

CHAPTER V

CONCLUSION AND IMPLICATION

A. Conclusion

This study has explored four major issues; cultural intelligence positively influence the cross-cultural adjustment of international students particularly in Teikyo University, Hachioji Campus, it is also positively influence their academic performance, then cross-cultural adjustment is also found to be positively influencing academic performance, and it is mediating the relationship between cultural intelligence and academic performance of the international students.

The primary parties within global education i.e. educational institutions, teachers or lecturers, and even the international students themselves often paying insignificant attention to the influence of culturally diverse academic setting towards the attainment of academic goals. They often underestimate the very critical stage within global education activities that is to effectively adjust with the new cultural environment, either it is general, social, or academic adjustment. In some cases, they often think that cultural diversity in the field of education is not as urgent as cultural diversity in the multinational workplace. This study is trying to explain that there is no single individual that could perfectly fit in to a new cultural environment without any single disturbance. This study is trying to glorify the importance of being aware that cultural diversity matters and through cultural intelligence, the individuals can gain ability to overcome cross-cultural adjustment problems that occur.

Generally, there are tremendous reasons why cultural diversity matters for the development of every single individual. First, cultural diversity expands the 'world', creative thinking, and social development. The main value of interacting with people with diverse cultural background is to widen their networks. Learning from people who have different background and experiences rather than the similar one could sharpen the self-insight and expand the capacity to view issues or problems from multiple perspectives. By expanding the circle of people that they can associate with, they could see more opportunities available in the future, whether in term of career success or another self-advancement effort. Second, embracing cultural diversity at the age of university students is such a strong foundation to face the broader world they will live in, soon after they graduate. International students have a big chance to pursue career in the diverse culture of workplace as well as become future global leaders. Thus, the successful performance in today's diverse environment gives an advantage in preparing for future career success.

Some problems that happened during the process of dealing with cultural diversity in the educational scope such as language barrier and backlash habits inside or outside the classroom settings cannot be classified as disadvantages of cultural diversity. This study classified those matters as the constructive difficulties for both students and lecturers. It is a challenge that supposed to motivate and stimulate them to take an approach to understand deeper about the differences and create more intercultural discussions. Cultural diversity in education cannot be neglected as unnecessary element. It should bring collective strengths that benefits all human development. Cultural intelligence does not explain everything. However, it is one of the driving factors in how

international students can effectively perform to attain optimum academic objectives.

B. Implication

Theoretically, this study adds up the literature of cultural diversity issues specifically in the aspect of cultural intelligence, cross-cultural adjustment, and how they become very important in the context of global education. Practically, this study provides insight to the international students as well as teachers and educational institutions on how to be well-prepared in handling the issue of cultural diversity within global academic setting. Livermore (2015) stated that many top rated MBA programs assure prospective students and employees that their curriculum will develop global leadership, yet under the status quo there is little done to measure and develop global capabilities in their students.

As for the international students, they are suggested to develop their CQ in order to be effective in CCA and attain maximum academic performance. Developing and enhancing CQ is not a complex task to do. First thing first, it is essential to find motivation to understand intercultural norms and differences. Secondly, it is important to be globally informed, gain some basic insights about the host country, making sense of culturally diverse experiences, and planning accordingly. For example, the students who are going to live and study in Japan, it is necessary for them to learn Japanese language. Even though in different cases it is not compulsory, but to enjoy living in foreign country at its finest is by being capable to speak its language. By this, they will develop a better sense of attachment with the host country and its people. It is also important to know when to adapt to another culture and when not to do so. Uncritically accepting

everything in a new culture and turning their back on their own birth culture is not culturally intelligent behavior. The international students need an inner radar to help them recognize when adapting goes beyond their core values. Building intercultural dialogue with friends or lecturers is also important to build tolerance and respect for diversity that are more essential than ever in a world where people are becoming more and more closely interconnected. Practically, the international students can learn what practices and taboos that are most important for the key regions where they live.

Not only from the side of international students, have the other parties like teachers or lecturers and the educational institutions played crucial role to support this enhancement. As the supply side in education, they are responsible to design the training and practice model of developing and enhancing cultural intelligence of the international students. Formal education is one of the experiences that consistently yield a positive relationship with higher CQ. University level and postgraduate education, in particular, nurtures an ability to critically engage with more complex ways of perceiving the world (Livermore, 2015). Engaging in classes, integrative assignments, and formal education can be one of the most powerful ways to develop CQ (Van Dyne et al., 2012). By developing CQ itself, they will have competencies that enable them to compete in an increasingly competitive and multicultural world.

C. Limitation

Some limitations within this study are expected to be examined further in the future research. The limitations include the relatively narrow cultural distance of the respondents. Since they have tendency to share similar norms and cultures, it

is important to develop a research in a wider cultural distance group where they are more likely to find differences between each-others that result in a more significant challenge to cope with. For example, South Korean students that are studying in London may face more difficulties in the general, social, and academic adjustment rather than if they are studying in Japan.

Another limitation is that this study is not breaking down the influence of each sub-components of CQ towards the academic performance nor the three types of CCA towards the academic performance. In other words, the model used by this study is too simple.

For further research, this study recommends a bigger sample size, for example country or prefecture based analysis instead of particular institution. Also, the antecedents of cultural intelligence itself can be very necessary to be examined.