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The level of cultural intelligence among faculty members in Jordanian private universities from the students' point of view

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Abstract. The study aimed to know the level of cultural intelligence among faculty members in Jordanian private universities from the students' point of view, the study used the descriptive survey method, The study sample consisted of (200) male and female students who were selected in a stratified random manner, The study tool was represented by a questionnaire that consisted of (40) items distributed on (3) areas: Behavioral cultural intelligence, motivational cultural intelligence, and cognitive cultural intelligence. The results of the study showed that the level of cultural intelligence among faculty members in Jordanian private universities from the students' point of view was average, with an arithmetic mean of (3.35). The results of the study showed that there were no statistically significant differences in the scale of the level of cultural intelligence among faculty members according to the variable of gender and college, The results of the study also indicated that there were no statistically significant differences according to the educational qualification variable in the areas of behavioral, motivational and cognitive cultural intelligence. And to the existence of statistically significant differences in the field of cultural-behavioral intelligence and in favor of the postgraduate qualification holders.

Keywords. cultural intelligence, private universities

Introduction

Today, the world is witnessing major changes in all areas of economic, social, political, intellectual and educational life Especially in the field of information and communication, which facilitates friction between different cultures, Intelligence is one of the important factors in successfully dealing with modern developments brought about by globalization. It has caused multidimensional effects on the content of the cultural framework surrounding the human being. It created new mechanisms for human behavioral interaction patterns, and produced new cognitive values and judgments. It shook the cultural legacies, which in turn embraced human thought, consciousness and culture throughout contemporary history.

The concept of intelligence is one of the most controversial concepts due to the multiplicity of its topics and definitions. This concept has been associated with the requirements of success in life, especially which individuals differ in the percentage of each type of these intelligences they have. One of the most important types of intelligence that scholars and researchers in management and social psychology have been interested in is cultural intelligence

Which emerged as an inevitable necessity as a result of the convergence of civilizations and cultural diversity Which has taken many patterns in our societies as a result of the great technological development we are witnessing in the current century (Al-Zayyat, 2011).

Culture is the thread that connects man to him and to others, and that the interactions and behavior of individuals involve, in essence, a cultural relationship. In light of different cultures, we find that there are similarities and differences in light of these multiple cultures. In turn, culture works to create an environment conducive to living together in light of cultural diversity (UNESCO World Report, 2009).

Therefore, culture is responsible for shaping the cultural structure of every human society. It is what shapes the economy and determines the political system, as it is developed and dynamically interacting (Rose et al., 2010).

Cultural intelligence refers to a set of abilities related to situations characterized by cultural diversity (Van Dyne., 2012), Cultural intelligence also comes as a form of intelligence that focuses on understanding, managing, and behavior in situations characterized by cultural diversity (Saleh, 2015).

Undoubtedly, individuals from multiple environments and cultures differ in their IQ, They can also develop types of these intelligences to an appropriate level with adequate support from the environment or culture in which they live (Armstrong, 2003).

Paterson (2004) defined cultural intelligence as; The ability to engage in a range of behaviors that call for the use of specific skills such as language and social skills, It possesses a set of characteristics that enable it to communicate and adapt to the values and attitudes of individuals from different cultures.

As defined by (Early, Ang & Tan, 2006) as; The ability that allows individuals to understand a wide range of cultures and communicate with them positively,

Gardner (2005) defines it as the ability to create a useful new product, or develop a valuable service for the culture in which the individual lives. It includes a number of skills that enable its owner to solve the problems he faces, in addition to being a biological possibility that interacts with environmental factors.

Here, it must be pointed out that cultural intelligence does not mean only cognitive understanding of cultural differences, But it includes several components: motivation, behavior, in addition to knowledge, Therefore, we find that individuals who have cultural intelligence are effective in dealing with new cultural situations related to cultural differences This is what is known as behavioral cultural intelligence, which determines the set of practices, behaviors and behaviors that an individual performs in relation to life situations. Especially those related to the cultural aspect, as we find those who have intelligence who possess motivation and ability to interact with new cultural concepts (Early, 2002).

This is what is known as motivational cultural intelligence, which constitutes the main engine for the individual's practice of the intelligent aspect, and uses it to identify the totality of cultural situations surrounding him and interact with the nurturing environment with all its cultural variables. They are also more able to adapt and interact culturally with people of diverse cultures, They have a desire to ask many questions, to be constantly exposed to new situations, to feel pleasure when communicating with people from different cultures and to increase their cultural experiences This is what is known as cognitive cultural intelligence based on a love of exploration, inquiry and diving into an ocean of questions that may not end sometimes It reflects a depth in the levels of intelligence related to individuals within the framework of different cultural systems (Templer, & Chandrasekar, 2006)).

Throughout the ages, human societies have been concerned with the development of their institutions in all economic, social and cultural fields and the development of their intellectual and cultural skills Which led to the creation of a kind of cultural mixing,

Educational institutions, such as schools and universities, are a meeting point for individuals from different backgrounds. Especially since the educational institution as a whole is the first organizational entity in the educational and educational process. It has occupied great interest in all countries of the world, especially as it is an effective tool that contributes to the advancement and development of nations.

Therefore, Jordan has paid great attention to improving the level of Jordanian universities through improving educational programs and curricula. As well as paying attention to the academic aspect and faculty members and developing their personal experiences and sciences In learning strategies in general and inspiring renewed knowledge in particular.

The success of the educational process in universities has been closely related to the success of the faculty member, who is the leader in the educational process, Responsible for implementing the educational mission and educational policies within the walls of the educational institution; Through making decisions and applying educational laws with the help of educational specialists, including administrators and educational leaders, Following up on students' academic achievement and urging them to gain knowledge and increase knowledge and research in order to achieve educational goals with their correct goals. As well as his role in cooperation with his colleagues in the exchange of educational experiences, the university environment may consist of diverse cultures and the culture of the majority prevails, Which may affect the sub-cultures of students, so the faculty member's possession of cultural intelligence is an effective factor in the success of the educational process, Through his ability to communicate and adapt with individuals from different cultures (Al-Saud, 2013).

And we can say - from the foregoing - that the faculty member's possession of a high cultural intelligence has become an urgent matter in recent times. It enables the teacher to interact with different behavioral patterns that come from cultural and societal backgrounds. It also makes him able to communicate effectively with this category, and makes him have sufficient skill in integrating these multiple cultures with the university's vision, goals and mission, which enables the faculty member to create a safe learning environment, full of science and knowledge.

The study Problem

The problem of the study is represented in the reality of the level of cultural intelligence of the faculty in Jordanian private universities; Especially that cultural diversity has become a global demand, and our Jordanian society is living in a state of cultural diversity, And this is what we find evident in our Jordanian society, where our Jordanian universities now include students from diverse cultures. Through the process of cultural exchange that takes place between universities, or through international students who come to study in Jordan, whether they are expatriates or of other nationalities, And the extent of the psychological pressures and social problems experienced by expatriate students in a society whose culture, customs and traditions differ from the culture, customs and traditions of their societies, This constituted an obstacle for these students to achieve harmony in the university environment. Therefore, it can be said that university leaders should pay attention to this matter and take it seriously, And that the most important way to achieve harmony and compatibility with them is to produce qualified educational cadres capable of coexisting with this cultural diversity in a safe educational environment free of obstacles, And train them adequate training to face this diversity through

flexibility in thinking and openness to the experiences of others, In order to achieve the university's vision, goals and objectives, Through the study of researchers in a number of private Jordanian universities, it was noted that some faculty members lack the necessary skills in how to communicate and coexist with individuals from different cultures, And their lack of sufficient experience in adapting and interacting with this group, which negatively affected the progress of the educational process, Therefore, this study, whose problem is to find out the reality of cultural intelligence among faculty members in Jordanian private universities, by answering the following two questions:

1. What is the level of cultural intelligence among faculty members in Jordanian private universities from the students' point of view?
2. Does the level of cultural intelligence among faculty members in Jordanian private universities differ from the students' point of view according to gender, college, and educational qualification?

Purpose of the study

The study aims to identify the level of cultural intelligence of the faculty in Jordanian private universities from the students' point of view.

The importance of studying

The importance of the study is reflected in the following:

- Contribute to encouraging specialists to prepare guidance and training programs that lead to the identification, development and development of the concept of cultural intelligence to benefit from it in the educational field in general.
- Enriching the concept of cultural intelligence, and getting to know the views that explain it.
- Enriching the theoretical framework related to the study of this subject in the Jordanian environment in particular and the Arab environment in general.

The researcher's hope that all those involved in educational work will benefit from this study, whether in universities or community colleges, and even in private schools Which contains foreign programs as it includes students from different societies, and to come up with optimal mechanisms on how to adapt and interact with individuals from multiple cultures, And the importance of the educational leader's possession of cultural intelligence, which has become an urgent requirement in light of the cultural pluralism that our Arab societies are witnessing at the present time, and to benefit from it in other educational institutions.

Terminology of study

The current study included terms that were defined idiomatically as follows:

Cultural intelligence: It is the individual's ability to efficiently interact with multiple situations. Establishing personal relationships with people of different cultures, understanding verbal and non-verbal cues and symbols, In a culture different from his original culture, and responding to these signals in a consensual manner (Taha, 2006).

In the same context, researchers define cultural intelligence (procedurally) as; The teacher has sufficient ability and skill to deal effectively with cultural conditions and situations, Being able to establish effective positive relationships with students from multiple cultures, and understanding and adapting to new contexts.

- Private universities: They are higher education institutions that are established according to private entities that are not subject to the government. However, they may receive

subsidies in the form of tax breaks or student loans. These universities are bound by the conditions set by the government and by international laws and standards. To be recognized, it is funded either by university fees or by private parties (Al-Juwaili, 2001).

The limits of the study:

- Spatial boundaries: Jordanian private universities (Al-Isra Private University, Al-Zaytoonah University of Jordan, Amman Arab University, Private Applied Sciences University, and Al-Ahliyya Amman University)

- Time limits: the first semester of the academic year 2021/2022

- Human limits: students of private Jordanian universities.

Previous studies

This part will include a presentation of the previous studies that were reviewed, Arranged in descending order from oldest to newest, as follows:

Sabri (2014) conducted a study that aimed to identify the relationship between cultural intelligence and adaptation, the study consisted of (153) individuals of different ages who were expatriates from their country, Where the scale of cultural intelligence and the scale of cultural adaptability were applied to them. The results showed: There is a statistically significant correlation between the dimensions of cultural intelligence and the dimensions of cultural adaptability among the research sample. And there are statistically significant differences between the average scores of males and females in the meta-cognitive cultural intelligence dimension in favor of males.

The study of Hoppe Nagao (2015) aimed to investigate the degree of cultural intelligence among faculty members in four community colleges at California State University. A questionnaire of cultural intelligence with its four dimensions (metacognitive - cognitive - motivational - and behavioral) was used. The study was applied to (317) faculty members, where the study tool was sent via e-mail. The results of the study indicated that the degree of the dimensions of motivational intelligence and metacognitive intelligence was high in relation to the other dimensions.

Collins (2016) conducted a study aimed at investigating the gap between the educational attainment of Latin students and its relationship to the cultural intelligence of principals and teachers. The results of the achievement of Latino students in reading for grades five to eight of the year (2013) By the state of Arkansas to measure the level of educational attainment of students. The results showed that the level of cultural intelligence of principals and teachers of international schools in the city of Riyadh was high. There were no statistically significant differences at the significance level ($\alpha \leq 0.05$) in the level of cultural intelligence according to the gender variable, except for the motivation dimension, and the difference was in favor of males. There were also no statistically significant differences at the significance level ($\alpha \leq 0.05$) in the cultural intelligence of principals and teachers according to the variable of experience and academic qualification. With the exception of the metacognition dimension, which was in favor of the two categories of "graduate studies and bachelors - diploma", and the cognitive dimension in favor of the postgraduate studies category.

Al-Shawi's study (2017) aimed to know the degree of cultural intelligence, moral intelligence and the values of tolerance among female students of the College of Physical Education and Sports Sciences for Girls. And finding differences in cultural intelligence and moral intelligence among female students of the College of Physical Education and Sports Sciences according to the variable of the study stage (first-fourth stage) and knowing the

relationship between them. The researcher used the descriptive approach in the correlative relationships method. The study population consisted of students of the fourth and first stages of the College of Physical Education and Sports Sciences for Girls at the University of Baghdad for the academic year 2016/2017, totaling (211) students. With (61) female students for the fourth stage and (150) female students for the first stage, the cultural intelligence scale was used and the cultural intelligence scale, The following results were reached: The students of the College of Physical Education and Sports Sciences (fourth–first stage) have a degree of cultural intelligence and moral intelligence, And there were no statistically significant differences between the fourth and first stage students in cultural intelligence. And there were no statistically significant differences between the fourth and first stage students in moral intelligence. There is a correlation between the cultural and moral intelligence of the sample members.

Al-Qubaishi (2019) conducted a study aimed at identifying the level of cultural intelligence among medical students and to identify if there are statistically significant differences in the measure of cultural intelligence and its dimensions and orientation towards the future and its dimensions due to the variable(age, gender, educational attainment, future medical specialty), The study population consisted of all students of the College of Medicine at King Saud University for the year (2018), and their number was (1407). The study sample consisted of (300) male and female students selected by random method, the researcher used the descriptive correlative approach. The following results were reached: The high level of cultural intelligence among medical students, The high level of orientation towards the future and its dimensions, and the existence of a direct correlation between the total score of the scale of orientation towards the future and its dimensions and the total score of the cultural intelligence scale and its dimensions among medical students.

Al-Labadi (2019) conducted a study aimed at identifying the level of cultural intelligence among Arab students studying at Al-Balqa University and its relationship to some demographic variables. To achieve the aim of the study, a questionnaire consisting of (20) items was used, divided into four areas: Cognitive cultural intelligence, motivational cultural intelligence, behavioral cultural intelligence, metacognitive cultural intelligence, the study was applied to a sample of (111) male and female students during the semester (2015/2016). The results of the study showed that the appreciation of Arab students studying at Al-Balqa Applied University for their cultural intelligence was high in all dimensions; the results also showed that the appreciation of Arab students studying at Al-Balqa Applied University in educational sciences for their cultural intelligence was higher than that of students majoring in business and languages. And that the appreciation of Arab students studying at the same university increases with the increase in the academic level in general.

Commenting on previous studies and the location of the current study, including:

Previous studies dealt with topics related to the main concepts in this study, which are cultural intelligence, such as the study of: Hope Nagao (2015), and Collins study (2016). The societies of previous studies also varied, the number of sample members, their locations, job roles, the group that was targeted, and the nature of the institution in which the study was conducted. In previous studies, research methodologies and means of obtaining information varied due to the different societies, the number of members of their samples, and the methodology of their selection. The difference in the results of previous studies is also due to the difference in their objectives and variables, and thus the difference in research methodologies in them and in the methodology of analyzing their data and extracting its

implications. As for the benefits of previous studies, the researchers believe that these studies have constituted the main source of much important information, Which directed them in their current study in terms of its selection, identification of its problem, methodology and appropriate procedures to achieve its objectives, In addition, these studies directed researchers towards many appropriate research, studies and references and enabled them to form a comprehensive conception of the theoretical frameworks that should be included in the current study.

This study is distinguished from other previous studies in a number of matters, the most important of which are; The current study goes to know the level of cultural intelligence among faculty members in Jordanian private universities from the students' point of view, Where no study has been conducted on such a subject.

Method and procedures

Study Methodology: The descriptive survey method was used to achieve the study objectives.

Study Population: The study population consisted of all students of Jordanian private universities, who numbered (67,222) male and female students. Table (1) shows the distribution of the study population according to the study variables.

Table (1): The distribution of the population according to the study variables

Variable	Category	Frequency	Total
Gender	Male	28407	67222
	Female	38815	
Academic qualification	Postgraduate degree	18724	67222
	BA degree	48498	
college type	humanity	41308	67222
	scientific	25914	

Source: Jordanian Ministry of Higher Education, 2021

The study sample

According to Stephen Thompson's equation, the minimum size of the stratified random sample representing the community was calculated at the significance level ($\alpha \leq 0.05$). It was (180) male and female students, and in anticipation of the waste in the sample, the actual sample size was determined (230) male and female students. The researchers distributed a questionnaire to the study sample, which is located in private Jordanian universities in the central region, (200) questionnaires were retrieved out of (230) questionnaires, and Table (2) shows the distribution of the representative study sample, which was extracted according to the Thompson equation according to the study variables, Table (2) shows the distribution of the study sample members according to its variables.

Table No. (2) Distribution of the study sample according to its variables

Variable	Category	Frequency	Total
Gender	Male	76	200
	Female	124	
Academic qualification	Postgraduate degree	72	200
	BA degree	128	

college type	humanity	127	200
	scientific	73	

Study tool

The study tool was developed with reference to the theoretical literature and some previous studies, In order to achieve the objectives of the study and answer its questions, The study tool, in its initial form, consisted of (44) items. In its final form, it consists of (40) paragraphs divided into three areas, namely; the field of behavioral cultural intelligence It consists of (15) paragraphs, the field of cultural motivational intelligence consists of (13) paragraphs, and the field of cognitive cultural intelligence consists of (12) paragraphs.

The study instrument was designed on the basis of the five-point Likert scale.

Scale correction key

It was taken into account that the five-point Likert scale used in the study should be graded according to the rules and characteristics of the scales as follows:

Based on the foregoing, the values of the arithmetic averages reached by the study were dealt with as follows, according to the following equation:

Maximum value – minimum value of the answer alternatives divided by the number of levels:

$$\frac{1-5}{3} = \frac{4}{3} = 1.33$$

This value is equal to the length of the category.

- Thus, the low level is from 1.00 _ 3.33
- And the average level is from 3.34-3.67
- And the high level is from 3.68- 5.00

To verify the validity of the tool, the validity of the content was applied, as it was presented in its initial form to (9) arbitrators specialized in educational administration. They were asked to express their opinion on the paragraphs of the study tool in terms of the wording of the paragraphs, and their relevance to the field in which they were developed. Either by approving it, modifying its wording, or deleting it because it is not important, Their comments regarding modification, deletion, addition and merging of paragraphs were taken, as the number of its paragraphs reached (40) paragraphs.

To verify the stability of the tool, the internal consistency coefficient was used according to the Cronbach Alpha equation to extract the stability of the study tool by domains, and Table (3) shows the stability coefficients of the tool fields:

Table No. (3) Stability coefficient by Cronbach's alpha method for scale vocabulary

the field	Cronbach's alpha
behavioral cultural intelligence	.89
Motivational cultural intelligence	.77
cognitive cultural intelligence	.69

It is evident from Table (3) that the stability coefficients are acceptable. And to judge the level of cultural intelligence among the teaching staff in Jordanian private universities, the

following scale was adopted: low availability (2.33 and less), medium availability (2.34-3.67), and high availability (3.68 and more).

Study Results

After the researchers collected the data using the study tool, and in light of the statistical treatment of the study data, the following was reached:

First: The results related to the answer to the first question, which states: What is the level of cultural intelligence among faculty members in Jordanian private universities from the students' point of view?

To answer this question, the arithmetic averages and standard deviations of students' grades in Jordanian private universities were calculated on the scale of the level of cultural intelligence among faculty members, as they were shown in Table (4).

Table No. (4) Arithmetic averages and standard deviations of students' ratings in Jordanian private universities on the scale of the level of cultural intelligence among faculty members, arranged in descending order according to the arithmetic averages

No.	Fields	Arithmetic mean	Standard deviation	arrangement	degree of availability
1	behavioral cultural intelligence	3.40	0.58	1	moderate
2	cognitive cultural intelligence	3.33	0.43	2	moderate
3	Motivational cultural intelligence	3.33	0.48	3	moderate
Total		3.35	0.45	medium	

Table No. (4) Shows that the general average of the measure of the level of cultural intelligence as a whole among faculty members from the students' point of view was average With a mean of (3.35) and a standard deviation of (.45), While the arithmetic averages of the domains ranged between (3.33 and 3.40), where the field (Behavioral Cultural Intelligence) ranked first with an arithmetic mean (3.40) and a standard deviation (.58), with a medium degree, This may be attributed to the fact that the behavioral aspect is very important for the faculty members, since the behavioral aspect is the means of communication between the faculty member and the student. This shows the ability of the faculty member to deal correctly with students, especially those who belong to different cultures, In second place is the field of (cognitive cultural intelligence) with an arithmetic mean (3.33) and a standard deviation (.43), and with a medium degree, This may be due to the fact that the knowledge aspect is one of the most important matters for a faculty member, as he must be fully conversant with the subject he is studying in anticipation of any question that may be directed to him by the students. While the field (Motivational Cultural Intelligence) ranked third and last with an arithmetic mean (3.33) and a standard deviation (.48), with a medium degree, This may be due to the fact that some faculty members may not give the subject of motivation sufficient importance, either for reasons related to psychological matters, or because they are dealing with large age groups who may find that motivation is a foregone conclusion.

The following is a detail of the paragraphs of the measure of the level of cultural intelligence among faculty members from the point of view of students in private universities by fields.

The field of Behavioral Cultural Intelligence

Arithmetic averages and standard deviations of students' grades in Jordanian private universities in the field of behavioral cultural intelligence were calculated taking into account the order of the paragraphs within their dimension in descending order according to their arithmetic means, as in Table (5).

Table No. (5)

Arithmetic averages and deviations of students' grades in Jordanian private universities in the field of cultural-behavioral intelligence, arranged in descending order according to the arithmetic averages

No.	Paragraph	Arithmetic mean	Standard deviation	arrangement	degree of availability
1	The faculty member changes facial expressions when the situation calls for it	3.50	.94	2	moderate
2	The faculty member uses innovative methods to develop students' creativity	3.47	.89	4	moderate
3	A faculty member does not discriminate between students despite their different cultures	3.47	.93	3	moderate
4	The faculty member has the ability to communicate with students from diverse cultures	3.46	.90	1	moderate
5	A faculty member is concerned with the feelings and behaviors of others in different situations	3.45	.98	5	moderate
6	The faculty member has the ability to solve the problems facing students in sound and appropriate ways	3.43	.89	9	moderate
7	A faculty member tends to harness educational situations for self-learning	3.41	.94	7	moderate
8	The faculty member focuses on stimulating the mind in some matters to reach positive results	3.41	.89	8	moderate
9	The faculty member is confident in his abilities to deal with and adapt to his new cultures.	3.41	.95	6	moderate
10	The faculty member develops critical thinking among the students	3.40	.92	12	moderate
11	The faculty member consults with the experienced in finding solutions to the problems facing students at the university	3.40	.97	10	moderate
12	The faculty member employs communication skills effectively in education	3.38	.99	11	moderate

No.	Paragraph	Arithmetic mean	Standard deviation	arrangement	degree of availability
13	A faculty member varies in his rate of speech when the cultural situation requires it	3.36	1.00	13	moderate
14	The faculty member is keen to communicate with students of different nationalities to help them in academic matters if requested to do so	3.36	1.00	14	moderate
15	The faculty member takes care to change his verbal behavior (tone of voice) when necessary	3.06	.75	15	moderate
Total		3.40	.58	moderate	

Table No. (5) shows that the general average for the field of cultural-behavioral intelligence was average, with an arithmetic average of (3.40), While the arithmetic averages of the paragraphs ranged between (3.06 and 3.50), where the paragraph that states “a faculty member changes his facial expressions when the situation requires it” came in the first rank with an arithmetic average (3.50) and a medium degree, This may be attributed to the fact that facial expressions are among the most effective things that make the communication process between a faculty member and student effective. While it occupied the paragraph that states, "The faculty member shall take into account changing his verbal behavior (tone of voice) when necessary." Fifteenth and last place, with arithmetic mean (3.06) and an average degree, This may be attributed to some people's lack of this talent, and they may consider that changing the tone of voice while giving scientific material is not badly important.

The field of Motivational cultural intelligence

The arithmetic averages and standard deviations of students' ratings in Jordanian private universities in the field of cultural motivational intelligence were calculated, Taking into account the order of the paragraphs within their dimensions in descending order according to their arithmetic means, as in Table (6).

Table No. (6)

Arithmetic averages and deviations of students' grades in Jordanian private universities in the field of cultural motivational intelligence, arranged in descending order according to the arithmetic averages

No.	Paragraph	Arithmetic mean	Standard deviation	arrangement	degree of availability
1	The faculty member contributes to making the study environment suitable for all students	3.41	.93	1	moderate
2	The faculty member has a great motivation in dealing with people from different cultures	3.40	.92	3	moderate
3	A faculty member can live with cultural differences	3.36	.91	4	moderate

No.	Paragraph	Arithmetic mean	Standard deviation	arrangement	degree of availability
4	The faculty member uses the role model to represent students to ethical values	3.35	1.00	2	moderate
5	The faculty member accepts new ideas that help solve problems	3.35	.95	5	moderate
6	A faculty member enjoys interacting with unfamiliar cultures and dealing with them tactfully	3.34	.88	6	moderate
7	The faculty member has the ability to react to the adaptive pressures of other cultures	3.34	.97	8	moderate
8	The faculty member has the talent to teach students good time management	3.33	.94	7	moderate
9	The faculty member has the ability to carry out all the tasks assigned to him	3.33	.93	10	moderate
10	The faculty member encourages the initiatives presented by the students	3.31	1.00	11	moderate
11	The faculty member, in cooperation with the dean of the college and his deputy, organizes an open day and events to listen to students' opinions and suggestions on some issues related to students' academic aspects and ways to seek them	3.30	.92		moderate
12	The faculty member is keen to participate in all meetings that would raise the level of students	3.25	.92		moderate
13	The faculty member has enough confidence to achieve the desired goals	3.21	.98		moderate
Total		3.33	.48		moderate

Table No. (6) shows that the general average for the field of Motivational Cultural Intelligence was average, with an arithmetic average of (3.33), While the arithmetic averages of the paragraphs ranged between (3.21 and 3.41), where the paragraph that states: "The faculty member contributes to making the study climate suitable for all students" in the first rank with an average of (3.41) and an average degree, This may be attributed to the fact that this shows the ability of the faculty member to make the scientific environment an interesting and stimulating environment for education. The paragraph that states "a faculty member has a great motivation in dealing with individuals from different cultures" came in second place, with an arithmetic average (3.40) and a medium degree, This may be attributed to the fact that this motivation makes the faculty member a creative leader who is able to communicate with students from multiple cultures and is able to make the educational environment a safe one. The

student feels reassured, which motivates him for diligence, perseverance, and academic achievement. While the paragraph that states “the faculty member has sufficient confidence to achieve the desired goals” ranked thirteenth and the last with an average of (3.21) and an average degree, This may be due to the fact that some faculty members do not attach sufficient importance to this matter.

The field of Cognitive Cultural Intelligence

The arithmetic averages and standard deviations of students' grades in Jordanian private universities in the field of cognitive cultural intelligence were calculated, taking into account the order of the items within its descending dimension according to their arithmetic mean, as in Table (7).

Table No. (7)
Arithmetic averages and deviations of students' grades in Jordanian private universities in the field of cognitive cultural intelligence, arranged in descending order according to the arithmetic averages

No.	Paragraph	Arithmetic mean	Standard deviation	arrangement	degree of availability
1	The faculty member has enough knowledge about other cultures	3.42	.92	1	moderate
2	The faculty member presents to the students some life issues to enhance their knowledge	3.42	.85	2	moderate
3	The faculty member knows the rules for expressing nonverbal behavior in other cultures	3.40	.88	3	moderate
4	A faculty member adapts his cultural knowledge when interacting with people from other cultures	3.38	.95	7	moderate
5	A faculty member perceives cultural knowledge when he or she interacts with others from diverse cultures	3.35	.91	5	moderate
6	The faculty member is keen on being constantly open to other cultures	3.33	.94	8	moderate
7	The faculty member makes the educational environment a productive environment to innovate new ideas	3.31	.88	11	moderate
8	The faculty member is keen to follow the legal and economic systems of other cultures	3.31	.91	9	moderate
9	A faculty member shares with his colleagues in the exchange of cultural experiences	3.31	.96	10	moderate
10	The faculty member is aware of the cultural values and religious beliefs of other cultures	3.29	.86	6	moderate

No.	Paragraph	Arithmetic mean	Standard deviation	arrangement	degree of availability
11	The faculty member knows the rules of other languages in terms of vocabulary and grammar	3.28	.96	12	moderate
12	The faculty member is keen to keep abreast of everything new in other cultures	3.26	.92	4	moderate
Total		3.33	.43	moderate	

Table No. (7) shows that the general average for the field of cognitive cultural intelligence was average, with an arithmetic average of (3.33), While the arithmetic averages of the paragraphs ranged between (3.26 and 3.42), where the paragraph that states "a faculty member possesses sufficient information about other cultures" ranked first. With an arithmetic average of (3.42) and a medium degree, this may be attributed to the fact that universities that include students from multiple environments oblige the faculty member to read in this field In order to be familiar with how to successfully communicate with students from multiple environments and cultures, and so that he can reach an understanding with them within the correct frameworks, as these universities are interested in attracting the largest number of students. The paragraph that states, "The faculty member presents the students with some life issues to enhance their knowledge," came in second place, with a mean of (3.42) and an average degree. This may be attributed to the fact that one of the successful and modern methods of teaching is linking the scientific material to reality and diversifying teaching strategies by focusing on modern methods, including the problem-solving method. While the paragraph that states "a faculty member is keen to keep informed of everything new in other cultures" ranked twelfth and last, with an arithmetic average (3.26) and an average degree, This may be attributed to the fact that most of them are preoccupied with other academic matters that are more important than this aspect.

Second: The results related to the answer to the second question, which states: Does the level of cultural intelligence among faculty members in Jordanian private universities differ from the students' point of view according to gender, college, and educational qualification?

To answer this question, the arithmetic averages and standard deviations of students' grades in Jordanian private universities on the scale of the level of cultural intelligence among faculty members were extracted according to the study variables (gender, college, and educational qualification), where the t-test was used to find out The significance of the differences. The following is a presentation of these results.

Gender related results:

Table No. (8) Arithmetic averages, standard deviations, and t-test for independent samples on the scale of the level of cultural intelligence among faculty members according to the gender variable

Fields	gender	No.	Arithmetic mean	standard deviations	T value	degrees of freedom	Sig
behavioral cultural intelligence	Female	124	3.42	0.57	-.859	198	0.391
	Male	76	3.35	0.60			
	Total	200	3.38	0.58			
Motivational cultural intelligence	Female	124	3.37	0.50	-1.711	198	0.089
	Male	76	3.25	0.44			
	Total	200	3.29	0.48			
cognitive cultural intelligence	Female	124	3.34	0.45	-.424	198	0.672
	Male	76	3.32	0.40			
	Total	200	3.33	0.43			
Total marks	Female	124	3.39	0.46	-1.133	198	0.259
	Male	76	3.35	0.39			
	Total	200	3.37	0.43			

To determine whether the differences between the means are statistically significant at the significance level ($\alpha \leq 0.05$), the t-test was applied. The results in Table (8) indicate that there are no statistically significant differences at the significance level ($\alpha \leq 0.05$) according to the gender variable based on the calculated (t) value, which amounted to (-1.133) and at the level of significance (0.259), Where the difference was in favor of females, as evidenced by their high arithmetic averages. This may be due to the high estimate of females of the size of the burdens placed on the faculty member, whether they are academic or administrative burdens, Which may play a major role in the faculty member possessing a set of sufficient capabilities and skills to deal effectively with cultural conditions and situations. Being able to establish effective positive relationships with students from multiple cultures, and understanding and adapting to new contexts.

Results related to the college variable

Table No. (9) Arithmetic averages, standard deviations, and t-test for independent samples on the scale of the level of cultural intelligence among faculty members according to the college variable

Fields	college	No.	Arithmetic mean	standard deviations	T value	degrees of freedom	Sig
behavioral cultural intelligence	Scientific	73	3.38	.54	-0.208	198	0.836
	humanity	127	3.40	.60			
	Total	200	3.39	.53			
Motivational cultural intelligence	Scientific	73	3.29	.46	-0.836	198	0.404
	humanity	127	3.35	.50			
	Total	200	3.32	.48			
cognitive cultural intelligence	Scientific	73	3.33	.36	-0.229	198	0.819
	humanity	127	3.34	.47			
	Total	200	3.33	.42			
Total marks	Scientific	73	3.34	.41	-0.459	198	0.647
	humanity	127	3.37	.47			
	Total	200	3.35	.44			

To determine whether the differences between the means are statistically significant at the significance level ($\alpha \leq 0.05$), the t-test was applied. The results in Table (8) indicate that there are no statistically significant differences at the significance level ($\alpha \leq 0.05$) depending on the gender variable based on the calculated (T) value. It reached (-0.459) with a significance level of (0.647), where the difference was in favor of the humanities faculties, as evidenced by the high arithmetic averages of them, Which contributes significantly to maintaining a high level of interest and positive human relations between the faculty members themselves on the one hand and the students on the other hand, On the other hand, the administrative body, This

may also be due to the nature of the activities practiced in the university environment, especially in the humanities colleges Which focuses on a set of practices and behaviors and working on molding them into theatrical, lyrical or educational activities, periodically throughout the school year, Which may lead to a state of creative blending and effective integration between students and their professors and open the way to build a system of skills and interactive capabilities of faculty members.

Results related to the educational qualification variable:

Table No. (8) Arithmetic averages, standard deviations, and t-test for independent samples on the scale of the level of cultural intelligence among faculty members according to the educational qualification variable

Fields	the educational qualification	No.	Arithmetic mean	standard deviations	T value	degrees of freedom	Sig
behavioral cultural intelligence	BA degree	128	3.33	.62	-2.02	198	.045
	Postgraduate	72	3.50	.47			
	Total	200	3.42	.56			
Motivational cultural intelligence	BA degree	128	3.29	.50	-1.25	198	.212
	Postgraduate	72	3.38	.45			
	Total	200	3.36	.47			
cognitive cultural intelligence	BA degree	128	3.34	.45	.06	198	.953
	Postgraduate	72	3.33	.41			
	Total	200	3.33	.43			
Total marks	BA degree	128	3.32	.48	-1.39	198	.168
	Postgraduate	72	3.41	.39			
	Total	200	3.37	.43			

It appears in Table (10) that there are no statistically significant differences at the level ($\alpha = 0.05$) according to the educational qualification variable in the total score of the measure of the level of cultural intelligence among faculty members. In the areas of motivational cultural intelligence and cognitive cultural intelligence, while statistically significant differences appeared in the field of behavioral cultural intelligence, The arithmetic mean of graduate degree holders was higher than the arithmetic mean of holders of a bachelor's degree. This may be due to the fact that the holders of a postgraduate qualification are more informed and interested in that than holders of a bachelor's qualification, since the latter does not give this aspect sufficient importance, Either because of his lack of knowledge of this matter, or because of his lack of experience, as he is new to the university, especially those in the first and second academic year.

Conclusion

The Ministry of Education and Higher Education must pay attention to the importance of cultural intelligence by those in charge of educational work, in light of the great openness that our Jordanian society is witnessing and the communications and information revolution, through the conduct of training courses and awareness brochures on this matter. It is also necessary for those in charge of the educational process, including administrations and teachers, to be familiar with the rules of cultural intelligence and to encourage them to have knowledge and openness to other cultures due to its importance in creating a safe educational environment based on effective communication between students and their teachers and to understand their needs.

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