed below:

Table-4.7 Rules for verification of reliability and validity

S.No.	Model Fit Indices	Values
1	Cronbach Alpha	above .60(Acceptable) above .70(Good)
2	Composite Reliability	.60 to .70(Acceptable) above .70(Good)
3	Convergent Validity: ➢ Factor Loading ➢ AVE	 above .70 .50
4	Other Index ➢ CFI ➢ GFI ➢ RMSEA ➢ RME	.80 to .90(Acceptable) above .90(Good) .80 to .90(Acceptable) above .90(Good) below .05(Good) below.08(Acceptable) below .10(Mediocre) below .04(Good) below .08 Acceptable

Model improvement is made by deleting or adding high modification indices (MI) items.

MetaCognitive Cultural Intelligence

Meta Cognitive CQ is defined as the processing of a student's relevant knowledge. It is related to students' cultural awareness and assumptions during interaction across cultures. It involves strategy of planning beforehand for cross cultural interactions.

The factor analysis is performed using **KMO-Bartlett's Test** to get an idea about the validity regarding the adequacy of the sample. The results are given below:

Sample adequacy is found to be good as measured through Kaiser Meyer Olkin, i.e.807, which verifies sample adequacy and factor analysis can be applied to the data. Likewise, Bartlett's test of Sphericity is found significant at 1 percent level of significance with p-value of .000. Testing is also done through other validity tests to make the result stable as well as robust. Cronbach Alpha is .891, which is more than .7 (Hair et al., 2010). So, the reliability of the construct is good.

Table No.4.8 KMO and Bartlett's Test of MetaCognitive Cultural Intelligence

KMO value	.807
Bartlett's Test of Sphericity (Approx. Chi-Square)	574.936
Degree of freedom	6
Significance level	.000

Table No. 4.9 Fit Indices for the MetaCognitive CQ Construct

Model	**CFI**	**GFI**	**RMR**	**CMIN/DF**	**RMSEA**
Default Model	.995	.994	.025	2.308	.057

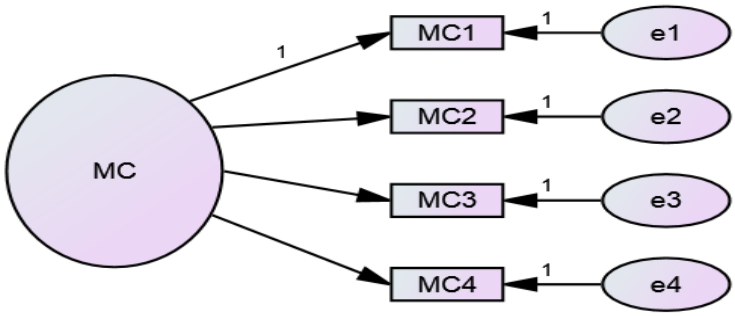
As the value of CFI, GFI, RMR, CMIN/DF, and RMSEA is .995, .994, .025, 2.308 and .057 respectively, so CFI, GFI, RMR, CMIN/DF and RMSEA for the default model are acceptable, and it indicates towards a good model fit, and hence there is no requirement for model improvement.

Table No. 4.10 Regression Weights and Reliability of MetaCognitive CQ Construct

Factor	Variables	Std. Reg. Est.	Unstd Reg. Est.	S. E	C.R	P	Tangibility Construct (Cronbach's Alpha)
MC	MC1	.771	1.000				.891
	MC2	.693	.900	.070	12.820	***	
	MC3	.763	.977	.070	13.952	***	
	MC4	.743	1.087	.080	13.652	***	

(Source: Researcher's Calculation through SPSS)

Fig 4.5 Confirmatory Factor Analysis of Meta Cognitive CQ Construct



This construct consisted of four measured variables mentioned in table 4.10. The standardized regression weight of five variables is found to be greater than 0.05, thus significant. Hence convergent validity of the model is good, and the construct significantly explained the variables.

- The values of all fit indices and the validity test of MetaCognitive CQ construct are good. It is found that it helps in the adjustments of cultural knowledge of Indian students when they interact in settings.
- Metacognitive CQ helps the students to understand and comprehend a new culture.

Cognitive Cultural Intelligence

The second construct is defined as Cognitive CQ concerned with the student's relevant knowledge about the norms, practices, and conventions of other cultures. The knowledge regarding the legal, economic system, religious beliefs, marriage system, art and craft and languages of different cultures.

For the application of factor analysis, KMO-Bartlett's test is used to get an idea about the validity regarding the adequacy of the sample. The KMO-Bartlett's results of the construct are given below:

Sample adequacy is found to be good as measured through Kaiser Meyer Olkin, i.e., .894, which verified that sample is adequate and good for applying factor analysis on this data. Similarly, at 1% level of significance, Bartlett's test of sphericity is found to be significant with a p-value of.000. Testing is also done through other validity tests to make the results stable and robust. Cronbach Alpha is .891, which is more than .7 (Hair et al., 2010). So, the reliability of the construct is good.

Table No. 4.11 KMO and Bartlett's Test of Cognitive CQ

KMO value	.894
Bartlett's Test of Sphericity (Approx. Chi-Square)	100.132
Degree of freedom	15
Significance level	.000

Table No. 4.12 Fit Indices for the Cognitive CQ Construct

Model	CFI	GFI	RMR	CMIN/DF	RMSEA
Default Model	.991	.986	.041	2.062	.052

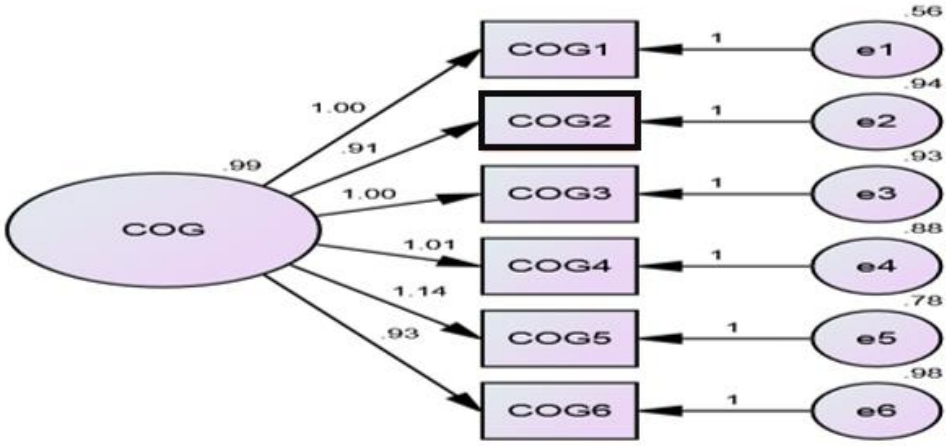
As the value of CFI, GFI, RMR, CMIN/DF, and RMSEA are .991, .986, .041, 2.062 and .052, respectively, so CFI, GFI, RMR, CMIN/DF and RMSEA for the default model are acceptable, and it indicates towards a good model fit, and hence there is no requirement for model improvement.

Table No. 4.13 Regression Weights and Reliability of Cognitive CQ Construct

Factor	Variables	Std. Reg. Est.	Unst. Reg. Est.	S. E	C.R	P	COG Construct (Cronbach's Alpha)
Cog CQ	COG1	0.799	1.000				0.891
	COG2	0.684	0.913	0.051	0.066	***	
	COG3	0.715	0.995	0.049	0.068	***	
	COG4	0.729	1.006	0.053	0.067	***	
	COG5.	0.790	1.145	0.047	0.069	***	
	COG6	0.684	0.933		0.067		

(Source: Researcher's Calculation through SPSS)

Fig 4.6 Confirmatory Factor Analysis of Cognitive CQ Construct



This construct consisted of six measured variables mentioned in table 4.13. The standardized regression weight of each variable is high (> .05) and significant. Hence convergent validity of the model is good, and the construct significantly explained the variables.

- The values of all fit indices and tests of COG construct are good, and it is found that cognitive ability of students makes sense of similarities and differences between cultures.
- Students also understood about the cultural legal and economic system and how to apply that relevant knowledge while interacting with other culturally diverse people.

Motivational Cultural Intelligence

Motivational CQ is the students drive to learn about other cultures which involves intrinsic/extrinsic interest and self-efficacy. This construct is used to measure the degree to involve the inner drive for people to interact from different cultures.

For the application of factor analysis, the use of KMO-Bartlett's test is made to get an idea about validity regarding the adequacy of the sample. The KMO-Bartlett's results of the construct are given below:

Sample adequacy is found to be good as measured through Kaiser Meyer Olkin, i.e., 0.850, which verified that sample is adequate and good for applying factor analysis to this data. Similarly, at 1% level of significance, Bartlett's test of sphericity is found to be significant with a p-value of.000.

Testing is also done through other validity tests to make the result stable as well as robust. Cronbach Alpha is 0.867, which is more than 0.7, so the reliability of the construct is good.

Table No.4.14 KMO and Bartlett's Test of Motivational CQ

KMO value	0.850
Bartlett's Test of Sphericity (Approx. Chi-Square)	841.008
Degree of freedom	10
Significance level	.000

Table No. 4.15 Fit Indices for the Motivational CQ Construct

Model	CFI	GFI	RMR	CMIN/DF	RMSEA
Default Model	0.970	0.970	0.069	5.029	0.0809

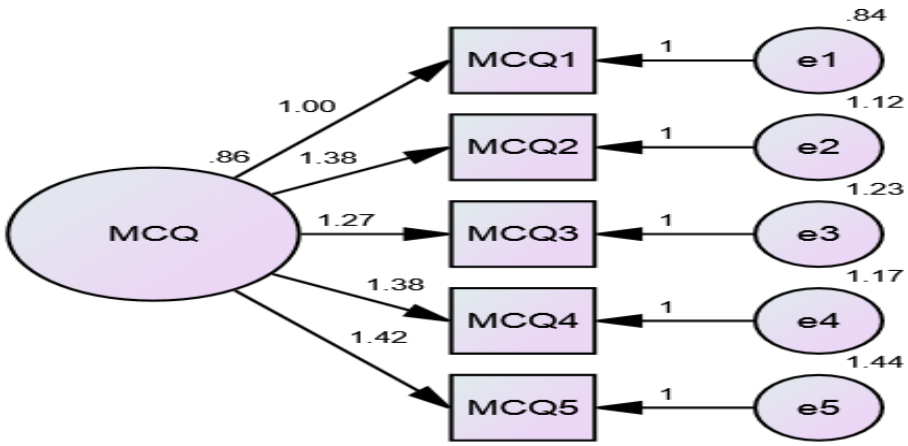
As the value of CFI, GFI, RMR, CMIN/DF, and RMSEA is .970, .970, .069, 5.029 and .0809, respectively, so CFI, GFI, RMR, CMIN/DF and RMSEA for the default model are acceptable, and it indicates towards a good model fit, and hence there is no requirement for model improvement.

Table NO. 4.16 Regression Weights and Reliability of Motivational CQ Construct

Factor	Variables	Std. Reg. Est.	Unst. Reg. Est.	S. E	C.R	P	Security Construct (Cronbach's Alpha)
MCQ	MCQ1	0.711	1.000				0.867
	MCQ2	0.771	1.382	0.100	13.779	***	
	MCQ3	0.728	1.274	0.097	13.100	***	
	MCQ4	0.763	1.379	0.101	13.661	***	
	MCQ5	0.737	1.417	0.107	13.254	***	

(Source: Researcher's Calculation through SPSS)

Fig 4.7 Confirmatory Factor Analysis of Motivational CQ Construct



This construct consisted of five measured variables mentioned in table 4.16 The standardized regression weight of each measured variable is high (greater than .05) and significant. Hence, the convergent validity of the model is good, and the construct significantly explained the variables.

- The values of all fit indices and validity tests of Motivational CQ construct are good, and it is found how confident the students feel while interacting with culturally diverse people.
- Motivational CQ of the students can be improved by managing the stress related to adjustment in different settings. It reflects students' tendency to adapt behavior when coming across diverse cultural settings.
- **Behavioral Cultural Intelligence**

This construct is defined as BCQ. This construct is used for measuring the behavioral cultural intelligence of Indian students going abroad. It consists of five measured variables and is used to analyze how the students adapt and apply their knowledge to

For applying the factor analysis, KMO-Bartlett's test is used first to test the sample adequacy. The KMO-Bartlett's results are given below:

The calculated value resulting from the KMO measure of sampling adequacy is quite good, i.e 0.867, which verified the sample adequacy and factor analysis. Similarly, Bartlett's test of Sphericity is verified to be significant at 1 percent level of significance with p-value of .000.

The researcher tested other validity tests to make the results robust and stable. Cronbach Alpha is 0.890, which is more than 0.7 (Hair et al., 2010), so the reliability of the construct is good. The regression weight of each variable is estimated and shown in table 4.17.

Table No. 4.17 KMO and Bartlett's Test of Behavioral CQ

KMO value	0.867
Bartlett's Test of Sphericity (Approx. Chi-Square)	890.309
Degree of freedom	10
Significance level	0.000

Table No.4.18 Fit Indices for the Behavioral CQ Construct

Model	CFI	GFI	RMR	CMIN/DF	RMSEA
Default Model	0.998	0.993	0.042	1.404	0.032

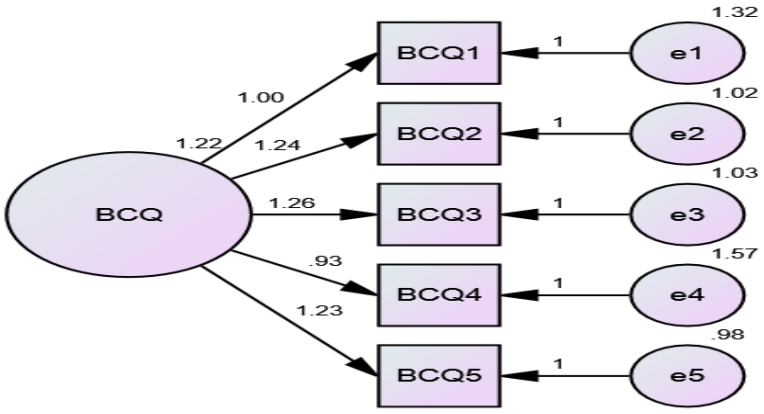
As the value of CFI, GFI and RMR are .998, .993 and .042, respectively. The default model is acceptable and signaled towards a good model fit; there is no requirement for model improvement.

Table No. 4.19 Regression Weight sand Reliability of BCQ Construct

Factor	Variables	Std. Reg. Est.	Unst. Reg. Est.	S. E	C.R	P	BCQ (Cronbach's Alpha)
BCQ	BCQ1	0.694	1.000				0.914
	BCQ2	0.805	1.243	0.087	14.219	***	
	BCQ3	0.808	1.262	0.089	14.259	***	
	BCQ4	0.634	0.929	0.081	11.493	***	
	BCQ5	0.809	1.234	0.086	14.267	***	

(Source: Researcher's Calculation through SPSS)

Fig 4.8 Confirmatory Factor Analysis of Behavioral Cultural intelligence



This construct consisted of five measured variables mentioned in table 4.19. The standardized regression weight of each measured variable is more than .05 and significant. Hence, the convergent validity of the model is good, and the construct significantly explains the variables.

- The values of all fit indices and BCQ construct validity tests are good. It is found that students adjust their cultural behavior while interacting with other culturally diverse people.
- Behavior cultural intelligence can be further improved if they become more flexible in their behavior responses and temperament and ability to adapt towards verbal and non-verbal behavior during cultural interaction.

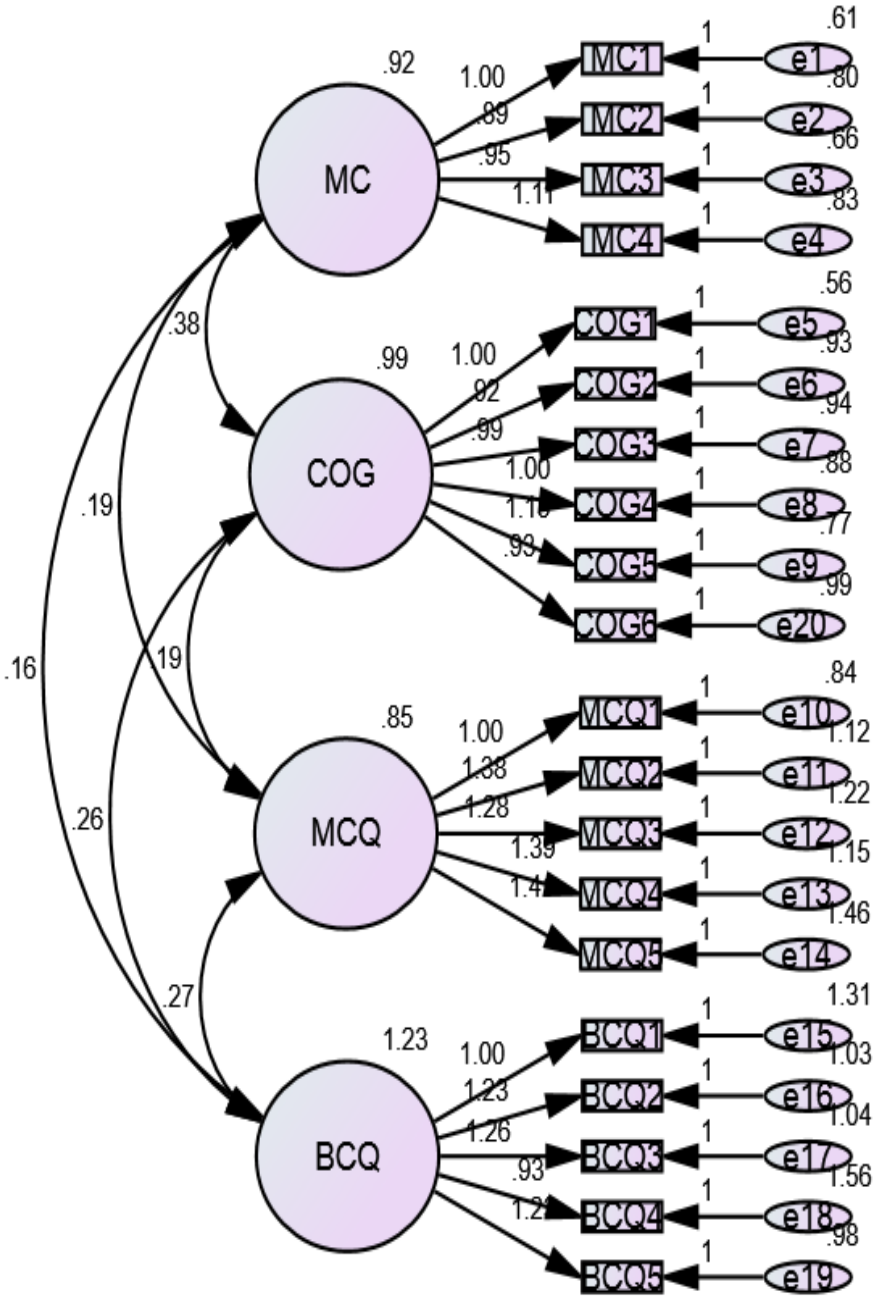
4.2.2 Construct validity for Cultural Intelligence of Indian Immigrants

The construct validity of the measurement scale measures the dimension of the cultural intelligence with the help of CFA method. The construct validity represents the presence of convergent as well as discriminant validity. The convergent validity represents that the items representing the different dimensions of cultural intelligence are significantly correlated with the construct. The convergent validity is examined with the help of construct loading of the items which is expected to be greater than 0.6. The results of convergent validity are reported in Table 4.22. The results reported that the construct loading of every item is greater than 0.7, Composite reliability of each dimension is expected to be greater than 0.7 and average variance extracted which is required to be greater than 0.5 for each dimension. Composite reliability of each dimension is found to be greater than 0.7 and average variance extracted from each dimension is greater than 0.5 (*Cognitive: CR=0.875, AVE=0.540, MetaCognitive: CR =0.831, AVE =0.552, Motivational Cultural Intelligence: CR =0.860, AVE = 0.551 and Behavioural Cultural Intelligence: CR =0.867, AVE= 0.568).* Thus, the results ensure the presence of convergent validity in the measurement scale representing the different dimensions of cultural intelligence.

The discriminant validity is examined with the help of Fornell Larcker Criterion where the square root of each dimension of cultural intelligence is compared with its correlation and remaining constructs are expected to be higher. The discriminant validity is also examined with the help of comparing the AVE of each dimension of cultural intelligence with its MSV estimate. The AVE of each dimension of cultural intelligence is expected to be higher than its MSV estimate. Table 4.23 represents the results of discriminant validity. The results reported that the square root of each dimension of cultural intelligence is found to be greater than its correlation with remaining

constructs. In addition to this, the AVE of each dimension of cultural intelligence is found to be greater than its MSV estimate. Thus, the discriminant validity of the constructs indicating the different dimension of cultural intelligence is established.

Fig 4.9 Path Diagram for Cultural Intelligence



After the successful application of CFA on each construct to be measured, the value of reliability and all fit indices showed quite excellent and satisfactory outcomes. CFA is performed on cultural intelligence of the overall model to understand the model's discriminant validity. The values of Average Shared Variance (ASV) as well as Maximum Shared Variance (MSV are compared with Composite Reliability (CR) and Average Variance Extracted (AVE).

Table 4.22 depicts the unstandardized regression weights, standardized regression weights, composite reliability, significant value & average variance explained by every construct, and for each variable. Each measured variables' standardized regression weight is high (greater than .05) and significant. Hence, the convergent validity of the model is good, and the construct significantly explained the variables. Average Variance of each construct showed the variances in the observed variables, which is explained by the construct.

All regression weights are found significant at 1 percent significance level ($p < .01$), which shows a strong and significant relationship between individual variables and construct. In addition, the Composite Reliability (CR) of each construct lies in value between 0.831 and 0.875, which is more than 0.6 depicting that all four factors are reliable. The average Variance extracted for each construct lies between 0.550 to 0.568, so all values exceed the rule of thumb, i.e., 50 percent (Malhotra, Hair et al.).

Table No 4.20 Fit Indices for the Confirmatory Factor Analysis Model of the Cultural Intelligence of Indian Students Going Abroad

Model	CFI	GFI	AGFI	RMR	CMIN/DF	RMSEA
Default Model	0.964	0.935	0.916	0.085	1.983	0.044

As mentioned earlier, fit indices can be classified into two ways, i.e., goodness of fit and badness of fit index. For this model, the normed chi-square value was 1.983, where the normed chi-square value is equal to the chi-square value partitioned by the degree of freedom. Due to the large sample size of the present study, CFA is a much better indicator because it might be less susceptible to the sample size as compared to the chi-square value. The rules about the adoption criteria for acceptance rules vary among the researchers, limited from 2 (Ullman, 2003) to 5 (Schumacker& Lomax, 2004). The CFI's value came to be 0.964, close to 1, so the model is a good fit. The value

of other fit indices like GFI was 0.935; AGFI was 0.916, which was more than .80, which also shows good model fit. The RMSEA, which should be less than 0.08 (Browne & Cudeck, 1983) and ideally less than 0.074 (Steiger, 2000), and is considered very well if it is less than 0.05 (Hair et al., 2010), was found to be 0.044 in the present model, indicating that the model is accepted on this criterion.

The CFA model is used to check the construct's convergent and discriminant validity and determine the correlation between different measurement models' constructs.

- **Convergent Validity**

A different aspect of fulfilling the criteria for convergent validity is as follows: -

a) Cronbach's Alpha or Composite Reliability (CR) must be greater than 0.5, and CR> AVE must be present.
b) The Average Variance Explained must be greater than 0.5.

Discriminant validity

A different aspect of fulfilling the criteria for convergent validity is as follows: -

a) Average Variance Explained should be more than Maximum Shared Variance or AVE > MSV.
b) AVE (Average Variance Explained) >ASV (Average Shared Variance)

As written in table 4.21, the CFA's outcomes depicted that constructs are valid in discriminant and convergent validity due to the fulfillment of all conditions.

Table No 4.21

KMO and Bartlett's Test of Overall CFA Model for Cultural Intelligence

KMO value	0.859
Bartlett's Test of Sphericity (Approx. Chi- Square)	3643.282
Degree of freedom	190
Significance level	0.000

For the application of factor analysis, KMO-Bartlett's test is used to get an idea about the validity regarding the adequacy of the sample. The results are given below:

Sample adequacy is found to be good as measured through Kaiser Meyer Olkin, i.e., 0.859, which indicates sample adequacy and the possibility of application of factor analysis on the present study

data. Similarly, significance is observed in the case of Bartlett's test of Sphericity at 1 percent level of significance, having p-value of .000.

Table No 4.22

Regression Weights for the Confirmatory Factor Analysis Model of Cultural Intelligence Factor Affecting Indian Students Going Abroad

Measured variable	Construct	Std Reg. Est.	Unstd. Reg. Est.	S. E	C.R	P	CR	AVE	MSV	Cron Bach Alpha
MC1	Metacognitive	.775	1.000	--	--		0.831	0.552	0.158	0.891
MC2		.690	.892	.069	12.931	***				
MC3		.745	.948	.068	13.894	***				
MC4		.759	1.105	.078	14.117	***				
COG1	**Cognitive**	.800	1.000	--	--		0.875	0.550	0.158	0.891
COG2		.687	.917	.065	14.075	***				
COG3		.712	.991	.067	14.694	***				
COG4		.728	1.004	.067	15.072					
COG5		.791	1.146	.069	16.637	***				
COG6		.681	.929	.067	13.926	***				
MCQ1	Motivational	.710	1.000	--	--		0.860	0.551	0.068	0.867
MCQ2		.769	1.381	.100	13.761	***				
MCQ3		.731	1.282	.097	13.165	***				
MCQ4		.766	1.387	.101	13.721					
MCQ5		.734	1.414	.107	13.215	***				
BCQ1	Behavioral	.697	1.000	--	--		0.867	0.568	0.068	0.914
BCQ2		.803	1.235	.086	14.285	***				
BCQ3		.807	1.256	.088	14.347	***				
BCQ4		.635	.929	.080	11.554	***				
BCQ5		.809	1.229	.086	14.336	***				

(Source: Researcher's Calculation through AMOS)

Table No. 4.23 CFA for overall Model of Cultural Intelligence (Discriminant Validity)

	Motivational Cultural Intelligence	Metacognitive	Cognitive	Behavioral Cultural Intelligence
MCQ	**0.742**			
MC	0.217	**0.743**		
Cog CQ	0.212	0.398	**0.735**	
BCQ	0.260	0.150	0.238	**0.754**

(Source: Researcher's Calculation through AMOS)

As written in tables 4.22 and 4.23, the CFA's outcomes depicted that constructs are valid in discriminant and convergent validity due to the fulfillment of all conditions. In conclusion, it can be said that there is no validity issue for all the cultural intelligence constructs in respect of discriminant validity.

1. The value of all fit indices and the validity test of the overall cultural intelligence model is good. The model fulfilled the conditions of construct, convergent and discriminant validity.
2. Currently, the top expectation of the Indian immigrants is for more improvement in cultural intelligence level when they move abroad.

Cultural intelligence of Indian Immigrants

Cultural Intelligence is a sum total of four dimensions constructed. The Indian immigrants are going to different countries for various purposes such as for education and career opportunities. In such a case, maintaining cultural intelligence in a different culture is a challenge. In order to observe the four dimensions of cultural intelligence twenty different statements are identified from the literature and included in the questionnaire. The responses of the different Indian immigrants were collected with respect to their perception towards different statements of cultural intelligence on the seven-point rating scale ranging from SD to SA. The different dimensions of the cultural intelligence are discussed below:

Metacognitive: Processing relevant knowledge - Meta-cognitive refers to thinking about thinking. Meta-cognitive CI is an intellectual capability of a person to learn and understand cultural facts. It is the cultural awareness and assumptions of an individual during communications across cultures.

People with high meta-cognitive CQ (Brislin et al., 2006; Triandis, 2006) are intentionally mindful of others preferences and hence try to adjust their mental models before, after and during interactions. The process through which people get and know cultural knowledge to develop an ability to plan, monitor, revise, and adjust to encroach the minds. It includes one's' cultural consciousness and alertness that can be visible in the ability to question cultural assumptions. In different cultural settings, it encourages active thinking about different conditions. In multicultural settings it helps to adjust and study strategies to accomplish desired outcomes**.**

Table 4.24- Descriptive Values for Meta Cognitive CQ

Metacognitive	Mean	Std. Deviation	Skewness	Kurtosis
MC1	4.96	1.239	-0.420	-0.209
MC2	5.21	1.241	-0.665	0.446
MC3.	5.10	1.222	-0.697	0.684
MC4	5.05	1.397	-0.878	0.632

All results indicated in Table 4.24 related with the Meta Cognitive values reveal that the mean score of all the statements is found to be in the range of 4.96 to 5.21. It represents that respondents have similar perceptions on each statement. The highest mean score is found in the case of the statement, "I adjust my cultural knowledge as I interact with people from a culture that is unfamiliar to me (5.21)." The lowest mean score i.e., 4.96 is found in the statement, "I am conscious of the cultural knowledge I use when interacting with people with different cultural backgrounds."

The responses of statements in this section are found to have negative skewness as well as platykurtic in nature. This reveals that the respondent responses are in a higher scale of agreement zone.

Cognitive CQ – Having relevant knowledge. Cognition means the ability to process information. It is defined as an individual's level of cultural knowledge built with the help of education and experience. The knowledge comprises norms, rules, practices, and conventions as well as the knowledge of cultural differences arising due to different customs, religious, cultural beliefs, patterns of interaction, social and economic systems existing in different cultures. In other words,

it is related to general knowledge and awareness of various cultures. High cognitive CQ indicates people to be more understanding regarding distinction between similarities and differences across cultures (Brislin et al., 2006). Thus, it is helpful to understand the differences and similarities of various cultures and this understanding helps to respond according to the demands of the situation.

Table 4.25- Descriptive Values for Cognitive CQ

Cognitive	Mean	Std. Deviation	Skewness	Kurtosis
COG1	5.23	1.244	-0.535	-0.024
COG2	5.08	1.328	-0.364	-0.664
COG3	5.14	1.384	-0.642	0.068
COG4	5.17	1.373	-0.626	-0.082
COG5	5.19	1.441	-.503	-0.710
COG6	5.31	1.357	-.952	0.729

The cognitive values compiled in Table 4.25, the mean score of statements is in range of 5.08 to 5.31 which concludes that the responses fall towards the agreement zone. The highest mean score is found in the case of, "I know the rules for expressing non-verbal behavior in other countries." The responses received have negative skewness as well as platykurtic in nature. This concludes that respondents are responding in the very higher side of the agreement zone.

Motivational CQ- Being motivated to use your knowledge. Motivational cultural intelligence shows a person's interest and curiosity to learn a new culture. It refers to the confidence of an individual to engage in cross cultural interactions and the amount of satisfaction one gets from the same. It involves an intrinsic drive of an individual to learn and adjust in a cross-cultural environment and enjoy interactions with culturally diverse people. In multicultural conditions, the success of intercultural communication is dependent upon a person's motivation and self-efficacy**.**

Table 4.26- Descriptive Values for Motivational CQ

Motivational	Mean	Std. Deviation	Skewness	Kurtosis
MCQ1	4.61	1.303	-0.942	0.117
MCQ2	4.56	1.661	-0.455	-0.711
MCQ3	4.77	1.621	-0.824	-0.133
MCQ4	4.50	1.674	-0.433	-0.837
MCQ5	4.52	1.780	-0.438	-0.799

The motivational values as shown in Table-4.26 reveals that the mean score of all the statements fall in the range of 4.50 to 4.77. The statement, "I am sure I can deal with the stress of adjusting to a culture that is new to me" , has the highest score in terms of mean value. The table depicts negative skewness and platykurtic nature. Moreover, the responses are towards the moderate agreement side.

Behavioral CQ- Adapting and portraying your knowledge. It is the capability of an individual to exhibit appropriate verbal and non-verbal behavior during multicultural interactions. It is important to establish better social interaction patterns with different people.

Table 4.27- Descriptive Values for Behavioral CQ

Behavioral	Mean	Std Deviation	Skewness	Kurtosis
BCQ1	4.56	1.595	-0.389	-0.711
BCQ2	4.54	1.707	-0.340	-0.773
BCQ3	4.53	1.728	-0.412	-0.831
BCQ4	4.48	1.621	-0.402	-0.582
BCQ5	4.66	1.687	-0.493	-0.856

Table 4.27 compiles the descriptive related with behavioral values. The range of mean scores is found to be varying from 4.48 to 4.66. The mean score of the statement, "I vary the rate of my

speaking when a cross-cultural situation requires it", is highest. The responses have negative skewness and responses are lying in a moderate agreement zone.

4.2.3 Cultural Intelligence Based on Gender (Independent t-Test)

Cultural intelligence is estimated for Indian immigrants based on gender. The scores of all the four components of cultural intelligence are calculated along with the overall cultural intelligence score. Independent t-Test is applied in order to compare the estimated score of all the four components of cultural intelligence and the overall cultural intelligence score. The following hypothesis is examined with the help of test:

Null Hypothesis 1 (H_{01}): *"No significant difference exists in the cultural intelligence among Indian immigrants based on gender."*
Alternate Hypothesis 1 (H_1): *"Significant difference exists in the cultural intelligence among Indian immigrants based on gender."*

The above hypothesis is also bifurcated into following sub hypothesis:
H_{1a}: *"in the meta cognitive CQ among Indian immigrants based on gender."*
H_{1b}: *"in the cognitive CQ among Indian immigrants based on gender."*
H_{1c}: *"in the motivational CQ among Indian immigrants based on gender."*
H_{1d}: *"in the behavioral CQ among Indian immigrants based on gender."*

Table 4.28- Descriptive Statistics of Cultural Intelligence Based on Gender

Gender		N	Mean	Std. Deviation
COGAV	Female	164	4.1334	1.42348
	Male	236	4.5903	1.25207
BCQAV	Female	164	4.417	1.3700
	Male	236	4.651	1.3221
MC_AV	Female	164	4.7424	1.23081
	Male	236	5.3114	.80387
MCQ_AV	Female	164	4.2768	1.40767
	Male	236	4.8136	1.15187

Table 4.29- Independent sample t-Test (Gender)

Independent sample T-Test							
		Equality of variance		T-Test for Equality of Means			
Factors		F	Sig.	T-Value	Degree of Freedom	P(2-Tailed)	Mean Difference
CogAV	Equal variance assumed	10.178	.002	-3.392	398	0.001	-0.45690
	Equal variance not assumed			-3.315	321.022	0.001	-0.45690
BCQAV	Equal variance assumed	1.234	0.267	-1.714	398	0.087	-0.2338
	Equal variance not assumed			-1.703	342.681	0.090	-0.2338
MCAV	Equal variance assumed	35.938	0.000	-5.592	398	0.000	-0.56906
	Equal variance not assumed			-5.200	258.221	0.000	-0.56906
MCQAV	Equal variance assumed	16.243	.000	-4.181	398	0.000	-0.53673
	Equal variance not assumed			-4.034	304.283	0.000	-0.53673

Tables 4.28 and 4.29 reveal descriptive and results of independent sample t-Test. In case of cognitive cultural intelligence, variances are not equal as per Levane's test of variance as P value (.002) is less than .05, hence we will refer to the second line of table. The results of independent T- Test did not support the null hypothesis that *"There is no significant difference in the level of cultural intelligence among Indian immigrants on the basis of gender (*P value-.001)." Null hypothesis cannot be accepted. The result also indicates that the mean score of the cognitive cultural intelligence is found higher in male students (mean score = 4.5903), compared to females (mean score = 4.1334). Significant difference is found in the dimension of cognitive CQ on gender basis.

In the case of Metacognitive Cultural Intelligence variances are not equal as per Levane's test of equality of variance as P value (.000) is less than 0.5, hence we will refer to the second line of table. It is analyzed that the results of independent T-test are not supporting the statement *"There is no significant difference in the level of meta cognitive cultural intelligence of the Indian immigrants based on gender* (P value- .000)." Thus, significant difference on gender basis indicates that the mean score of the meta cognitive cultural intelligence is found higher in male students (mean score = 5.3114), followed by females (mean score = 4.7424).

In case of in Motivational Cultural Intelligence variances are not equal as per Levane's test of equality of variance as P value (.000) is less than 05, hence we will refer second line of table The independent T- Test supported the hypothesis, *"There is no significant difference in the level of motivational CQ of the Indian immigrants on the basis of gender* (P value-.000)." The result specifies that the mean score of the motivational CQ is observed to be comparatively more in male students (mean score = 4.8136), followed by females (mean score = 4.2768). The difference is found to be significantly different on this dimension on gender basis.

In case of Behavioral cultural intelligence variances are equal as per Levane's test of results of independent t-test supported the hypothesis that *"There is no significant difference in the level of behavioral cultural intelligence of the Indian immigrants on the basis of gender* (P value-.087)." The result indicates behavioral cultural intelligence among gender is not significantly different.

4.2.4 Cultural Intelligence Vs Course (Independent t-Test) (Table 4.30 & 4.31)

The cultural intelligence is estimated for the Indian immigrants based on level of course. The scores of all the four components of cultural intelligence are calculated along with the total cultural intelligence score. Independent t-Test is applied in order to compare the estimated score of all the

four components of cultural intelligence and the overall cultural intelligence score. The following hypothesis is examined with the help of test:

Null Hypothesis 2 (H_{02}): *"No significant difference exists in the cultural intelligence among Indian immigrants based on level of course"*

Alternate Hypothesis 2 (H_2): *"Significant difference exists in the cultural intelligence among Indian immigrants based on level of course"*

The above hypothesis is also bifurcated into following sub hypothesis:

H_{2a}: *Meta cognitive CQ among Indian immigrants based on level of course.*

H_{2b}: *Cognitive CQ among Indian immigrants based on level of course.*

H_{2c}: *Motivational CQ among Indian immigrants based on level of course.*

H_{2d}: *Behavioral CQ among Indian immigrants based on level of course.*

The independent t-Test results are discussed below:

Table 4.30- Descriptive Statistics of Cultural Intelligence Based on Course

	GROUP STATISTICS				
COURSE		N	MEAN	STD. DEVIATION	STD. ERROR MEAN
CogAV	PG	136	4.2618	1.35865	0.11650
	UG	264	4.4756	1.33052	0.08189
BCQAV	PG	136	4.559	1.3504	0.1158
	UG	264	4.553	1.3451	0.828
MCAV	PG	136	5.1085	1.11210	0.09536
	UG	264	5.0625	0.99994	0.06154
MCQAV	PG	136	4.3809	1.44794	0.12416
	UG	264	4.7030	1.18667	0.07303

Table 4.31- Independent t-Test (Course wise)

Independent Samples t-test							
		Equality of variances		T-Test for Equality of Means			
		F	Sig	T-Value	Degree of Freedom	Sig (T-Tailed)	Mean Difference
CogAV	Equal variances assumed	.046	.831	-1.511	398	.132	-.21377
	Equal variances not assumed			-1.501	267.792	.134	-.21377
BCQAV	Equal variances assumed	.016	.899	.041	398	.968	.0058
	Equal variances not assumed			.041	271.819	.968	.0058
MCAV	Equal variances assumed	.439	.508	.419	398	.676	.04596
	Equal variances not assumed			.405	248.722	.686	.04596
MCQAV	Equal variances assumed	14.480	.000	-2.382	398	.018	-.32215
	Equal variances not assumed			-2.236	230.417	.026	-.32215

In case of motivational cultural intelligence, variances are not equal as per Levane's Test of equality of variance as (P-value .000< .05), hence we will refer to the second line of Table 4.31. The results of independent-test did not support the null hypothesis, "*There is no significant difference in the motivational cultural intelligence among Indian immigrants on the basis of level of course P*-value-.026." The results also indicate that the mean score of the motivational cognitive cultural intelligence is found higher in case of Post Graduate students (mean score=4.7030), compared to graduates (mean square=4.3809). The difference is found to be significantly different between the students based on their level of course.

In other three dimensions namely meta cognitive cultural intelligence (P value- 0.676), behavioral cultural intelligence (P value- 0.968) and cognitive cultural intelligence (P value – 132) the difference on the basis of course level is not significant as per independent t-test. The null hypothesis is accepted in these dimensions.

4.2.5 Cultural intelligence vs host country

The cultural intelligence is estimated for the Indian immigrants for the three countries namely, USA, Canada, and Australia. The scores of all the four components of cultural intelligence are calculated along with the overall cultural intelligence score. The one-way ANOVA is applied in order to compare the estimated score of all the four components of cultural intelligence and the overall cultural intelligence score. The following hypothesis is examined with the help of One-way ANOVA test:

Null Hypothesis (H_{03}): *"No significant difference exists in the cultural intelligence of the* Indian immigrants *in different host countries (USA, Canada and Australia)"*

Alternate Hypothesis (H_3): *"Significant difference exists in the cultural intelligence of the* Indian immigrants *in different host countries (USA, Canada and Australia)"*

The above hypothesis is also bifurcated into following sub hypothesis:

H_{3a}: *"No significant difference exists in the meta cognitive CQ of the Indian immigrants in different host countries (USA, Canada and Australia)"*

H_{3b}: *"No significant difference exists in the cognitive CQ of the Indian immigrants in different host countries (USA, Canada and Australia)"*

H_{3c}: *"No significant difference exists in the motivational CQ of the Indian immigrants* in *different host countries (USA, Canada and Australia)"*

H_{3d}: *"No significant difference exists in the behavioral CQ of the Indian immigrants in different host countries (USA, Canada and Australia)"*

Table 4.32- ANOVA (Country wise)

	ANOVA					
COURSE		Sum of Squares	df	Mean Square	F	Sig
CogAV	Between Groups	11.799	2	5.899	3.312	.037
	Within Groups	707.090	397	1.781	0.08189	
	Total	718.889	399			
BCQAV	Between Groups	12.470	2	6.235	3.489	.031
	Within Groups	709.520	397	1.787		
	Total	721.990	399			
MCAV	Between Groups	2.873	2	1.436	1.335	.264
	Within Groups	427.248	397	1.076		
	Total	430.121	399			
MCQAV	Between Groups	305.580	2	152.790	169.870	.000
	Within Groups	357.083	397	.899		
	Total	662.663	399			

Table 4.33- Test of homogeneity of variance

Variances Homogeneity				
	Levene Statistic	Df1	Df2	Sig
CogAV	9.196	2	397	.000
BCQAV	1.407	2	397	.246
MCAV	8.026	2	397	.000
MCQAV	23.869	2	397	.000

H_{3a} -The one-way ANOVA results support the null hypothesis, *"No significant difference in the meta cognitive CQ of the Indian immigrants (P value- .264)"* The mean value of all the countries is not significantly different. (Table 4.32, 4.33& 4.34)

Table-4.34 Descriptive Statistics based on Country

Country	N	Mean	Std. Deviation
USA	137	4.9708	1.20281
Australia	133	5.0921	.83964
Canada	130	5.1769	1.03216
Total	400	5.0781	1.03827

Table 4.35 – Descriptive Statistics of Cognitive CQ based on Country

Country	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
USA	137	4.1699	1.49398	.12764	3.9174	4.4223	1.33	6.83
Australia	133	4.4821	1.18122	.10243	4.2795	4.6847	1.50	6.50
Canada	130	4.5675	1.30403	.11437	4.3413	4.7938	1.67	6.50
Total	400	4.4029	1.34228	.06711	4.2710	4.5349	1.33	6.83

H_{3b} :As per the one-way ANOVA results null hypothesis , *"There is no significant difference in the cognitive CQ of the Indian immigrants in different host countries"* (P value - .037) was rejected. The result also indicated the value of mean score of the cognitive CQ was found to be highest in case of Indian immigrants in Canada (mean score = 4.5675), followed by Australia (mean score = 4.4821) and found to be the lowest in case of USA (mean score = 4.1699). The difference is found to be significantly different between the Indian immigrants in the USA, Australia, and Canada. (Table 4.34)

H_{3c}: As per the one-way ANOVA null hypothesis *"There is no significant difference in the motivational cultural intelligence of the Indian immigrants in different host countries"* (P value - .000) was rejected. The result also indicates that the mean score of the motivational cultural intelligence is found to be highest in case of Indian immigrants in Canada (mean score = 5.4754), followed by Australia (mean score = 4.9398) and found to be the lowest in case of USA (mean score = 3.4204). There is a significant difference amongst the motivational cultural intelligence of the Indian immigrants in the USA, Australia, and Canada. (Table 4.36)

Table 4.36- Descriptive Statistics of Motivational CQ based on Country

Country	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
USA	137	3.4204	1.19639	.10221	3.2183	3.6226	1.40	6.20
Australia	133	4.9398	.87732	.07607	4.7894	5.0903	2.80	6.40
Canada	130	5.4754	.68665	.06022	5.3562	5.5945	3.40	6.60
Total	400	4.5935	1.28872	.06444	4.4668	4.7202	1.40	6.60

H_{3d}: As per the one-way ANOVA null hypothesis, *"There is no significant difference in the behavioral cultural intelligence of the Indian immigrants in different host countries"* (P value - .031) was rejected. The result also indicates that the mean score of the cognitive CQ is observed to be highest in case of Indian immigrants in Canada (mean score = 4.729), followed by Australia (mean score = 4.630) and found to be the lowest in case of the USA (mean score = 4.317). The significant difference amongst the cognitive CQ of the Indian immigrants in the USA, Australia, and Canada. (Table 4.37 & 4.38)

Table 4.37 – Descriptive Statistics of Behavioral CQ based on Country

Country	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
USA	137	4.317	1.3594	.1161	4.087	4.546	1.6	6.8
Australia	133	4.630	1.3111	.1137	4.405	4.855	1.6	6.6
Canada	130	4.729	1.3389	.1174	4.497	4.962	1.6	6.8
Total	400	4.555	1.3452	.0673	4.423	4.687	1.6	6.8

Table 4.38- Behavioral CQ based on Tukey B[ab]

Country	N	Subset for alpha = 0.05	
		1	2
USA	137	4.317	
Australia	133	4.630	4.630
Canada	130		4.729

Above table depicts the homogenous subsets of the USA, Australia, and Canada.

Harmonic Mean Sample Size = 133.272.

Harmonic means are used as the group sizes are not equal.

4.3 Analysis for Objective 2

This objective is accomplished by collecting secondary data after reviewing various published journals and articles to understand the cultural differences of India, USA, Australia, and Canada. It is better analyzed by secondary data sources to have a deeper knowledge of cultural differences between India and host countries. It includes the value system, practices, beliefs, and values of the employees employed. (Hofstede, 1980; Singh, 1990; Triandis, 1995). Ethics and values contribute to an individual's culture therefore it shapes one's behavior, nature, identity, and other personality traits hence it is the building action of day-to-day life. The inner attachment to a culture can provide individuals an amicable way to get associated with people having similar outlook and morals. (Chhokar, Brodbeck, House, Mahwah, 2007). Culture is the connotation that is fabricated over generations to learn and behave. (Malakhov, 2014). Cultural differences (Lin, (2012)) are the different expressions which are distinct to people of a particular group, race, or national origin. Hence, to understand diversified cultures differences it is important to analyze the nature of people, the relationship of one individual to another and an individual's relationship to the external environment.

India is a densely populated diversified country known for its enriched culture and heritage. As India is a secular country, due respect and regard is given to everyone. The approach of the majority of Indians is humanistic due to their strong belief in culture. They are influenced by cultural experiences as they develop their thoughts, feelings and actions according to it.The cultural patterns form a foundation in their growing years and different cultural experiences and various religious rituals form a firm base for them.

The sample countries are the USA, Australia, and Canada. The reasoning for these three countries as the sample countries is that the maximum percentage of Indian immigrants as students are pursuing their higher studies in the above mentioned countries. It is significant to understand the cultural difference of these countries w.r.t India as cultural values form (Cnaan, 2011)a basis for cultural norms and individuals in cultures to know and realize what is good, right, and appropriate in different situations based on these norms (Schwartz 1994).

Location, linguistic affiliation, national identity, dominant religions, customs of marriages and religions, special social customs, family system, food and economy, system of education, work habits, festivals are the indicators of different attitudes and behaviors influenced by one's culture. These factors have been enumerated in the subsequent section for the four countries India, USA, Australia & Canada.

4.3.1 Basic information of the countries

India-India is located in southern Asia. It is the second largest populated country in the world with a population of 1.4 billion. It is also the seventh largest country by land area, consisting of 28 states and 7 Union Territories. The capital is New Delhi, and the currency is the rupee. Cricket is a popular sport, and India is a secular, religiously pluralistic and multi-ethnic democracy - the largest in the world. India is a diverse country with many cultures and languages, with Hindi and English being the official languages. The major religions are Hinduism (79.8%), Islam (14.2%), Christianity (2.3%), Sikhism (1.7%), Jainism (0.06%), Buddhism (0.7%). The labor force is mainly employed in the agriculture and industry sectors, while the service sector, which includes the IT industry, is the fastest-growing sector, contributing over 50% of the GDP. The education system of India has four levels: pre-primary, primary, elementary, and secondary education followed by higher studies. India introduces new software technologies to the world. India is also a leading manufacturer of pharmaceutical products, and is a popular tourist destination due to its natural beauty and rich heritage. India is known for its advancements in technology and software and is a major contributor to the advice received from Silicon Valley. India also has several natural resources that are used for technological advancements and positive purposes. India is a developing country.

United States of America (USA) - North America is a continent located in the Northern Hemisphere, mostly within the Western Hemisphere. It is bordered by the Arctic Ocean, to the north, the Atlantic Ocean to the east, South America, and the Caribbean Sea to the southeast and the Pacific Ocean. to the west and south. The United States of America, which has a population of 0.33 billion, is located on this continent, with Washington D.C. as its capital, and the dollar as its currency. The USA is a federal republic, and a multicultural country with a diverse range of religions. Christianity is the most prevalent religion, followed by non-Christian, Jewish, Muslim, Buddhist, Hindu, and unaffiliated, which includes Agnostics and Atheists. English is the official language, and the education system has three levels- elementary, middle, and high school. The United States has the largest economy in the world with a GDP of over $21 trillion and is abundant in natural resources such as coal, copper, lead, uranium, molybdenum, nickel, phosphates, silver, rare earth elements, bauxite, gold, iron, mercury, zinc, potash, tungsten, petroleum, and natural gas. The USA also boasts the world's largest coal reserves and is a global superpower known for its advancements in space technology, pharmaceuticals, defense systems, and telecommunications. Most of the world's largest technological companies are in the US and it is developed and one of the sound economic countries in the world.

Australia- Australia is a country, an island, and a continent. It is in Oceania between the Indian Ocean and the South Ocean. It is the sixth largest country in the world, situated between the South Pacific Ocean and the Indian Ocean. Canberra is the capital of Australia, which is divided into six states and three internal territories. The population of Australia is 0.026 billion, and the currency is the Australian dollar. English is widely spoken, but there is no official language. Christianity is the most prevalent religion, followed by Islam, Buddhism, Hinduism, Sikhism, and Judaism. Australia has a strong economy, ranking as the thirteenth largest in the world. The service sector, which includes education and healthcare, is the largest contributor to the GDP and employs the majority of the labor force. Australia is also rich in natural coal, natural gas, iron ore, bauxite and uranium, lithium, lead and rare earths. The education system is three-tiered, with primary, secondary, and tertiary levels. Australia is known for its early adoption of technology, including high internet access rates and its strong focus on research and development in mining, biotechnology, and the food industry. 8 Nobel Prize recipients from Australia have won in technology-related fields. Australia is considered a developed country.

Canada- Located in the northern part of North America, Canada is a bilingual country with English and French as its official languages. Ottawa is the capital and the Canadian Dollar is the currency. Christianity is the dominant religion, with 67.2% of the population identifying as Christian. The economy of Canada is based on its natural resources such as minerals, ore, forestry products, oil, and gas. It is also known for its manufacturing of automobiles and farm equipment, as well as a wide range of consumer products. The education system includes primary, secondary and post-secondary education. Canada is a technologically advanced country and excels in various fields. The government encourages research and development in technology industries, particularly in biotechnology and space exploration. Canada allocates nearly 2% of its GDP to R&D and is known for its advancement in credit and debit card technology. Canada has the tenth largest economy in the world and is considered a highly developed country. Its culture is different from India, USA, Australia in many ways like family structure, food habits, festivals, marriage system, fashion, caste system, spirituality, work culture, goals and hierarchies, time, business relationships and expression.

4.3.2 Cultural Differences of India with reference to the Host Countries

The following features form a basis for better understanding of cultural differences of India with USA, Australia, and Canada-

1. **Family**- The Indian culture places a strong emphasis on family and respect. In contrast, American, Australian, and Canadian cultures tend to be more focused on individual goals and ambition. Indian families are often closely-knit and parents have a strong influence on their children throughout their lives, as seen in Indian business families where stringent hierarchies are followed. In contrast, in the United States, Australia, and Canada, the traditional family structure is more nuclear and extended families often live separately.
2. **Food**- The Indian cuisine is known for its use of a wide variety of vegetables and spices in cooking. In contrast, American food tends to be less spicy and heavily centered around meats. Australians tend to choose cuisine which is not very strong in flavors with few prominent tastes. In Canada, fast food, and convenience foods such as frozen or canned items are popular.

3. **Festivals**- In India, there are a wide variety of festivals celebrated, reflecting the diversity of religions and traditions present in the country. These festivals often feature vibrant colors, lights, and grand displays. In contrast, in the United States, Christmas and Thanksgiving are the most widely celebrated festivals, while in Australia, some popular festivals include the Adelaide Festival, the Melbourne International Comedy Festival, and New Year's Eve celebrations. Similarly, Canada is home to a variety of festivals, including the Montreal Jazz Festival, Winterlude, the Celebration of Light, the Ex, Pride Toronto, and Canada Day Celebrations.
4. **Marriage**-In India, marriage is traditionally arranged by the families and usually takes place at a young age, with ceremonies and rituals performed by a pandit in a mandap. In contrast, in the United States, marriage is more often based on personal choice and typically takes place at a later age, with ceremonies performed in churches by a priest. Australia also follows the tradition of love marriage and the celebrant recites the prescribed words to solemnize the marriage. They also have a minimum age of 18 for both males and females. Similarly, in Canada, the minimum age for marriage is 16 and the marriage style is mainly love marriage which can be performed anywhere, anytime.
5. **Fashion**- India is known for its traditional attire such as sarees for women and kurtas for men. In formal settings, Indian men may wear lightweight suits, but ties are not always required. In the United States, casual wear is common, but in formal settings, men often wear business suits with light-colored collared shirts and ties, while women may wear business suits or formal business-style dresses. In Australia, casual wear is also popular, but in formal settings, men may wear business suits with ties and women wear business suits or formal business-style dresses. Similarly, in Canada, casual wear is common, and the dress code is generally conservative, with a well-dressed appearance is desirable.
6. **The caste system and status**- In India, hierarchical structure is prevalent in business, with titles and status being important markers of success. Americans tend to prioritize personal success and achievement in their professional lives. In contrast, the organizational structure in Australia is often non-hierarchical and titles and rankings are not as emphasized. Similarly, in Canada, individuals are not ashamed to perform any type of work and there is a sense of camaraderie and mutual support among colleagues. Hierarchy and titles hold less importance.

7. **Spirituality-** In India, spirituality and religious beliefs play a significant role in the culture and are often integrated into business practices. In contrast, Americans tend to have a more materialistic mindset and do not typically impose their religious beliefs in the workplace. Australians are moderately religious and tend to keep their religious beliefs separate from their professional lives. Similarly, Canada does not have an official religion, but many Canadians identify as Christian.
8. **Work Culture-** India is known for its hierarchical workplace culture, where age and position hold a lot of importance. Communication in India is often indirect, and it is not common to be frank or direct if there is not a strong relationship established. The United States has a less hierarchical workplace culture and people are known to work long hours and not take many vacation days or family leave. Americans tend to work through lunch and communicate outside of work hours through emails. Australians value punctuality and tend to drive to work. They tend to speak their mind and use slang in their communication. They also have a clear separation between work and family time. In Canada, soft skills such as teamwork, broad-mindedness, acceptance, flexibility, positive attitude, time management présentation skills, leadership qualities, truthfulness, and the ability to encourage co-workers are considered more important than technical skills. Canada is also known for its ethnocultural diversity in the workplace.
9. **Goals and hierarchies-** In India, the traditional emphasis on hierarchy in the workplace can lead to decisions being made primarily by those in higher positions, with little room for empowerment and decision-making among lower-level employees. In contrast, American culture places a strong value on ambition and profit, with a focus on effective delegation of responsibilities and teamwork. Australian society is known for its strong principles of egalitarianism, leading to a less hierarchical approach in the workplace and a focus on team performance. Similarly, while Canadian businesses may have traditionally been hierarchical, there is a growing trend towards a flatter organizational structure. In terms of communication style, Canadians are known for being direct, but also for incorporating positive feedback when delivering negative comments.
10. **Time-** In India, the perspective on time is often viewed as cyclical rather than linear, leading to a slower pace of life and a focus on relationships over deadlines. In the workplace it is typically the concern of senior staff to be alert regarding deadlines, rather

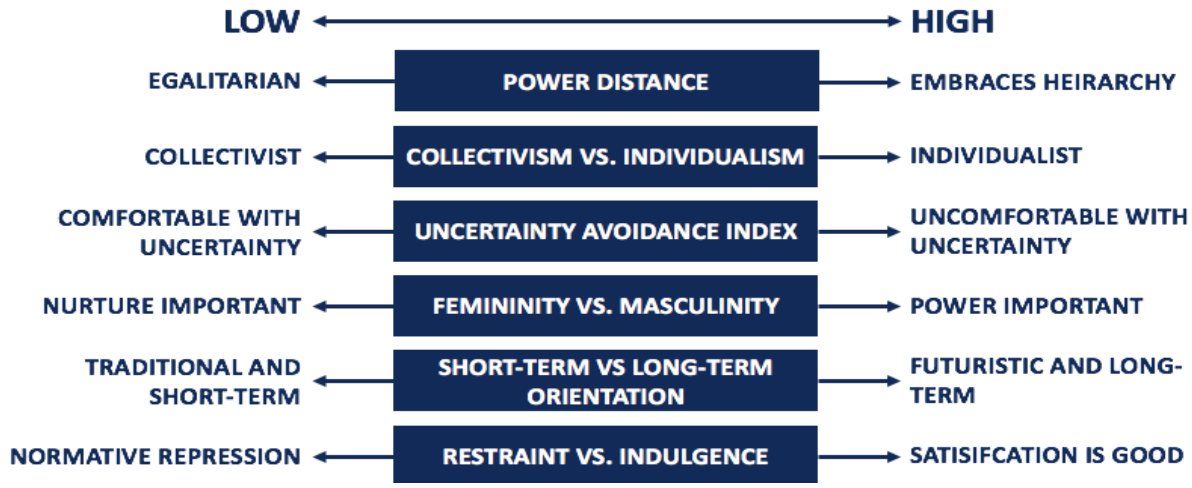
than junior staff. In contrast, in the United States, life is fast-paced and deadlines are considered crucial, with a low tolerance for delays. Americans often work long hours to meet deadlines. In Australia and Canada, punctuality is highly valued as a sign of respect and professionalism, and delays are viewed as inefficient.

11. **Business relationships -** In India, building and maintaining relationships is a key aspect of business culture. Communication is smoother when a relationship has already been established. In the United States, the focus is on achieving goals and getting things done efficiently. Americans tend to be direct and to the point, and small talk is not considered a priority. Australians are known for being straightforward in business and do not often engage in formal exchanges such as exchanging business cards. In Canada, the business environment values equality, diversity, and open communication. It is also common to have bilingual business cards with English and French translations.
12. **Expression**- In India, the concept of "face" is important in communication and interactions, and indirect language is often used to preserve this. In contrast, Americans tend to use direct language and may be more aggressive in their communication style, especially in high-pressure work environments. Australians are known for being straightforward in their communication and appreciate open and direct language. In Canada, communication is often more indirect, and it is important to be aware of nonverbal cues such as eye contact and smiling, as well as to be confident and clear in meetings.

4.3.3 Cultural differences defined aamongst the four main countries of the world namely India, USA, Australia & Canada based on Hofstede ‘s Model (2011) -

The cultural differences between countries can be attributed to various factors such as geography, customs, values, religious practices, and beliefs. These differences create a unique culture that defines the identity of a country and the people who live there. Hofstede's cultural dimensions theory provides an outline for defining and comparing cultural values across different countries, making it a useful tool for researchers in various fields. This theory helps to compare and evaluate findings from previous and future research.

Fig-4.10 Six Dimensions of Hofstede Model

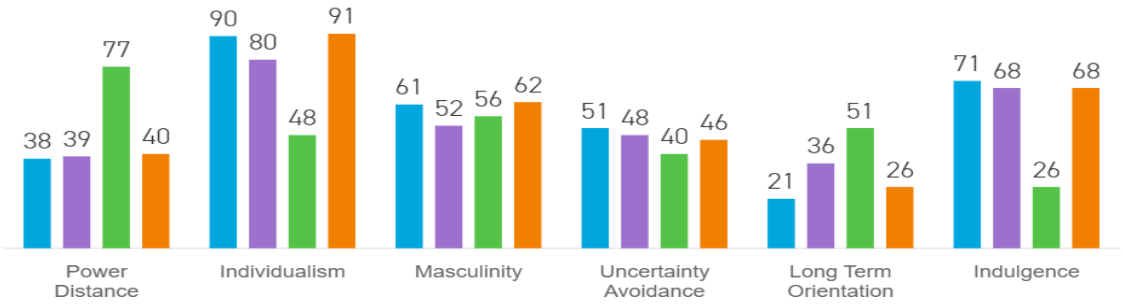


Source- https://corporatefinanceinstitute.com/resources/knowledge/other/hofstedes-cultural-dimensions-theory/

Scores of India, USA, Australia, & Canada on the six dimensions are:

Figure 4.11 signifies scores of India, USA, Australia & Canada based on Hofstede Insights. It gives a relative pictorial representation amongst these four countries.

Fig4.11: Scores of India, USA, Australia, Canada on Hofstede 's Six Dimensions of Culture



- Australia
- Canada
- India
- USA

Source: Hofstede Insights- https://www.hofstede-insights.com/country-comparison/india,the-usa/

4.3.4 Critical Analysis to understand cultural differences of Sample Countries-

Based on the cultural differences drawn from the secondary sources the inference drawn follows with the belief that Indian immigrant going to the sample countries viz USA, Australia & Canada although face certain challenges but as they are culturally intelligent it is implied that they are better equipped to sustain due to the strong cultural values being inculcated during the childhood. Cultural values of the country are respectively linked to the people's behaviors (D.M.S.B. Dissanayake, 2015). It is based on the framework of Hofstede cultural dimension Model.

Power Distance- Power Distance (Hofstede, 2011) is defined as the extent of unequal distribution of acceptance and expectation of power in organizations and institutions. India with a score of 77 signifies Large Power Distance where power is given most prominence where parents teach their children obedience from childhood and there is respect for older people in families. The education system is teacher centered. Hierarchy is evidently inequality and juniors are expected to be directed. USA, Australia, and Canada are 40, 38 and 39 respectively having Distance signifying use of power to be legitimate and subjected to criteria of good and evil. The parents treat their children as equals, no respect for older people so there is no fear of them. The education system is student-centered. Hierarchy signifies inequality of roles and juniors are expected to be consulted.

Individualism-Collectivism- It defines the degree to which individuals are integrated into groups. This dimension is a collective and not an individual's characteristic and thus tries to signify the extent to which people are combined into groups. In an individualistic society, the connections between individuals are loose as they look after themselves whereas in a collectivist society, individuals form a strong, cohesive group which involves extended family. India, with an intermediate score of 48, has both the traits of collectivistic and individualistic society. A high preference for belonging to a larger framework is evident from the collectivist side. It signifies the importance of relationships over tasks. The purpose of education is learning how to do it. The individualistic trait of Indian society is the presence of its dominant religion-Hinduism where the Hindus belief in the birth and rebirth after death and the rebirth which is resultant of the preceding life lived by the individual and hence there is an impact on the way they lead their lives and also rebirth. This intermediate score on this dimension is the resultant of This focus on individualism interacts with the other mixture of individualistic and collectivistic traits. USA, Australia & Canada show the scores of 90, 91 & 89 respectively signifying similar scores towards a highly individualistic approach where everyone is supposed to take care of him or herself and immediate

family only. The task prevails over relationships. There is a right of privacy. The purpose of education is learning how to learn.

Uncertainty Avoidance- This dimension deals with a society's tolerance regarding ambiguous situations. It is indicative through the unstructured situations, which are new, unknown, surprising, and different. (Hofstede 2011). India and USA have a score of 40 and 46 respectively, indicating a well thought risk taking mature culture. Tripathi and Cervone (2008) found that Indian corporate professionals were more concerned for the emotional and financial well-being of the extended family, co-workers, and community members for the achievement of work. There is a higher level of tolerance for different ideas, thoughts, and beliefs. (Thakur, 2010). This culture is reflected in officials as they tend to have an open attitude for risk bearing activities and business globalization but they also have to take calculated risk in this trade off. In the USA, people are comparatively open to new technology, different business practices, new types of food, and various forms of personal expression. (Hofstede, n.d.b., p.1). Studies show that to develop a new concept by defying organizational, rules, procedures, and norms the employees within an organization are willing to fight against managerial resistance for the implementation of a new idea. (Scott et al., 1995). The score of Australia is 51, which is an intermediate score for this dimension. Canada scores 48 signifying more acceptance to uncertainty. It indicates the fast and easy acceptance of new ideas, different products, and a desire to try something new or innovative in terms of technology, business practices or consumer products. In Canada the people do not mind freedom of expression and are open to new ideas or expressions from anyone. Canadians are also emotionally less expressive and the culture of Canada is not rule oriented

Masculinity-Femininity- It expresses the (Hofstede, 2011) distribution of values and emotional roles between the genders. Masculine has been defined as the assertive pole and feminine is defined as the modest, caring pole. In the masculine countries there is maximum social and emotional role differentiation between genders and in Feminine dominating countries there is minimum social and emotional role differentiation between the genders.

India and Canada are moderately masculine countries with a score of 56 and 52 respectively. In India, the majority of decisions related to facts are taken by fathers and the mothers deal with feelings, generally girls cry but boys are considered tough so they do not cry, girls do not fight but

boys fight back, fathers take decisions regarding family size showing the masculine characteristics. In Canada there is work-life balance as they normally strive to attain high standards of performance in both work and play(sports). USA and Australia are more towards masculine countries with a score of 62 and 61 respectively. In these countries work prevails over family which is evident as from childhood Americans are introduced to an aggressive environment both academically and athletically. Competition fosters this attitude. (Marshall, 2014). The people of the USA believe in constant improvement and hence try to explore new methods to achieve more success. The USA maintains a higher level of disparity in the world. (Facundo et al., 2013). Australians follow the principle of constantly working hard to be the best they can be and it is the winner that takes all the general behavior in both work and play. Australians are generally proud of their achievements in life and consider themselves as successful. It forms a basis for hiring and taking the decisions regarding promotions at the workplace. They tend to resolve the conflicts at the individual level and ultimate aim is to win.

Long and Short-Term Orientation – Long-term oriented societies emphasize that the important events in life will occur in future. The focus is to earn rewards, to include persistence, to save and the capability to adapt and change. In short term-oriented societies, personal steadiness and stability is emphasized. As per short term-oriented societies most important events in life occurred in the past or they may take place now. Indians have a more long-term Orientation (51). In India, the expectation is that the Indian business person has to provide the detailed business plans because of their need for Long-Term Orientations. Long term orientation is indicated by remaining in one job and this feature is changing due to economic growth (Thakur, 2010). For Indians the deadlines are open until and unless it is clearly specified that the deadline is critical, they assume the deadline to be flexible. (Walker, 2007). Providing others is an important goal. America scores 26, Australia has a score of 21, and Canada scores 36 on this dimension. They focus on short term profits and quick gains. Thrift and perseverance are important goals. Americans tend to seek instant gratification and are desperate for quicker results. Building relationships and having long term partnerships is not always a priority to American business people which shows the "Time is money" attitude in businesses (eDiplomat, 2010).

Indulgence Versus Restraint- Indulgence signifies a society that allows free gratification of basic and natural human desires which are required to enjoy life and have fun. Restraint stands for the controlled gratification of needs and is regulated by strict social norms. Indians remain low on

Indulgence with a score of 26 which is evident in Indian managers as they are more work oriented. In the USA the Indulgence score is higher at 68, expressed by their managers' style of work hard, party harder. Australia has a high score of (71) and Canadian culture also has a high score of (68) therefore classified as indulgent. High score of indulgence signifies the willingness of people to realize their impulses and desires of enjoying life and having fun. The people of Australia and Canada are quite optimistic and tend to have a positive attitude towards life. They try to remain happy, spend money as they wish and give lot of importance to leisure time

4.4 Analysis for Objective-3

To achieve this objective of the study a Questionnaire was designed with the help of review of literature and pilot survey. Researchers after reviewing literature prepared an exhaustive list of challenges faced by immigrants. The total list consisted of twenty-one statements. Thereafter ten Indian immigrants i.e., students going abroad from sample countries USA, Canada, Australia were asked to tick more than one challenge as per their opinion. Based on thirty respondents' opinions, the final list of challenges was compiled. For this purpose, the frequency count of 50% or more statements were identified. Thereafter fifteen statements regarding issues and challenges faced by Indian students studying abroad were analyzed on 7 points Likert scale (strongly disagree to strongly agree). The respondents were asked to rate on this scale as per their perception of experience of such issues and challenges. As the group of respondents belong to country India and the confined parameter is for higher education in the host country. The list so prepared was general challenges faced but not so very specific. The data obtained from such responses were homogeneous irrespective of the host country. The last question asked in this survey was to list any other response but none of the respondents filled in that column.

The collected data was analyzed with the help of the SPSS 24 Version. In this objective descriptive statistics, independent t-test and ANOVA were used to analyze the issues and challenges experienced by the Indian students in the USA, Australia, and Canada.

Table-4.39 Descriptive Analysis of the Issues and Challenges faced by Indian Immigrants

	Mean	Std. Deviation	Skewness	Kurtosis
Lack of understanding the host country language	5.26	1.562	-.787	.193
Inconvenient traveling and commutation facilities.	5.02	1.692	-.671	-.538
Unpleasant behavior of people.	5.10	1.658	-.703	-.540
Lack of accommodation facilities.	4.33	1.770	-.245	-1.032
Lack of safety and security.	4.24	1.435	.114	-.957
Costly medical facilities.	4.81	1.472	-.745	.438
Discrimination regarding culture.	4.86	1.583	-.320	-.993
Noticeable cultural differences.	4.86	1.950	-.547	-1.032
Expensive cost of living	5.44	1.511	-.902	-.110
Difficulty in understanding the laws and rules of the host country.	4.87	1.715	-.318	-1.184
Missing the country food crazily/ Managing with local food	3.80	1.642	-.133	-.936
Inadequate personal support.	5.52	1.161	-.459	-.584
Difficulty in adjusting to different work culture	3.99	1.654	.107	-1.022
Difficulty in managing financial expenses.	2.33	1.029	.387	-.979
Difficulty in getting used to currency differences.	2.33	1.117	.433	-1.184
Valid N (listwise)				

Table-4.40 Descriptive Statistics of the Issues and Challenges faced by Indian Immigrants based on Gender

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Lack of Understanding the Host Country Language	Female	164	5.74	1.444	.113
	Male	236	4.93	1.559	.101
Inconvenient Travelling and Commutation Facilities.	Female	164	5.59	1.585	.124
	Male	236	4.62	1.652	.108
Unpleasant Behavior of People.	Female	164	5.44	1.559	.122
	Male	236	4.86	1.686	.110
Lack Of Accommodation Facilities.	Female	164	4.13	1.988	.155
	Male	236	4.46	1.591	.104
Lack Of Safety and Security.	Female	164	4.03	1.231	.096
	Male	236	4.38	1.548	.101
Costly Medical Facilities.	Female	164	4.69	1.936	.151
	Male	236	4.89	1.031	.067
Discrimination Regarding Culture.	Female	164	4.54	1.463	.114
	Male	236	5.08	1.627	.106
Noticeable Cultural Differences.	Female	164	4.44	2.028	.158
	Male	236	5.16	1.842	.120
Expensive Cost of Living	Female	164	5.18	1.705	.133
	Male	236	5.62	1.333	.087
	Female	164	4.95	1.770	.138

Difficulty In Understanding the Laws and Rules of Host Country.	Male	236	4.82	1.677	.109
Missing The Country Food Crazily/ Managing with Local Food	Female	164	3.21	1.767	.138
	Male	236	4.20	1.415	.092
Inadequate Personal Support.	Female	164	5.51	1.363	.106
	Male	236	5.53	1.000	.065
Difficulty In Adjusting to Different Work Culture	Female	164	4.13	1.721	.134
	Male	236	3.88	1.601	.104
Difficulty In Managing Financial Expenses.	Female	164	2.35	.890	.070
	Male	236	2.32	1.117	.073
Difficulty In Getting Used to Currency Differences.	Female	164	1.57	.744	.058
	Male	236	2.86	1.025	.067

Interpretation

Table 4.40 compiles the mean and standard deviation for various issues and challenges faced by Indian immigrants. Seven points Likert scale was taken, and a score of 1 was assigned for a response of strongly disagree, 2 for disagree, 3 for somewhat disagree, 4 for Neutral, 5 for somewhat agree,6 for Agree and 7 for strongly agree.

In the issues and challenges, the highest score was found for "Lack of Understanding the Host Country Language", followed by" Expensive Cost of Living" and " Inconvenient Travelling and Commutation Facilities." The lowest score was found for the "Difficulty in Getting Used to Currency Differences" and "Difficulty in managing financial expenses."

Overall, respondents' experience of Indian immigrants falls under the agreement zone.

4.4.1 Issues and Challenges Vs. Gender (Independent T Test)

The Indian students going to host countries (USA, Australia & Canada) come across various challenges and issues. The researcher compared issues and challenges based on gender. For this

independent t-test was applied. The following hypothesis was examined with the help of independent t-test.

Null Hypothesis 4 (H_{04}) "*No significant difference exists in the perception of Indian immigrants with respect to issues and challenges on gender basis".*

Alternate Hypothesis 4 (H_4) "*Significant difference exists in the perception of Indian immigrants with respect to issues and challenges on gender basis".*

The above hypothesis is further bifurcated into fifteen sub hypothesis as per the list of following challenges in the host country:

4a-Understanding the host country language.

4b-Inconvenient traveling.

4c-Unpleasant behavior of people.

4d-Lack of accommodation facility.

4e-Lack of safety and security.

4f-Costly medical facilities.

4g-Discrimination regarding culture.

4h-Experiencing noticeable cultural differences.

4i-Expensive cost of living.

4j-Understanding law and rules.

4k-Lack of availability of country food.

4l-Inadequate personal support.

4m-Difficulty in adjusting to a different work culture.

4n-Difficulty in managing financial expenses.

4o-Difficulty in getting currency.

Table 4.41- Independent T Test (Gender wise)

Variables of issues and challenges		F	Sig.	T	df	Sig. (2 tail)	mean diff.
Lack of understanding the host country language	Equal variances assumed	3.822	.051	5.239	398	.000	.806
	Equal variances not assumed			5.312	366.995	.000	.806
Inconvenient traveling and commutation facilities.	Equal variances assumed	2.019	.156	5.863	398	.000	.969
	Equal variances not assumed			5.907	359.758	.000	.969
Unpleasant behavior of people.	Equal variances assumed	2.014	.157	3.481	398	.001	.579
	Equal variances not assumed			3.531	367.327	.000	.579
Lack of accommodation facilities.	Equal variances assumed	29.422	.000	-1.861	398	.063	-.334
	Equal variances not assumed			-1.789	299.210	.075	-.334
Lack of safety and security.	Equal variances assumed	19.659	.000	-2.390	398	.017	-.347
	Equal variances not assumed			-2.489	390.831	.013	-.347
Costly medical facilities.	Equal variances assumed	109.306	.000	-1.315	398	.189	-.197
	Equal variances not assumed			-1.188	227.459	.236	-.197
Discrimination regarding culture.	Equal variances assumed	2.628	.106	-3.452	398	.001	-.548

	Equal variances not assumed			-3.519	372.714	.000	-.548
Noticeable cultural differences.	Equal variances assumed	16.188	.000	-3.677	398	.000	-.718
	Equal variances not assumed			-3.614	328.541	.000	-.718
Expensive cost of living	Equal variances assumed	19.989	.000	-2.932	398	.004	-.446
	Equal variances not assumed			-2.807	294.037	.005	-.446
Difficulty in understanding the laws and rules of the host country.	Equal variances assumed	2.963	.086	.730	398	.466	.127
	Equal variances not assumed			.723	338.524	.470	.127
Missing the country food crazily/ Managing with local food	Equal variances assumed	14.597	.000	-6.247	398	.000	-.996
	Equal variances not assumed			-6.005	299.331	.000	-.996
Inadequate personal support.	Equal variances assumed	19.005	.000	-.112	398	.911	-.013
	Equal variances not assumed			-.106	280.404	.916	-.013
Difficulty in adjusting to different work culture	Equal variances assumed	.484	.487	1.506	398	.133	.253
	Equal variances not assumed			1.486	334.171	.138	.253
Difficulty in managing financial expenses.	Equal variances assumed	12.503	.000	.284	398	.776	.030
	Equal variances not assumed			.296	390.521	.767	.030

Difficulty in getting used to currency differences.	Equal variances assumed	134.436	.000	-13.770	398	.000	-1.289
	Equal variances not assumed			-14.564	397.236	.000	-1.289

Sources: SPSS result by researcher

Table 4. 42 Hypothesis Testing with t-Test Result

S No.	Hypothesis – On Gender Basis	Sig.	Remark
1	4a- Understanding the host country language	.000	No Difference
2	4b- Inconvenient traveling	.000	No Difference
3	4c- Unpleasant behavior of people	.001	No Difference
4	4d- Lack of accommodation facility	.075	Difference
5	4e- Lack of safety and security	.013	No Difference
6	4f- Costly medical facilities	.236	Difference
7	4g- Discrimination regarding culture	.001	No Difference
8	4h- Experiencing noticeable cultural differences	.000	No Difference
9	4i- Expensive cost of living	.005	No Difference
10	4j- Understanding law and rules	.466	Difference
11	4k- Lack of availability of country food	.000	No Difference
12	4l- Inadequate personal support	.916	Difference
13	4m- Difficulty in adjusting to a different work culture	.133	Difference
14	4n- Difficulty in managing financial expenses	.767	Difference
15	4o- Difficulty in getting currency	.000	No Difference

In the following section analysis of the data collected on various issues and challenges faced by Indian immigrants (students going abroad is done on gender basis).

Table 4.40 depicts descriptive statistics and Table results of t-test. It is being observed that the challenges namely "lack of accommodation facility," "costly medical facilities," "discrimination regarding culture," "understanding of laws and rules", "Inadequate personal support"," Difficulty in adjusting in different work culture and "Difficulty in managing financial expenses there is no significant difference on basis of gender. It implies that null hypothesis is accepted. In the remaining challenges significant difference is found in the perception of students on gender basis p value being less than five percent level of significance.

It is further analyzed by researcher that significant difference is found in the following challenges:

- For understanding the "host country language" p value being less than five percent level of significance. The mean score of females is found to be 5.74 whereas males mean score is 4.93.
- In the dimension of "Inconvenient Travelling" a significant difference is found. The mean score of females is 5.59 whereas males are 4.62.
- The data collected related to the challenge towards "Unpleasant behavior of people", the mean score of females is 5.44 whereas males are 4.86.
- On the challenge of "Lack of safety and security" also the opinion difference is found to be significant. The female score is 4.03 whereas the male score is 4.38.
- When the challenge of "Discrimination regarding culture" is asked, the opinion is significantly different. The mean score of females is 4.54 whereas male score is 5.08
- Regarding noticeable cultural differences, the perception of gender basis is significantly different. The female score is 4.44 whereas male score is 5.16.
- For the challenge of the expensive cost of living again the difference is significant. The female score is 5.18 whereas male score is 5.62.
- For the challenge of the lack of availability of country food, the difference is found. The female score is 3.21 whereas male score is 4.20.
- Difficulty in getting used to currency differences, there is a significant difference. The mean score of females is 1.57 whereas male score is 2.86.

4.4.2- Issues and Challenges Vs. Country (ANOVA) (Table 4.41)

To have in-depth analysis of the issues and challenges based on sample countries namely USA, Canada, and Australia researcher applied ANOVA. The following hypothesis is examined with the help of ANOVA-

Null Hypothesis 5 (H_{05})- "*No significant difference exists in the perception of Indian* immigrants *with respect to issues and challenges based on the host country"*.

Alternate Hypothesis 5 (H_5)- "*Significant difference in the perception of Indian* immigrants *with respect to issues and challenges based on the host country"*.

The above hypothesis is further bifurcated into fifteen sub hypothesis as per the list of following challenges in the host country:

5a -Understanding the host country language
5b- Traveling and commuting.
5c-Behavior of people.
5d- Accommodation facilities.
5e- Safety and security.
5f- Expense of medical facilities.
5g- Discrimination regarding culture.
5h-Experiencing noticeable cultural differences.
5i- Cost of living.
5j- Understanding laws and rules.
5k- Managing with local food.
5l- Inadequacy of personal support.
5m- Adjusting to different work cultures.
5n- Managing financial expenses.
5o- Difficulty in getting used to currency differences.

Table 4.43 Issues and Challenges faced by Indian Immigrants based on Host Country ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Lack of understanding the host country language	46.532	2	23.266	9.965	.000
	926.906	397	2.335		
	973.437	399			
Inconvenient traveling and commutation facilities.	91.230	2	45.615	17.237	.000
	1050.610	397	2.646		
	1141.840	399			
Unpleasant behavior of people.	47.881	2	23.941	9.058	.000
	1049.316	397	2.643		
	1097.198	399			
Lack of accommodation facilities.	368.568	2	184.284	83.026	.000
	881.182	397	2.220		
	1249.750	399			
Lack of safety and security.	290.450	2	145.225	108.483	.000
	531.460	397	1.339		
	821.910	399			
Costly medical facilities.	142.812	2	71.406	39.264	.000
	721.978	397	1.819		
	864.790	399			
Discrimination regarding culture.	7.598	2	3.799	1.519	.220
	992.562	397	2.500		

	1000.160	399			
Noticeable cultural differences.	536.698	2	268.349	108.627	.000
	980.740	397	2.470		
	1517.438	399			
Expensive cost of living	14.441	2	7.220	3.199	.042
	896.119	397	2.257		
	910.560	399			
Difficulty in understanding the laws and rules of the host country.	534.625	2	267.312	166.177	.000
	638.615	397	1.609		
	1173.240	399			
Missing the country food crazily/ Managing with local food	440.945	2	220.473	138.003	.000
	634.245	397	1.598		
	1075.190	399			
Inadequate personal support.	55.860	2	27.930	23.005	.000
	481.980	397	1.214		
	537.840	399			
Difficulty in adjusting to different work culture	628.264	2	314.132	268.978	.000
	463.646	397	1.168		
	1091.910	399			
Difficulty in managing financial expenses.	12.694	2	6.347	6.149	.002
	409.746	397	1.032		
	422.440	399			
Difficulty in getting used to currency differences.	.652	2	.326	.260	.771
	497.446	397	1.253		
	498.098	399			

Conclusion

The above table describes the issues and challenges faced by Indian immigrants based on host countries between the groups and within the groups. The result revealed that all the challenges except noticeable cultural differences and getting used to currency differences, and the rest of other issues and challenges are significantly different in host countries. Table 4.44- 4.56.

Table 4.44 Lack of understanding the host country language based on Tukey B[a,b]

Countries	N	Subset for alpha = 0.05	
		1	2
USA	137	5.01	
AUSTRALIA	133	5.04	
CANADA	130		5.75

Fig-4.12 Lack of understanding the host country language

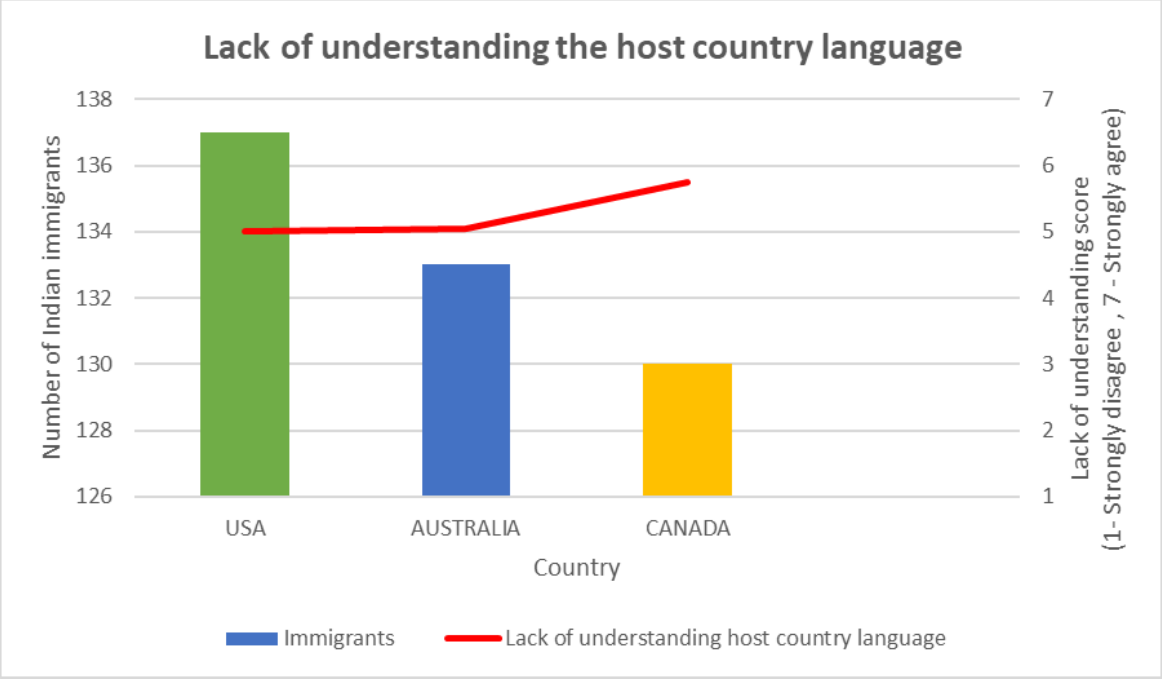
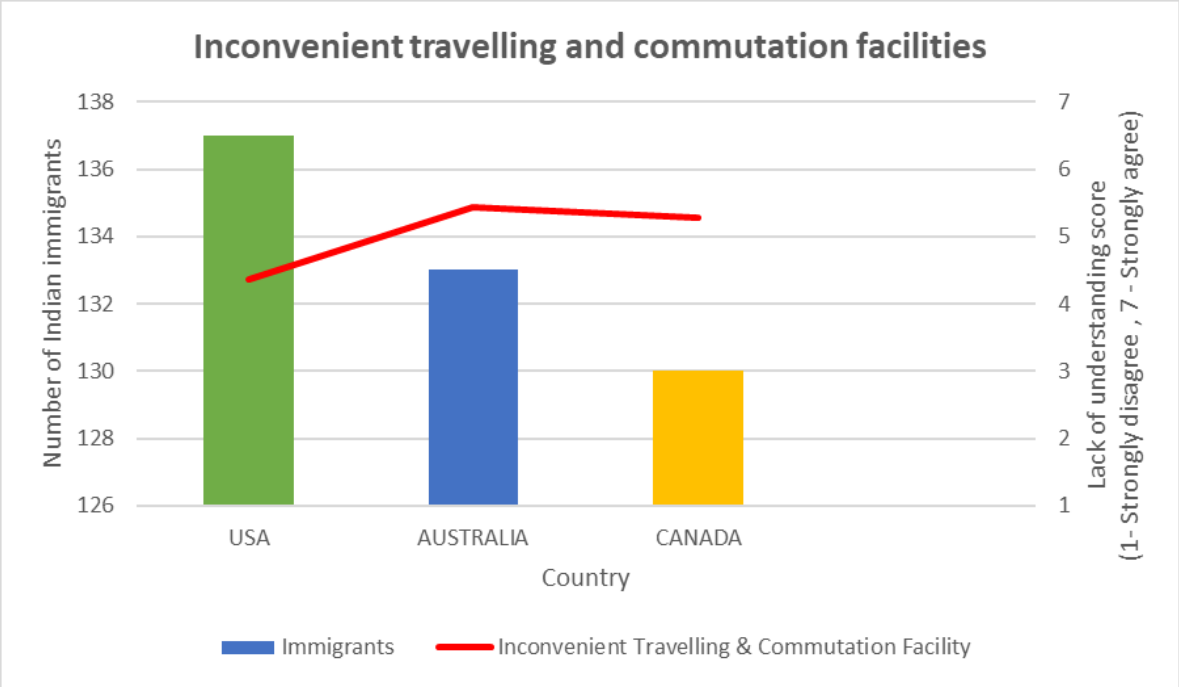


Table 4.45 Inconvenient traveling and commutation facilities based on Tukey B[a,b]

Countries	N	Subset for alpha = 0.05	
		1	2
USA	137	4.36	
CANADA	130		5.28
AUSTRALIA	133		5.44

Fig-4.13 Inconvenient traveling and commutation facilities



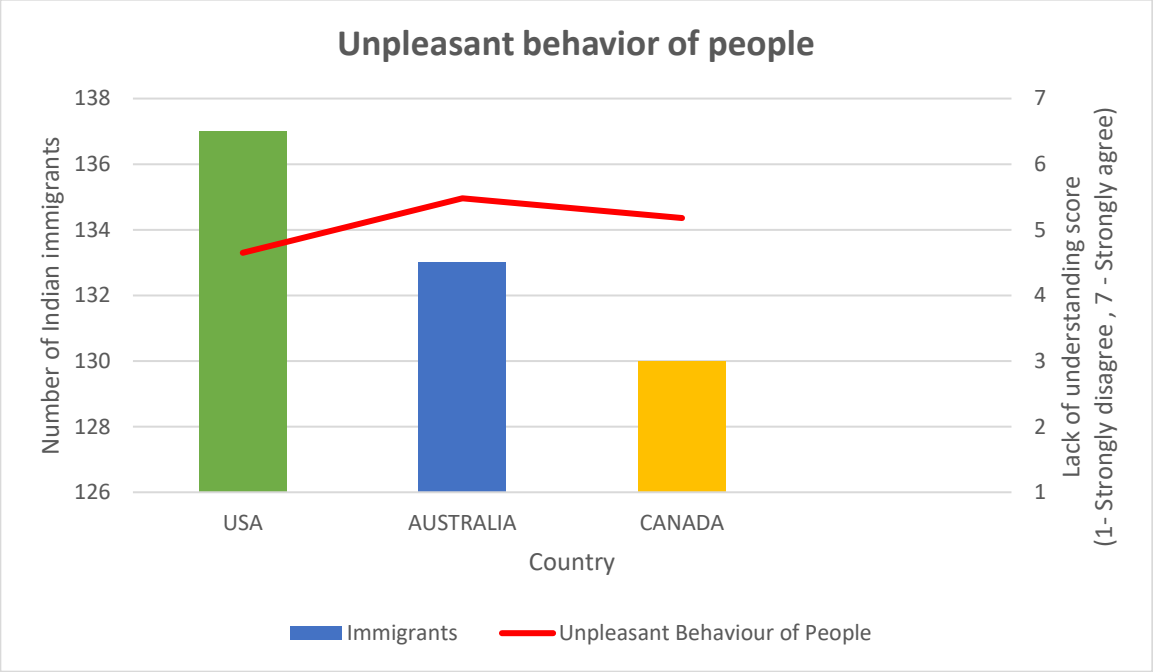
Above graph represents the mean for groups in homogeneous subsets.

The Tukey post hoc was used to analyze the independent variable that is the host countries. The result of Tukey post hoc showed that inconvenient traveling and commutation facilities faced in the host country was significant in Australia (5.44) followed by Canada (5.28) and USA (4.36).

Table 4.46 Unpleasant behaviors of people based on Tukey B[a,b]

Countries	N	Subset for alpha = 0.05	
		1	2
USA	137	4.65	
CANADA	130		5.18
AUSTRALIA	133		5.48

Fig-4.14 Unpleasant behaviors of people



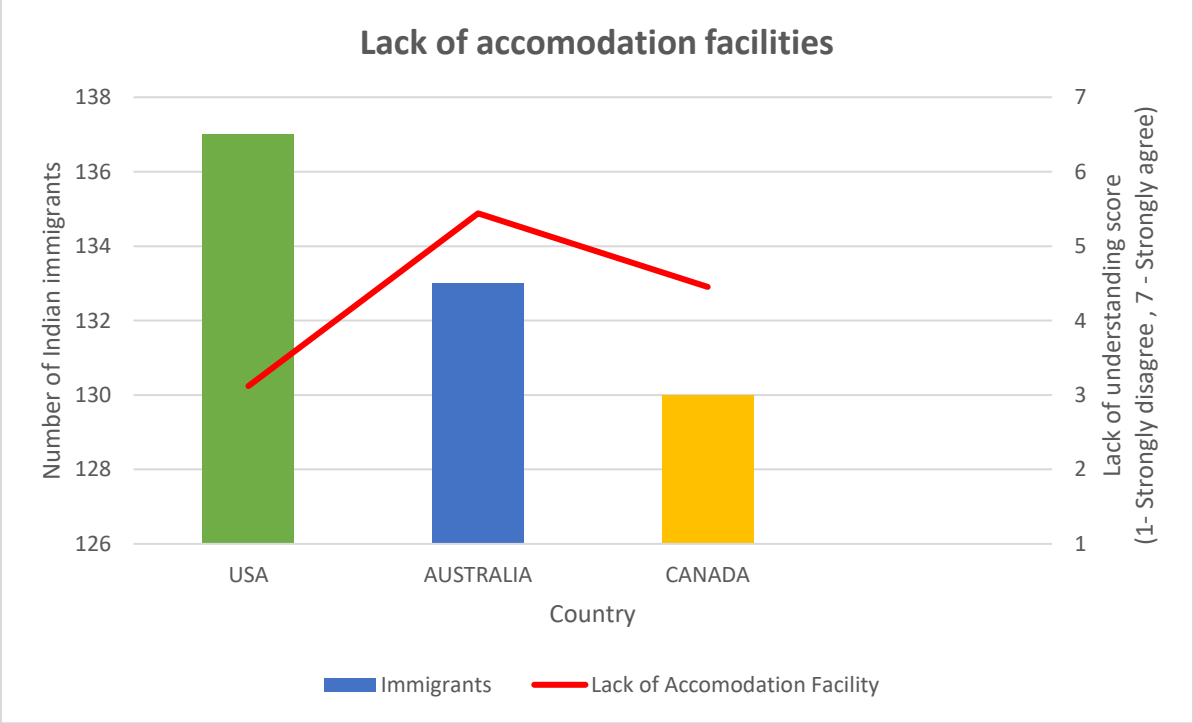
Above graph represents the mean for groups in homogeneous subsets

The Tukey post hoc was used to analyze the independent variable that is the host countries. The result of Tukey post hoc showed that Unpleasant behaviors of people faced in the host country was significant in Australia (5.48) followed by Canada (5.18) and USA (4.6).

Table 4.47 Lack of accommodation facilities based on Tukey B[a,b]

Countries	N	Subset for alpha = 0.05		
		1	2	3
USA	137	3.12		
CANADA	130		4.45	
AUSTRALIA	133			5.44

Fig-4.15 Lack of accommodation facilities



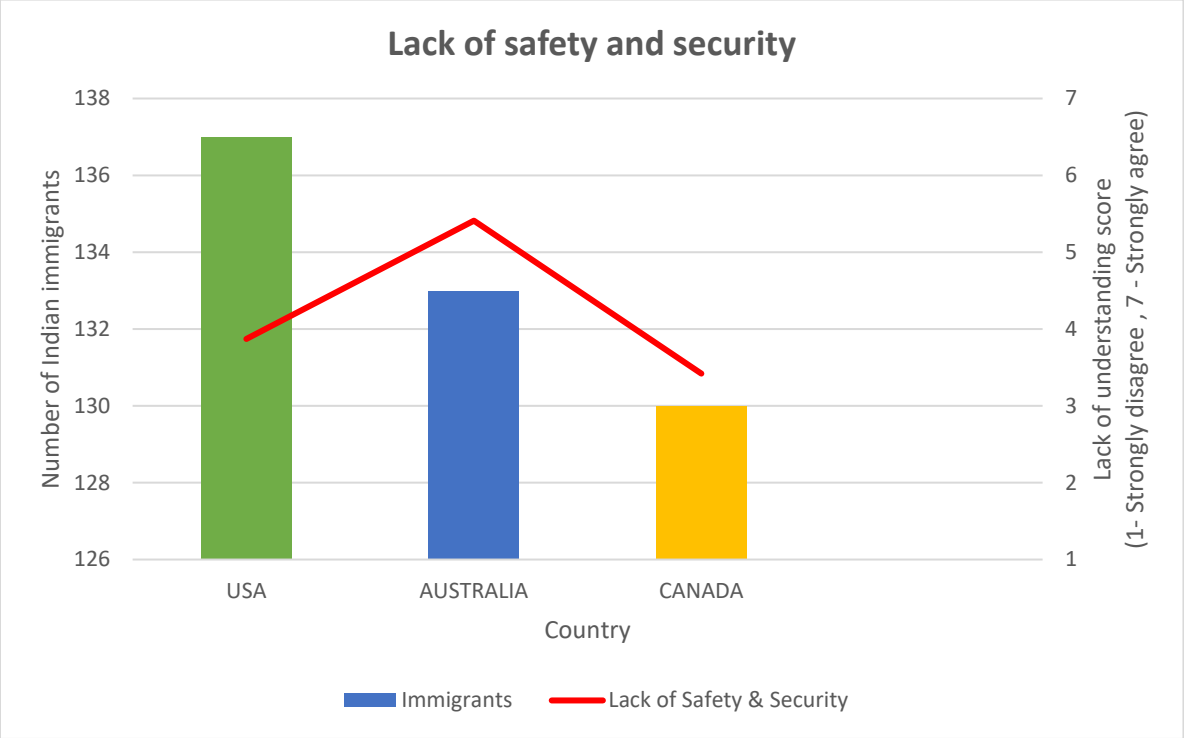
Above graph represents the mean for groups in homogeneous subsets

The Tukey post hoc was used to analyze the independent variable that is the host countries. The result of Tukey post hoc showed that Lack of accommodation facilities faced in the host country was significant in Australia (5.44) and Canada (4.45) but not significant in USA (3.12).

Table 4. 48 Lack of safety and security based on Tukey B[a,b]

Countries	N	Subset for alpha = 0.05		
		1	2	3
CANADA	130	3.42		
USA	137		3.87	
AUSTRALIA	133			5.41

Fig-4.16 Lack of safety and security



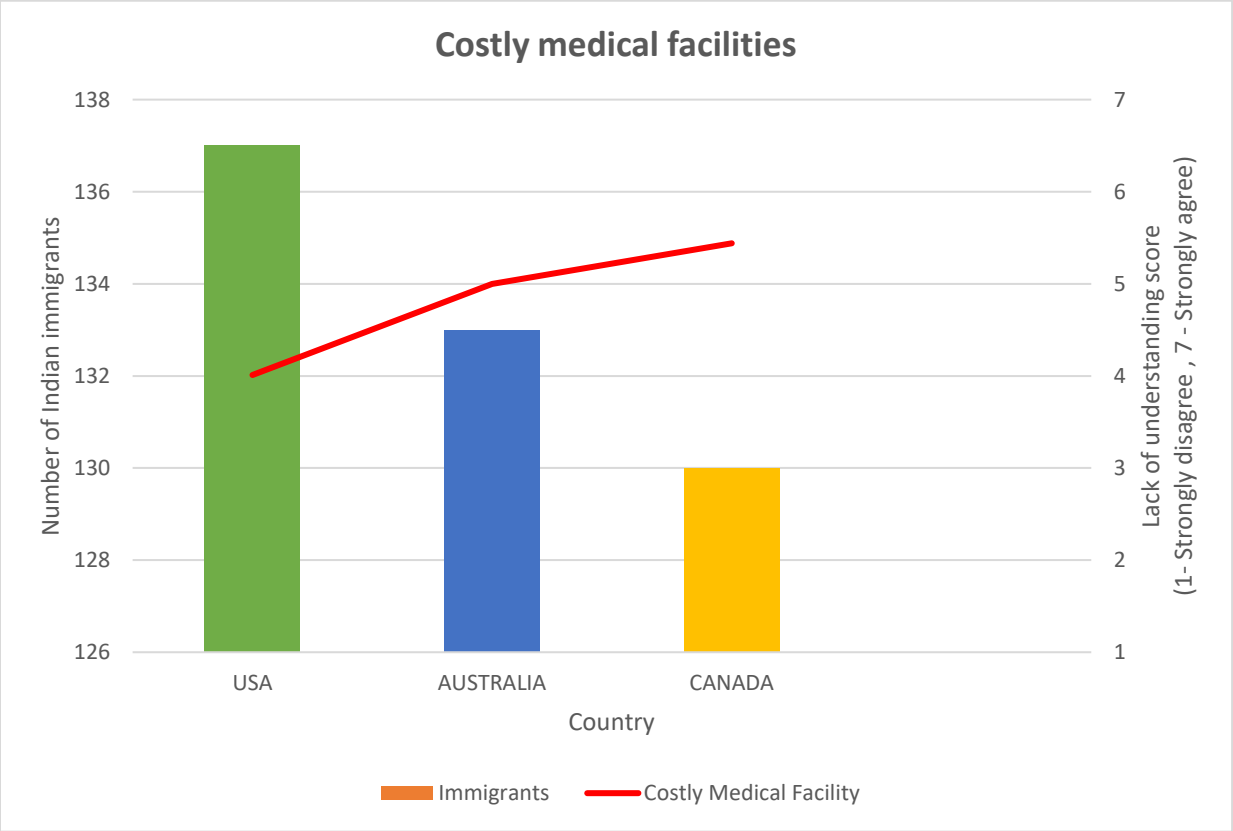
Above graph represents the mean for groups in homogeneous subsets

The Tukey post hoc was used to analyze the independent variable that is the host countries. The result of Tukey post hoc showed that Lack of safety and security faced in the host country was significant in Australia (5.44) and USA (3.87) and not significant in Canada (3.42).

Table 4.49 Costly medical facilities based on Tukey B[a,b]

Countries	N	Subset for alpha = 0.05		
		1	2	3
USA	137	4.01		
AUSTRALIA	133		5.00	
CANADA	130			5.44

Fig-4.17 Costly Medical Facilities



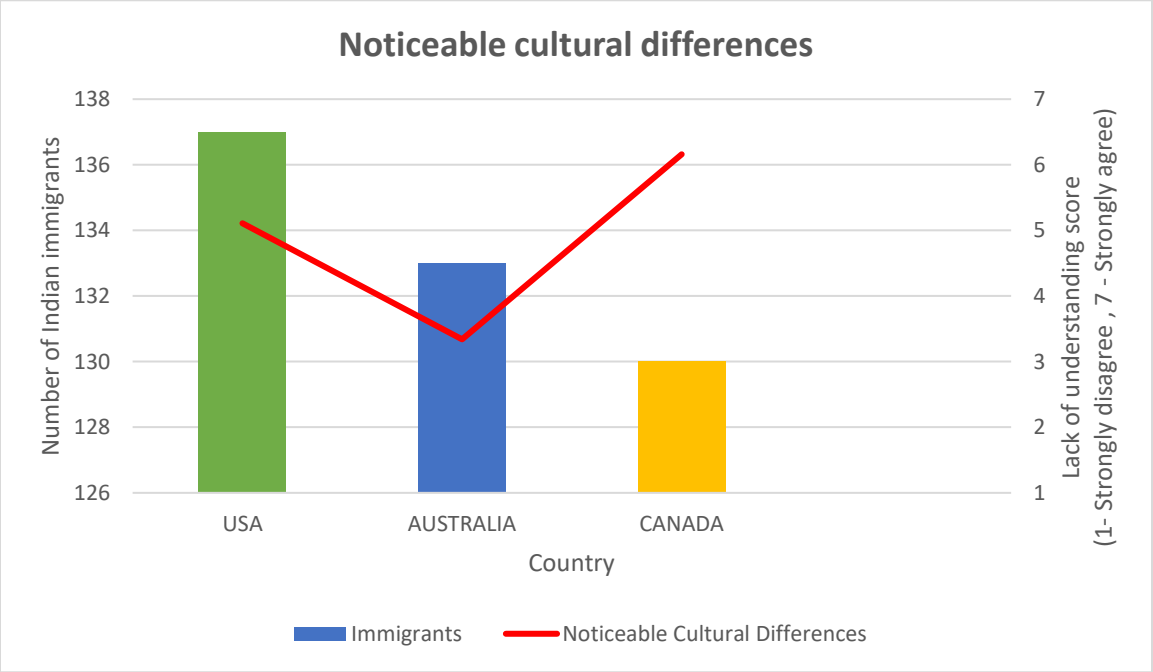
Above graph represents the mean for groups in homogeneous subsets

The Tukey post hoc was used to analyze the independent variable that is the host countries. The result of Tukey post hoc showed that Lack of safety and security faced in the host country was in as Canada (5.44), Australia (5.00) and USA (4.01).

Table 4.50 Noticeable cultural differences based on Tukey B[a,b]

Countries	N	Subset for alpha = 0.05		
		1	2	3
AUSTRALIA	133	3.34		
USA	137		5.11	
CANADA	130			6.16

Fig-4.18 Noticeable cultural differences



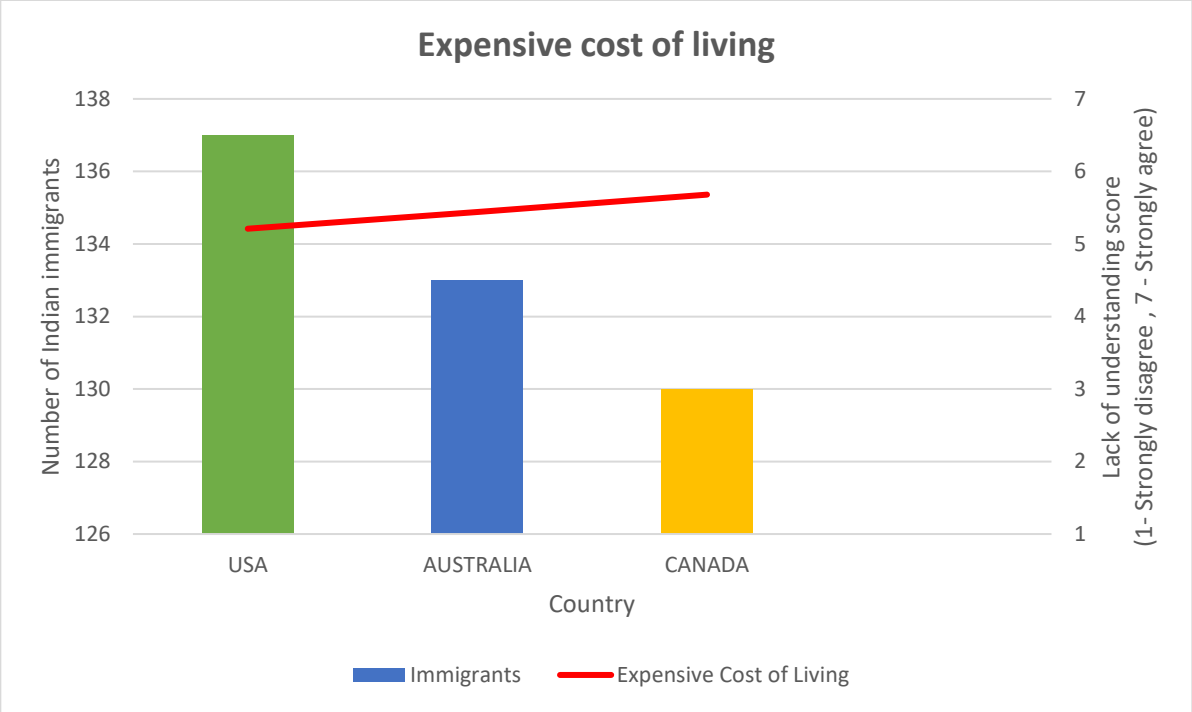
Above graph represents the mean for groups in homogeneous subsets

The Tukey post hoc was used to analyze the independent variable that is the host countries. The result of Tukey post hoc showed that Noticeable cultural differences faced in the host country were significant in Canada (6.16) and USA (5.18) and not significant in Australia (3.34).

Table 4.51 Expensive cost of living based on Tukey B[a,b]

Countries	N	Subset for alpha = 0.05	
		1	2
USA	137	5.21	
AUSTRALIA	133	5.44	5.44
CANADA	130		5.68

Fig-4.19 Expensive cost of living



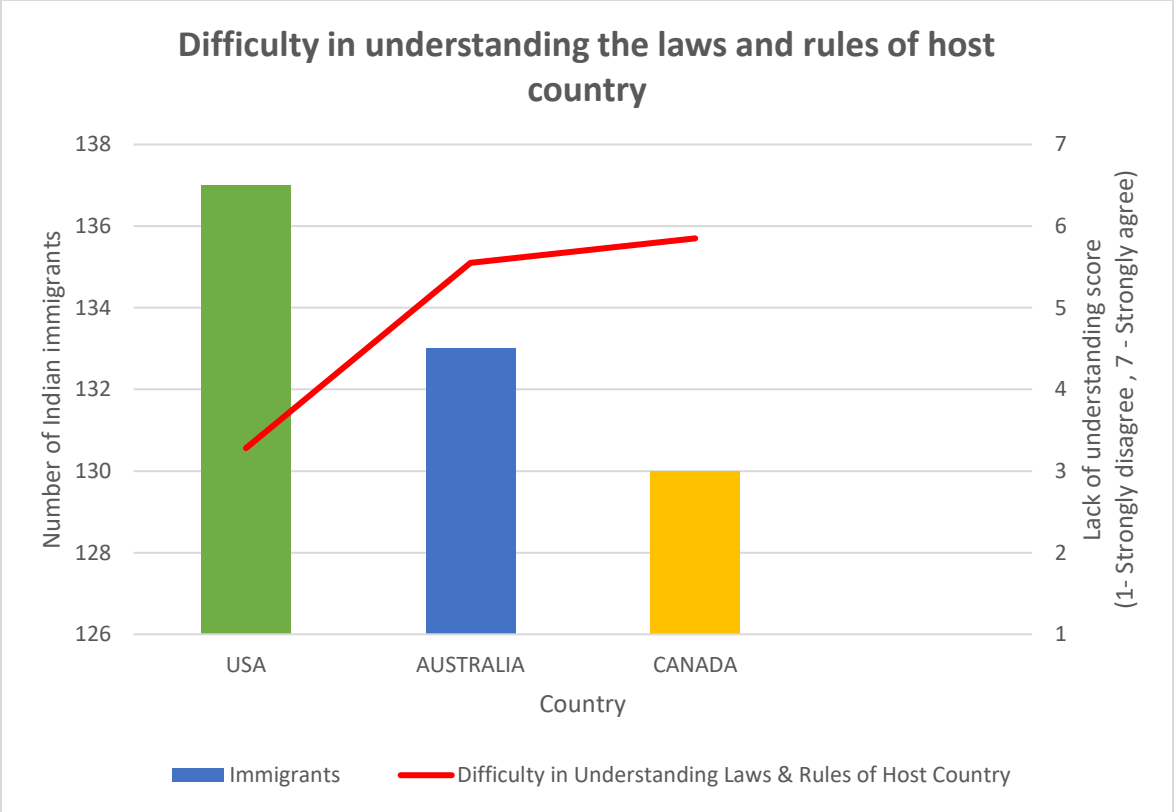
Above graph represents the mean for groups in homogeneous subsets

The Tukey post hoc was used to analyze the independent variable that is the host countries. The result of Tukey post hoc showed that Expensive cost of living faced in the host country was significant in Canada (5.68) followed by Australia (5.18) and USA (5.21).

Table 4. 52 Difficulty in understanding the laws and rules of host country based on Tukey B[a,b]

Countries	N	Subset for alpha = 0.05	
		1	2
USA	137	3.28	
AUSTRALIA	133		5.55
CANADA	130		5.85

Fig-4.20 Difficulty in understanding the laws and rules of host country



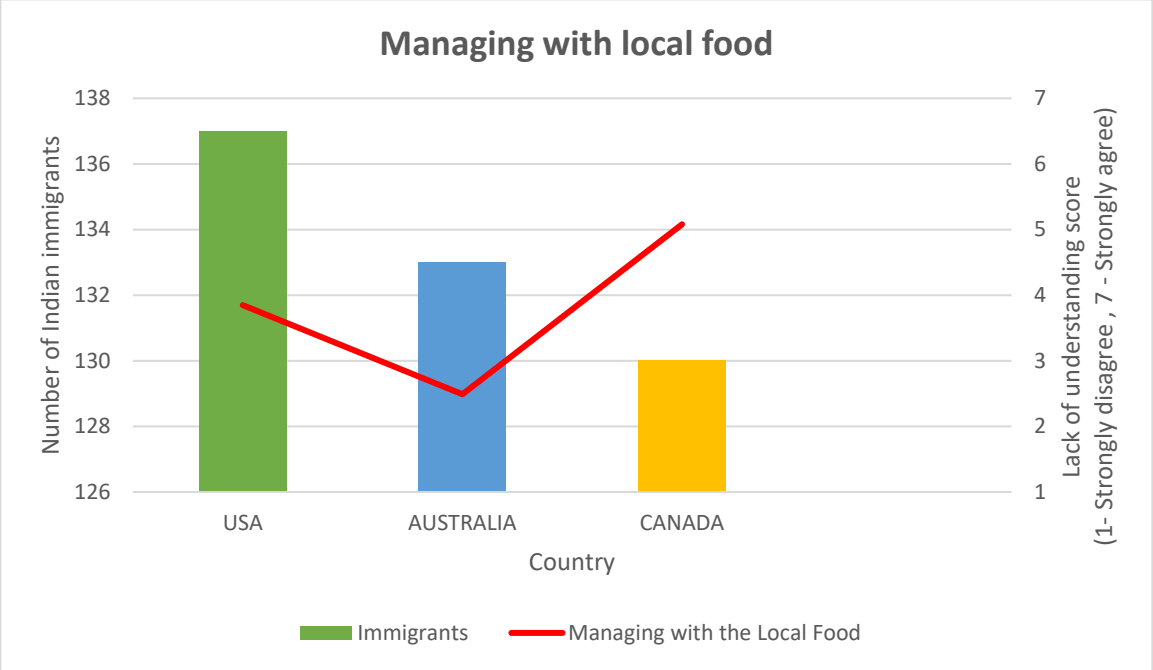
Above graph represents the mean for groups in homogeneous subsets

The Tukey post hoc was used to analyze the independent variable that is the host countries. The result of Tukey post hoc showed that Expensive cost of living faced in the host country was significant in Canada (5.85) followed by Australia (5.5) and USA (3.28).

Table 4.53 Missing the country food crazily/ Managing with local food based on Tukey B[a,b]

Countries	N	Subset for alpha = 0.05		
		1	2	3
AUSTRALIA	133	2.49		
USA	137		3.85	
CANADA	130			5.08

Fig-4.21 Missing the country food crazily/ Managing with local food



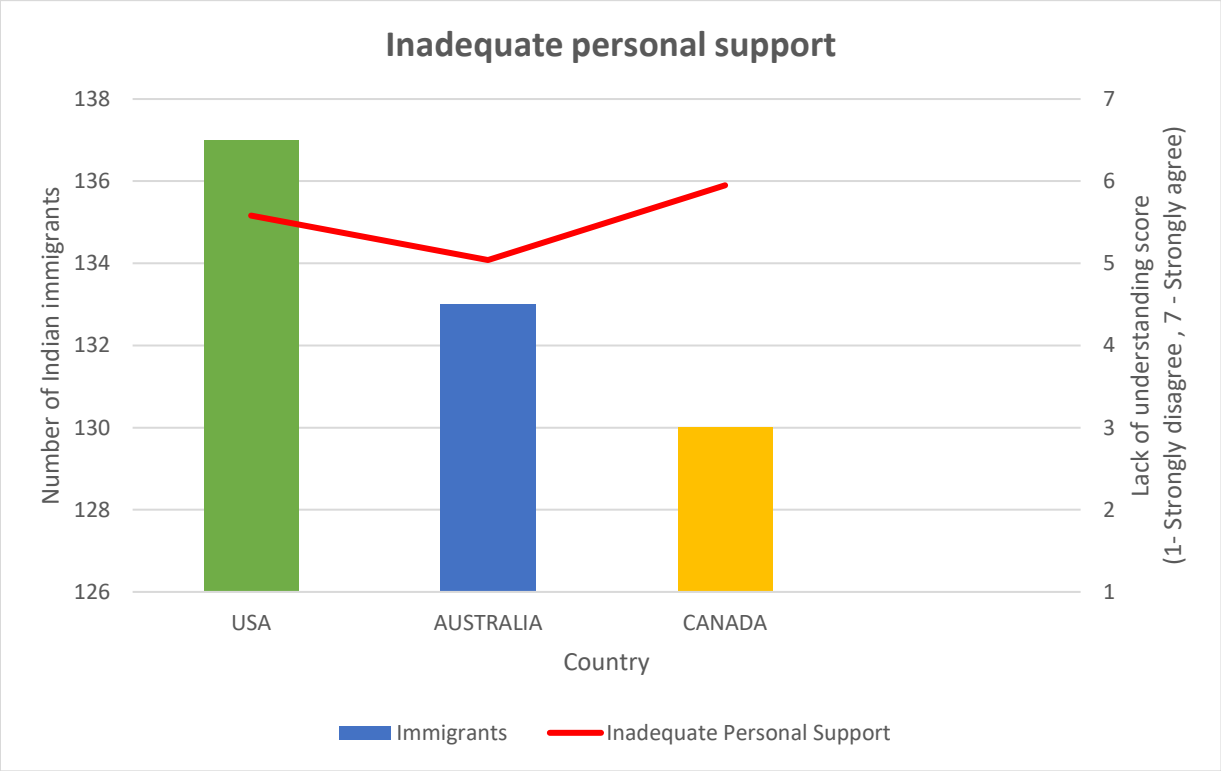
Above graph represents the mean for groups in homogeneous subsets

The Tukey post hoc was used to analyze the independent variable that is the host countries. The result of Tukey post hoc showed that missing the country food crazily/ Managing with local food faced in the host country was significant in Canada (5.08) and USA (3.85) and not significant in Australia (2.49).

Table 4.54 Inadequate personal support based on Tukey B[a,b]

Countries	N	Subset for alpha = 0.05		
		1	2	3
AUSTRALIA	133	5.04		
USA	137		5.58	
CANADA	130			5.95

Fig-4.22 Inadequate personal support



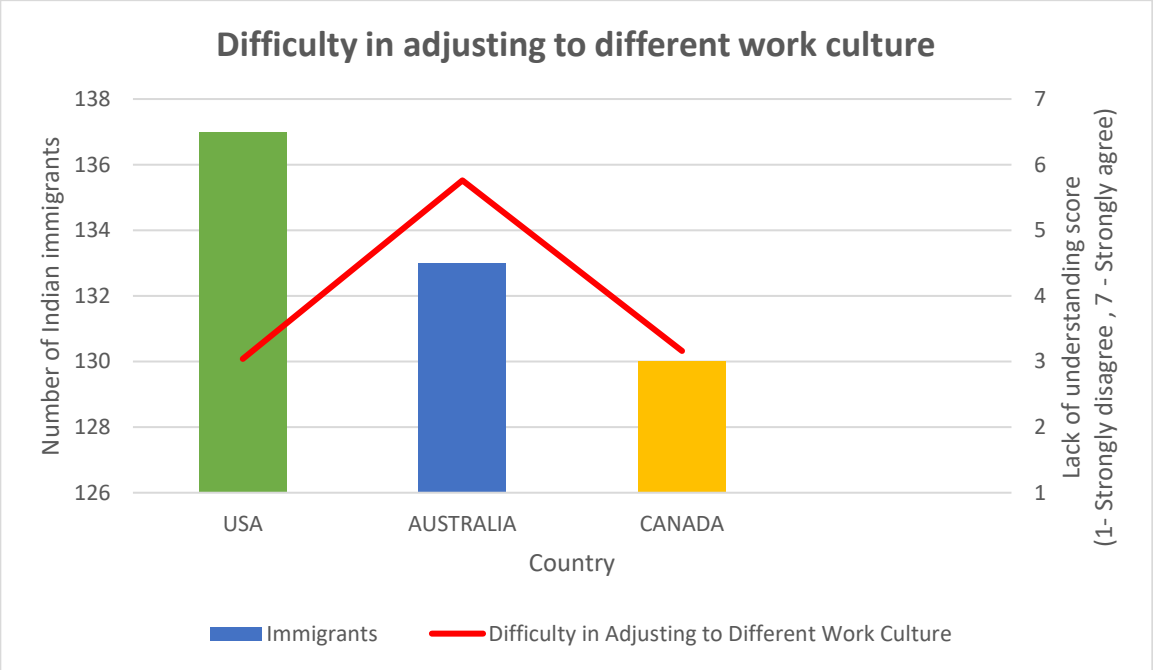
Above graph represents the mean for groups in homogeneous subsets

The Tukey post hoc was used to analyze the independent variable that is the host countries. The result of Tukey post hoc showed Inadequate personal support faced in the host country was significant in Canada (5.95) followed USA (5.58) and Australia (5.04).

Table 4.55 Difficulty in adjusting to different work culture based on Tukey B[a,b]

Countries	N	Subset for alpha = 0.05	
		1	2
USA	137	3.04	
CANADA	130	3.16	
AUSTRALIA	133		5.76

Fig-4.23 Difficulty in adjusting to different work culture



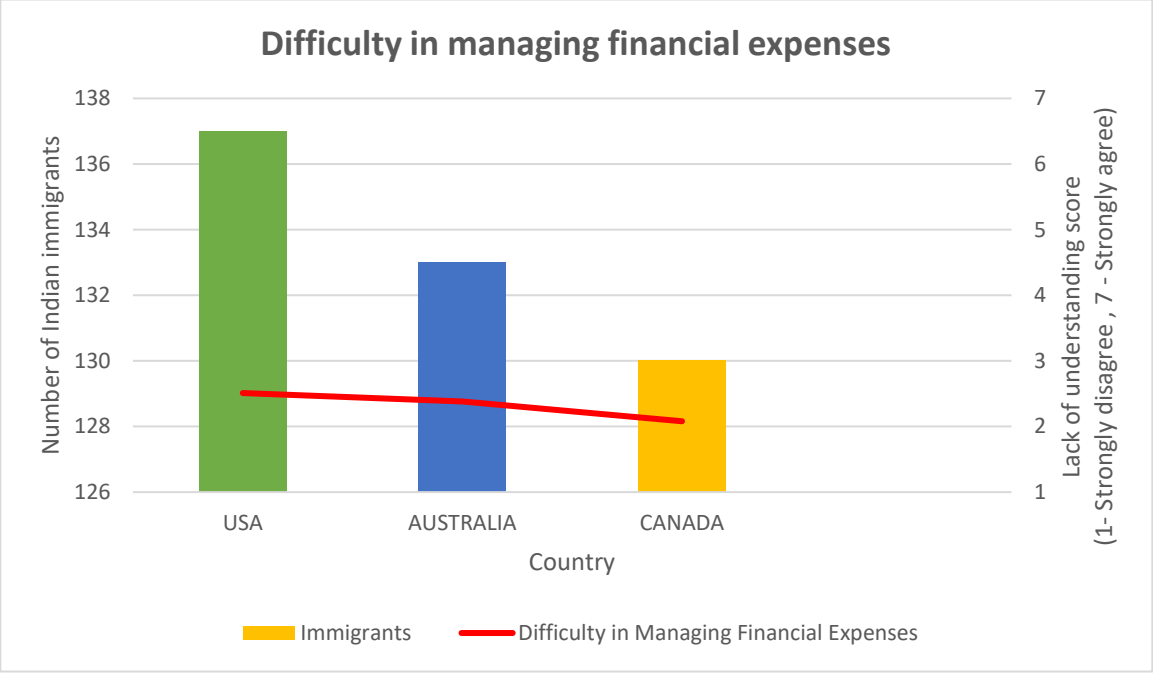
Above graph represents the mean for groups in homogeneous subsets

The Tukey post hoc was used to analyze the independent variable that is the host countries. The result of Tukey post hoc showed that Difficulty in adjusting to different work culture faced in the host country was significant in Australia (5.76) and not significant in Canada (3.16) and USA (3.04).

Table 4. 56 Difficulty in managing financial expenses based on Tukey B[ab,]

Countries		N	Subset for alpha = 0.05	
			1	2
CANADA		130	2.08	
AUSTRALIA		133		2.38
USA		137		2.51

Fig-4.24 Difficulty in managing financial expenses



Above graph represents the mean for groups in homogeneous subsets

The Tukey post hoc was used to analyze the independent variable that is the host countries. The result of Tukey post hoc showed that Difficulty in adjusting to different work culture faced in the host country was significant in Australia (2.38) and not significant in Canada (2.08) and USA (2.51).

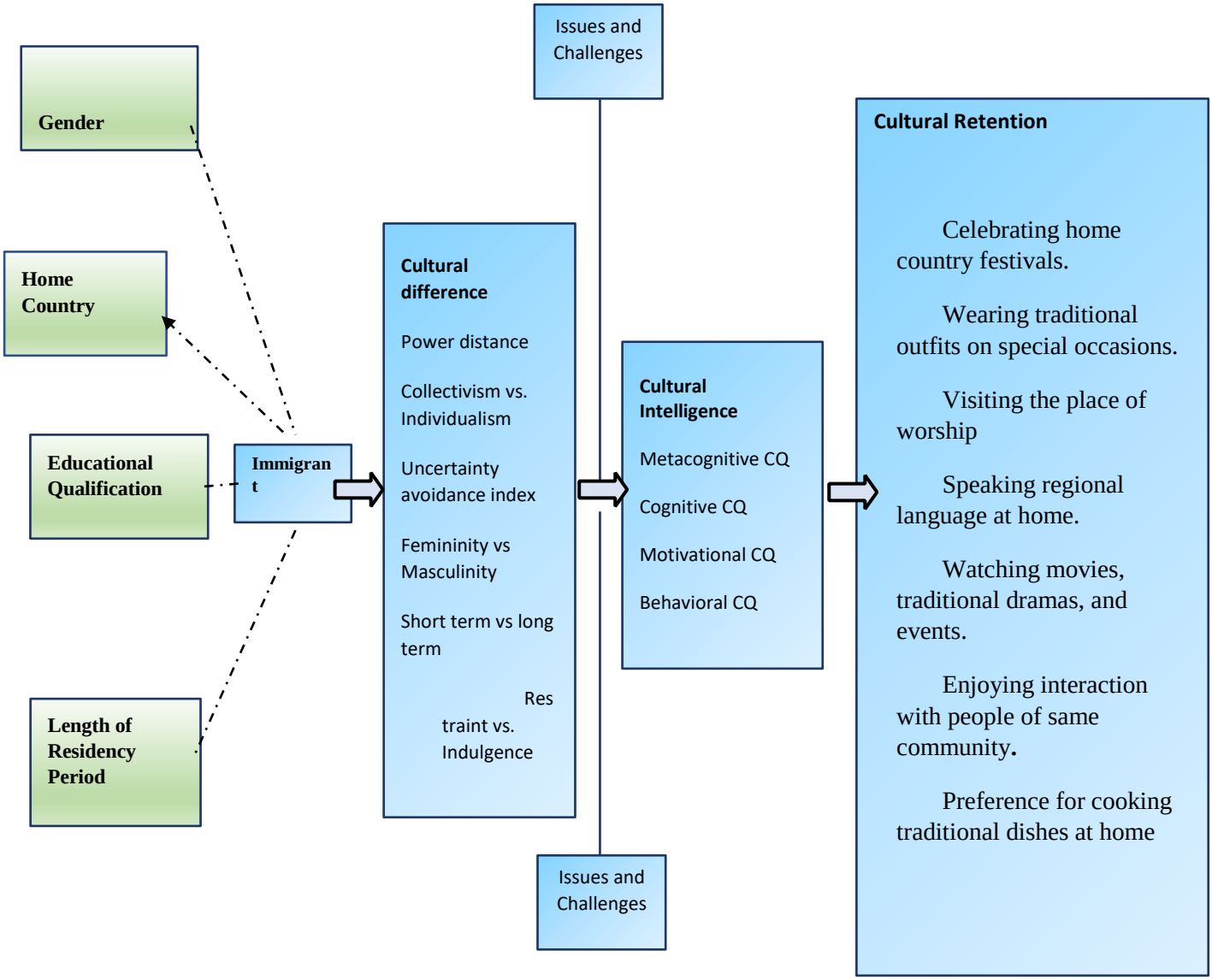
Table 4.57 Hypothesis Testing with ANOVA Result

S No.	Hypothesis	Sig.	Result
1	5a- Significant difference in "understanding the host country language"	.000	Not Supported
2	5b- Significant difference in "Inconvenient traveling".	.000	Not Supported
3	5c- Significant difference in "Unpleasant behavior of people".	.000	Not Supported
4	5d- Significant difference in "Lack of accommodation facility".	.000	Not Supported
5	5e- Significant difference in "Lack of safety and security".	.000	Not Supported
6	5f- Significant difference in "costly medical facilities".	.000	Not Supported
7	5g- No significant difference in "discrimination regarding culture".	.220	Supported
8	5h- Significant difference in "Cultural difference".	.000	Not Supported
9	5i- Significant difference in "Expensive cost of living".	.042	Not Supported
10	5j- Significant difference in "Understanding law and rules".	.000	Not Supported
11	5k- Significant difference in "Lack of availability of country food".	.000	Not Supported
12	5l- Significant difference in "Inadequate personal support".	.000	Not Supported
13	5m- Significant difference in "Difficulty in adjusting to a different work culture" among host countries.	.000	Not Supported
14	5n- Significant difference in "Difficulty in managing financial expenses "among host countries.	.002	Not Supported
15	5o- No significant difference in "Difficulty in getting currency ".	.771	Supported

4.5 Analysis for Objective 4

To demonstrate the purpose of present research a conceptual framework has been designed. The main objective of the present study was to find the relationship between the dependent variable viz cultural intelligence and dependent variable viz cultural retention. The present model demonstrates the journey of an immigrant from home country (India) to host country (USA, Australia, Canada for present work). To understand and visualize the impact of cultural differences on the immigrant when they enter a new environment. The experience of different issues and challenges they come across when they reach and try to adapt, adjust, and manage in the host country. They have to strive for their sustenance and survival. It is because of the development of cultural intelligence which is quite evident as they are able to manage in novel situations and multicultural settings as their duration increases and they develop relationships. The culture retention can be judged from their attitude and behavior. If they are celebrating home country festivals, wearing traditional outfits on special occasions, visiting their place of worship, speaking regional language at home, watching movies, traditional dramas, events, they enjoy interaction with people of the same community, they prefer cooking traditional dishes at home. These can be considered as the indicators of culture retention.

Fig 4.25 Conceptual Model for the study



Researchers reviewed the literature but very few research papers commented on culture retention. Thereafter researchers explored the option of searching in google scholar regarding the dimension of culture retention. Subsequently, seven statements were found from the surfing and interviewing of Indian immigrants going abroad which formed Part-C of culture retention. The analysis is based on descriptive analysis compiled in Table 4.58 as follows-

Fig. 4.26 Mean value of Culture Retention

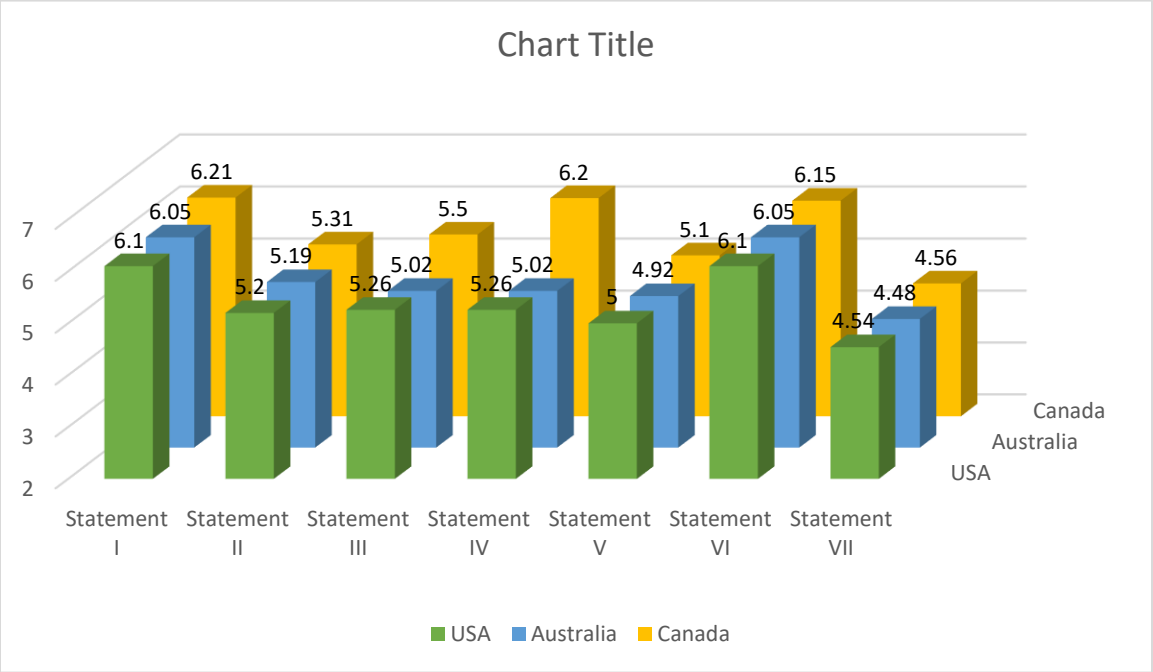


Table-4.58 Mean Score of Culture Retention

S.No	Statements	USA	Australia	Canada
1	Celebrating home country festivals	6.10	6.05	6.21
2	Wearing traditional outfits on special occasions	5.20	5.19	5.31
3	Visiting place of worship	5.26	5.02	5.50
4	Speaking regional language at home	5.26	5.02	6.20

5	Watching movies, traditional dramas, and events	5	4.92	5.10
6	Enjoying interaction with people of the same community.	6.10	6.05	6.15
7.	Preference for cooking traditional dishes at home	4.54	4.48	4.56

Table 4.57 reveals that in all the seven statements the responses compiled based on mean score indicates that in all the host countries the Indian students are retaining their culture. The statements like "enjoying interaction with people of the same community," "celebrating home country festivals," "preference for cooking traditional dishes at home" and "visiting places of worship" have the highest frequency count in all the host countries. The rest of the statements Indian immigrants in Canada enjoy more "to wear traditional outfits on special occasions" and "speaking local language at home." In a nutshell we can conclude that Indian immigrants going to host countries for pursuing education are able to retain their culture.

CHAPTER-5

SUMMARY AND CONCLUSIONS

S.no	Topic
5.0	Introduction
5.1	Summary of Findings of Objective 1
5.2	Summary of Findings of Objective 2
5.3	Summary of Findings of Objective 3
5.4	Summary of Findings of Objective 4
5.5	Implication of the study
5.6	Suggestions and Future Research Directions
5.7	Scope of the study
5.8	Limitation of the study

5.0 Introduction

This chapter reviews the results of the major findings after data analysis and covers objective-wise discussions. The researcher also enlightens the limitations of the study with the identification of further scope in this area for future research.

Discussion on the Demographic Variables of the Study

In the demographic profile of student respondents, it was found that the respondents based on host country were 34.3% from the USA, 33.3% from Australia and 32.5% from Canada. It was found that there were 41% female and 59% male respondents. In the age profile of respondents, 66% were undergraduates and 34%. were post graduates. In terms of duration of residency period in the host country respondents were 36.5% for 1-2 years, 33.8% for 2–3-year and 29.8% immigrants had a duration of residency for 3- 4 years.

5.1 Summary of Findings of Objective -1

The first objective was "To study the cultural intelligence of Indian Immigrants."

Scale Reliability and Validity- Researcher applied confirmatory factor analysis (CFA) technique to obtain the appropriate results. The results of CFA provided empirical evidence for the reliability and validity of the scales. Extended discussion was compiled based on the results of CFA model testing.

Confirmatory Factor Analysis (CFA)

The results of the CFA analysis were used for reliability and validity assessment of scales. The scale consistency was measured with the results of Cronbach's alpha and composite reliability scores. The results of Cronbach alpha have generated acceptable values for the scales which is more than the lower acceptable limit of 0.60(Malhotra and Birks, 2007). Also, the results of composite reliability for all the variables have values more than prescribed range 0.7 which is considered appropriate (Henseler et al., 2009; Tenenhaus et al., 2005; Chin, 1998).

Table 5.1 Analysis based on Mean Score values of the constructs

Construct	Mean Score	Mean Score Value	Remark
Metacognitive	Highest	5.21	MC2
	Lowest	4.96	MC1
Cognitive	Highest	5.31	COG6
	Lowest	5.08	COG2
Motivational	Highest	4.77	MCQ3
	Lowest	4.50	MCQ4
Behavioral	Highest	4.53	BCQ3
	Lowest	4.48	BCQ4

Table 5.2 Analysis Based on Range of the constructs

Construct	Range
Meta cognitive	0.25
Cognitive	0.23
Motivational	0.27
Behavioral	0.22

Table 5.3 Analysis based on independent t-test applied on basis of Gender(H_{01})

Hypothesis	Hypothesis Status	Remarks
H_{1a}	Rejected	Meta cognitive CQ based on gender represents a significant difference.
H_{1b}	Rejected	Cognitive CQ based on gender represents a significant difference.
H_{1c}	Rejected	Motivational CQ based on gender represents a significant difference.
H_{1d}	Accepted	Behavioral CQ based on gender represents no significant difference.

Except Behavioral CQ in all other dimensions namely cognitive, meta cognitive and motivational CQ there is significant difference found on the basis of gender p value being less than 0.05.

The significant difference on gender basis on the dimension of metacognitive CQ cognitive CQ and motivational CQ is found higher in male students in comparison to female students based on mean scores. (Refer Table-4.28 Descriptive statistics)

Table 5.4 Analysis based on independent t-Test applied on basis of Level of Course(H_{02}**)**

H_{2a}	Accepted	No significant difference
H_{2b}	Accepted	No significant difference.
H_{2c}	Rejected	Significant difference.
H_{2d}	Accepted	No significant difference.

Cognitive, meta cognitive and behavioral CQ represent no significant difference between graduates and post graduates.

In case of **motivational CQ**, significant differences are found between UG and PG students. Post graduate students' mean score (4.7030) is higher in comparison to graduates (4.3809) respectively.

Table 5.5 Analysis based on ANOVA applied on Host Countries(H_{03}**)**

Hypothesis	**Status**	**Remarks**
H_{3a}	Accepted	No significant difference.
H_{3b}	Rejected	Significant difference.
H_{3c}	Rejected	Significant difference.
H_{3d}	Rejected	Significant difference.

No significant difference among host countries on the dimension of meta cognitive cultural intelligence is observed. On the dimension of cognitive, motivational, and behavioral CQ significant differences exist. The mean score of cognitive CQ is found to be highest in case Indian immigrants in Canada followed by Australia and USA. Similar results are found in case of motivational and behavioral CQ.

5.2 Summary of Findings of objective 2

The second objective was "To define the cultural difference of sample countries."

In the present study the Indian immigrant as a student who goes abroad for higher studies in the sample countries namely USA, Australia, and Canada do experience cultural differences still these immigrants are able to adapt and adjust in different cultural settings. The reason behind this adaptation is the cultural intelligence and the cultural values which have been inculcated and developed in Indians during childhood due to which it is not tough for them to adjust in new settings. Hofstede Model (Hofstede, 2011) is quite relevant for analyzing the six dimensions of culture as he found clear patterns of similarity and differences across countries. The analysis of

the impact of cultural differences on Indian immigrant when he goes to USA, Canada, and Australia based on Hofstede Model is compiled in Table 5.6

Table 5.6 The comparison of India with USA, Australia, and Canada as per Hofstede Model is as under

S.no	Cultural Dimensions	India	USA	Australia	Canada
1.	Power Distance	More	Less	Less	Less
2.	Individualism-Collectivism	Less	More	More	More
3.	Uncertainty Avoidance	Less	Less	Less	Less
4.	Masculinity Femininity	Less	More	More	Less
5.	Long and Short-Term Orientation	More	Less	Less	Less
6.	Indulgence Versus Restraint	Less	More	More	More

As seen in the table, India's scores on cultural dimensions such as Power Distance, Individualism-Collectivism, Long-term Orientation, and Indulgence vs Restraint differ significantly from those of the sample countries USA, Australia, and Canada. In terms of Power Distance, India scores high, reflecting a strong emphasis on hierarchy and inequality within families and schools. Indian immigrants may experience cultural differences in countries with lower Power Distance scores, but due to their adaptable nature, they are able to adjust easily.

In terms of Individualism-Collectivism, India is a collectivistic culture that places a strong emphasis on relationships and the well-being of the group, as opposed to the individualistic societies of the USA, Australia, and Canada. Indian immigrants with a long-term orientation tend to focus on the future, with traits such as persistence, perseverance, and thrift. This dimension also contributes to their ability to adapt and retain their cultural values, in contrast to the short-term orientation of the USA, Australia, and Canada. Indulgence vs Restraint also shows a significant difference between India and the sample countries, with Indians tending to save money and focus on practical needs, while people in the USA, Australia and Canada may tend to spend more money on extravagances and prefer more freedom. Additionally, while India and Canada are moderately

masculine countries, USA and Australia are more towards masculine. India and the USA both show a calculated and mature culture of well-thought-out risk taking. Australia and Canada have an intermediate score for this dimension indicating more uncertainty accepting behavior. Overall, these cultural dimensions demonstrate significant differences between India and the host countries.

Uncertainty Avoidance-There is no significant difference on this cultural dimension. All are similar.

Masculinity-femininity- India and Canada are similar. India differs significantly from the USA and Australia.

5.3 Summary of Findings of Objective 3

The third objective was "To identify the issues and challenges faced by Indian immigrants"

Table 5.7 Analysis based on independent t-Test applied to the Indian Immigrants Facing Issues and Challenges on basis of Gender(H_{04})

Hypothesis	Status	Remarks
4a	Rejected	Significant difference in "Lack of understanding the host country language" on gender basis.
4b	Rejected	Significant difference in "Inconvenient traveling" on gender basis
4c	Rejected	Significant difference in "Unpleasant behavior of people" on gender basis.
4d	Rejected	Significant difference in "Lack of accommodation facility" on gender basis
4e	Rejected	Significant difference in "Lack of safety and security" on gender basis.
4f	Accepted	No significant difference in "costly medical facilities" on gender basis.

4g	Accepted	No significant difference in “discrimination regarding culture” on gender basis.
4h	Rejected	Significant difference in “Noticeable Cultural difference” on gender basis.
4i	Rejected	Significant difference in “Expensive cost of living” on gender basis
4j	Accepted	No significant difference in “Understanding law and rules” on gender basis.
4k	Rejected	Significant difference in “Lack of availability of country food” on gender basis
4l	Accepted	No significant difference in “Inadequate personal support” on gender basis.
4m	Accepted	No significant difference in “Difficulty in adjusting in different work culture” on gender basis
4n	Accepted	No significant difference in “Difficulty in managing financial expenses” on gender basis.
4o	Rejected	Significant difference in “Difficulty in getting currency” on gender basis.

It is being observed that the challenges namely “lack of accommodation facility,” “costly medical facilities,” “discrimination regarding culture,” “understanding of laws and rules,” “Inadequate personal support,” “Difficulty in adjusting in different work culture” and “Difficulty in managing financial expenses” there is no significant difference on basis of gender. It implies that null hypothesis is accepted. In the remaining challenges significant difference is found in the perception of students on gender basis being p value less than five percent level of significance.

Conclusion based on Responses by the Indian Immigrants Facing Issues and Challenges on basis of Gender

It is further analyzed by researcher that significant difference is found in the following challenges:

- Females are facing more challenges in comparison to males for understanding the host country language. The same challenge is more prominent in case of inconvenient traveling and unpleasant behavior of people.
- Based on gender, males fall towards the agreement zone of opinion on the challenge of noticeable cultural difference, and the challenge of expensive cost of living.
- As far as missing Indian cuisines is concerned and availability of country food males found it more challenging in comparison to females.
- The males find the currency difference challenge also more in comparison to females. Males find difficulty in getting used to currency differences.
- On the issue of security and safety females' opinion is neutral in comparison to males. The researcher analyzed it as Indian female immigrants going abroad for studies comparing the safety and security issue vis-à-vis India which is an unsafe country for females.

Table 5.8 Analysis based on ANOVA applied to the Indian Immigrants facing Issues and Challenges on basis of Host Country(H_{05})

Hypothesis	**Status**	**Remarks**
5a	Rejected	Significant difference in "understanding the host country language" among host countries.
5b	Rejected	Significant difference in "Inconvenient traveling" among host countries
5c	Rejected	Significant difference in "Unpleasant behavior of people" among host countries.

5d	Rejected	Significant difference in “Lack of accommodation facility” among host countries
5e	Rejected	Significant difference in “Lack of safety and security” among host countries.
5f	Rejected	Significant difference in “costly medical facilities” among host countries.
5g	Accepted	No significant difference in “discrimination regarding culture” among host countries.
5h	Rejected	Significant difference in “Cultural difference” among host countries.
5i	Rejected	Significant difference in “Expensive cost of living” among host countries
5j	Rejected	Significant difference in “Understanding law and rules” among host countries.
5k	Rejected	Significant difference in “Lack of availability of country food” among host countries.
5l	Rejected	Significant difference in “Inadequate personal support” among host countries.
5m	Rejected	Significant difference in “Difficulty in adjusting in different work culture” among host countries.
5n	Rejected	Significant difference in “Difficulty in managing financial expenses “among host countries.
5o	Accepted	No significant difference in “Difficulty in getting used to currency differences” among host countries.

Conclusion Based on Responses by the Indian Immigrants facing issues and challenges based on Host Country

ANOVA applied on host countries to have understanding about issues and challenges, the following points are analyzed-

On the issue and challenges of discrimination regarding culture and difficulty in getting used to currency differences, there is no significant difference being found in the host countries. It is hereby concluded that Indian immigrants studying abroad in the sample countries namely USA, Australia and Canada have similar perception on these two challenges.

On the rest of the issues and challenges the difference exists among sample countries. The following are the highlights-

i) On the dimension of lack of understanding the host country language Canada is significantly different from USA and Australia.

ii) The challenge of inconvenient traveling and commuting facilities, the perception of Indian immigrants is significantly different in the USA in comparison to Canada and Australia. The mean score in the USA (4.36) implies student immigrants in the USA are facing less difficulty in traveling and commuting as compared to Canada and Australia.

iii) Same perception in case of unpleasant behavior is being analyzed. Students studying in the USA are denying the unpleasant behavior they faced in comparison to Canada and Australia where the immigrants are finding this more challenging facing unpleasant behavior.

iv) Lack of accommodation facilities is significantly different in the host countries. It is being analyzed on the technique of ANOVA that Indian immigrants are facing more challenges in Australia followed by Canada and USA. The accommodation facilities are adequately available in the USA, thus not facing any difficulty.

v) The challenge of safety and security is significantly different among host countries, the issue is found to be more challenging in Australia by Indian students whereas it is found to be least challenging in the USA by Indian immigrants.

vi) The challenge of medical facilities is found to be more in Canada being costly medical expenses. It is followed by Australia and the USA.

vii) The noticeable cultural differences are perceived in Canada by Indian immigrants whereas least perceived as challenges in Australia.

viii) The living expenses are more challenging in Canada than in the USA and Australia.

ix) The Indian students studying in the USA do not face difficulty in understanding laws and rules whereas they find this challenge maximum in Canada.

x) The country food craze and managing of local food challenges is significantly different in the host countries. The challenge being more perceived in Canada followed by the USA and Australia.

xi) The challenge of having personal support is found more in Canada in comparison to the USA and Australia.

xii) The Indian immigrants are finding more difficulty in adjusting to the work culture in Australia in comparison to the USA and Canada.

xiii) The Indian students are able to manage financial expenses in Canada as compared to Indian students studying in Australia and Canada.

5.4 Summary of Findings of Objective 4

The fourth objective of the present study is stated as "To develop a model for retention of culture of Indian immigrants"

A conceptual model describing the relationship between the independent variable i.e., cultural intelligence and dependent variable, cultural retention is developed. The present model demonstrates the influence of culture on cultural intelligence of Indian immigrants who are facing issues and challenges going to Australia, USA, and Canada and to understand whether the Indian immigrants can cope up with the challenges and retain their culture. The Indian immigrant moving to foreign countries (USA, Australia & Canada in the present study) is culturally intelligent with meta cognitive, cognitive, behavioral, and motivational components of cultural intelligence. Despite facing challenges in a foreign country they retain their cultural values as is evident from

the present model. They are following their traditional rituals, celebrating festivals, trying to interact in regional language in their community and enjoying Indian cuisines.

In the statements regarding culture retention the responses compiled based on frequency count indicates that in all the host countries the Indian students are retaining their culture. There is no difference in the opinion of Indian immigrants going to host countries regarding statements like "visiting places of worship," "enjoying interaction with people of same community," "celebrating home country festivals," "preference for traditional cuisines," and "searching for native stores for day-to-day purchases" have highest frequency count in all the host countries. In the remaining statements Indian immigrants in Canada enjoy more "to wear traditional outfits on special occasions' ' and "speaking local language at home" followed by USA and Australia. In a nutshell we can conclude that Indian immigrants going to host countries for pursuing higher education are able to retain their culture being Canada on the top followed by USA and Australia.

5.5 Implication of the study

Research is considered to be fruitful if it has societal contribution. The present study has a constructive value addition in the field of research and thus contribution to society as well.

1. The Indian students going abroad to pursue higher education reveal higher cultural intelligence. The cultural difference of India vis-à-vis host countries also concludes the desirable traits of Indians to go abroad and their flexibility of adjusting in cross-cultures. The research also contributes in the area of prevalent challenges which an Indian should understand before leaving their own country for getting education.

2. The world is becoming a global village and being a part of it, the present research contributes a strong optimism on the platform of Indians competitiveness on the dimension of cultural intelligence. The study contributes in the sphere of cultural intelligence, culture retention and capability of Indians to face challenges while going abroad.

In the nutshell, researchers have highlighted the fact of Indian students' strong footings to establish in the international settings and cross the border. It is not only survival but they have succeeded in a win-win situation. Thus, the present study shows the path of success in higher education to the aspirants who go abroad.

5.6 Suggestions and Future Research Directions

Human beings are blessed with intelligence and a creative bent of mind. Although limited research is being done in India on the present topic yet further scope of research is enormous. Researcher has following opinion regarding further areas of research-

1. Comparable analysis of international students coming to India and Indian students going abroad is a new dimension.

2. India being the most important entity in the South Asian region, the research can be done as a comparison of CQ of various students of the South Asian region going to top destinations. Besides this cultural difference comparison can also be made among South Asian students to understand traits and adaptation of cross cultures.

3. Present study focuses on three host countries namely USA, Australia, and Canada only. Further research can be performed on top ten destinations of pursuing higher education by Indian students.

4. Reasons can be explored in research more extensively and exhaustively to understand conceptually and practicability to enhance India's global competitiveness in the higher education sector so as to fulfill the dream of India to be a superpower.

5. The domain of time period can be expanded as the last five decades instead of a limited period of present study.

6. This study is limited to cultural intelligence, cultural differences, and culture retention. Cultural adaptability is a dimension which can be explored for further research studies.

7. The research can be conducted in the area of Indian immigrants' employability abroad by comparing those who are degree holders from India vs degree holders in foreign countries.

With a significant rising trend of brain drain from India raises many questions. To search for appropriate answers is a challenging task. The present study focuses on Indian students going abroad in the domain of their cultural intelligence, challenges faced by them and key areas of retention of culture. Keeping in view the rising trend and craze among Indian students to enhance educational competitiveness and growth in future prospects, the present study has relevance. The youth demography of India going abroad for pursuing higher education has to face a higher quotient of being culturally intelligent. Besides these various other challenges are also faced by them.

Higher education system of India lacks global competitiveness. In the top hundred universities, none of the Indian universities has a global ranking. Better ranking, competitive education system, advancement of technology, career prospects play a significant role in case of Indian students who are hardworking, intelligent, and have the capacity of financial affordability to move internationally.

The results have supported the cultural intelligence of Indian students pursuing higher education in the top destinations namely USA, Canada, and Australia.

The literature review narrates very less focus in terms of culture retention.

The majority of Indian immigrants prefer going to these countries namely USA, Australia, Canada. All these countries are English speaking. There exist cultural differences if we compare India vis-à-vis host countries but because of rich cultural values and heritage the Indian immigrants are well equipped to overcome cultural differences.

5.7 Scope of the study

The scope of this study is around the following conceptual areas:

1. This study is confined to immigrant students of India.
2. The sample countries which are included as target population are USA, Canada, Australia as these are the top destinations preferred by Indian students for pursuing higher education.
3. Impact of Cultural Intelligence on culture retention of students.

5.8 Limitation of the study

This study has following limitations on account of various constraints which are defined as under-

1. The present study includes the top three destinations preferred by Indian students going abroad. Hence the process of data collection was complicated including samples.
2. Due to time constraint, it was not feasible to enlarge sample size by including more respondents.
3. The definition of Indian immigrants includes only the students who are going for their higher studies i.e., under graduation and post-graduation.

4. The religion of Indian immigrants is ignored and also the specific region of India from where the Indian students come is also not considered in the present study.
5. Impact of COVID-19 is not included as the collection of data was also done when the students visited their home country.
6. Most of the respondents avoided giving any comments and suggestions. Therefore, it was difficult to get in-depth information of their preferences and needs.
7. The sample of respondents taken for the study are homogenous. All respondents are Indian students pursuing their higher education during the period of 2017-2021.

APPENDIX

- BIBLIOGRAPHY
- REFERENCES
- QUESTIONNAIRE

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https://en.wikipedia.org/wiki/Cultural_retention#Need_for_Cultural_retentionhttps://www.aqmsnationalmoving.com/blog/2018/december/how-to-preserve-your-culture-when-moving-in

Questionnaire

Study of Measuring Cultural Intelligence and Developing A model to analyze the Retention of culture Amongst Indian immigrants

This given questionnaire is a part of my doctoral research. I would be highly obliged if you spare a few minutes to fill this questionnaire. This information will be solely used for research purposes and complete confidentiality will be maintained.

Jyoti Malhotra (Research scholar)

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Part A

Demographic information

*__Gender:__

1. Male ( ) **2.** Female ( )

***Present Country Location (Host Country):**

1. USA ( ) **2.** Australia ( ) **3.** Canada ( )

If student in Host country, what is the purpose of stay

1.Under graduation () 2. Post Graduation () 3. Others ()

***Duration of stay:**

1. < 1 year 2. 1-2 years ( ) **2.** 2-3 years ( ) **3.** 3-4 years ( )

Part- B

Please indicate to what extent you agree or disagree with each of the following statements applied to your host country situations.

Strongly Disagree=1; Disagree=2; Somewhat Disagree=3; Neither Disagree or Agree=4; Somewhat Agree=5; Agree=6; Strongly Agree=7

Code	Statements	SD	D	SWD	N	SWA	A	SA
MC1	I am conscious of the cultural knowledge I use when interacting with people with different cultural backgrounds							
MC2	I adjust my cultural knowledge as I interact with people from a culture that is unfamiliar to me.							
MC3	I am conscious of the cultural knowledge I apply to cross-cultural interactions							
MC4	I check the accuracy of my cultural knowledge as I interact with people from different culture							
Cog1	I know the legal and economic systems of other cultures.							
Cog2	I know the rules (e.g., vocabulary, grammar) of other languages							

Cog3	I know the cultural values and religious beliefs of other cultures.							
Cog4	I know the marriage systems of other cultures							
Cog5	I know the arts and crafts of other cultures.							
Cog6	I know the rules for expressing non-verbal behaviors in other cultures.							
MCQ1	I enjoy interacting with people from different cultures.							
MCQ2	I am confident that I can socialize with locals in a culture that is unfamiliar to me.							
MCQ3	I am sure I can deal with the stresses of adjusting to a culture that is new to me.							
MCQ4	I enjoy living in cultures that are unfamiliar to me.							
MCQ5	I am confident that I can get accustomed to the shopping conditions in a different culture							

BCQ1	I change my verbal behavior (e.g., accent, tone) when a cross-cultural interaction requires it.							
BCQ2	I use pause and silence differently to suit different cross-cultural situations.							
BCQ3	I vary the rate of my speaking when a cross-cultural situation requires it.							
BCQ4	I change my non-verbal behavior when a cross-cultural situation requires it.							
BCQ5	I alter my facial expressions when a cross-cultural interaction requires it.							

PART – C

Please indicate to what extent you agree or disagree with each of following statements applied to your home country situations.

Strongly Disagree=1; Disagree=2; Somewhat Disagree=3; Neither Disagree or Agree=4; Somewhat Agree=5; Agree=6; Strongly Agree=7

Please tick yes or no for the following statements

Code	Statements	SD	D	SWD	N	SWA	A	SA
CR1	I am particular about celebrating my home country festivals.							
CR2	I like to wear traditional outfits on special occasions							
CR3	I like to visit the place of my worship							
CR4	I prefer to speak the regional language at home.							
CR5	I like watching movies, traditional dramas, and events in my home country.							
CR6	I enjoy interacting with people of same community							
CR7	I prefer cooking traditional dishes at home.							

PART – D

Please indicate to which extent are the following challenges faced by you while staying in the host country.

Strongly Disagree=1; Disagree=2; Somewhat Disagree=3; Neither Disagree or Agree=4; Somewhat Agree=5; Agree=6; Strongly Agree=7

1 = Least likely to be faced, 4= Neutral & 7= Most likely to be faced.

Code	Items	SD	D	SWD	N	SWA	A	SA
CHL1	Lack of understanding the host country language							
CHL2	Inconvenient travelling and commutation facilities.							
CHL3	Unpleasant behaviour of people.							
CHL4	Lack of accommodation facilities.							
CHL5	Lack of safety and security.							
CHL6	Costly medical facilities.							
CHL7	Discrimination regarding culture.							
CHL8	Noticeable cultural differences.							

CHL9	Expensive cost of living							
CHL10	Difficulty in understanding the laws and rules of the host country.							
CHL11	Missing the country food crazily/ Managing with local food							
CHL12	Inadequate personal support.							
CHL13	Difficulty in adjusting to different work culture							
CHL14	Difficulty in managing financial expenses.							
CHL15	Difficulty in getting used to currency differences.							

Publications

S.no	Authors	Title of the paper	Name of the Journal/ Conference	Type of Journal	Year of Publication	Link
1	Jyoti Malhotra & Dr Mamta Gaur	Application of Hofstede Model to study the Role of Indian Culture for Sustenance during COVID-19	Journal of XI'AN University of Architecture & Technology	Scopus	July 2020	
2	Jyoti Malhotra & Dr Mamta Gaur	Analytical Study of Cultural Differences and Sustainability of Indian Students going Abroad	Journal of Pharmaceutical Negative Results	Scopus	Dec 2022	https://doi.org/10.47750/pnr.2022.13.S08.423
3	Jyoti Malhotra & Dr Mamta Gaur	Understanding Culture- A tool for enhancing the success rate of Immigrants	National Conference	Amity College	Mar 21	
4	Jyoti Malhotra & Dr Mamta Gaur	Analytical Study of Cultural Differences and Sustainability of Indian Students going Abroad	International Conference	Asian Business School International Conference	Nov 22	
5	Jyoti Malhotra & Dr Mamta Gaur	Perspective Of Indian Immigrant Students Going Abroad	Journal of Survey in Fisheries Sciences	Scopus	April 23	https://doi.org/10.53555/sfs.v10i4S.1456

RESUME

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Original Article

Analytical Study Of Cultural Differences And Sustainability Of Indian Students Going Abroad

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Abstract

Background- An individual's personality is influenced by both human nature and culture. The culture is usually introduced at birth, developed over time, and nurtured as they grow up. India is one of the most densely populated country known for rich culture and heritage. Indian students are moving overseas for higher studies as they are attracted by global professional opportunities and world-class universities to get their dream job and achieve better career prospects. '

Objective- The purpose of this study is to understand whether the Indian students are well equipped to adjust in the foreign environment despite of experiencing culture differences when they reach host country.

Design- The cultural characteristics of individuals are described by Hofstede's cultural dimension theory, which is a framework for cross-cultural communication, developed by Geert Hofstede (Hofstede (2011)). The three sample countries chosen for the study are USA, Australia and Canada based on the justification that maximum proportion of Indian students are going to these above-mentioned countries for pursuing their higher education.

Method- This paper is based on secondary research and highlights the indicating factors which are sufficient for the sustainability of Indian students in host country.

Result- The findings indicate that although Indian students do experience cultural differences but still, they are able to sustain in different cultural settings.

Conclusion- The reason behind this sustenance is the cultural values which have been developed in Indians during childhood due to which it is not difficult for them to adjust in new settings.

Keywords- Culture, Cultural Differences, Hofstede Model, Indian Students, Sustainability.

INTRODUCTION-

The culture of a country shapes the norms, values and beliefs of individuals working in organizations (Hofstede, 1980; Singh, 1990; Triandis, 1995). Cultural values serve as the founding principles of everyday life as it shapes ones thinking, behaviour, and personality. It is one of the easy ways to connect with others who share same mindset and values. (Chhokar, Brodbeck, House, Mahwah, 2007). Culture appears as a semantic network that is woven over again with the change of generations. Cultural differences (Lin, (2012))are the different behaviours, beliefs, languages, practices and expressions which are unique to specific ethnicity, race or national origin hence, to understand cultural differences it is important to analyse the nature of people, the relationship of one individual to other and an individual's relationship to the external environment.

The three sample countries chosen for the present study are USA, Australia and Canada based on the justification that maximum proportion of Indian students are going to these above-mentioned countries for pursuing their higher education. It is significant to understand the cultural difference of these countries with respect to India as cultural values form (Cnaan, 2011) a foundation for the norms of a culture and the various people in cultures to know and realise what is most appropriate in different situations based on these norms (Schwartz 1994). A brief introduction of these countries on the parameters of comparison w.r.t family structure, food habits, festivals, marriage system, fashion, caste system, spirituality, work culture, goals and hierarchies, time, business relationships and expression, the cultural difference amongst India, USA, Australia & Canada are studied. The following factors form a basis for better understanding of cultural differences of India with the sample countries-

1. Family-

The Indian culture is family-oriented and respect is one of the major concepts in India. American, Australian, and Canadian culture are more goal, ambitious and individual oriented. The families of India are quite close knit and parents tend to influence their children throughout their lives. This is evident in Indian business families where strict hierarchies are followed. In USA, Australia and Canada families have a different set up as they are classically understood as nuclear family with their extended family living separately.

2. Food-

The Indian food is a combination of various kinds of vegetables and plants cooked with lot of spices. In US, the food does not contain many spices and it is mainly meat based. Australians prefer cuisine that are mild in taste with few distinct flavours. In Canada, there is fast food, frozen food, canned food preferably foods that are easy to put together.

3. Festivals-

In India many festivals are celebrated where different colors, lights, splendor, and grandeur can be seen as people of different religion follow different traditions. America celebrates many festivals but, Christmas and Thanksgiving are the main ones. Some of the biggest festivals in Australia are Adelaide Festival, Melbourne International Comedy Festival, New Year's Eve. Montreal Jazz Festival, Winterlude, Celebration of Light, The Ex, Pride Toronto, Canada Day Celebrations are the famous festivals of Canada.

4. Marriage-

In India, the average age of marriage for females is eighteen and for males it is twenty-one. Multiple traditions are performed in Indian marriages and the ritual of marriage is performed in presence of a pandit in a mandap. The marriage style is arranged marriage. In USA, the average age of marriage in females is twenty four and males is twenty six. Marriages are held generally in churches in presence of priest. The marriage style is love marriage. In Australia, the minimum age for females and males is 18. The celebrant recites the prescribed words to solemnise the marriage. The marriage can be performed anywhere in Australia and the marriage style is love marriage. In Canada, the minimum age for females and males is 16. Marriages can be performed anywhere, anytime and the marriage style is love marriage.

5. Fashion-

In India, women preferably wear sarees and men wear kurtas. The formal dress code in India is a lightweight suit and ties are not compulsory for men. Americans prefer casual wear and loose clothes. As formal dress code. The most appropriate attire for men in America is a business suit with a light-coloured collared shirt, matching tie and formal shoes are. For women, business suit with a matching or contrast top or short skirts with stockings underneath, along with high heeled sandals. Australians prefer casual wear and loose clothes. As formals, men wear business suit with tie and women wear business suit or formal business style dress. Canadians prefer casual wear and simple clothing. The dress code is conservative, well-dressed appearance is desirable.

6. The caste system and status-

In India, the concept of hierarchy is prominent in business. For Indians, a catchy title is important and brings status to their family. For an American, status signifies personal success. The structure of Australian organisations is non-hierarchical. Titles and rankings are not that important for Australians within organisations. In Canada, people have no disgrace in performing any type of work. A higher-level official does not feel disgrace in helping juniors. Here people take pleasure in all varieties of work.

7. Spirituality-

Indian culture is quite deep and Indians are used to being thoughtful. In business context Indians normally bring one's spiritual values and beliefs. Americans, are not that spiritual but tend to be more materialistic. Although many Americans are religious but they do not impose one's faith to others at the workplace. Australians are moderately religious. Australians generally avoid over display of being religious. Australians tend to maintain a distinction between their private and public life hence they avoid mentioning their religious beliefs. Canadians have no official religion but most of the Canadians follow Christianity.

8. Work Culture-

In India workplaces are hierarchical generally based on age and position. Mostly Indians avoid speaking in a direct, frank manner if they do not have a strong relationship. Therefore, indirect, circuitous communication is expected if a business deal has to be concluded. In USA, there is less hierarchy in the workplace. People work for long hours in USA and they hardly go on vacation or take any family leave. Americans seldom take breaks during the day and manage to eat at their desk. They send emails after work hours. Australians value punctuality. Most Australians drive to work. During the working hours Australians rarely say no to extra work. People speak their mind. Australians use a lot of slang and tend to shorten words in everyday office talk. They sometimes swear in the workplace and like to keep things casual in a business setting. They tend to have a separate time for their work and family. In the Canadian workplace soft skills like ability to work in team, open-mindedness, tolerance, flexibility, positive attitude, time management, presentation skills, leadership qualities, integrity, and ability to motivate co-workers are more important than the technical hard skills. Canada has an ethnocultural diversity.

9. Goals and hierarchies-

Indians, emphasize more on hierarchy. Officials at the higher positions make decisions with their own interests in mind and do not let the individuals at lower positions to get empowered and make decisions. Americans are highly ambitious and tend to achieve more profits. With efficient delegation of responsibility and teamwork each individual takes responsibility of their own decisions and achieve their goals. Australian society is stringently anti-hierarchical. Australian society is based on the principles of egalitarianism. Based on this principle, Australians do not emphasize office hierarchy and concentrate more on team and performance. Canadian businesses are traditionally hierarchical but now it is getting flattened. Canadian communication style is direct but Canadians wrap negative feedback in positive comments.

10. Time-

In India, time is viewed comparatively more as circular as linear hence life moves at slower pace. The relationships are given priority over deadlines. At the workplace, it is the complete responsibility of the senior official to be aware of the deadline and not the junior staff. In USA, life is full of conveniences hence it is moves at a fast pace. Deadlines are considered to be very important and are expected to be met. The tolerance for delay is not accepted so people work for long hours. Punctuality is one of the most important attributes and behaviours of Australians. Being late is considered as a sign of disrespect. Delays are viewed as inefficient. In Canada also, punctuality is appreciated as a sign of respect, professionalism and being ready for business.

11. Business relationships-

In India, building and maintaining relationships is primarily important. To have a smooth communication if a relationship is already established definitely helps. In US, the business is goal oriented. General talk is considered as a waste of time. Australians are hard and direct business people. They are straight forward. Exchange of business cards is not very common. Canadian workplace culture is egalitarian. Respect for equality, diversity, opinion, and justice are the governing values for the business environment. The business card should have both English French translations.

12. Expression-

Indians use indirect communication to preserve their strong face. To say 'no' directly to the other person is considered rude as it causes them to lose face. Indians use negative feedback as a tool for constructive criticism. Americans use direct speech and also shout at subordinates in high pressure work environments. In USA, conflicts are considered constructive and feedback is direct and critical. Australians are straight forward. They appreciate people being up front and very open in their communication styles. In Canada, communication is somewhat indirect. A direct eye contact is considered as a sign of respect and sincerity therefore it is important for Canadians. It is advisable to go confidently smiling and straight to the point of meeting.

Cultural differences amongst the four major countries of the world namely India, USA, Australia & Canada based on Hofstede 's dimensions of cultures-

The various reasons for the countries of the world to be different could be the geography, different customs, values, religious practices, and beliefs. Due to this a unique culture is created which becomes identity of a country and also defines the people who are born and brought up there.

The cultural differences influence and significantly impact the work attitude and decision-making skills of an individual. Hofstede (2011) tried to identify the cultural dimensions which are applicable globally in various aspects of life. Hofstede (1980) provides quantitative data on cultural values so it is easier for researchers to differentiate and evaluate different cultures. As it is applied and validated by scholars across different research discipline's , it is one of the most important theory of culture. (Kirkman et al., 2006; Yoo et al., 2011). This framework helps to develop a comparison between the findings of previous and future research.

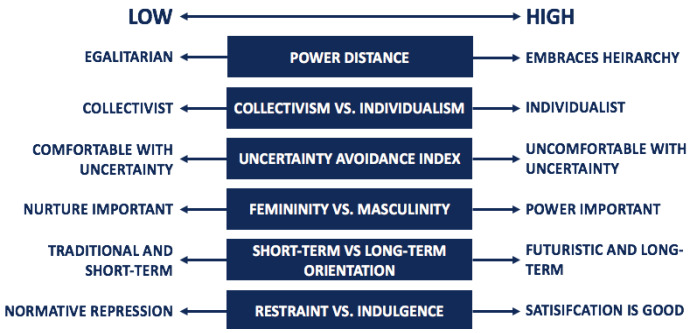


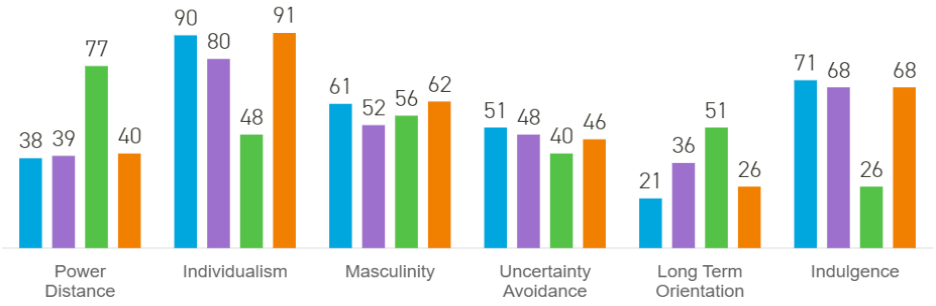
Figure 1: Hofstede model:

Source- https://corporatefinanceinstitute.com/resources/knowledge/other/hofstedes-cultural-dimensions-theory/

HOFSTEDE DIMENSION	EXPLANATION	INDIA	USA	AUSTRALIA	CANADA

POWER DISTANCE	It justifies the inequalities of individuals in societies expressed through the attitude of culture and defined as the power distance. So, it is the unequal distribution of power in an organization which is expected and accepted by some powerful members.	India has a high score of 77 on this dimension. This indicates a top-down structure for hierarchy in organizations.	USA has a low score on Power Distance (40)	Australia has a low score of 36 signifying the establishment of hierarchy for convenience. The easy access of superiors and, managers for the juniors and the confidence on individual employees and teams.	Canada has a low score of 39 signifying the egalitarian structure of organization.
INDIVIDUALISM	It is the degree to which individuals are integrated into groups. It works with people's self-image in terms if "I" or "We".	India has a score of 48, which signifies an intermediate score of both collectivistic and individualistic traits.	USA scores 91 in this dimension highlighting to be the most individualistic culture in the world.	Australia also scores high on this dimension as 90.	Canada's score is 80 in this dimension characterized as an individualistic culture.
MASCULINITY/ FEMINITY	Masculine dimension indicates the society to be driven by competition, achievement and success and success is defined by the winner in the field. A Feminine dimension indicates the dominant values in society as caring for others and quality of life.	India has a score of 56 and is considered as a Masculine society.	USA scores 62 which is higher on Masculinity.	Australia's score is 61 signifying a Masculine society.	Canada's score is 52 characterized by moderately Masculine society.
UNCERTAINTY AVOIDANCE	It is defined as the ambiguous or unknown situations which creates a threat for the members of a culture so either it should be controlled or let it happen.	India's score is 40 on this dimension which shows a medium low preference for avoiding uncertainty.	USA scores 46, which is below average on uncertainty.	Australia scores an intermediate value of 51 on this dimension.	Canada shows 48 on this dimension.
LONG TERM ORIENTATION	It is described as the linkage of a society with its own past while dealing with the challenges of the present and future and to give priority to these existential goals in a different manner.	India has an intermediate score of 51 in this dimension.	USA has a low score of 26 on this dimension.	Australia scores 21 on this dimension.	Canada has a score of 36 in this dimension.
RESTRAINT Vs INDULGENCE	This dimension signifies the extent to which the people try to control their desires and impulses based on their upbringing.	India has a low score of 26 signifying a culture of Restraint.	The score of USA is 68 signifying an Indulgent society.	Australia has a high score of 71 which defines it to be Indulgent country.	Canada has a high score of 68 which means Canadian culture to be Indulgent.

Table 1: Scores of India, USA, Australia, & Canada on the six dimensions are:



- Australia
- Canada
- India
- USA

Figure 2: Scores of India, USA, Australia, & Canada on the six dimensions:

Note: The figure has been taken from https://www.hofstede-insights.com/country-comparison/india,the-usa/
Figure 2 gives a comparative visual amongst India, Australia, Canada, and USA.

Critical Analysis to understand cultural differences of Sample Countries-

Based on the cultural differences drawn from the secondary sources the inference drawn follows with the belief that Indian students going to the sample countries viz USA, Australia & Canada are better equipped to sustain due to the strong cultural values being inculcated during the childhood.

Cultural values of the country are respectively linked to the people behaviours (D.M.S.B. Dissanayake, 2015). It is based on the framework of Hofstede cultural dimension Model.

1. Power Distance-

Power Distance (Hofstede, 2011) is defined as the extent of unequal distribution of acceptance and expectation of power in organisations and institutions.

India with a score of 77 signifies Large Power Distance where power is given most prominence where parents teach their children obedience from childhood and there is respect for older people in families. The education system is teacher-centred. Hierarchy is evidently inequality and juniors are expected to be directed.

USA, Australia, and Canada are 40, 38 and 39 respectively having Distance signifying use of power to be legitimate and subjected to criteria of good and evil. The parents treat their children as equals, no respect for older people so there is no fear of them. The education system is student-centred. Hierarchy signifies inequality of roles and juniors are expected to be consulted.

2. Individualism- Collectivism-

It defines the degree to which individuals are integrated into groups. This dimension is a collective and not an individual's characteristic and thus tries to signify the extent to which people which people are combined into groups. In an individualistic society, the connections between individuals are loose as they look after themselves whereas in a collectivist society, individuals form a strong, cohesive group which involves extended family.

India, with an intermediate score of 48, has both the traits of collectivistic and individualistic society. A high preference for belonging to a larger framework is evident from the collectivist side. It signifies importance of relationships over task. The purpose of education is learning how to do. The individualistic trait of Indian society is the presence of its dominant religion-Hinduism where the Hindus belief in the birth and rebirth after death and the rebirth which is resultant of the preceding life lived by the individual and hence there is an impact on the way they lead their lives and also rebirth. This intermediate score on this dimension is the resultant of This focus on individualism interacts with the other mixture of individualistic and collectivistic traits. USA, Australia & Canada show the scores of 90, 91 & 89 respectively signifying similar scores towards highly individualistic approach where everyone is supposed to take care of him or herself and immediate family only. The task prevails over relationship. There is a right of privacy. The purpose of education is learning how to learn.

3. Uncertainty – Avoidance-

This dimension deals with a society's tolerance regarding ambiguous situations. It is indicative through the unstructured situations, which are new, unknown, surprising, and different. (Hofstede 2011).

India and USA have a score of 40 and 46 respectively, indicates a well thought risk taking mature culture. Tripathi and Cervone (2008) found that Indian corporate professionals were more concerned for the emotional and financial well-being of the extended family, co-workers, and community members for the achievement of work. There is a higher level of tolerance for different ideas, thoughts, and beliefs. (Thakur, 2010). This culture is reflected in officials as they tend to have an open attitude for risk bearing activities and business globalization but they also have to take calculated risk in this trade off. In USA, people are comparatively open to new technology, different business practices, new type of food, and various forms of personal expression. (Hofstede, n.d.b., p.1). Studies show that to develop a new concept by defying organizational, rules, procedures, and norms the employees within an organization are willing to fight against managerial resistance for the implementation of a new idea. (Scott et al., 1995). The score of Australia is 51, which is an intermediate score for this dimension. Canada scores 48 signifying more acceptance to uncertainty. It indicates the fast and easy acceptance of new ideas, different products, and a desire to try something new or innovative in terms of technology, business practices or consumer products. In Canada the people do not mind freedom of expression and are open to new ideas or expressions from anyone. Canadians are also emotionally less expressive and the culture of Canada is not rule-oriented.

4. Masculinity-Femineity

It expresses the (Hofstede, 2011) distribution of values and emotional roles between the genders.

Masculine has been defined as the assertive pole and feminine is defined as the modest, caring pole. In the masculine countries there is maximum social and emotional role differentiation between genders and in Feminine dominating countries there in minimum social and emotional role differentiation between the genders.

India and Canada are moderately masculine countries with a score of 56 and 52 respectively. In India, majority of decisions related to facts are taken by fathers and the mothers deal with feelings, generally girls cry but boys are considered tough so they do not cry, girls do not fight but boys fight back, fathers take decision regarding family size showing the masculine characteristics. In Canada there is work-life balance as they normally strive to attain high standards of performance in both work and play(sports).

USA and Australia are more towards masculine countries with a score of 62 and 61 respectively. In these countries work prevails over family which is evident as from the childhood Americans are introduced to an aggressive environment both academically and athletically. Competition fosters this attitude. (Marshall, 2014). The people of USA believe in constant improvement and hence try to explore new methods to achieve more success. USA maintains a higher level of disparity in the world. (Facundo et al., 2013). Australians follow the principle of constantly working hard to be the best they can be and it is the winner that takes all is the general behavior in both work and play. Australians are generally proud of their achievements in life and consider themselves as successful. It forms a basis for hiring and taking the decisions regarding promotions at the workplace. They tend to resolve the conflicts at the individual level and ultimate aim is to win.

5. Long and Short-Term Orientation

Long-term oriented societies emphasize that the important events in life will occur in future. The focus is to earn rewards, to include persistence, to save and the capability to adapt and change. In short term-oriented societies, personal steadiness and stability is emphasized. As per short term-oriented societies most important events in life occurred in the past or they may take place now.

Indians have a more long-term Orientation (51). In India, the expectation that the Indian business person has to provide the detailed business plans because of their need for Long-Term Orientations. Long term orientation is indicated by remaining in one job and this feature is changing due to economic growth (Thakur, 2010). For Indians the deadlines are open until and unless it is clearly specified that the deadline is critical, they assume the deadline to be flexible. (Walker, 2007). Providing others is an important goal. America scores 26, Australia has a score of 21, and Canada scores 36 on this dimension. They focus on short term profits and quick gains. Thrift and perseverance are important goals. Americans tend to seek instant gratification and are desperate for quicker results. Building relationships and to have long term partnerships is not always a priority to American business people which shows “Time is money” attitude in businesses (eDiplomat, 2010).

6. Indulgence Versus Restraint-

Indulgence signifies a society that allows free gratification of basic and natural human desires which are required to enjoy life and have fun. Restraint stands for the controlled gratification of needs and is regulated by strict social norms.

Indians remain low on Indulgence with a score of 26 which is evident in Indian managers as they are more work oriented. In USA the Indulgence score is higher at 68, expressed by their mangers style of work hard, party harder. Australia is having a high score of (71) and Canadian culture also has a high score of (68) therefore classified as indulgent. High score of indulgence signifies the willingness of people to realize their impulses and desires of enjoying life and having fun. The people of Australia and Canada are quite optimist and tend to have a positive attitude towards life. They try to remain happy, spend money as they wish and give lot of importance to leisure time.

DISCUSSION-

India has different score in Power distance, Individualism- collectivism, long and short-term orientation and Indulgence vs restraint when compared with the three sample countries namely USA, Australia, and Canada.

When Indians are compared based on cultural dimension Power Distance it scores high on this dimension signifying the concern for hierarchy and inequality that is rooted in the family and school i.e., children are expected to obey their parents and elders. When the Indian student goes to USA, Australia, and Canada with low power distance score he experiences certain cultural difference but because of his upbringing and adjusting nature adapts easily in different cultural settings.
Based on Individualism-collectivism Indians show collectivistic culture with more emphasis on relationships and well-being of the group as compared to USA, Australia and Canada which are more towards individualistic societies focusing on the needs of oneself and one’s immediate family.

Indian student with long term orientation focuses on the future, emphasizing traits such as persistence, perseverance, thrift, saving long-term growth and the capacity for adaptation. This dimension also contributes to the adaptation and hence retaining of the cultural values in contrast to USA, Australia and Canada with short term orientation indicating short term success or gratification, and emphasizing on the present than the future. (Hofstede, 1980).
Indians remains low on indulgence where it is more likely to save money and focus on practical needs as compared to USA, Australia, and Canada where people may tend to spend more money on luxuries and enjoy more freedom (Hofstede, 2011).

Masculinity-Femininity refers to the (Hofstede, 2011) distribution of values and emotional roles between the genders. Masculine has been defined as the assertive pole and feminine is defined as the modest, caring pole. India and Canada are moderately masculine countries whereas USA and Australia are more towards masculine countries.

The Uncertainty-Avoidance of Hofstede's cultural dimension reflects the tolerance of a society for uncertainty and ambiguity. India and USA both show a calculated and mature culture of well thought risk taking. Australia and Canada have an intermediate score for this dimension indicating more uncertainty accepting behaviour.

CONCLUSION-

The cultural differences exist for Indian students going abroad in host countries as per critical analysis based on Hofstede Model. On the dimension of power distance, Individualism-collectivism, long and short-term orientation and indulgence vs Restrain. Indians are culturally different in comparison to host countries. The cultural traits of Indians viz children obedience, respectful attitude towards elders, teacher-centred education system, belief in collaborative effort, farsightedness, focus on adaptation, patience and securing future to strike balance between life and leisure, feature of restraint because of strict social norms makes them culturally enriched and culturally intelligent to adapt into new environment which is comparatively different as that from India. The reason behind this sustenance is the cultural values which have been developed in Indians during childhood due to which it is not difficult for them to adjust in new settings. Hence, although there are cultural differences existing as per analysis yet edge of Indians going abroad and adapting sustainability in new cultural environment is concluded.

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Perspective Of Indian Immigrant Students Going Abroad

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Abstract
It is undoubtedly not a simple and easy decision to leave one's comfort zone in your home country and move to a completely new host country, in search of better education and more career prospects. Also, globalization has created a kind of scenario across the world that the experience and exposure fascinate the students to take this tough decision of leaving their home country. In Indian context, there is a significant transformation in the education industry during the last decade as a large number of Indian students are moving to foreign destinations every year not only for earning international degrees but also building careers in diverse fields. Present study describes about the challenges faced by Indian students when they travel to the host countries USA, Australia, and Canada through an empirical mode. The primary data is collected from a sample of four hundred Indian Immigrant students of USA, Australia and Canada based on questionnaire through snowball sampling method of data collection. The objectives included to analyse perception of Indian immigrant students regarding issues and challenges on gender basis and to analyse perception of Indian immigrant students regarding issues and challenges on the basis of country**.** The findings indicated host country language, inconvenient travelling, unpleasant behaviour of people as more challenging for females as compared to males in the host countries. Also, understanding of host country language, costly medical facilities, missing the country food crazily are more challenging for Indian immigrant students in Canada.

Keywords- International students, Indian immigrant student**,** challenges, host country, home country.

Introduction

It is undoubtedly not a simple and easy decision to leave one's comfort zone and move to a completely new country, in search of better education and more career prospects. Also, globalization has created a kind of scenario across the world that the experience and exposure fascinate the students to take this tough decision of leaving their home country. As the students invest time studying and working abroad, they definitely get an edge over other candidates, when it comes to job market and career planning. The reason for students to take this big decision and get attracted is also the better quality of education in developed countries like the US, the UK, Australia, Canada etc. The reason for pursuing higher studies in foreign countries provides the student not only with a wider range of course choices but a huge option of different streams, campus facilities, better infrastructure, and chances for greater number of extra-curricular activities and the exposure to diverse cultures and nationalities, in form of fellow students or teachers is also initially a different experience. The international students when move from their home countries to a host country, tend to face a number of challenges, including language and communication barriers, exclusion and adaptation to new culture and environment. They also experience altogether a completely different lifestyle. The different experiences faced by immigrants can be challenging and traumatic depending upon the socio-economic, political and value system of the concerned culture which may be different. Also, there are different factors that impact the success of foreign students in the host country like language proficiency (Eze & Inegbedion, 2015), financial support (Bennett, 2003), travelling experiences (Tay,

Westerman, & Chia, 2008), duration of stay (Sawir, Marginson, Deumert, Nyland & Ramia, 2008), social relationships (Shaffer & Harrison, 2001), cultural intelligence (Thomas, 2006), cross-cultural adjustment (Nasir, 2012) and decision- making ability.

In Indian context, there is a significant transformation in the education industry during the last decade as a large number of Indian students are moving to foreign destinations every year not only for earning international degrees but also building careers in diverse fields. As per the statistic, released by the Indian Ministry of External Affairs the number of Indian students studying overseas in 2019 were around 7,53,000 and it was around 66,000 just a decade ago. The push factors that encourage Indian students to explore options of higher education abroad include low ranks of Indian universities, less chances of opportunities in research and development and low quality of education. The pull factors like highly ranked universities, enhanced quality of higher educational institutions, excellent exposure and better research funding and employment opportunities. The current preference of Indian students pursuing higher education abroad includes the United States of America, Australia, Canada, and United Kingdom as the most favourite countries.

Review of Literature

The behaviour of immigrant depends on his background, value systems, cultural heritage, and host country characteristics. It is a belief that immigrants have to undergo intense emotional and physical stress in the process of adjustment and adaptation to a new culture in the host country. They face multiple challenges like language and communication barrier, favouritism, exclusion, and adaptation to a new environment and many more.

Ewa L. Urban et al. (2013) examined the perceptions of undergraduate and graduate students enrolled in a public university in the Midwest, USA regarding their perception as being cultural resources and the value they receive from U.S. higher education. It was identified that international students were given preference to engage actively as cultural resources at the highest level among South and Central American students and lowest among European students. It was also concluded that many opportunities given to the students for multiple choice of courses opens the avenues for international students for higher education and to fulfil the strategic goal of globalization and internationalization for the university.

Roli Tiwari et al. (2017) reviewed the association between acculturative stress and the strategies used to cope up with the foreign students. Based on empirical study including participants from different countries it was examined that there was no acceptance regarding the effectiveness of different coping strategies. No studies regarding the research on acculturative stress and coping strategies of foreign students in India was notified.

Sam Van Horne (2018) examined the responses of two groups U.S students and international students to identify the variations of these two groups through a survey performed at nine U.S research universities. Findings were concluded as both the US and international students had same opinion regarding the faculty members. Financial insecurity and academic engagement reported little difference in both the groups. Greater level of difference was observed in social integration and belonging and a marked difference was observed in being respected on campus.

Noel L. Shadowen (2019) examines the challenges faced by international students and the occurrence and correlation of depressing indications in a sample of mid-size university students of US. The findings concluded the reasons for higher level of depression due to poor fluency in English, acculturative stress, and discrimination. Social support was perceived as lower level of depression. The Hierarchical multiple regression model was the research tool applied for the analysis.

Jeevan Khanal (2019) discussed in the article the challenges experienced by international students staying in host country compared with home country during pre-departure, post- departure, and post-study. The literature

was secondary data based since the year 2000 and the findings were segregated for pre-departure as to get the relevant information, to understand the admission procedure, the preparation of the documents for visa. When the students reach host countries the challenges were termed as post departure challenges included language barrier, financial issues, uncertainty regarding future and cultural adjustment. The suggestions included some valid points for the stakeholders as the government personnel, administrators of educational institutions.

Research Gap

The previous studies have described about the different issues and challenges of international students when they move from home country to host country through conceptual perspective. Present study describes about the challenges faced by Indian students when they travel to the host countries USA, Australia, and Canada through an empirical mode.

There is a dearth of study including challenges of more than one host country. Present study has included Indian immigrants moving from home country to three different destinations as sample countries.

Research Objectives

The following objectives were formulated for the present study-

1. To analyse perception of Indian immigrant student regarding issues and challenges on gender basis**.**
2. To analyse perception of Indian immigrant students regarding issues and challenges on the basis of country**.**

Research Methodology

Population: The research was aimed to find out the challenges faced by Indian immigrant students going abroad for pursuing higher education during the period 2017-2021**.**

Sample unit: Sample unit was Indian student pursuing higher studies either UG or PG outside India irrespective of the stream**.**

Sampling technique: - This study considered judgemental and snowball sampling technique for data collection.

Sample size: - The 400-sample size was selected to perform survey through Questionnaire approach.

Name of Sample Countries: USA, Australia, Canada.

Sources of Primary data: Responses obtained from Indian students pursuing higher studies residing in USA, Australia, Canada through filling Questionnaires and online google forms.

Tools and Techniques of Analysis: The information gleaned from surveys is meticulously displayed and analysed with the use of SPSS 24.0 software**.**

The techniques performed for analysis of data included-

- Independent T- test
- One way ANOVA

Data Analysis and Interpretation

1 Issues and Challenges vs. Gender (Independent T Test)

The Indian student going to host countries (USA, Australia & Canada) come across various challenges and issues. Researcher has compared the issues and challenges based on gender. For this independent t-test is applied. The following hypothesis is examined with the help of independent t-test.

Hypothesis (H_0) *There is no significant difference in the perception of Indian immigrants with respect to issues and challenges on gender basis.*

The above hypothesis is also bifurcated into following sub hypothesis:

H_{o1} - *There is no significant difference in "understanding the host country language" on gender basis.*

H_{o2}- *There is no significant difference in "Inconvenient travelling and commutation facilities" on gender basis.*

H_{o3} - *There is no significant difference in "Unpleasant behaviour of people" on gender basis.*

H_{o4} -*There is no significant difference in "Lack of accommodation facility" on gender basis.*

H_{o5} -*There is no significant difference in "costly medical facilities" on gender basis.*

H_{o6} - *There is no significant difference in "Understanding law and rules of host country" on gender basis.*

H_{o7} - *There is no significant difference in "Missing the country food crazily" on gender basis.*

Table 1 Descriptive Analysis of the Issues and Challenges faced by Indian Immigrants

Challenges	Gender	N	Mean	Std. Deviation	Std. Error Mean
Lack of understanding the host country language	Female	164	5.74	1.444	.113
	Male	236	4.93	1.559	.101
Inconvenient travelling and commutation facilities.	Female	164	5.59	1.585	.124
	Male	236	4.62	1.652	.108
Unpleasant behaviour of people.	Female	164	5.44	1.559	.122
	Male	236	4.86	1.686	.110
Lack of accommodation facilities.	Female	164	4.13	1.988	.155
	Male	236	4.46	1.591	.104
Costly medical facilities.	Female	164	4.69	1.936	.151
	Male	236	4.89	1.031	.067
Difficulty in understanding the laws and rules of host country.	Female	164	4.95	1.77	.138
	Male	236	4.82	1.677	.109
Missing the country food crazily/ Managing with local food	Female	164	3.21	1.767	.138
	Male	236	4.20	1.415	.092

Table 2- Independent T Test (Gender wise)

Variables of issues and challenges		F	Sig.	T	df	Sig. (2 tail)	mean diff.
Lack of understanding the host country language	Equal variances assumed	3.822	.051	5.239	398	.000	.806
	Equal variances not assumed			5.312	366.995	.000	.806
Inconvenient travelling and commutation facilities.	Equal variances assumed	2.019	.156	5.863	398	.000	.969
	Equal variances not assumed			5.907	359.758	.000	.969
Unpleasant behaviour of people.	Equal variances assumed	2.014	.157	3.481	398	.001	.579
	Equal variances not assumed			3.531	367.327	.000	.579
Lack of accommodation facilities.	Equal variances assumed	29.422	.000	-1.861	398	.063	-.334
	Equal variances not assumed			-1.789	299.210	.075	-.334
Costly medical facilities.	Equal variances assumed	109.306	.000	-1.315	398	.189	-.197
	Equal variances not assumed			-1.188	227.459	.236	-.197
Difficulty in understanding the laws and rules of host country.	Equal variances assumed	2.963	.086	.730	398	.466	.127
	Equal variances not assumed			.723	338.524	.470	.127
Missing the country	Equal variances	14.597	.000	-6.247	398	.000	-.996

food crazily/ Managing with local food	assumed						
	Equal variances not assumed			-6.005	299.331	.000	-.996

Table 3 Hypothesis Testing with t-Test Result

S No.	Hypothesis	Sig.	Result
1	H_{01}- There is no significant difference in "understanding the host country language" on gender basis.	**.000**	Not Supported
2	H_{02} - There is no significant difference in "Inconvenient travelling and commutation facilities" on gender basis.	**.000**	Not Supported
3	H_{03}-There is no significant difference in "Unpleasant behaviour of people "on gender basis.	**.001**	Not Supported
4	H_{04} -There is no significant difference in "Lack of accommodation facility" on gender basis.	**.075**	Supported
5	H_{05}-There is no significant difference in "costly medical facilities" on gender basis.	**.236**	Supported
6	H_{06} - There is no significant difference in "Understanding law and rules of host country" on gender basis.	**.466**	Supported
7	H_{07} - There is no significant difference in "Missing the country food crazily" on gender basis.	**.000**	Not Supported

In the following section analysis of the data collected on various issues and challenges faced by Indian immigrants (students going abroad is done on gender basis).

Table-1 & 2 depicts descriptive statistics and Table-3 compiles results of t-test. It is being observed that the challenges namely "lack of accommodation facility," "costly medical facilities, "and "understanding of laws and rules," there is no significant difference on basis of gender. It implies that null hypothesis is accepted. In the remaining challenges significant difference is found in the perception of students on gender basis being p value less than five percent level of significance.

It is further analysed by researcher that significant difference is found in the following challenges:

- For understanding the "host country language" p value being less than five percent level of significance. The mean score of females is found to be 5.74 whereas males mean score is 4.93.
- On the dimension of "Inconvenient Travelling" significant difference is found. The mean score of females is 5.59 whereas males are 4.62.
- The data collected related with challenge towards "Unpleasant behaviour of people," the mean score of females is 5.44 whereas males are 4.86.
- For the challenge lack of availability of country food, the difference is found. The female score is 3.21 whereas male score is 4.20.

2- Issues and Challenges vs. Country (ANOVA)

To have in-depth analysis of the issues and challenges based on sample country namely USA, Canada, and Australia researcher applied ANOVA. The following hypothesis is examined with the help of ANOVA-

Hypothesis (H_1)-*There is no significant difference in the perception of Indian immigrants with respect to issues and challenges based on host country*.

The above hypothesis is bifurcated into following sub hypothesis:

H_{1a}-*There is no significant difference in the perception of Indian immigrants in lack of understanding the host country language.*

H_{Ib}-*There is no significant difference in the perception of Indian immigrants in travelling and commutation in the host country.*

H_{1c}-*There is no significant difference in the perception of Indian immigrants in behaviour of people in the host country.*

H_{1d}-*There is no significant difference in the perception of Indian immigrants in accommodation facilities in the host country.*

H_{1e}-*There is no significant difference in the perception of Indian immigrants in expense of medical facilities in the host country*

H_{1f}-*There is no significant difference in the perception of Indian immigrants in understanding laws and rules in the host country.*

H_{1g}-*There is no significant difference in the perception of Indian immigrants in managing with local food in the host country.*

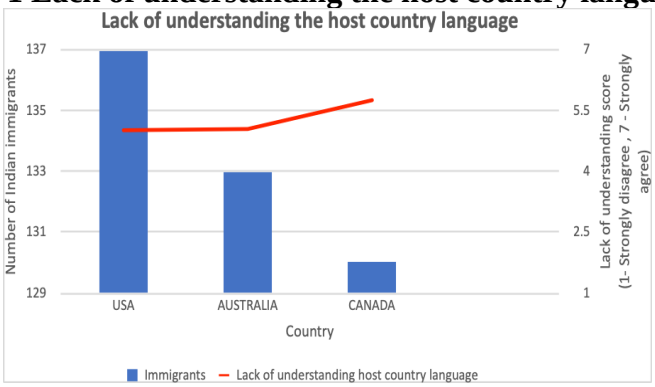
Table 4 Issues and Challenges faced by Indian Immigrants based on Host Country ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Lack of understanding the host country language	Between Groups	46.532	2	23.266	9.965	.000
	Within Groups	926.906	397	2.335		
	Total	973.437	399			
Inconvenient travelling and commutation facilities.	Between Groups	91.230	2	45.615	17.237	.000
	Within Groups	1050.610	397	2.646		
	Total	1141.840	399			
Unpleasant behaviour of people.	Between Groups	47.881	2	23.941	9.058	.000
	Within Groups	1049.316	397	2.643		
	Total	1097.198	399			
Lack of accommodation facilities.	Between Groups	368.568	2	184.284	83.026	.000
	Within Groups	881.182	397	2.220		
	Total	1249.750	399			
Costly medical facilities.	Between Groups	142.812	2	71.406	39.264	.000
	Within Groups	721.978	397	1.819		
	Total	864.790	399			
Difficulty in understanding the laws and rules of host country.	Between Groups	534.625	2	267.312	166.177	.000
	Within Groups	638.615	397	1.609		
	Total	1173.240	399			
Missing the country food crazily/ Managing with local food	Between Groups	440.945	2	220.473	138.003	.000
	Within Groups	634.245	397	1.598		
	Total	1075.190	399			

Table 5 Lack of understanding the host country language based on Tukey B[a,b]

Countries	N	Subset for alpha = 0.05	
		1	2
USA	137	5.01	
AUSTRALIA	133	5.04	
CANADA	130		5.75

Fig-1 Lack of understanding the host country language



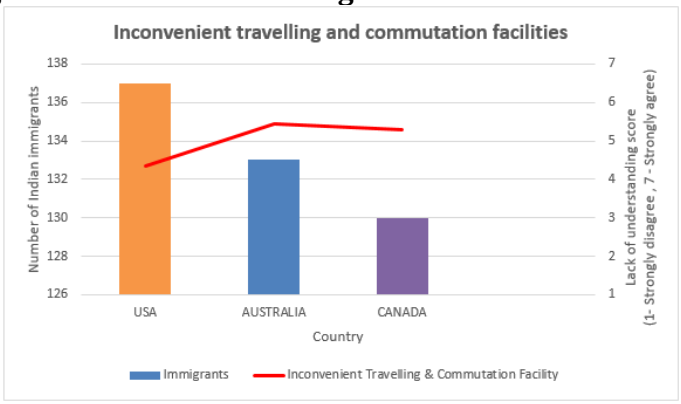
Means for groups in homogeneous subsets are displayed.
Harmonic Mean Sample Size = 133.272

Tukey post hoc was used to analyse the independent variable that is the host countries. The result of Tukey post hoc showed that Lack of understanding the host country language was significant in Canada (5.75) followed by Australia (5.04) and USA (5.01).

Table 6 Inconvenient travelling and commutation facilities based on Tukey B[a,b]

Countries	N	Subset for alpha = 0.05	
		1	2
USA	137	4.36	
CANADA	130		5.28
AUSTRALIA	133		5.44

Fig-2 Inconvenient travelling and commutation facilities



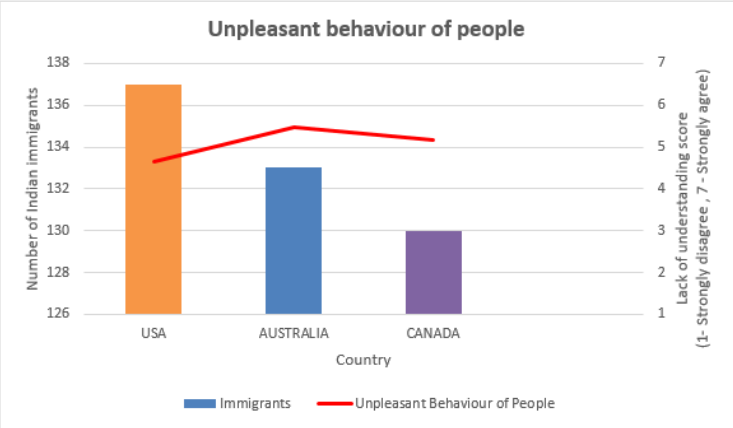
Harmonic Mean Sample Size = 133.272.

Tukey post hoc was used to analyse the independent variable that is the host countries. The result of Tukey post hoc showed that inconvenient travelling and commutation facilities faced in the host country were significant in Australia (5.44) followed by Canada (5.28) and USA (4.36).

Table 7 Unpleasant behaviours of people based on Tukey B[a,b]

Countries	N	Subset for alpha = 0.05	
		1	2
USA	137	4.65	
CANADA	130		5.18
AUSTRALIA	133		5.48

Fig-3 Unpleasant behaviours of people



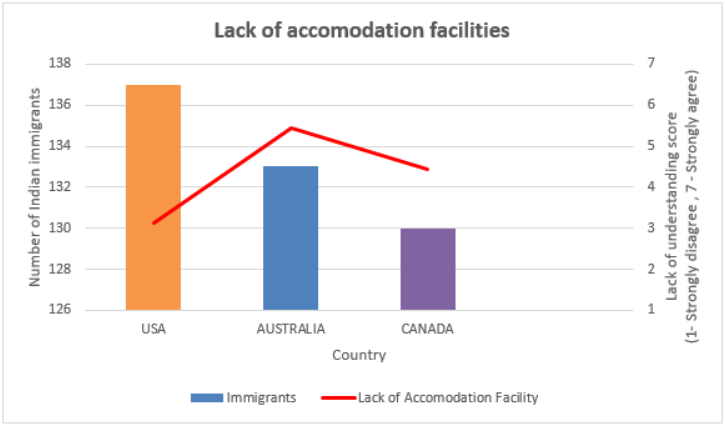
Harmonic Mean Sample Size = 133.272.

Tukey post hoc was used to analyse the independent variable that is the host countries. The result of Tukey post hoc showed that Unpleasant behaviours of people faced in the host country was significant in Australia (5.48) followed by Canada (5.18) and USA (4.6).

Table 8 Lack of accommodation facilities based on Tukey B[a,b]

Countries	N	Subset for alpha = 0.05		
		1	2	3
USA	137	3.12		
CANADA	130		4.45	
AUSTRALIA	133			5.44

Fig-4 Lack of accommodation facilities



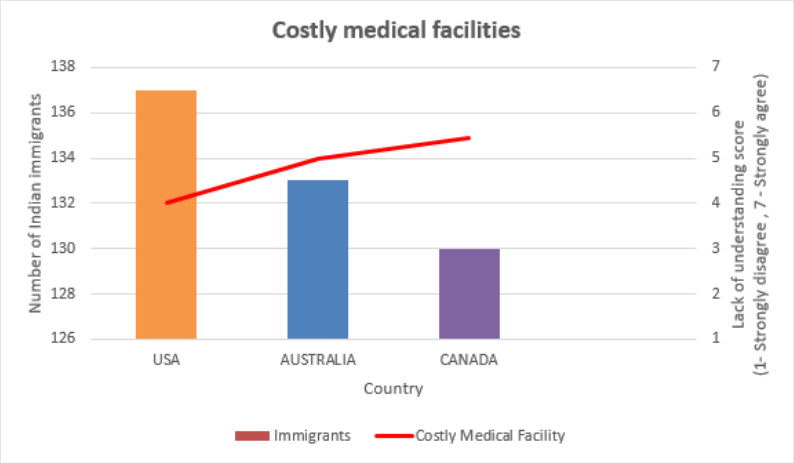
Harmonic Mean Sample Size = 133.272.

Tukey post hoc was used to analyse the independent variable that is the host countries. The result of Tukey post hoc showed that Lack of accommodation facilities faced in the host country was significant in Australia (5.44) and Canada (4.45) but not significant in USA (3.12).

Table 9 Costly medical facilities based on Tukey B[a,b]

Countries	N	Subset for alpha = 0.05		
		1	2	3
USA	137	4.01		
AUSTRALIA	133		5.00	
CANADA	130			5.44

Fig-5 Costly Medical Facilities

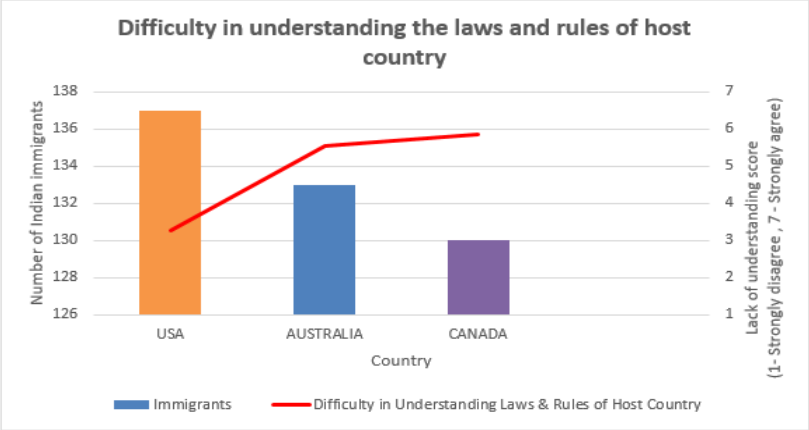


The Tukey post hoc was used to analyse the independent variable that is the host countries. The result of Tukey post hoc showed that Costly Medical Facilities faced in the host country was most significant in Canada (5.44) then Australia (5.00) and for USA (4.01).

Table 10 Difficulty in understanding the laws and rules of host country based on Tukey B[a,b]

Countries	N	Subset for alpha = 0.05	
		1	2
USA	137	3.28	
AUSTRALIA	133		5.55
CANADA	130		5.85

Fig-6 Difficulty in understanding the laws and rules of Host Country



The Tukey post hoc was used to analyse the independent variable that is the host countries. The result of Tukey post hoc showed that difficulty in understanding the laws and rules of host country was significant in Canada (5.85) followed by Australia (5.55) and USA (3.28).

Table 11 Missing the country food crazily/ Managing with local food based on Tukey B[a,b]

Countries	N	Subset for alpha = 0.05		
		1	2	3
AUSTRALIA	133	2.49		
USA	137		3.85	
CANADA	130			5.08

Fig-7 Managing with Local Food

The Tukey post hoc was used to analyse the independent variable that is the host countries. The result of Tukey post hoc showed that missing the country food crazily/ Managing with local food faced in the host country was significant in Canada (5.08) and USA (3.85) and not significant in Australia (2.49).

Analysis based on ANOVA applied to the Indian Immigrants facing Issues and Challenges on basis of Host Country

Hypothesis H_5 *There is no significant difference in the perception of Indian immigrants with respect to issues and challenges based on country*

Hypothesis	Status	Remarks
H_{5a}	**Rejected**	Significant difference in "understanding the host country language" among host countries.
H_{5b}	**Rejected**	Significant difference in "Inconvenient travelling" among host countries
H_{5c}	**Rejected**	Significant difference in "Unpleasant behaviour of people" among host countries.
H_{5d}	**Rejected**	Significant difference in "Lack of accommodation facility" among host countries
H_{5e}	**Rejected**	Significant difference in "Lack of safety and security" among host countries.
H_{5f}	**Rejected**	Significant difference in "costly medical facilities" among host countries.
H_{5k}	**Rejected**	Significant difference in "Lack of availability of country food" among host countries.

Conclusion Based on Responses by the Indian Immigrants Facing Issues and Challenges Based on Host Country

ANOVA applied on host countries to have understanding about issues and challenges, the following points are analysed-

On the issues and challenges the difference exists among sample countries. The following are the highlights-

i) On the dimension of lack of understanding the host country language Canada is significantly different from USA and Australia.

ii) The challenge of inconvenient travelling and commutation facilities, the perception of Indian immigrants is significantly different in USA in comparison to Canada and Australia. The mean score in USA (4.36) implying student immigrants in USA are facing less difficulty in travelling and commutation as compared to Canada and Australia.

iii) Same perception in case of unpleasant behaviour is being analysed. Students studying in USA are denying the unpleasant behaviour they faced in

comparison to Canada and Australia where the immigrants are finding this more challenging facing unpleasant behaviour.

iv) Lack of accommodation facilities dimension is significantly different in the host countries. It is being analysed on technique of one-way ANOVA that Indian immigrants are facing more challenge in Australia followed by Canada and USA. The accommodation facilities are adequately available in USA, thus not facing any difficulty.

v) The challenge of safety and security is significantly different among host countries, the issue is found to be more challenging in Australia by Indian students whereas it is found to be least challenging in USA by Indian immigrants.

vi) The challenge of medical facilities is found to be more in Canada being costly medical expenses. It is followed by Australia and USA.

vii) The country food craze and managing of local food challenge is significantly different in the host countries. The challenge being more perceived in Canada followed by USA and Australia.

Findings

The following inferences can be drawn based on the above-mentioned analysis-

i) Host country language, inconvenient travelling, unpleasant behaviour of people is more challenging for females as compared to males.

ii) Lack of accommodation facilities, lack of safety and security, availability of medical facilities, lack of availability of country food is more challenging for males as compared to females in the host countries.

iii) Understanding of host country language, costly medical facilities, missing the country food crazily are more challenging for Indian immigrant students in Canada as compared to Australia and USA.

iv) Inconvenient travelling, unpleasant behaviour of people, lack of accommodation facilities, lack of safety and security are more challenging for Indian immigrant students in Australia as compared to Canada and USA.

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