Presentation / Präsentation

Note:
Information taken from power point slides (either literally or paraphrasedly or in terms of content) has to be quoted in the same way as that from other publications, with the usual bibliografical details indicating its source, e.g.:
„[Author]. (2022). [Title of presentation]. Presentation at the World Education Leadership Symposium (WELS) Online Conference, hosted by the IBB of the PH Zug on September 28 - 30, 2022."
The program is available at: WELS.EduLead.net

Hinweis:
Informationen, die inhaltlich, paraphrasierend oder wörtlich aus Power Point Folien entnommen werden, sind genauso zu behandeln wie Zitate aus anderen Publikationen und mit den üblichen bibliographischen Hinweisen auf die Quelle zu versehen, z.B.:
„[Autorenname]. (2022). [Titel der Präsentation]. Vortrag beim World Education Leadership Symposium (WELS) Online-Konferenz, veranstaltet vom IBB der PH Zug vom 28. - 30. September 2022." Das Programm ist einsehbar unter: WELS.EduLead.net

----

World Education Leadership Symposium (WELS) Online Conference 2022

Initiator and Organizer / Initiator und Leiter:
Prof. Dr. Stephan Gerhard Huber

Host WELS 2022 (since 2009) / Veranstalter WELS 2022 (seit 2009):
Institute for the Management and Economics of Education (IBB) /
University of Teacher Education Zug (PH Zug)
Institut für Bildungsmanagement und Bildungsökonomie (IBB) /
Pädagogische Hochschule Zug (PH Zug)

Cooperation Partners / Kooperationspartner:
Association of school leaders and teachers, ministries and authorities as well as further universities and partners / Schulleitungs- und Lehrerverbände, Ministerien und Behörden sowie weitere Hochschulen und Partner

Does Principals' Cultural Intelligence Matter in a Diverse World of Schools?
Perceived (In)Congruence between Principals and Teachers

WELS 2022
28-30 September 2022

School and Leadership between Revolution, Tradition and Exhaustion

World Education Leadership Symposium

WELS 2022
28-29-30 SEPTEMBER | 2022

Ms. Meghry Nazarian
UAE University, UAE

Dr. Mohammed Al hosani
UAE University, UAE

Prof. Ibrahim Duyar
University of Arkansas, USA

We are pleased to present our study that unpacks principals' diversity management and cultural intelligence in one of the most diverse places in the world. More specifically, our study examined the influence of principals' cultural intelligence (CQ) on cultural climate management in the United Arab Emirates, where three-fourths of the workforce is non-nationals. The study findings are expected to inform policymakers and relevant literature on the role of leaders' CQ in diverse educational settings. We are excited to share such an interesting topic with a broader audience at WELS, 2022.
Stay tuned!

WELS - WELS2022 (edulead.net)
Switzerland

Introduction

Diversity and multiculturalism have become a worldwide reality of nations and organizations in the face of **globalization.**

The United Arab Emirates as a country and its organizations, including **educational organizations**, experience **globalization** and **multiculturalism** profoundly as the majority of its population consists of **expatriates**.

UAE schools have become increasingly turbulent and more **demographically complex** with **teachers of diverse cultural backgrounds** interacting and working together.

Problem of the Study

Within the context of increased globalization and immigration, organizations are faced with the rapidly changing **composition of the workforce** (Bhadury et al., 2000).

UAE schools incorporate significant cultural diversity both for teachers and students. As schools become more **culturally varied**, they mirror the ever-increasing diversity of the global community.

Research on **workforce diversity** shows that such diversity creates better decision-making processes in organizations, greater creativity and innovation, and increased global competitiveness (Cox, 1991; Houghton, 1998; Seck et al., 1993; Thomas, 1990).

However, such **diversity** may lead to **increased conflict, communication breakdown, low information sharing, low cohesion, interpersonal conflict, reduced organizational identification, and higher turnover** as a result of **ineffective leadership and poor management** (Al Mazrouei & Zacca, 2015; Al Jenaibi, 2012; Cox, 1991)

Problem of the Study

- Cox (2001) defined diversity as the exchange of social and cultural identities when people gather in the same organization. In other words, diversity is a mixture of different identities, values, norms, backgrounds, beliefs, personal biases and dispositions that blend together in a diverse work environment.

- Mor Borak et al. (1998) proposed that individuals develop perceptions about the organization's stance on diversity as well as frame their own views pertaining to the value of diversity in the workplace where they work.

- Employees' perceptions of an organization's diversity management are alternatively termed as perceived diversity climate (Mor Borak et al., 2018).

Purpose of study

🔗 A growing literature suggests a positive link between effective diversity management and overall organizational effectiveness (Ivancevich & Gilbert, 2000; Magoshi & Chang, 2009). The purpose of this study was to comparatively examine the direct and indirect influence of principals' cultural intelligence (CQ) on teachers' perceived cultural climate management in the United Arab Emirates, where three-fourths of the workforce are non-nationals.

🔗 To explore whether principals' and teachers' citizenship and ethnicity statuses would make any difference on the relationships examined between the study variables.

❀ Significance of the Study

The current study is expected to make an essential contribution in the following ways, related to the important main areas; research, policy, and practice, respectively.

- First, common issues of the low levels of teacher job satisfaction, commitment, identification and high turnover rate have placed educational policymakers at the forefront of global pressures. The current study may contribute to identifying the predictors that lead to high organizational identification and positive diversity climate perceptions, thus, potentially reducing absenteeism, turnover, and teacher attrition.

- Finally, the current study may further the knowledge in the arena of cultural intelligence. It may add to the body of literature related to the existence and importance of cultural intelligence.

Theoretical Foundations
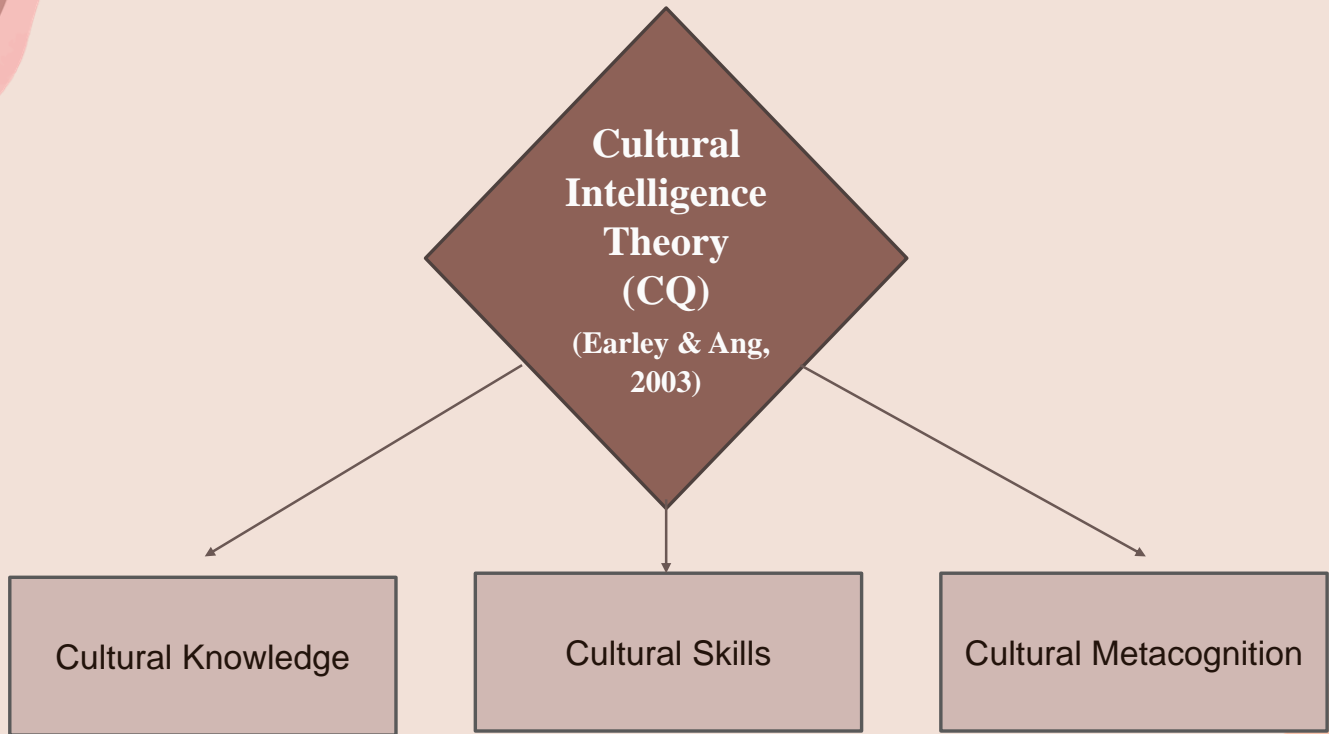
Conceptual Framework
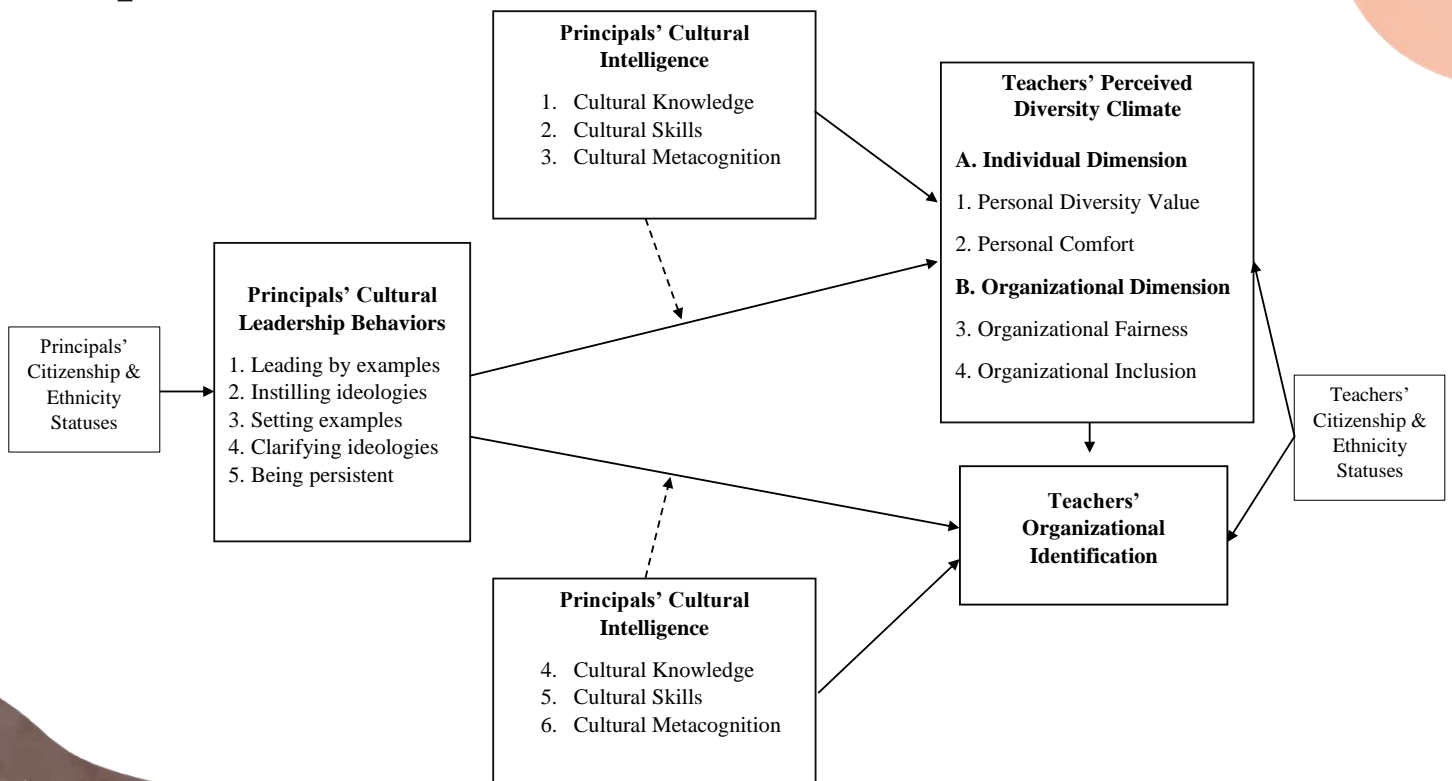
Methods
➢ Research Design

A quantitative causal-comparative research design was employed to analyze the data.

- Comparatively investigate the possible differences between the two groups **(principals vs. teachers)** in terms of the study variables.

- A causal-comparative research design is employed to explore whether the independent variables influence the dependent variables of a particular study (Creswell, 2015).
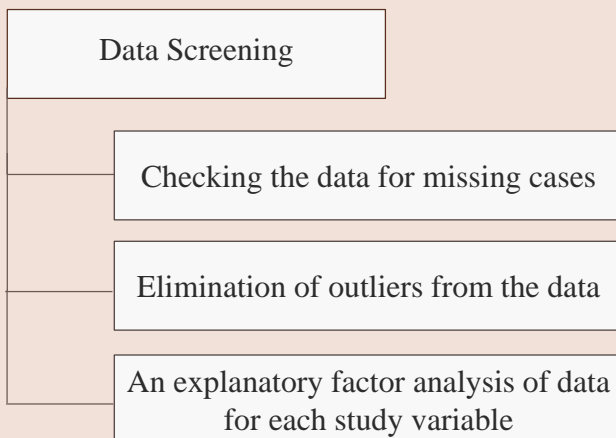
➢ Sampling and Participants

Population of Interest	Sampling	Inclusion Criteria
-Teachers and school principals who are working for public, private, and charter schools with K-12 grades in the United Arab Emirates.	-A simple cluster random sampling will be used to sample teachers and school principals in the UAE . -In simple cluster random sampling, the population is divided into several groups based on study inclusion criteria, and each individual in the groups has an equal chance of being chosen as a participant of a study (Sekaran & Bougie, 2016).	-School configuration (e.g., Cycle 1, Cycle 2, Cycle 3) -School type (i.e., public, private or charter schools)

➤ Instrumentation

Scale Name	Scale Dimensions	Scale Items	Scale Type	Cronbach's Alpha Value
Short Form Measure of Cultural Intelligence (SFCQ) by (Thomas *et al.*, 2015)	-Cultural Knowledge -Cultural Skills -Cultural Metacognition	10 Items	A five-point Likert type scale (*1 = not at all to 5 = extremely well*)	.88
Cultural Leadership (CLS) by (Qing et al., 2017)	-Leading by examples -Instilling ideologies -Setting examples -Clarifying ideologies -Being persistent	26 Items	A seven-point Likert scale (*1 = strongly disagree to 7 = strongly agree*).	.97
Organizational Identification by (Ashforth & Mael, 1996)	A single factor scale	6 Items	A four-point Likert scale (*1 = strongly agree to 5 = strongly disagree*)	.79
Perceived Diversity Climate by (Mor Borak et al., 1998)	-Organizational Dimension -Personal Dimension	16 Items	A six-point Likert scale (1 = strongly disagree to 6 = strongly agree)	.83

➤ **Data Analysis**

- Data will be assessed for accuracy, missing data, and outliers in this first step. The accuracy of the data can be compromised by errors during data entry or during the computation of the variables of interests (Cohen et al., 2003).

Data Screening

Checking the data for missing cases

Elimination of outliers from the data

An explanatory factor analysis of data for each study variable
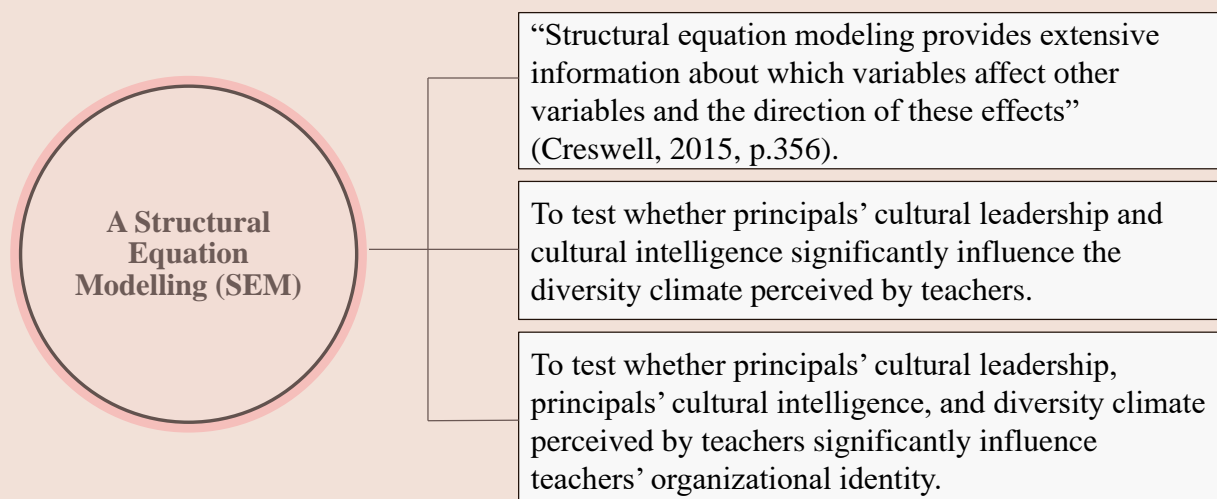
Testing the Research Questions

Difference relationship questions:

1. Do **teachers' (a) ethnic and (b) citizenship statuses** are a differentiating factor of their **perceived diversity climate**?

2. Do **principals' (a) ethnic and (b) citizenship statuses** are a differentiating factor of their **cultural intelligence**?

Multivariate analysis of variance (MANOVA)

To test whether teachers' ethnic and citizenship statuses (as independent variables) are differentiating factors of their perceived diversity climate.

To test whether principals' ethnic and citizenship statuses (as independent variables) are differentiating factors of their cultural intelligence.
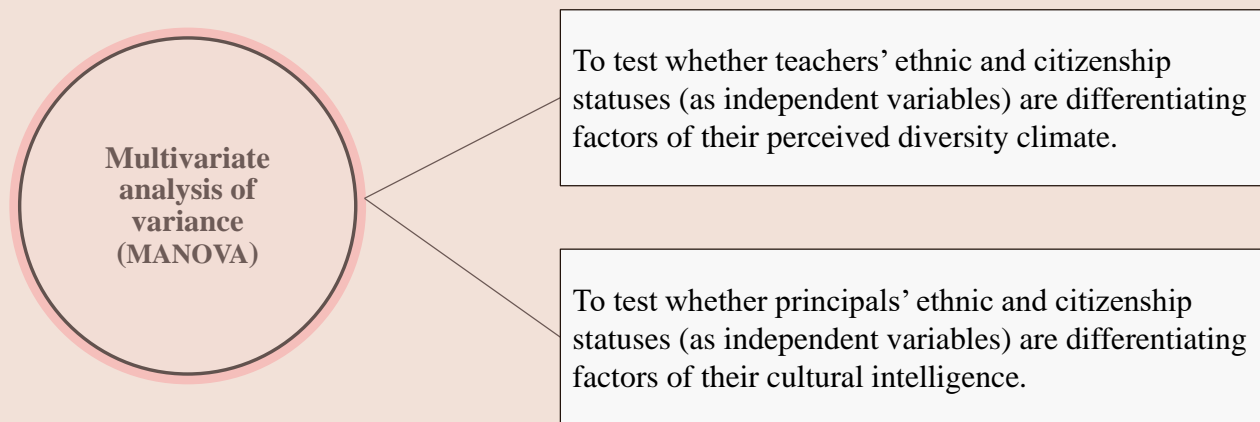
Predictive relationship questions:

3. Holding teacher, principal, and school level demographic attributes constant, do **principals' cultural intelligence** significantly influence **the diversity climate perceived by teachers**?

4. Holding teacher, principal, and school level demographic attributes constant, do **principals' cultural intelligence**, and **cultural diversity climate perceived by teachers** significantly influence **teachers' organizational identity**?

A Structural Equation Modelling (SEM)

"Structural equation modeling provides extensive information about which variables affect other variables and the direction of these effects" (Creswell, 2015, p.356).

To test whether principals' cultural leadership and cultural intelligence significantly influence the diversity climate perceived by teachers.

To test whether principals' cultural leadership, principals' cultural intelligence, and diversity climate perceived by teachers significantly influence teachers' organizational identity.

➢ Findings

Research Question 1

Does teachers' citizenship status pose a differentiating factor of their perceived diversity climate and organizational identification?

1 MANOVA was conducted to answer this research question.

2 MANOVA findings indicated that teachers' OI and perceived diversity climate significantly differed at the 10% significant level.

3 In both scales, lower scores indicate better diversity climate perceptions and stronger organizational identification. These findings indicate that expatriates have stronger OI, stronger perceptions of organizational inclusion, and stronger perceptions of personal diversity comfort.

Independent t-test Results Comparing Citizen and Expatriate Teachers' Ratings (N = 138)

Variables	Citizen		Expatriate		df	T
	M	SD	M	SD		
Organizational identification	2.08	.66	1.84	.57	136	1.86 *
Organizational fairness	2.13	.79	1.97	.80	136	.92
Organizational inclusion	3.31	1.10	2.84	1.08	136	1.97 *
Personal diversity value	1.86	.52	1.84	.62	136	.13
Personal diversity comfort	3.12	.83	2.65	.95	136	2.29 **

* $p = .10$. ** $p = .05$. *** $p = .01$.

Research Question 2

Does principals' citizenship status pose a differentiating factor of their cultural leadership and cultural intelligence?

1 MANOVA was conducted to answer this research question.

2 MANOVA findings indicated that only principals' ratings of their **cultural knowledge** differed significantly across citizenship status and at the 5% significance level.

3 In both scales, the SFCQ scale and CLS scale, higher scores indicate greater cultural intelligence and more agreement with the cultural leadership practices. This finding suggests that citizens have greater cultural knowledge than expatriates.

Independent t-test Results Comparing Citizen and Expatriate Principals' Ratings (N = 13)

Variables	Citizen		Expatriate		df	T
	M	SD	M	SD		
Knowledge	4.63	.25	4.11	.42	11	2.26 **
Skills	4.25	.87	4.40	.45	11	-.42
Metacognitive	3.92	.57	4.07	.22	11	-.74
Setting examples	6.79	.25	6.52	.64	11	.81
Instilling ideologies	6.65	.44	6.11	.66	11	1.48
Setting examples	6.70	.35	6.33	.45	11	1.45
Clarifying ideologies	6.55	.53	6.29	.51	11	.84
Being persistent	6.50	.26	6.51	.41	11	-.05

* $p = .10$. ** $p = .05$. *** $p = .01$.

Research Question 3 & 4

-Do principals' cultural leadership and cultural intelligence significantly influence the diversity climate perceived by teachers?

-Do principals' cultural leadership, cultural intelligence and teachers' perceived diversity climate influence their organizational identification?

Unstandardized and Standardized Path Coefficients for the Structural Model

Path	B	SE	β	p
Principals' cultural intelligence to:				
Teachers' perceived diversity climate	-.32	.14	-.34	.02
Teachers' organizational identity	-.23	.19	-.16	.22
Principals' cultural leadership to:				
Teachers' perceived organizational diversity	-.13	.08	-.14	.12
Teachers' organizational identity	-.14	.14	-.10	.30
Teachers' perceived diversity climate to:				
Teachers' organizational identity	.45	.21	.29	.03

Figure 1. Standardized coefficients for the structural model
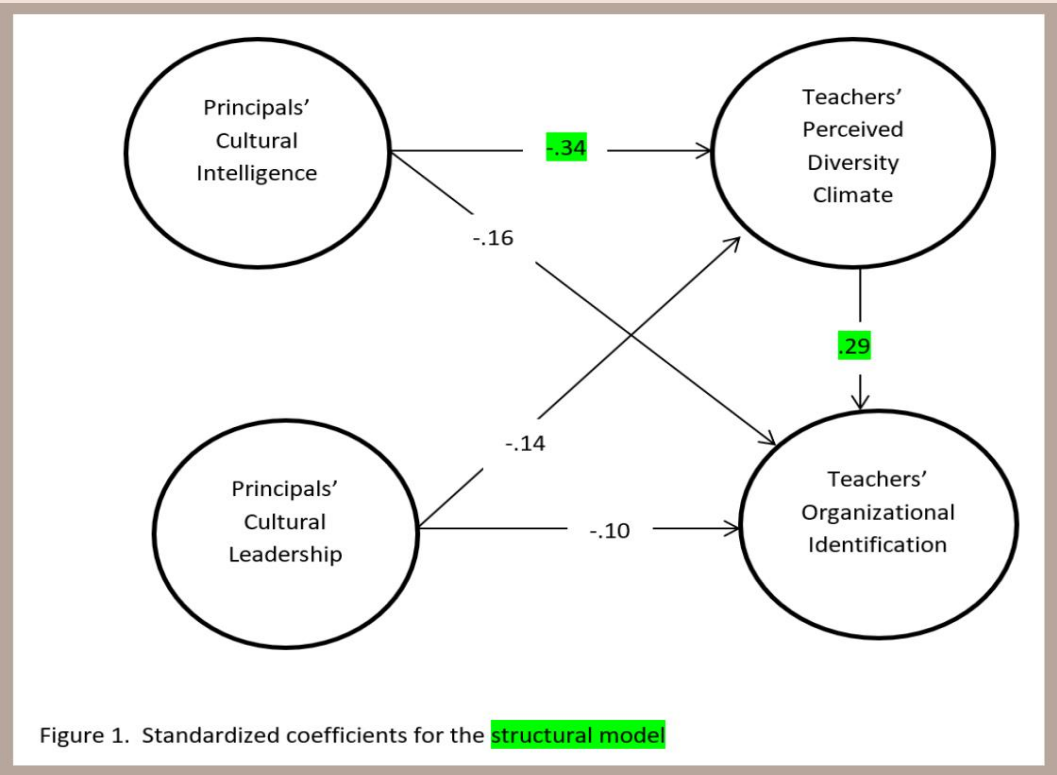
References

Al-Jenaibi, B. (2012). The scope and impact of workplace diversity in the United Arab Emirates – a preliminary study. *Geografia*, *8*(1). 1-14.

AlMazrouei, H., & Zacca, R. (2015). Expatriate leadership competencies and performance: A qualitative study. *International Journal of Organizational Analysis, 23*(3), 404-424. doi:10.1108/ijoa-07-2014-0781

Ang, S., Van Dyne, L., Koh, C., Ng, K. Y., Templer, K. J., Tay, C., & Chandrasekar, N. A. (2007). Cultural intelligence: Its measurement and effects on cultural judgment and decision making, cultural adaptation and task performance. *Management and Organization Review, 3*(3), 335-371. doi:10.1111/j.1740-8784.2007.00082.x

Avanzi, L., Fraccaroli, F., Castelli, L., Marcionetti, J., Crescentini, A., Balducci, C., & van Dick, R. (2018). How to mobilize social support against workload and burnout: the role of organizational identification. *Teaching and Teacher Education, 69,* 154–167 . https://doi.org/10.1016/j.tate.2017.10.001

Creswell, J. W., & Guetterman, T. C. (2015). *Educational research: Planning, conducting and evaluating quantitative and qualitative research*. Harlow, Essex: Pearson.

Cox, T. H., & Stacy, B. (1991). Managing cultural diversity: implications for organizational competitiveness. *The Executive, 5*(3), 45–56.

Duyar, I., Aydin, I., & Pehlivan, Z. (2009). Analyzing principal influence tactics from a cross-cultural perspective: do preferred influence tactics and targeted goals differ by national culture? In *Educational leadership: Global contexts and international comparisons* (pp. 191-220). Emerald Group Publishing Limited.

Earley, P.C. and Ang, S. (2003), *Cultural Intelligence: Individual Interactions Across Cultures*, Stanford University Press, Palo Alto, CA.

Fullan, M. (2007). *The new meaning of educational change*. New York: Teachers College Press.

Thank You