

The Relationship Between Cultural Intelligence and Educational Self-Efficacy and Performance of Students, Educators, Shiraz University

¹Manijeh Zare Khalili and ²Ahmad Reza Aojinejad

¹Department of Curriculum, Marvdasht Branch, Islamic Azad University, Marvdasht, Iran

²Department of Education, Marvdasht Branch, Islamic Azad university, Marvdasht, Iran

Abstract: This study aims to clarify the relationship between cultural intelligence; self-efficacy and academic performance in university education teachers was conducted. Descriptive research method the study population included all students of Shiraz university educators. Sample of 239 students who were selected randomly the questionnaire cultural intelligence; academic self- efficacy and academic performance were used. To analyze the data descriptive of the mean, standard deviation and inferential statistics Pearson's correlation coefficient and multiple regression analysis method was used. The results showed that cultural intelligence educational efficacy and academic performance there is a significant positive relationship. Other results showed that cultural intelligence is a significant positive academic self-efficacy and academic Per Forman to predict.

Key words: Cultural intelligence, self- education, academic performance, university educators, intelligence

INTRODUCTION

It is concluded during recent years through some studies on culture and human's adaptability with cultural basics that some people in organizations can be more effectively adopted with own culture and other existing cultures in organization or society and they can be accepted more efficiency with cultural variety in workplace. This fact has caused relationship's mobility at multi-cultural environment, in such a way that language, ethnicity, policies, custom and many other features can emerge as potential conflict resources and appropriate work relationship development may face with difficulty in the absence of correct and true understanding (Bandura, 1997, 2000).

According this base, cultural intelligence concept was entered into behavior analysis field and intended adaptability justification. Cultural intelligence term was firstly discussed in 2003 by Earley and Ang (2003) who are ones of the authors in London's Business College. These two have defined cultural intelligence as behavioral new pattern learning capability in inter-cultural interactions and offering correct behavioral responses to these patterns.

Cultural intelligence includes personal insights which it is useful for conformity with cultural situations and interactions and successful presence of multi-cultural work groups (Crowne, 2008). Cultural intelligence concept

is originated from Gardner's multiple intelligence theory. Cultural intelligence is dependent to two concepts including emotional and social intelligence. Emotional intelligence refers to the process of having knowledge regarding personal incentives and control owner excitements and social intelligence refers to person's ability to understand feelings, thoughts and behaviors at inter-personal situations and action appropriate with inter-personal situation (Bandura, 2000). Early and Mosakowski (2004) believe that cultural intelligence consists of four components including Metacognitive component, Cognitive component, Motivational component and Behavioral cognitive.

The thought regarding this fact that multiple intelligences are required for leader's success is growing and developing. For instance, Rigo and colleagues have argued that leaders need some other factors apart from a high level of IQ. They also showed that intelligence is a multi-dimensional structure and there are different kinds intelligences and leaders need to have different kinds of intelligences for success.

Each community use some organizations in order to provide individual's vital institutions that one of the most fundamental institutions is educational one and train and educate self-efficient, powerful persons who are required for society in cultural and social development indicates its crucial role. Meanwhile, Educators University is one of the new-established universities whose objective is train

teachers for education community. One of its crucial roles is promote and improve the knowledge level, increase the student's beliefs toward their scientific abilities. So, recognition the concept of self-esteem and self-efficacy in students in dealing with problems and difficulties can causes their progress and success in the entire affair, especially in the education affair. With respect to this definition, educational self-efficacy can be known as the sense of sureness and confidence which student experience during performing educational duties successfully at a certain balance. So, education at training environment needs some students who aim to communicate and make simultaneous interaction with other students with different cultures with sureness about their abilities. Therefore, student's judgment regarding his abilities and talents is one of the main factors which help him in this path. Accordingly, self-efficacy is one of the features which are considered in future teacher's efficiency increase (Mozafar and Lotfali, 2014). High education has had a main role in social and human resource development and train qualified people and then, Country's universities have fundamental importance in human resource development process. Educational downfall is one of the common problems of educational system in the most of the world's countries which causes many scientific, cultural and economic losses for governments and families. Try to identification main factors in educational progress and offering some strategies and taking action in order to decrease losses due to educational downfall require many studies in this field.

There are many definitions of educational performance and the methods for measuring it which they are mainly categorized into two visual and mental arenas. The scores of lessons or educational courses have been considered as determinant criterion of educational performance in the studies conducted regarding evaluation educational performance.

Cultural intelligent allows persons to recognize that how do others feel and how do they response to behavioral patterns and consequently it decreases communicative barriers and it give people the power of cultural variety management (Ang *et al.*, 2006). Cultural intelligence has four strategies including metacognitive, cognitive, behavioral and motivational strategies (Crowne, 2008). Metacognitive strategy means that how do the persons understand inter-cultural experiences. This strategy indicates some processes which people apply in order to acquire and understand the knowledge. Cognitive strategy indicates person's understanding of cultural similarities and differences and it shows person's general knowledge and mental and

cognitive map of other cultures. Behavioral strategy includes person's capability to adaptability with those categories of verbal and non-verbal behaviors which are suitable for dealing with different cultures. Motivational strategy includes people's internal value for multiple cultures and self-confidence which allow the person to act effectively at different cultural situations (Ang *et al.*, 2006).

Universities enjoy variety regarding ethical and religious context and their student community affected by cultural variety. A clear study has not been done in Iran regarding present topic and implementing such plans can lead to social and cultural psychological science inside the country. Application of research's results in training system also provides the possibility for policy-making, planning and rational implementation of training system's activities. So, the present research was developed by the purpose of evaluating the relationship between cultural intelligence and educational self-efficacy and educational performance of Educator University's students. Some studies have been done regarding research's subject whom we will refer to some of them.

Kazemi concluded in his research entitled the relationship between cultural intelligence and performance of staff of Mostafa al-alemieh community as an institution which was active at the international level that there is relationship between cultural intelligence and performance, cultural intelligence's dimension (metacognitive, motivational and behavioral) and performance.

Abruziand in a research entitled the effect of cultural intelligence on team effectiveness concluded that there is a significant relationship between cultural intelligence and its components including strategy, motivation, knowledge and behavior with team effectiveness. Motivation and behavior dimensions own the prediction capability for team effectiveness among these dimensions.

Mozafar and Lotfali (2014) studied in 2014 in a research the relationship between cultural intelligence and educational self-efficacy of students of Bandar Abbas's Islamic Azad University. The research's results showed that there is a significant relationship between cultural intelligence and educational self-efficacy of students of Bandar Abbas's Islamic Azad University. There is also relationship between cultural intelligence's dimensions including metacognitive, cognitive, motivational and behavioral and educational self-efficacy of students of Bandar Abbas's Islamic Azad University. Qaffariand Khani studied the relationship between social capital and cultural intelligence and educational performance of medical science's students.

Van Dyne studied in a research the relationship between individual's characteristic and four factors of

cultural intelligence and they concluded there is a significant relationship between probity-orientation and metacognitive dimensions of cultural intelligence. Imai and Gelfand (2010) studied the effect of cultural intelligence on effectiveness of inter-cultural negotiation among American and Western Asia's negotiators in which cultural intelligence has been introduced as the main key factor of effectiveness of inter-cultural negotiations.

Wells (2008) stated in a research that cultural, racial, tribal and language variety leads to decrease in educational performance and student's environmental adaptability and educational performance of minority students is lower than educational performance of majority ones. Ahad in his research at the Singapore's technology university with the topic entitled the study the relationship between the effect of inter-cultural education and self-efficacy and self-adjustment in group from the managers of outside the country that concluded that inter-cultural education has positive effect on self-adjustment in group from the managers of outside the country and it leads to increase their self-efficacy.

Lawreanc assessed in a study the relationship between cultural intelligence and self-efficacy and adaptability in non-indigenous students of Taiwan country. The results showed that there is a positive and significant relationship between cultural intelligence and self-efficacy and adaptability.

This is a descriptive research and it is correlational research regarding objective and it aims to study the relationship between research's variables. Research's statistical population includes all the girl and boy students of Educator University of Shiraz which was 3000 number. Statistical sample which was 239 number of boy and girl students of Educator University were selected by the classification randomly method and by the use of Morgan table. Questionnaire was information collection tool which includes cultural intelligence scale of Ang *et al.* (2006) that each item is scored by Likert spectrum in range of 1-5. This research's validity was computed equal to 0.89 by the means of Cronbach Alpha. Student's educational self-efficacy questionnaire was CASE (College academic self-efficacy) which this has been provided by Owen and Frokman in order to measure the beliefs of student's self-efficacy. This questionnaire has 33 questions and it is according to 5° Likert scale. Total number was obtained of summing all the score up. This questionnaire's validity was equal to 0.79.

The third measurement tool was educational performance assess questionnaire. This questionnaire is an adaptation of Fame and Tilver's studies in the field

of educational performance which has been validated for Iran's community (Fariborz, 2005). Educational performance test is able to measure five areas related to educational performance by using 48 questions which includes self-efficacy, emotional impressions, planning, lack of consequences control and motivation. Noor Mohammadian has calculated the amount of reliability of each one of this questionnaire's factors as following: self-efficacy = 0.91, emotional impressions = 0.92, motivation = 0.73, lack of consequences control = 0.63 and planning = 0.72. Qaltash applied content reliability in order to obtain test's reliability. In the process of assess content reliability, it was copied and it was offered to 5 number of education experts of Marvdasht's Islamic Azad University and 10 number of training experts of Marvdasht's Education Department and the viewpoints were collected. There was required agreement in majority of questions.

The responses of participants were analyzed following questionnaire collection by the use of software SPSS. What that is offered is the results of discussed hypothese's test in this research. Firstly, statistical analysis process of descriptive statistical indexes information will be presented. Table 1 shows the average and standard deviation of each variable.

The results of statistical analysis showed that there is a significant relationship between cultural intelligence and educational self-efficacy and educational performance. Pearson correlation coefficient statistical method was used in order to study this hypothesis. The results of this study have been offered in Table 2.

This research's results also showed that there is a significant relationship between dimensions of cultural intelligence and educational self-efficacy. Pearson correlation coefficient statistical method was used in order to study this hypothesis. The results of this study have been offered in Table 3.

This research's results also indicate that there is a significant relationship between dimensions of cultural intelligence and educational self-efficacy. Pearson correlation coefficient statistical method was used in order to study this hypothesis. The results of this study have been offered in Table 4.

This research's results also indicate that dimensions of cultural intelligence significantly predict educational self-efficacy. Multiple regression statistical method simultaneously was used in order to study this hypothesis. The results of this study have been offered in Table 5.

The results of simultaneous multiple regressions indicated that there is a significant prediction power for

predicting educational self-efficacy. This research's results showed that three dimensions including

Table1: Average and standard deviation of variables under study

| Variable | Average | SD |
|--------------------------------|---------|-------|
| Age | 20.82 | 2.61 |
| Cultural intelligence | | |
| Strategy or Metacognitive | 12.98 | 2.84 |
| Knowledge or cognition | 16.51 | 4.85 |
| Motivational factor | 16.73 | 3.84 |
| Behavioral factor | 16.65 | 3.86 |
| Total cultural intelligence | 62.89 | 11.65 |
| Educational self-efficacy | 100.58 | 18.11 |
| Educational performance | | |
| Self-efficacy | 26.83 | 4.61 |
| Emotional impressions | 20.26 | 5.95 |
| Planning | 42.86 | 7.40 |
| Lack of control | 11.75 | 2.20 |
| Motivation | 38.11 | 5.21 |
| Total educational performance | 139.83 | 15.58 |

Table 2: Correlation between cultural intelligence and educational self-efficacy and performance

| Variable | Educational self-efficacy | Educational performance |
|-----------------------|---------------------------|-------------------------|
| Cultural intelligence | 0.31** | 0.49** |

Table 3: Correlation between cultural intelligence's dimensions and educational self-efficacy

| Variables | Educational self-efficacy |
|------------------------------|---------------------------|
| Cultural intelligence | |
| Metacognitive | 0.51** |
| Cognitive | 0.36** |
| Motivational factor | 0.40** |
| Behavioral factor | 0.34** |

*, **p<0.05, 0.01; N = 239

Table 4: Correlation between cultural intelligence's dimensions and educational self-efficacy

| Variable | Educational performance |
|-----------------------|-------------------------|
| Cultural intelligence | |
| Metacognitive | 0.44 ** |
| Cognitive | 0.37** |
| Motivational factor | 0.36** |
| Behavioral factor | 0.34** |

*, **p<0.05; 0.01; N = 239

Table 5: The results of simultaneous multiple regression statistical method in order to predict educational self-efficacy based on cultural intelligence's dimensions

| Predictive variables | β | t-value | p-value | R ² | F-value | df | p-value |
|----------------------|---------|---------|---------|----------------|---------|-------|---------|
| Metacognitive | 0.36 | 5.38 | 0.001 | 0.31 | 26.82 | 234.4 | 0.001 |
| Cognitive | 0.13 | 2.05 | 0.040 | | | | |
| Motivational factor | 0.06 | 0.80 | 0.040 | | | | |
| Behavioral factor | 0.15 | 2.32 | 0.020 | | | | |

Table 6: The results of simultaneous multiple regression statistical method in order to predict educational performance based on cultural intelligence's dimensions

| Predictive variables | β | t-value | p-value | R ² | F-value | df | p-value |
|----------------------|---------|---------|---------|----------------|---------|-------|---------|
| Metacognitive | 0.27 | 3.95 | 0.001 | 0.26 | 20.97 | 234.4 | 0.001 |
| Cognitive | 0.18 | 2.78 | 0.001 | | | | |
| Motivational factor | 0.02 | 0.36 | 0.70 | | | | |
| Behavioral factor | 0.18 | 2.65 | 0.001 | | | | |

Table 7: The results of simultaneous multiple regression statistical method in order to predict educational self-efficacy based on cultural intelligence's dimensions

| Predictive variables | β | t-value | p<value | R ² | F-value | df | p<value |
|-----------------------|---------|---------|---------|----------------|---------|-------|---------|
| Cultural intelligence | 0.52 | 9.53 | 0.001 | 0.27 | 90.87 | 237.1 | 0.001 |

metacognitive, cognitive and behavioral factor among all the cultural intelligence's dimensions. This analysis's results showed that these three variables predict 31 percent of educational self-efficacy variable's variance (F = 26.82, df = 4.234; p<0.001). Table 4 and 5 shows the results of this analysis. The other result which obtained from this research was this that cultural intelligence's dimensions significantly predict educational performance. Simultaneous multiple regressions statistical method was used in order to study this hypothesis. The results of this study have been offered in Table 6.

The results of simultaneous multiple regressions indicated that there is a significant prediction power for predicting educational performance. This research's results showed that three dimensions including Metacognitive, Cognitive and behavioral factor among all the cultural intelligence's dimensions. This analysis's results showed that these three variables predict 26% of educational performance variable's variance (F = 20.97, df = 4.234; p<0.001). Table 6 indicates the results of this analysis. The results obtained from this research indicated that cultural intelligence's dimensions significantly predict educational performance. Simultaneous multiple regressions statistical method was used in order to study this hypothesis. The results of this study have been offered in Table 7 and 8.

The results of simultaneous multiple regressions indicated that there is a significant prediction power for predicting educational self-efficacy. This analysis's results showed that these three variables predict 27% of educational self-efficacy variable's variance (F = 90.87, df = 237.1; p<0.001). Table 7 indicates the results of this analysis.

Table 8: The results of simultaneous multiple regression statistical method in order to predict educational performance based on cultural intelligence

| Predictive variables | β | t-value | p-value | R ² | F-value | df | p-value |
|-----------------------|---------|---------|---------|----------------|---------|-------|---------|
| Cultural intelligence | 0.49 | 8.76 | 0.001 | 0.24 | 76.85 | 237.1 | 0.001 |

The results of simultaneous multiple regressions indicated that there is a significant prediction power for predicting educational performance. This analysis's results showed that these three variables predict 24% of educational performance variable's variance ($F = 76.85$, $df = 237.1$; $p < 0.001$). Table 8 indicates the results of this analysis.

CONCLUSION

The present research aimed to study the relationship between cultural intelligence and educational self-efficacy and educational performance. This research's results showed that there is a positive and significant relationship between dimensions of cultural intelligence and educational self-efficacy and educational performance. Cultural intelligence also significantly predicts educational self-efficacy and educational performance.

With respect to present research's results which were obtained by Pearson correlation coefficient, they showed that there is a positive and significant relationship between dimensions of cultural intelligence and educational self-efficacy and educational performance. It means that if cultural intelligence promotes and increases, educational self-efficacy and educational performance will be increased. The findings of this hypothesis are consistent with the results of conducted research by Zeinab and Shokufeh (2013), Mozafar and Lotfali (2014), Masoumeh (2009), Hossein and Bakmehr (2012), Wells (2008) and Osman-Gani and Rockstuhl (2009) in this regard. The results of above studies have all expressed positive and significant relationship between dimensions of cultural intelligence and educational self-efficacy and educational performance.

The present research's results which obtained from Pearson correlation coefficient showed that there is a positive and significant relationship between dimensions of cultural intelligence and educational self-efficacy. The findings of this hypothesis are consistent with the results of conducted research by Zeinab and Shokufeh (2013), Mozafar and Lotfali (2014), Imai and Golfand (2010) in this regard. The results of above studies have all expressed positive and significant relationship between dimensions of cultural Intelligence and educational self-efficacy.

The results also showed that there is a positive and significant relationship between dimensions of cultural intelligence and educational performance. The findings of

this hypothesis are consistent with the results of conducted research by Wells (2008) and Osman-Gani and Rockstuhl (2009) in this regard. The results of above studies have all expressed positive and significant relationship between dimensions of cultural Intelligence and educational performance.

The results of simultaneous multiple regression analysis indicated that cultural intelligence's dimensions except from motivation dimension have significant power of predict the educational self-efficacy dimension. There was not found a research in this field whether at internal or external level which directly studied predictive role of educational self-efficacy based on cultural intelligence. The results of simultaneous multiple regression analysis indicated that cultural intelligence's dimensions except from motivation dimension have significant power of predict the educational performance variable. These results are consistent with the results of Qafari and Khani.

The results of simultaneous multiple regression analysis indicated that cultural intelligence's dimensions except from motivation dimension have significant power of predict the educational performance and educational self-efficacy variable. It can be said in order to justify this finding that educational progress is not the result of just one factor's effect but also several factors influence this variable that some of these effective factors can be named as motivational factors. Although there are many motivational structures which have direct application at classroom, but what that empower the student are his beliefs in the field of his abilities to do a duty.

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