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The American University in Cairo

School of Global Affairs and Public Policy

**CULTURAL INTELLIGENCE OF EXPATRIATE TEACHERS IN
A MULTI-CULTURAL EDUCATION SETTING**

A Thesis Submitted to the

Public Policy and Administration Department

**in partial fulfillment of the requirements for the degree of
Master of Public Administration**

By

Yousra Sherif Mohamed Ali Gohar

May 2014

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The American University in Cairo
School of Global Affairs and Public Policy
Department of Public Policy and Administration

CULTURAL INTELLIGENCE OF EXPATRIATE TEACHERS IN A MULTI-
CULTURAL EDUCATION SETTING

Yousra Sherif Mohamed Ali Gohar

Supervised by Professor Ghada Barsoum

ABSTRACT

The purpose of this research is to examine the impact of cultural intelligence on the level of job satisfaction and job performance among expatriate teachers working in both not-for-profit and for-profit international schools in Cairo. The importance of this study stems from the fact that globalization have led to tremendous increase in the number of international schools worldwide and in Egypt, thus allowing international schools to provide a greater share of educational services in Egypt, affecting the type and quality of education available to the public. Accordingly, it is essential to ensure that such schools are capable of providing quality education through having satisfied and highly performing expat staff. Given the limited research on the relationship between cultural intelligence and employee outcomes in the Egyptian educational sector, the study adopted the Cultural Intelligence Scale, the Teaching Satisfaction Scale, the Egyptian Labor Market Panel Survey, and the Self-Rating Survey to quantitatively measure the level of cultural intelligence, teaching satisfaction, job satisfaction, and teaching performance respectively. Four international schools in Cairo took part in this study based on convenience and judgment sampling, where 84 expatriate teachers completed the questionnaire. The results show that there is a significant positive and direct relationship between cultural intelligence and job performance, and that there is a significant positive but indirect relationship between cultural intelligence and job satisfaction among expatriate teachers. Accordingly, school principals are advised to adopt the necessary measures for ensuring that culturally intelligent expat teachers are hired, trained, and developed to be more culturally intelligent. Also, it is vital that the government take the necessary measures to ensure that international schools are taking the required steps for ensuring the presence of culturally intelligent teachers in the schools for the provision of quality education. Also the government must ensure that qualified expats are encouraged to migrate to and work in Egypt, thus allowing international schools to have a pool of qualified expat candidates to choose from.

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I. Introduction

This chapter highlights the background of the topic with an introduction of the concept of cultural intelligence and its relation to employee outcomes. Then, it provides an overview of international schools in Cairo. The chapter also outlines the scope and significance of this study. Afterwards, it provides an outline of the research aims; the research questions; and the research objectives of the paper. Finally, the structure of the paper is described.

A. Background

Jack Welch (2000), the most prominent CEO of General Electric, claimed that “globalization has changed us into a company that searches the world, not just to sell or to sources, but to find intellectual capital – the world’s best talents and greatest ideas”. This shift in what organizations are currently focusing on is caused by the fact that globalization have made the presence of intercultural work the norm for many organizations, thus leading to the need to search for a new intellectual capital or talent; which is the ability to interact effectively with people from different cultures, which is known as cultural intelligence (CQ). The need for searching for this new talent is not just in the private business sector, but also in the educational sector, where there is a noticeable growth in international schools, both worldwide; where international schools have increased by 153% over the past 12 years, and in Egypt; where there are 159 international schools as of 2013, with 120 of them clustered in Cairo (ICEF Monitor, 2013). Accordingly, such schools need to consider the ability of their members (i.e. teachers) to interact effectively with people from various cultures

as this is likely to affect their satisfaction and performance, thus reflecting positively on the schools' image and performance, and the quality of education in Egypt.

However, it should be noted that although the link between cultural intelligence and employee outcomes like satisfaction and performance have been studied extensively in the business sector, little research relates CQ to employee outcomes in the educational sector. Yet, the fact that international education is a growing sector which represents cultural diversity, makes it essential to study the relevance of cultural intelligence to expatriate teachers, who are unfamiliar with the Egyptian culture, to job satisfaction and performance.

B. International Schools in Cairo

According to Broman (2006), “there has been a dramatic increase in the number of international schools and international students worldwide with growing competition to attract and retain teachers as a result” (As cited in Sims, 2011, p.3). In general, it is believed that “not only are new international schools continually opening, but their ranks also grow whenever existing schools convert to an international curriculum, begin instruction using a foreign language (usually English), or open a satellite campus in another country. The rate of growth of international schools for 2011-2012 was 6.7%, and the twelve-year expansion rate has been an astounding 153%” (ICEF Monitor, 2013).

The same phenomenon of international schools growth applies to Egypt, where the number of international schools, whether for-profit or not-for-profit, is considerably growing, and has reached 159 international schools as of 2013 (ICEF Monitor, 2013). In such schools there is a high degree of cultural diversity and

interaction among various cultures, for example “the expatriate teacher comes from one culture, the students and teachers from the host culture represent another, other students and staff may come from yet other distinct culture, and the school itself will have developed its own third organizational culture” (Sims, 2011, p.27). Thus, it could be argued that “cultural intelligence can be shown to relate to job satisfaction in international schools, due to its role in promoting cultural adaptability” (Ibid, p.2).

It is argued that international schools in Cairo, whether for profit or not-for-profit educational institutions, illustrate the existence of multicultural teams, which would require the acquisition of CQ for the existence of satisfied, motivated and highly performing expat teachers, thus resulting in effective school performance.

C. Scope and Significance of the Study

The focus of this paper is on international schools in Cairo, as an attempt to build on the work presented by Robert Allan Sims (2011); which sought to relate CQ to job satisfaction among expatriate school teachers in Latin America. The researcher studied the same relationship between cultural intelligence and job satisfaction, as well as the relationship between cultural intelligence and job performance, but giving a special focus to expatriate teachers who work in international schools in Cairo. It is believed that such organizations are extremely culturally diverse, since expatriate teachers come from one country, the management of the school might be from the host country, the colleagues with which the expatriate teacher interacts are from yet another country, and also the students come from different countries including the home, host and other countries. Therefore, it is believed that this type of setting would require a high degree of cultural intelligence in order to adapt to and operate

successfully with people from various cultures, consequently enhancing teachers' job satisfaction and performance.

This study adds to the existing body of knowledge, by giving special focus on expatriate teachers working in international schools within the Egyptian context, where little research was previously done. Also, it is believed that it is necessary to study this link within international schools, since it is becoming challenging for international institutions in Egypt to attract and retain qualified expat staff due to the current political unrest. This implies that these schools are required to ensure a high level of satisfaction for their teachers, who are considered to be their most significant asset, in the most efficient manner. This efficient manner would be to hire expatriate teachers with a high level of CQ to ensure that they are more satisfied, rather than hire less culturally intelligent teachers and pay them high salaries to keep them more satisfied. Also, international schools should be concerned with hiring culturally intelligent teachers who are likely to perform better in a culturally diverse setting, rather than hire less culturally intelligent teachers and pay more in their training and development. Moreover, the rationale behind choosing international schools specifically in Cairo can be outlined as follows;

- Little research have been carried out in international schools in Egypt;
- International schools represent a growing sector that plays a significant role educating the elite in Egypt; and
- Cairo, the Capital of Egypt, is the largest and most populated city in Egypt that has the highest concentration of international schools, thus is used for the scope of this study.

D. Research Aims

This research aims to determine if cultural intelligence has an impact on the job satisfaction and the job performance of expatriate teachers working in a culturally diverse setting.

1. Research Questions

- How does cultural intelligence affect job satisfaction among expatriate teachers working in international schools in Cairo?
- How does cultural intelligence affect job performance among expatriate teachers working in international schools in Cairo?

2. Research Objectives

- a. To identify the level of cultural intelligence among expatriate teachers working in international schools in Cairo;
- b. To identify the level of job satisfaction among expatriate teachers working in international schools in Cairo;
- c. To examine the relationship between cultural intelligence and job satisfaction among expatriate teachers working in international schools in Cairo;
- d. To identify the level of job performance among expatriate teachers working in international schools in Cairo; and
- e. To examine the relationship between cultural intelligence and job performance among expatriate teachers working in international schools in Cairo.

3. Preliminary Hypotheses

- Hypothesis 1 - Cultural intelligence is positively and directly related to job satisfaction.
- Hypothesis 2 - Cultural intelligence is positively and directly related to job performance.

F. Structure of the Paper

This paper is divided into the following chapters;

- *Chapter 1 – Introduction:* This chapter provides a background of the topic, with a brief introduction to the concept of cultural intelligence, as well as a brief overview of international schools in Egypt. This section also identifies the research aims, questions and objectives.
- *Chapter 2 – Literature Review:* This chapter constitutes what previous researchers have concluded about the topic, including definitions of cultural intelligence, job satisfaction and job performance, as well as the link between cultural intelligence and work-related outcomes in terms of satisfaction and performance.
- *Chapter 3 – Research Methodology:* This chapter constitutes an explanation of the research methods employed by the researcher for the purposes of this paper.
- *Chapter 4 – Analysis of Data:* This chapter presents a detailed account of the statistical results obtained from the questionnaire and an analysis of the data derived from the questionnaire.
- *Chapter 5 – Discussion:* This chapter presents the findings derived from the analyzed data and answers to the research questions, as well as the managerial implications resulting from the findings.

- *Chapter 6 – Conclusion:* This chapter demonstrates a summary of the main findings and recommendations for future research.

II. Literature Review

This chapter presents the theoretical framework of the topic, by outlining the findings derived from previous researchers about cultural intelligence and work-related outcomes. The chapter also conceptualizes the terms of cultural intelligence, job satisfaction and job performance, as well as highlighting the link between cultural intelligence and work-related outcomes in terms of satisfaction and performance.

It is worth noting that the concept of cultural intelligence is fairly new, and was only introduced in 2003 by Ang and Earley, thus there are various factors relating to cultural intelligence that requires more in-depth study and attention, especially since we are now living in a more globalized world where interaction among various cultures is unavoidable. Though many efforts were made to identify the causes and consequences of cultural intelligence, little research has fully investigated the impact of cultural intelligence on job satisfaction. This is a prominent area of study, especially for expatriate teachers who are required to interact constantly with people from different cultures. It is necessary to ensure that these expatriate teachers are both qualified and satisfied in their work, as those teachers who “attain adequate job satisfaction, will be in a position to fulfill the educational objectives and national goals” (Rao, 2003, p.8) of the country.

Literature confirms that CQ results in greater cultural adaptability and personal well-being, and that higher level of cultural intelligence results in greater job satisfaction and job performance. Accordingly, the researcher argues that in a

culturally diverse setting, cultural intelligence may result in greater job satisfaction and enhanced job performance.

A. Cross-Cultural Challenges

Numerous researchers have studied the concept of culture, leading to the development of several definitions for the term. “In fact, the directions for defining culture seem limitless, and perfectly correct definitions of culture can be so varied” leading to confusion regarding the operationalization of the concept (Peterson, 2004, p.17). However, culture could be defined as the “relatively stable set of inner values and beliefs generally held by groups of people in countries or regions and the noticeable impact those values and beliefs have on the peoples’ outward behaviors and environment” (Ibid, p.17). On the other hand, Kluckhohn (1951, p.86) defines the concept of culture as follows;

Culture consists in patterned ways of thinking, feeling, reacting, acquired and transmitted mainly by symbols, constituting the distinctive achievement of human groups, including their embodiments in artifacts; where the essential core of culture consists of traditional (i.e. historically derived and selected) ideas and especially their attached values.

Since the two aforementioned definitions of culture stress the fact that culture is shared within a group, thus it is argued that “culture is always a collective phenomenon” (Hofstede, Hofstede & Minkov, 2010, p.6). In other words, culture could be described as “the collective programming of the mind which distinguishes the members of one human group from another” (Hofstede, 1984, p.21). This indicates that each group, community or country will have a culture that distinguishes it from others, leading to challenges in cross-cultural communication. Therefore, “to successfully live and work in this evolving multicultural society, we must become

more culturally aware and learn how to be effective intercultural communicators” (McDaniel, Porter & Samovar, 2008, p.7).

It is argued by some researchers that globalization is eliminating the existence of national cultures, resulting in “the convergence of these national cultures into one commonly accepted global culture” (Bird & Stevens, 2003, p.396), thus making the cultural differences between people from different countries and cross-cultural barriers irrelevant. Contradictorily, recent research has concluded that the differences in culture were greater among expatriate employees working in a culturally diverse setting, than among employees working in their own native countries (Adler & Gundersen, 2008, p.65). This implies that in a culturally diverse setting or organization it was observed that “Germans seemingly became more German, Americans more American, Swedes more Swedish, and so on”; resulting in the conclusion that organizational cultures and globalization, no matter how strong, “did not reduce or eliminate national differences” among workers (Adler & Gundersen, 2008, p.65).

Therefore, the researcher believes that culture, and in specific the national culture of employees, plays a significant role in the interactions among people working in a culturally diverse setting, especially those who are not working in their own native country. In that case, the researcher argues that it is necessary for organizations, especially international ones, to hire and retain culturally intelligent employees who are capable of understanding and accepting the cultural differences that they encounter when dealing with their superiors, peers or subordinates; to ensure employee satisfaction and organizational efficiency and effectiveness. In order to do so, the management of international organizations must be convinced that higher CQ

results in greater satisfaction and enhanced performance, which is the aim of this research.

B. Cultural Intelligence

Literature shows that “management literature is populated with numerous tales of ineffective expatriate managers/employees who fail to grasp important nuances of their host culture” (Black & Gregson, 1991 as cited in Ang & Earley, 2003, p.1). It is believed that “such inability to adapt and understand local culture is significant and costly to organizations” (Ang & Earley, 2003, p.1), therefore the importance of understanding the concept of cultural intelligence (CQ) is increasing nowadays.

According to Ang and Earley (2003, p.9), cultural intelligence is defined as “a person’s capability for successful adaptation to new cultural settings, that is, for unfamiliar settings attributable to cultural context”. In other words, CQ represents an individuals’ ability to perform in an effective manner in a culturally diverse setting, where the concept “is motivated by the practical reality of globalization in the workplace” (Ang & Dyne, 2008, p.3:4). This illustrates the importance of cultural intelligence nowadays, as it is an ability that automatically facilitates effective cross-cultural adaptation and interaction, thus likely to reflect enhanced job satisfaction and job performance.

“There are a number of theories of intelligence that describe a multifaceted intelligence construct” (Thomas, 2006, p.79). Similarly, CQ is considered a multidimensional construct, which includes four factors that “mirror contemporary views of intelligence as a complex, multifactor and individual attribute” (Ang & Dyne, 2008, p.4:5). These four facets of CQ include;-

1. Meta-cognitive CQ – which “reflects mental processes that individuals use to acquire and understand cultural knowledge, including knowledge of and control over individual thought processes relating to culture”, this represents the higher-order cognitive processes (Ang et al., 2007, p.338).
2. Cognitive CQ – which “reflects knowledge of the norms, practices and conventions in different cultures acquired from education and personal experiences” (Ibid).
3. Motivational CQ – which “reflects the capability to direct attention and energy toward learning about and functioning in situations characterized by cultural differences” (Ibid).
4. Behavioral CQ – which “reflects the capability to exhibit appropriate verbal and non-verbal actions when interacting with people from different cultures” (Ibid).

It is important to note that those who exhibit high meta-cognitive, cognitive, motivational and behavioral CQ are likely to be “aware of others’ cultural preferences before and during interactions”, able to “understand similarities and differences across cultures”, capable of directing “attention and energy toward cross-cultural situations based on intrinsic interest”, as well as having confidence in their cross-cultural capability, and finally able to “exhibit culturally appropriate words, tone, gestures, and facial expressions” (Ang et al., 2007, p.338).

Other researchers argue that “CQ consists of knowledge, mindfulness and behavioral ability” which represents knowledge of the culture that includes cognitive and motivational influence, “awareness of and enhanced attention to current experience or present reality” (Thomas, 2006, p.84), and “ability to generate appropriate behavior in a new cultural setting” (Ibid, p.87). When these facets are

combined together they “produce the ability to interact effectively across cultures” (Ibid, p.81). The researcher believes that the facets introduced by Thomas (2006) and those developed by Ang & Earley (2003), are more or less the same but using different terms, as the knowledge and mindfulness components represent the cognitive, motivational and meta-cognitive facets respectively.

It has always been debatable whether intelligence is an inherited ability or it could be learned and adopted. While “some people suggest that our basic intelligence is formed at a very early age and only changes marginally thereafter, and some go further and suggest a strong genetic and inherited facet of intelligence”, others argue that a person can develop and shape his/her cultural intelligence (Ang, Earley & Tan, 2006, p.iiv:iiiiv). Since cultural intelligence is considered to be an ability and most, if not all, abilities are acquired through training, researchers conclude that “exposure to various national cultures allows a person to become familiar with the products, norms, values, and assumptions of that culture” (Crowne, 2008, p. 393). Thus it could be argued that cultural intelligence is not only inherited, but can also be acquired.

According to MacNab (2012, p.68), “CQ has been linked to a variety of positive management attributes, including effective expatriate management adjustment, suspension of judgment, and reduced ethnocentrism effective negotiation”. In other words, CQ leads to effective “cultural judgement and decision making, cultural adjustment and well-being, and task performance”, which represent a cognitive, affective and behavioral outcome respectively (Ang et al., 2007, p.340). Thus, CQ is believed to result in a reduction of individual strain during international assignments (Ramsey et al., 2011, p.31), which could lead to greater job satisfaction

and improved job performance for employees in general, and for expatriate employees in specific.

It is important to point out that the literature focuses more on relating cultural intelligence to cultural adjustment, greater performance and better judgement, while little research investigated the direct impact of cultural intelligence on employee job satisfaction (Sims, 2011, p.1). Also, the researcher was not able to find any research examining the link between CQ and job satisfaction in any organization in Egypt, and little research was conducted that links CQ to performance in the hospitality industry in Egypt.

C. Work Outcomes Related to Cultural Intelligence

1. Teacher Job Satisfaction

“Employees have attitudes or viewpoints about many aspects of their jobs, their careers, and their organizations”, among these various attitudes, the most focal one is job satisfaction (Saari & Judge, 2004, p.395). Though job satisfaction could represent “a combination of positive or negative feelings that workers have towards their work” (Aziri, 2011, p.78), it is still a very complex concept, in fact “there is still no general agreement regarding what job satisfaction is” (Ibid, p.77). However, the most commonly used definition is the one developed by Locke (1976), who defined job satisfaction as “a pleasurable or positive emotional state resulting from the appraisal of one’s job or job experiences” (Saari & Judge, 2004, p.396). In other words, job satisfaction represents “the extent in which people like [satisfaction] or dislike [dissatisfaction] their jobs” (Spector, 1997, p.2).

The literature includes numerous studies that have investigated both the causes and the consequences of job satisfaction. In 1992, a study proposed that work attitudes, including job satisfaction, are partially genetically influenced and affected by biographical characteristics (Arvey, Bouchard, Keller & Segal, 1992, p.89); where a factor like intelligence, which was believed by many researchers to be genetically inherited, was assumed to be positively related to job satisfaction (Ganzach, 1998). On the other hand, recent research proposes that there are factors other than genetic factors which influence job satisfaction. For instance, it is widely believed that employees who experience higher levels of job stress “will experience lower job satisfaction and vice versa” (Adebayo, 2011, p.16).

Spector (1997) have investigated the causes and consequences of job satisfaction in more depth. He proposed that job satisfaction is ultimately affected by two sets of factors, (a) environmental factors, including job characteristics, working conditions, work-family conflict, pay, stress, workload, control over one’s work, and work schedules; and (b) personal factors, including personality traits like locus of control and negative affectivity, and person-job fit (p.30:53). Furthermore, Spector believes that higher job satisfaction has a positive correlation with job performance, organizational citizenship behavior, physical health and psychological well-being, while it is negatively correlated with absence, turnover, deviant workplace behavior, and burnout (p.55:68).

Other research that sheds light on teachers’ job satisfaction concluded that “low teaching satisfaction is expected to correlate with work stress and burnout” (Demirtas, 2010, p.1072), while higher job satisfaction is correlated to reduced turnover (Voris, 2011, p.148). Therefore, it could be argued that the causes and

consequences of job satisfaction for employees are, more or less, the same as the causes and consequences of teachers' job satisfaction.

There have been numerous attempts to measure job satisfaction, including the Job Satisfaction Survey (JSS) developed by Spector in 1985, the Job Descriptive Index (JDI) developed by Smith in 1969, the Minnesota Satisfaction Questionnaire (MSQ) developed by Weiss in 1967, and the Job in General Scale (JIG) developed by Ironson in 1989; which are all seen as useful, reliable and valid in measuring the level of employees job satisfaction (Spector, 1997, p.8:18). However, "according to Locke's definition, the evaluation of teaching satisfaction involves a cognitive and judgmental process", meaning that teachers' job satisfaction is a multidimensional concept which involves both cognitive and affective components (Demirtas, 2010, p.1069). These two factors need to be taken into consideration when measuring teachers' job satisfaction bearing in mind that it is necessary to use a multidimensional tool to measure a multidimensional concept (Cowan, 2009, p.74). Therefore, researchers argue that it is more valid to use the Teaching Satisfaction Scale (TSS) to measure teachers' satisfaction, since "it correlated moderately with two other measures of satisfaction", and it "allows teachers to arrive at a subjective judgment on job satisfaction from a variety of psychological and situational appraisals" (Ho & Au, 2006, p.182).

Amidst the few studies that investigated the direct relationship between cultural intelligence and job satisfaction, Sims (2011) found that there is a significant positive relationship between cultural intelligence and job satisfaction among expatriate teachers working in international schools in Latin America. Also, in 2012 the two researchers; Abdoukhadre Diao and Dong Soo Park found that motivational

CQ and behavioral CQ had a significant positive relationship with the job satisfaction of global workforce in the US army (Diao & Park, 2012). Moreover, in a more recent study which investigated the relation between CQ and job satisfaction, it was concluded that cultural intelligence is positively related to the cross-cultural job satisfaction of workers in the textile industry in Turkey (Yesil, 2013).

It should be noted that since job satisfaction includes both cognitive and affective components, they are likely to be much affected by the cognitive and motivational components of CQ discussed in the previous section. However, it is important to note that though the literature includes a lot of studies that investigate the causes and consequences of job satisfaction, as well as measures for job satisfaction, little research sheds light on the direct relationship between cultural intelligence and job satisfaction of teachers.

2. Teacher Job Performance

Job performance is defined as “a function of knowledge, skills, abilities, and motivation directed at role prescribed behaviour, such as formal job responsibilities” (Rose, Uli & Kumar, 2010, p.78). Likewise, job performance is seen as a “multidimensional construct that consists of task dimension (often production or deadline driven and sometimes referred to as “in-role”) and contextual dimension (sometimes considered discretionary and often termed “extra-role”)” (Ibid). On the other hand, teacher effectiveness could be defined as “the power to realize socially valued objectives agreed for teachers’ work, especially, but not exclusively, the work concerned with enabling pupils to learn” (Campbell et al, 2007, p.6). Accordingly, the researcher believes that for expatriate teachers to be effective in enabling students from different cultures to learn, they must be culturally intelligent.

In order to measure an individual's job performance, tools include peer review questionnaires, self-review questionnaires or 360-degree feedback (Wiesenhofer, 2005). On the other hand, to measure teachers' job performance, the following measures could be used; percentage of students entering the class who complete it the first time, results of student evaluation questionnaires, results of colleagues evaluation questionnaires, or results of self-evaluation questionnaires (Katusak, 2004, p.11). The most commonly used measure to assess teachers' performance in-class, include both self-rating surveys, as well as student-ratings surveys. Nonetheless, it is believed that "student ratings tend to be statistically reliable, valid, and relatively free from bias or the need for control, perhaps more so than any other data used for teacher evaluation" (Benton & Cashin, 2012, p.12).

Based on the studies that investigated the direct relationship between cultural intelligence and job performance, literature demonstrates a general agreement that CQ has a positive impact on job performance. Rose et al. (2010) argue that expatriate workers in foreign firms in Malaysia with greater meta-cognitive and behavioral cultural intelligence were better performers than those with low meta-cognitive and behavioral cultural intelligence. Similarly, FakhrEIDin (2011) confirms that there is a positive relationship between cultural intelligence and individual work performance for employees in the hospitality industry in Egypt. However, RezaieeKelidbari et al. (2012) argue that prior to studying the operational staff working in ports and maritime in Iran, it was found that there is a significant positive relationship between cognitive and motivational CQ and job performance, yet no relationship was found between meta-cognitive and behavioral CQ and job performance.

Accordingly, “CQ was introduced as a vital dynamic intercultural competency that is crucial for expatriates working on international assignments within organizations” in recent years (Benton & Cashin, 2012, p.77). Yet, it should be noted that little research investigated the direct relationship between CQ and job performance for expatriate teachers working in an international setting.

D. Work Outcomes Related to Cultural Intelligence in Cairo

There is a general agreement in the literature that CQ has a positive impact on both job satisfaction and job performance, although different researches outline various elements of CQ that are more related to job satisfaction or job performance. However, it should be noted that the studies examined by the researcher show very little research investigating this relationship in Arab countries or Egypt in specific. Moreover, few researches have investigated the relationship between CQ and job satisfaction or performance among workers in the international educational institutions. Therefore, the researcher is adding to the body of knowledge by investigating such a relationship among expat teachers in international schools in Cairo, an area where little research has previously been undertaken.

III. Research Methodology

This chapter presents a detailed explanation of the research approach and technique adopted, a detailed description of the population and sample used in the study, a detailed account of the research tool employed, the research procedure followed, and the data analysis process. Additionally, a description of the data collected and limitations of the research are outlined.

A. Research Methods

In order to answer the research question and achieve the research objectives, the researcher adopted a quantitative approach in order to study the relationship between cultural intelligence and job satisfaction, as well as the relationship between cultural intelligence and job performance in a statistical and numerical manner. The study adopts a deductive approach in which a clear preplanned research question is developed, making the quantitative approach more relevant to the study.

The researcher compiled the contact details of 34 international schools, chosen based on their convenience; in terms of the availability of contact information and other school details online, as well as judgment; in terms of the researcher judgment from the information gathered online, that the school has a significant number of expatriate teachers and qualify as multi-cultural setting. After contacting the 34 schools, only 4 schools agreed to take part in this study; Case 1 and Case 2, and two schools in which the principals requested that the school name remain anonymous, thus the researcher will refer to these schools as Case 3 and Case 4. Also, since the principals of Case 1 and Case 2 did not explicitly agree to the mention of the school name in the paper, the researcher will not mention the name of any school in this research for consistency purposes.

The researcher used Survey Monkey to develop an online version of the questionnaire which was a preferred mean for the survey distribution by the four schools' gatekeepers. The questionnaire is divided into five sections; section one asks about various biographical characteristics; section two aims to test the level of cultural intelligence; section three aims to test the level of teaching satisfaction; section four

aims to test the level of satisfaction with the job in general; and section five aims to test the level of teaching performance.

The online survey link was sent via e-mail to the four schools' gatekeepers, who in turn forwarded the link to all the expat teachers working at each school. The process of data collection started mid-February and ended at the beginning of April, 2014, with a time span of one month and a half. After the completion of data collection, the researcher ran descriptive, correlation, and regression analysis

B. Data Collection

1. Population

The population for this study is all expatriate teachers working in international schools in Cairo. Accordingly, the most appropriate sampling technique is random sampling for the international schools to be included in this study. However, due to time and cost constraints, the researcher adopted the convenience sampling method in order to be able to reach a greater target audience, especially since it is hard to reach the targeted audience “in a non-intensive research environment like Egypt” (Adib & El-Bassiouny, 2012, p.261).

2. Research Procedure

The researcher sent a formal e-mail to 34 different international schools in Cairo explaining the purpose of the study and requesting support to get permission to collect data from the expatriate teachers working in these schools. Only seven schools responded; where six rejected taking part in the study and only one agreed to participate in the study. However, the gatekeeper of the school which agreed to take part in the study, which is Case 1, requested from the researcher to send an online

version of the survey to make it easier for the staff to answer and to make it unnecessary for the researcher to come to the school premises and interact directly with the staff. Therefore, the researcher developed an online version of the survey using “Survey-Monkey” and sent it to the school gatekeeper who in turn forwarded it to the expat staff.

The researcher then resent a formal email to the 33 schools including the ones that rejected participation, compromising the link to the survey as a way for motivating the schools to respond. As a result, three more schools responded with an agreement to take part in the study, including Case 2, and two more schools who requested that the school name should not be mentioned, thus for purpose of this research these schools will be referred to as Case 3 and Case 4. Also, due to the fact that principals/gatekeepers of the first two cases did not specifically request that the school name remains anonymous, nor did they explicitly agree that the school name be announced, therefore the researcher decided to maintain the anonymity of all schools for consistency purposes.

Meanwhile, the researcher called 20 schools out of the initial schools that did not respond to the first and second email and managed to contact either the school principal or director;- however, none of these schools agreed to take part in the survey. Moreover, the researcher visited 4 schools, still after explaining the purpose of the study and offering to keep the school name anonymous, the schools did not agree to take part in the study. It should be noted that this is not the only study that faced challenges in reaching that exact target audience, in a study undertaken by Adib and El-Bassiouny in 2012 that targeted students of international schools, the researchers indicated that “a list of all international schools located in Cairo was generated from the internet and a formal e-mail was sent to 20 different schools.

However, no response was received from any of the schools. As a result, formal visits to schools were essential. After visiting eleven schools, only two schools decided to participate in the survey” (Adib & El-Bassiouny, 2012, p.261).

3. Research Tool/Instrument

The researcher adopted the Cultural Intelligence Scale (CQS) to test the level of cultural intelligence among expat teachers. This tool was originally developed by Ang and Dyne (2008) and is considered a beneficial instrument for assessing the level of CQ in this study. The CQS was tested for discriminant, incremental and predictive validity, as well as reliability, and “results demonstrate that this structure is stable across samples, across time, and across countries” (Ang & Dyne, 2008, p.34).

For the purpose of this research, the researcher also adopted the Teaching Satisfaction Scale (TSS) to test the level of teaching satisfaction. This tool was developed by Ho and Au (2006) and is believed to be the most beneficial tool for testing teachers’ satisfaction since it is not only one of the most recent instruments developed to measure job satisfaction, but it also focuses on the level of job satisfaction for teachers, who are the main focus of this study. Moreover, researchers concluded that “the TSS scores demonstrated good internal reliabilities, construct validities, and criterion-related validities” compared to previous measures of job satisfaction (Ho & Au, 2006, p.182).

Additionally, the Egypt Labor Market Panel Survey 2006 was adapted in this research paper, to test the level of the expat teachers’ satisfaction with the job in general and not only the teaching aspect of the job. This tool was developed by the Economic Research Forum (ERF) specifically for the Egyptian labor market, and thus is valid and reliable within the Egyptian context (ERF, 2007).

Finally, to test the level of teachers' performance, the researcher adopted the Self-rating survey designed by the Jackson Public School located in Mississippi, of which various versions were developed for teachers teaching different class grades. The researcher believes that this questionnaire is relevant in measuring teachers' performance, since it adapts the questions to teachers of different class grades, thus making the questionnaire more reliable and valid (JPS, n.d.).

Accordingly, the questionnaire is divided into five main parts, as follows;

- a. Background Information, where respondents will be asked about their age, gender, tenure and teaching experience in general and within their current organization in specific.
- b. The Cultural Intelligence Scale (CQS), which was developed by Ang and Dyne in 2008; where it measures cultural intelligence using a 20-item measure. These 20 items include four items that test meta-cognitive CQ, six items that test cognitive CQ, five items that test motivational CQ, and finally five items that test behavioral CQ (Ang & Dyne, 2008, p.19), thus giving a cumulative measure of CQ.
- c. Teaching Satisfaction Scale (TSS), which was developed by Ho and Au in 2006 and originally derived from the Life Satisfaction Scale developed by Diener, Emmons, Larsen & Griffin in 1985 (Cited in Ho & Au, 2006, p.174). The TSS "reflects teachers' judgments on the extent to which their work is satisfying and meeting their needs" or "assesses the overall impression that teachers have about their work", using five items that ask teachers about how they feel about their job (Ibid, p.175:177).
- d. Job Satisfaction Scale, where teachers were asked to rate their level of satisfaction with various factors of their job, including their current job in general, their job

security, their earnings, the type of work they do, the number of working hours, their work schedule, working conditions/environment, the distance to workplace/commuting, and the match between their qualifications and the position they hold. This tool was conducted by the Economic Research Forum (ERF) to encourage research on the labor market in Egypt (ERF, 2007) under the original title of “Egypt Labor Market Panel Survey”. Although the original version of the questionnaire included a 6-point Likert-type scale, the researcher limited the scale to 5-point Likert-type scale for the purpose of consistency with the remaining parts of the questionnaire to avoid respondents’ confusion.

- e. Self-Rating Survey, where teachers rate their own performance in teaching, by indicating the degree to which they engage in 20 different activities related to their teaching.
- Both the CQS and TSS include a response format of 5-point Likert-type scale (1 = Strongly Disagree; 5 = Strongly Agree) as originally developed.
 - The Job Satisfaction Scale include a response format of 5-point Likert-type scale (1 = Strongly Disagree; 5 = Strongly Agree) as adapted.
 - The Self-Rating Survey include a response format of 5-point Likert-type scale (1 = Never; 5 = Almost Always) as originally developed.

C. Data Analysis

The researcher analyzed the data collected by running descriptive analysis to describe the sample, and carry out a correlations analysis to show relationship between the level of CQ and job satisfaction, as well as the level of CQ and job performance. Finally, the researcher ran a multiple regression analysis to show whether;

- Job satisfaction is a function of cultural intelligence, while controlling for other factors that may affect job satisfaction for teachers, such as age, gender, tenure, and years of experience.
- Job performance is a function of cultural intelligence, while controlling other factors that may affect job satisfaction for teachers, such as age, gender, tenure, and years of experience.

It should be noted that the researcher has undertaken the following statistical procedures in order to compute the overall level of cultural intelligence, teaching satisfaction, work satisfaction, overall satisfaction and job performance, as shown in Table 1;

- For each variable, the total was computed by adding up all the scores for the items that represent each variable (i.e. for Meta-cognitive CQ which was tested through 4 questions, the scores for the four questions were added up);
- The minimum and maximum score that could be reached for each variable was identified (i.e. for Meta-cognitive CQ the minimum score will be 4 if a respondent answers 1 for all the four questions, and the maximum score will be 20 if a respondent answers 5 for all the four questions); and
- A relatively equal range of scores was re-coded into a new variable to represent whether the respondent is very low, low, neutral, high or very high on each variable (i.e. for Meta-cognitive CQ, any respondent's answer that ranged from 4 to 6 was re-coded into 1 which means that he/she is very low on the aspect of meta-cognitive cultural intelligence).

Table 1 - Computing and Recoding Variables

Variable	Tested Through	Range of Answer	Min. Score	Max. Score	Recoded Variable
MC-CQ	4 items	1=Strongly Disagree to 5=Strongly Agree	4	20	Meta-Cognitive CQ 4 to 6 – 1=Very Low 7 to 9 – 2=Low 10 to 12 – 3=Neutral 13 to 16 – 4=High 17 to 20 – 5 = Very High
COG-CQ	6 items	1=Strongly Disagree to 5=Strongly Agree	6	30	Cognitive CQ 6 to 10 – 1=Very Low 11 to 15 – 2=Low 16 to 20 – 3=Neutral 21 to 25 – 4=High 26 to 30 – 5=Very High
MOT-CQ	5 items	1=Strongly Disagree to 5=Strongly Agree	5	25	Motivational CQ 5 to 8 – 1=Very Low 9 to 12 – 2=Low 13 to 16 – 3=Neutral 17 to 20 – 4=High 21 to 25 – 5=Very High
BEH-CQ	5 items	1=Strongly Disagree to 5=Strongly Agree	5	25	Behavioral CQ 5 to 8 – 1=Very Low 9 to 12 – 2=Low 13 to 16 – 3=Neutral 17 to 20 – 4=High 21 to 25 – 5=Very High
Total CQ	20 items	1=Strongly Disagree to 5=Strongly Agree	20	100	Cultural Intelligence 20 to 35 – 1=Very Low 36 to 51 – 2=Low 52 to 67 – 3=Neutral 68 to 83 – 4=High 84 to 100 – 5=Very High
Teaching Satisfaction	5 items	1=Strongly Disagree to 5=Strongly Agree	5	25	Teaching Satisfaction 5 to 8 – 1=Very Low 9 to 12 – 2=Low 13 to 16 – 3=Neutral 17 to 20 – 4=High 21 to 25 – 5=Very High

Variable	Tested Through	Range of Answer	Min. Score	Max. Score	Recoded Variable
Work Satisfaction	9 items	1=Strongly Disagree to 5=Strongly Agree	9	45	Work Satisfaction 9 to 15 – 1=Very Low 16 to 22 – 2=Low 23 to 29 – 3=Neutral 30 to 37 – 4=High 38 to 45 – 5=Very High
Overall Satisfaction	14 items (5 for Teaching & 9 for work satisfaction)	1=Strongly Disagree to 5=Strongly Agree	14	70	Overall Satisfaction 14 to 24 – 1=Very Low 25 to 35 – 2=Low 36 to 46 – 3=Neutral 47 to 58 – 4=High 59 to 70 – 5=Very High
Teaching Performance	20 items	1=Strongly Disagree to 5=Strongly Agree	20	100	Teaching Performance 20 to 35 – 1=Very Low 36 to 51 – 2=Low 52 to 67 – 3=Neutral 68 to 83 – 4=High 84 to 100 – 5=Very High

D. Description of Data Collected

1. International Schools' Description

According to the aforementioned procedure, the survey was finally distributed to all expatriate teachers via e-mail through the schools gatekeepers working in the following four international schools. The schools characteristics, gathered via emails from the schools gatekeepers are as follows;-

- Case 1 – An international not-for-profit school which was established in 2000, managed by the Board of Directors, with a total of 118 faculty members including 18 Egyptian teachers, 38 Egyptian co-teachers, and 62 expat teachers, as well as 34 administrators (Case 1 Director, 2014)
- Case 2 – An international private school which was established in 1945, managed by a Board of Directors, with a total of 130 faculty members including 27

Egyptian teachers and 103 expat teachers, as well as 13 administrators (Case 2 Superintendent, 2014).

- Case 3 – An international private school which was established in 2002, managed by the Board of Directors, with a total of 75 faculty members including 15 Egyptian teachers and 60 expat teachers, as well as 14 administrators (Case 3 Director, 2014).
- Case 4 – An international private school which was established in 1995, managed by the Board of Directors, with a total of 82 faculty members including 57 Egyptian teachers and 25 expat teachers, as well as 15 administrators (Case 4 Director, 2014).

Table 2 below, illustrates the total number of expatriate teachers working in each school (i.e. the target sample), and the actual number of responses received from each school;

Table 2 - Response Rate

International School	Total number of Expat Teachers	Number of Complete Responses from Expat Teachers
Case 1	62	30
Case 2	103	28
Case 3	60	20
Case 4	25	6
Total	250	84 (33.6% Response Rate)

This table illustrates that the response rate is 33.6% from all four schools. Also, the table shows that N=84. Therefore, the data analysis and findings were based on 84 completed responses.

2. Respondents' Demographics

Gender

The percentage of females in the sample outnumbers the percentage of males, with 64.3% to 35.7% as shown in Table 3. Thus, it could be argued that any results or findings derived from this data could be applied more on females rather than males. However, it should be noted that female teachers “overwhelmingly dominate teaching positions worldwide” (World Bank, 2012), where countries all over the world tend to have more female than male teachers. For example, the teaching sector in Arab countries in both primary and secondary education has 59% and 51% female domination respectively (Kelleher, 2011). Therefore, this explains the fact that the sample is dominated by females; accordingly it could be argued that the sample is representative since it applies more to females who dominate this profession.

Age and Education

The percentages of respondents between the age of 20 to 30, 31 to 40 or above 50 are relatively the same across the sample, however the respondents who are between the age of 41 to 50 represent only 11.9% of the sample, and those who are above 50 represent the largest portion of the sample which is 33.3%, as shown in Table 3 below. Moreover, the majority of the respondents of the sample have attained post-graduate degrees, explaining why the majority of the sample is above the age of 50, as those who obtained post-graduate degrees are likely to be more senior. The fact that the majority of respondents have post-graduate degrees contradict the observation of many researchers for the primary, secondary, and tertiary education occupation teacher, as it is believed that teachers for these levels rarely pursue higher levels of education after the Bachelor's degree (Barsoum, 2014). Nonetheless, it should be

noted that since the response for this questionnaire was voluntary, those who were interested in completing the survey were likely to be those holding post-graduate degrees, for they appreciate the value of research.

Marital Status

The majority of the sample is married; this is likely to be due to the fact that the majority of respondents are above the age of 50, and thus are more likely to have created a family. This may indicate a higher level of life satisfaction which is likely to reflect a higher level of job satisfaction. Therefore, it may be argued that the level of job satisfaction reflected by the respondents in this sample is not only affected by the level of cultural intelligence, but is also affected by the level of life satisfaction that the majority of the sample has. This, particularly is due to the reason that the respondents are expats, thus having a family within Egypt would make it easier to adapt to the environment and be more satisfied within this foreign context.

Table 3 - Demographics

Variable	Frequency	Percent	Cumulative Percent
Gender	Frequency	Percent	Cumulative Percent
Male	30	35.7	35.7
Female	54	64.3	100.0
Total	84	100.0	
Age	Frequency	Percent	Cumulative Percent
20-30	21	25.0	25.0
31-40	25	29.8	54.8
41-50	10	11.9	66.7
Above 50	28	33.3	100.0
Total	84	100.0	
Education	Frequency	Percent	Cumulative Percent
Secondary	2	2.4	2.4
Post-secondary	2	2.4	4.8
University	31	36.9	41.7

Variable	Frequency	Percent	Cumulative Percent
Post-graduate	49	58.3	100.0
Total	84	100.0	
Marital Status	Frequency	Percent	Cumulative Percent
Single	25	29.8	29.8
Married	53	63.1	63.1
Widowed	1	1.2	1.2
Divorced/Separated	5	6.0	6.0
Total	84	100.0	100.0
Nationality	Frequency	Percent	Cumulative Percent
American	28	33.3	33.3
British	34	40.5	40.5
Canadian	9	10.7	10.7
French	3	3.6	3.6
Australian	3	3.6	3.6
New Zealand	2	2.4	2.4
Netherland	1	1.2	1.2
Brazilian	1	1.2	1.2
Lebanese	1	1.2	1.2
Serbian	1	1.2	1.2
German	1	1.2	1.2
Total	84	100.0	100.0
Dual Nationality	Frequency	Percent	Cumulative Percent
Yes	5	6.0	6.0
No	79	94.0	94.0
Total	84	100.0	100.0
Other Nationality Obtained	Frequency	Percent	Cumulative Percent
Another African, European, American, or Asian country	5	6.0	6.0
NA	79	94.0	94.0
Total	84	100.0	100.0
Previous Relation to Egypt	Frequency	Percent	Cumulative Percent
Yes	10	11.9	11.9
No	74	88.1	88.1
Total	84	100.0	100.0

Variable	Frequency	Percent	Cumulative Percent
Nature of Previous Relation to Egypt	Frequency	Percent	Cumulative Percent
Egyptian relatives	6	7.1	7.1
Husband relatives	1	1.2	1.2
NA	74	88.1	88.1
Spent Honeymoon	1	1.2	1.2
Egyptian Friends	2	2.4	2.4
Total	84	100.0	100.0

Nationality, Dual Nationality and Previous Relation to Egypt

The majority of the respondents in this sample are British and American, others are from European countries and only one respondent is from an Arab country (i.e. Lebanon). Among the few respondents who have dual nationality, none has Egyptian or Arab nationality. Only 11.9% of the sample had any relation to Egypt before coming to live here;- they either have Egyptian relatives, husband's relatives, Egyptian friends, or spent a short vacation in Egypt prior to living here, as shown in Table 3 above. Accordingly, it is argued that the sample represents real expats in terms of nationality, and those expats have little previous relation to Egypt and thus little previous interaction with the Egyptian culture before living in Egypt.

Residence in Egypt and Years of Teaching Experience

The total average years of the respondents' residence in Egypt is approximately six years, with an average of 4 years of teaching experience in their current organization/school, and an average of approximately 14 years of teaching experience in general. Therefore, it could be argued that the respondents in this sample have a low to moderate familiarity with Egyptian culture due to their residence in Egypt and a low to moderate experience with the Egyptian students due

to their years of experience in their current school, thus this might slightly affect their level of cultural intelligence. Furthermore, teaching performance may be highly affected and enhanced by the total number of years in the teaching field.

E. Research limitations

It should be noted that this research faces the following limitations;-

- Firstly, the data was collected from four schools out of 120 international schools in Cairo, thus affecting the ability to generalize the findings to all international schools in Egypt. Nonetheless, the data illustrates the impact of CQ on job satisfaction and job performance within these schools;
- Secondly, the questionnaire design depends on the perceptions of the respondents of their cultural intelligence and job performance, which may be subjective rather than objective;
- Thirdly, since some respondents chose not to take part in the study and some did not complete the entire survey and thus were disregarded, the number of actual respondents was not proportionate to the initial target sample;
- Fourthly, the majority of respondents are above the age of 50 and have obtained post-graduate degrees. This may represent a response bias;- however, for the purpose of this research, the researcher is not seeking a representative sample, and is looking to explore the correlation between CQ and job satisfaction, as well as CQ and job performance.

F. Ethical Considerations/Assurance

The informed consent of the school principal or gatekeeper was obtained prior to the distribution of the survey. Also, the respondents were assured that participating

in the study is voluntary. Moreover, the school principals were assured that the name of the schools will not be mentioned in the final thesis unless it is formally agreed to do so. Finally, since all studies conducted within the AUC require the approval of the International Review Board (IRB), the researcher has sent an application to the IRB on January 4, 2014, and received comments to amend the questionnaire. The application was resent after making the requested amendments. After the IRB reviewed the consent form, the methodology and the questionnaire, the final approval was received on January 25, 2014. Fifteen days from receiving the IRB approval, the researcher started data collection which was completed over a period of one month and a half (See Appendix).

IV. Analysis of Data

This chapter presents a detailed account of the statistical results obtained from the questionnaire and an analysis of the data derived from the questionnaire. Additionally, the chapter presents the findings of the analyzed data. The results provided in this section depend on the statistical procedures undertaken by the researcher as illustrated in Table 1 in the research methodology Chapter.

A. Cultural Intelligence, Teaching Satisfaction, Overall Satisfaction and Teaching Performance

It is shown in Table 4 that the averages of most variables are above 4 except for cognitive cultural intelligence which has an average of 3.35. These results indicate that most respondents have high or very high, meta-cognitive CQ, motivational CQ, behavioral CQ, overall cultural intelligence, teacher satisfaction, work satisfaction, overall satisfaction and teacher performance, yet neutral cognitive CQ. These high

scores could be a result of the fact that the scores depend on the respondents' opinion of his/her intelligence, satisfaction and performance, which may be subjective as previously mentioned. This is significantly shown, especially in the teacher performance, where the minimum score given is 3 and the variable has the highest average of 4.6 indicating the subjectivity of teachers in assessing their own performance.

Table 4 - Descriptives of Main Variables

Variable	Minimum	Maximum	Average
Meta-Cognitive CQ	1.00	5.00	4.5000
Cognitive CQ	1.00	5.00	3.3571
Motivational CQ	1.00	5.00	4.6429
Behavioral CQ	1.00	5.00	4.2143
Cultural Intelligence	1.00	5.00	4.1667
Teacher Satisfaction	1.00	5.00	4.1190
Work Satisfaction	1.00	5.00	4.2381
Teacher Performance	3.00	5.00	4.6071
Overall Satisfaction	1.00	5.00	4.1548

As shown in Table 5, on the one hand, there is no significant difference between the teachers' average level of performance among the four international schools. On the other hand, there is a slight variation among the average level of overall satisfaction among teachers in the four schools. However, it should be noted that the level of overall satisfaction among teachers in Case 1; which is a non-for-profit school is higher than overall satisfaction among teachers in Cases 3 and 4, and insignificantly lower than overall satisfaction among teachers in Case 2; where Cases 2, 3 and 4 are all private-for-profit schools.

This indicates that the overall satisfaction of teachers is not affected by whether the school is for-profit or not-for-profit, yet it may be affected by the number of expat teachers present in each school, since there are 103 expats in Case 2 which

has the highest average of overall satisfaction, while there are only 25 expats in Case 4 which has the lowest average of overall satisfaction. Additionally, Case 1 and Case 3 have 62 and 60 expats respectively, with an average of overall satisfaction among teachers of 4.2 and 4.0 respectively. This is likely to be due to the fact that the higher number of expats in the school, the more affinity and empathy that other expatriates experience due to the presence of other expats with similar unfamiliarity with the Egyptian culture, which makes them more satisfied.

Table 5 - Descriptives among the Four Schools

School/Variable	Case 1	Case 2	Case 3	Case 4
Average Score of Overall Satisfaction	4.2	4.3	4.0	3.6
Average Score of Teaching Performance	4.6	4.5	4.5	4.6

B. Correlations

In this section, correlations between the elements of cultural intelligence and teacher satisfaction, overall satisfaction and teacher performance, as well as between the overall cultural intelligence level and teacher satisfaction, overall satisfaction and teacher performance are exhibited.

Relationship between Cultural Intelligence and Teaching Satisfaction

As shown in Table 6, there is only a significant positive relationship between motivational CQ and teaching satisfaction that was deduced from the Teaching Satisfaction Scale. However, there is no significant relationship between meta-cognitive, cognitive, behavioral CQ, cultural intelligence and teaching satisfaction. This indicates that only motivational CQ is related to teaching satisfaction, and that CQ is not related to teaching satisfaction. On the one hand, this is partly consistent with Diao and Park (2012) findings that motivational CQ is positively related to job

satisfaction;- on the other hand, this contradicts Diao and Park (2012) findings that behavioral CQ is also positively related to job satisfaction. Moreover, the results are not consistent with Sims (2011) finding that CQ is positively related to teachers' satisfaction.

Table 6 - Correlation of CQ with Teaching Satisfaction

Variable	Correlation with Teaching Satisfaction
Meta-cognitive CQ	0.126
Cognitive CQ	-0.093
Motivational CQ	0.228**
Behavioral CQ	0.160
Cultural Intelligence	0.101

Relationship between Cultural Intelligence and Overall Satisfaction

As shown in Table 7, results show that there is a significant positive relationship between meta-cognitive, motivational and overall CQ and the level of overall job satisfaction. However, there is no significant relationship between cognitive CQ and behavioral CQ and the level of overall job satisfaction. This indicates that although CQ is not positively related to teaching satisfaction which is concerned with teaching only, yet it is positively related to the overall job satisfaction which includes both satisfaction with the teaching itself and satisfaction with the work in general. This is consistent with Diao & Park (2012), as well as Sims (2011) who believe that motivational CQ, meta-cognitive CQ and overall CQ are significantly related to overall job satisfaction.

Table 7 - Correlation of CQ with Overall Satisfaction

Variable	Correlation with Overall Satisfaction
Meta-cognitive CQ	0.300**
Cognitive CQ	0.006
Motivational CQ	0.335**
Behavioral CQ	0.210
Cultural Intelligence	0.234*

Relationship between Cultural Intelligence and Teaching Performance

As shown in Table 8, results show that there is a significant positive relationship between; meta-cognitive CQ and teaching performance; motivational CQ and teaching performance; behavioral CQ and teaching performance; and overall cultural intelligence and teaching performance. However, there is no significant relationship found between cognitive CQ and teaching performance. This indicates that cultural intelligence and teaching performance are positively related to one another. This finding is consistent with Rose et al. (2010) argument that expatriates with greater meta-cognitive CQ are better performers, as well as RezaieeKelidbari et al. (2012) assumption that motivational CQ and job performance are positively related. Moreover, the results are consistent with FakhreIDin (2011) confirmation that CQ and work performance are positively related. However, this finding contradicts RezaieeKelidbari et al. (2012) argument that behavioral CQ and job performance are not significantly related.

Table 8 - Correlation of CQ with Teaching Performance

Variable	Correlation with Teaching Performance
Meta-cognitive CQ	0.403**
Cognitive CQ	0.184
Motivational CQ	0.223*
Behavioral CQ	0.303**
Cultural Intelligence	0.394**

C. Multiple Regression

In this section, the researcher explores various models and makes comparisons among these various models in order to explore the relationship between CQ and job satisfaction and performance. Moreover, the researcher presents the results obtained after using multiple regression analysis using the Correlations or Stepwise method

which indicates which variables have a significant impact on the dependent variable and removes insignificant variables out of the model.

1. Overall Satisfaction

Multiple Ordinal Logistic Regression Models for Overall Satisfaction

Model 1

When running a multiple ordinal logistic regression analysis with overall satisfaction as the dependent variable, the researcher included nine independent variables which are likely to have an impact on overall satisfaction. These variables are gender, age, marital status, education, duration of residence in Egypt, tenure, total years of teaching experience, cultural intelligence and teaching performance. It was found that the nine variables explain 16.8% of the change in overall satisfaction, with a low level of model fit significance of 0.270, as shown in Table 9 below.

Model 2

The researcher excluded the variable of cultural intelligence from the model in order to assess whether the model will be significantly affected by the absence of cultural intelligence. It was found that even after the removal of cultural intelligence as an independent variable, the other eight variables still explain 16.0% of the change in overall satisfaction, as shown in Table 9, which does not represent a significant change from the previous model. Also, the level of model fit significance was improved since it has a score closer to zero than the previous model with 0.243 of significance. Thus, it is argued that cultural intelligence is not a significant pre-requisite for overall satisfaction.

Model 3

By excluding the teaching performance from the model, the other eight variables are shown to explain 14.9% of the change in overall satisfaction, as shown in Table 9. Though, this represents a greater change from Model 1, illustrating that teaching performance is a stronger determinant of overall satisfaction than cultural intelligence, it is still not a significant change from Model 1. However, it should be noted that the level of model fit significance of this model is lower, illustrating that teaching performance is important to the model fit significance.

Model 4

The researcher ran the multiple regression model excluding education from the model. This resulted in yet a greater change from Model 1, where the other eight variables explained 13.8% of the change in overall satisfaction, as shown in Table 9. This indicates that education is a stronger pre-requisite for overall satisfaction than both cultural intelligence and teaching performance, especially since the level of model fit significance became lower than the previous 3 models.

Model 5

When both education and teaching performance were excluded from the model, the other seven variables explained only 11.9% of the change in overall satisfaction, as shown in Table 9. This further confirms the importance of education and teaching performance in the model, and their significant impact on overall satisfaction.

Model 6

By excluding education, teaching performance and cultural intelligence, the other six demographic variables did not significantly explain any change in overall satisfaction; explaining only 4.5% of the change in overall satisfaction. This indicates that age, gender, marital status, tenure, teaching experience, and duration of residence in Egypt do not significantly affect overall satisfaction; especially that the model fit significance in this model is 0.445, which is not significant.

Table 9 - Multiple Models for Overall Satisfaction

Model	Independent Variable	Model Fit Significance	Nagelkerke R Square
1 "Including all Variables"	<ul style="list-style-type: none">- Gender- Age- Marital Status- Education- Duration of Residence in Egypt- Years of Experience in Current Organization- Total Years of Experience in Teaching- Cultural Intelligence- Teaching Performance	.270	0.168
2 "Excluding Cultural Intelligence"	<ul style="list-style-type: none">- Gender- Age- Marital Status- Education- Duration of Residence in Egypt- Years of Experience in Current Organization- Total Years of Experience in Teaching- Teaching Performance	.243	0.160

Model	Independent Variable	Model Fit Significance	Nagelkerke R Square
3 "Excluding Teaching Performance"	<ul style="list-style-type: none"> - Gender - Age - Marital Status - Education - Duration of Residence in Egypt - Years of Experience in Current Organization - Total Years of Experience in Teaching - Cultural Intelligence 	.304	0.149
4 "Excluding Education"	<ul style="list-style-type: none"> - Gender - Age - Marital Status - Duration of Residence in Egypt - Years of Experience in Current Organization - Total Years of Experience in Teaching - Cultural Intelligence - Teaching Performance 	.374	0.138
5 "Excluding Education & Teaching Performance"	<ul style="list-style-type: none"> - Gender - Age - Marital Status - Duration of Residence in Egypt - Years of Experience in Current Organization - Total Years of Experience in Teaching - Cultural Intelligence 	.416	0.119
6 "Excluding Education, Teaching Performance & Cultural Intelligence"	<ul style="list-style-type: none"> - Gender - Age - Marital Status - Duration of Residence in Egypt - Years of Experience in Current Organization - Total Years of Experience in Teaching 	.445	0.045

*Dependent Variable: Overall Satisfaction

On the one hand, the above various models reflect that education, teaching performance and cultural intelligence are necessary for higher overall satisfaction with the job. On the other hand, the models illustrate that the other demographic variables do not have a significant explanatory power over overall satisfaction. Accordingly, the researcher used ran correlation analysis with the nine independent variables to assess which variables have a significant impact on overall satisfaction and excludes insignificant variables from the model.

Correlations for Overall Satisfaction with Nine Independent Variables

As shown in Table 10, as more independent variables are added to the correlation and their relation to overall satisfaction is studied, it is found that the only two variables that have a significant positive relationship with the level of overall satisfaction are the highest level of education reached and the teaching performance.

Table 10 - Correlation of Independent Variables with Overall Satisfaction

Variable	Correlation with Overall Satisfaction
Gender	.088
Age	.121
Marital status	.026
Education	.272**
Duration of residence in Egypt	.115
Years of experience in current organization	.041
Total years of experience in teaching	.168
Cultural Intelligence	.234
Teaching Performance	.252**

Therefore, all other variables including marital status, duration of residence in Egypt, years of experience, and cultural intelligence were excluded from the model. This resulted in creating an ordinal logistic regression model which illustrates that 12% of the change in overall satisfaction is explained by the change in education and teaching

performance. Thus, it is argued that the strongest model is Model 7 shown in Table 11, which indicates that education and teaching performance solely explain 12% of the change in overall satisfaction, while adding all other variables like in Model 1, explains 16.8% of the change in overall satisfaction, which does not represent a significant change. Also, Model 7 has a model fit significance of 0.048, which is the closest number to zero compared to the other six models, illustrating that Model 7 is the most significant model.

Table 11 - Regression for Overall Satisfaction

Model	Independent Variable	Model Fit Significance	R Square
7	- Education - Teaching Performance	0.048	0.121

*Dependent Variable: Overall Satisfaction

According to the previous analysis, it is argued that Model 7 is the strongest model, as fewer variables have more explanatory power. Therefore, it is concluded that overall satisfaction is a function of both education and teaching performance. This means that as the level of education increases and the level of teaching performance increases, the level of overall satisfaction also increases, as shown in Table 11 above. Though cultural intelligence and overall satisfaction are positively correlated, as shown in Tables 7 and 10, it is not a significant correlation compared to both education and teaching performance. On the one hand, this result is not consistent with Sims (2011), and Diao & Park (2012) who found that CQ and various elements of CQ are significantly and positively related to overall satisfaction. Also, the finding that satisfaction is a function of performance contradicts Spector's (1997) argument that performance is a function of satisfaction and not vice versa.

Researchers believe that “higher levels of education are related to higher satisfaction”, where “education contributes to satisfaction positively through wages”

(Albert, 2005). Moreover, researchers argue that academic qualification is important in the teaching profession, since teachers perceive that “teaching as a job is the resultant effect of their academic qualification”, thus “they feel satisfied to utilize their learning in teaching” (Tasnim, 2006). Furthermore, Jacobs and Soloman (1977) “support the idea that it is job performance that accounts for job satisfaction” (As cited in Milan, 2013). Additionally, other studies demonstrate that “all those performing well are satisfied and all those satisfied do not perform well, indicating that performance leads to job satisfaction, and job satisfaction does not necessarily lead to performance” (Puvada & Gudivada, 2012, p.5), and if “a reward is given for high performance, then satisfaction and performance are related more strongly” (Milan, 2013). Therefore, the researcher’s results are consistent with literature findings that clarify why overall satisfaction is a function of education and teaching performance.

2. Teaching Performance

Multiple Regression Models for Teaching Performance

Model 1

Through running a multiple regression analysis by adding nine independent variables which are likely to have an impact on teaching performance including gender, age, marital status, education, duration of residence in Egypt, tenure, teaching experience, cultural intelligence and overall satisfaction, it was found that the two variables with the strongest impact on teaching performance are cultural intelligence and overall satisfaction, as shown in Table 12. However, the nine variables explain 21.9% of the change in teaching satisfaction, which indicates that such variables have

a stronger explanatory power on teaching performance than on overall satisfaction, as indicated previously in Table 9.

Model 2

After excluding overall satisfaction from the model, the other eight variables came to explain 20% of the change in teaching performance, as shown in Table 12. This percentage does not represent a significant change from Model 1, indicating that although overall satisfaction was the second strongest explanatory variable for teaching performance, it is not a very significant determinant for teaching performance.

Model 3

When cultural intelligence was excluded from the model, a significant drop in the explanatory power of the other variables on teaching performance occurred, with a drop from 21.9% in model 1 with CQ as an independent variable to 10.9% in model 3 with excluding only CQ, as shown in Table 12. This indicated that CQ is a significant determinant of teaching performance with a significant explanatory power.

Model 4

By excluding both cultural intelligence and overall satisfaction, the other seven variables explained only 6.7% of the change in teaching performance, as shown in Table 12. Thus, indicating that gender, age, marital status, education, duration of residence in Egypt, tenure, and teaching experience have little explanatory power on teaching performance.

Table 12 - Multiple Models for Teaching Performance

Model	Independent Variable	Unstandardized Coefficients		R Square
		B	Std. Error	
1 "Including All Variables"	Gender	-.002	.123	0.219
	Age	-.052	.076	
	Marital status	.068	.088	
	Education	.017	.086	
	Duration of residence in Egypt	-.008	.010	
	Years of experience in current organization	.004	.013	
	Total years of experience in teaching	.010	.009	
	Cultural Intelligence	.251	.078	
	Overall Satisfaction	.101	.076	
2 "Excluding Overall Satisfaction"	Gender	.019	.123	0.200
	Age	-.055	.077	
	Marital status	.056	.088	
	Education	.043	.084	
	Duration of residence in Egypt	-.008	.010	
	Years of experience in current organization	.003	.013	
	Total years of experience in teaching	.011	.009	
	Cultural Intelligence	.271	.077	
3 "Excluding Cultural Intelligence"	Gender	.038	.130	0.109
	Age	-.027	.080	
	Marital status	.101	.092	
	Education	.030	.091	
	Duration of residence in Egypt	-.002	.011	
	Years of experience in current organization	.003	.014	
	Total years of experience in teaching	.007	.009	
	Overall Satisfaction	.150	.079	

Model	Independent Variable	Unstandardized Coefficients		R Square
		B	Std. Error	
4 "Excluding Cultural Intelligence and Overall Satisfaction"	Gender	.075	.131	0.067
	Age	-.029	.082	
	Marital status	.088	.094	
	Education	.072	.090	
	Duration of residence in Egypt	.000	.011	
	Years of experience in current organization	.001	.014	
	Total years of experience in teaching	.009	.009	

*Dependent Variable: Teaching Performance

On the one hand, the above various models reflect that cultural intelligence is necessary for higher teaching performance. On the other hand, the models illustrate that the other demographic variables do not have a significant explanatory power over teaching performance. Accordingly, the researcher used the Stepwise method which indicates which variables have a significant impact on teaching performance and excludes insignificant variables from the model.

Stepwise Regression for Teaching Performance

As shown in Table 13, as various independent variables were added to the equation and their relationship to teaching performance was studied, it was found that only cultural intelligence has a significant positive relationship with teaching performance.

Table 13 - Correlation of Independent Variables with Teaching Performance

Variable	Correlation with Teaching Performance
Gender	.059
Age	.150
Marital status	.177
Education	.136
Duration of residence in Egypt	.078
Years of experience in current organization	.114
Total years of experience in teaching	.194

Variable	Correlation with Teaching Performance
Cultural Intelligence	.394**
Overall Satisfaction	.252

Therefore, all other variables including age, gender, marital status, education, duration of residence in Egypt, teaching experience, and overall satisfaction were excluded from the model. This resulted in a regression model which shows that as cultural intelligence increases, the level of teaching performance increases as well, as shown in Table 14, and that 15.5% of the change in teaching performance is explained by change in cultural intelligence. Therefore, it is argued that the strongest model is model 5 shown in Table 14, which indicates that cultural intelligence solely explains for 15.5% of the change in teaching performance, while adding all other variables like in Model 1, explains for 21.9% of the change in teaching performance, which does not represent a significant change. This indicates that cultural intelligence has a positive impact on teaching performance.

Table 14 - Regression for Teaching Performance

Model	Independent Variable	Unstandardized Coefficients		R Square
		B	Std. Error	
5	Cultural Intelligence	0.274	0.071	0.155

*Dependent Variable: Teaching Performance

According to the previous analysis, it is argued that Model 5 is the strongest model, as fewer variables have more explanatory power. Therefore, it is concluded that teaching performance is a function of cultural intelligence. This finding is consistent with the general agreement in the literature which demonstrates that greater CQ results in better performance especially in a multi-cultural setting (Rose et al., 2010; FakhrElDin, 2011; RezaieeKelidbari et al., 2012).

D. Findings

The findings derived from the analyzed data demonstrate that although CQ and teaching satisfaction are not significantly correlated, yet CQ and overall satisfaction; which includes satisfaction with the teaching aspect of the job, as well as other characteristics of the job are positively correlated when all other variables are neutralized. However, when adding other variables in the model, it was found that the only two variables that are significantly correlated with overall satisfaction are education and teaching performance. Therefore, it is argued that overall satisfaction for expat teachers in the four cases included in this study is a function of education and teaching performance and not cultural intelligence. On the other hand, CQ and teaching performance have a significant positive correlation, whether other independent variables are taken into consideration or not. Therefore, it is argued that teaching performance is a function of cultural intelligence.

V. Discussion

This chapter presents the detailed findings derived from the analyzed data and relates these findings to the literature review, it also answers the research questions, and explains the managerial implications resulting from the findings.

A. Discussion of Findings

Cultural Intelligence and Teaching Satisfaction

As shown in the previous section, the results of the correlation and regression analysis illustrate that there is a significant positive relationship between motivational CQ and teaching satisfaction. Nonetheless, there is no significant relationship

between; (a) meta-cognitive CQ and teaching satisfaction; (b) cognitive CQ and teaching satisfaction; (c) behavioral CQ and teaching satisfaction; and (d) cultural intelligence and teaching satisfaction. This indicates that CQ is not a relevant factor for enhancing teaching satisfaction. However, this result is consistent with Diao and Park's (2012) conclusion that "employees can handle work challenges better by using personal resources involving core characteristics of cultural intelligence (for example, motivational intelligence)" (p.7306), and thus do not need all elements of the CQ to be satisfied in their teaching career. Accordingly, expat teachers require a high level of motivational CQ which entails the "capability to direct attention and energy toward learning" (Ang et al., 2007, p.338), and thus this learning is utilized in teaching (Tasnim, 2006), causing teachers to be more satisfied with the teaching process/career itself.

Cultural Intelligence and Overall Job Satisfaction

The results of the correlation and regression analysis illustrate that there is a significant positive relationship between; (a) meta-cognitive CQ and overall job satisfaction; and (b) cultural intelligence and overall job satisfaction. However, there is no significant relationship between; (a) cognitive CQ and overall job satisfaction; (b) motivational CQ and overall job satisfaction; and (c) behavioral CQ and overall job satisfaction. Thus, it could be argued that although CQ is not related to teaching satisfaction, it is related to overall satisfaction. This is because overall satisfaction not only involves satisfaction with one's career, but also satisfaction with the work environment and conditions in terms of relation with colleagues and the match between one's qualifications and the job requirements which may be affected by the level of one's cultural intelligence in a multi-cultural setting. Yet, it should be noted

that when other variables such as age, gender, and other biographical characteristics were added to the model, only two variables were found to be significantly related to overall satisfaction. These two variables are education and teaching performance, thus after further regression analysis, it was found that as education and teaching performance increase, the level of overall satisfaction increases.

This finding is likely to be due to the fact that, when a person is more educated, he/she makes a better career choice that fits his/her personality and ability, hence performs better and becomes more satisfied with his/her job in general (Gurbuz, 2007). Moreover, it is believed that those who have higher academic qualifications receive higher wages/salaries, which enhances their overall job satisfaction (Albert, 2005; Milan, 2013). Accordingly, since the majority of respondents are post-graduate degree holders, they're likely to be paid higher salaries, which increase their overall job satisfaction. Furthermore, when a person performs better at his/her job, he/she is likely to get higher rewards, which enhances overall job satisfaction (Puvada & Gudivada, 2012). Additionally, results analysis shows that the average satisfaction with the work characteristics is 4.23, which is considered relatively high, such satisfaction included satisfaction with the salary, which indicates that teachers' payment meets their expectation, effort and qualifications, thus causing a positive relationship between performance and satisfaction. Moreover, the researcher argues that in the case of school teachers who work in a direct service delivery field, the reward that teachers get from higher performance is not only monetary/financial, but also non-financial including a recognition reward. Based on personal experience, teachers who perform well get direct positive feedback and recognition from their students, which cause higher overall job satisfaction.

Accordingly, it is argued that CQ is not significantly related to overall job satisfaction, while education and teaching performance are directly and positively related to job satisfaction. Therefore, Hypothesis 1 is partly accepted, since there is no evidence that cultural intelligence and overall job satisfaction are directly related, yet evidence show that they are positively related.

Cultural Intelligence and Teaching Performance

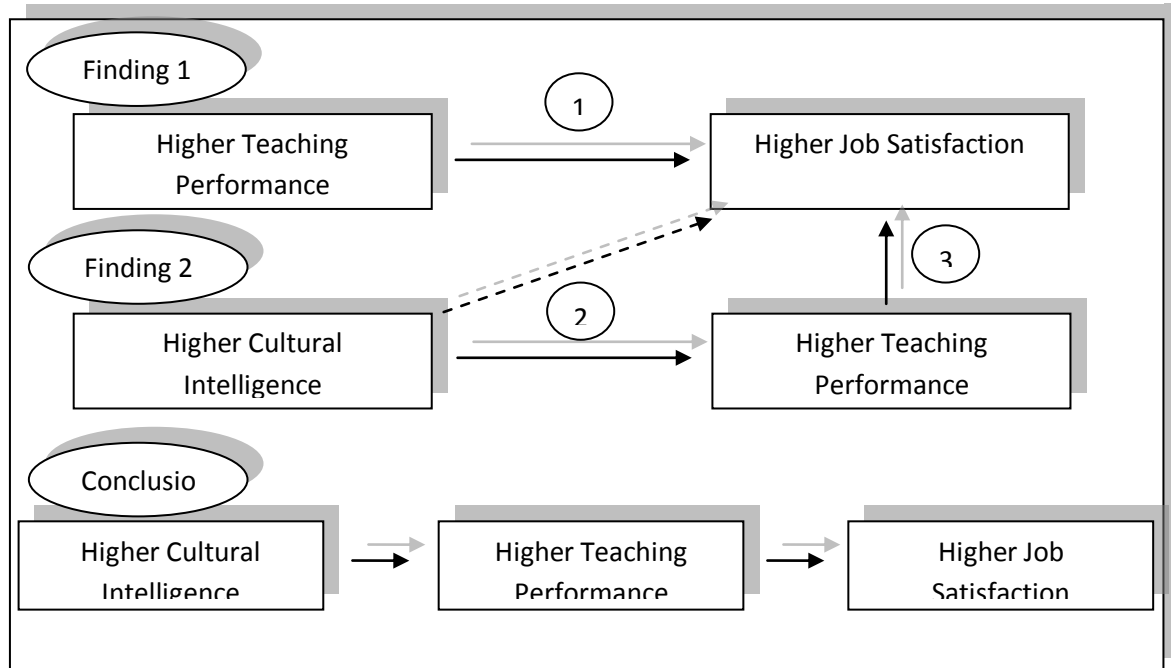
The results of the correlation and regression analysis illustrate that there is a significant positive relationship between; (a) meta-cognitive CQ and teaching performance; (b) motivational CQ and teaching performance; (c) behavioral CQ and teaching performance; and (d) cultural intelligence and teaching performance. Moreover, when other biographical variables were added to the model, the only variable that was significantly related to teaching performance was cultural intelligence. This indicates that cultural intelligence is a significant prerequisite for better teaching performance, and that as cultural intelligence increases, the level of teaching performance increases. The reason CQ leads to better performance is that those with higher CQ are more likely to exert effort and persist in their effort, thus leading to better performance; also they're likely to experience higher levels of work adjustments which is a determinant for expatriate success (Diao & Park, 2008). This is consistent with the findings of previous research which indicate that cultural intelligence and its components positively affect job performance (Rose et al., 2010; FakhrEIDin, 2011; Rezaieekelidbari et al., 2012). Accordingly, Hypothesis 2 is accepted, since it is shown that 15.5% of the change in teaching performance is affected by the change in cultural intelligence, and that cultural intelligence boosts teaching performance.

Relationship between CQ, Teaching Performance and Job Satisfaction

It has been shown in the analysis section that cultural intelligence was found to have a significant positive relationship with overall job satisfaction through correlation tests while neutralizing other variables. Also, it was found that overall job satisfaction is a function of education and teaching performance; teaching performance specifically is one variable that directly increases job satisfaction. Additionally, cultural intelligence directly increases teaching performance.

In other words, overall job satisfaction is a function of teaching performance, where teaching performance is a function of cultural intelligence. Therefore, the researcher argues that while CQ has a positive direct impact on teaching performance, CQ also has a positive indirect impact on job satisfaction. Accordingly, as a person possesses higher CQ, he/she performs better at the job, and as a person performs better, he/she has higher levels of job satisfaction. Therefore, higher level of CQ is associated with better teaching performance, which in turn enhances one's job satisfaction, as shown in figure 1 below;

Figure 1 - Findings and Conclusions



Accordingly, the researcher argues that cultural intelligence directly increases teaching performance, and indirectly increases job satisfaction through enhanced teaching performance. This makes the results of this research mostly consistent with the literature, in which a direct positive relationship was found between cultural intelligence and job performance (i.e. in this case teaching performance), and an indirect positive relationship was found between cultural intelligence and job satisfaction which is moderated by job performance.

B. Managerial Implications

As previously discussed, whether a school is private or not-for-profit, there is a significant positive relationship between cultural intelligence and teaching performance; which in turn is likely to enhance job satisfaction as indicated in figure 1. Therefore, it is necessary to ensure that teachers who are working in international schools possess a high level of cultural intelligence. Accordingly, managers and

directors of international schools in Cairo must ensure that the prospective and current expatriate teachers have a high level of cultural intelligence.

Prospective expatriate teachers, or in other words, those expatriate teachers who are applying for jobs in any international school in Cairo should be given the Cultural Intelligence Scale (CQS) questionnaire. This should be included as part of the hiring process and as one of the screening methods, upon which those who score low in the CQS would be filtered out of the hiring process. This would spare schools the risk of hiring teachers with low level of CQ, adding financial burden to the school in terms of salary, and yet they are likely to perform poorly, leading to low level of satisfaction. Although, administering the CQS may be time consuming in terms of analysis, it is an accurate method for it has been previously tested for reliability and validity. This invested time assists schools in avoiding additional future costs which may occur if culturally unintelligent teachers were hired and shortly fired for poor performance or leave the school due to lack of satisfaction, compromising schools' image and reputation. On the other hand, with reference to the literature, it is believed that since CQ is an ability it could be learned and not just inherited. Therefore, applicants who get an average score in the CQS may be hired with the intention to expose them to further training and development in that area.

For newly hired expatriate teachers, school's management should consider provision of an intensive orientation period, in which teachers should become familiarized with the Egyptian culture and other cultures that coexist in the school, and also be familiarized with the school's organizational culture which is affected by the various coexisting national cultures. Newly hired expats should also be assigned to a personal coach or advisor at the beginning to mentor and guide them into the new culture and inform them of what to expect and how to act in different situations.

Moreover, expatriate teachers in general should be exposed to regular training sessions including language training, behavioral training, lectures and seminars in which they are given information about various cultures. They should also be encouraged to read about different countries and to share their experiences with one another. Additionally, in recent years the “cultural assimilator” has been increasingly used, this includes “an activity that provides participants with critical incidents across cultures, and each episode is followed by a question and several alternative interpretations of the local persons’ behavior. The purpose of this exercise is to train participants to make responses and interpretations similar to those of people from the target culture” (Santana et al., 2010).

The aforementioned alternatives may be time consuming and costly;- however, these techniques help in ensuring that international schools in Cairo have culturally intelligent expat teachers. Accordingly, these alternatives are likely to ensure that expat teachers perform well within their schools and thus be more satisfied, leading to better education provided to students in the Egyptian context which should be the main mission of all educational institutions, including international schools.

C. Policy Implications – The Role of the Government

It should be noted that the fact that the private sector provides a greater share of education services does not eliminate the need for the government to play a stewardship role” in ensuring that international schools, whether private or not-for-profit, are providing quality education (Lewis, 2013). Therefore, the researcher argues that in the case of international schools hiring and retaining qualified expats, the government should set policies that encourage international schools to invest in

efforts to hire and retain qualified teachers and for attracting qualified immigrants, especially since the most common employment jobs for expats in Egypt is teaching (Bupa, 2014).

Accordingly, the Egyptian government should consider reducing the level of taxes imposed on for-profit schools with the requirement that the amount of the lifted taxes are re-invested in the school to take the necessary measures for attracting, retaining and training culturally intelligent teachers in international schools. Although, this may reduce returns to the government, it should be noted that such measures would encourage and require for-profit international schools to attract more expats for longer durations, thus enhancing returns to the government through the income tax paid by expats (Bupa, 2014), as well as enhancing the quality of education which is the aim of the government.

Moreover, the government should consider policies that would attract more expats, so that not-for-profit and profit international schools would have a pool of candidates to choose from. Accordingly, it is essential to make it easy for expatriates to move to Egypt through facilitating the immigration law, which is a mechanism currently called for in Germany to attract more skilled labor (Spiegel, 2011). Also, work permits should be facilitated and consistent (Bupa, 2014). Additionally, the government should consider the following two policies which are adopted by the Department of Homeland Security in the U.S., which are:- facilitating the stay for extended duration to highly skilled and highly performing expats, as well as authorizing and facilitating the employment of expats' spouses (Homeland Security, 2014).

VI. Conclusion

This chapter demonstrates a summary of the main findings and managerial implications. The chapter also presents recommendations for future research.

A. Summary of the Findings

The main findings derived from this research are as follows;

- Cultural intelligence and teaching satisfaction are not significantly related, while motivational CQ and teaching satisfaction are positively correlated due to the need for expat teachers to have the capability to learn, and accordingly utilize their learning in teaching to become more satisfied with the teaching process.
- Cultural intelligence and overall job satisfaction are significantly and positively related, only when other independent variables that may affect job satisfaction are not taken into account.
- Cultural intelligence and overall job satisfaction are not significantly related, since other independent variables affect job satisfaction more significantly.
- Education is a significant determinant of overall job satisfaction, since those with better/higher education are better able to choose the career that fits their personality and capabilities, and are likely to have higher compensation, which reflects higher satisfaction with the job.
- Teaching performance is a significant determinant of overall job satisfaction, since those with higher performance are likely to obtain greater financial and non-financial rewards which enhances their job satisfaction.

- Cultural intelligence and teaching performance are significantly and positively related, since those with higher CQ levels are more likely to exert effort and persist in their effort thus enhancing performance.
- Cultural intelligence is a significant determinant of teaching performance, since those with higher levels of CQ experience higher work adjustments, which is a significant determinant of expatriate success.

Accordingly, the author argues that since overall satisfaction is a function of teaching performance, and that teaching performance is a function of cultural intelligence. Therefore, cultural intelligence and teaching performance have a direct and significantly positive correlation, while cultural intelligence and overall job satisfaction have an indirect and significantly positive relation, through the mediating effect of teaching performance.

With reference to the research hypothesis, the following is derived;

- Hypothesis 1 is partly accepted, since there is a significant positive relationship between CQ and job satisfaction but not a direct relationship; and
- Hypothesis 2 is accepted, since there is a significant positive and direct relationship between CQ and job performance.

B. Summary of Managerial Implications and Policy

Recommendations

Since CQ was found to be directly related to teaching performance and indirectly related to job satisfaction, thus the following managerial implications arise:

- The cultural intelligence scale (CQS) questionnaire should be part of the hiring process for expat teachers applying for international schools jobs.

- Newly hired expat teachers should be provided with an intensive orientation period to get them accustomed to the national and organizational culture, and should be assigned to a personal coach or mentor to guide them about the culture.
- Expat teachers should be continuously provided with training and development in the area of CQ through language and behavioral training.

Moreover, since the findings of this research paper are mostly consistent with the literature findings, it is argued that CQ plays a significant role in enhancing job performance and in turn job satisfaction for employees working in various fields and not only teaching in a multi-cultural setting. Therefore, international institutions in general should be familiar with the cultural intelligence concept in order to refine their hiring process, and training and development techniques to address that ability which is needed by employees working in any multicultural setting.

Additionally, since international schools is a growing sector worldwide and in Egypt, the government should play a role in ensuring that the appropriate resources are available for the efficient and effective performance of these schools, as well as ensuring that international schools are adopting the necessary measures for attracting and retaining culturally intelligent expat teachers who play an integral role in enhancing the performance of such schools and the quality of education provided for the public. Therefore, it is recommended that the government set the following policies;-

- Eliminate the taxes imposed on for-profit schools with the requirement that the amount of the purged taxes are re-invested in the school to take the necessary measures for attracting, retaining and training culturally intelligent teachers in international schools.

- Facilitating the immigration laws and work permits for expat teachers.
- Authorizing and facilitating the employment of expats' spouses.

C. Recommendations for Future Research

With reference to the research limitations mentioned in the research methodology chapter, it is recommended that future research address the following issues;

- Data should be collected from a larger number of international schools to provide more representative results, also a larger sample of international school would lead to a more representative sample of expat teachers.
- Another version of the Cultural Intelligence Scale (CQS) should be given to the expat teachers' colleagues and supervisors to assess expat teachers' level of cultural intelligence with higher objectivity.
- The evaluation of teachers' performance should be done through self-rating, students' rating, as well as peers' and supervisors' rating, to objectively assess the expat teachers' performance.
- Since any school is considered to be a closed community, more time should be spent by researchers to develop a strong relationship that is based on trust with the school gatekeepers', in order to have direct access to the teachers.
- Interviews and observation should be employed in future research to further investigate the relationship between CQ and job satisfaction, and CQ and job performance, by providing richer analysis and information.

Additionally, further research is required to investigate the relationship between cultural intelligence and job satisfaction and performance in various

international institutions, such as international private for-profit organizations or international NGOs, to examine whether CQ is equally important in various international institutions and not just international educational institutions. Moreover, the relationship between CQ and job satisfaction and performance should be examined for local employees working in international settings to assess whether locals must also have high levels of CQ to perform better and in turn become more satisfied in their job. Finally, further research should investigate whether there is a positive link between international institutions that have culturally intelligent staff and the organizational performance and effectiveness, and if such a link is discovered then additional research is needed to clarify the means by which organizations can hire and retain culturally intelligent staff, that would be useful for international organizations in the future.

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Appendix – IRB Approval

CASE #2013-2014-072



To: Yousra Gohar
Cc: Enas Abdel Azim
From: Atta Gebril, Chair of the IRB
Date: January 25, 2014
Re: Approval of study

This is to inform you that I reviewed your revised research proposal entitled "Cultural Intelligence of Expatriate Teachers in a Multi-Cultural Education Setting," and determined that it required consultation with the IRB under the "expedited" heading. As you are aware, the members of the IRB suggested certain revisions to the original proposal, but your new version addresses these concerns successfully. The revised proposal used appropriate procedures to minimize risks to human subjects and that adequate provision was made for confidentiality and data anonymity of participants in any published record. I believe you will also make adequate provision for obtaining informed consent of the participants.

Please note that IRB approval does not automatically ensure approval by CAPMAS, an Egyptian government agency responsible for approving some types of off-campus research. CAPMAS issues are handled at AUC by the office of the University Counsellor, Dr. Amr Salama. The IRB is not in a position to offer any opinion on CAPMAS issues, and takes no responsibility for obtaining CAPMAS approval.

This approval is valid for only one year. In case you have not finished data collection within a year, you need to apply for an extension.

Thank you and good luck.

A handwritten signature in black ink that reads "Atta Gebril".

Dr. Atta Gebril
IRB chair, The American University in Cairo
2046 HUSS Building
T: 02-26151919
Email: agebril@aucegypt.edu

Appendix – Questionnaire



Documentation of Informed Consent for Participation in Research Study

Project Title: Cultural Intelligence of Expatriate Teachers in a Multi-Cultural Education Setting

Principal Investigator: Yousra Gohar yousra.gohar@aucegypt.edu

*You are being asked to participate in a research study. The purpose of the research is to assess the impact of cultural intelligence of expat teachers on job satisfaction and job performance, and the findings may be published and presented. The expected duration of your participation is 10-15 minutes to complete the survey.

*The procedure of the research will be as follows;

- Answering questions regarding background information (Age, Gender, Nationality, etc.).
- Answering questions by rating the degree to which you agree with 25 statements that reflect the level of cultural intelligence and the level of your satisfaction with the job.
- Answering questions by rating the level of your satisfaction with various factors in your current job.
- Answering questions by rating the degree to which you agree with 20 statements that reflect the level of your job performance (In Question 14, you will only fill the table relevant to the cohort you are teaching).

*You may feel that the information collected will provide private information about your level of satisfaction with and performance of the job. However, please note that the data will be collected anonymously. All the information you provide is strictly confidential and will be used **only** for the purpose of this study. Only aggregate findings will be reported.

*Although the research might not benefit the participants directly, yet the data collected from the questionnaire will add to the existing body of knowledge, by giving special focus to expatriate teachers working in not-for-profit schools within the Egyptian context, where little research was previously done

*The information you provide for purposes of this research *is anonymous and is confidential*.

*Questions about the research, my rights, or research-related injuries should be directed to Yousra Gohar at 01006373303 or yousra.gohar@aucegypt.edu

*Participation in this study is voluntary. Refusal to participate will involve no penalty or loss of benefits to which you are otherwise entitled. You may discontinue participation at any time without penalty or the loss of benefits to which you are otherwise entitled.

Thesis Questionnaire

1. Gender	Male <input type="checkbox"/>	Female <input type="checkbox"/>		
2. Age	20-30 <input type="checkbox"/>	31-40 <input type="checkbox"/>	41-50 <input type="checkbox"/>	Above 50 <input type="checkbox"/>
3. Marital Status	Single <input type="checkbox"/>	Married <input type="checkbox"/>	Widowed <input type="checkbox"/>	Divorced/Separated <input type="checkbox"/>
4. Highest level of Education reached	Secondary <input type="checkbox"/>	Post-secondary <input type="checkbox"/>	University <input type="checkbox"/>	Post-graduate <input type="checkbox"/>
5. Nationality: ----- . If you have a dual nationality, please specify: -----				
6. Did you have any relation to Egypt before coming to live here? (If No, move to question 8)			Yes <input type="checkbox"/>	No <input type="checkbox"/>
7. If yes, in what context? (Ex. Having Egyptian relatives) ----- -----				
8. Duration of Residence in Egypt: -----				
9. Current Organization Name: -----				
10. Number of Years of Experience in Teaching at your Current Organization: ----- -----				
11. Total Years of Experience in Teaching: -----				

12. Please indicate the degree to which you agree to the following Statements: (1 = Strongly Disagree, 5 = Strongly Agree)

Cultural Intelligence Strategy	Strongly Disagree	Dis-agree	Neutral	Agree	Strongly Agree
1. I am conscious of the cultural knowledge I use when interacting with people with different cultural backgrounds..	1	2	3	4	5
2. I adjust my cultural knowledge as I interact with people from a culture that is unfamiliar to me.	1	2	3	4	5
3. I am conscious of the cultural knowledge I apply to cross-cultural interactions.	1	2	3	4	5
4. I check the accuracy of my cultural knowledge as I interact with people from different cultures.	1	2	3	4	5
Cultural Intelligence Knowledge	Strongly Disagree	Dis-agree	Neutral	Agree	Strongly Agree
5. I know the legal and economic systems of the Egyptian culture.	1	2	3	4	5
6. I know the rules (e.g., vocabulary, grammar) of the Egyptian language.	1	2	3	4	5
7. I know the cultural values and religious beliefs of the Egyptian culture.	1	2	3	4	5

8. I know the marriage systems of the Egyptian culture.	1	2	3	4	5
9. I know the arts and crafts of the Egyptian culture.	1	2	3	4	5
10. I know the rules for expressing non-verbal behaviors in the Egyptian culture.	1	2	3	4	5
Cultural Intelligence Motivation	Strongly Disagree	Dis-agree	Neutral	Agree	Strongly Agree
11. I enjoy interacting with people from different cultures.	1	2	3	4	5
12. I am confident that I can socialize with locals in a culture that is unfamiliar to me.	1	2	3	4	5
13. I am sure I can deal with the stresses of adjusting to a culture that is new to me.	1	2	3	4	5
14. I enjoy living in cultures that are unfamiliar to me.	1	2	3	4	5
15. I am confident that I can get accustomed to the shopping conditions in a different culture.	1	2	3	4	5
Cultural Intelligence Behavior	Strongly Disagree	Dis-agree	Neutral	Agree	Strongly Agree
16. I change my verbal behaviour (e.g., accent, tone) when a cross-cultural interaction requires it.	1	2	3	4	5
17. I use pause and silence differently to suit different cross-cultural situations.	1	2	3	4	5
18. I vary the rate of my speaking when a cross-cultural situation requires it.	1	2	3	4	5
19. I change my non-verbal behavior when a cross-cultural interaction requires it.	1	2	3	4	5
20. I alter my facial expressions when a cross-cultural interaction requires it.	1	2	3	4	5
Teaching Satisfaction	Strongly Disagree	Dis-agree	Neutral	Agree	Strongly Agree
21. In most ways, being a teacher is close to ideal.	1	2	3	4	5
22. The conditions of being a teacher in my organization are excellent.	1	2	3	4	5
23. I am satisfied with being a teacher.	1	2	3	4	5
24. So far I have gotten the important things I want from being a teacher.	1	2	3	4	5
25. If I could choose my career over, I would change almost nothing.	1	2	3	4	5

13. Please indicate the level of your satisfaction with the following factors regarding your current job: (1 = Strongly Dissatisfied, 5 = Strongly Satisfied).

Work Satisfaction	Strongly Dissatisfied	Dissatisfied	Neutral	Satisfied	Strongly Satisfied
1. Your current job in general.	1	2	3	4	5
2. Level of job security.	1	2	3	4	5
3. Earnings (wages).	1	2	3	4	5
4. The type of work you do.	1	2	3	4	5
5. Number of working hours.	1	2	3	4	5
6. Work schedule.	1	2	3	4	5
7. Working conditions/environment.	1	2	3	4	5
8. Distance to job/commuting.	1	2	3	4	5
9. The match between your qualifications and the position you're in.	1	2	3	4	5

14. Please indicate the degree to which you agree to the following Statements: (1 = Never, 5 = Almost Always).

- If you teach students in **Kindergarten, Grade 1 or Grade 2, fill table 1 only** (in page 2 & 3).
- If you teach students in **Grades 3, 4 or 5, fill table 2 only** (in page 3).
- If you teach students in **Grades 6, 7 or 8, fill table 3 only** (in page 3).
- If you teach students in **Grades 9, 10, 11 or 12, fill table 4 only** (in page 4).
- If you teach more than one grade/level, please fill the table relevant to the older grade/level only.**

Table 1 – Kindergarten, Grade 1 or Grade 2	Never	Not Often	Sometimes	Usually	Almost Always
1. I make the school day interesting for my students.	1	2	3	4	5
2. I give my students enough time to do their work.	1	2	3	4	5
3. My students pay attention in class.	1	2	3	4	5
4. Discussions in my class are about lessons being studied.	1	2	3	4	5
5. The work in my class is too hard for students.	1	2	3	4	5
6. I give my students homework.	1	2	3	4	5
7. I come to class on time.	1	2	3	4	5
8. I require that students follow the rules.	1	2	3	4	5
9. My students often have to take a test in class.	1	2	3	4	5
10. I care if a student wastes time in class.	1	2	3	4	5
11. Even when I am not watching, my students work in this class.	1	2	3	4	5
12. Students can get help from me when they need it.	1	2	3	4	5
13. I give students new work to do when they are ready for it.	1	2	3	4	5
14. I tell students where they can find more information to help them learn about the lesson	1	2	3	4	5
15. I am ready for class when it is time to begin	1	2	3	4	5
16. I make it clear what I want students to do.	1	2	3	4	5
17. I give students interesting work if they finish their work before class is over.	1	2	3	4	5
18. I teach hard lessons in small steps.	1	2	3	4	5
19. I give students work back quickly.	1	2	3	4	5
20. I tell my students what new things they can learn in each lesson.	1	2	3	4	5

Table 2 – Grades 3, 4 or 5	Never	Not Often	Sometimes	Usually	Almost Always
1. I make class work interesting for my students.	1	2	3	4	5
2. My students find the school day interesting.	1	2	3	4	5
3. We go back over each lesson when we finish it.	1	2	3	4	5
4. I give students work to do at home.	1	2	3	4	5
5. Our discussions are about the subject being studied.	1	2	3	4	5
6. I return students' work quickly.	1	2	3	4	5
7. I make my students feel good when they do good work.	1	2	3	4	5
8. Students can get help from me.	1	2	3	4	5
9. Students finish their work before class is over.	1	2	3	4	5

10. If my students finish their work before class is over, I give them interesting work	1	2	3	4	5
11. I give new work without making the students wait a long time for it.	1	2	3	4	5
12. I explain lessons clearly.	1	2	3	4	5
13. I know my students well.	1	2	3	4	5
14. I will explain new things in a way that is easy to understand.	1	2	3	4	5
15. I have my students work at the right pace.	1	2	3	4	5
16. I tell students what new things they can learn in each lesson.	1	2	3	4	5
17. I teach hard lessons in small steps.	1	2	3	4	5
18. I am available to help students during class time and other times during the school day.	1	2	3	4	5
19. I use a variety of classroom activities and resources.	1	2	3	4	5
20. I am well prepared.	1	2	3	4	5

Table 3 – Grades 6, 7 or 8	Never	Not Often	Sometimes	Usually	Almost Always
1. I make class work interesting.	1	2	3	4	5
2. I am fair with all students.	1	2	3	4	5
3. I maintain discipline in the classroom.	1	2	3	4	5
4. I am well prepared for my class.	1	2	3	4	5
5. I give assignments related to the subjects we are studying.	1	2	3	4	5
6. My students and I discuss and summarize each lesson just studied.	1	2	3	4	5
7. I ensure that our discussions focus on the topic of the lesson.	1	2	3	4	5
8. I like it when students ask questions.	1	2	3	4	5
9. My students have excessive time in which to complete their work.	1	2	3	4	5
10. I begin lessons by explaining what we are going to do and why we are going to do it.	1	2	3	4	5
11. I ask questions in class to see if my students understand what has been taught.	1	2	3	4	5
12. I explain new ideas in a way that is easy to understand.	1	2	3	4	5
13. I monitor students' work, as they are doing it, to see if they understand the lesson.	1	2	3	4	5
14. I am very knowledgeable about the subject I teach.	1	2	3	4	5
15. I have work prepared for students to do if they complete their assignment before class is over.	1	2	3	4	5
16. I often use teacher-made materials and worksheets for my students to use.	1	2	3	4	5
17. I give tests and quizzes.	1	2	3	4	5
18. I return tests and assignments quickly.	1	2	3	4	5
19. I use a variety of classroom activities and resources.	1	2	3	4	5
20. I give students enough time to do their work.	1	2	3	4	5

Table 4 – Grades 9, 10, 11 or 12	Never	Not Often	Sometimes	Usually	Almost Always
1. I make class work interesting.	1	2	3	4	5
2. I ask questions in class to see if the students understand what has been taught.	1	2	3	4	5

3. I give assignments related to the subject we are studying.	1	2	3	4	5
4. My students and I discuss and summarize each lesson just studied.	1	2	3	4	5
5. I tell students how they can use what they already have learned to learn new things.	1	2	3	4	5
6. I maintain discipline in my classroom.	1	2	3	4	5
7. I return tests and assignments quickly.	1	2	3	4	5
8. I give students feedback about their performance.	1	2	3	4	5
9. I am very knowledgeable about the subject(s) I teach.	1	2	3	4	5
10. I assign homework that helps students to learn the subject being taught.	1	2	3	4	5
11. I make materials and worksheets for students to use.	1	2	3	4	5
12. I use a variety of classroom activities and resources.	1	2	3	4	5
13. I use films or videotapes for students to watch that help them learn from the subject they are studying.	1	2	3	4	5
14. I tell the class about library/media materials that will help them learn about the subject they are studying, when appropriate.	1	2	3	4	5
15. I am well organized.	1	2	3	4	5
16. I like it when students ask questions.	1	2	3	4	5
17. I have students work in different groups depending upon the activity in which they are involved.	1	2	3	4	5
18. I encourage students to look at problems in new ways and to find new ways to solve problems.	1	2	3	4	5
19. I am available to help students during class time and other times during the day.	1	2	3	4	5
20. I monitor student work, as they are doing it, to see if they understand the lesson.	1	2	3	4	5

Thank You for completing the Questionnaire ☺