

SURVEYING THE RELATIONSHIP BETWEEN CULTURAL INTELLIGENCE AND ORGANIZATIONAL COMMITMENT AT ISLAMIC AZAD UNIVERSITY

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Abstract

The main purpose of this study was surveying the relationship between cultural intelligence and organizational commitment at Islamic Azad University in Ardabil Province. We determined the amount of the sample size with the used of Cochran sampling method which the statistical sample is 200 of these employees which have been selected through the simple random sampling method. To gathering of data, we used a questionnaire in cultural intelligence according to Earley et al. (2006) and in organizational commitment in according to Allen & Meyer (1990). Questionnaires reliability was estimated by calculating Cronbach's Alpha. In order to analyze the data resulted from collected questionnaires deductive and descriptive statistical methods are used. The results Kolmogorov-Smirnov Test shows the test distribution is Normal. So we can use Pearson Correlation coefficients to test the hypothesis of the research. In order to determine the relationship between the variables of the study, the SPSS tool has been used Finding show that cognition dimension of Cultural intelligence have not significant correlation with organizational commitment at Islamic Azad University. And motivation and dimensions of Cultural intelligence have significant correlation with organizational commitment at Islamic Azad University.

Keywords: Organizational Commitment, Motivation, Behavior, Cognition, Cultural Intelligence

Introduction

Culture refers to a people's way of life that is socially learned, shared, and transmitted from generation to generation. Perhaps it is useful to think of culture as a tool kit or a design for living. If we look inside our kit, we might find tangible creations such as our favorite books, clothing, and perhaps a computer. Other creations are intangible or abstract, such as personal values, religious beliefs, and ideas about how people should act in different situations.

Given the inclusiveness of the term culture, it becomes apparent that differences and similarities among cultures could refer to any number of things. People might share a common ancestry and history, family background, political viewpoint, or religion. Or they might differ in terms of where they grew up, their age, social class, education, or exposure to cultures other than their own. Hence, there is an infinite variety of ways in which we and others might be culturally alike and dissimilar (Selig Center for Economic Growth, 2003).

Cultural intelligence is the *capability to function effectively across a variety of cultural contexts*, such as ethnic, generational, and organizational cultures. CQ has some similarities with various

approaches to cultural competence, but it differs in its specific ties to intelligence research (Livermore, 2011).

During the last couple of years, CQ has started to go mainstream. Growing numbers of leaders in business, government, and nonprofit organizations are realizing the benefits that come from this intelligence-based approach to adapting and working cross culturally (Livermore, 2011). Cultural intelligence is made up of four different capabilities:

Cognition refers to using knowledge of self, the social environment, and information processing (Earley & Ang, 2003); with regard to CQ, it involves the general knowledge about the structures of a culture (Ang et al., 2006; Ang & Earley, 2006). It is information gained from experience and education that involves specific norms, practices, and conventions, including universal facets of culture as well as culture-specific differences (Ang et al., 2004).

The *motivation* aspect of CQ involves a person's interest in learning and functioning in cross-cultural situations (Ang et al., 2004; Ang et al., 2006). This facet of CQ includes three primary motivators: enhancement, or wanting to feel good about oneself; growth, or wanting to challenge and improve oneself; and continuity, or the desire for continuity and predictability in one's life (Earley et al., 2006). This component directs and motivates an individual's adaptation to a new cultural setting, and it can be broken down into enhancement, efficacy, and consistency (Earley & Ang, 2003; Ng & Earley, 2006).

The final facet of CQ is *behavior*, or the action aspect of the construct (Earley et al., 2006). It includes a person's ability to exhibit the appropriate verbal and non-verbal behaviors when interacting with others from a different cultural background (Ang et al., 2004; Ang et al., 2006; Ng & Earley, 2006), and to generally interact competently with individuals from diverse backgrounds (Thomas, 2006). This may also include the inhibition of displaying certain behaviors (Earley & Ang, 2003), and the recognition that not interacting may be appropriate (Thomas, 2006).

CQ Strategy (*meta-cognition*) is how you make sense of culturally diverse experiences. It occurs when you make judgments about your own thought processes and those of others. Can you plan effectively in light of cultural differences? (Livermore, 2011).

Finally, a person with high emotional intelligence grasps what makes us human and at the same time what makes each of us different from one another. A person with high cultural intelligence can somehow tease out of a person's or group's behavior those features that would be true of all people and all groups, those peculiar to this person or this group, and those that are neither universal nor idiosyncratic. The vast realm that lies between those two poles is culture (Earley & Mosakowski, 2004).

Organizational scientists have developed many definitions of organizational commitment, and numerous scales to measure them. Exemplary of this work is Meyer & Allen's model of commitment, which was developed to integrate numerous definitions of commitment that had proliferated in the research literature. According to Meyer and Allen's (1991) three-component model of commitment, prior research indicated that there are three "mind sets" which can characterize an employee's commitment to the organization:

Emotional Commitment: EC is defined as the employee's emotional attachment to the organization. As a result, he or she strongly identifies with the goals of the organization and desires to remain a part of the organization. This employee commits to the organization because he/she "wants to". In developing this concept, Meyer and Allen drew largely on Mowday, Porter, and Steers's (1982) concept of commitment.

Continuance Commitment (CC): The individual commits to the organization because he/she perceives high costs of losing organizational membership (cf. Becker's 1960 "side bet theory"), including economic losses (such as pension accruals) and social costs (friendship ties with co-workers) that would have to be given up. The employee remains a member of the organization because he/she "has to".

Normative Commitment (NC): The individual commits to and remains with an organization because of feelings of obligation. For instance, the organization may have invested resources in training an employee who then feels an obligation to put forth effort on the job and stay with the organization to 'repay the debt.' It may also reflect an internalized norm, developed before the person joins the organization through family or other socialization processes, that one should be loyal to one's organization. The employee stays with the organization because he/she "ought to".

Note that according to Meyer and Allen, these components of commitment are not mutually exclusive: an employee can simultaneously be committed to the organization in an emotional, normative, and continuance sense, at varying levels of intensity. This idea led Meyer and Herscovitch (2001) to argue that at any point in time, an employee has a "commitment profile" that reflects high or low levels of all three of these mind-sets, and that different profiles have different effects on workplace behavior such as job performance, absenteeism, and the chance that they will quit.

According to Handlon (2009) organizational commitment is felt dependence or attachment by the person or organization. Researchers generally agree there are three "foci" used to classify types of organizational commitment. The three types of commitment are affective, continuous, and normative commitment...Continuous commitment refers to employees' perceptions of the costs associated with leaving the organization." (Williams, 2004).

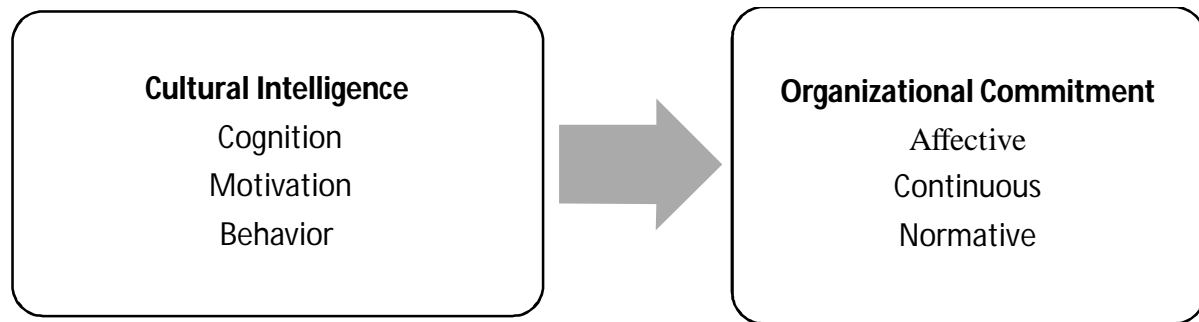
Affective commitment (AC) is an acceptance and internalization of the other party's goals and values, a willingness to exert effort on that party's behalf, and a strong emotional attachment to that party (Allen & Meyer, 1990).

Continuance Commitment (CC) is the "need" component or the gains versus losses of working in an organization. "Side bets," or investments, are the gains and losses that may occur should an individual stay or leave an organization. An individual may commit to the organization because he/she perceives a high cost of losing organizational membership. In other hands, involves appraisals of personal investments tied to one's current employment and the availability of employment (Meyer & Allen, 1984).

Normative Commitment (NC) is entails perceived obligations to maintain employment memberships and relationships. In exchange for employment, employees feel compelled to reciprocate with loyalty and commitment that derive from morality and value-driven principles based on reciprocity norms and socialization practices (Johnson Liu-Qin, 2010).

The conceptual model of this study in Cultural intelligence with three dimensions (Cognition, Motivation and Behavior) according to Earley et al. (2006) and organizational commitment with three dimensions affective, continuous, and normative commitment) according to Allen & Meyer (1990).

Fig 1. Conceptual model



METHOD

The main purpose of this study was surveying the relationship between cultural intelligence and organizational commitment at Islamic Azad University in Ardabil Province. We determined the amount of the sample size with the used of Cochran sampling method which the statistical sample is 200 of these employees which have been selected through the simple random sampling method. To gathering of data, we used a questionnaire in cultural intelligence according to Earley et al. (2006) and in organizational commitment in according to Allen & Meyer (1990). Questionnaires reliability was estimated by calculating Cronbach’s Alpha. Table 1 shows the number of question and Cronbach’s Alpha for each dimensions of research.

Table 1 shows the number of question and Cronbach’s Alpha for each dimensions:

Dimensions	Alpha
cultural intelligence	0.87
organizational commitment	0.79

In order to analyze the data resulted from collected questionnaires deductive and descriptive statistical methods are used. The results Kolmogorov-Smirnov Test shows the test distribution is Normal. So we can use Pearson Correlation coefficients to test the hypothesis of the research. In order to determine the relationship between the variables of the study, the SPSS tool has been used

RESULTS

1- Demographical Analysis

Sixty nine percent are male and thirty one percent are female. The responder’s marital situation shows 38.5 percent are single and 61.5 percent are married. Also, responder’s degree shows that 7.5 percent MA, 55 percent BA, 26.5 percent Associate Degree and 11 percent have DA degree. It means that the most of the responder have university degree.

Table2- Responders degree

Responder’s Degree		
	Frequency	Percent
Valid	Diploma	11
	Associate Degree	26.5
	Bachelor	55
	MA	7.5
	PhD	0
	Total	100.0

The age of employees analysis results show 27.5 percent have between 14-32, 54 percent have between 33-41, and finally 18.5 percent have years between 42- 50 of experience. It shows that most of the employees have between 33-41.

Table 3- Employees' age

employees age		Frequency	Percent
Valid	24-32	55	27.5
	33-41	158	54
	42-50	37	18.5
	More than 51	0	0
Total		200	100.0

2- Hypotheses Analysis and Results

In this paper we have three hypotheses. The statistical way of analysis of hypotheses is two ways, H₁ is acceptance of hypothesis and H₀ is rejecting of hypothesis. In other words, it means that H₁ has positive meaning and H₀ has negative meaning.

Hypothesis 1: Cognition dimension of cultural intelligence have significant correlation with organizational commitment at Islamic Azad University.

Table 4: Results of Correlation coefficient between There is a significant relationship between cognitive dimension of cultural intelligence and organizational commitment.

Independent Variable	Dependent Variable	n	r	p
cognitive dimension of cultural intelligence	OC	200	0.098	0.108

According to table (4), the evaluated p-value is 0.108. So, the correlation between cognitive dimension of CQ and organizational commitment in the $p \leq 0.05$ had been not significant, and we reject H₁ and accepted H₀ hypothesis with 95% confidence. And says that cognition dimension of cultural intelligence have not significant correlation with organizational commitment at Islamic Azad University.

Hypothesis 2: Motivation dimension of cultural intelligence have significant correlation with organizational commitment at Islamic Azad University.

Table 5: Results of Correlation coefficient between There is a significant relationship between motivation dimension of cultural intelligence and organizational commitment.

Independent Variable	Dependent Variable	n	r	p
motivation dimension of cultural intelligence	OC	200	0.581	0.000

According to table (5), the evaluated p-value is 0.000. So, the correlation between motivation dimension of CQ and organizational commitment in the $p \leq 0.05$ had been significant, and we reject H₀ and accepted H₁ hypothesis with 95% confidence. And says that motivation dimension of cultural intelligence have significant correlation with organizational commitment at Islamic Azad University.

Hypothesis 3: Behavior dimension of cultural intelligence have significant correlation with organizational commitment at Islamic Azad University.

Table 6: Results of Correlation coefficient between There is a significant relationship between behavior dimension of cultural intelligence and organizational commitment.

Independent Variable	Dependent Variable	n	r	p
behavior dimension of cultural intelligence	OC	200	0.520	0.000

According to table (6), the evaluated p-value is 0.000. So, the correlation between behavior dimension of CQ and organizational commitment in the $p \leq 0.05$ had been significant, and we reject H_0 and accepted H_1 hypothesis with 95% confidence. And says that motivation dimension of cultural intelligence have significant correlation with organizational commitment at Islamic Azad University.

CONCLUSIONS

The conceptual model of this study in cultural intelligence with three dimensions (Cognition, Motivation and Behavior) was according to Earley et al. (2006) and organizational commitment with three dimensions affective, continuous, and normative commitment) was according to Allen & Meyer (1990). We developed three hypotheses and examined the hypotheses at Islamic Azad University.

Finding show that:

- Cognition dimension of Cultural intelligence have not significant correlation with organizational commitment at Islamic Azad University.
- Motivation dimension of Cultural intelligence have significant correlation with organizational commitment at Islamic Azad University.
- Behavior dimension of Cultural intelligence have significant correlation with organizational commitment at Islamic Azad University.

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