

ANALYSIS ON GLOBAL INTEGRATION OF CROSS-CULTURE AND INTERNATIONAL STUDENT MOBILITY

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Abstract - This paper is focused on International Student Mobility (ISM) in Higher Education (HE) which contributes to the researcher's developing curiosity towards the various ISM aspects. Such attention towards the topic is indicated by the fact that during 1950s and years after the consensus of students worldwide who study internationally has leaped from 0.2 million to more than 2 million by 2012. This paper is therefore based on the exploratory search on the topic under study while highlighting the gaps in the existing study/ knowledge, other challenges linked with researching ISM and conceptual inconsistencies through the perspective of epistemological and also in context to the education related intercultural and in relation to the intercultural education in the terms of issues related to education. The aim of this study is to discover the key variances in the individual behaviors those who have to International Countries from the one who do not in order to highlight the importance of training of the intercultural proficiency to locate the development and growth of the concerned distinct groups of individuals participating in the study living in a supra-cultural space and which also distinguishes in the context to the higher education they attend..

Keywords - Mobility, Cultural Sensitivity, Cross-Cultural Competence, Globalization, DMIS.

I. INTRODUCTION

With expansion in the number of students going for Higher Education courses in International universities/colleges it is thereby clearly observed that global Higher Education landscape is changing subsequently with International Student mobility rate. However, variety of organizations/Institutions and individuals have their own perceived notions in relation student mobility which acts as a challenge for researchers in forming a definite meaning and marking conclusions and also complicates work for policy-makers. The data for International Student Mobility has been published globally by the various magazines and other publications by the organizations such as the United Nations Educational, Scientific and cultural Organization, The Organization for Economic Care and Development, or the European Commission (Education and Training Division) for which the authors mark that the data for ISM is easily available.

Today's time, the significance of Intercultural competence in both domestic and global context is well acknowledged. Bennett (1986, 1993b) had advanced a framework for the conceptualization of cross-cultural competence in its dimensions conducted under his DMIS model (Developmental Model of Intercultural Sensitivity). The DMIS consists of a progressions relating to worldview "orientations toward cultural difference" which comprise of the potential for the expanding and more dignified and sophisticated cross-cultural experience. Three ethnocentric orientations, where an individual's culture is taken into account as core to reality (Denial, Defence, Minimization), and three ethno-relative orientations, where one's culture is experienced in the

context of other cultures (Integration, Acceptance, Adaptation,.) are mentioned in defining the DMIS.

The core objective of this research is to determine the intercultural differences and to locate the major factors which impacts the behavior that moderates the execution and growth of intercultural competence for which we incorporated and established different methods to study the degree of relevance the culture has in an impact to influence the behavior of the individual.

II. OBJECTIVES

To study Higher Education System of India and International Level and to study the impact of Internationalization

1. To study the practices, strategies and technique for Internationalization of Higher Education overseas
2. To identify the concepts to improve cross cultural understanding and their importance on an individual's overall growth

III. LITERATURE REVIEW

1. Clandinin, D. J., And Connelly, F.M. (1989) In their paper titled "Discovering my stories: which is a narrative story on student's life" tells about the journey of a student in the road of development by experiencing new cultures one that is intergenerational and captures the essence of a humanity that respects the interconnectedness of all life on planet Earth.
2. Stroebe M, Van Vliet T., Hewstone M. and Willis H. (2002), under their paper titled

“Homesickness among students in two cultures: Antecedents and consequences” is linked with the physical and mental health related issues and is thereafter a critical concern for the students studying abroad. In certain highly theoretic but influential models and analytical tools that are widely used for assessment of the students in analyzing their experience in terms of the related study.

3. Knight J. (2003). In his paper titled “International Higher Education” which is the latest study undertaken in this field which marks an importance in the transportation feasibility other related advances have embarked radically and deep in the economic markets and breached cultural barriers, making a ready access to material goods, political relationships and social interaction that would not have been possible two generations ago.
4. Medina-Lopez-Portillo A. (2004), under the study “Intercultural Learning Assessment: The relation between Development of Intercultural Sensitivity and Program Duration”. Reveals that the intercultural competence of the students is related to the outside behavior that the individual beholds when experiencing a foreign culture, and dictates the ration or degree of an individual’s mental/psychological ability to deal with cultural differences. An individual’s intercultural sensitivity is, then, the worldview that states the way an individual processes or experiences difference in culture.
5. Webster L. and Mertova P (2007). Uses a narrative inquiry involving as a medium of research study involving a deeper understanding of individual experience through their own words “an introduction for utilizing critical event narrative analysis in research on study/learning and teaching” the researchers exclaims that they have discovered relevant and note worthy arguments about the reason that narrative is valuable as a research method through the stories of studies who went abroad, thereby analyzing and determining the cultural impact with education in a narrative inquiry.

IV. RESEARCH METHODOLOGY

This research paper is structured upon secondary data analysis. Data has been retrieved from various sources like scholarly articles, newsletters, and different web sites.

Research Gap: This article analyzed trends in international education, studying global integration continent wise taking the factors of analysis as: Student mobility, cross cultural sensitivity, career opportunities which has not been previously done, and it involves recent information regarding the financial market.

V. ANALYSIS AND INTERPRETATION

This article is based on five major headings as listed below:

- DMIS
- Cultural Integration
- Student Mobility Parameters
- Cultural Connectivity
- Trends in Higher Education

DMIS (DEVELOPMENTAL MODEL OF INTERCULTURAL SENSITIVITY):



The Developmental Model of Intercultural Sensitivity (DMIS) which was discovered and analyzed for use by Dr. Milton Bennett (1986, 1993) proved as a framework to analyze in detail explain the reported outcomes of experiences by individuals for their assessment on certain parameters that have been established to evaluate the degree of cultural difference. In both corporate and academic settings, it was duly analyzed that the individuals accosted the difference in cultures in some of the commonly predictable ways as they became more competent and learned intercultural communication means he observed that individuals confronted cultural difference in some predictable ways as they learned to become more competent intercultural communication.

Ethnocentric			Ethnorelative		
Denial	Defense	Minimization	Acceptance	Adaptation	Integration
My cultural experience is the only one that is real and valid. There is little to no thought of "other."	"We" are superior and "they" are inferior. One feels threatened and is highly critical. What is strange may be labeled as stupid.	Other cultures are trivialized or romanticized. One tends to deny differences (e.g., "color blind") and only seek similarities.	I accept but may not agree with other cultures. Generally, I am curious and respectful.	I "see" the world through different eyes and make intentional changes in my own behavior and values.	I easily move in and out of different cultural worldviews.

The DMIS models holds an underlying assumption that an individual’s intercultural relation competence increases as the cultural difference faced by that

individual becomes more and more complex and sophisticated. At every stage it indicated that a cognitive structure in particular to the individual is expressed in a certain way through the behaviors and attitudes that are related in these cultural differences. By identifying the underlying cognitive alignment toward cultural variations, predictions and perceptions pertaining to the behavior and attitudes can be made and learning/education that can be tailored to facilitate development and growth into the next stage.

The three initial DMIS phases/stages are:

Ethnocentric, means that an individual's own culture is central to reality in a certain specified way in relation to that individual's experience.

Denial of cultural difference, it is the stage in which an individual's culture is the only real cultural experience. And those other cultures are given no due consideration and thus resulting in cultural blindness by the individual. Other cultures are eluded through maintaining physical and or psychological isolation from other variances. Individuals those are at denial are either disinterested in understanding the other cultures or are ignorant of the concept on culture variance as a whole.

Defense against cultural difference is the phase under which an individual's own culture (or the culture adopted by the person) is the only good cultural experience and a 'though about' experience by the individual. The world in terms of cultural variance is assembled into "them and us", where "they are considered inferior and of less importance and "we" are given more importance and considered superior. Individuals who are at Defense are intimidated by the variances in cultures that they have to experience and come across daily, thus they tend to have critical approach on their opinions in relation to international cultures not taking into consideration or giving less importance to others being their guests, hosts, or cultural newcomers to the society that they are part of Cultural Difference Minimization, It is the position under which the various elements of the individual's own cultures and their respective World views are taken as universal experience. This is because that the other cultures that are a part may be romanticized or trivialized due to their core deep variances in cultures that are obscure to understand. Thus individuals have expectations of similarities at, which might make them inconsistent about matching their expectations and correcting other's behavior.

During the second phase involving other three DMIS stages are ethno-relative that is when the culture of an individual is experienced through the medium of other cultures

Cultural difference Acceptance is the stage when an individual experiences its own culture in which one's own culture is experienced as just one of a number of equally complex worldviews. Acceptance does not

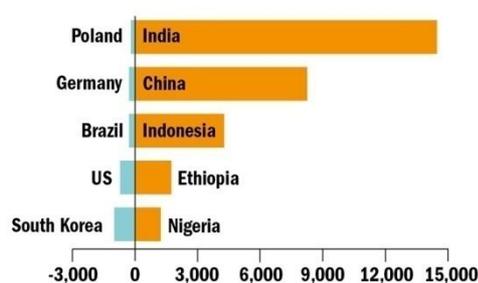
mean agreement—cultural difference may be judged negatively—but the judgment is not ethnocentric. People at Acceptance are curious about and respectful toward cultural difference.

Adaptation to cultural difference it is the phase under which the perception about a culture is in terms of the experience that the individual gets in relation to one's own culture. Personal worldview is explained to include and further conclude and constructs from other worldviews. People who are ready to adapt have a wider view and are able to have a different way of looking at the world, which may also knowingly differ their behavior and views to communicate more effectively in another culture.

Integration of cultural difference another important stage in ethno-relativity is the stage under which individual incidents of events of personal nature is detailed to involve the following in and out of diverse cultural worldviews. Countries through integration are often meant to deal with problems relating to their "cultural marginality." This phase is not necessarily important or superior than Adaptation and in majority of situations it demands a level of competence at intercultural state, however it is not common among the non-dominant groups involving minority, "global nomads" and long-term expatriates.

The model of DMIS is in use having great success for the past 1.5 decades and successful in developing a rigorous intercultural education and training program's curriculum for their execution. The analysis of contents has been in support for the relevant period of time with the description of the stages providing a deeper view in understanding the model for its better use and obtaining an efficient measurement of the states that are cognitive and could yield a more powerful tool for group and personal assessment.

CULTURAL INTEGRATION:



Increasing and decreasing tertiary enrolment (000s), 2015-27: top five

The process of integration at a global level is done through the comparison of the various countries' immigrant groups who have been an important part of this International program, and this is attained through comparison of the immigrant groups to natives differentiating by immigrant generation and

gender. Indicators which are supposed to capture cultural integration of immigrants are differences in marital behavior as well as language abilities, ethnic identification and religious distribution. A special feature of the available data is information about overall life satisfaction, risk aversion and political interest. These indicators are also presented. All of these indicators are depicted in comparison between natives and immigrants differentiated by ethnic origin, gender and generation. This allows visualization of differences by ethnic groups and development over time. Statements about the cultural integration processes of immigrants are thus possible. Furthermore, economic integration in terms of female labor force participation is presented as an additional feature. Empirical findings suggest that differences among immigrants and between immigrants and Germans do exist and differ significantly by ethnic origin, gender and generation. But differences seem to diminish when we consider the second generations. This indicates greater adaptation to German norms and habits, and thus better cultural, socio-economic and political integration of second generation immigrants in Germany.

With reference to the Silk Road, culture was also integrated through the establishment of long distance trade. During the ancient world traders would spend years trekking across the Iranian Plateau through the Khyber Pass and across the Indus River without seeing another civilization. With the introduction of the Silk Road, traders could take less time to trek across the known world. There were many cities established along the trade routes which made it easier for traders and travelers alike to travel such great distances. Traders also established satellite routes to different parts of the known worlds as far south as Africa and as far north as Russia. These satellite routes helped to provide peoples in the Steppes with the goods from other parts of East Asia as well as part of the culture. This is evident still today in the architecture and culture of the Russian people. The Silk Road also helped to pave the way for the Roman army to conquer much of the known world. Students work collaboratively with community, organizations, local elders and businesses sharing knowledge, skills and techniques. They learn the ecology of the place and the larger systems into which it fits and through these projects help shape their future environments. The sense of belonging, community and purpose that comes from this style of learning is enormous. It also encourages students to make a difference within their own communities.

STUDENT MOBILITY PARAMETERS:

The growth in the number of students leaving their home country to study abroad is forecast to slow

down substantially in the next decade, a new study from the British Council has predicted.

New research shows that the number of outbound students across the world is expected to increase by 1.7 per cent annually on average between 2015 and 2027, a significant slowdown of the 5.7 per cent annual growth between 2000 and 2015.

This decrease in the rate of growth is largely because of increased local investment in higher education in many countries, which is resulting in increasing numbers of prospective students choosing to study within their own country, according to the study. Historically, students have gone overseas because of insufficient capacity or quality education at home.

The number of 18- to 22-year-olds globally is also expected to decline until 2020, driven by a large drop from China, before growing again to 2027, while the number of countries competing to host international students will rise.

Overall, the number of students enrolling in tertiary education is projected to increase by 1.5 per cent annually on average until 2027.

The forecast means that traditional major international student destinations, such as the US, UK and Australia, may no longer be able to rely on high youth populations in top sending countries and perceptions of their own high-quality education to drive continued significant growth in international student recruitment.

The study singles out the UK as a country whose growth in non-domestic enrolments has remained "significantly slower than the global average".

The report, International student mobility to 2027: Local investment, global outcomes, forecast tertiary enrolment and outbound student mobility across 56 countries. These predictions were based on projections for tertiary-aged populations and household wealth, developed in partnership with Oxford Economics and largely based on data from the United Nations, across the nations, which are home to 80 per cent of the world's tertiary-aged population.

The outbound student mobility rate is predicted to rise in 30 of the selected countries and to decline slightly in the remaining 26 nations.

The biggest declines in outbound students by absolute numbers will be in South Korea and Malaysia, where 35,000 and 10,000 fewer students respectively will study abroad, according to the study. This means that 73,000 South Korean students and 55,000 Malaysian students will go abroad in 2027.

Hong Kong will see the fourth-largest drop in outbound students, by 5,000 to 29,000.

Ups and downs: countries with largest rises and falls in tertiary enrolment

Increasing and decreasing tertiary enrolment (000s), 2015-27: top five

the only region where the youth population will continue to grow until 2025.

CULTURAL CONNECTIVITY:

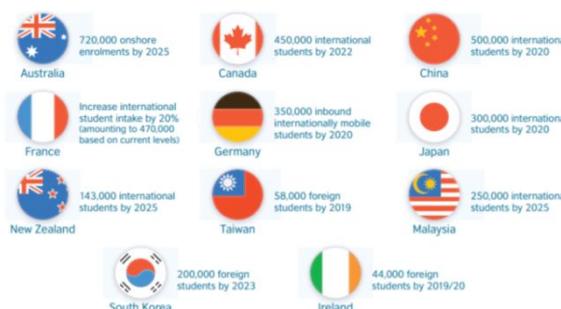
In a global environment the ability to communicate effectively can be a challenge. Even when both parties speak the same language there can still be misunderstandings due to ethnic and cultural differences. Over the last decade, there have been countless examples from the business sector that demonstrate how poor communication can lead to poor organizational performance. Understanding the impact of globalization on cross-culture communication is imperative for organizations seeking to create a competitive advantage in the global market. Recent economic challenges further highlight the need for organizations to develop the internal communication capacity necessary to control and monitor external threats.

As society becomes more globally connected the ability to communicate across cultural boundaries has gained increasing prominence. Global businesses must understand how to communicate with employees and customers from different cultures in order to Fulfill the organization's mission and build value for stakeholders. The use of technology has had a profound impact on how businesses communicate globally and market their products and services. However, with the advancements in technology organizations must still be cognoscente of the culture nuisances that can potentially present obstacles in trying to increase profits and market share. Communication is vital for businesses to effectively explain how their products and services differ from their competitors. Companies that are successfully able to communicate cross-culturally have a competitive advantage because they can devote more time and resources to conducting business and less time on internal and external communication issues. Communication is necessary for individuals to express themselves and to fulfill basic needs. The same holds true for businesses, governments, and countries. Without the ability to communicate and understand each other, there would be chaos. Communication that is based on cultural understanding is more appropriate in order to prevent misunderstandings caused by personal biases and prejudices.

TRENDS IN HIGHER EDUCATION:

Around the globe as life expectancy rises, the fertility rate decreases. The combination of these two factors leads to a decline in the youth population (aged 15-24 years old). The British Council projects that Africa is

Selected international student recruitment targets



“While demographics are only a small determinant of higher education mobility and enrolment, such stark trends are incontrovertible evidence of opportunities for engagement with students and youth in Africa.”

It's trendy for national governments to design strategies that include or focus on the internationalization of higher education. Many times, the rationales for these country-level internationalization strategies include national prosperity with links to trade and economic growth as well as the recruitment of skilled migration for labor shortages. While the strategies take various form according to the national context, one common aspect is the aim of an international student recruitment target.

There are two main ways that this report focuses on the importance of educational technology; first online learning and second the impact on teaching, learning and administration. As technology continues to integrate and change the world we live and operate in, higher education must also change with the times and integrate educational technology that facilitates international higher education. This, however, can be a daunting task with the plethora and diversity of educational technologies available. Every year New Media Consortium and EDUCAUSE releases the Horizon Report that focuses in on the future of technology in higher education, which is a nice starting point.

When seeking an institution for study abroad, students are considering more aspects than just the brand, ranking and reputation of an institution. The British Council report claims that the quality and value (including costs, career prospects, and student experience) of an institution have increasingly become important in the student choice process.

International students seek out high quality student experiences, everything from feeling welcome on campus to accessible and valuable career services to student accommodations. Higher education institutions will continue to focus on creating and nurturing quality student experiences with the aim of retaining international students.

The future of international higher education will continue to be shaped and changed by global phenomena. Everything from the demographics to global economy to lingua franca from geopolitics. With evolution, come opportunities and challenges. Keeping track of global higher education trends allows you to be one step ahead and plan accordingly.

CONCLUSION

Through this paper we come to the conclusion that the intercultural connectivity in terms of cultural differences and cross cultural sensitivity is important to understand, and it is because of these differences that the understanding of the same that the cultures play a he role in terms of global integration and the mobility of student for acquiring higher education. In recent era more students are going overseas to gain international study experience and become responsible global citizen that is the need of the society as a whole for its up-liftment, thus it can also be stated that with this more society in future will

become a global society with large scale globalization that has not been experienced before.

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