



ORIGINAL PAPER

Cultural Intelligence and Job Performance: Evaluating Performance of Teachers in Multi-Cultural Educational Contexts using Smart PLS analysis

Aaliya Ashraf¹⁾, Ulfat Andrabi²⁾, Virgil Popescu³⁾, Ramona Birau⁴⁾

Abstract:

When it comes to providing education to students from different cultural backgrounds, university instructors play a crucial role. To provide outstanding cross-cultural learning opportunities in the classroom, cultural intelligence must be used. The purpose of this study is to investigate how cultural intelligence (CQ) affects university instructors' job performance. Teachers at universities are responsible for creating an inclusive learning atmosphere where students from all backgrounds feel respected and understood, in addition to teaching content. In order to effectively traverse cultural differences, adapt instructional tactics, and engage with students from diverse cultural backgrounds, educators must possess cultural intelligence. Furthermore, investigating how cultural intelligence affects work performance might further our understanding of cross-cultural management and educational leadership. Within the cohort of university professors, regression analysis utilizing Smart PLS was utilized to investigate the relationship between cultural intelligence and work performance. The findings show that among university instructors, cultural intelligence significantly and favorably affects how well they perform on the job. This implies a relationship between university instructors' work effectiveness and their degree of cultural intelligence. Furthermore, these results highlight the significance of cultural competence in improving overall job efficacy and performance in the education sector.

Keywords: Cultural Intelligence, Job Performance, Job Efficacy, Educational Leadership, University Professors

¹⁾ University School of Business, Chandigarh University, India, Email: aaliya123ashraf@gmail.com

²⁾ Management and Commerce Department, Lala Lajpat Rai College of Engineering and Technology, Punjab, India, Ulfatandrabi456@gmail.com

³⁾ University of Craiova, Faculty of Economics and Business Administration, Craiova, Romania, virgil.popescu@vilaro.ro

⁴⁾ University of Craiova, "Eugeniu Carada" Doctoral School of Economic Sciences, Craiova, Romania, ramona.f.birau@gmail.com

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Introduction

Friedman (2005) highlights the need for a fundamental transformation in the way we prepare our kids to flourish in an interconnected society due to the changing global landscape. Researchers and educators alike must place a high priority on helping students acquire the knowledge and skills necessary to participate successfully in the global community. This means giving students the skills they need to negotiate the complexity of today's interconnected society, including critical thinking, digital literacy, cross-cultural competency, and communication ability. In addition, developing empathy and cultural sensitivity, encouraging collaborative problem-solving, and cultivating an awareness of global issues are all essential elements in preparing students for leadership and active engagement in a fast changing global setting. Darling-Hammond (2010) asserts that addressing the varied needs and backgrounds of our children in the classroom is the first step towards establishing the fundamental work of advancing social justice and equity. Children can get a sense of value and belonging not just in their classrooms but also in their communities and the larger global society by being given the tools to understand the importance of their voices and the richness of their cultural heritage. This acknowledgement makes students feel more included and elevates them as valuable members of the international society.

Teachers now face a wider range of issues as they work with an increasingly diverse student body that is both culturally and linguistically varied (CLD). The various interpersonal and intrapersonal demands of every student in the classroom present teachers with a new challenge in addition to meeting academic and institutional responsibilities. The importance of teachers understanding their students' linguistic needs is underscored by the growing availability of teacher-training materials for public school educators that focus on efficient methods of instruction for culturally and linguistically diverse (CLD) students integrated into their classrooms. Furthermore, these resources support educators taking on new duties as "cultural brokers" and "cultural mediators." These concepts refer to teachers that have a thorough awareness of several cultural systems, the ability to decipher symbols in a variety of cultural contexts, the talent to mediate cultural conflicts, and the ability to build cross-cultural linkages that improve the learning process.

There is an increasing requirement in teacher preparation programs that educators foster "socio-cultural consciousness." This entails having an awareness that directs their interactions with pupils, understanding that the socio-cultural backgrounds of both the educators and the students influence these relationships. In essence, educators are urged to recognize that their experiences and cultural backgrounds shape their viewpoints (Banks et al., 2005). It is expected of teachers to advocate for the needs of their pupils and seek to close the achievement gap (Banks et al., 2005). Teachers working with culturally and linguistically Diverse (CLD) children may find it difficult to distinguish between the cultures of their pupils and the school if they lack cultural awareness, according to Quintanar-Sarellana's (1997) survey inquiry. Alternatively, they may reject their pupils' cultures subtly or, unfortunately, sometimes outright. According to Alexander and Schofield (2006ab), teachers' implicit preconceptions about their students usually lead to the students' unfulfilled academic demands. On the other hand, educators that exhibit cultural awareness typically have a deeper understanding of their students, successfully incorporate their cultures into the classroom, and are more willing to try out new teaching methods in order to improve student learning. Moreover, educators who demonstrate cultural sensitivity are more likely to take an active role in personal and professional

development initiatives that aim to strengthen relationships with these students (Quintanar-Sarellana, 1997).

Two major issues have dominated recent research on cultural intelligence. First, there has been talk on how workplaces are changing, with people pointing out that there are fewer monocultural companies and more multicultural settings in modern workplaces (e.g., Guðmundsdóttir, 2015; Desmond and Desmond, 2016; Adekunle and Ibitayo, 2014). These studies frequently include anecdotal evidence emphasizing the value of cultural intelligence in helping staff members negotiate the challenges brought on by cultural diversity in these kinds of organizations. Examining how cultural intelligence affects foreign workers' performance has been the subject of more research (e.g., Livermore, 2011; Adam and Friend, 2014; Sanders, 2019; David and Rowe, 2017). This corpus of research suggests that culturally intelligent expats typically perform at higher levels. Nevertheless, the focus of both study streams has been on general assessments of cultural intelligence, ignoring the complex character of the skill. This study focuses on investigating the effects of the four dimensions of cultural intelligence—behavioral, cognitive, motivational, and metacognitive—on the job performance of academic staff in a few chosen higher education institutions in India.

Review of Literature

Cultural Intelligence

Theories and research on emotional and social intelligences gave rise to the concept of cultural intelligence (CQ). But earlier studies on these types of intelligence did not take into enough consideration the complexities of working in cross-cultural contexts (Van Dyne et al., 2008). Earley, Ang, and Van Dyne (2008) identified this gap and developed the idea of CQ to address the ignorance of culturally impacted decision-making and behavioral differences in different types of intelligence. Cultural intelligence (CQ) was defined by Ang et al. (2007) as the ability to recognize and react to novel patterns in cross-cultural encounters. According to Ang et al. (2007), cultural intelligence is a unique type of intelligence that is focused on the capacity to understand, evaluate, and adjust to a variety of situations that are characterized by cultural diversity. This multifaceted idea promotes better relationships and coexistence with people from different cultural backgrounds while also facilitating ongoing learning. It consists of four aspects of intelligence: motivational, which captures people's desire to learn and function well in a variety of contexts; behavioral, which is defined by the adaptability to display appropriate behaviors when interacting with people from different cultural backgrounds; metacognitive, which indicates that individuals are cognizant of interacting with people from different cultures; and cognitive, which represents the particular understanding of rules, customs, and norms in unfamiliar cultural settings (Livermore, 2011). While motivation, metacognition, and cognition are mental processes, conduct takes the form of visible deeds.

Metacognitive Cultural Intelligence (MetCQ)

The ability to obtain and interpret cultural knowledge is a component of metacognitive CQ (Ang et al., 2015). To put it simply, metacognitive CQ is the capacity to evaluate and modify commonly held cross-cultural presumptions, helping people become more conscious of their own cultural prejudices before and during interactions between cultures (Eisenberg et al., 2013). People with a high metacognitive CQ, according to Triandis (2006), have a better awareness of how their own culture affects how they behave and perceive situations involving people from different cultures. This

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comprehension includes situational awareness, interpersonal awareness, and self-awareness (Triandis, 2006).

To comprehend the essence of metacognitive CQ, particular self-regulated mental processes are highlighted, including planning, awareness, and checking. Planning involves a strategic approach initiated before engaging with another culture, encompassing reflection and consideration of actions prior to their execution. Awareness entails real-time understanding of cultural perspectives and knowledge of oneself and others (Chen, Wu, and Bian, 2014). Planning requires conscious awareness, whereas awareness is the degree to which people understand in the moment how culture affects their own and other people's thoughts and actions when interacting across cultural boundaries. Checking involves examining presumptions and modifying mental models in response to unexpected events. Comparing the expected and actual results of intercultural communication is the method's approach. Those with high metacognitive CQ are encouraged by each of the three sub-dimensions to prepare ahead of time, consider the circumstances during the actual contact, and modify their actions accordingly.

Cognitive Cultural Intelligence (CogCQ)

Acquiring in-depth knowledge about civilizations and their variations is a prerequisite for cognitive CQ. People learn how the system structures relationships and behavioral patterns within a culture and why these behaviors differ in various cultural situations by seeing the elements that make up the cultural environment (Ang and Van Dyne, 2008). This knowledge includes context-specific as well as generic cultural information. Understanding the essential elements present in a cultural context is known as culture-general knowledge (Ang and Van Dyne, 2008).

It offers a basic framework for thinking through different approaches to analyzing and understanding the similarities and differences between other civilizations. Conversely, context-specific knowledge entails knowing in-depth details about how cultural traits appear in a certain setting in addition to procedural knowledge about how to move around that setting successfully. Particular subcultures may arise in a variety of settings, including business, diplomatic efforts, peacekeeping operations, higher education, or demographic subgroups defined by variables like age, gender, and level of education. To succeed in their positions, people working in multicultural higher education institutions must have deep cultural understanding of the customs and expectations of various subcultures. While context-specific information refers to an insider's understanding of how to function in a particular setting, culture-general knowledge draws larger analogies across cultures and is based on the understanding and comparisons of an outsider (Morris, Kwok, Ames, and Lickel, 1999).

Motivational Cultural Intelligence (MotCQ)

The ability to concentrate attention and energy on understanding and functioning well in culturally varied environments is a key component of motivational CQ. According to Stanley and Davis (2019), these motivating skills help people control their thoughts and actions, which make it easier to accomplish their goals. The expectancy-value theory of motivation states that two things influence the direction and amount of effort put into a task: the importance of completing the goal and the belief in its attainability (Du Plessis, 2011). People with high motivational CQ focus their attention and energy on cross-cultural settings because they are naturally curious and confident in their capacity to successfully negotiate cultural obstacles (Guðmundsdóttir, 2015).

Behavioral Cultural Intelligence (BehCQ)

The capacity to exhibit appropriate verbal and nonverbal behaviors when interacting with people from other cultures is known as behavioral cultural quotient (BQ). This includes speech acts, non-verbal conduct, and verbal behavior as sub-dimensions (Van Dyne et al., 2012). Verbal behavior includes the ability to modify speech delivery, such as speech tempo, tone, warmth, and enthusiasm levels, as well as the use of pauses and silences. Nonverbal conduct acknowledges that certain cultures rely more on nonverbal clues than others and refers to the flexibility in communicating through gestures, facial expressions, and body language. It might be difficult for those who are not from a certain culture to learn acceptable nonverbal communication techniques through metacognitive CQ and modify their conduct accordingly.

Job Performance

According to Du Plessis (2011), job performance is defined as the total expected value added to a company resulting from the particular behavioral actions a worker does over a regular period of time. An organization's goals and mission, as well as its views, on which behaviors are most important, all have an impact on the qualities of job performance inside that organization (Adam and Friend, 2013). Task performance and contextual performance, are the two primary categories into which job performance can be divided.

Task performance, or TaskPerf, is the set of activities that are officially acknowledged in the incentive system; these tasks usually pertain to the fundamental technical elements listed in job descriptions (Rotundo and Sackett, 2002). It entails carrying out the duties specified in the employment agreement between the employer and the worker. Task performance is a complex idea that is important to the company and the worker. Fulfilling the assigned responsibilities enhances workers' self-esteem and results in greater workplace contentment (Edwards, Bell, Arthur, and Decuir, 2008). Moreover, task performance explains differences in favorable work-related outcomes for workers, like career advancement (Adebayo, 2019). On the other hand, task performance is regularly rated by managers as being very important to overall work performance, highlighting its role in promoting organizational success (Rotundo and Sackett, 2002). General mental ability has been shown in earlier studies to be a good indicator of task performance (Schmidt and Hunter, 2004). Furthermore, it has been found that the non-cognitive characteristic conscientiousness predicts variations in the task performance levels of employees (Kamdar and VanDyne, 2007).

It's not always enough for people to meet the statutory criteria of their jobs; they frequently need to go above and beyond them (Henderson, 2020). Behaviors that support the organizational, social, and psychological environments but aren't specifically mentioned in job specifications or schedules are included in contextual performance (Akpan, Okwudu, and Imagha, 2021). In contrast to task performance, contextual performance refers to those actions that support task performance but aren't explicitly listed in the job description. Nevertheless, they still help the organization function more effectively. Previous studies have distinguished between two types of contextual performance: proactive contextual performance and stabilizing contextual performance (Sonnentag et al., 2010). Organizational citizenship and other pro-social characteristics of organizational behavior are included in the concept of stabilizing contextual performance (ConPerf) (Organ, 1988; Brief and Motowidlo, 1986). Altruism, conscientiousness, civic virtue, civility, and sportsmanship are its five constituents (Akpan, Okwudu, and Imagha, 2021). Proactive contextual performance, on the other hand, involves proactive conduct,

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taking the initiative, and using personal initiative. Proactive conduct is taking future-focused, self-driven steps to improve the existing state of affairs and challenge the status quo (Van Dyne et al., 2012). Contextual performance is, in essence, a multifaceted construct rather than a single set of behaviors (Van Dyne et al., 2012).

Cultural Intelligence and Job Performance

Metacognitive cultural intelligence, cognitive cultural intelligence, motivational cultural intelligence, and behavioral cultural intelligence are some of the dimensions that comprise the multifaceted idea of cultural intelligence. A person who is culturally intelligent gains from being exposed to a variety of behaviors displayed by individuals from other cultures while maintaining their individuality when interacting with people from different cultural backgrounds.

Cultural intelligence (CQ) and job performance have been found to be correlated in a number of research (Jyoti and Kour, 2015). Jyoti and Kour (2015) posit that people who have difficulties in diverse cultural situations frequently do so because they are unable to understand how cultural variations impact role expectations. Many other researchers, such as Ang et al. (2007), Lee and Sukoco (2010), and Assam and Emele (2020), share this viewpoint and claim that CQ has a major impact on job performance. These findings demonstrate that people with behavioral CQ—behavioral CQ—who are able to modify their behavior in response to their environment and have a higher level of awareness of their surrounds are better able to comprehend and perform roles that are appropriate for their culture.

Cultural intelligence has also been connected to a number of advantageous outcomes in the workplace, including higher creativity and innovation, better communication, and better teamwork. Furthermore, people with higher CQ are frequently better at collaborating and negotiating across cultural boundaries, which enhances organizational performance and helps them succeed in international markets. As a result, firms that operate in increasingly diverse and linked environments might profit greatly from pursuing the growth of cultural intelligence within their workforce. Higher cultural intelligence individuals have a more accurate understanding of the expected role behavior in culturally heterogeneous contexts (Dennis and Fred, 2019). Similarly, there is a positive association between job performance and behavioral and motivational CQ (Assam and Emele, 2020). A person with cultural intelligence is skilled in interacting and comprehending others from different backgrounds, which enhances performance.

Furthermore, having intercultural competences ought to reduce misinterpretations of job expectations and enhance performance. In light of the aforementioned, it is projected that employee task and contextual performance will be impacted by metacognitive cultural intelligence, cognitive cultural intelligence, motivational cultural intelligence, and behavioral cultural intelligence. In particular, it is anticipated that job performance and cultural intelligence will positively correlate.

Hypothesis

H1: Metacognitive CQ has a positive significant impact on Job Performance of university teachers

H2: Cognitive CQ has a positive significant impact on Job Performance of university teachers.

H3: Motivational CQ has a positive significant impact on Job Performance of university teachers.

H4: Behavioral CQ has a positive significant impact on Job Performance of university teachers

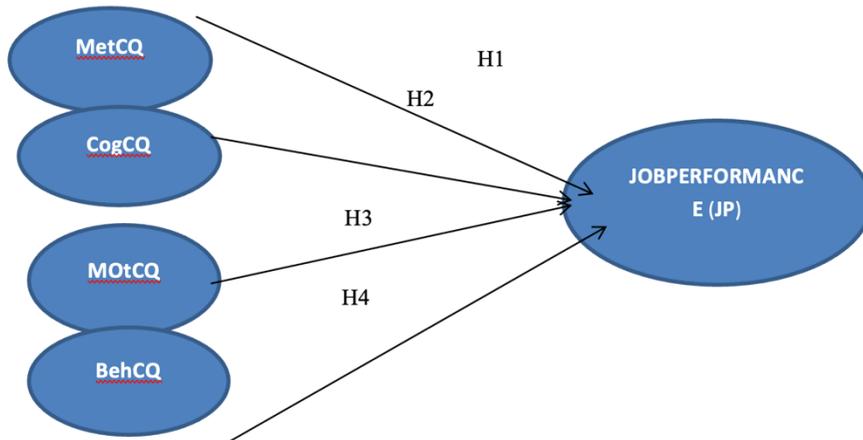


Figure 1: Conceptual Model

Methods

Participants and setting

Volunteers for this study included 200 university teachers from private Indian universities that are well-known for enrolling large numbers of international students. A list of possible applicants gathered from these universities' websites served as the basis for the participant selection process. First, a request for voluntary participation in the study was sent by email to each institution's university teachers. A total of 400 educators were invited to participate in the study, and 315 educators responded. Once duplicate responses and incomplete surveys were removed, 200 participants' data were chosen for examination.

Measures

The four components of cultural intelligence behavioral, cognitive, motivational, and metacognitive were examined in this study. A total of 20 items from scales derived from Ang et al. (2007) were used to study these dimensions. Nevertheless, certain items were eliminated from the study since they were deemed irrelevant after experts were consulted.

Koopmans (2014) created this questionnaire, which is used to assess worker performance. After consulting with experts, elements deemed unnecessary were removed from the Job Performance Questionnaire (JPQ), which had eighteen questions at first. A 5-point Likert scale was used to formulate each issue; 1 meant "strongly disagree," and 5 meant "strongly agree."

Procedures

The identified participants received an email invitation to take part in an online survey. The questionnaire included questions about informed consent, demographics, cultural intelligence (CQ), and job performance (JP). Participants could use it from late November 2023 until December 2023. Further emails serving as reminders were sent to university instructors who had not yet replied. This methodology was adapted from Dillman's (2007) recommended approach.

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Research design and analysis

The study investigated the effect of cultural intelligence on university instructors' job performance using a descriptive research technique. The study utilized partial least squares structural equation modeling (PLS-SEM) to analyze the data. Through SmartPLS Version 4.0, the analysis involved two main stages: evaluating the measurement model and analyzing the structural model. In assessing the measurement model, the focus was on examining convergent and discriminant validity. Convergent validity gauges the degree of interconnectedness among items within constructs, while discriminant validity assesses the extent of differentiation among items across constructs.

In order to evaluate the structural model, the study's methodology mostly focused on looking at the suggested links between the constructs. Examining the collinearity, importance, and applicability of the relationships in the structural model was part of this assessment. To gain a deeper understanding of the model's performance, the assessment also involved examining variables including the coefficient of determination (R^2), effect size (f^2), and predictive relevance (Q^2).

Findings

Measurement model assessment

Table 1 shows the metrics that were used to evaluate the measurement model, including factor loading, composite reliability (CR), and average extracted variance (AVE). Although values as low as 0.4, 0.5, and 0.6 may be acceptable in certain situations, a factor loading of 0.700 is generally regarded as typical (Ramayah, Cheah, Chuah, Ting, & Memon, 2018). Some items were in Cultural Intelligence scaled out (BEH2 and MOT1) due to very less factor loadings. The benchmarks for AVE and CR are 0.5 and 0.7, respectively, and Table 1's results show that all of these requirements have been satisfied. This suggests that the convergent validity of the measurement model is acceptable. The SmartPLS output of the measurement model evaluation is shown in Figure 2.

Table 1. Factor loading, composite reliability and average variance extracted

| | Item Code | Factor Loadings | Composite Reliability (CR) | Average Variance Extracted (AVE) |
|------------------------|------------------|------------------------|-----------------------------------|---|
| Behavioral | BEH1 | 0.74 | 0.744 | 0.565 |
| | BEH3 | 0.759 | | |
| | BEH4 | 0.771 | | |
| Cognitive | COG1 | 0.688 | 0.822 | 0.517 |
| | COG2 | 0.665 | | |
| | COG3 | 0.799 | | |
| Meta-Cognitive | MET1 | 0.794 | 0.771 | 0.682 |
| | MET2 | 0.854 | | |
| | MET3 | 0.828 | | |
| Motivation | MOT2 | 0.914 | 0.987 | 0.689 |
| | MOT3 | 0.753 | | |
| | MOT4 | 0.832 | | |
| Job Performance | CP | 0.906 | 0.789 | 0.825 |
| | TP | 0.911 | | |

Henseler, Ringle, and Sarstedt (2015) supported the use of the heterotrait–monotrait correlation ratio (HTMT) as a criterion for assessing the measurement model's discriminant validity. A criterion of 0.9 was proposed by Gold, Malhotra, and Segars (2001); however, Kline (2011) recommended that it not exceed 0.85. All of these requirements were met, according to Table 2, suggesting that the measurement model did in fact demonstrate discriminant validity.

Table 2 .HTMT assessment of discriminant validity

| | Behavior | Cognitive | Job Performance | Meta-Cognitive | Motivation |
|-----------------|----------|-----------|-----------------|----------------|------------|
| Behavior | | | | | |
| Cognitive | 0.821 | | | | |
| Job Performance | 0.813 | 0.789 | | | |
| Meta-Cognitive | 0.723 | 0.513 | 0.738 | | |
| Motivation | 0.172 | 0.166 | 0.714 | 0.137 | |

Structural model assessment

The Variance Inflation Factor (VIF) was used to determine whether multicollinearity existed in the model. All VIF values were comfortably below 3.3, which suggest that multicollinearity problems were not present in the model (Diamantopoulos & Siguaw, 2006). The results from Table 3, which were obtained by bootstrapping the structural model analysis, show that when $p < 0.001$ ($t > 1.645$), $p < 0.05$ ($t > 1.96$), or $p < 0.001$ ($t > 2.58$), the hypotheses are supported. The findings clearly show that every hypothesis is supported. Furthermore, R^2 must be at least 0.35 for significance, per Cohen (1988), and the computed model for this study's R^2 of 0.566 is considered significant.

A blindfolding procedure with a distance omission of $D = 7$ was used to evaluate the predictive significance. PLS-SEM analysis criteria are well-aligned with the Q^2 value computation, which is based on a cross-validated redundancy technique (Hair, Thomas, Hult, Ringle, & Sarstedt, 2017). According to the data, all endogenous factors have predictive importance, as indicated by the Q^2 value of 0.541. The degree to which an endogenous variable influences an exogenous variable is referred to as its effect size. According to Cohen (1988), an f^2 value of 0.35 or higher indicates a large influence, $0.15 < f^2 \leq 0.349$ indicates a moderate effect, and $f^2 \leq 0.03$ indicates a modest effect. Every connection shows either a minor or moderate effect size, based on the results shown in Table 3.

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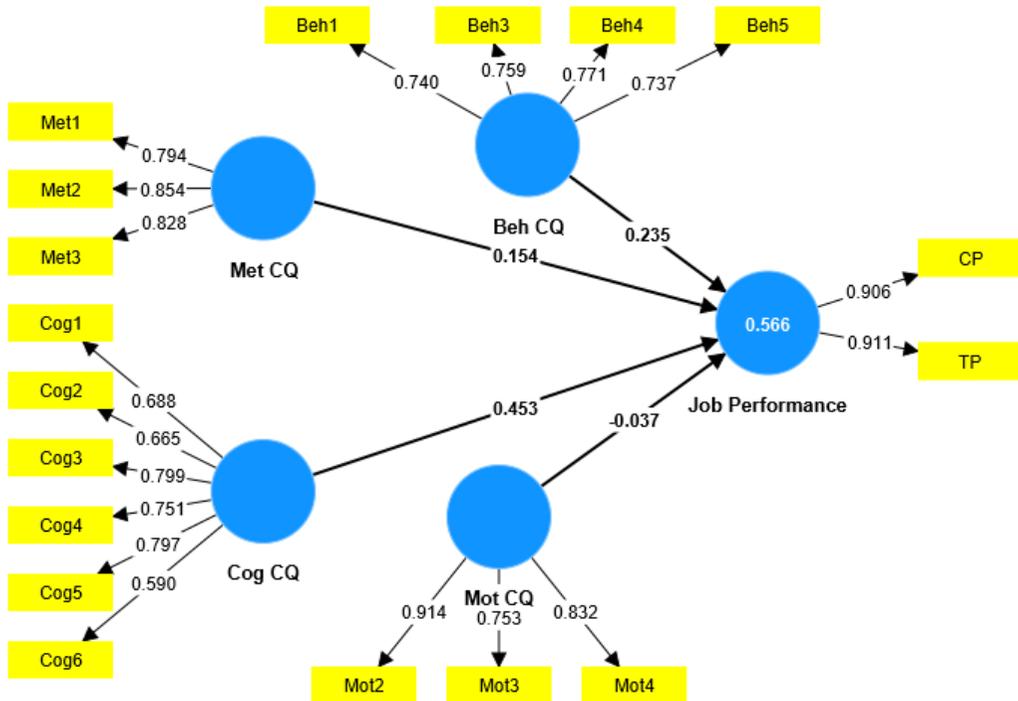


Figure 2. SmartPLS output of the measurement model.

Table 3. Results of path analysis, VIF, f², R² and Q²

| Column1 | Original sample (O) | Sample mean (M) | Standard deviation (STDEV) | T statistics (O/STDEV) | P values | VIF | f ² | R ² | Q ² |
|-----------------------------------|---------------------|-----------------|----------------------------|--------------------------|----------|-------|----------------|----------------|----------------|
| Behavior - > Job Performance | 0.235 | 0.234 | 0.073 | 3.229 | 0.001 | 1.912 | 0.037 | 0.566 | 0.541 |
| Cognitive - > Job Performance | 0.453 | 0.453 | 0.073 | 6.233 | 0.000 | 2.228 | 0.212 | | |
| Meta-Cognitive -> Job Performance | 0.154 | 0.154 | 0.066 | 2.344 | 0.019 | 1.763 | 0.031 | | |
| Motivation -> Job Performance | 0.037 | 0.043 | 0.037 | 1.006 | 0.015 | 1.027 | 0.203 | | |

Discussions

Four hypotheses were developed and supported by the data in order to meet the study's goals. These findings align with earlier studies by Jyoti et al. (2015), Rafie et al. (2016), Masrek et al. (2017), Thomas and Anggiani (2018), Hartini et al. (2019), Isfahani et al. (2013), and Nafei (2013). All of the data point to a favorable relationship between higher levels of motivation, cognitive capabilities, metacognitive abilities, and behavioral competencies and better work performance among university instructors. By confirming the information gained from earlier research and providing more evidence for the relationship between numerous criteria and job performance in the setting of university teaching, the study adds to the body of knowledge already in existence. This validation emphasizes how crucial it is to address behavioral, cognitive, metacognitive, and motivational factors of CQ in order to improve job performance among university

instructors. As a result, educational institutions can gain important insights on how best to maximize faculty effectiveness and performance.

Professors at universities who are sensitive to cultural differences are excellent communicators with students of different origins and ideologies. Through a thorough comprehension and appreciation of cultural subtleties, beliefs, behaviors, linguistic conventions, and other pertinent characteristics, they can effectively interact with pupils and build rapport and trust. Their ability to link people from different ethnic origins allows them to promote social cohesion and inclusivity in society. Culturally competent teachers perform very well and are flexible in a variety of departments or organizations because they can interact with pupils from a wide range of cultural backgrounds. Their skill in negotiating cultural differences enables them to thrive in a variety of settings, encouraging inclusive learning environments and constructive interactions. Additionally, because of their adaptability, they may make a big difference in diversity and inclusivity campaigns both inside and outside of educational institutions. These educators contribute significantly to the understanding, cooperation, and harmony amongst people from many cultural origins by utilizing their cultural competency, which enhances the social and organizational fabric.

In these kinds of environments, it is critical to comprehend the varied demands of the pupils, and cultural intelligence is essential to this understanding. Teachers with high CQ are able to understand the distinct cultural origins, values, and learning styles of their students, as suggested by Ang and Van Dyne (2008). Their ability to adapt their teaching methods and instructional strategies to the various requirements of their pupils is made possible by this insight, which eventually improves academic performance and student engagement. Furthermore, the development of rapport and trust between educators and students from diverse cultural origins is facilitated by cultural intelligence. Culturally competent teachers help all students feel accepted and at home in the classroom by valuing their cultural identities and establishing an inclusive environment (Rockstuhl et al., 2011). Students are more eager to learn and more likely to participate fully in class activities when there is a positive relationship between them.

Another essential component of teaching in multicultural classrooms is effective communication, and instructors' capacity to interact with pupils from a range of cultural backgrounds is greatly influenced by their cultural intelligence. Culturally competent people, according to Earley and Ang (2003), are able to communicate effectively in a variety of languages and are also aware of the subtle cultural differences and communication patterns. Productive interactions in classrooms and learning outcomes can be promoted by teachers who possess high cognitive quotient (CQ) since they can modify their communication strategies to guarantee comprehension and clarity among all pupils. Teachers that possess cultural intelligence are also more equipped to handle disputes and miscommunications that may result from cultural differences. Culturally savvy educators can stop conflicts from getting worse and preserve a peaceful learning environment by using culturally sensitive conflict resolution techniques and encouraging open communication (Thomas & Inkson, 2009). Students benefit from this by feeling more secure and safe, which supports their educational and social-emotional growth.

Cultural intelligence not only makes teacher-student relationships better, but it also makes it easier for teachers to work with parents, coworkers, and community people from different cultural backgrounds. Culturally intelligent educators can work effectively with stakeholders to improve student learning and well-being by utilizing their cultural understanding and sensitivity (Livermore, 2010). It seems that exhibiting appropriate

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verbal and nonverbal behaviors when interacting with people from different cultures has a higher effect on overall job performance than just taking into account common cross-cultural presumptions, learning general cultural information, and focusing on comprehending and functioning in culturally diverse contexts.

The empirical data emphasizes how important it is for managers in charge of multicultural academic institutions to understand every aspect of cultural intelligence. As such, it is advised that these managers assess the potential employees' extent of cultural intelligence when they are hiring and choosing their candidates. During the interview process, these aspects of cultural intelligence should be carefully evaluated in addition to educational background and work experience. Additionally, educational institutions should give priority to employee orientation throughout the hiring process, then continue to support continuing training and development programs. The adoption of these approaches is expected to result in a notable improvement in work performance at academic institutions, which can be attributed to enhanced cultural intelligence practices. Developing a work environment that values and encourages ongoing education about many cultures can also support diversity and overall effectiveness of academic institutions.

Conclusions

The importance of Cultural Intelligence (CQ) in improving career advancement is highlighted by this study, especially when it comes to job performance (JP). It offers insightful information and contributions in a variety of fields. The frameworks for comprehending Cultural Intelligence (CQ) put out by Ang et al. (2007) and Earley and Ang (2003) are supported, theoretically explaining the relationship between CQ and job performance (JP). Furthermore, it provides empirical support for the association between CQ and JP, particularly in the context of Indian schooling. Moreover, the research goes beyond theoretical frameworks by providing real-world consequences for people who want to improve their employment opportunities by becoming more culturally intelligent. By emphasizing the role that CQ plays in job performance—particularly in the Indian educational context—it offers advice to professionals, educators, and organizations that want to promote cultural competence and enhance performance results. The results also add to the larger conversation on diversity and inclusion in the workplace by highlighting the significance of CQ in fostering cross-cultural competence and understanding.

Additionally, this study provides empirical support for the relationship between job performance (JP) and cultural intelligence (CQ), particularly in the context of India's education system. Apart from validating the theoretical foundations of CQ as previously established by other researchers, this study advances our understanding by emphasizing its application in a particular professional domain. The study confirms the general theoretical framework and expands our understanding of how CQ manifests and influences job performance in many cultural situations by analyzing the real experiences of Indian university instructors. Furthermore, by concentrating on the particular difficulties and chances faced by Indian university instructors, this study offers insightful information to teachers and educational establishments looking to improve student performance through cultural intelligence. The results highlight the value of cultural quotient (CQ) in negotiating heterogeneous cultural contexts and provide guidance on how to successfully include CQ into instructional tactics and learning environments. The study also adds to the larger conversation on cross-cultural management in the field of education by

emphasizing the value of context-specific factors in figuring out how CQ and JP relate to each other.

Authors' Contributions:

The authors contributed equally to this work.

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