



# An Exploratory Study on Travel, Education, and Cultural Intelligence

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## Abstract

The present study investigates whether there is a link between motivational cultural intelligence scores and education, travel, and gender. 105 MTurk workers completed the motivational component of the Cultural Intelligence Scale (CQS) and a short demographics questionnaire. To analyze the data, we conducted a one-way and mixed factorial ANOVA and found that there are no significant differences in motivational CQ scores when factoring in number of places traveled, education, and gender. There may be no differences in travel, level of education, or gender because regardless of these differences, people are generally eager to learn and adapt to other cultural settings.

## Research Questions

1. Does educational background have an effect on cultural intelligence?
2. Does the number of countries traveled and gender correlate to higher cultural intelligence?

## Introduction

Cultural intelligence is defined as the "capability to function effectively in culturally diverse settings" (Ang et al., 2007). The cultural intelligence scale (CQS) is divided into four dimensions: knowledgeable, motivational, cognitive, and behavioral. The current study focuses on the motivational dimension of the CQS. This study is investigating people's motivation and willingness to learn about other cultures and willingness to adapt to other cultural settings. We are interested to see if more education and travel is associated with higher motivational cultural intelligence scores. We hypothesize that there is an effect of gender, education, and travel on cultural intelligence score.

## Method

### Participants

- 105 MTurk Workers (57 females and 47 males)

### Materials and Apparatus

- Motivational section of the Cultural Intelligence Scale (CQS; Ang et al., 2007).
- Questionnaire asking about age, gender, number of places traveled, and education.

### Procedures

- 107 participants completed the Motivational CQS and questionnaire. 2 participants were excluded for submitting incorrect information (Age).
- We did a one-way ANOVA to measure if there is a relation between cultural intelligence and education.
- We did a two-way mixed factorial ANOVA to investigate if participants that traveled more have higher cultural intelligence moderated by gender.

## Results

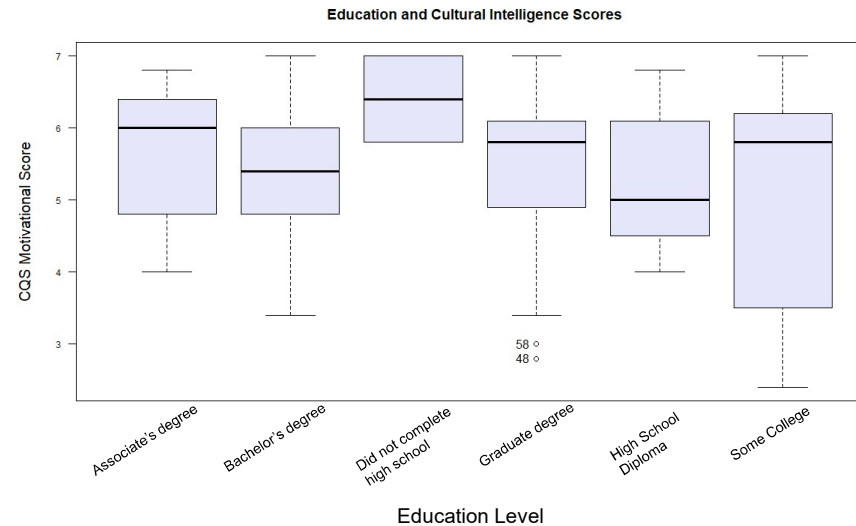


Figure 1. Boxplot of Level of Education and Cultural Intelligence score.

## Cultural Intelligence and number of places traveled moderated by gender

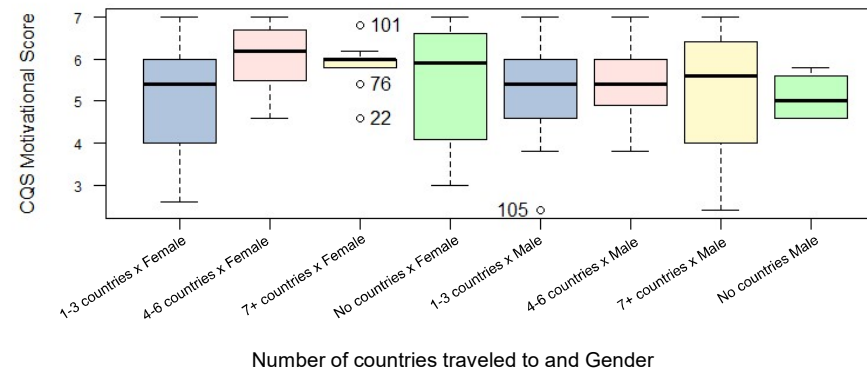


Figure 2. Boxplot of number of places traveled and cultural Intelligence score moderated by gender.

## Results (Continued)

- A one-way ANOVA between subjects ANOVA was conducted to investigate whether there was a significant difference of cultural intelligence motivational score and level of education. There was no main effect of education on cultural intelligence education score,  $F(5, 98) = 0.74$ ,  $MSE = 1.36$ ,  $p > 0.05$ ,  $\eta^2 = 0.04$ . (See Figure 1)
- A 2 (gender) x 4 (number of places traveled) mixed factorial ANOVA was conducted to investigate whether the number of places traveled made a significant difference in cultural intelligence score, moderated by gender. There was no main effect of number of places traveled  $F(3, 96) = 0.96$ ,  $MSE = 1.31$ ,  $p = .41$ ,  $\eta^2 = 0.03$ . There was also no main effect of gender  $F(1, 96) = 0.86$ ,  $MSE = 1.17$ ,  $p = 0.36$ ,  $\eta^2 = 0.01$ . Lastly, there was no interaction effect between gender and places traveled.  $F(3,96) = 0.77$ ,  $MSE = 1.05$ ,  $p = 0.514$ ,  $\eta^2 = 0.02$ . (See Figure 2)

## Conclusion

- There is no effect of education, gender, and number of places traveled on cultural intelligence score.
- Higher levels of education did not correlate to higher cultural intelligence motivational scores.
- Gender had no effect on cultural intelligence scores.
- Number of countries traveled had no effect on cultural intelligence score.
- Education, gender, and number of places traveled does not have an effect on how people are motivated to learn about other cultures.
- People enjoy learning and exploring other cultures regardless of their education and travels.
- Future studies could include other dimensions of the CQS and could include more participants.

## References

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