



## **Cultural Values of Teachers influence their role as Cultural Transformers**

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### *Abstract*

Culture is the "lens" through which one views the world. It is central to what one sees, how one makes sense of what he/she sees and how one expresses him/herself. Cultural intelligence is the capability to grow personally through continuous learning and good understanding of the diverse cultural heritage, wisdom and values and to deal effectively with people from different cultural background and understandings. It is key to the success of today's cross culture, cross border, cross organizational jobs.

Cultural values predict multiple forms of cultural adaptation, including psychological well-being, general adjustment, work adjustment, and communication adjustment. In today's globalizing world, cultural Value is a necessary tool for every teacher who deals with diverse teams of students, parents, competitors, government and others. Teachers are the transformer of cultural values to the society. The present paper deals with the study of cultural values of pupil teachers.

**Keywords:** Cultural intelligence, pupil teachers, Cultural Transformers

### **INTRODUCTION**

Culture is the characteristic of a particular group of people, defined by everything from language, religion, cuisine to social habits, music and arts. It is influenced by the groups of people who make up the country. India is one of the most religiously diversified nations in the world, with some of the most deeply religious societies and cultures. Religion still plays a central and definitive role in the life of many of its people. The Indian culture is an

amalgamation of several cultures which spans across the Indian subcontinent and has been influenced by a history that is several millennia old (Mohammada, 2007). Many elements of India's diverse cultures, such as Indian religions, yoga, and Indian cuisine, have had a profound impact across the world. The culture of India refers to the way of lives of the people of India. The culture of India is unique and one of the oldest. India's languages, religions, dance, music, architecture, food, and customs differ from place to place within the country. Children begin by coping and learning to accept and assimilate in this diversity. According to Amartya Sen, the Indian born Nobel Laureate in Economics, the culture of modern India is a complex blend of its historical traditions, influenced from the effects of colonialism over centuries and current Western culture - both collaterally and dialectically.

In India, there is an amazing cultural diversity throughout the country. The South, North, and Northeast have their own distinct cultures and almost every state has carved out its own cultural niche. There is hardly any culture in the world that is as varied and unique as in India. India, being a multi-cultural and multi-religious country, celebrates festivals of various religions. Regional fairs are also common and festive in India. Indian food is as diverse as India. India is known for its love for food and spices. Indian cuisines are one of the most popular cuisines across the globe. Indian cuisines vary from region to region, reflecting the local produce, cultural diversity, and varied demographics of the country. Further, Traditional clothing in India greatly varies across different parts of the country and is influenced by local culture, geography, climate and rural/urban settings. Indian women perfect their sense of charm and fashion with makeup and ornaments. India has had a long romance with the art of dance. The Indian art of dance as taught in these ancient books is the expression of inner beauty and the divine in man (Devi, 2002). In addition to the formal arts of dance, Indian regions have a strong free form, folksy dance tradition. Some of the famous folk dances include the bhangra of Punjab; the bihu of Assam; the qauwwalis, birhas and charkulas of Uttar Pradesh; the jat-jatin, nat-natin and satori of Bihar; the ghoomar of Rajasthan; the dandiya and the garba of Gujarat. Music is also an integral part of India's culture. The current music of India includes multiple varieties of religious, classical, folk, pop music and other popular music.

### **Cultural Intelligence and values**

Culture in general is concerned with beliefs and values on the basis of which, people interpret experiences and behave, individually or in groups. Broadly and simply put, "culture" refers to a group or community with which one shares common experiences, that shape the way to understand the world.

Intelligence has been the subject of research among sociologists and anthropologists, who, for many decades, insisted that intelligence, can only be researched as a function of one's culture and society. A person is intelligent when he or she is skillful in maneuvering competently within the environment in which he or she resides. In the recent years, Cultural Intelligence has chosen to adopt the framework developed by Sternberg (1986). This framework classifies the contemporary views of intelligence, as a characteristic of the individual, the context and the interaction of the individual with it. Rather than exploring a person's intelligence quotient fundamentally within her own culture, cultural values refer to the capability to adapt effectively to new cultural contexts and therefore, represent a form of situated intelligence, where intelligently adaptive behaviors are culturally bound to the values and beliefs of a selected society or culture.

Cultural intelligence is the capability to grow personally through continuous learning and good understanding of diverse cultural heritage, wisdom and values, and to deal effectively with people from different cultural background and understanding. It is a new domain of intelligence that has immense relevance to the increasingly global and diverse workplace. It is the ability to make oneself understood and the ability to create a fruitful collaboration in situations where cultural differences play a role.

The cognitive dimension, 'cultural understanding' is an objective or rational component. It is based on reason and the capacity to develop mental structures which enable us to understand the encounter, to think about what is going on and to make judgments. It consists of understanding oneself as a cultural being, as well as understanding people with different cultural backgrounds. This dimension requires knowledge about what culture is, as well as knowledge about the characteristics of our own and other cultures. It also consists of cognitive flexibility and the ability to transfer experience from one kind of cultural encounter to another.

The action dimension is the activity and communication during the cultural encounter i.e. what each one actually does in this encounter. It consists of various types of interpersonal communication, for example, listening, questioning, summarizing, agreeing or disagreeing



etc. and the skills, which we have learnt, to manage relationships in general, involving body language, etiquettes, rituals, rules and techniques.

The action dimension brings the other two dimensions of cultural intelligence into play. Cultural intelligence involves a combination of the three dimensions and they influence each other. The three dimensions are all equally important and form the structure which helps us to gain a deeper understanding of the intercultural encounter and also give us some options for improving the outcome.

Cultural intelligence is the key to the success of today's cross culture, cross border, cross organizational jobs. Cultural intelligence or the ability to create an impact across different cultures is much more complex than just working in different cultures. In real terms, it is the ability to understand the relationship between cultural issues on one hand, and professional issues on the other.

Cultural intelligence consists of specific knowledge about different cultures, as well as general knowledge about how cultures work. It provides insights about individual capabilities to cope with multi-cultural situations, engage in cross-cultural communications, and perform in culturally diverse work groups. It also requires skills viz. interpersonal, negotiating, listening and cross-cultural. The most important characteristic, however, is cultural mindfulness or openness to new experiences and ideas and the ability to keep learning. In addition, it increases the ability to predict and understand these important outcomes, over and above a variety of other factors including demographic characteristics, general cognitive ability, emotional intelligence, cross-cultural adaptability, openness to experience, rhetorical sensitivity and social desirability.

Cultural values predict multiple forms of cultural adaptation, including psychological well-being, general adjustment, work adjustment, and communication adjustment. Those with higher Cultural values adapt better to situations characterized by cultural diversity.

**Cultural Intelligence** is not fixed, and it thus changes, on the basis of people's interactions, efforts, and experiences. One can enhance Cultural Intelligence. It is **a specific individual difference capability**. This is because it focuses on culturally relevant capabilities. Cultural Intelligence is more specific than general mental ability or personality. Further, it is **not specific to a particular culture**. For example, it does not focus on the capability to function effectively. Instead, it focuses on the more general capability to function effectively in culturally diverse situations:

Cultural Intelligence differs from other concepts because:

- It has a strong theoretical foundation in the literature on multiple intelligences
- It focuses exclusively on individual capabilities

It does not mix capabilities, personality, attitudes, and behaviours, and can be enhanced by education, training and experiences.

Cultural Intelligence is an individual capability and is not a personal interest. It is a set of capabilities that leads to specific outcomes such as decision making, performance, and adjustment in culturally diverse settings. It is believed that cultural intelligence represents an essential intercultural capacity, which is vital for emigrants, working on international assignments within contemporary organizations (Alon & Higgins, 2005). Cultural intelligence helps to manage cross-cultural differences, effectively. In today's globalizing world, cultural intelligence is a necessary tool for every teacher, who deals with diverse teams of students, parents, competitors, government and others. Particularly, in such a diverse country like India, Cultural values are prerequisite to become an effective teacher as the classrooms consist of various culturally diverged students.

Viewing the importance of cultural values of teachers, present research was conducted to investigate the level of cultural values among the pupil teachers.

### **Methodology**

The data was collected from Haryana and Uttarakhand states and a self made questionnaire consisting of 50 statements were used. The statements were related to the preference of various aspects of Indian culture viz. religion, clothing, language, food, dance and music etc. The scores varied from 50 to 250. Total 196 pupil teachers were studied. They were categorized in seven classes on the basis of their cultural values. The categories are class I, II, III, IV, V, VI and VII as very poor, poor, average, above average, good, very good and excellent, respectively.

### **Result and Discussion**

**Table 1: Cultural Values of Pupil Teachers**

<b>Sl. No.</b>	<b>Category</b>	<b>N</b>	<b>Mean</b>	<b>Significance</b>
1.	PT	196	159.3	
2.	Male	78	153.66	0.1

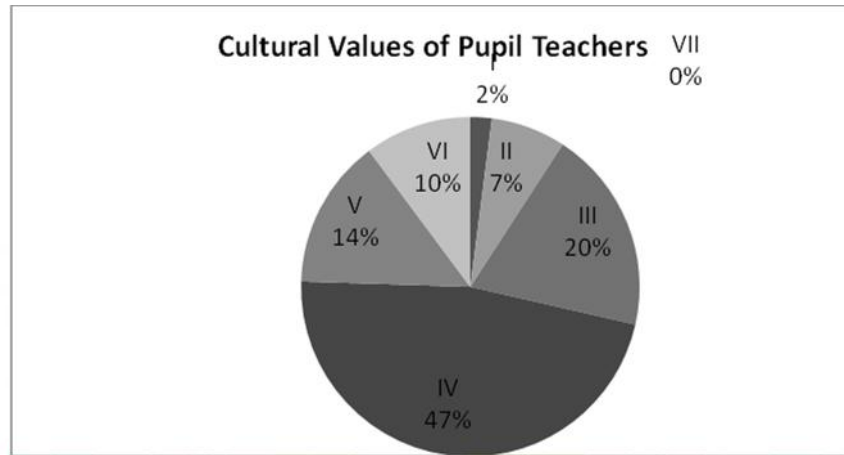
3.	Female	118	162.56	
4.	Arts Stream	150	162.77	0.1
5.	Science Stream	46	151.6	

**Table 2: Categorization of Pupil Teachers on the basis of Cultural Values**

Category	I	II	III	IV	V	VI	VII
<b>Scores</b>	50-78	79-107	108-136	137-165	166-194	195-223	22-250
<b>No. of Pupil Teachers</b>	4	14	38	92	28	20	00
<b>No. of Male PT</b>	2	5	26	30	9	6	00
<b>Percentage</b>	3 %	6 %	33 %	38 %	12 %	8 %	0 %
<b>No. of Female PT</b>	2	9	12	62	19	14	00
<b>Percentage</b>	2 %	8 %	12 %	52 %	16 %	12 %	0 %
<b>No. of PT in Arts Stream</b>	4	10	26	72	20	18	00
<b>Percentage</b>	3 %	7 %	17 %	48 %	13 %	12 %	0 %
<b>No. of PT in Science Stream</b>	0	4	12	20	8	2	00
<b>Percentage</b>	0 %	9 %	26 %	44 %	17 %	4 %	0 %

Table 1 depicts the cultural values of pupil teachers. The mean was found to be 153.9. There is an influence of gender and stream of education on the cultural values of pupil teachers. The differences obtained are significant at 1 percent. Female pupil teachers have more cultural values than male pupil teachers. Similarly, pupil teachers from arts stream have more values than that of science stream. Table -2 shows that maximum no. of pupil teachers (47%) have

above average cultural values, followed by average (20%), Good (14%) and very good level (10%). However, none have excellent cultural values (Fig. 1). In case of male pupil teachers, mostly were categorized in average and above average level but female pupil teachers were found to be in above average class (52 %) followed by good level (16 %).



**Fig.-1**

The number one predictor of one's success in today's borderless world is not the Intelligence, is not the resume, and not even the expertise. It's the cultural values, a powerful capability that is proven to enhance the effectiveness working in culturally diverse situations. And cultural values are something anyone can develop and learn. Research conducted in more than thirty countries over the last decade has shown that people with high cultural values are able to adjust better and adapt to the unpredictable, complex situations of life and work in today's globalized world.

Cultural Intelligence helps professionals everywhere to become more effective in making decisions, communicating and negotiating across cultures, leading and motivating others who are culturally different, and managing their careers.

Cultural Intelligence is more than merely a lens through which one can view the challenges posed by attempts to be successful in professions and interpersonal cultural interactions. In today's increasingly global and diverse work settings, the ability to function effectively in multi-cultural situations is important for teachers, professionals and managers.

In today's increasingly global and diverse social and work environments, it is important to be aware of Cultural Intelligence. Knowledge of the Cultural Intelligence of teachers provides insights about how to interact best with others in multi-cultural situations, engage



appropriately in cross-cultural interactions, and perform effectively in culturally diverse student groups.

Learning specifically about the cultural values should give personal insights that help to capitalize on the strengths. Knowledge of the values capabilities can help to become more strategic, knowledgeable, motivated, and flexible.

Given the increasing globalization and diversity of social and professional interactions, understanding the cultural values should have both personal and professional benefits. Other benefits of understanding about values include Personal Self-Development.

### **Conclusion**

Cultural Intelligence is a person's capability to function effectively in situations, characterized by cultural diversity. It is a critical capability that enhances effectiveness and interpersonal interactions in a wide range of social contexts. In conclusion, the research findings reflect that pupil teachers have mostly average or above average level of cultural values. Some of them have good and even very good level of cultural values, whereas few of them reflected poor and even very poor values. But none of them have excellent cultural values. Those having good and very good level of values show that the teachers of India are competent enough to adjust in varieties and can adapt to the diversity. Further, those Pupil teachers having low level should be trained to enhance their cultural values, so that the culture of India can be nurtured and further transformed to each and every thread of the multi-cultured society, better.

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