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TÍTULO: La relación entre la inteligencia cultural y las habilidades de comunicación y la motivación laboral en los gerentes educativos de escuelas secundarias de Zahedan.

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RESUMEN: El estudio investiga la relación entre la inteligencia cultural y las habilidades de comunicación con la motivación laboral desde la perspectiva de los gerentes de educación secundaria en Zahedan. En esta investigación, se han utilizado el método de encuesta descriptiva y el tipo de correlación; la población estadística de este estudio fue de 196 administradores de todas las escuelas secundarias gubernamentales y no gubernamentales, que se incluyeron en la investigación. Los resultados mostraron que existe una relación positiva y significativa entre la inteligencia cultural y las habilidades de comunicación y la motivación laboral. Por lo tanto, aumentar la inteligencia cultural y las habilidades de comunicación predicen simultáneamente la motivación del trabajo de manera positiva.

PALABRAS CLAVES: inteligencia cultural, habilidades de comunicación, motivación laboral, gestión educativa.

TITLE: The relationship between Cultural Intelligence and Communication Skills and Job Motivation in educational managers of secondary schools in Zahedan.

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ABSTRACT: The study investigates the relationship between cultural intelligence and communication skills with job motivation from the perspective of high school educational managers in Zahedan. In this research, descriptive-survey method and correlation type have been used; the statistical population of this study was 196 managers of all governmental and non-governmental high schools, that all of whom were included in the research. The results showed that there is a positive and significant relationship between cultural intelligence and communication skills and job motivation. Therefore, increasing the cultural intelligence and communication skills simultaneously predict the motivation of the job positively.

KEY WORDS: Communication Skills, Cultural Intelligence, Educational Management, Job Motivation.

INTRODUCTION.

The current age can be called the rescue of human resource values. Accordingly, the most valuable asset of any organization, its human resources, and is considered as the axis of development. (Ahanchian et al., 2012). Today, most organizations and individuals consider cultural intelligence (CI) as a competitive advantage and strategic capability. In the global environment and the world market, cultural intelligence is considered to be the leverage needed by leaders and managers (Joo-Seng Tan, 2011). In the definition of intelligence, it can be said that many people with high IQ and

appropriate social skills, fail in their interactions, which is mainly due to low cultural intelligence (Sternberg, 1999).

In new cultural environments, familiar signs and symptoms are mostly not seen, or if they exist, are misleading, so that, one cannot rely on the framework of his previous perception and must develop and create a new framework for understanding the correct and available information. For many years, IQ was considered as a criterion for assessing individual intelligence, until Harvard Gardner (1983) described the eight types of intelligence in *The Multiple Intelligence Theory* book, which fall into the general concept of intelligence (Poursadegh, 2012). The components of cultural intelligence (CI) include four components of metacognitive, cognitive, motivational, and behavioral components (Shahgoldi, 2014) and the issue of job motivation is one of the key elements of management (Mahmoudi, 2009). On the other hand, one of the duties of the leader in the organization is to raise the motivation of people to do better things, so paying attention to the motivating factors of employees and their needs and paying attention to individual differences of each employee is one of the most important factors in manpower productivity and one of the essential conditions for achieving the goal is to motivate those who do it.

There are many factors in the low motivation of organizations, so management needs to look for ways and techniques that can increase the motivation of oneself and its employees. School administrators need to work closely with their employees, and staff must do well to fulfill the school's objectives, as well as school administrators need to coordinate between themselves, employees and the organization, and to achieve school goals, they should provide a regular, efficient, and comprehensive activity for all school staff. So, school administrators and staff members should be motivated to provide the best training method and better delivery practices.

Managers use communications to coordinate tasks and activities within the organization. Effective communication creates effective organizations (Mahmoudi, 2009). Without communication skills (CS), the education and learning process will not be good. Hence, teachers with good communication skills can create a more successful learning environment for students. On the other hand, a person with special communication skills has a very good potential for success in influencing others and with effective communication strategies, lead to organizational success (Norliza et al., 2010). Effective communication is the key to the success of any manager and the responsibility for building the right communication in the organization is the responsibility of management. Therefore, the importance of communication skills of managers and the need for managers to become aware of the process of establishing effective communication is evident. The study of communication skills of managers is necessary for many reasons, including for the proper performance of planning, organization, guidance, leadership and control; reducing tensions in the workplace; coordinating and adjusting the time of managers and employees; influencing and motivating managers and Staff. By recognizing motivation factors, can conduct behaviors in the organization in a way that can be achieved to individual and organizational goals (Hosnifakhr, 2011).

Correct measurement of managerial abilities and competencies in each job and continuous evaluation of the performance of the managers of an organization during the work period is necessary. Hence, the study of communication skills and cultural intelligence is very important on the job motivation of school principals. Therefore, considering the above-mentioned subjects, interest, experience, the researcher intends to conduct research titled "The Study of the Relationship between Cultural Intelligence (CI) and Communication Skills (CS) Related to the Job Motivation (JM) of high school principals in Zahedan in 2018, in order to provide scientific and practical suggestions to managers, planners and practitioners of the education organization, especially school administrators.

DEVELOPMENT:**Methodology:**

In this research, a descriptive-survey method and correlation type have been used, which is a combination of library and field studies. First, using literature and electronic resources, the literature was reviewed and then, with the goals and assumptions of the research, the questionnaire was prepared in the same context and using experts' opinion. In the next stage, field studies were conducted through the distribution of questionnaires among the participants of the research, and after data collection, descriptive and inferential statistics techniques were used to analyze the information.

The statistical population of this research included all educational managers of high schools in Zahedan in 2018 (196 people including 97 women and 99 men). All managers were included in this research so sampling was not done. Data collection is done in two steps. The first phase (library studies) by referring to first-hand documents in libraries or university sites for vector scanning, then in the second stage, the field method was collected by distributing the required data questionnaire. The instruments of this study were three standard questionnaires: Earley et al. (2006) Cultural Intelligence Questionnaire (20 questions), Shakeri (2014) communication skills questionnaire (18 questions), and Hackman and Oldham (1976) job motivation Questionnaire with 15 questions. The questions of each of the three questionnaires after the guidance and counseling of faculty members were determined based on the Likert scale. To determine content validity, questionnaires re-evaluated and approved by seven experts and professors. In order to determine the reliability of the questionnaires, 20 open-ended questionnaires were distributed to managers in two stages and distributed over a period of 10 days. After analyzing the data, its reliability was confirmed (Table 1).

Table 1: Validity and reliability of research questionnaires

Questionnaire	Reliability (Cronbach's alpha)	Validity	Likert Scale	Questions
Earley et al. Cultural Intelligence Questionnaire (2006)	0/85	The opinion of the professors and management experts	5	20
Shakeri Communication Skills Questionnaire (2014)	0/83	The opinion of the professors and management experts	5	18
Hackman & Oldham job motivation Questionnaire (1980)	0/85	The opinion of the professors and management experts	5	15

In this research, two methods of descriptive and inferential statistics were used to analyze the collected data. In descriptive statistics, frequency distribution, percentage, mean, mode, skewness, standard deviation and drawing of charts were used and Cronbach's alpha test was used to test the reliability of the questionnaires. At the level of inferential statistics, Kendall's test was used to determine the direction, linear regression test for determining the compatibility of variables and Pearson correlation coefficient for meaningful relationships between variables. All statistical calculations were performed using SPSS software version 16.

Findings:

According to the results, 50/5 % male managers and 49/5 % of female managers participated in the study, 78 % of them had bachelor's degrees and 22 % had graduate degrees, 57/7 % of them were aged 41 to 50 years old, and In general, 81/3 % of them had a working experience of over 16 years.

- ✓ Based on the descriptive statistics related to the cultural intelligence variable and its dimensions, the average of the data for the motivational dimension was the highest (3/95 out of 5) and for the cognitive dimension was the lowest (3/13 out of 5), but cultural intelligence score of the managers participated in the study with an average of 3/55 out of 5 was at a good level.

- ✓ Based on the descriptive statistics related to the communication skills and its dimensions, the mean of data for verbal skills was the highest (4/9 out of 5) and for hearing skills dimension was the lowest (3/56 out of 5), and also the communication skills score of the managers participated in the study with an average of 3/78 out of 5 was at a good level.
- ✓ Based on the descriptive statistics related to the job motivation variable and its dimensions, the average for the job feedback dimension is the highest (4/19 out of 5) and for the independence dimension was the lowest (3/82 out of 5). Overall, the job motivation score of the participants in the research with an average of 4/01 out of 5 is at a very good level.
- ✓ **Main hypothesis:** Determining the relationship between cultural intelligence and communication skills with job motivation of managers

Table 2: Correlation Coefficients the Relationship between CI and CS with JM

Variable	Cultural Intelligence and Communication Skills						
	No	Kendal's	Pearson's	P-Value	Relationship	Direction	R ²
Job Motivation	196	0/168	0/214	0/001	Exist	Straight	0/05

* At a significant level of 0/05

As Table two shows, the Kendal's and Pearson's correlation coefficient between two variables of cultural intelligence and communication skills with the job motivation of managers was calculated to be 0/168 and 0/214, respectively, which indicates a meaningful relationship between these two variables. (0/05>P). This relationship is directly and moderately. By increasing cultural intelligence and communication skills will increase the job motivation of managers. Based on the amount of R2, cultural intelligence and 5 % of the changes in communication skills are explained by managers' job motivation.

- ✓ **First hypothesis:** determining the relationship between cultural intelligence and job motivation among high school principals in Zahedan.

Table 3: Correlation Coefficients and Relationship between Research Variables

Variable		Statistics						
		No	Kendal's	Pearson's	P-Value	Relationship	Direction	R ²
Cultural Intelligence	Job Motivation	196	0/339	0/519	0/001	Exist	Straight	0/035
Communication Skills	Job Motivation		0/488	0/652	0/002	Exist	Straight	0/021
Cultural Intelligence	Communication Skills		0/323	0/580	0/002	exist	Straight	0/047

* At a significant level of 0/05

According to Table 3, the Kendal's and Pearson's correlation coefficients between two variables of cultural intelligence and job motivation of managers was 0/339 and 0/519 respectively, which shows a significant relationship between these two variables ($P < 0/05$). This relationship is directly and moderately. By increasing cultural intelligence, managers' job motivation also increase. Based on R², cultural intelligence explains 3/5 % of the changes in managerial job motivation.

✓ **Second hypothesis:** Determining the relationship between communication skills and job motivation among high school principals in Zahedan

The Kendal's and Pearson's correlation coefficients between two variables of communication skills and job motivation managers was 0/448 and 0/652 respectively, which shows a meaningful relationship between these two variables ($P < 0/05$). This relationship is directly and at a low level. By increasing communication skills, managers' job motivation also increases. Based on R², communication skills explain 2/1 % of the changes in job motivation of managers (Table 3).

✓ **Third hypothesis:** determining the relationship between cultural intelligence and communication skills of high school principals in Zahedan

The Kendal's and Pearson's correlation coefficients between two variables of cultural intelligence and communication skills of managers was 0/332 and 0/580 respectively, which shows a meaningful

relationship between the two variables ($P < 0/05$). This relationship is directly and moderately. By increasing cultural intelligence, communication skills of managers also increases. Based on R^2 , cultural intelligence explains 4/7 % of the changes in managerial communication skills (Table 3).

DISCUSSION AND CONCLUSION:

The findings of the research showed that there is a significant relationship between the cultural intelligence and communication skills with the job motivation of managers. This relationship is directly and moderately. Hence, by increasing cultural intelligence and communication skills, managers' job motivation also increases. Also, the findings showed that there is a significant relationship between cultural intelligence and job motivation among high school principals in Zahedan. This relationship is directly and by increasing cultural intelligence, managers' job motivation increases. On the other hand, the findings showed that there is a significant relationship between communication skills and job motivation among high school principals in Zahedan. This relationship is directly and by increasing communication skills, managers' job motivation increases. Finally, the findings showed that there is a significant relationship between cultural intelligence and communication skills of high school principals in Zahedan. This relationship is directly and by increasing cultural intelligence, communication skills of manager also increases. The findings of the research are in line with the researches of Namdar (2014), Sayyadi et al. (2013), Baum (2008), and Smith and Rayment (2011).

An effective educational system is a system that meets the ultimate goals and real needs of the community and has the ability to prepare the younger generation for achieving its goals. Cultural intelligence is, in fact, the definition of intelligence in the realm of culture. This intelligence has three dimensions include practical (body), motivational (heart) and cognitive (intellect). All managers have the same opportunities in their work environment. But, only those who are on the path to advancement

that will quickly be equipped with "communication skills". Such people have the power to express themselves well, they posit themselves properly, communicate in a suitable and effective way under different circumstances or with superiors, parliaments, and subordinates. Some managers know so much about communication skills and use it in an effective way that attracts everyone as a magnet. Dialogue is a direct communication approach that should be implemented in accordance with its rules. Only then will our discussions be effective in advancing our activities and realizing our goals. As a manager who manages employees within a formal and regular organization, we need to have and planning a meaningful dialogue with staff every day in order to communicate effectively and constructively and to advance the affairs of the organization.

Managers should seek information so that they can become themselves and their employees to a self-interested and enthusiastic individuals in their tasks. This information can be examined and acquired through the motivation management principle. The key to managing motivation is to know that employees are motivate by something that believes in its realization, and this can be realized not by the promise of managers, but by the three necessary requirements of motivation includes self-confidence, assurance and satisfaction.

Therefore, according to the results of the research, the following suggestions can be presented:

1. Supporting creative, experienced and literate managers, in line with regulatory reform, rules and procedures, from inefficient, traditional, and auditing approaches to modern, democratic, and participatory governance.
2. Selection of managers based on specialized examinations and professional qualifications in supervisory and educational guidance;
3. At the recruitment and selection stage, managers will accept people who have a strong commitment to the goals and values of the organization, have a tendency to make significant efforts for the success of the organization, and desire to continue membership in the organization

and enjoy membership in the organization. This will affect organizational health and prevent malicious behaviors.

4. Considering the role of cultural intelligence in predicting job motivation, it is essential for the organization to plan well in order to enhance this skill.
5. Training programs designed to improve managers' communication skills are planned in a way that reinforces job motivation in managers.

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