Relationships between Cultural Intelligence and Academic Members' Effectiveness in Roudehen University

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Abstract: The aim of current study was to examine the relationship between cultural intelligence and academic members' effectiveness in social science faculties in Roudehen University. The respondents were 130 academic members. The instruments used for data collection include Cultural Intelligence Scale and effectiveness scale. The results of the correlation analysis indicated that cultural intelligence and dimension of cultural intelligence were significantly related to academic members' effectiveness. Also, results of the correlation analysis indicated that effectiveness and dimensions of effectiveness were significantly related to cultural intelligence. Results of regression analysis indicated that four element of cultural intelligence were statistically significant. Motivational intelligence appeared as the strongest predictor, follows by knowledge intelligence, behavioral intelligence and strategic intelligence. Also, partnership had most effect in predicting of effectiveness, follows by feeling, emotions, and decisions.

Introduction

In the 3rd millennium universities are considered as the key element of not only economical but also industrial, cultural and political development of developed and developing countries. It reveals that educational efficiency is effective in development of all countries. The academic members are the crucial elements of each university. Undoubtedly, in educational system, they are more important than syllabus, educational instruments and tasks. Recognizing the effective elements of professional motivations and group affections are assuming important in increasing the quality and successful programming. Successful mangers are those who can prepare a situation in which you can find high academic members motivation besides they can have great quality by applying these items. For evaluating the educational and researching activities of academic members and also the amount of efficiency, we are to use dynamic indicators (Mirkamali, 2011). Therefore, by determining the amount of efficiency of investigative-educational activities we can conclude that how much the function of educational and researching activities will be improved. In addition, when different aspects of teaching and education are going to be evaluated, creating the judging criterions is important (Jabbari, 2003).

Efficiency means a leading toward valuable purposes. For example, focusing on results, doing the right activity at the right time are short term and long term goals. On the other hand, if we are going to evaluate the academic member's efficiency, we have to follow the rate of their achievements based on the research items. We can declare that efficiency evaluation is a kind of determination of the fact that how much the used treatments have been found effective in case of resulting in practical skills (Fathi Ajargah, 2006).

Regarding increasing tendencies and attentions toward human relationships in educational centers and increasing growth of international transactions/ interactions and heterogeneous workforce from cultural viewpoint. Also, CI impacts much on effectiveness of organizations. Since this research studies the relationship between dimensions of CI and effectiveness specially and it is of those subjects has not been studied vastly in Iran so far, in addition to the CI as a novel issues in management world of 21st century, thus the present paper studies this relationship through a new approach. Members of scientific board are the main body of any universities and certainly play more important role in education system than programs, activities and equipment.

Identifying effective factors on creating occupational motivation and group effectiveness of them are essential in order to increase efficiency and successful programming in universities. Successful managers in universities are those identifying effective factors and by which create a kind of situation results in motivation and effectiveness of the board (MirKamali, 2011). Since most of the 21st organizations are multicultural, they include employees of different cultures. That is, a product might be designed in one country, produced in 10 countries and sold in more than 100 countries. Such reality lead to much dynamicity among relationships

in multicultural environments, in a way that difference in language, nationality, virtues, norms and generally different cultures emerged as a source of potential contradiction and this may lead to problematic occupational relationships if there is not a right mutual comprehension (Triandis, 2006). Such comprehending problems caused the introduction of a novel concept in cognitive discussions as CI. In present working conditions in which variety and globalization grown increasingly, such concept considered a key ability for managers, employees and organizations (Abbasalizadeh, 2008).

Intelligence in real world includes that intelligence concentrates on special content dimensions like social, emotional and applied/practical intelligence. Emotional intelligence assumed that people are familiar with their culture; therefore, they use their cultural methods to interact with others. CI expresses itself when the emotional one is disabled. The CI verifies scientific realities and concentrates on cross-cultural fields (Cavannagh & Gooderham , 2007). Concept of CI introduced by Ang and Earely (2003) researchers in Trade and Profession Department of London, for the first time. They defined it as capability of learning novel patterns in cultural interactions and presenting right behavioral responses to such patterns. They also defined it as one's ability to have successful adaptation to new cultural environments, which is usually different from one's cultural context.

In today working conditions in which variety and globalization grown increasingly, such intelligence considered an important ability for employees, managers and organizations. Educational managers found out that organizations are more flexible with traditional working structures and they are more responsive in front of ever-changing environment. Thus, organizations can be used as a source for work satisfaction. Peterson (2004) defined CI as the ability to apply skills and capabilities in different environments (cited by Moshabbaki and Ramoz, 2006). CI is the success key in today world. A working group has to increase its CI to have more efficiency. Heterogeneous groups have potential of big success and bigger defeat than monoculture groups. The trick they have to apply is to maximizing positive effects of cultural variety and minimizing its negative effects (Thomas & Inkson, 2008). CI dimensions are strategy-cultural, knowledge-cultural, motivation-cultural and behavior-cultural intelligences (Lugo, 2007).

Ang and Earely (2003), defined CI as one's ability to have effective adaptation to new cultural frames and believe that CI structure related to other intelligence types such as emotional and social ones.

CI is vaster than emotional intelligence and those have high CI are able to interpret others' behavior and even adapt to their behavior if required. Managers with different levels of CI and styles may be able to adapt their behavior to others' behavioral habits with different cultures through speaking methods.

In this case, Abzari et al (2010) stated that there is significant relationship between CI, its features (strategy, knowledge, motivation and behavior) and group effectiveness. Moreover, among these features, motivation and behavior had the capability of predicting group effectiveness. In a research, Maleki and Asadzadeh (2009) pointed out that there a significant and positive relationship between creativity of the scientific board members and their educational-research effectiveness. There is a difference between creativity of the scientific board members in Islamic Azad Universities of Moghan city. Also, the board members' educational-research effectiveness of Islamic Azad Universities in Moghan city is different.

Results of Hadizadeh Moghaddam and Hosseini (2008) research, done in administrative renovation and evolution center of Iran, titled as the relationship between CI and group effectiveness showed that there is a relationship between CI, its features (cognition, knowledge, motivation and behavior) and group effectiveness. Hynman (2007), in a research to identify the relationship between increase in CI and studying abroad; the relationship between increase in self-efficiency and studying abroad and relationship between increase in CI and self-efficiency and details of studying abroad program, 330 students abroad in 13 countries studied and the results showed that studying abroad effects on CI and self-efficiency.

There is also a correlation between increase in CI and self-efficiency and details of studying abroad program. Motivational CI and self-efficiency also had positive relationship. In a research, Ibrahimzadeh (2010) studied the relationship between CI and leadership style of high school principals in Mashahd in which there is not any significant correlation between CI and leadership style but there observed a kind of positive significant relationship between CI and principals' evolutional leadership style in a case they evaluated their leadership style. Moreover, multiple regression analysis of the results showed that generally, CI is capable of predicting evolutional leadership but none of its features alone is capable of predicting leadership style.

Brightman et al. (1993) believed that lesson organizing; appropriate presentation, interaction, tasks, being fair in exam and feel of success among students are of issues should be considered in educational effectiveness and its assessment. Berry (1996) found out that there are significant differences between

attitudes of the board experienced and inexperienced members about teaching concept. He emphasized on attention to teaching, educational technology and application of educational technology basics by the board members to improve teaching quality.

CI enables one to find out how others think and respond to behavioral patterns; consequently, this decreases cross-cultural communicational obstacles and enables individuals to manage cultural diversity. Increase in application of CI, a manger and group members can be a pattern for mutual understanding and respect, and identify others' abilities and increase their problem-solving methods. Therefore, the researcher tries to investigate (studying the relationship between CI and group effectiveness of the scientific board members in humanism departments of Islamic Azad University in Roodehen city) and introduces practical and scientific guidelines to major mangers of universities.

Objectives
1.　To describe the characteristics of the respondents.
2.　To determine the relationships between dimension of cultural intelligence and effectiveness of the respondents.
3.　To determine the relationships between dimension of effectiveness and cultural intelligence and of the respondents.
4.　Effectiveness model based on cultural intelligence.

Questions
1.　Is there a relationship between dimension of cultural intelligence and effectiveness of the respondents?
2.　Is there a relationship between dimension of effectiveness and cultural intelligence and of the respondents?
5.　What is effectiveness model based on cultural intelligence?

Method
Research design
This is a correlational and cross-sectional research. The variables in this study were cultural intelligence and effectiveness of academic members.
Participants
Participants in this study were academic members in social science faculty of Islamic Azad University in Rode hen-Tehran. Table 1 indicated that male (51.5%) and female (48.5%) academic members who were involved as respondents of the study and selected by randomly sampling method. The mean age of the respondents was 16.50 years (SD= 1.11). Sample of the present study was determined by Cochran formula.

Measures
Cultural Intelligence
Ang et al., (2004) Cultural Intelligence Scale is used in the present study. This scale is consisting of eighth in questions. Cultural Intelligence Scale is rated on five point Likert scale ranging from 1= strongly disagree, 2= disagree, 3= neither agree nor disagree, 4= agree and 5= strongly agree. For each subscale, the score was obtained by summing the score for individual items. Score on each subscale ranged from 10 to 50. High score means high cultural intelligence. Reliability result from the cultural intelligence questionnaire with Cronbach coefficient alpha values was .88. It yielded respectable test-retest reliability.
Effectiveness
Effectiveness was assessed using the 22-item of Fridman Effectiveness Scale (1985). This scale was designed to identify the amount of effectiveness of academic members in workplace. The response format consisted of a five- point Likert scale on which respondents indicated whether they 1= very unlike, 2= more unlike than like, 3= neither like nor unlike, 4= more like than unlike nor and 5= very like effectiveness. The score for effectiveness was calculated by summing the scores for the 22 items. The total scale score ranged from 22 to 110, with high scores indicating higher effectiveness. Reliability result from the effectiveness questionnaire with Cronbach coefficient alpha values was .95.

Data Analysis
Data from the present study were processed and analyzed using Statistical Package for Social Science (SPSS) version 16. Three statistical procedures i.e. exploratory data analysis, descriptive analysis, and inferential statistical analysis were utilized for the data analyses. Descriptive statistics such as mean score, standard deviation, percentage and frequency distribution were used to describe the demographic profiles of the respondents. Inferential statistics that was used in the data analysis were Pearson Correlation Analysis, and Structural Equation Modeling.

Results
Descriptive statistics
Table 1 shows descriptive statistics were to describe the background of respondents (gender, academic position, and experience). Descriptive results were reported using percentage, mean, standard deviation, minimum and maximum. As shown in Table 1, majority (51.5) of the respondents were male. Also, majority (61.5) of the respondents reported academic position as a tutor. Finally, 30% of the respondents reported 6-10 years' experience.

Table 1: Frequency, percentage, Gender, Title and experience

Concept	Frequency	Percentage
Gender		
Female	63	48.5
Male	67	51.5
Academic position		
Tutor	80	61.5
Lecturer	37	28.5
Associate professor	4	3.1
Professor	2	1.5
Others	7	5.4
Experience		
1-5 years	25	9.2
6-10 years	39	30
11-15 years	35	26.9
16-20 years	25	19.2
21 and above	6	4.6

Bivariate Analysis

The Pearson correlation analysis was conducted to examine the relationships between cultural intelligence and academic members' effectiveness.

Analysis of the relationships between cultural intelligence and academic members' effectiveness

Pearson correlation test was conducted to examine the relationship between cultural intelligence and academic members' effectiveness. As shown in Table 2, there was a strong positive and significant relationship between cultural intelligence and academic members' effectiveness ($r=.488$, $p<.01$).

Table2: Pearson Correlation between cultural intelligence and effectiveness

Variables	Frequency	Mean	Standard Deviation	r	p-value
Cultural intelligence	130	3.49	.72	.488	<.01
Effectiveness	130	3.85	.74		

Analysis of the relationship between dimensions of cultural intelligence and academic members' effectiveness

As shown in Table 3, there was a positive and significant relationship between all dimensions of

cultural intelligence and academic members' effectiveness. This means that academic members who reported higher cultural intelligence had higher effectiveness. Also, there is a significant relationship between all dimensions of cultural intelligence.

Table3: Pearson Correlation between dimensions of cultural intelligence and effectiveness

No	Dimensions of cultural intelligence	Correlation Coefficient (r) 1 2 3 4				p-value
1	Knowledge intelligence	1	.45**	.485**	.342**	<.05
2	Strategic intelligence	.45**	1	.297**	.340**	<.05
3	Motivational intelligence	.485**	.297**	1	.482**	<.05
4	Behavioral intelligence	.342**	.340**	.482**	1	<.05
	Total cultural intelligence	.641**	.619**	.751**	.597**	<.05

Linear regression analyze was conducted to test the main effects cultural intelligence (knowledge, strategies, motivational, and behavioral intelligence) in predicting academic member's effectiveness. According to Table 4 all dimensions of cultural intelligence explained 30.5% of the variance in academic member's effectiveness ($R^2= .305$).

Four dimensions of cultural intelligence were statistically significant. Motivational intelligence (Beta = .299, p <.05) appeared as the strongest predictor, follows by knowledge intelligence (Beta = .210, p<.05), behavioral intelligence (Beta = .083, p <.05), strategic intelligence (Beta= .016, p<.05).

Table 5: Regression result of academic members' effectiveness by dimensions of cultural intelligence

| Model	R	R²	B Unstandardized	Std.Error	Beta Standardized
(Constant)	.522	.305			
Knowledge intelligence			.210	.08	.242
Strategic intelligence			-.016	.07	-.20
Motivational intelligence			.299	.082	.377
Behavioral intelligence			.083	.069	.106

Also, linear regression analyze was conducted to test the main effects academic member's effectiveness (partnership, decisions, goals, and emotions) in predicting cultural intelligence. According to Table 5 all dimensions of effectiveness explained 28.8% of the variance in cultural intelligence (R^2= .288).

Four dimensions of academic member's effectiveness were statistically significant. Partnership (Beta = .336, p <.05) appeared as the strongest predictor, follows by emotions (Beta = .176, p<.05), goals (Beta =- .118, p <.05), decisions (Beta= .113, p<.05).

Table 5: Regression result of academic members' effectiveness by dimensions of cultural intelligence

Model	R	R²	B Unstandardized	Std.Error	Beta Standardized
(Constant)	.537	.288			
Partnership			.336	.088	
Decisions			.113	.121	.40
Goals			-.118	.031	.122
Emotions			.176	.028	-.140

Effectiveness Model based on Cultural Intelligence
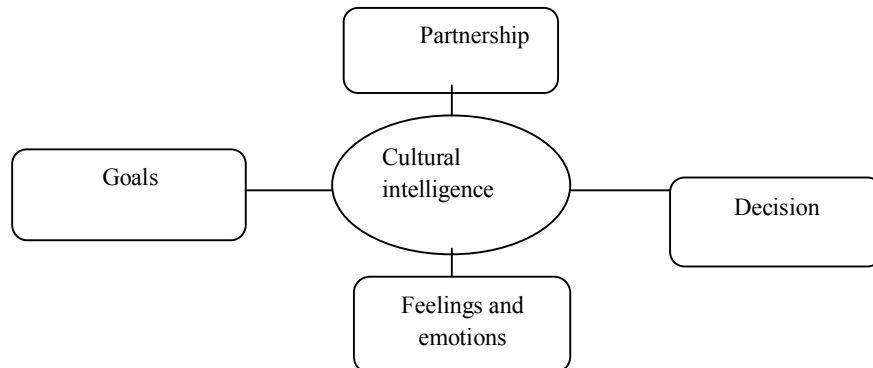
Model 1: To Describe Relationship between cultural intelligence and academic members' effectiveness
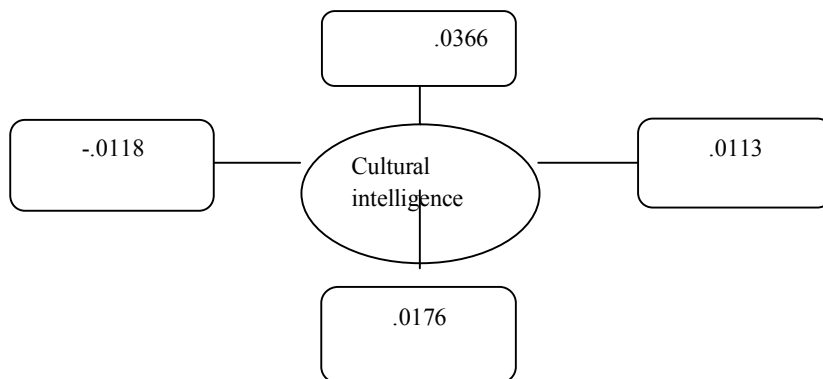
Model 2: Chart of Relationship Cultural Intelligence and Four Components of Effectiveness

According to effectiveness model, goal factor has a negative effect in academic members' cultural intelligence. So, authorities and officials have to be careful in this case. Second, there is a high relationship between partnership and cultural intelligence. According to this relationship, need to develop more partnership.

Discussion and conclusion
The first objective of this study was to examine associations among cultural intelligence on academic members' effectiveness. Results of bivariate correlations reflected a significant association between all of dimensions of cultural intelligence and academic members' effectiveness. Also, results of the present study indicated a significant relationship between structural components of cultural intelligence. This indicated that cultural intelligence questionnaire is useful to assess cultural intelligence. Results of regression analysis indicated that four variables were statistically significant. Motivational intelligence appeared as the strongest predictor, follows by knowledge intelligence, behavioral intelligence and strategic intelligence.

The present finding is consistent with the finding of Abzari (2011) which concluded that cultural intelligence is closely related to group effectiveness in Mobarakeh Company. On the other hand, there is a relationship between dimensions of cultural intelligence (motivation, knowledge, strategic, and behavior) and group effectiveness. Also, the result of Hadizadeh moghadam (2008) showed a positive significant relationship between knowledge, motivation, and behavior and group effectiveness. The present finding is in line with Moshabaki and Ramoz (2007) that indicated managers with higher cultural intelligence reported lower cultural shock.

According to research variables in two section (industrial and service), managers who work in service sector reported higher cultural intelligence in compare to managers who work in industrial sector and cultural shock in service sector is lower than industrial sector. Also, result of this study is consistent with Hynman (2007) that showed association between cultural intelligence and self-efficacy in foreign studies. This study utilized that there is a significant association between studies abroad in cultural intelligence and self-efficacy. Also, there is positive relationship between motivational cultural intelligence and self-efficacy. This finding is consistent with Moody (2007). Moody in his study examined relationship between four component of cultural intelligence and personality trait. He found a significant association between personality trait and cultural intelligence. Welcoming of new experience

in people is strongest predictor in cultural intelligence.

The second objective of this study was to examine associations among academic members' effectiveness and dimensions of it and cultural intelligence. Results of correlations showed a significant association between all of dimensions of effectiveness and academic members' cultural intelligence. Also, results of this study utilized a significant relationship between structural components of effectiveness. This showed that effectiveness questionnaire is useful to assess academic members' effectiveness. Results of regression analysis indicated that four components of effectiveness were statistically significant. Partnership component appeared as the strongest predictor, follows by feelings, emotions, goals and decisions.

The present finding is consistent with the finding of Brightman et al. (1993) which concluded that organizing lessens, providing materials, interaction, assignments, fairness in test, and student successful are important factors in effectiveness. Maleki and Asadzadeh (2010) found a positive significant relationship between creativity in academic members and effectiveness. The last objective refers to provide a model in relationship between cultural intelligence and academic members' effectiveness. In this model two points is important: 1- According to negative effect of goal element in cultural intelligence, authorities and officials have to do necessity assessments. 2- Based on strong effect of partnership in effectiveness, authorities emphases on this element.

Suggestions
According to results of the present study and research objective suggest to: 1- Seminars and workshops to train cultural intelligence and it lead to improve cultural intelligence among academic members in universities.
2- Providing facilities and academic facilities to academic members to write academic papers and improve the amount of effectiveness in research and educational field.
3- To create situation for academic members to do sabbatical in abroad and inside country.
4- Orientation and training of cultural intelligence to academic members to increase effectiveness and operation.
5- To improve cultural intelligence in academic members need to do group partnership and taking decision.

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