Addressing Cultural Disparities in the Classroom: Evaluating the impact of Cultural Intelligence on Job Satisfaction of teachers

Aaliya Ashraf[1], Ulfat Andrabi[2],
Virgil Popescu[3], Ramona Birau[4]

Abstract:
Purpose: the purpose of this study is to find out how various dimensions of Cultural Intelligence (CQ) impact the Job Satisfaction (JS) of teachers teaching in multi-cultural classroom settings.
Design/methodology/approach: A quantitative approach has been used wherein data has been collected from 250 teachers working various Private Universities of India having a substantial foot fall of international students.
Findings: The findings show that cultural intelligence significantly and favorably affects university instructors' Job Satisfaction. This shows that there is a direct correlation between university professors' job satisfaction and their level of cultural intelligence. These results also highlight the significance of cultural competence in raising job satisfaction in the education sector.
Originality/value: this paper provides insights about the importance of Cultural Intelligence among teachers. Therefore the policies regarding same can be formulated and also CQ aspect can also be considered at the time of hiring the teachers at various institutions.

Keywords: *cultural intelligence, job satisfaction, cultural obstacles, organizational culture, globalization, multicultural diversity.*

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[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

As we move from the information age to the digital era in the twenty-first century, enterprises must contend with fierce competition to maintain their profitability, relevance, and efficiency. They are going national more and more in an effort to improve company growth, profitability, and success. Organizations are forced by this global rivalry to rethink their goals and take on rivals from across the globe. Human capital is the main factor that determines an organization's effectiveness when it operates on a global scale. Organizations cannot rely just on employees' conceptual, technical, and interpersonal abilities to help them succeed in varied cultural situations where values and priorities of life differ (Thomas & Inkson, 2017). To successfully navigate and thrive in these many cultural environments, they demand people with high degrees of cultural intelligence. Culturally intelligent managers are the primary drivers of success for organizations operating in diverse cultural contexts (Gokalp, 2021). This is because only managers with high levels of cultural intelligence can instill cultural intelligence within the organization, fostering cultural synergy and creating an organizational culture that promotes job satisfaction among employees from varied cultural backgrounds while reducing turnover intentions.

Even with all of the positive effects of globalization like improvements in media, technology, communication, and digitization managing cultural differences in the workplace continues to be difficult (Akhal & Liu, 2019; Thomas & Inkson, 2017). Research shows that cultural differences cause over 70% of foreign ventures to fail (Livermore, 2011). Insufficient management of these discrepancies leads to lower staff performance and well-being, unhappy customers, and ultimately lower productivity inside the company. As a result, managing multicultural diversity inside organizations efficiently has become essential to the effectiveness of those firms. Fostering cultural synergy is the main goal of intercultural management, which comprises utilizing cultural variety within firms while minimizing any negative effects resulting from such differences (Peterson, 2004).Fostering cultural synergy and successfully managing cultural diversity within organizations requires making use of creative and excellent offerings and solutions originating from different cultural backgrounds, while also tackling the differences that might develop among employees due to cultural variations (Nemeth, 1992). However, a high level of cultural intelligence is required to properly navigate these cultural disparities (Ang & Van Dyne, 2008).

Similarly, scholars who study teacher preparation stress the significance of teachers gaining a "sociocultural consciousness." To do this, teachers must be aware of how their own sociocultural backgrounds affect the way they engage with children. Essentially, educators are urged to admit that their experiences and cultural contexts have impacted their perspectives. Additionally, cultivating this awareness helps teachers to successfully traverse a variety of classroom environments, encouraging tolerance and understanding among students from different cultural backgrounds (Banks et al., 2005).It is the responsibility of educators to address educational disparities and advocate for the needs of their students (Banks et al., 2005, p. 233). Quintanar-Sarellana (1997) found that teachers who are not culturally aware may either be unaware of the differences between their students' cultures and the school setting, or they may openly or subtly disregard their students' cultural backgrounds. This research focused on teachers working with Culturally and Linguistically Diverse (CLD) students. It's also critical to understand that cultural

insensitivity on the part of educators can take many different forms, which could impede CLD students' ability to receive effective instruction and learning opportunities.

According to Alexander and Schofield (2006ab), teachers' unconscious biases might negatively affect their students' educational experiences by ignoring their academic demands. On the other hand, teachers who are culturally aware are better able to understand the backgrounds of their students, incorporate different cultures into the classroom, and use a variety of teaching strategies to help kids learn. Additionally, instructors who are culturally competent tend to be self-reflective and professional development-oriented, which helps them build meaningful relationships with their pupils (Quintanar-Sarellana, 1997). These teachers take the initiative to look for ways to improve their cultural competency, which helps to create a welcoming and encouraging learning environment where all children can succeed.

The purpose of this study is to find out how CQ impacts JS of teachers at in multi-cultural classroom settings. There is no substantial study done with regards to CQ of teachers. Most of the studies have been conducted with respect to international business and performance of expatriates (Ramalu et al., 2011). Therefore, this study fills the gap by conducting a research on the importance of CQ in teachers and how it impacts their JS. This study is highly needed given the diversity in classrooms. International students are also enrolled in many universities of India. To take care of their needs and sentiments culturally intelligent teachers are highly required so as to make them feel welcome and comfortable at the same time.

Literature Review
Theoretical Background
Culture can be thought of as our individual lens through which we view the world. It is the common mental framework that sets one civilization apart from another, according to Dutch psychologist Geert Hofstede (Hofstede, 1991).Culture is usually defined by national or regional origins in educational and psychological research. For example, "Western culture" is defined as that which is observed in the United States, Canada, and Western Europe; "East Asian culture" is defined as that which is found in China, Japan, and South Korea.National or regional cultures can differ in aspects like language, traditions, norms, and values. Yet, it's crucial to recognize that each individual encompasses multiple cultural influences, including national origin, ethnicity, affiliations with organizations and professions, gender, generation, sexual orientation, socioeconomic status, religious beliefs, and various other factors.

Teachers need to show that they care about and respect pupils of color. One good way to do this is by implementing culturally responsive teaching practices. Culturally responsive teaching, according to Gay (2002), is making appropriate use of the cultural characteristics, experiences, and perspectives of a varied student body in order to improve their learning.Students are given multiple opportunities to demonstrate their comprehension, difficult conversations are welcomed as learning opportunities, and teachers and students work together as a collaborative team in a classroom that is culturally responsive. Teachers can increase their influence on pupils by using alternative strategies such establishing high standards, encouraging good attitudes of parents and families, and working together to create relevant lesson plans.

Cultural Intelligence
Understanding intercultural competency underwent a substantial shift with the introduction of the concept of cultural intelligence. Intercultural competence, as described by Hammer, Bennett, and Wiseman (2003) as the capacity to reason and behave

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appropriately in cross-cultural circumstances, was one of the movement's initial concepts. To put it precisely, it entails using one's knowledge, abilities, and character traits to communicate with people of other national and cultural origins both locally and abroad (Johnson, Lenartowicz, & Apud, 2006). More than 30 intercultural competence models and more than 300 personal traits that have been linked to intercultural competence have emerged over time in the field (Leung, Ang, & Tan, 2014).According to Raver & Van Dyne (2018), there are three main categories for cultural competence research. The first section focuses on intercultural competence from an individual perspective, characterizing competence in terms of traits like cognitive complexity and open-mindedness. The second domain pertains to intercultural attitudes and worldviews, which include general perspectives and notions such as ethnocentric and ethno relative worldviews. Another area of study focuses on the idea of intercultural competence as a set of competencies, such as the skills and knowledge needed to successfully negotiate cross-cultural situations.

The intercultural competency research field has been criticized for what is seen to be a weak theoretical foundation (Ang et al., 2007). Ang et al. developed a theoretical framework known as cultural intelligence in response to this criticism. Furthermore, Earley & Ang (2003) created the Cultural Intelligence Scale (CQS), which has been shown to have predictive validity in a variety of areas, including intercultural adjustment, athletic performance, leadership, team trust, and athletics (Ang et al., 2007; Ang, Van Dyne, & Rockstuhl, 2015).Due to the increasing globalization and workforce diversification, the cultural intelligence (CQ) paradigm has received a lot of attention in psychology, especially in industrial/organizational psychology (Van Dyne et al., 2012). Cultural intelligence is the ability to function well in cross-cultural settings, including the ability to work well in teams with people from different cultural origins both domestically and abroad (Earley & Ang, 2003). This ability is essential for determining how we connect with other people.

While the framework for cultural intelligence has mostly been studied in the context of business, its growing popularity can be due to its succinct integration of four dimensions, which provide a more thorough connection to more general abstract ideas. This is in contrast to earlier cross-cultural measures that, as Matsumoto and Hwang's (2013) assessment points out, have been criticized for their uneven factor structures and lack of validity.A set of intercultural competencies that demonstrate a person's capacity to function well in cross-cultural settings is known as cultural intelligence (CQ) (Ang & Van Dyne, 2008; Earley & Ang, 2003). As a result, CQ supports the viewpoint that views intercultural competence as a collection of abilities.

The four main components of Cultural Intelligence (CQ) are motivation/drive, knowledge/cognitive, strategy/metacognitive, and action/behavioral. Remarkably, those with the highest levels of cultural intelligence might not always be CEOs, multilingual people, or regular travelers (Livermore, 2015). Instead, anyone who embodies the four themes listed below can set oneself apart from others in a big way. Moreover, it makes sense to assume that educators who score well on measures of cultural intelligence would be more effective and at ease when interacting with families and children from different backgrounds.

To be CQ Driven, one must exhibit a genuine interest in and dedication to cross-cultural issues. It also entails having the drive to continuously exert effort when negotiating cross-cultural situations or surroundings. A teacher who performed well in this area would be confident in their capacity to function well in a variety of contexts, which would improve their relationships with families and students. This kind of teacher

would be very motivated to learn about and interact with different cultures, and they would also have a strong sense of self-belief in their capacity to work well with people from different cultural backgrounds. When working with families, students, and extended family members from culturally diverse groups, these attributes are very important.

The ability to identify cultural parallels and differences is referred to as knowledge. A teacher who is very good at this would understand, for example, that Latin American Hispanic culture is very different from Latin-European culture. They may also be highly knowledgeable in areas such as social studies or have a deep comprehension of international economic systems. Additionally, they would understand of the ethnographic conflicts that exist in various civilizations. CQ Knowledge is essentially a better understanding of culture. It includes cognitive skills linked to basic cultural knowledge as well as particular cultural nuances, covering things like social conventions, economic systems, cultural customs, and important familial relationships in various cultural contexts.

The metacognitive component of CQ strategy, or the ability to plan and be conscious in cross-cultural situations, is what's meant by this term. This educator is capable of "thinking about thinking" in the context of cross-cultural communication. Cultural knowledge is something they can predict, evaluate, and understand proactively. This is more than just knowing facts about a particular culture; rather, a teacher who is good at this would be able to prepare for cultural interactions, stay conscious of these interactions, and then reflect on and make necessary adjustments to their presumptions about any differences in culture that may emerge. This ability gives educators the ability to take some control over how they think about cultural diversity.

The behavioral side of the idea is called Cultural Intelligence (CQ) Action, and it includes the ability to modify conduct in a variety of cultural contexts. A teacher with a high CQ Action would essentially be versatile in both verbal and nonverbal communication, as well as in their speaking patterns when interacting with people from different cultural backgrounds. Such a teacher would be able to communicate empathy and flexibility to their pupils and their families while also adjusting their delivery style with ease.

Job Satisfaction

It's critical to make sure the teachers we've carefully chosen feel good about their roles in the school if we want to keep them on board. Job satisfaction is a complex idea that is difficult to define simply. It is generally believed to represent the degree to which people respond favorably or unfavorably to their work experience. According to Stebbins (2008), total job satisfaction is not only an emotion but a perspective formed by a multitude of complex factors that culminate in an all-encompassing sense of general well-being gained from their interactions at work. Furthermore, a wide range of factors impact job satisfaction, such as independence, the nature of the work itself, interaction within the organization, financial compensation, chances for advancement, opportunities for growth and development, relationships with coworkers, the perceived importance of the work, the standard of supervision, feedback, and recognition, workload, and job demands. Stebbins (2008) has highlighted that factors such as organizational culture, the degree to which an employee's personal qualities and abilities align with the organization's values, the degree to which an employee's skills and requirements align with the organization, and even aspects of the employee's personal life all have a significant impact on job satisfaction. Kristoff-Brown, Zimmerman, and Johnson (2005) have provided a thorough analysis that highlights the strong evidence supporting the importance of different types of alignment

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in shaping attitudes and actions connected to one's job. It is imperative for employers to recognize and tackle these varied forms of alignment in order to attract and retain top-tier employees.

In the end, even if there are a lot of variables that affect instructors' job happiness, its importance comes from how it affects staff retention as well as employee efficacy and contentment. As explained by Benson (1998), turnover rates are considerably lower when work satisfaction is high. People who feel fulfilled and valuable in their professions are less likely to look for other alternatives. In order to reduce high-performing employees' intentions of leaving, Scroggins (2008) highlights the significance of promoting job satisfaction through meaningful work experiences and advises firms hoping to keep top talent to give priority to creating such experiences. Scroggins' statement emphasizes the importance of job satisfaction even while it acknowledges its complexity, especially in the context of teacher retention studies.

Liu (2005) emphasizes that job happiness affects organizational success in addition to job performance. Although Scroggins (2008) highlights the value of meaningful work in creating job happiness, the real significance is in how job satisfaction affects employee success in terms of retention, output, and willingness to participate in voluntary prosocial activities. The logic is simple: people who are happier in their jobs are more likely to be optimistic and productive employees. According to Erez and Judge (1994), there is a reciprocal relationship between job satisfaction and subjective well-being, with each feeding the other back in a cycle. The US Department of Education (1997) emphasizes that a teacher's career satisfaction has a major impact on the caliber and consistency of instruction that children get. Therefore, it is crucial to recognize and promote job satisfaction within our educational institutions in order to both retain competent instructors and boost their passion and efficacy in encouraging student learning. Therefore, the objective of this study is to find out the impact of various dimensions of CQ on JS of teachers.

Cultural Intelligence and Job Satisfaction

Just as adept management of cultural disparities, which correlates with cultural intelligence, holds significance for all types of organizations in terms of boosting employee job satisfaction and decreasing turnover intentions, it is equally crucial for educational institutions. Similar to individuals in other professions, school principals and teachers are shaped by cultural influences (Gokalp, 2021). Therefore, fostering cultural intelligence within educational settings is essential for promoting positive workplace experiences and retention among staff members.

CQ Strategy and Job Satisfaction

Effective management of cultural differences not only facilitates better understanding and communication among educators and students from diverse backgrounds but also cultivates a supportive and inclusive environment conducive to learning and professional growth. Additionally, as educational institutions increasingly serve diverse student populations, educators' ability to strategize in order to navigate cultural differences with sensitivity and proficiency becomes paramount for promoting student success and fostering a sense of belonging within the school community. Thus, integrating cultural intelligence practices within educational organizations is crucial for promoting overall organizational effectiveness and fulfilling their mission of providing equitable and quality education to all students.

H1: CQ Strategy has a positive significant impact on Job Satisfaction of university teachers

CQ Knowledge and Job Satisfaction

For teachers to be content with their jobs and change their minds about quitting, school principals must be aware of the cultural differences among their staff, know how to use these differences to improve employee well-being and organizational efficiency, and cultivate cultural synergy in the classroom. This requirement also applies to Turkish educational establishments. Considering that Turkey is situated at a crossroads between Eastern and Western cultures (Hofstede & Hofstede, 2005; House et al., 2004), it is important to remember that all cultures can be divided into two main categories: Eastern and Western. They also emphasized how Turkey combines elements of Eastern and Western culture. Consequently, Turkish school administrators need to be skilled in negotiating andaccepting these cultural quirks in order to create a peaceful, encouraging atmosphere that promotes instructors' well-being and contentment in their work.Teachers in Turkey are influenced by both Eastern and Western cultures, much like the rest of the population. Their cultural identity is formed by a variety of factors that all work together to shape this effect, including the cultural capital of their families, their location of origin and upbringing, education level, social milieu, and socioeconomic standing (Avcı, 2015). Their opinions regarding cultural sub dimensions like power distance (great or small) and individuality vs collectivism are likewise greatly influenced by these factors.

H2: CQ Knowledge has a positive significant impact on JS of university teachers

CQ Behaviour and Job Satisfaction

The expectations, wants, behaviors, and work satisfaction views of teachers in their professional life are greatly impacted by the orientations shaped by cultural variables. If these culturally-shaped expectations and wants are not met, teachers may become less satisfied with their jobs, which may have an impact on how they feel about their jobs and possibly even cause them to consider leaving (Hardianto et al., 2019). As a result, the school could become a place where instructors are unhappy in their positions and intend to quit since their cultural expectations and desires have not been fulfilled.Consequently, the effectiveness of the organization is negatively impacted by this declining tendency. In order to avoid these negative consequences, educational establishments need principals who are highly culturally intelligent. Even fewer studies look at the relationship between teachers' intentions to quit and school principals' cultural intelligence, despite the paucity of research in the literature addressing the relationship between teachers' work satisfaction and cultural intelligence.

H3: CQ Behaviour has a positive significant impact on Job Satisfaction of university teachers

CQ Motivation and Job Satisfaction

Gokalp (2021), for example, carried out qualitative research with an emphasis on high school principals' cultural intelligence. The results showed that school principals with high levels of cultural intelligence had better employee well-being and job satisfaction, as well as a decrease in conflicts and employee burnout in the school setting. These factors were positively correlated with the intentions of the employees to leave the organization. Similarly, Licki and Van Der Walt (2021) found that teachers' job happiness and school principals' cultural intelligence level were positively correlated. They found that when school principals' levels of cultural intelligence rose, so did teachers' job satisfaction.

H4: CQ Motivation has a positive significant impact on Job Satisfaction of university teachers

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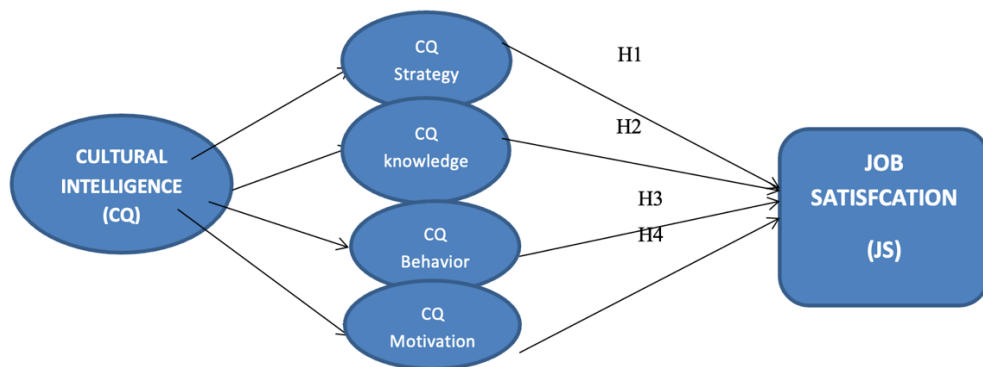
Figure 1: Conceptual Model

Method
Participants and setting

250 academics from prestigious private Indian universities known for enrolling a sizable number of international students participated in the study. The first step in the participant selection procedure was gathering a pool of possible applicants from the websites of the universities. The educators at each university then got an email asking them to participate voluntarily in the study. 315 of the 400 instructors who were invited to participate did so. Data from 250 individuals were chosen for analysis after duplicate entries and incomplete surveys were eliminated.

Measures

The four facets of cultural intelligence that were investigated in this study were behavioral, cognitive, motivational, and metacognitive. To evaluate these dimensions, a set of 20 items drawn from scales created by Ang et al. (2007) was used. Agho, Price, and Mueller's (1992) Job Satisfaction Scale was used to measure university instructors' job satisfaction. A 5-point Likert scale was used to design each question, with 1 denoting "strongly disagree" and 5 denoting "strongly agree."

Procedures

An email invitation to take part in an online survey covering informed consent, demographics, cultural intelligence (CQ), and job satisfaction (JS) was issued to the chosen participants. Participants had access to the survey from late June 2023 through December 2023. Furthermore, university teachers who had not yet responded were sent reminder emails using a system based on Dillman's (2007) recommended approach.

Research design and analysis

Using a descriptive research design, the study investigated the influence of cultural intelligence on university professors' job satisfaction. The data was analyzed using partial least squares structural equation modeling (PLS-SEM). There were two main phases to the analysis, which was carried out with SmartPLS Version 4.0: assessing the measurement model and examining the structural model. Examining the measuring model's convergent and discriminant validity was a key component of the evaluation

process. While discriminant validity assessed how much an item differed from another across constructs, convergent validity gauged how related items were inside constructs.

Findings

Measurement model assessment

The assessment criteria used to evaluate the measurement model are listed in Table 1 and include factor loading, composite reliability (CR), and average extracted variance (AVE). A factor loading of 0.700 is generally regarded as the standard, while thresholds as low as 0.4, 0.5, and 0.6 might be appropriate in some situations (Ramayah et al., 2018). Notably, because of their noticeably low factor loadings, two items (CQB2 and CQM1) from the Cultural Intelligence scale were eliminated. 0.5 and 0.7 are the acknowledged criteria for AVE and CR, respectively. The results shown in Table 1 show that all of these criteria have been met, demonstrating the measurement model's acceptable convergent validity. Figure 2 shows the measurement model evaluation as represented by the SmartPLS output.

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

	Item Code	Factor Loadings	Composite Reliability (CR)	Average Variance Extracted (AVE)
Behavioral	CQB1 CQB3 CQB4 CQB5	0.767 0.809 0.799 0.741	0.861	0.607
Knowledge	CQK1 CQK2 CQK3 CQK4 CQK5 CQK6	0.71 0.678 0.821 0.806 0.81 0.631	0.882	0.556
Strategy	CQS1 CQS2 CQS3	0.804 0.878 0.839	0.879	0.707
Motivation	CQM2 CQM3 CQM4	0.925 0.675 0.825	0.853	0.664
Job Satisfaction	JS1 JS2 JS3 JS4 JS5	0.607 0.778 0.833 0.847 0.821	0.886	0.611

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The heterotrait–monotrait correlation ratio (HTMT) was suggested by Henseler, Ringle, and Sarstedt (2015) as a benchmark for evaluating the measurement model's discriminant validity. Although Kline (2011) indicated that the criterion shouldn't surpass 0.85, Gold, Malhotra, and Segars (2001) recommended a threshold of 0.9. All of these requirements were satisfied, as shown by the results in Table 2, which supports the existence of discriminant validity in the measurement model.

Table 2 .HTMT assessment of discriminant validity

	CQ-Behaviour	CQ-Strategy	CQ-Knowledge	CQ-Motivation	Job Satisfaction
CQ- Behaviour					
CQ- Strategy	0.767				
CQ-Knowledge	0.861	0.855			
CQ-Motivation	0.168	0.117	0.168		
Job Satisfaction	0.596	0.666	0.682	0.086	

Structural model assessment

The Variance Inflation Factor (VIF) was used to assess if multicollinearity existed in the model. All VIF values were found to be comfortably below 3.3, indicating the lack of multicollinearity problems (Diamantopoulos & Siguaw, 2006). Bootstrapping was used to acquire the structural model analysis results that are shown in Table 3. When p-values were less than one of three thresholds $p < 0.001$ ($t > 1.645$), $p < 0.05$ ($t > 1.96$), or $p < 0.001$ ($t > 2.58$) the hypothesis was deemed supported. Every hypothesis was categorically supported by the results. Moreover, significance is defined by Cohen (1988) as an R^2 value of at least 0.35; the computed R^2 of 0.378 in this study satisfies this requirement, signifying significance.

To assess predictive significance, a blindfolding process with a distance omission of D = 7 was used. The Q^2 value computation, which makes use of a cross-validated redundancy technique, is in good agreement with the PLS-SEM analysis criteria (Hair, Thomas, Hult, Ringle, & Sarstedt, 2017). With a Q^2 value of 0.351, the data indicates that all endogenous components show predictive relevance. The effect size of an endogenous variable indicates how much of an impact it has on an exogenous variable. Cohen (1988) defined a substantial influence as a f^2 value of 0.35 or higher, a moderate effect as $0.15 < f2 \leq 0.349$, and a slight effect as $f2 \leq 0.03$. Table 3 presents the findings of the analysis, showing that each relationship has a slight to moderate effect size.
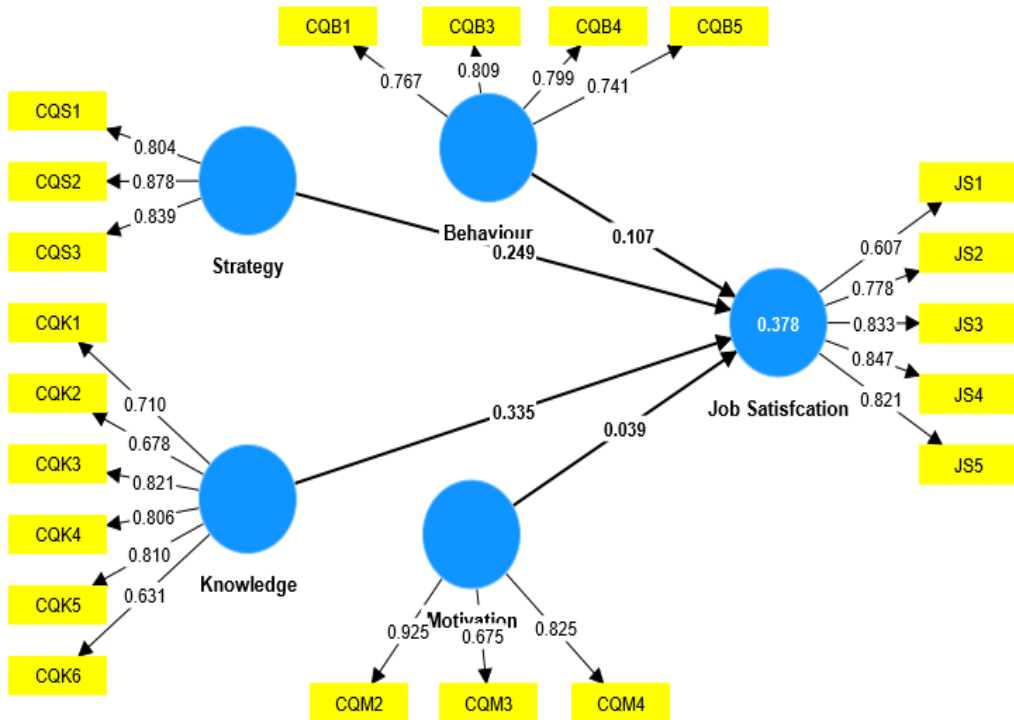
Figure 2. SmartPLS output of the measurement model.

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	f²	R²	Q²
Behavior -> Job Satisfaction	0.107	0.108	0.075	1.42	0.006	1.912	0.019	0.378	0.351
Knowledge -> Job Satisfaction	0.335	0.336	0.075	4.445	0.000	2.228	0.071		
Strategy-> Job Satisfaction	0.249	0.248	0.065	3.836	0.000	1.763	0.049		
Motivation -> Job Satisfaction	0.039	0.025	0.056	0.703	0.002	1.027	0.015		

Discussion

The previous literature analysis in this study highlights the need for a deliberate effort to draw in and keep top-notch instructors who can adjust to the cultural dynamics common to colleges with a varied student body. It is critical to identify candidates who have the highest potential for success in our academic institutions and provide them with the necessary support to adjust to their new environments. The competition for teachers is growing, as evidenced by the increased efforts made in recruitment and retention

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(Magagna, 2006b; Hammen, 2005). This competition directly affects the caliber of educators and, in turn, the caliber of education provided to students (Guarino et al., 2006; ECS, 2005).This study has concluded that all the four dimensions of CQ have a positive significant impact on Job satisfaction of university teachers. This means that if teachers are culturally competent they will feel satisfied with their jobs and their tendency to quit job will be minimum.

Teachers with cultural intelligence are better equipped to negotiate and adjust to the cultural complexity found in a variety of university contexts. Having high levels of cultural intelligence gives instructors the information, abilities, and attitudes needed to recognize and value cultural differences as they engage with students from diverse backgrounds. Positive teacher-student connections are essential to job satisfaction, and they are fostered by the ability to adapt and relate to students from diverse cultural backgrounds (Parker, 2019).Teachers that possess cultural intelligence are better able to interact and work together with colleagues from different backgrounds. Effective cooperation and collaboration are crucial for establishing a positive work environment that promotes job satisfaction in colleges with a varied faculty (Thomas & Inkson, 2009). High cultural intelligence teachers can help to create a great work environment and increase job satisfaction by bridging cultural gaps, facilitating communication, and developing strong working connections with colleagues.

Teachers that possess cultural intelligence are better equipped to create culturally sensitive lesson plans that cater to the demands of a wide range of student demographics. Culturally sensitive instruction enhances students' involvement and academic performance by recognizing and appreciating their cultural backgrounds, experiences, and viewpoints (Gay, 2010). When educators see the positive results of their efforts in the learning outcomes of their students, they will feel more satisfied with their jobs. Teachers who exhibit cultural intelligence are better able to adapt instructional strategies, create inclusive learning environments, and incorporate diverse perspectives into their teaching.Working in multicultural university environments, cultural intelligence helps professors feel included and at home. Overall job happiness is influenced by feeling appreciated and respected for one's cultural identity (Sarstedt et al., 2019). Higher job satisfaction and retention are associated with teachers who possess high cultural intelligence since they are more likely to feel a feeling of belonging in their professional group.

When it comes to the job satisfaction of instructors who work at universities with students from a variety of cultural backgrounds, cultural intelligence is a critical factor. Cultural intelligence contributes to a healthy work environment and increases overall job satisfaction among educators by helping instructors navigate cultural difficulties, communicate effectively, establish culturally sensitive teaching approaches, and foster a sense of belonging. As a result, supporting instructors' growth in their cultural intelligence is crucial to fostering job satisfaction and, eventually, enhancing student learning in varied university environments.Teachers who invest in the development of their cultural intelligence skills report higher job satisfaction and improved teaching and learning outcomes in multicultural settings. Instructors possessing elevated degrees of cultural intelligence are more suitable to handle the varied educational requirements and inclinations of learners from disparate cultural contexts. Teachers can ensure inclusion and relevance in their curriculum and instructional practices by recognizing the cultural settings in which students learn. This will improve the educational outcomes for all students (Chen et al., 2019).

Conclusion

The important connection between university instructors' job happiness and cultural intelligence (CQ) is clarified by the study's findings. By means of an extensive analysis of the four components of CQ behavioral, cognitive, motivational, and metacognitive it has been established that every component has a noteworthy positive impact on job satisfaction. It has been demonstrated that job satisfaction is positively impacted by the metacognitive feature of CQ, which entails knowing one's own cultural predispositions and learning processes. This implies that educators who are skilled at modifying their teaching strategies in light of their own cultural prejudices and who have a high level of self-awareness are likely to be happier in their roles.

Similar to this, the cognitive dimension of CQ which deals with knowledge and comprehension of various cultural practices and norms has emerged as a critical predictor of university instructors' job happiness. Teachers who have a thorough comprehension of other cultural backgrounds are more capable of creating inclusive learning environments, which in turn improves their own and their students' job satisfaction.It has been discovered that the motivational aspect of CQ which includes the desire and readiness to interact with people from different cultural backgrounds had a major influence on job satisfaction. Educators who exhibit a strong desire to establish a positive rapport with students and colleagues from varied cultural backgrounds are more likely to find fulfillment in their roles within the university environment.

One important factor influencing university instructors' job satisfaction is the behavioral dimension of CQ, which deals with how well one can adjust one's conduct in cross-cultural encounters. Teachers who are able to adjust and be flexible when managing cultural differences will be more successful in diverse learning contexts, which will increase their job satisfaction.These results have important ramifications since they indicate that university instructors' job happiness can be greatly increased by helping them develop their cultural competency. Because of this, educational establishments ought to give top priority to programs that help faculty members become more culturally intelligent. Through this approach, higher education institutions can establish more welcoming and encouraging work cultures that enhance teachers' job satisfaction and help retain outstanding faculty members within the academic community.

Practical Implications

Educators possessing elevated cultural intelligence are more suitable to establish learning settings that are both inclusive and culturally sensitive. In order to suit the varied backgrounds and learning styles of their students, teachers might modify their pedagogy and classroom management techniques, which will increase student engagement and satisfaction.Teachers with diverse cultural origins can forge closer bonds with their students when they possess cultural intelligence. Teachers can build rapport and trust with their student's two critical components of effective teaching and learning by exhibiting an awareness of and respect for their cultural identities.To improve instructors' cultural intelligence, educational institutions might offer opportunities for professional growth and training. Institutions can enhance teacher satisfaction by equipping educators with the necessary knowledge and abilities to manage various classroom environments and facilitate students' success through investments in their cultural competence.Teachers with cultural intelligence are better able to manage the difficulties and complexities of teaching in multicultural settings. By proactively addressing cultural differences and fostering

inclusivity, they can reduce possible sources of stress and burnout, which will increase teachers' job satisfaction and well-being.

Limitations and future work

There are several restrictions on our investigation. First of all, it may be deemed unsuitable to test a causal hypothesis with cross-sectional data. Cross-sectional data, however, has been employed in recent research to examine causal correlations (Naqshbandi, Singh, & Ma, 2016). Subsequent studies could if you want to examine the causal linkages covered in this paper, think about utilizing longitudinal data. Second, the only outcome variable taken into account in our research is job satisfaction. Future studies may take into account additional relevant outcomes of such as employee job performance, work engagement, weariness, and turnover intention, even though this may not always be a constraint.

Authors' Contributions:

The authors contributed equally to this work.

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