

A Comparison of Cultural intelligence in students

Fahimeh Keavanloo.,MSc¹, Mohammad Seyedahmadi², Rouhollah Arab Mokhtari³

1. Islamic Azad University, Iranshahr Branch, Faculty member of Department of Physical Education, Iranshahr, Iran

2. MSc Velayat University, Department of Physical Education, Iranshahr, Iran

3. MSc Islamic Azad University, Iranshahr Branch, Faculty member of Department of Physical Education, Iranshahr, Iran

Corresponding Author email:Fahimeh.keavanloo@gmail.com

ABSTRACT: Cultural intelligence as a basis for a belief plays an important role in various fields, Especially the promotion of student mental health. The aim of this study was to investigate cultural intelligence athletes and non-athletes. This cross-sectional study involved 240 university students who were randomly selected. The Cultural Intelligence Scale and demographic Questionnaire were used for data collection. Statistical analysis was performed using descriptive statistics (frequency, mean and standard deviation) as well as the Pearson's correlation coefficient in SPSS. The results showed that male students than female students had a significantly higher cultural intelligence ($p = 0.000$, $t = 3.98$). Athletes have higher cultural intelligence than this difference was significant ($p = 0.001$, $t = 3.24$). In general, athletes were more cultural intelligence because athletes in sports arenas are much interaction with each other.

Key words: cultural intellectual, athlete, non-athlete

INTRODUCTION

Many people with high IQ and good social skills fail in their interactions that the main reason is the low cultural intelligence (Sternberg, 1999).

In new cultural environments, mostly familiar signs cannot be observed or if there is misleading. So a person cannot rely on previous conceptual framework and be able to develop and create a new framework for understanding available data.

Students, particularly the non-native students often have to deal with this problem. Sometimes this problem is very annoying and unbearable. In this study we are looking for a tool or a force that can help students in this situation. Intelligence as a cognitive ability was introduced in the early twentieth century by Alfred Binet (Rajaei 2008).

But in recent years the concept of intelligence, cannot be considered only as a cognitive ability, but has spread to other areas such as emotional intelligence, natural intelligence, existential intelligence, spiritual intelligence and cultural intelligence.

Moynihan (2004) defines cultural intelligence, talent and ability to apply skills in different environments (Moynihan and Peterson 2005).

The concept of cultural intelligence was introduced for the first time by Earley. According to Earley, cultural intelligence can be defined as "a person's capability to adapt as s.he interacts with others from different cultural regions", and has behavioral, motivational, and metacognitive aspects. (Earley 2002).

In the face of new cultural situation, one must consider the information to develop a common cognitive framework, Even though this framework is not sufficient understanding of local practices and norms. This framework can be developed only ones that have high cultural intelligence. Where cultural intelligence shows itself that Emotional intelligence is powerless. Cultural intelligence attest to the practical realities and focuses on cross-cultural context. (Cavanaugh & Gooderham, 2007).

Cultural intelligence is the understanding of appearances and inward of the Intellectual and practical aspects. It also provides a framework and language that we understand the differences and on our investment, not tolerate or ignore those (Plum et al 2007).

A person with high cultural intelligence is the ability to learn new cultural environment and enjoy dealing with new cultures. (Deng & Gibson 2008).

The aim of this study was to examine students' cultural intelligence that this way we can possibly find a new path to reduce the psychological stress of students. As mentioned, Cultural intelligence is the ability to learn and develop and we began to study exercise as a factor in the development of intelligence.

MATERIALS AND METHODS

This research was a descriptive - analytical study. The study population included male and female students Velayat University in 2012 that select a unit of general Physical Education. Among them, 240 students (120 boys and 120 girls) were selected randomly as the sample.

Average hours of exercise per week were used for classification of students as athletes and non-athletes so that students who had been practicing for more than 5 hours per week were identified as athletes. Of these students, 50 of students had regular exercise and also had a history participated in sports competitions. Data were collected through two questionnaires, demographic and cultural intelligence with reliability coefficient (0.93). The cultural Intelligence Questionnaire included 20 questions that were built by Ang et al (2004) and there are four factors (metacognitive, cognitive, motivational and behavioral). Ethical considerations for research, questionnaires were collected anonymously and confidentially. Alpha Cronbach coefficients for the agent cognition (0.76), cognitive (0.84), motivational (0.76) and behavioral factors (0.83) were calculated. Statistical analysis was performed using descriptive statistics (frequency, mean and standard deviation) as well as the Pearson's correlation coefficient in SPSS. 17.

RESULTS

The mean age of the samples showed that the mean age of the athletes and non-athletes, respectively (24.18 ± 5.33, 21.04 ± 2.40) and the mean age of men and women, respectively (20.61 ± 1.48, 22.59 ± 4.26). According to the results of two independent samples t-test, Male students than female students have significantly higher cultural intelligence (p = 0.000, t = 3.98) (Table 1).

Table 1. Comparison of cultural intelligence in men and women

	Number	Age Mean±Sd	Spiritual Intelligence Mean±Sd	T test	sig
Woman	120	20.61±1.48	62.20±8.97	3.98	0.000
Man	120	22.59±4.26	67.47±10.36		
Athlete	50	24.18±5.33	69.65±11.08	3.244	0.001
Untrained	190	21.04±2.40	63.72±9.50		

Athletes have higher cultural intelligence that this difference was significant (p = 0.001, t = 3.24). There was no significant difference between the two groups Cultural Intelligence subscales, Athletes in metacognitive, cognitive, motivational achieved significantly higher scores than non-athletes (Table 2).

It was also observed with increasing age Features metacognitive (p= 0.000, r= 0.268) cognitive (p= 0.004, r=0.195) motivational (p=0.017, r=0.164) also improved, this correlation was significant. Although there was no significant correlation between age and other cultural intelligence subscales.

Table 2. Comparison of cultural intelligence and its subscales in both athletes and non-athletes

Factors	Groups	Mean ± Sd	t	Sig. (2-tailed)
Metacognitive	Athlete	15.32±2.59	2.253	0.025
	Untrained	14.21±2.66		
Cognitive	Athlete	16.94±4.14	2.565	0.011
	Untrained	15.22±3.48		
Motivational	Athlete	19.38±4.00	2.613	0.010
	Untrained	17.53±3.74		
Behavioral	Athlete	17.76±3.87	1.558	0.121
	Untrained	16.56±4.17		
Cultural Intelligence	Athlete	69.65±11.08	3.244	0.001
	Untrained	63.72±9.50		

DISCUSSION

The results showed that there is a positive relationship between cultural intelligence and age that is consistent with the results Nossel (2004). According to him, although it is possible that Cultural intelligence in some cases be different aspects of general intelligence, Cultural intelligence has the criteria for a special intelligence. Is reasonable, cultural intelligence increases over time due to the growing interest in increasing the life experiences and ask questions about the ultimate meaning of life.

It was observed that male students than female students had significantly higher cultural intelligence. Significant differences in cultural intelligence and cultural intelligence is positively associated with age can be explained this way the mean age of the boys was greater in the present case and the other students in the boys were more athletic. Therefore, these factors are causing the differences between the two sexes.

The results showed that athletes had a higher cultural intelligence. The athletes had significantly higher scores than non-athletes in the subscales of meta-cognition, cognition and motivation.

According to tan (2004), unlike other aspects of the human personality, Cultural intelligence can be nurtured and developed for those who have mental health and be capable of professional (Tan 2004).

Most of our messages are transmitted in Sports through body language and using non-verbal communication. Most of our behavior is a message and in the athletic fields are not one-way communication and there is a possibility of contact with the people face to face. Face to face with people, we can better understand people and can gain an opportunity to hear and observe their body language.

Therefore, athletes get much experience in social interactions in Faced with the different teams from different cultures and they can develop their cultural intelligence. So athletes than non-athletes, have higher cultural intelligence. The better the athletes in these areas can be explained by the higher level of interaction with different cultures.

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