



الذكاء الثقافي والثقة الأكاديمية: دراسة ارتباطية لدى متعلمي اللغة الإنجليزية كلغة أجنبية في العراق
Cultural Intelligence and Academic Confidence: A Correlational Study among
Iraqi EFL Learners

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Abstract

In the last few years, more and more students are signing up to learn foreign languages in schools and colleges. Many of these students have difficulties adjusting to the culture, social life, and schoolwork in their new environment. If these problems are not fixed, they can negatively affect how EFL students get involved in campus life and do in their studies. Cultural Intelligence (CQ) is the ability to understand and interact well with people from different cultures. It can help EFL (English as a Foreign Language) students adjust better and participate more in foreign universities. This paper suggests a simple idea that looks at how the cultural knowledge of EFL students affects their confidence in school. It also looks at how important cultural intelligence (CQ) is for helping international students develop skills to work well in different cultures, so they can take part in school activities and other events effectively. To help EFL students adjust well to learning in a new language and do well in their studies, it's important for teachers and college officials to understand how cultural intelligence (CQ) can make the learning experience better

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في السنوات القليلة الماضية، ازداد إقبال الطلبة على الالتحاق ببرامج تعلم اللغات الأجنبية في المدارس والجامعات. ويواجه العديد من هؤلاء الطلبة صعوبات في التكيف مع الثقافة والحياة الاجتماعية والمتطلبات الدراسية في بيئتهم الجديدة. وإذا لم تُعالج هذه الصعوبات، فقد تؤثر سلبًا في مستوى اندماج طلبة اللغة الإنجليزية كلغة أجنبية (EFL) في الحياة الجامعية وأدائهم الأكاديمي. ويُعرّف الذكاء الثقافي (CQ) بأنه القدرة على فهم الأشخاص المنتمين إلى ثقافات مختلفة والتفاعل معهم بفاعلية. ويمكن لهذا النوع من الذكاء أن يساعد طلبة اللغة الإنجليزية كلغة أجنبية على التكيف بصورة أفضل والمشاركة بشكل أكثر فاعلية في البيئات الجامعية الأجنبية. وتقتصر هذه الدراسة إطارًا مفاهيميًا مبسطًا يستكشف العلاقة بين المعرفة الثقافية لدى طلبة اللغة الإنجليزية كلغة أجنبية ومستوى تفهمهم الأكاديمية. كما تسلط الضوء على أهمية الذكاء الثقافي (CQ) في مساعدة الطلبة الدوليين على تطوير المهارات اللازمة للعمل والتفاعل بكفاءة في بيئات متعددة الثقافات، مما يمكنهم من المشاركة بفاعلية في الأنشطة الأكاديمية والفعاليات الجامعية المختلفة. ولتحقيق تكيف ناجح لطلبة اللغة الإنجليزية كلغة أجنبية مع التعلم بلغة جديدة وتحقيق أداء أكاديمي متميز، من الضروري أن يدرك المدرسون والإداريون في مؤسسات التعليم العالي الدور الذي يمكن أن يؤديه الذكاء الثقافي (CQ) في تحسين جودة التجربة التعليمية وتعزيزها.

1.Introduction

In a world that is becoming more interconnected, there is a notable increase in the number of international students pursuing higher education abroad. This growing diversity brings forth a range of challenges and opportunities for institutions of higher learning. A particular focus of interest lies in the relationship between cultural intelligence and academic confidence among these foreign students.

Culture is defined as the collective behaviors, beliefs, and values that are acquired and transmitted across generations. It encompasses a range of learned and shared characteristics and symbols that shape societal interactions. Within a community, individuals often exhibit similar behaviors, highlighting the significance of learning, integrity, and the sharing of knowledge in clarifying cultural identity (Aman, 2012). The components of culture can be categorized into material and moral elements. The material aspect includes all resources and methods that fulfill the basic needs of individuals, reflecting their interactions with life and nature, which includes tangible items such as clothing styles, architecture, infrastructure, tools, and equipment. These material elements not only signify the economic and technological progress of societies but also serve as a basis for comparing different nations (Eroğlu, 2007). Conversely, the moral dimension of culture is crucial for understanding the social environment, as it encompasses the organization of life from historical perspectives and emphasizes the importance of passing down values related to traditions, familial relationships, religion, art, as well as political, legal, educational, and economic systems to future generations (Wu, 2012).

Cultural intelligence encompasses the skills and abilities necessary for individuals from diverse backgrounds to interpret unfamiliar gestures and actions effectively (Gibson and Dibble, 2008). It can also be described as the capacity of an individual to comprehend, assess, and interpret the behaviors, expressions, and communication styles of people from various cultures, akin to how they would understand those from their own culture (Earley and Mosakowski, 2004). Furthermore, cultural intelligence involves the ability to articulate and adapt abstract concepts within different societies in a clear and

comprehensible manner, as well as the capability to address problems effectively (Ang et al., 2007). Numerous factors contribute to the development of cultural intelligence, with social and emotional intelligence being particularly significant. Engaging with individuals from different cultures has highlighted the importance of Academic Confidence. In the context of Erasmus programs at universities, such interactions with diverse nations and societies are evident, suggesting that these experiences can positively influence students' academic performance and overall success. Consequently, academic achievement is a crucial factor for individuals aiming to excel in their professional lives and future assessments. Also, academic confidence is how much a student believes they can do a task well enough to reach a certain school goal (Sander & Sanders, 2005). It shows a strong belief or good chance of doing well in school. Usually, students tend to do tasks and activities that they feel they can do well.

Confidence is a crucial factor in the educational development of students. Research indicates that those who possess a higher degree of academic confidence tend to achieve greater success in their studies. A key element in fostering this academic confidence is internal motivation, as highlighted by Georgiou in 1999. Studies have shown that children who view themselves as confident are more likely to attain high levels of academic performance, whereas those who see themselves as lacking in worth may experience diminished confidence and struggle to reach their full potential, as noted by Stevens in 2005. Furthermore, students who enter college with low academic confidence often possess weaker academic skills, leading to lower levels of engagement and greater challenges during their transition to higher education, as discussed by Shoemaker in 2010 and Sander & Sanders in 2005.

Academic confidence is thought to impact performance by shaping how tasks are perceived. Research indicates that individuals with high academic confidence tend to experience a sense of tranquility when faced with challenging tasks. In contrast, those with low academic confidence may view a task as more daunting than it actually is, resulting in increased stress and a limited range of ideas when attempting to solve the problem (Cole, 2008; Eccles & Wigfield, 2002; Stevens, 2005).

The academic confidence of students can be significantly influenced when they engage in an educational setting that clarifies the structure and procedures of learning. This approach entails providing opportunities for students to enhance their academic abilities (Tett, 2000). Understanding how confident students feel can help teachers create better classrooms for learning. This understanding helps teachers know their students better, which makes teaching easier and better, even if it's just by using a simple profile. Building confidence in learning comes from gaining skills, having different experiences, and receiving strong support from friends and family (Sander and Sander, 2005).

In cap, this study likely gives a better understanding of what helps international students do well in school. The study's results will help create better support services and programs for international students. Finally, the study adds to what we know about how people from different cultures communicate and adjust to each other.

2.1. Review of the Related Literature

Cultural intelligence (CQ) is a person's ability to understand and adapt to different cultures, according to Early and Ang (2003). To get along well with people from different cultures, it's important for individuals to understand social cues to know how to act properly. Many international students have to deal with different problems while studying in another

country, as explained by Ozturgut and Murphy (2009). Livermore (2011) stressed that people with high cultural intelligence (CQ) are good at understanding the strategies and mindsets needed to adapt to different cultural norms and behaviors. People with high cultural intelligence (CQ) usually feel confident in their ability to understand and adjust to different cultures, according to Earley (2003) and Earley and Peterson (2004). These people usually feel more confident in what they can do, which helps them change how they act when they meet others from different backgrounds. So, CQ is very important for international students, helping them do well in different cultures. By building their cultural intelligence (CQ), these students get better at connecting with others and are more open to new learning experiences..

Many studies have been done on cultural intelligence. Richerson and Boyd (2005) described culture as information that can change how people act, which they get from others in their group through teaching, copying, and other social ways. Sternberg (2008) added to this by explaining intelligence as the ability to learn from experiences using thinking skills to make learning better. Also, intelligence is often seen as the ability to adjust to your surroundings. Cultural intelligence combines the ideas of culture and intelligence. This idea was explained more clearly by Early and Ang in 2003. Cultural intelligence is how well a person can adjust to different cultures. Similarly, Ang and Van Dyne (2008) defined cultural intelligence as the ability to succeed in different cultures. This includes various parts, such as thinking about how to act, behaving appropriately, feeling motivated, and knowing about different cultures. Many studies use these dimensions a lot, but some research has looked at other parts of cultural intelligence.

Alon and Higgins (2005) studied how emotional and cultural intelligence affect the success of global leaders. They found that both are important for leaders to build good relationships with people and adjust to different environments. Cultural intelligence, unlike emotional intelligence, has been found to make employees perform better (Sarkodie-Mensah, 1998). Also, Ng and others. In 2009, it was found that having high cultural intelligence makes it much more likely for people to take part actively in all four steps of the Experiential Learning Theory (ELT) cycle. This helps them better understand and change their experiences. So, improving cultural understanding through coaching can help clients fully take part in Kolb's detailed learning process.

In Turkey, Atan (2020) studied 303 future teachers from different subjects at a public university. The results showed that being male or female did not make a big difference in how culturally smart the participants were. However, there were clear differences based on factors like age, social class, and the department they were in. Also, visiting more countries seemed to help the participants become more understanding of different cultures. In the same way, Senel (2020) studied students who were in the English, German, and French programs at a public university in Turkey. According to Atan's (2020) findings, the students' academic department had a big effect on their cultural intelligence (CQ). Students in the French department showed higher levels of thinking about their own cultural skills. Unlike Atan's study, gender did make a difference in CQ, with male students showing higher levels of metacognitive CQ than female students.

In 2019, there were 5.3 million international students around the world. It is expected to grow to 8 million by 2025. This group is very important for colleges. They have a strong effect on the economy, and their different cultural experiences can make the learning environment at universities better. These ideas can help balance out the narrow cultural customs found in the host country (Lee & Rice, 2007). Also, international students' skill in

understanding and doing well in different cultures, known as cultural intelligence (CQ), is important for their success in school and overall well-being. It also helps create a better learning environment in colleges and universities. It seems like you have provided a reference or date without any specific text to rewrite. Could you please provide the text you'd like me to simplify.

Academic confidence means how strongly students believe in their ability to handle the challenges of university studies. Like self-efficacy, academic confidence mostly comes from personal achievements. However, it is also greatly influenced by different social factors within and around the school setting. The importance of confidence in schools has received a lot of focus in studies about higher education. For example, research shows that how a person views their own intelligence helps them adjust better to college life..

Recent studies in education have started using cultural intelligence (CQ) to learn how well international students adjust, based on ideas from business and management (Ramsey et al. , 2017) For example, Lin and others. In 2012, researchers found a strong positive connection between cultural intelligence (CQ) and how well college students adjust to different cultures. This connection was still notable even when considering other factors like gender, age, previous international experience, English skills, and the language skills of the country they were in. Additionally, CQ has been used to study how it influences the effects of culture shock and the emotional and social adjustments international students face in colleges (Presbitero, 2016). Presbitero's research found that higher levels of CQ can help reduce the negative effects of culture shock, which influences how we think and how we adjust to new social customs. Even with this information, there is still not enough study on how cultural intelligence (CQ) impacts the school success of international students, especially in the U. S Understanding this relationship is important because it could really enhance both the ideas of CQ theory and how it is applied in everyday situations. In 2003, Earley and Ang came up with a theory called CQ. This theory mixes Sternberg's 1986 idea about various kinds of intelligence with other concepts, like emotional intelligence.

Cultural intelligence (CQ) refers to a person's ability to understand and succeed in new cultural settings. It includes being able to connect well with local people in different situations. CQ has four main parts: thinking skills, motivation, actions, and awareness of your own thinking (Ang et al. , 2007)The cognitive part of Cultural Intelligence (CQ) is about how well a person understands different cultures. This includes knowing about cultural values and the economic, legal, and social systems that define different societies. People with a high level of cognitive cultural intelligence usually have a strong understanding of different cultures that is important for their work or studies..

Motivational cultural intelligence (CQ) is about how eager and determined a person is to learn about a new culture and its unique traits. This motivation is very important because it encourages people to look for and take in new information, which helps them learn more about different cultures. People with a high level of motivational cultural intelligence are very eager to learn about different cultures. Behavioral CQ is the skill to interact and communicate well with people from different backgrounds. People with high cultural intelligence (CQ) are usually good at talking to people from different cultures. They know how to use the right words, voices, movements, and facial expressions when talking to other people (Ang et al.)Please provide the text you'd like me to rewrite in simpler words. People who can easily understand and adjust to different cultures often try to behave like the locals.

how people act Because these people are usually careful not to act wrongly, they can change how they act in future situations.

Metacognitive cultural intelligence (CQ) involves the cognitive processes associated with understanding and adapting to diverse cultures, as highlighted by Ang et al. (2007). This includes the ability to connect with individuals from different cultural backgrounds. A person exhibiting high metacognitive CQ is expected to recognize and respect the cultural norms and preferences of others during social interactions, as noted by Triandis (2006), and to thoughtfully adjust their communication and behavior accordingly. Such awareness is crucial for effective social integration, as emphasized by Thompson (2018). It is essential to note that while the relationships among various forms of CQ are not entirely defined, Ang and colleagues (2007) have indicated that individuals who possess elevated levels of cognitive, motivational, and metacognitive CQ do not automatically exhibit high behavioral CQ.

Livermore (2008) suggested a new way to understand Cultural Intelligence (CQ) through a four-step process. This model helps explain how people can be better at understanding and interacting with different cultures. Knowledge CQ (Thinking wisely) Sure. Please provide the text you would like me to rewrite in simpler words. Plan carefully Drive CQ (Staying motivated), 4. Action CQ (Doing something) Each of these parts gives different outcomes. Also, Ang and others. In 2007, Templer and some others. In 2006, people noted that it's important to understand Cultural Intelligence (CQ) because it has different parts that are linked in different ways. This is really important for getting along well with people from different backgrounds. The following paragraphs explain how the four CQ dimensions influence how international students get involved in a new school.

Knowledge CQ is about knowing the rules, customs, and behaviors of different cultures, which you learn through education and work experiences. This includes knowing about the economic, legal, and social systems that make up different cultures and groups (Triandis, 1994), along with understanding basic cultural values (e. g, Hofstede, 2001) People who have a lot of Knowledge CQ are often seen as better at interacting with others from different cultures. Their skill in noticing cultural similarities and differences in new places helps them make better choices and decisions in situations with different cultures.

Strategy CQ, also known as meta-cognitive cultural intelligence, is about how people think and learn about different cultures. It includes being aware of and controlling their own thoughts about culture. People with high Strategy CQ are more aware of what others like and prefer in terms of culture, both before and after they meet or talk to them. International students with high Strategy CQ are more likely to understand the expected behaviors in different cultural settings. As a result, they are more prepared to understand people and make thoughtful choices about culture.

Drive CQ is about how well a person can focus their attention and energy on learning about cultural differences. Individuals exhibiting a high level of Drive CQ are typically more motivated to pursue opportunities for interaction and engagement in cross-cultural contexts. Additionally, they tend to possess greater confidence in their ability to navigate these diverse environments (Bandura, 2002). Consequently, international students who demonstrate a strong Drive CQ are likely to make deliberate efforts to apply the knowledge and insights they gain about the new culture, dedicating significant energy to excel academically, actively participate in student organizations or campus events, and engage regularly with faculty and peers.

3. Methodology

In order to conduct the current study, the researcher selected approximately 100 Iraqi EFL students majoring English language at Diyala University, Iraq. Then, the researcher ,to collect the required data, distributed two study scales of Cultural Intelligence Scale (CQS) and Academic Confidence Scale(ACQ) among the participants of the study via Social Medias and a Google Formed version of both scales were also created to collect the data easier. The process of data collection began in the middle of October till the end of November. After collecting the required data, SPSS program 26 was utilized for data analysis and the required statistics were conducted. Finally, the required statistical analysis which is runing correlation based on collected data from Cultural Intelligence Scale (CQS) and Academic Confidence Scale(ACQ), was made and specific technical analysis such as Pearson correlation ,T-test, One-Way ANOVA test ,and so on.

4. Results and Discussion

To use statistical methods and find the right test statistics to make sense of research ideas, the first and most important step is to pick the right statistical method for the study. To achieve this, it is very important to understand how the data is spread out. Checking if a distribution is normal is a common use of the Armon distribution matching test, and the Kolmogorov-Smirnov test is a good method for this check. The standard ideas behind the Kolmogorov-Smirnov normality test are: ..

So, if we reject the statistical null hypothesis (H_0), it means the data do not follow a normal pattern. We reject the null hypothesis when the significance level of the test is less than 0. 05The table shows that the P-Value for Motivation and Identity is greater than 0. 05This means we can say that the data for these two factors is normal.

Table 4.1
One-Sample Kolmogorov-Smirnov Test

		confident	CQ
N		100	100
Normal Parameters ^{a,b}	Mean	2.9362	3.0165
	Std. Deviation	.28063	.34590
Most Extreme Differences	Absolute	.088	.081
	Positive	.088	.081
	Negative	-.078	-.065
Test Statistic		.088	.081
Asymp. Sig. (2-tailed) ^c		.055	.099
Monte Carlo Sig. (2-tailed) ^d	Sig.	.057	.106
	99% Confidence Interval	Lower Bound	.051
		Upper Bound	.063
			.114

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 221623949.

4.3.1. The First Research Question Analysis

Given the normality of the data distribution, Pearson's parametric test is used to examine the relationship and correlation between Cultural intelligence and academic confidence. In this test, rejecting the null hypothesis (H_0) means that there is a significant relationship between Cultural intelligence and academic confidence, and accepting the null hypothesis means that there is no correlation between the variables.

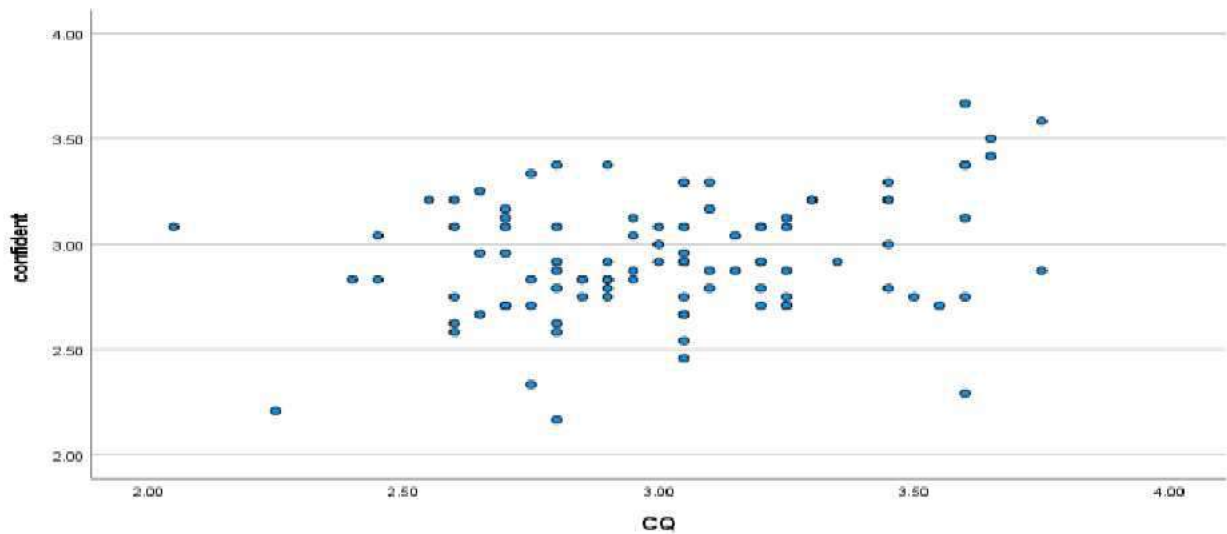
Considering the normality of the data distribution, Pearson's parametric test is used to examine the relationship and correlation between Cultural intelligence and academic confidence. In this analysis, rejecting the null hypothesis (H_0) indicates the presence of a statistically significant relationship between Cultural Intelligence and Academic Confidence, whereas failing to reject the null hypothesis would imply no correlation exists. Based on the calculated Pearson coefficient ($r = 0.296$) and the predefined confidence level, the null hypothesis is rejected. This confirms a statistically significant, albeit weak, positive correlation between the two variables. The specific data supporting this result is detailed in the correlation table below.

Table 4.2. The Correlation between Academic Confidence and CI

		Academic Confidence	Cultural intelligence
AC	Pearson Correlation	1	.296**
	Sig. (2-tailed)		.003
	N	100	100
CI	Pearson Correlation	.296**	1
	Sig. (2-tailed)	.003	
	N	100	100

** . Correlation is significant at the 0.01 level (2-tailed).

According to the table above, the significance level of the test is equal to 0.003, which is smaller than 0.05, and at a 95% confidence level, the null hypothesis (H_0) is not accepted. The analysis revealed a statistically significant yet weak positive correlation between Cultural Intelligence and Academic Confidence ($r = 0.296$, $p < 0.03$). While the relationship is positive, indicating that higher levels of Cultural Intelligence are associated with increases in Academic Confidence, the magnitude of the correlation suggests that Cultural Intelligence explains only a modest proportion of the variance in students' academic confidence. This weak association, as illustrated in the scatter diagram, implies that other external or internal factors may play a more substantial role in shaping academic confidence within this context.



4.2.3. The Second Research Question

To answer the second research question, the following hypothesis has been put forward.

H0: Cultural Intelligence does not predict the level of academic confidence among International Students.

H1: Cultural Intelligence does not predict the level of academic confidence among International Students.

Given the normal distribution of the data, quadratic regression is used to answer the above hypothesis. In this regression, academic confidence is the Independent variable and the subscales of cultural intelligence are the dependent variables.

Table 4.3.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.304 ^a	.293	.254	.27290

a. Predictors: (Constant), CQ action, CQ strategy, CQ drive, CQ knowledge

The table above shows the results of the adjusted coefficient of determination and slope of the regression. The adjusted coefficient of determination, which is used for multiple or multivariate regressions, is 0.254, indicating that 25.4% of the variation in the dependent variable is explained by the explanatory variables in the model.

Table 4.4

Test of ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.722	4	.180	6.423	.013 ^b
	Residual	7.075	95	.074		
	Total	7.797	99			

a. Dependent Variable: confident

b. Predictors: (Constant), CQ action, CQ strategy, CQ drive, CQ knowledge

The ANOVA table does not indicate the goodness of fit of the model. Given the F ratio and the confidence level of .013, which is smaller than 0.05, it can be said that the

selected regression model is appropriate and significant and can predict changes in the dependent variable, academic confidence.

Table 4.5
Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	2.211	.241		9.179	.000
	CQ strategy	.087	.053	.168	1.658	.101
	CQ knowledge	.321	.036	.087	2.885	.039
	CQ drive	.047	.042	.110	1.117	.267
	CQ action	.074	.046	.065	2.609	.011

a. Dependent Variable: confident

The above table also shows the coefficients of the independent variables. According to the above table, the coefficient of CQ knowledge is equal to 0.32 and has a confidence level of 0.039. In other words, each unit increase in CQ knowledge can increase academic confidence by 0.32 units. The coefficient of CQ action is equal to 0.07 and has a confidence level of 0.011. In other words, each unit increase in CQ action can increase academic confidence by 0.07 units. The coefficients of CQ strategy and CQ drive are also not significant with a confidence level greater than 0.05. The results obtained are in line with the results of the correlation coefficient. Therefore, among the cultural intelligence sub-sections, *only two sub-sections, CQ knowledge and CA action, can predict the academic confidence of language learners.*

4. Conclusion

This study looks at how cultural intelligence and academic confidence are connected for international students. Both factors are important for students' success and competitiveness, even though they come from different cultures. We believed that being confident in school can impact how well someone understands and interacts with different cultures. The data we looked at backs up our idea. But, among the cultural intelligence sub-sections, *only two sub-sections, CI knowledge and CI action, can predict the academic confidence of language learners* SurePlease provide the text you want me to simplify. In fact, research has shown that the link between the two factors will be even stronger if we consider the impact of work experience in another country. We are, of course, aware that the conclusions presented here apply to the sample we examined and may be different for other data samples. It can be assumed that students with high CI (regardless of gender, as confirmed by Research Question Two) are likely to be successful communicators or negotiators in international negotiations. They will look for and handle communication with people who think differently because of their various cultural values and beliefs, as well as during their tests. Also, the connection between understanding different cultures and feeling confident in school will be even better if it includes past work experience. For example, when students study in a different country, they not only learn academic things but also gain practical work experience. Students should remember this and try to get practical experience from other countries while studying (like through different job programs) to help them get better jobs in the global job market in the future. Having different international experiences is important for developing skills to understand and interact with other cultures. This knowledge is also important for creating university courses and lesson plans about international trade and managing different cultures.

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