

The effect of cultural intelligence on communication skills of B.A students (Case study)

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ABSTRACT

The research aimed in studying the effect of cultural intelligence on improving individuals' communication skills. The population of the study includes all B.A students of Mashad Islamic Azad University which is 8259 and the sample size according to Morgan table is 370. The study is an applied study which used survey method. Step by step sampling method was exploited and two standard questionnaires of communication skills from Ang and Kohandel were used to collect data. En Regression was exploited to test the hypotheses of the study. The results reveal that all factors have effect on cultural intelligence. As a result, the main model of the research is confirmed.

KEY WORDS: Cultural intelligence, communication skills, B.A students of university

1. INTRODUCTION

In contemporary various educational and work environments, it is required to run stresses from cultural shocks, disorders and the results of cultural conflicts as fantastic as possible (Thomas et al, 2005). Some aspects of culture are crystal clear. Some clear factors such as art, music and behavioral style. But most of challenging aspects of the culture are hidden. Beliefs, values, expectations and hypotheses are elements of a culture which are ignored but have influence on individual's behavior and sometimes create some conflicts and difficulties at work. Consequently, there should be a balance amongst cultures. It reveals the importance of cultural intelligence which has become more crucial in competitive world recently. Students with low level of cultural intelligence may not be managed to communicate with their classmates and lecturers with the same culture or other cultures and as a result they will face a trouble in their jobs.

Cultural intelligence is also included individuals 'visions which are useful in becoming adapted with situations and intercommunications and successful presence in multicultural work groups (Early et al, 2006).

On the other hand, due to the improvement in human being's society and movement to information and communication era, the challenges of communication and media have increased and everyone becomes sensitive about them and what they do. In such an environment being aware of communication and media opens the door of success to human beings. Perceiving the regulations of communication is one of the most important relationships which a person in a society has with others which are elements of being successful and everybody tries to get access to it. The facts of society and humans point out that people who know the knowledge of communication can reach their objectives easier and more accurate. Although they are in lack of natural and material resources, they have better life (Keshtkaran et al, 2011).

In today's life, communication skills are the main problems. Managers and employees, who are skilled in communication, will encounter fewer problems and make fewer mistakes. They also waste fewer resources and face their enemies more effectively. Consequently, due to increasing rate of technology and global market, having communication skills for students of universities after educating is an inevitable aspect and conducting researches in the field is required.

1-1 the study framework

Song Ong (2004) is one of researchers in the field of cognitive variables, motivation and behavior in 4 dimensions like strategy, knowledge, cultural intelligence behavior in order to clarify cultural intelligence.

1-1-1 cultural intelligence strategy

It means that how a person perceives experiences between cultures. The strategy states the process which individuals apply them in order to business cultural knowledge. It will happen when people judge the process of their and others' thoughts. Cultural intelligence strategy includes making strategy before facing amongst cultures; study the hypotheses at the time of facing and justifying mind maps if there is a difference between real experience and prior expectations.

1-1-2 cultural intelligence knowledge

The knowledge points out people's perception from cultural similarities and differences and shows general knowledge and mind maps from other cultures. Knowledgeable aspect of cultural intelligence needs to have understanding of legal and economical systems, social communication orders, religious beliefs, aesthetics values and other languages.

1-1-3 cultural intelligence motivation

It shows the interest of a person to test other cultures and communication with people from different cultures. The motivation includes internal value of people for multi cultural communications and self-confidence which lets a person act effectively in different cultural situations.

1-1-4 cultural intelligence behavior

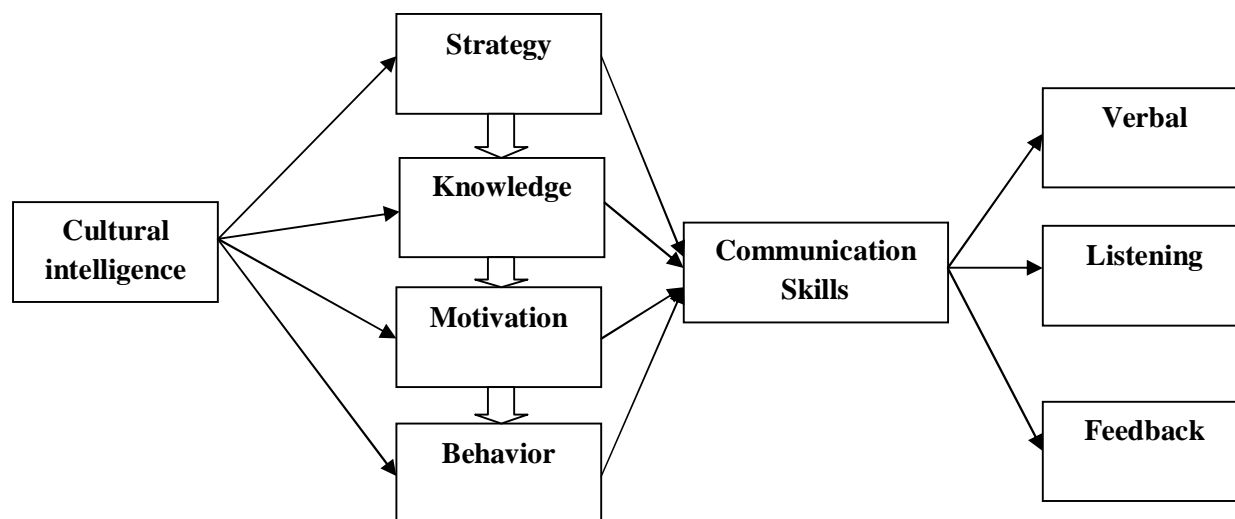
The behavior includes the ability of the person in adaption with those verbal and non-verbal behaviors which are suitable in facing with other cultures. Cultural intelligence behaviors, which are a group of logical behavioral responses, are used in different situations and according to a special communication or special situation will be corrected or justified (Naigee et al., 2007)

1-3 Prior researches

Prior researches illustrate that there has been no study about the relationship between cultural intelligence and communication skills of students in Iran but in the field of cultural intelligence and its relationship with some other factors, and also communication skills and its relationship with some other research items are as following:

- 1- Taslimi et al (2009) has been done a research with the title of “ offering solutions for improving cultural intelligence of public sector managers in international affairs”, in order to answer the question of the study about the solutions for improving cultural intelligence. The results reveal three solutions for improving cultural intelligence generally are as followed:
 - Frequent communications in intra national and international trips level
 - Contributing in multinational teams
 - Nurturing new lecturers in between cultural communications with up to date knowledge
- 2- Dr.Farideh Yousefi (2006) conducted a research which titled “the relationship between excitedly intelligence and communication skills amongst students by using excitedly Intelligence scale of Shat et al and the questionnaire of Grabek about communication skills which shows that there is a positive relationship between excitedly intelligence and communication skills. Also the results show that sexual differences in excitedly intelligence and communication skills are not meaningful.
- 3- Dr. Ali Keshtkaran et al (2011) in their research which named” study communication skills of managers from employee's point of view in staff area of medical university of Shiraz” reveal that the medium level of communication skills are effective listening and the feedback can be due to the lack of academic and practical attention of managers to communication. It is suggested that innovation and retraining of managers will be done to understand the importance of effective communications and decreasing communication obstacles by workshops.
- 4- Robert Hoss (2002) did a survey with the title of “GLOBE” which stated that successful leaders' behavior is different in various cultures. According to these researches also top managers requires knowing behavioral and regional cultural differences in workplace and multicultural employees in all over the world in 21st century. It becomes clear that leaders' behavior should be adapted to cultural variety in the world.

2. Conceptual Framework of the Study



2-1 : Research hypotheses

Main hypothesis is:

Cultural intelligence of B.A students has meaningful effect on their communication skills.

Hypotheses areas following:

- Cultural intelligence of B.A students has meaningful effect on their verbal skills.
- Cultural intelligence of B.A students has meaningful effect on their listening skills.
- Cultural intelligence of B.A students has meaningful effect on their feedback skills.

3- MATERIALS AND METHODS

In the research the population includes all students of B.A in Mashad Azad University which were studying in 2012-2013 which are 8259. In the survey based on the features of population, step by step sampling was chosen which amongst Khorasan Razavi Universities, Mashad University was chosen and amongst B.A students based on stratified sampling the sample was determined. In the study each university was considered as a group and each student is a sample. Kjerchie and Morgan table was used for determining sample size (Khalatbari, 2006; 129). 370 people were chosen as a sample. Cultural intelligence questionnaire which was proposed by Ang and Vendine (2004) and the questionnaire of communication skills of Kohandel were exploited. Because the questionnaires were standard, their reliability was confirmed. Because Cronbach's Alpha is the most suitable index for testing validity of tools and internal cooperation (Khaki, 2008; 279-299) so Cronbach's Alpha was used for evaluating the validity. According to Cronbach's Alpha internal validity was confirmed.

4- RESULTS

Main Hypothesis: cultural intelligence of B.A students has a meaningful effect on communication skills.

Variance analysis and regression statistics value (according to coding method) reveal that students' cultural intelligence has positive effect on communication skills.

The amounts of the effect of independent variables on dependent variables are as following:

1. Regression t-value of the effect of cultural intelligence strategy on communication skills is 2.283 and the meaningful level is 0.023. The amount of cultural intelligence strategy on communication skills is 19.8.
2. Regression t-value of the effect of cultural intelligence knowledge on communication skills is 1.916 and the meaningful level is 0.042. The amount of cultural intelligence strategy on communication skills is 22.1.
3. Regression t-value of the effect of cultural intelligence motivation on communication skills is 4.626 and the meaningful level is 0.0001. The amount of cultural intelligence strategy on communication skills is 34.9.

4. Regression t-value of the effect of cultural intelligence strategy on communication skills is 1.939 and the meaningful level is 0.04. The amount of cultural intelligence strategy on communication skills is 24.

Table 1: the results of students' cultural intelligence regression variance analysis on communication skills

Model	Total squares	Degree of Freedom	Mean of squares	F value	Meaningful level	R	R^2
Regression	8.058	4	2.014	16.727	00001	0.403	0.162
Rest	41.55	345	0.12				
total	49.608	349					

Table 2: regression coefficient of students' cultural intelligence on communication skills

Variable coefficient	Regression coefficient	Standard deviation	Standard regression coefficient	T value	Meaningful level of t value
Fixed amount	2.194	0.107		20.515	0.0001
Cultural intelligence strategy	0.497	0.043	0.198	2.283	.023
Cultural intelligence knowledge	0.39	0.064	0.221	1.916	0.042
cultural intelligence motivation	0.258	0.056	0.349	4.626	0.0001
Cultural intelligence behavior	0.468	0.05	0.24	1.939	0.04

Sub hypotheses

1. Cultural intelligence of B.A students has meaningful effect on verbal skills.

Variance analysis and regression statistic value (according to coding method) reveals that cultural intelligence has positive effect on verbal skills of students. Regression t value of the effect of cultural intelligence on students' verbal skills is 3.546 and the meaningful level of that is 0.0001. The amount of effects of cultural intelligence on students' verbal skills is %18.7.

Table 3: the results of students' cultural intelligence regression variance analysis on verbal skills

Model	Total squares	Degree of Freedom	Mean of squares	F value	Meaningful level	R	R^2
Regression	2.88	1	2.88	12.574	0.0001	0.187	0.035
Rest	79.705	348	0.229				
total	82.585	349					

The results of Table 3 illustrate variance analysis and regression statistical value (according to effect coding). It also shows that cultural intelligence has positive effect on students' verbal skills.

2. Cultural intelligence of B.A students has meaningful effect on listening skills.

Variance analysis and regression statistic value (according to coding method) reveals that cultural intelligence has positive effect on listening skills of students. Regression t value of the effect of cultural intelligence on students' listening skills is 2.546 and the meaningful level of that is 0.0001. The amount of effects of cultural intelligence on students' listening skills is 13.5.

Table 4: the results of students' cultural intelligence regression variance analysis on listening skills

Model	Total squares	Degree of Freedom	Mean of squares	F value	Meaningful level	R	R^2
Regression	0.775	1	0.775	6.483	0.011	0.135	0.018
Rest	41.582	348	0.119				
total	42.357	349					

The results of Table 4 illustrate variance analysis and regression statistical value (according to effect coding). It also shows that cultural intelligence has positive effect on students' listening skills.

3. Cultural intelligence of B.A students has meaningful effect on feedback skills.

Variance analysis and regression statistic value (according to coding method) reveals that cultural intelligence has positive effect on feedback skills of students. Regression t value of the effect of cultural

intelligence on students' feedback skills is 8.937 and the meaningful level of that is 0.0001. The amount of effects of cultural intelligence on students' feedback skills is 43.2.

Table 5: the results of students' cultural intelligence regression variance analysis on feedback skills

Model	Total squares	Degree of Freedom	Mean of squares	F value	Meaningful level	R	R^2
Regression	14.475	1	14.45	79.866	0.0001	0.432	0.187
Rest	63.073	348	0.181				
total	77.548	349					

The results of Table 5 illustrate variance analysis and regression statistical value (according to effect coding). It also shows that cultural intelligence has positive effect on students' feedback skills.

According to the results and also the effect of each item on cultural intelligence, the main model is confirmed without any changes.

1-4 DISCUSSION

It is assumed that cultural intelligence like other aspects of personality can be grown. In this part two points should be confirmed. Firstly, just qualified people can do things like professional experts. Secondly, improvement in cultural intelligence should be on the similar way of organizations human resource growing total program and it should be conducted besides other aspects of the program. Also, acquiring cultural intelligence requires learning through social communication. The social learning is a powerful method that is able to convert individual experience to knowledge and skills. Improving cultural intelligence through learning social experience makes a fantastic base for paying attention and admires important differences between different cultures and their cultures. This effort needs sufficient knowledge about differences of cultures and how culture influence behaviors. In order to achieving knowledge, it requires the ability of transferring what is learned from especial experience to other communications in other situations (Thomas and Inkson, 2005)

1-5 Conclusions

As a result, it is suggested that students' cultural intelligence will be monitored by education part. In order to teach students of a university to know cultural intelligence, governors of the university should persuade them to go to some special courses like MBA course. It is also suggested that encourage students to participate in team work with different cultures. When people are participating in multicultural teams, the members of the team face different cultures which can improve individual cultural intelligence considerably and provides adaption with some multicultural sophisticated situations (Early et al., 2006). Lastly, in order to improve such intelligence amongst people it is better that all kinds of learning starts from childhood and from kindergartens and primary schools. In fact, if the learning of accepting differences between people starts from childhood, people can accept the differences of these individuals easier.

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