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DESIGNING EFFECTIVE FIELD TRIP ACTIVITIES TO DEVELOP STUDENTS' CULTURAL INTELLIGENCE

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ABSTRACT

Globalization era require an ability to be able to adapt in global situation and environment. This ability becomes a concerns of business students who very likely to interact with other people from different cultural background when they graduated and enter business world. Cultural intelligence is an intelligence who affect someone capability to adapt and interact effectively in multi-cultural environment. Hence business schools today start to develop an activity or curriculum content that will accommodate students to develop cultural intelligence. One of the activity is cross-cultural field trip, where students were asked to visit particular country to do several activities. The objective of the activity is to provide hands on experience to student. An experiment study was conducted to measure the effectiveness of cross-cultural field trip. Students' cultural intelligence (CQ) level being measured through questionnaire previous to their departure and after they return to home country. This research will shows how CQ of students being affected by field trip activity. Moreover, this research also will discuss how the students can coping with stress when they visit new environment which has different cultural background. Finally, some recommendation will be made to improve the design of field trip activity.

***Keywords**:* Cultural Intelligence; CQ, Students; Cross-cultural.

1. INTRODUCTION

Providing knowledge and improving the skills of students is an obligation of the university (Ahn & Ettner, 2013). In this globalization era, a person's ability to work in a global environment become an important skill to be acquired (Ahn & Ettner, 2013; Groves & Feyerherm; 2011). One factor that may affect someone performance is intelligence. There are a lot of study related with intelligence. One study that explored the role of intelligence to performance is study related to social intelligence and emotional intelligence (Crowne, 2009; Gardner, 2002; Goleman, 1996). However, many people cannot have a good performance even though they have good emotional intelligence and social intelligence when working in multi-cultural environment (Crowne, 2009). Therefore, it is important to have the ability to be able to work in a multi-cultural environment is one of the important ability to be developed. This

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ability becomes attention of a lot of business students since in the current business world there is no limitation of location and time so it is most likely that they will do business with people from different countries with different cultural background (Ang & Dyne, 2008; MacNab, 2012). Because of that, many universities in the world, especially business schools become concern with how to develop students' ability to adapt and work in a multi-cultural environment.

Cultural intelligence (CQ) is an intelligence that can be used to predict someone capability to perform when they have to work in multi-cultural environment (Ang et al., 2007; Earley & Mosakowski, 2004). A lot of study already show that CQ has positive relationship with someone performance when deal with multi-cultural context (Lin, Chen, & Song, 2012; Moon, 2013; Scholl, 2009). CQ also has positive correlation with how people may perform in global environment (Urnaut, 2014).

By increasing someone's CQ, it is expected to increase someone performance when they are in multi-cultural environment (Groves & Feyerherm, 2011; Scholl, 2009). The process to develop someone's CQ through various methods is known as CQ Education (MacNab, 2012). A lot of methods can be done by business schools to improve the ability of students to socialize, adapt and work in a multi-cultural context. Ranging from providing cross culture related course, bringing foreign professors or practitioners to share experiences, organize field trips to other countries, and other methods (MacNab, 2012; McCrea & Yin, 2012). One common thing that usually be done by business schools are sending students to other countries in the form of field trips (MacNab, 2012). Cross-cultural field trip is an activity in which students are asked to visit a particular country to do certain activities. The purpose of the field trip is usually to provide hands on experience to students. Through this experience, students can develop the ability to adapt and interact with those of the country of destination. However, the effectiveness of this method is greatly influenced by how the field trip is designed.

In cross cultural exchange activities, the students will carry their own culture as they face the demands of adjusting the culture of their host country along with the cultures of people of diverse ethnicity in the academic and social environments Vergara *et al* (2010). When student encounter difficulties and conflicts as a result of adjusting to unfamiliar social norms and customs of a new culture, this situation is known as acculturative stress. The stressor of the acculturative process such as language, academic, psychosocial and cultural, financial, and political have been found to have significant effects on acculturation (Pan, Wong, Chan, & Joubert, 2008 in Vergara *et al*, 2010). Moreover, studies on adjustment on acculturative stress have identified the differential effects of various types of coping. Coping in terms of cognitive and behavioral efforts to reduce the negative emotions from stressful events (Lazarus & Folkman, 1984). Generally, problem solving or approach coping have been described as more effective in mitigating the negative effect of acculturative stress as compared with passive or avoidance approaches. Active approaches such as problem solving can facilitate responsive communication style, enhance emotional states and encourage social support (Folkman, 1997). Passive approaches may not help optimize adjustment (Torres & Rollock, 2004). Departing from this, the study aims to determine the effectiveness of field trip activities and make improvements to the design of the existing field trip.

2. LITERATURE REVIEW

2.1. Cultural Intelligence (CQ)

One of the factors that determine a person's ability to be able to have a good performance when working in a multi-cultural environment is cultural intelligence (CQ). Cultural intelligence is one kind

of intelligence that describes a person's ability to adapt and perform well in a multi-cultural environment (Ang et al., 2007; Earley & Ang, 2003). This concept started to develop after Earley and Ang (2003) proposed the conceptual model of CQ. In 2007, Ang et al. (2007) created the instrument to measure the CQ that accommodate four major components of CQ which are metacognitive that explains how the mental process of someone when they learn and understand the knowledge related to culture; cognitive that explains someone's knowledge related with cultural aspect including the theory and practical aspect; motivational that explain the motivation of someone to choose to interact with people in multi-cultural environment; and behavioral that explain how people can act when they interact with people from different culture that include verbal and nonverbal actions. All those components could affect each other (Gooden, Creque, & Chin-Loy, 2017; Yunlu & Clapp-Smith, 2014). After the creation of the instrument, the concept of cultural intelligence has been widely used as a predictor for success of a person when working in multi-cultural environment both when working alone or in groups.

There are a lot of benefit that comes out from high CQ. First, it can enhance the performance both individually and team (Ang & Dyne, 2008; Ang et al., 2007); help leader and manager (especially global manager) to take better decision (Ang et al., 2007); increase the flexibility when working in cultural environment (Ang & Dyne, 2008); it helps manager to expand internationally (Livermore, 2015); and can help reduce stress and burnout (Ang & Dyne, 2008; Livermore, 2015). Look at the benefit that CQ provide, a lot of researcher try to find the best way to develop someone's CQ.

Related with it, the concept of CQ Education was emerged. CQ Education is a concept that explain the process to develop someone's CQ then developed the term CQ Education is an activity undertaken to improve someone's CQ (MacNab, 2012). Some researchers that studied CQ Education. First, MacNab (2012) who developed framework to CQ Education that consist of consist of seven stages through experiential approach to 743 participants from management education (370 participants in first phase and 373 participants in second phase). The result showed that most of participants in first phase perceived that the given training has benefit for them and the participants in second phase showed improvement from given treatment (MacNab, 2012). Second, Ahn & Ettner (2013) who investigate the role of CQ in MBA curricula find that in general the MBA students have understanding about how important the CQ for them but they lack the knowledge related with other culture. Next there is McCrea and Yin (2012) who did assessment study to on-campus Global Business Course (GBC) and International Study Tour (IST) at undergraduate students. The result of their study is the framework that proposed IST can give in depth knowledge (both cognitive and metacognitive) to students while GBC can provide wider knowledge to students—by knowing a number of cultures in different countries.

Livermoore (2015) introduced four steps to become more culturally intelligence. First, the drive of CQ, which the individual should honest about themselves, be confident and more in social activities, and balance between social, environmental and economic. Second, CQ Knowledge, aware about culture in oneself and others, by knowing the basic and core about culture, and understand different languages. Third, CQ strategy, awareness and make plan related the interaction between culture, then see how relevance the assumption and the plan. Fourth, CQ Action, how we adjust our communication and try to do the negotiation differently, so we know when we have to change our attitude in the communication. Moreover, Urnaut (2014) suggested that by mastering foreign languages, having intercultural knowledge, more frequently to communicate with people from other cultures, and having more international travels may increase someone's CQ.

However, only small number of researcher that focus on how education institution develop students' CQ, less likely to find the effective method to give to students so they can develop their CQ (Blasco,2009).

2.2. Coping Strategies

Coping refers to the actions and thoughts people use to face a situation that is perceived as threatening or stressful (Bonneville-Roussy *et .al*, 2016). Coping is one of the more proximal process that predicts psychological and behavioral responses to stress (Ntoumanis *et al*, 1999). Bonneville-Roussy *et al* (2016) have further emphasized that the distinction between engagement and disengagement coping strategies might be the most important. Engagement-oriented coping respond to stressful events by using strategies such as planning and positive reinterpretation, while disengagement-oriented coping includes strategies such as disengaging, denial, and blame. Folkman and Moskowits (2004) have agreed that the effectiveness of the various coping strategies is context-specific. No individual coping strategy is effective in all situations–the effectiveness of a specific coping strategy depends on its suitability to the stressor (Lazarus & Folkman, 1984).

Tobin, Holroyd, and Reynolds (2001) then developed a coping strategies inventory (CSI) consist of 72-item self-report questionnaire designed to asses coping thoughts and behaviors in response to a specific stressor. The format of the CSI is adapted from the Lazarus "way of coping" questionnaire (Folkman & Lazarus, 1981). There are a total of 14 subscales on the CSI including eight primary scales, four secondary scales, and two tertiary scales (see Figure 1). Construction on the subscales was based on a review of the coping assessment literature and the factor structure obtained using Wherry's hierarchical rotation (Tobin, Holroyd, & Reynolds, 2001)

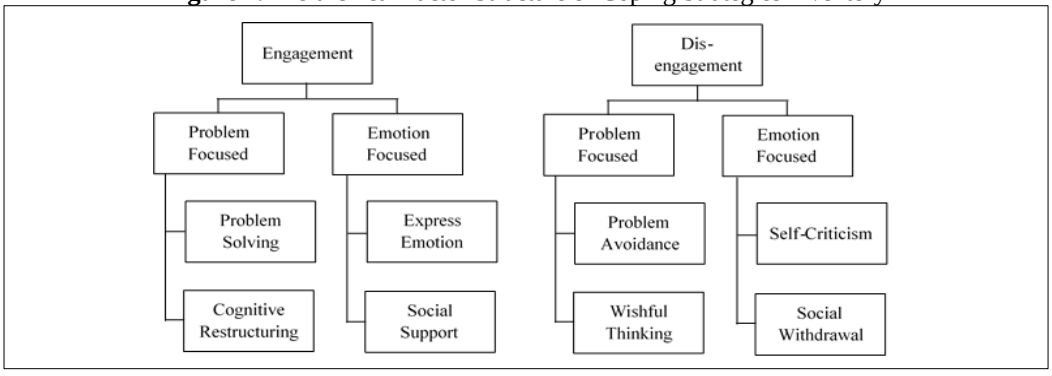
The primary subscales consist of specific coping strategies people use in response to stressful events. These include (i) *Problem Solving* –refers to both behavioral and cognitive strategies designed to eliminate the source of stress by changing the stressful situation, (ii) *Cognitive Restructuring* –includes cognitive strategies that alter the meaning of the stressful transaction as it is less threatening, is examined for its positive aspects, is viewed from a new perspective, (iii) *Social Support* –refer to the seeking emotional support from people, one's family and one's friend, (iv) *Express Emotions* –refers to releasing and expressing emotions, (v) *Problem Avoidance* –refers to the denial of problems and the avoidance of thoughts or action about the stressful event, (vi) *Wishful Thinking* –refers to cognitive strategies that reflect an inability or reluctance to reframe or symbolically alter the situations, (vii) *Social Withdrawal* means blaming oneself for the situation and criticizing oneself, and (viii) *Self Criticism*.

In Wherry's hierarchical factor analysis variance shared between primary factors is loaded onto more general, or higher order, factors (Wherry, 1984). The result of the hierarchical factor analysis in Wherry was four secondary subscales and two tertiary subscales. The Secondary subscales are (i) *Problem Focused Engagement* –includes both problem solving and cognitive restructuring subscales, involve cognitive and behavioral strategies to change the situation or to change the meaning of the situation for the individual. This coping efforts are focused on the stressful situation; (ii) *Emotion Focused Engagement* –includes both social support and express emotion, which reflect open communication of feelings to other and increased social involvement, especially with family and friends. These coping efforts are focus on the individual's emotional reaction to the stressful situation; (iii) *Problem Focused Disengagement* –includes both problem avoidance and wishful thinking. This strategies reflect denial, avoidance, and an inability or reluctance to look at the situation differently. This strategies also reflect cognitive and behavioral strategies to avoid the situation; last (iv) *Emotion Focused Disengagement* – includes both social withdrawal and self-criticism, which involves shutting oneself and one's feelings off from others, and criticizing or blaming oneself for what happened.

Meanwhile, the tertiary subscale are (i) Engagement –includes problem solving, cognitive restructuring, social support, and express emotions, that reflects attempts by the individual to engage the individual in

efforts to manage the stressful person/ environment transaction. Through this coping strategies, individuals engage in an active and ongoing negotiation with the stressful environment; (ii) *Disengagement* –includes problem avoidance, wishful thinking, social withdrawal, and self-criticism, that includes strategy that are likely to result in disengaging the individual from the person/ environment transaction. Feelings are not shared with others, thoughts about situations are avoided, and behaviors that might change the situation are not initiated.

Figure 1: Hierarchical Factor Structure of Coping Strategies Inventory



3. METHODOLOGY

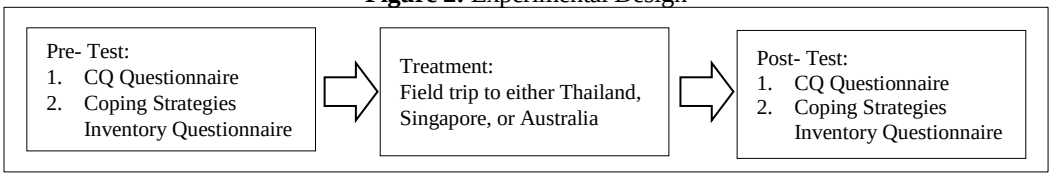
There are several methods that can be used to develop students' cultural intelligence which are lecturing where students are taught by teachers related to other cultures; reading where students are asked to read the literature associated with the culture of other countries, sharing sessions in which students are asked to present what they have learned to other students; and methods of field trips to provide awareness and direct experience to the students. However, whether those methods are really develops students' cultural intelligence still need to be examined.

This study was conducted to determine the effectiveness of the method of field trips undertaken in cross culture course considered as the common method to improving students' cultural intelligence. Solomon and Steyn (2017) found that experiential learning is a method that can developed someone's CQ and its components. However, the training needs to be designed carefully so it can help achieve the objectives (Solomon & Steyn, 2017).

This research was conducted using the experimental method in which the research subjects are students who participated in the field trip. There are 33 students who participated in this study from total number of 40 students of Cross-culture class. Roscoe (1975, in Sekaran 2013) stated that any sample size larger than 30 and less than 500 are appropriate for most research. Although for multivariate research the sample size should be several times as large as the number of variables in the study, but this research focusing on comparison study to design the field trip activity. Using the error of 10% for estimation, which the necessary sample taken for a population of 40 students is 29 students. Thus, this sample research by using 33 student considered as sufficient.

The experimental design is shown in diagram below:

Figure 2: Experimental Design



The students are asked to follow the activities of pre- and post-test were performed before and after the field trip activities. Students who participated in this study were asked to fill out questionnaires that measure their cultural intelligence and questionnaire related how they will cope with stress level to identify their behavior when they facing new culture. After they conduct their field trip (either to Thailand, Singapore, or Australia), they are required to fill CQ questionnaire to determine whether there are a changing in their cultural intelligence and how their ability to cope with stress experience differences. The questionnaire used to measure students' cultural intelligence was adopted from CQ questionnaire developed by Ang et al. (2007) while the questionnaire used to measure how students will react to stress was adopted from the coping strategies inventory developed by Tobin, Holroyd, and Reynolds (2001).

After that, some students and the lecturer were interviewed to find out more about whether the design of this field trip activity has accommodated the purpose of the field trip which is to boost cultural intelligence, adaptability, and to work in a multi-cultural environment.

The field trip design in this experimental study was the students were asked to visit a particular country (in the case of Thailand, Singapore, and Australia). In those countries, the students, accompanied by lecturers, visiting certain places such as markets, universities, and companies that exist in the country. After that, students are asked to make a report related to their activities while they were in that country. In addition, students are also asked to make a video about their activities so that it can be used to share their experiences to other students. Through this design, students are expected to increase their awareness of the cultural differences and enhance their cultural intelligence.

From that design and previous research (MacNab, 2012; MacNab, Brislin, & Worthley, 2011; McCrea & Yin, 2012), the researchers developed hypothesis as follows:

Hypothesis 1a: There is significant difference between students' meta-cognitive aspect in the CQ before and after field trip
Hypothesis 1b: There is significant difference between students' cognitive aspect in the CQ before and after field trip
Hypothesis 1c: There is significant difference between students' motivational aspect in CQ before and after field trip
Hypothesis 1d: There is significant difference between students' behavioral aspect in CQ before and after field trip
Hypothesis 2: There is significant difference between students' CQ before and after field trip
Hypothesis 3: There is significant difference between students' coping strategies before and after field trip

4. FINDING AND DISCUSSION

4.1. Cultural Intelligence of Students Previous and After Field Trip Activities

The result of pre- and post- test of students CQ can be seen in table 1 below:

Table 1: Pre and Post Mean of students' CQ

Description	Pre Mean	Post Mean	improvement	t-test (*p* value)
Meta-cognitive	5.45	5.94	0.49	3.039 (0.002)***
Cognitive	3.06	4.30	1.24	4.625 (0.000)***
Motivational	5.29	5.88	0.59	3.2941 (0.000)***
Behavioral	4.80	5.42	0.62	2.4047 (0.009)***
CQ	4.53	5.30	0.77	4.808 (0.0000)***

Note: ** *$\alpha = 0.01$

From Table 1, meta-cognitive aspect experienced significant improvement ($M = 0.49$; $t(66) = 3.039$, $p < .01$). Previously, the students already showed high meta-cognitive ($M = 5.45$) and it was getting higher after they went to field trip ($M = 5.94$). Meta-cognitive aspect was also the aspect with the highest score compare with the other components of CQ. One reason why there that can explain this phenomenon probably because the students realizes the important of knowledge to help them when they visit the destination country and interact with people there especially for students who visit the country for the first time. After doing the field trip, they became more aware to the important of knowledge about the people and culture in that country to help them adapt and survive. This meta-cognitive aspect can be more developed during field trip activities probably because the students learn more about the culture of people in destination country so they adjust their knowledge based on what they experienced. Therefore, hypothesis 1a was supported.

Regarding cognitive aspect, the result of measurement showed there was significant increasing ($M = 1.24$; $t(66) = 4.625$, $p < .01$) for students' cognitive aspect from before they joined the field trip ($M = 3.06$) to after they finished their field trip ($M = 4.30$). This cognitive aspect experienced the highest improvement compare to the other aspects. This indicate that field trip activity can be a good method to increase students' knowledge related cross-cultural aspect. This situation happened probably because through seeing directly how people behave in destination country, the students will be easier to remember the culture of people in destination country. Even though this cognitive aspect showed the highest improvement, it was an aspect with the lowest score compare the other aspects. This could happen because the cognitive aspect that measured in the questionnaire are the knowledge which students considered as unimportant for them to know. However, after they conducted field trip, they learned about those knowledge from their experiences. This result supported hypothesis 1b.

Similar with meta-cognitive and cognitive aspect, motivational aspect also experienced significant improvement ($M = 0.59$; $t(66) = 3.294$, $p < .01$). Before field trip, the motivational aspect of students reach high score ($M = 5.29$) and it became higher after they went to destination country ($M = 5.88$). This improvement probably happened because the students enjoyed interaction with people from destination country when they did field trip. Moreover, they think that interaction with new people can give new experience and knowledge that will be benefit for them in the future. This situation can encourage them to visit another country so they can have the similar experience. This conclude that hypothesis 1c was supported.

In term of behavioral aspect, it was shown that students' behavioral aspect was significantly increase ($M = 0.62$; $t(66) = 2.405$, $p < .01$). In pre- test, the average score of behavioral aspect was considerably high ($M = 4.80$) and it became higher in post- test ($M = 5.42$). Even though the behavioral aspect increased, its increasing was the lowest compared to the other parts. This most likely happen because the students get hands on experience that force them to adjust their behavior, both verbal and nonverbal, to be able to interact with new people effectively. However, it was probably because the duration of field trip was not long enough that limited the students interaction. This indicate that hypothesis 1d was supported.

For CQ as overall, the score of students' CQ was increase significantly ($M = 0.77$; $t(66) = 4.808$, $p < .01$). The students CQ at the beginning showed quite high score (M = 4.53) and it became higher at the end ($M = 5.30$). This indicate that the activities of field trip has succeed to increase the capability of students to interact with people from different cultural background. Therefore, hypothesis 2 was supported.

4.2. Coping Strategies of Student Previous and After Field Trip Activities

Below is the result of students' coping strategies

Table 2: Coping Strategies Tertiary Scale Previous Field Trip

Component	Mean
Engagement	127.55
Disengagement	113.82
t Stat	3.262
P(T<= t) one tail	0.001

Table 3: Coping Strategies Secondary Scale Previous Field Trip

Component			Mean			
Problem Focused Engagement (PFE)			65.45			
Emotion Focused Engagement (EFE)			62.09			
Problem Focused Disengagement (PFD)			60.21			
Emotion Focused Disengagement (EFD)			53.61			
Source of Variation	***SS***	***df***	***MS***	***F***	***p-value***	***F crit***
Between Groups	2461.36	3	820.45	7.67	0.000	2.675
Within Groups	13686.3	128	106.92			
Mean Comparison	**Absolute Difference Mean**		**Critical Range**		**Result**	
PFE – EFE	3.36		5.9581		No Difference	
PFE – PFD	5.24				No Difference	
PFE – EFD	11.85				Difference	
EFE – PFD	1.88				No Difference	
EFE – EFD	8.48				Difference	
PFD - EFD	6.61				Difference	

On the previous field trip assessment, students tend to engage or manage the stressful person or environment transaction, hence they are tend to be more active towards stressful situation compare to have a passive strategies (*M-engagement* = 127.5, *M-disengagement* = 113,8, $p < .01$) (see table 2 for detail). Specifically for the problem focused and emotional focused component on secondary scale of coping strategies ($|M_{PFE} - M_{EFD}| = 11.8$, $|M_{EFE} - M_{EFD}| = 8.5$). Even though on the disengagement strategy, students tend to focused on the problem rather than the emotions ($|M_{PFD} - M_{EFD}| = 6.6$) (See Table 3 for

Table 4: Coping Strategies Primary Scale Previous Field Trip

Component	Mean
Problem Solving (PS)	32.21
Cognitive Restructuring (CR)	33.24
Express Emotions (EE)	29.03
Social Support (SS)	33.06
Problem Avoidance (PA)	26.85
Wishful Thinking (WT)	33.36
Self-Criticism (SC)	28.82
Social Withdrawal (SW)	24.79

Source of Variation	*SS*	*df*	*MS*	*F*	*p-value*	*F crit*
Between Groups	2461.36	3	820.45	7.67	0.000093	2.675
Within Groups	13686.3	128	106.92			

Mean Comparison	Absolute Difference Mean	Critical Range	Result	Mean Comparison	Absolute Difference Mean	Critical Range	Result
PS – CR	1.03		No Different	EE – SS	4.03		No Different
PS – EE	3.18		No Different	EE – PA	2.18		No Different
PS – SS	0.85		No Different	EE – WT	4.33		No Different
PS – PA	5.36		Different	EE – SC	0.21		No Different
PS – WT	1.15		No Different	EE – SW	4.24		No Different
PS – SC	3.39		No Different	SS – PA	6.21		Different
PS – SW	7.42	4.4878	Different	SS – WT	0.30	4.4878	No Different
CR – EE	4.21		No Different	SS – SC	4.24		No Different
CR – SS	0.18		No Different	SS – SW	8.27		Different
CR – PA	6.39		Different	PA – WT	6.52		Different
CR – WT	0.12		No Different	PA – SC	1.97		No Different
CR – SC	4.42		No Different	PA – SW	2.06		No Different
CR – SW	8.45		Different				

detail). Table 4 showed the difference test for primary scale level, students' mean score on Problem Solving is higher than Problem Avoidance ($|M_{PS} - M_{PA}| = 5.36$) and Social Withdrawal ($|M_{PS} - M_{SW}| = 7.42$). Cognitive Restructuring component also showed different mean with Problem Avoidance ($|M_{CR} - M_{PA}| = 6.39$) and Social Withdrawal ($|M_{CR} - M_{SW}| = 8.45$). Social Support scale showed different mean with Problem Avoidance ($|M_{SS} - M_{PA}| = 6.21$) and Social Withdrawal ($|M_{SS} - M_{SW}| = 8.27$). Last, the Problem Avoidance component resulted different mean with Wishful Thinking ($|M_{PA} - M_{WT}| = 6.52$).

The post assessment (Table 5) showed consistent result –they more engage towards stressful situation compare to have a passive strategies (*M-engagement* = 129.5, *M-disengagement* = 113.2, $p < .01$). On the secondary scale of coping strategies (Table 6), showed slight different result, which were all the problem focused engagement have different mean score with emotional focused engagement ($|M_{PFE} - M_{EFE}| = 7.23$), with problem focused disengagement ($|M_{PFE} - M_{PFD}| = 6.48$), and with emotional focused disengagement ($|M_{PFE} - M_{EFD}| = 17.58$). Meanwhile the emotional focused engagement have different mean score with emotional focused disengagement ($|M_{EFE} - M_{EFD}| = 9.85$). Similar with the previous assessment, the problem focused disengagement showed different mean with emotional focused disengagement ($|M_{PFE} - M_{EFD}| = 11.09$).

In the primary scale of coping strategies, problem solving showed different mean with express emotions ($|M_{PS} - M_{EE}| = 4.7$) and social withdrawal ($|M_{PS} - M_{SW}| = 9.09$). Cognitive restructuring have different mean score with express emotion ($|M_{CR} - M_{EE}| = 7.73$), problem avoidance ($|M_{CR} - M_{PA}| = 6.88$), self-criticism ($|M_{CR} - M_{SC}| = 8.48$), and social withdrawal ($|M_{CR} - M_{SW}| = 12.12$). Express emotions resulted a

different mean with social support ($|M_{EE} - M_{SS}| = 4.7$), and wishful thinking ($|M_{EE} - M_{WT}| = 5.09$). While social support showed different mean with self-criticism ($|M_{SS} - M_{SC}| = 5.45$) and social withdrawal ($|M_{SS} - M_{SW}| = 9.09$). Last, problem avoidance only has different mean with social withdrawal ($|M_{PA} - M_{SW}| = 5.24$).

Table 5: Coping Strategies Tertiary Scale Post Field Trip

Component	Average
Engagement	129.48
Disengagement	113.15
t Stat	3.900
P(T<= t) one tail	0.00011652

Table 6: Coping Strategies Secondary Scale Post Field Trip

Component				Average		
Problem Focused Engagement (PFE)				68.61		
Emotion Focused Engagement (EFE)				60.88		
Problem Focused Disengagement (PFD)				62.12		
Emotion Focused Disengagement (EFD)				51.03		
Source of Variation	***SS***	***Df***	***MS***	***F***	***p-value***	***F crit***
Between Groups	5215.78	3	1738.59	16.06	0.000000006	2.675
Within Groups	13857.88	128	108.26			

Mean Comparison	Absolute Difference Mean	Critical Range	Result
PFE – EFE	7.73	5.9953	Difference
PFE – PFD	6.48		Difference
PFE – EFD	17.58		Difference
EFE – PFD	1.2424		No Difference
EFE – EFD	9.85		Difference
PFD – EFD	11.09		Difference

At the end, even most of the engagement component of coping strategies showed significant and different mean score on the previous and post individual assessment, there is no significant improvement on coping strategies score previous with post field trip at tertiary and secondary scale level. But in the primary scale level, there is significant improvement on the Cognitive Restructuring component and Problem Avoidance.

Based on the result, the hypothesis 3 was not supported. This situation happened probably because the field trip was conducted in short amount of time so there is not enough time for them to experience stress. Moreover, the design of field trip also did not include the program where the students did the project or problem solving instead the program provide the students with observation assignment and lecturing. This could lead to the stress that students experience was minimized.

4.3. Students feedback

This research already proved that field trip can help increasing the CQ of students. However, there are several things that business school can be done to increase the effectiveness of field trip.

First, the duration of field trip need to be considered as if the duration is too short, the students will not have chance to optimize the activities. One of students that interviewed stated "The field trip was fun, but if we have more time, we can explore more". Based on interviewed, the optimal duration is one

Table 7: Coping Strategies Primary Scale Post Field Trip

Component	Average
Problem Solving (PS)	32.79
Cognitive Restructuring (CR)	35.82
Express Emotions (EE)	28.09
Social Support (SS)	32.79
Problem Avoidance (PA)	28.94
Wishful Thinking (WT)	33.18
Self-Criticism (SC)	27.33
Social Withdrawal (SW)	23.7

Source of Variation	*SS*	*df*	*MS*	*F*	*p-value*	*F crit*
Between Groups	2461.36	3	820.45	7.67	0.000093	2.675
Within Groups	13686.3	128	106.92			

Mean Comparison	Absolute Difference Mean	Critical Range	Result	Mean Comparison	Absolute Difference Mean	Critical Range	Result
PS – CR	3.03		No Difference	EE – SS	4.7		Difference
PS – EE	4.7		Difference	EE – PA	0.85		No Difference
PS – SS	0		No Difference	EE – WT	5.09		Difference
PS – PA	3.85		No Difference	EE – SC	0.76		No Difference
PS – WT	0.39		No Difference	EE – SW	4.39		No Difference
PS – SC	5.45		Difference	SS – PA	3.85	4.4821	No Difference
PS – SW	9.09	4.4821	Difference	SS – WT	0.39		No Difference
CR – EE	7.73		Difference	SS – SC	5.45		Difference
CR – SS	3.03		No Difference	SS – SW	9.09		Difference
CR – PA	6.88		Difference	PA – WT	4.24		No Difference
CR – WT	2.64		No Difference	PA – SC	1.60		No Difference
CR – SC	8.48		Difference	PA – SW	5.24		Difference
CR – SW	12.12		Difference				

Table 8: Pre and Post Mean of Coping Strategies

Description	Pre Mean	Post Mean	improvement	t-test (*p* value)
Problem Solving (PS)	32.21	32.79	0.58	0.43 (0.33)
Cognitive Restructuring (CR)	33.24	35.82	2.58	2.15 (0.018)***
Express Emotions (EE)	29.03	28.1	(0.93)	-0.598 (0.27)
Social Support (SS)	33.06	32.79	(0.27)	-0.17 (0.43)
Problem Avoidance (PA)	26.85	28.94	2.09	1.78 (0.04)**
Wishful Thinking (WT)	33.36	33.18	(0.18)	-0.12 (0.45)
Self-Criticism (SC)	28.82	27.33	(1.49)	-0.733 (0.23)
Social Withdrawal (SW)	24.79	23.7	(1.09)	-0.71 (0.24)
Description	**Pre Mean**	**Post Mean**	**improvement**	**t-test (*p* value)**
Problem Focused Engagement (PFE)	65.45	68.61	3.61	1.48 (0.07)
Emotional Focused Engagement (EFE)	62.09	60.88	(1.21)	-0.42 (0.34)
Problem Focused Disengagement (PFD)	60.21	62.12	1.91	0.91 (0.18)
Emotional Focused Disengagement (EFD)	53.61	51.03	(2.58)	-0.87 (0.19)
Engagement	127.55	129.48	1.93	0.51 (0.3)
Disengagement	113.82	113.15	(0.67)	0.15 (0.44)

Note: ***$\alpha = 0.01$

week, however, it can be adjust depend on the objectives of field trip. **Second**, before field trip, it is better to prepare the students with pre-conditioning activity who give the students the knowledge regarding the culture in destination country. This is supported with what student said in interviewed, "it is better to give us some preparation before field trip so it will help us to quickly learn about the culture

of people there". **Third**, there should be free time activity in field trip where the students are given the chance to explore the country by themselves. A student said "we need lecturers to accompany us when we visit the country, but we hope there are more free time activity". **Lastly**, one of the assignment of the field trip is to clarify if what the theory said really happen in the country. Another student said "it will be better if before we depart, we are given the knowledge about the country and then we can see if the theory is really match the reality.

4.4. Lecturer feedback

This study also gives other perspectives in improving the quality of learning and teaching in business school, especially toward the embodiment of soft skill development in curriculum. Recently, the learning process in higher education focus on the experiential learning with student centered learning paradigm. Such competencies like the one that develop by spencer and spencer, emotional intelligence (Maxwell), and positive psychology (Luthans) become the common trend in mapping student competencies. However, those competencies only involve in more homogenous environment. A lecturer explained "developing students' soft skill and competencies is important for the successfulness of business students. However, the business school should considered the multi-cultural environment which can influence the students' performance when they enter business world". Therefore the use of CQ is required in curriculum development to assure their capability in dealing in more heterogeneous environment. CQ is not only becomes the skill for different context, but also become ambidexterity character for the students. This character may decide whether students can perform effectively in multi-cultural context or not.

The field trip activity should be a good program for students to learn about culture in different country like what the lecturer said "Through the field trip, the students are expected to be able to increase their understanding about the culture of people in different country". However, how the students' readiness and the design of field trip can influence how the improvement of students' CQ. The lecturer support this, "The students can get great benefit from cross culture field trip, however, the design need to be the concerned since good field trip can give more benefit to students. One way to improve the field trip is by giving challenge to be solve by students when they in field trip. The lecturer explained, "The good way to increase students CQ is by giving them challenge when they have to collaborate with people from the destination country rather than just observe and benchmark."

5. CONCLUSION

Developing the capability of students is one of main purpose of university. With the rise of globalization, doing business is not limited with place. This increase the likelihood to do business with people from another country who have different cultural background. This situation become a concern of business schools in the world. To make sure their alumni have the ability to perform when they work in multi-cultural context, business schools do a lot of effort. One common method that can be done to improve students' ability in interacting and working with people from different cultural background is field trip. By giving field trip assignment, business schools hope the students can get hands on experience that can benefit them when they have to work in cross-culture environment. The result of this research indicates that giving field trip activity to students can significantly improve their CQ as well as its components. However, the field trip can be improved to give better result especially in term of students' preparation, time length, and the program such as give collaboration project.

6. SUGGESTION FOR FUTURE RESEARCH

CQ levels are an important factor that must be acquired by students so that when they graduate and enter the business world, they will be able to adapt to different cultural environments. Therefore, it is important for universities to improve the CQ level of the students. One way that can be used is to do field trips to other countries.

This research showed that with field trip, students CQ can be improved. However, differences in destination countries may cause different improvements. Therefore, it is suggested to conduct another research to see the differences effects for each country destination to understand which one will be given the greatest improvement.

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