

## MULTICULTURAL AND INTERCULTURAL COMMUNICATION IN NIGERIA: FACILITATIONS AND ISSUES

By

Agbamu Bettina OBOAKORE<sup>1</sup>  
Anorue Ifeanyi LUKE<sup>2</sup>  
Onuegbu Okechukwu CHRISTOPHER<sup>3</sup>

<sup>1</sup>Department of Mass Communication, University of Delta, Agbor.

[bettina.oghwie@unidel.edu.ng](mailto:bettina.oghwie@unidel.edu.ng)

<sup>2 and 3</sup>Department of Mass Communication, University of Nigeria, [Nsukka.ifeanyi.anorue@unn.edu.ng](mailto:Nsukka.ifeanyi.anorue@unn.edu.ng), [oonuegbu3@gmail.com](mailto:oonuegbu3@gmail.com)

### ABSTRACT

This study examined barriers and facilitators of intercultural communication competence (ICC) in a multicultural Nigerian environment. The study adopted a survey research design. A multi stage sampling procedure was used to elicit data from 592 adults in Warri South Local Government Area, Delta state, Nigeria. Regression and correlation statistical tools were used in the analyses. Finding revealed that respondents' anxiety was high but their trust, knowledge of foreign culture, knowledge of foreign languages, interpersonal skills and intercultural communication competence were low. Scores on self-efficacy were high on the other hand. Result further revealed that knowledge of the culture and language of people from a foreign ethnic origin has significant influence on intercultural communication competence. The study concludes that findings could provide information sources for orientation efforts or some mass media intervention designers who might be interested in adopting a cultural and language sensitive approach to improving the communication skill-set of individuals who should be targeted.

**Keywords:** *Intercultural Communication, Nigeria, Interpersonal Skills, Motivations*

### INTRODUCTION

Communication provides effective means by which people correlate and coexist in society (Onuegbu et al., 2024). It defines how life and society is organised and sustained, individuals and groups interact, transfer ideas and knowledge (Anum, 2019). This could be intercultural whereby people from different languages, ethnicity or national background communicate for whatever reason or purpose. There is also a multicultural communication involving people from different cultural backgrounds or ethnicity displaying their diverse unique identities or cultural heritage.

Therefore, for communication to have the expected impact on individuals, groups and society, people must understand to a reasonable extent the appropriate communication patterns, peculiarities and the ability to adapt and adopt these patterns in various contexts (Tarvin, 2014). The ability to do this effectively could be referred to as intercultural communication competence (ICC) and requires motivation, knowledge and skills (Yunlong, 2014).

Motivation which could be intrinsic or extrinsic, refers to the root of a person's desire to

foster intercultural relationships (Martin & Nakayama, 2010), while knowledge means awareness or understanding of ingredients required for effective communication, and skills are concerned with the abilities to engage in the behaviours necessary for effective and appropriate communication (Yunlong, 2014).

This study is focused on examining barriers and facilitators of ICC in a multicultural Nigerian environment. Nigeria is a nation of several distinctive ethnic cultures, languages and nationalities. With over 600 languages and more than 250 ethnic groups, Nigeria stands as one of the most culturally diverse countries in the world (Green, 2023; Onuegbu et al., 2024). Hence, many Nigerian societies are polarised along ethnic lines especially in terms of culture and language. This often leads to culture shock, culture conflict, culture resistance, culture change and culture erosion especially when they come in contact with another (Olagbaju, 2020).

Some of the areas in which cultures cross include cross-cultural business, intercultural marriages, intercultural education, among others (Eze, Nnabuko & Etuk, 2014). Regrettably, these cultural pathways have often threatened the peace, unity and corporate existence of Nigeria (Ajitoni, 2014). Ethnicity is easily employed as an explanation for the worsening state of conflict and instabilities in Nigeria. To this end, solutions to intercultural crises and conflicts have often derived from the principles of cultural tolerance, cultural understanding and cultural appreciation.

Therefore, undertaking research on multicultural and intercultural communication in Nigeria is important in a number of ways. First, findings from this study could inform intervention and policy programmes aimed at improving inter-ethnic relations in Nigeria. Also, the outcomes from the present study could provide unique insights into the epistemological issues capable of explaining ICC in a Nigerian environment.

#### Objectives of the Study

The study objectives include;

1. to analyse the facilitators enhancing multicultural and intercultural communication in Nigeria;
2. identify the issues hindering effective multicultural and intercultural communication in Nigeria;
3. explore the potential of specific communication strategies to bridge cultural divides and promote understanding in Nigeria.

## Research Questions

The above objectives were subjected to the following research questions;

1. to what extents do Nigeria's diverse cultural elements, such as languages, religious beliefs, and artistic expressions, foster communication and understanding between different ethnic groups?
2. what are the primary communication challenges faced by Nigerians due to cultural differences, and how do these challenges manifest in everyday interactions (workplace, social media, education)?
3. can specific communication approaches, like active listening, code-switching, or nonverbal sensitivity training, be effective in mitigating cultural communication barriers in Nigeria? If so, how?

## Research Hypothesis

H1: There is a significant relationship between motivation, anxiety and intercultural communication competence.

H2: There is a significant relationship between trust and intercultural communication competence.

H3: There is a significant relationship between self-efficacy and intercultural communication competence

## Literature Overview

Globalisation and innovation in digital technology have proven the needs for effective multicultural and intercultural communication (Etuk, Anyadighibe, James & Ulo, 2022). Unlike in the mediaeval days, people currently live in one cultural vicinity but working in another entirely different society whose cultures, languages and traditions are strange to them. To relate with others in this situation, requires acceptance and respect, awareness, understanding, appreciation and valuing (Allan, 2003; Vromans et. al, 2023). This could be hampered by some issues and challenges such as choice of the communication medium and interaction patterns among team members of various cultures, communication, trust, among others (Cagiltay et. al, 2015). The effect of this is failure in most modern professionals due to absence of ICC (Sarwari et. al, 2024).

Several empirical studies in multicultural and intercultural communication tried to provide solutions to this. Sarwari et al. (2024) in a review of 45 papers published on Web of Science and SCOPUS-indexed journals between 2006 to 2023, found that ICC could help individuals improve in multicultural communication through observing of feeling and emotions, staying and studying in multicultural environments, flexibility and participating in cultural programs. The study identified cultural awareness and intercultural sensitivity, empathy, language proficiency, flexibility, traits and skills as among the key components of ICC.

Also, Li et al. (2024) found that there is an improvement in intercultural communication with the emergence of virtual reality technology. The scholars adopted quasi-experiment

and semi-structured interview to gather data from 30 international students across Egypt, Peru, Australia and other countries recruited from the Chinese university. In another study by Vromans et al. (2023) at Dutch, it was found that dissonance was needed to learn and develop intercultural competence. The study involving 9 students employed a qualitative and inductive approach, also identified cultural self-awareness exercises, group discussions or team works, among others as effective tools to enhance intercultural communication.

### Methods

The study adopted a survey research design to examine barriers and facilitators of ICC in Warri South Local Government Area (LGA), a multicultural Nigerian environment in Delta State. The oil rich Council area is in Longitude 5°44'E and Latitude 5°31'N with a population estimate of 1,031,000 in 2024 according to United Nations population projection (Macrotrends, 2024). Some ethnic nationalities in the city include Urhobo, Itsekiri and Ijaw. Warri South is also a host to other ethnic nationalities from across Nigeria and they include Anioma, Isoko, Hausa, Yoruba, Igbo, among others.

However, a total sample size of 600 was drawn from the population using the Cochran (1963) equation. The sample size was determined using the following equation:  $n = \frac{Z^2 pq}{e^2}$  Where:  $n$  = sample size,  $Z^2$  = confidence level,  $p$  = rate of occurrence or prevalence (the estimated proportion of an attribute that is present in a population),  $q$  = complement of  $p$  and  $e$  = margin of error. Regarding the sample's demography, the average age was 28.4 (SD=5.2) years, 49% were male, and 51% were female. Ethnic groups that were represented include Urhobo, (17.1%), Ijaw (13.7%), Itsekiri (35.2%), Yoruba (10.3%), Tiv (15.8%), Igbo (20.0%) and Ibibio (3.7%).

The respondents who participated in the study were selected based on probability and non-probability selection principles. To achieve adequate selection of respondents, a multi-stage sampling procedure was adopted. First, a purposive sampling procedure was used to select a list of communities from the study area known to have a more diverse mix of multiple ethnic representations than others in the LGA. The communities were: Okere, Iyarr, Pessu, Macaaiver, Ogonu, Ugbuwagwe, Ajamimogha and Agbarha.

At the second stage, a systematic sampling procedure with a random start was employed to select specific areas of the communities such as households, shops, public buildings, among others. Following this, actual respondents in each of these areas were selected using availability sampling and purposive sampling. Ethnic origin of the final respondents that were selected informed the choice of purposive sampling method adopted respondents in this category were adults 18 years and above.

### Measurement

The research hypotheses developed, and the literature reviewed in this study informed the design of the items in the questionnaire. The overview consisted of two segments: (a)

demographic characteristics and other key questions that guided the fieldwork process. Variables measured in the study include motivation, knowledge, interpersonal skills and intercultural communication competence. First, the variable on motivation was divided into three sub-categories (anxiety, trust and self-efficacy). Regarding the variable on anxiety,

six items forming the subscale were set. Response category ranged from 1='Strongly Disagree' to 4='Strongly Agree.' The items tended to focus on issues of current concern. One of the examples of the scale read: "I am really scared because no place is safe to live in this place or even this country [since there is insecurity issue across the country]."

The consistency of the scale was measured using Cronbach's alpha. The coefficient recorded was found to be highly reliable ( $\alpha=.77$ ). As to the variable on trust, a nine item, sub-scale was developed and response category ranged from 1='Strongly Disagree' to 4='Strongly Agree.' One of the examples of the scale read: "I believe first that we are all human beings before anything and we are filled with goodness and kindness, so it doesn't matter where we come from." A reliable Cronbach's alpha figure was determined ( $\alpha=.84$ ).

Finally, self-efficacy as a variable was designed along with a set of 8 items. The response category ranged from 1='Strongly Disagree' to 4='Strongly Agree.' An example of one of the items include: "It is very easy for me to mingle, chat, be involved and socialize with people who are not indigenes of Warri and even Delta State". A highly consistent Cronbach's alpha figure was determined ( $\alpha=.73$ ). The variable which is knowledge was measured using two sub-scales (knowledge of a foreign culture and knowledge of a foreign language). The word 'foreign' in the context of the fieldwork refers to knowledge of a culture and language that is not of the respondents. A 5 item subscale was developed for 'knowledge of a foreign culture'. The response category ranged from 1='Strongly Disagree' to 4='Strongly Agree.' An example of one of the items include: "I know the way of life [e.g., dressing, food, etc] of those people that are not from my place of origin". A reliable Cronbach's alpha figure was determined ( $\alpha=.92$ ).

Furthermore, A 4 item sub-scale was developed to address the variable regarding knowledge of foreign language. An example of one of the items include: "I know and understand the language [e.g., style of greeting, speaking, accent, etc] of those people that are not from my place of origin." A highly consistent Cronbach's alpha figure was determined ( $\alpha=.81$ ). In addition, interpersonal skill was measured on a 7 item scale. Respondents were asked to state the extent of their agreeableness with the following actions: active listening, teamwork, taking responsibility, empathy, leadership, openness and dependability. Response categories ranged from 1='Strongly Disagree' to 4='Strongly Agree.' A highly consistent Cronbach's alpha coefficient was determined ( $\alpha=.76$ ). Finally, intercultural communication competence was measured by adapting the Intercultural Readiness Check (IRC). The IRC is a 60-item questionnaire addressing these areas of ICC: intercultural sensitivity, intercultural communication, building

commitment and preference for certainty. The instrument has been developed and tested over a period of more than three years (Van der Zee & Brinkmann, 2004). The reliability of the scale developed by Van der Zee and Brinkmann (2004) was high ( $\alpha=.76$ ). In the present study, some of the items were adapted and only 15 items were employed. Response categories ranged from 1='Strongly Disagree' to 4='Strongly Agree.' Examples of some of the items employed include: "I can perform well in a duty or business that involves cross-cultural interaction in a place like Warri". The reliability of this scale was high ( $\alpha=.76$ ).

#### Analysis

A Statistical Package for Social Sciences (SPSS) version 23 was used to analyse data gathered for the study. We employed both descriptive and inferential statistics in the data

analysis. While simple percentages were used to describe the demographic characteristic of the respondents, mean and standard deviation was employed to describe data on the key variables employed in the study. Multiple regression analysis and correlation analysis was used to address the hypotheses raised in the study.

## Result

Going by the data retrieved from the field, 592 questionnaires were obtained. This number indicates a high return rate (98.7%). Findings from the analysed data are presented in this section. The mean and standard deviation scores of respondents' data are reported on anxiety (M=3.43, SD=0.10), trust (M=1.31, SD=1.12), self-efficacy (M=2.11, SD=0.17), knowledge of foreign culture (M=1.11, SD=1.98), knowledge of foreign language (M=1.23, SD=1.80), interpersonal skills and intercultural communication competence (M=1.42, SD=1.02).

Hypothesis 1 Table 1. Summary of Simple Regression Analysis for anxiety, trust and self-efficacy predicting respondents' scores on intercultural communication competence

Model	Unstandardized Coefficients	Standardized Coefficients	T	Sig.	95.0% Confidence Interval for B	
					Lower Bound	Upper Bound
1 (Constant)	18.456	.82	21.178	.000	17.795	21.068
Anxiety	-3.305	-.212	-5.589	.000	4.477	2.213

Trust	1.5	.6						
	91	4	.087		2.541	.011	.37	6.9
		1					81	40
Self-efficacy	4.1	.4						
	95	1	.248		9.765	.000	4.2	7.8
		8					56	97
R <sup>2</sup>			F 1871.312***					

.852

Note. \*\*p &lt; .001

As shown in the Table 1, the result of regression indicated that the model explained 85.2% of the scores on intercultural communication competence ( $F(3,592)=1871.312, p<.000$ ). A further look at the table shows that scores on anxiety ( $p=.000$ ) had a negative influence scores on intercultural communication competence. This suggests that higher levels of anxiety might be leading to a lower level of intercultural communication competence in the study area. Furthermore, trust ( $p=.000$ ) and self efficacy ( $p=.011$ ) significantly contributed uniquely to the prediction in the equation. The direction of the relationship in the contribution was positive.

## Hypothesis 2

Table 2. Summary of Simple Regression Analysis for knowledge of a foreign culture and knowledge of foreign language predicting respondents' scores on intercultural communication competence

Model	Unstandardized Coefficients	Standardized Coefficients	T	Sig.	95.0% Confidence Interval for B	
					Lower Bound	Upper Bound
1 (Constant)	12.721	.731	14.112	.000	9.739	11.784
Knowledge of a foreign culture	5.312	.742	7.313	.012	4.477	7.743
Knowledge of a foreign language	3.621	.882	7.893	.000	2.381	5.738
R <sup>2</sup> .731		F 1483.748**				

Note. \*\*p &lt; .001

Findings on the second hypothesis is presented in Table 2 above, the result of regression indicated that the model explained 73.1% of the scores on intercultural communication competence ( $F(2,592)=1483.748, p<.000$ ). Individual contributions of the independent variables on intercultural communication competence scores were highlighted. Results show that knowledge of foreign culture ( $p=.012$ ) and knowledge of a foreign language ( $p=.000$ ) significantly contributed uniquely to the prediction in the equation. The direction of the relationship in the contribution was positive.

### **Hypothesis 3**

Correlation analysis was conducted to address the third hypothesis in the study. The researcher conducted preliminary analyses to ensure that the assumptions of normality, linearity, and homoscedasticity were not violated. Findings revealed that there was a strong, positive correlation between the two variables ( $r=.75, n=592, p<.001$ ), with high levels of interpersonal skills associated with high levels of intercultural communication competence.

### **Discussion**

This study is focused on examining barriers and facilitators of ICC in a multicultural Nigerian environment. First findings on respondents' anxiety was high but their trust, knowledge of foreign culture, knowledge of foreign language, interpersonal skills and intercultural communication competence were low. Scores on self-efficacy were high on the other hand. Except for the result on self-efficacy, the remaining outcomes are an indication that the motivations, knowledge and skills which are key components of intercultural communication competence are discouraging. Such outcomes have important implications on the effectiveness of intercultural communication in a multiethnic environment like Warri South LGA.

To determine how the several strands of these components influence intercultural communication, three hypotheses were raised and addressed using regression analysis and correlation analysis. The first hypothesis of the study stating that —There is a significant relationship between motivation and intercultural communication competence was confirmed. This confirmation is consistent with previous findings (Badrkoochi, 2018; Gajdzik, 2006; Gebregergis et al., 2020; Klein et al., 2018; Krawczyk-Bryłka, 2016; Logan et al., 2014; Ni & Wang, 2011; Peterson et al., 2011; Popa, 2014) showing that anxiety, trust and self-efficacy impacted on intercultural communication competence. This finding adds to extant literature by showing issues in intercultural communication might be similar even in a developing society like Nigeria. This finding also has crucial implications for intervention and policy development that aim at unifying multiple cultures, especially those that are riddled with conflict. Here, public orientation programme designers could tap from such findings by focusing on how to improve trust and self-efficacy as well as reduce those things that make the public anxious. In one of the items of the questionnaire, it was admitted that security issues alongside the problem of kidnapping, terrorism and local banditry that is gradually ravaging Nigeria is a basis for distrust in people of certain ethnic origin. In other words, such a security situation is leading to ethnic profiling. It is therefore believed that by re-orientating the members of the public against ethnic profiling as far as such crime is concerned, we might start to motivate individuals to engage in cross-cultural interactions regardless of where they find themselves.

The second hypothesis stating that: There is a significant relationship between knowledge



and intercultural communication competencel was equally confirmed. The finding is in agreement with findings from extant studies (Milhouse, 1993; Nakanishi, 1995; Wang and Eblen, 1992; Wiseman et al., 1989) showing that knowledge of the culture and language of people from a foreign ethnic origin have significant influence on intercultural communication competence. Even though knowledge of these cultural variables is low in our sample, its influence on intercultural interaction cannot be overemphasised. This again highlights the important role that knowledge could play in intervention and policy programmes. For example, orientation efforts and other programmes that are seeking for evidence based approaches to solving the problems inherent in intercultural communication could begin to educate individuals through media means on the beauty in the diverse cultures, languages and traditions that are present across Nigeria.

Finally, the third hypothesis was also confirmed. The finding showed that high levels of interpersonal skills were associated with high levels of intercultural communication competence. In other words, skills such as dependability, ability to listen, leadership qualities, etc seem to have an important influence on intercultural communication competence in the study area. This finding is consistent with results from previous research (Abugre & Debrah, 2019; Pilarska, 2015; Sarwari & Wahab, 2017; Sarwari et al., 2018). Like other outcomes, this finding extends knowledge on previous studies because it gives an insight into the determinants of intercultural communication and interaction in a multicultural environment that has not been focused in the past.

While this study has attempted to examine barriers and facilitators of ICC in a multicultural Nigerian environment, it has noted certain limitations which should be addressed in future research efforts. First, the study is limited because of its small sample size; therefore, generalisation of findings across all universities in Nigeria might be difficult. Also, the study is limited to only one area out of several melting pots across the country. Second, the study is limited to only a portion of the issues which are usually under focus as far as ICC is concerned. For example, there are issues on demographic influences, ethnocentrism, etc that were not investigated in the present study. Third, the non-inclusion of a qualitative research approach (e.g., in-depth interview, focus group discussion, etc) is considered as a limitation to the study. This is because of the researcher's recognition of a possible different take that a qualitative finding could give. Future research endeavours could address these limitations.

## **Conclusion**

Following the issues that have so far been raised throughout the study and particularly the findings of the study, the researcher concludes that motivations, knowledge and skills of intercultural communication are important drivers of cross-cultural competence and likely interaction. The study concludes that the findings could also provide information sources for orientation efforts or some mass media intervention designers who might be interested in adopting a cultural and language sensitive approach to improving the communication skill-set of individuals who should be targeted.

## **References**

- Abugre, J. B., & Debrah, Y. A. (2019). Assessing the impact of cross-cultural communication competence on expatriate business operations in multinational corporations of a Sub-Saharan African context. *International Journal of Cross Cultural Management*, 147059581983973. doi:10.1177/1470595819839739

- Ajitoni, S.O. (2014). Enhancing Nigerian students' intercultural competence and achievement in social studies through outdoor activities. *Journal of Language and Cultural Education*, 2(2), 205-217.
- Ajitoni, S.O., & Salako, E.T. (2013). Effects of cooperative learning and field trip strategies on secondary school students' knowledge of and attitude to multicultural concepts in Social Studies. *Journal of Education and Practice*, 4(22), 35-42.
- Anum, R. (2019). The importance of communication in society. Retrieved from [https://www.academia.edu/20198715/Importance\\_of\\_Communication\\_in\\_Society#:~:text=There%20is%20no%20doubt%20that,of%20communication%20cannot%20be%20underestimated.](https://www.academia.edu/20198715/Importance_of_Communication_in_Society#:~:text=There%20is%20no%20doubt%20that,of%20communication%20cannot%20be%20underestimated.)
- Badrkoohi, A. (2018). The relationship between demotivation and intercultural communicative competence. *Cogent Education*, 5(1), 1531741. doi: 10.1080/2331186X.2018.1531741
- Cagiltay, K., Bichelmeyer, B. & Kaplan Akilli, G. Working with multicultural virtual teams: critical factors for facilitation, satisfaction and success. *Smart Learn. Environ.* 2, 11 (2015). <https://doi.org/10.1186/s40561-015-0018-7>
- Etuk, A., Anyadighibe, J. A., James, E. E., & Ulo, A. I. (2022). Marketing mix and subscribers' satisfaction in the telecommunications industry. *Journal of Advanced Research and Multidisciplinary Studies*, 2(1), 29-41.
- Eze, J. F., Nnabuko, J., & Etuk, A. (2014). An evaluation of e-word-of-mouth communication on brand equity in Cross River State, Nigeria. *International journal of development and sustainability*, 3(9), 1814-1821.
- Gajdzik, P. K. (2006). *Relationship between self-efficacy beliefs and socio-cultural adjustment of international graduate students and American graduate students* (Unpublished Doctoral Dissertation). Baylor University.
- Gebregergis, W. T., Mehari, D. T., Gebretinsae, D. Y., & Tesfamariam, A. H. (2020). The predicting effects of self-efficacy, self-esteem and prior travel experience on sociocultural adaptation among international students. *Journal of International Students*, 10(2), 339-357.

- Klein, H. A., Lin, M.-H., Miller, N. L., Militello, L. G., Lyons, J. B., & Finkeldey, J. G. (2018). Trust across culture and context. *Journal of Cognitive Engineering and Decision Making*, 155534341881093. doi:10.1177/1555343418810936
- Krawczyk-Bryłka, B. (2016). Trust triggers and barriers in intercultural teams. *Journal of Intercultural Management*, 8(2), 105–123. doi 10.1515/joim-2016-0012
- Li, Q., Liu, Q., Jiang, M. et al. (2024). Virtual reality as a bridge: enhancing intercultural learning and communication skills among international students. *Int. Commun. Chin. Cult.* <https://doi.org/10.1007/s40636-024-00297-9>
- Logan, S., Steel, Z., & Hunt, C. (2014). Investigating the effect of anxiety, uncertainty and ethnocentrism on willingness to interact in an intercultural communication. *Journal of Cross-Cultural Psychology*, 46(1), 39–52. doi:10.1177/0022022114555762
- Macrotrends. (2024). Warri, Nigeria metro area population 1950-2024. United Nations world population prospects. <a href="https://www.macrotrends.net/global-metrics/cities/22023/warri/population">Warri, Nigeria Metro Area Population 1950-2024</a>. [www.macrotrends.net](http://www.macrotrends.net). Retrieved 2024-07-22.
- Martin, J. N., & Nakayama, T. K. (2010). *Intercultural Communication in Contexts*. Boston, MA: McGraw-Hill.
- Milhouse, V. A. (1993). The applicability of interpersonal communication competence to the intercultural communication context. In R. L. Wiseman, & J. Koester (Eds.), *Intercultural communication competence* (pp. 184-203). Newbury Park, CA: Sage Publications.
- Nakanishi, M. (November 1995). *Self-evaluated communication competence as mediator of communication effectiveness in culturally-biased episodes*. Presented at Speech Communication Association San Antonio, Texas.
- Ni, L., & Wang, Q. (2011). Anxiety and uncertainty management in an intercultural setting: The impact on organization–public relationships. *Journal of Public Relations Research*, 23(3), 269–301. doi:10.1080/1062726x.2011.582205
- Olagbaju, O. O. (2020). Literature-in-English as a tool for fostering intercultural communicative competence in multicultural classrooms in Nigeria. *Konfrontasi Journal: Culture, Economy and Social Changes*, 9(1), 40-49.
- Onuegbu, O. C., Anorue, I. L. & Oghwie, B. O. (2024). Journalists knowledge and utilisation of Google Translate Application in South East, Nigeria. *Caleb international journal of development studies*, 7(1) , 159-169. <https://doi.org/10.26772/cijds-2024-07-01-010>
- Peterson, J. C., Milstein, T., Chen, Y.-W., & Nakazawa, M. (2011). Self-efficacy in intercultural communication: The development and validation of a sojourners' scale. *Journal of International and Intercultural Communication*, 4(4), 290– 309. doi:10.1080/17513057.2011.602476
- Pilarska, J. (2015). Interpersonal skills in dealing with multiculturalism: Bosnian borderland case. *European Journal of Social Sciences Education and Research*, 2(4), 337-348.
- Popa, C. L. (2014). Experiences of trust and distrust in intercultural encounters. *Anthropological Researches and Studies*. Retrieved from <http://www.journalstudiesanthropology.ro/en/experiences-of-trust-and-distrust-in-intercultural-encounters/a36/>

- Sarwari, A. Q., & Wahab, M. N. A. (2017). Evaluation of the relationship between interpersonal communication competence and intercultural communication competence among postgraduate students from different nationalities. *Journal of Language and Communication*, 4(2), 225-237.
- Sarwari, A. Q., Wahab, M. N., Said, M. H. M., & Azeez, N. A. A. (2018). Assessment of the characteristics of interpersonal communication competence among postgraduate students from different cultures. *Journal of International Communication*, 47.
- Sarwari, A. Q., Adnan, H. M., Rahamad, M. S., & Abdul Wahab, M. N. (2024). The Requirements and Importance of Intercultural Communication Competence in the 21st Century. *Sage Open*, 14(2). <https://doi.org/10.1177/21582440241243119>
- Tarvin, L. D. (2014). Communicative Competence: Its Definition, Connection to Teaching, and Relationship with Interactional Competence (Unpublished master's thesis). University of Missouri.
- Van der Zee, K. I., & Brinkmann, U. (2004). Construct Validity Evidence for the Intercultural Readiness Check against the Multicultural Personality Questionnaire. *International Journal of Selection and Assessment*, 12(3), 285–290. doi:10.1111/j.0965-075x.2004.283\_1.x
- Vromans, P., Korzilius, H., Bücken, J. & de Jong, E. (2023). Intercultural learning in the classroom: Facilitators and challenges of the learning process. <https://doi.org/10.1016/j.ijintrel.2023.101907>
- Wang, J. & Eblen, A. (1992). Communication worldview, attitudes toward the host culture and intercultural communication competence. Paper presented at the Annual Speech Communication Association.
- Wiseman, R. L., Hammer, M. R., & Nishida, H. (1989). Predictors of intercultural communication competence. *International Journal of Intercultural Relations*, 13(3), 349–370. doi:10.1016/0147-1767(89)90017-5
- Yunlong, H. (2014). Constructing intercultural communicative competence framework for English learners. *Cross Cultural Communication*, 10(1), 97-101.