



A review on the relation between cultural intelligence and the educational administration performance of Qom Islamic Sciences International Center

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Abstract

Iran's population includes different tribes, groups and layers of people which have their own special cultures. In spite of this fact the schools are still administered by concentrated method and the text books are according to this method. With attention to the culture importance in forming humans' personality, the range of student's success in educational system is greatly affected by their cultural characteristics; so a permanent adapt with different people from different cultures and the ability to manage intercultural relationships is possible only with applying cultural intelligence by educational administration as a new approach in the educational systems.

Paying attention to the importance of the above mentioned matter, this research has been developed with the purpose of "studying the relationship between cultural intelligence and the educational administration performance of Qom Islamic Sciences International Center" in the 1386-87 academic year. In this research the cultural intelligence is studied with the educational administration performance by these four criteria:]

- 1)cultural intelligence knowledge
- 2)cultural intelligence behavior
- 3)cultural intelligence provocation
- 4)cultural intelligence strategy

Abstract

The statistical community in this study includes mid and executive administrator of Qom Islamic Sciences International Center. The sample community includes 47 persons which was the same with the statistical community. So for defining the volume of the sample community we used census method. This research is a type of descriptive – measuring approach which has two essential questionnaires including cultural intelligence and educational administration performance.

The research data was analyzed by SPSS software and relevant tests contributed to these following results:

- 1)there is a meaningful and direct relation between the administrators 'cultural intelligence and their performance (with the meaningful rate of 0/000 comparing with the permissible mistake rate of 0/05)
- 2)there is a meaningful and direct relation between educational administrators' cultural intelligence in mid and executive levels and their performance (with the meaningful rate of 0/000 &0/001 comparing with the permissible mistake rate of 0/05)
- 3)there is a meaningful and direct relation between educational administrators'volume of cultural intelligence knowledge and their performance (with the meaningful rate of 0/004 comparing with the permissible mistake rate of 0/05)
- 4)there is a meaningful and direct relation between educational administrators' volume of cultural intelligence provocation and their performance (with the meaningful rate of 0/001 comparing with the permissible mistake rate of 0/05)
- 5)there is a meaningful and direct relation between educational administrators' volume of cultural intelligence strategy and their performance (with the meaningful rate of 0/002 comparing with the permissible mistake rate of 0/05)
- 6)there is a meaningful and direct relation between educational administrators' volume of cultural intelligence behavior and their performance (with the meaningful rate of 0/003 comparing with the permissible mistake rate of 0/05)

Key words : cultural intelligence, educational administration performance, multiple culture environment, multiple culture administrator, education

Issue description

Like other management fields, in educational management the industrial, economic, services and sanitary management opinions are the relevant responsibilities and roles in present time. These responsibilities are planning, organization, supervision, organization controlling and leading and coordination. (Lee Xham Hu O, 1974) recognized directing the educating and learning process specially simplifying the student's training and growth process as the most important duty of educational managers. Educational goals achievement has a close relationship with managers' effectiveness. The role of the educational managers is financial and human resources mobilization, effective organization and directing the executive actions and educational programs. In this way, the educational managers can promote the educational programs and increase the schools efficiency using individual and expert abilities of teachers and consultants (Asgarian, P13). In such conditions our culture recognition is the most important variable for management implementing. Understanding the differences and similarities between cultures will guide the managers to the position and status of the action they are going to do. So in addition to the administrative duties, modern administrators shall have the administrative abilities and qualifications (Zabihi, P23).

Issue description

The cultural intelligence is one of these abilities that make the administrators to have an ideal performance. Some people may face a failure in their proficiency and effectiveness when they are in an alien condition and some other is completely different. They will adapt their performance with the new conditions if they change their cultural environment. Having cultural intelligence ability is the only reason for this matter (Vadadi, 1386). Early Wang, one of the researchers of London marketing school, was the first person who proposes the cultural intelligence concept. It means learning ability for new patterns in cultural corelation and a reasonable behavior response to this new pattern (Early Wang, 2003). The cultural intelligence have some dimensions including: 1) cultural intelligence strategies 2) cultural intelligence Knowledge 3) cultural intelligence motivation 4) cultural intelligence behavior. Now with accordance to the above mentioned items, the subject of this paper is a review on the relation between cultural intelligence and educational administration performance in multicultural environments. In another word, the relation between different dimensions of cultural intelligence and the performance of educational administrators in different levels of educational centers in multi cultural environments are being studied. So the main question of this research is : is there any meaningful relationship between the cultural intelligence of Islamic Sciences International Center administrators that are more than 70 nationalities and their performance?

Research Questions

- 1) Is there any positive relation between the cultural intelligence of the Islamic Sciences International Center administrators and their performance?
- 2) Is there any meaningful relation between the cultural intelligence of educational administrators (in middle and executive level) and their performance?
- 3) Is there any meaningful relation between the cultural intelligence knowledge of Islamic Sciences International Center administrators and their performance?
- 4) Is there any meaningful relation between the cultural intelligence provocation of Islamic Sciences International Center administrators and their performance?
- 5) Is there any meaningful relation between the cultural intelligence strategy of Islamic Sciences International Center administrators and their performance?
- 6) Is there any meaningful relation between the cultural intelligence behavior of Islamic Sciences International Center administrators and their performance?

The research background

The cultural intelligence concept was first proposed by Early and Ang, a researcher of London marketing school. So it is somehow a new subject.

-Professor Any, the administrator of Stanford college cultural intelligence directing center and his colleagues have studied four aspects of cultural intelligence (paracognitive, cognitive, provocative, behavioral) and its three effective cross cultural results (cultural judgment and cultural consistency decision) and the performance in multi cultural environments for immigrants of the United States of America. This study showed that the paracognitive cultural intelligence. The cultural intelligence knowledge anticipates cultural judgments and decisions and cultural intelligence provocation and behavior forecasts cultural adaption and finally ultra cultural intelligence knowledge and cultural intelligence behavior forecasts work function. On his second requisition has studied the mentioned topic in Singapore that achieved the similar discoveries and indicated that cultural intelligence is necessary for especial action for example selection, educating and development of cultural intelligence center.

The research background

-And Mr. David Stomas Kraynex in a research called cultural intelligence, the ability of people in global work place after analyzing the acting samples of global manager's works in different cultural environment consequences that cultural intelligence is the key for solving this managers problems. and reminds the rising of cultural intelligence in different dimensions for managers. That promotion of cultural intelligence is basically an experimental process that has the execution and emotional value, in the mentioned research suggesting the programs for raising the dimensions of cultural intelligence is the main point of this research.

-In the other research (2007) which was presented by Mr. Ahmad Vadadi and Mansouri Abbasalizadeh in the fifth international managing conference in Tehran which is called place of all types of intelligence in succession of managers in the world, while describing and defining the intelligences that are needed for managers means intelligence knowledge (IQ), social intelligence (SQ), emotional intelligence (EQ), cultural intelligence (CQ) , has done comparison between similarities and differences of those, suggests methods regarding to the importance of cultural intelligence for working in multi-cultural places and finally presented a model for succession of managers in the global field.

- Mansour Abasalizadeh in the process called the relation between cultural intelligence and the aim of manager's succession has also tried to show the relation between cultural intelligence and the succession vision of oil and gas industrial active managers and considered it as one of the most important succeeding factors in this industrial which has a complicated inter-cultural structure.

Method of research:

According to the title of this process and also the aims and levels of performing it method which was used in this research is from the type of cooperation that is about to distinguish the relation and cooperation of cultural intelligence and educating managers performance. Since the aim of cooperation research is comparison the limits of one variable or more with the other ones.

Statistical population: The statistical populations which we are going to generalize the research results to them are the managers of Islamic science center that are exist in Ghom .

Sampling method and sample volume determination

to have an ideal research it better to attend all members and obtain all the necessary information from them. In this research, the sample community is the same as the statistical community (all the administrators of Qom Islamic Sciences international Center) so there is no sampling for defining the sample volume.

Research findings according to research questions:

First question: is there any relation between Islamic Sciences International Center educational administrators' cultural intelligence and their performance?

1-1 Pierson Integration Coefficient Table

		Cultural intelligence
Educational administrators performance	Pierson integration coefficient	0.589
	Significancy level	0.000
	Sample volume	47

According to the above mentioned significancy level in Pierson integration coefficient table that is equal to 0.000 and comparing it with the permissible error scale of 0.05 and the assurance rate of 95% the H_0 is rejected it means that there is a meaningful relation between the Islamic Sciences International Center educational administrators cultural intelligence and their performance from statistical aspect. So according to the volume and sign of integration coefficient in above table that is equal to 0.589, this relation is direct. It means that if the cultural intelligence of educational administrators rises, their performance will get better.

Second question:

Is there any relation between Islamic Sciences International Center operational administrators' cultural intelligence and their performance?

1-2 Pierson Integration Coefficient Table

		Cultural intelligence
operational administrators performance	Pierson integration coefficient	0.579
	Significancy level	0.000
	Sample volume	36

According to the above mentioned significancy level in Pierson integration coefficient table that is equal to 0.000 and comparing it with the permissible error scale of 0.05 and the assurance rate of 95% the H0 is rejected it means that there is a meaningful relation between the Islamic Sciences International Center operational administrators cultural intelligence and their performance from statistical aspect. So according to the volume and sign of integration coefficient in above table that is equal to 0.579, this relation is direct. It means that if the cultural intelligence of operational administrators rises, their performance will get better.

Third question:

Is there any relation between Islamic Sciences International Center middle administrators cultural intelligence and their performance?

1-3 Pierson Integration Coefficient Table

		Cultural intelligence
middle administrators performance	Pierson integration coefficient	0.836
	Significancy level	0.000
	Sample volume	11

According to the above mentioned significancy level in Pierson integration coefficient table that is equal to 0.000 and comparing it with the permissible error scale of 0.05 and the assurance rate of 95% the H0 is rejected it means that there is a meaningful relation between the Islamic Sciences International Center middle administrators cultural intelligence and their performance from statistical aspect. So according to the volume and sign of integration coefficient in above table that is equal to 0.836, this relation is direct. It means that if the cultural intelligence of middle administrators rises, their performance will get better.

Third question:

Is there any relation between Islamic Sciences International Center middle administrators cultural intelligence and their performance?

1-4 Pierson Integration Coefficient Table

		Cultural intelligence knowledge
Educational administrators performance	Pierson integration coefficient	0.410
	Significance level	0.004
	Sample volume	47

According to the above mentioned significance level in Pierson integration coefficient table that is equal to 0.004 and comparing it with the permissible error scale of 0.05 and the assurance rate of 95% the H₀ is rejected it means that there is a meaningful relation between the Islamic Sciences International Center educational administrators cultural intelligence knowledge and their performance from statistical aspect. So according to the volume and sign of integration coefficient in above table that is equal to 0.410, this relation is direct. It means that if the cultural intelligence of educational administrators rises, their performance will get better.

Fifth Question:

Is there any relation between Islamic Sciences International Center educational administrators' cultural intelligence provocation aspect and their performance?

1-5 Pierson Integration Coefficient Table

		Cultural intelligence provocation
Educational administrators performance	Pierson integration coefficient	0.484
	Significancy level	0.001
	Sample volume	47

According to the above mentioned significancy level in Pierson integration coefficient table that is equal to 0.001 and comparing it with the permissible error scale of 0.05 and the assurance rate of 95% the H0 is rejected it means that there is a meaningful relation between the Islamic Sciences International Center educational administrators cultural intelligence provocation and their performance from statistical aspect. So according to the volume and sign of integration coefficient in above table that is equal to 0.484, this relation is direct. It means that if the cultural intelligence of educational administrators rises, their performance will get better.

Sixth Question :

Is there any relation between Islamic Sciences International Center educational administrators' cultural intelligence strategy aspect and their performance?

1-6 Pierson Integration Coefficient Table

		Cultural intelligence strategy
Educational administrators performance	Pierson integration coefficient	0.442
	Significancy level	0.002
	Sample volume	47

According to the above mentioned significancy level in Pierson integration coefficient table that is equal to 0.002 and comparing it with the permissible error scale of 0.05 and the assurance rate of 95% the H0 is rejected it means that there is a meaningful relation between the Islamic Sciences International Center educational administrators cultural intelligence strategy and their performance from statistical aspect. So according to the volume and sign of integration coefficient in above table that is equal to 0.442, this relation is direct. It means that if the cultural intelligence of educational administrators rises, their performance will get better.

Seventh Question:

Is there any relation between Islamic Sciences International Center educational administrators' cultural intelligence behavior aspect and their performance?

1-7 Pierson Integration Coefficient Table

		Cultural intelligence behavior
Educational administrators performance	Pierson integration coefficient	0.431
	Significancy level	0.003
	Sample volume	47

According to the above mentioned significancy level in Pierson integration coefficient table that is equal to 0.003 and comparing it with the permissible error scale of 0.05 and the assurance rate of 95% the H0 is rejected it means that there is a meaningful relation between the Islamic Sciences International Center educational administrators cultural intelligence behavior and their performance from statistical aspect. So according to the volume and sign of integration coefficient in above table that is equal to 0.431, this relation is direct. It means that if the cultural intelligence of educational administrators rises, their performance will get better.

Conclusion

1) In the question of general presumption of the research the relation between educational administrators and their performance was analyzed. This analyzing presents that more cultural intelligence the educational administrators have, better performance they can present. In better words, an intelligence administrator from cultural aspect is able to have a behavior that fits the current conditions by using his experiences. This will cause the administrators to understand the cultural differences separately from value judgments and can reach cultural adaption with this cultural differences understanding. This cultural adaption will not be fulfilled without cultural intelligence ability .

Conclusion

2) In the question of second and third special presumption of this research with the same method of Pierson integration coefficient, the relation between cultural intelligence and middle and operational administrators performance was analyzed. This analyzing presents that more cultural intelligence the middle and operational administrators have, better performance they can present. In studying the descriptive data of cultural intelligence of educational according to their positions “operational and middle” we found that the average amount of cultural intelligence of middle administrators is more than operational administrators.

The cultural intelligence behavior, provocation, strategy and knowledge aspect of middle administrators are more than operational administrators. It seems that the operational administrators that managing the operational staffs deals with the clients of Islamic Sciences International Center that are foreign students with different cultures less that the middle administrators with organizational special duties like as education and research. Since the cultural intelligence is learned from the environment, the middle administrators are more successful in intercultural relations rather that operational administrators due to their experience in none cultural environments.

In the question of forth special presumption of this research with the same method of Pierson integration coefficient, the relation between administrators’ cultural intelligence knowledge and their performance was analyzed. This analyzing presents that with significancy level of 0.004 and comparing it with the permissible error scale of 0.05 and the assurance rate of 95% the H_0 is rejected it means that there is a direct relation between the administrators’ cultural intelligence knowledge and their performance. So according to the volume and sign of integration coefficient in above table that is equal to 0.410, this relation is direct. It means that if the cultural intelligence of educational administrators rises, their performance will get better.

Conclusion

3) In the question of forth special presumption of this research with the same method of Pierson integration coefficient, the relation between administrators' cultural intelligence knowledge and their performance was analyzed. This analyzing presents that with significancy level of 0.004 and comparing it with the permissible error scale of 0.05 and the assurance rate of 95% the H_0 is rejected it means that there is a direct relation between the administrators' cultural intelligence knowledge and their performance. As said before, cultural intelligence knowledge is the person understands from cultural similarities and differences and his or her mental and cognitive plans from other cultures. This aspect includes legal and economic systems recognition, social correlations rules, religious beliefs, aesthetics values and other cultures' languages (Early & Mestovsky 2004). It seems that the administrators who are familiar with other cultures beliefs and other cultures' foreign languages or none verbal behaviors, have better performance rather than others.

Conclusion

4) In the question of fifth special presumption of this research with the same method of Pierson integration coefficient, the relation between administrators' cultural intelligence provocation and their performance was analyzed. This analyzing presents that with significancy level of 0.004 and comparing it with the permissible error scale of 0.05 and the assurance rate of 95% the H_0 is rejected it means that there is a direct relation between the administrators' cultural provocation knowledge and their performance. As said before, the cultural intelligence provocation is the person's desire to examine other cultures and have correlation with people from other cultures. It includes people inner value for multicultural correlations and the self confidence that enables them to act effectively in cultural situations (the same resource). So we can predict that the administrators, who enjoy correlation with the people from other cultures and bear the cultural differences pressures, have better performance rather than others.

Conclusion

4) In the question of sixth special presumption of this research with the same method of Pierson integration coefficient, the relation between administrators' cultural intelligence strategy and their performance was analyzed. This analyzing presents that with significance level of 0.004 and comparing it with the permissible error scale of 0.05 and the assurance rate of 95% the H₀ is rejected it means that there is a direct relation between the administrators' cultural intelligence strategy and their performance. Cultural intelligence strategy is the processes that people use for obtain and understand the cultural knowledge (Early & Mestovsky, 2003). It seems that the administrators, who uses their cultural knowledge and study and modify their cultural knowledge, have better performance rather than others.

In the question of seventh special presumption of this research with the same method of Pierson integration coefficient, the relation between administrators' cultural intelligence behavior and their performance was analyzed. This analyzing presents that with significance level of 0.003 and comparing it with the permissible error scale of 0.05 and the assurance rate of 95% the H₀ is rejected it means that there is a direct relation between the administrators' cultural intelligence behavior and their performance. It means that if the cultural intelligence behavior of educational administrators rises, their performance will get better.

This behavior contains the ability for adapting with the verbal and non verbal behaviors to deal with different cultures (Early & Mestovsky, 2004). So it seems that the administrators with the ability to change the verbal and non verbal behaviors, use the silence which is suitable for cultural situations, change talking speed, and modify the jokes suitable for cultural situations have better performance rather than the others.

Suggestions based on research results

1)The educational organizations shall use the cultural intelligence test as a selecting criterion in their policies for hiring human resources for the sections that deals with different cultures. But its better for the educational organization to use people with high level of cultural intelligence at the beginning. This will reduce the future costs that the organization may bear.

2)Many different models have been presented for improving the cultural intelligence in people ever since. The most important model was Early and Mosakovsky which has six steps. In all of these models, first the cognition of weakness and strength point of people in every aspect of cultural intelligence (paracognitive, cognitive, provocative and behavioral) is emphasized. Then the solutions for covering the weakness points and keeping the ideal abilities are being presented.

Suggestions based on research results

3) Since a remarkable part of cultural intelligence are learned abilities and skills, the organizations shall concern the cultural intelligence improvement in educational administrators training and developing programs and do suitable actions to improve their administrators' cognitive and behavioral skills by using official and unofficial trainings. In cultural intelligence improvement programs for the administrators, we can fit many of the techniques and methods in human resources domain. For example, the organization can prepare books and sources about other cultures the organization is dealing with and hold related training courses and seminars. But in addition, practical practice, representational and practical sessions can help the educational administrators to understand better the cultural intelligence concept and provide them necessary skills for effective behavior. We should now that having an intellectual behavior needs knowledge and practice.

4) The organization shall pay attention to this issue that not only the human resources section but also all the units of the organization are responsible for this key criterion specially in the educational organizations that have high level of intercultural correlations. The cultural intelligence can be concerned as a strategic factor and effects on the whole organization.

5) This research results emphasized on the positive role of cultural intelligence as one of the most important needs of educational administrators in multicultural environments. So the organizations which act in such environments should serve the improvement of this intelligence to the human resources unit as an order. In this research, we have used the cultural intelligence center questionnaire for evaluating the cultural intelligence which its validity and permanence is confirmed in last studies that can be used as a standard instrument in university researches and marketing and business domains.

Suggestions for future researches

The primary value of this research is in presenting a great studying field that can study this intelligence to the extent of other studies on other intelligences. For example, studying the relation between teachers' cultural intelligence and their performance in multicultural environments or studying the relation between administrators cultural intelligence with the performance of multicultural educational organizations.

Also the current cultural intelligence studies concerns national cultures. But from our opinion the cultural intelligence can be generalized to all the national subcultures studies. We should be aware that our country has different and many cultures so the cultural intelligence can be a solution to the trouble of this plurality and variation. The other field of study is preparing reliable and valid instruments for cultural intelligence in which there is a little activity. As we can see in this research and other similar studied on cultural intelligence issue, there are a few limited instruments for evaluating the cultural intelligence (in this research the 20 cultural intelligence center questions scale from (CQS) is used. We suggest that Iranian researchers should design a national instrument for evaluating the cultural intelligence due to Iran's cultural differences with other countries. At first it is supposed to have an Iranian version of CQS in the cultural intelligence web site for other Persian researchers' use.

Research limitations

Each research usually has two kinds of limitations

The subject limitations:

The subject is new so the administrators are not familiar with it

There are not enough sources about the subject. Since the people who have the necessary standards for being in the statistical sample are limited, the sample volume is little (47 persons) that this item can effect on generalizing the research results. But still the research results are consistent with the last researches in other countries.

Side limitations:

- Time shortage (the researcher faced time shortage due to many steps and wideness)
- Research costs
- Research facilities shortage
- Absence of cooperation from some of respondents in completing and returning the questionnaires.

Thanks