Addis Ababa University

College of Business and Economics

Department of Management

MSc in International Business

The Influence of Cultural Intelligence on Employee Job Performance in Intercultural Organizations: The case of International Non-governmental organizations in Addis Ababa

A Thesis Submitted to Addis Ababa University College of Business and Economics in Partial Fulfillment of the Requirements for the Degree of Master of Science in International Business (Strategic Investment Management)

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June 2024

Addis Ababa, Ethiopia

Declaration

I, Nurayni Adem, declare that the thesis entitled “The Influence of cultural intelligent on employee job performance in intercultural organization: the case of international non-governmental organizations in Addis Ababa” is my original work, resulting from my own efforts. I have acknowledged all sources of materials used in this study. This research has not been submitted for any degree at this university or any other institution.

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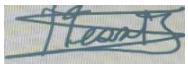
Meskerem M (PhD)		29/06/2024
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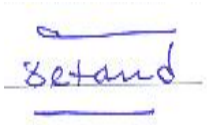
Getie Andualem (PhD)		30/06/2024
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Acknowledgment

First and foremost, I want to thank the Almighty Allah for his guidance and blessings bestowed upon me. I owe special gratitude to my advisor, Dr. Tsegabrhan Mekonen for his invaluable support, insights, and encouragement on writing this thesis. I am also grateful to my friends for their unwavering support and understanding. I would like to extend my gratitude to the INGO employees who participated in this study for their cooperation and assistance. Thank you all for your significant contributions to the completion of this thesis.

Abstract

This study examines how cultural intelligence (CQ) influences job performance among employees of international non-governmental organizations (INGOs) in Addis Ababa. Employing a quantitative approach, the research used a cross-sectional survey design. Out of 309 questionnaires handed out, 263 were filled out and included in the analysis. The data was gathered through self-administered surveys, and the analysis was performed using descriptive and inferential statistics with SPSS 27.0. and SmartPLS 4 software. The model was evaluated using Partial Least Squares Structural Equation Modeling (PLS-SEM). The findings revealed that motivational and behavioral CQ have a significant positive influence on both task and contextual performance. However, metacognitive and cognitive CQ did not show a significant influence on these performance metrics. These insights emphasize the importance of certain cultural intelligence components in improving job performance among INGO employees, offering valuable guidance for organizational development and employee training programs.

Key words: Cultural intelligence, Job Performance, International Non-governmental organization

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List of Acronyms

CQ	Cultural Intelligence
JP	Job Performance
EJP	Employee Job Performance
NGO	Non-governmental Organization
INGO	International non-governmental organization
IQ	Intelligent Quotient
PLS	Partial Least Square
SEM	Structural Equation Modeling
SPSS	Statistical Package for Social Science
AVE	Average Variance Extracted
CR	Composite Reliability
SRMR	Standardized Root Mean Square Residual
NFI	Normed Fit Index
A.A	Addis Ababa

CHAPTER ONE

INTRODUCTION

1.1) Introduction

This chapter begins with a comprehensive overview of the research, starting with a brief background discussion. It then presents the problem statement, resulting in formulation of research questions. The objectives of the study are outlined next. Additionally, this chapter discusses the significance and scope of the research. Finally key terms are defined to ensure clarity throughout the research.

1.2) Background of the Study

In recent years, many organizations have expanded their activities beyond just commercial and economic interests to include political, social, scientific, athletic, cultural, and religious spheres. This expansion inevitably leads to interactions with a variety of cultural perspectives among employees and clients. Diversity has become an integral part of contemporary life, and no organization can ignore it. Effective relationships are vital in environments where employees and customers coming from diverse functional and cultural backgrounds, each contributing unique perspectives on decision-making and communication. (Masrek et al., 2021).

To build effective relationships and tackle the challenges arising from cultural diversity, individuals need particular skills and methods for communicating across different cultural contexts. One essential skill is cultural intelligence (CQ). CQ helps individuals become aware of various cultures and assess unfamiliar cultures they come across (Macnab and Worthley, 2012). Those who possess cultural intelligence can interact successfully with people from diverse cultural backgrounds (Ogbe, 2006).

Cultural intelligence is a multifaceted concept encompassing four dimensions: metacognitive, cognitive, motivational, and behavioral CQ. Individuals with high CQ can navigate complex situations, thoughtfully analyze what is occurring (or not occurring), and appropriately adjust

their understanding, interactions, and leadership approaches within diverse cultural contexts. CQ is an adaptable quality that can be cultivated over time (Crowne, 2013).

While globalization has, in many respects, made the world seem smaller and more interconnected, the rise in cultural diversity presents challenges for both individuals and organizations (Friedman, 2005). Cultural diversity includes variations in opinions, beliefs, customs, and values, often associated with different races and nationalities. This diversity is evident in both multinational and intercultural organizations due to their varied workforces. Engaging with diverse cultures enriches employees both personally and professionally, enhancing problem-solving and creativity through a range of perspectives and approaches (Masrek et al., 2021).

As many organizations strive to improve performance and optimize operations, enhancing employee performance becomes a crucial first step. Performance involves a series of activities and operations aimed at achieving specific organizational goals. Given that performance depends on knowledge, skills, capabilities, and motivation, and considering that CQ is a vital capability in today's organizations with significant behavioral and motivational aspects, it is essential for organizations to develop this competency (Amiri et al., 2010).

The examination of employee job performance (EJP) has gained increasing significance over the years due to globalization and intense workforce competition (Nafei, 2013). Job performance within an organization is influenced by job demands, organizational objectives, and valued behaviors, making it a critical concept in various industries (Impelman, 2007). It is assessed through two dimensions: task performance and contextual performance (Motowidlo et al., 1997).

Globally, numerous studies have demonstrated the significant influence of CQ on employee job performance. These studies highlight how CQ enables employees to understand and adapt to diverse cultural contexts, thereby enhancing their effectiveness in various roles and settings. Research conducted in Asia and the Americas underscores the importance of different CQ dimensions (metacognitive, cognitive, motivational, and behavioral) in improving employee performance (Masrek et al., 2021; Hartin et al., 2019; Jyoti & Kour, 2017; Nunes et al., 2017).

These global studies collectively illustrate the multifaceted nature of CQ and its varying influence on job performance across different cultural and organizational settings. The findings underscore the importance of developing CQ in employees to enhance their ability to navigate and perform effectively in diverse cultural environments.

In Africa, studies have also explored the role of CQ in job performance. For example, research in Kenya has shown positive relationships between certain CQ aspects and employee performance within international humanitarian organizations. These findings suggest that CQ is crucial for effective performance in culturally diverse and multinational environments (Shikanga, 2020).

However, in the context of Ethiopia, there is limited research examining the influence of CQ on employee job performance. This gap highlights the need for further studies to understand how CQ affects job performance within Ethiopian organizations, particularly international non-governmental organizations (INGOs) operating in Addis Ababa. Addressing this gap can provide valuable insights into enhancing organizational effectiveness in Ethiopia's multicultural and dynamic work environments.

This study draws on Kim's cross-cultural adaptation theory (2017) and Vroom's expectancy motivational theory (1964) to understand cultural intelligence because they provide complementary insights. Together, these theories cover both the adaptation and motivational aspects of CQ, offering a comprehensive framework for analyzing its influence on job performance. They were chosen over other theories because they directly address the key components of CQ relevant to performance in multicultural and international settings. Kim's theory asserts that CQ improves employee performance by highlighting the necessity of acquiring new cultural communication skills, developing cultural awareness, and adapting original practices (Kim, 2017). Vroom's theory proposes that intrinsic motivation, genuine interest, and confidence, driven by motivational CQ, enable individuals to navigate challenging situations and achieve positive outcomes (Vroom, 1964).

Research investigating the propositions of these theories has yielded inconsistent findings. Some studies (Ang et al., 2007; Amiri et al., 2010; Bogilovic & Skerlavaja, 2016; Masrek et al., 2021) provide evidence supporting the cultural adaptation theory, suggesting that various dimensions of

cultural intelligence (motivational, metacognitive, behavioral, and cognitive) contribute to improving employee performance. However, contrasting findings from other studies (Kelidbari et al., 2012; Nunes et al., 2017) challenge this theory, suggesting that these facets of cultural intelligence do not have a substantial effect on employee performance.

Similarly, research on the expectancy motivational theory has produced divergent results. Some studies (Kelidbari et al., 2012; Isfahani et al., 2013; Bogilovic & Skerlavaja, 2016) provide support for the theory, indicating that motivational cultural intelligence can enhance employee performance. Conversely, other studies (Duff et al., 2012; Ang et al., 2007; Nunes et al., 2017) contradict this, suggesting that motivational cultural intelligence does not significantly influence employee performance. These inconsistencies underscore the necessity for further exploration of the relationship between cultural intelligence and employee performance.

Based on the literature reviewed, there is a noticeable gap in research concerning the influence of cultural intelligence on employee performance within INGOs specifically located in Addis Ababa, Ethiopia. Previous studies have not thoroughly explored this relationship within this particular organizational context, and findings from prior research exhibit inconsistencies. Therefore, this study aims to bridge this gap by investigating how various dimensions of cultural intelligence affect job performance within INGOs based in Addis Ababa, Ethiopia. Through this exploration, the study aims to offer valuable insights into enhancing organizational effectiveness and improving employee performance in diverse cultural environments where such empirical research is lacking.

In this research, both local and foreign employees were involved because focusing on organizational integration and the interaction between them can indeed provide valuable insights into the dynamics of international NGOs. Examining both local and foreign employees offers a unique opportunity to explore the complexities of organizational integration within these contexts. Despite working together towards common goals, these groups often bring distinct cultural backgrounds, norms, and communication styles to the workplace. Understanding how these diverse groups interact, collaborate, and communicate is essential for fostering organizational cohesion, enhancing job performance, and improving overall effectiveness within INGOs.

As Charleston (2018) suggested, the environment of INGOs represents an extreme setting where cross-cultural competencies are crucial and rigorously assessed, making it an ideal environment for studying cultural intelligence. In culturally diverse organizations, there is a heightened need for individuals with cross-cultural skills and knowledge to effectively navigate the requirements of a global community. The importance of CQ as a vital intercultural skill is widely acknowledged, particularly for employees operating in intercultural organizations like INGOs (Amiri, 2010). However, its influence on employees' job performance remains relatively underexplored within the Ethiopian context. This study seeks to address this gap by investigating the influence of cultural intelligence on employee job performance within a multicultural setting, INGOs.

1.3) NGO in Ethiopia

Non-governmental organizations (NGOs) are independent, non-profit entities working at local, national, or international levels to improve the lives of vulnerable individuals (Vakil, 1997). They specialize in areas like human rights, economic development, environmental protection, and healthcare. NGOs provide crucial social and economic support to public and private sectors globally, including in developed countries. (Ipekci, 2016).

An international non-governmental organization (INGO) is a type of NGO that operates across national borders to address global issues or provide assistance in multiple countries. These organizations typically have a presence in various countries and work on a wide range of issues. INGO's international reach and ability to mobilize resources make them significant players in global development and crucial responders to international crises (Vakil, 1997).

The history of both national and international NGOs in Ethiopia dates back to the early 20th century, coinciding with the onset of modernization and the involvement of European missionaries in the country's economic and social development. While their main focus was spiritual, these missionaries were also instrumental in the early advancements of education and healthcare services (Endalemaw, 2006).

Ethiopia presents a fertile ground for INGOs due to the country's ongoing development needs. Areas like education, healthcare, and environmental protection offer abundant opportunities for INGOs to contribute their expertise and resources. These organizations play a crucial role in supplementing government efforts and addressing critical issues faced by the nation (Endalemaw, 2006)

Ethiopia's regulatory framework for NGOs has seen significant updates in recent years. Initially, the country relied on the 1952 Civil Code and Regulation 321/1959 to govern NGOs. In 2009, Proclamation No. 621/2009 and Regulation No. 168/2009 were introduced to provide clearer and more consistent rules (FDRE/CHA, 2009). However, in 2019, the Ethiopian government enacted the Organization of Civil Societies Proclamation No. 1113/2019, which replaced the 2009 Proclamation and aimed to create a more enabling environment for civil society organizations.

All civil society organizations, including international NGOs, must register with the Civil Society Organizations Agency. (ACSO, 2024)

In Ethiopia, there are approximately 425 INGOs, with 400 of these based in Addis Ababa. Among these 400 INGOs, there are organizations with a diverse workforce, making them intercultural organizations. These organizations employ individuals from various cultural backgrounds, including foreign nationals, which creates a rich, multicultural environment. Conversely, some organizations are composed entirely of local employees without foreign involvement. For the purposes of this study, the focus is on intercultural organizations that include foreign employees. This is because these organizations provide a valuable context to examine how cultural intelligence influences job performance, given the presence of employees from different cultural backgrounds working together (ACSO, 2024)

NGOs represent a significant segment of institutions providing employment opportunities alongside private sector businesses and government agencies. Since 1973, the role of NGOs in Ethiopia has expanded significantly, encompassing charity work, emergency and famine relief, local economic development, and capacity building within the communities where they operate (Debebe, 2007).

A key factor influencing the success of NGOs is the presence and dedication of skilled and effective human resources. For any organization to meet its goals, it is essential to have staff who are not only competent in performing their duties professionally but also committed to the organization's objectives. Consequently, human resource management is a vital function that must be conducted systematically to ensure the retention of high-performing employees within the organization (Omolo and Mose, 2019).

In INGO environment where employees come from different nationalities, there is likely to be a diverse range of cultures and backgrounds among the staff. It is also obvious that we cannot ignore the contributions of the international and national staff experience from different nationalities. This diversity can lead to cultural differences that may affect communication, collaboration, and overall work dynamics within the organization. In an INGO setting, being culturally intelligent can help employees navigate cultural differences, foster effective

communication, and promote a harmonious work environment. It can also enhance the organization's ability to address global issues and work more efficiently with diverse communities (Charleston et al., 2018).

1.4) Statement of the Problem

Many international non-governmental organizations face significant challenges in understanding and integrating into the local cultures where they operate. This lack of cultural understanding can lead to unmet community expectations and ineffective project implementation. A common practice among humanitarian agencies is to deploy employees on short notice from a pre-established recruitment roster. This often results in staff members arriving in unfamiliar environments without sufficient preparation or understanding of the local cultural and political contexts. Such oversight can severely impede the performance and efficiency of employees, ultimately undermining the achievement of organizational objectives (Austin & O'Neil, 2015).

Due to this reason, there is a critical need to study and explore how cultural intelligence influences the job performance of INGO employees. Understanding this relationship is particularly important in diverse settings, where international NGOs operate within a multifaceted cultural landscape. By examining the influence of cultural intelligence on job performance among INGO employees in Addis Ababa (A.A), Ethiopia, this study aims to address a significant gap in the research.

Another notable gap is that previous research on the relationship between cultural intelligence and employee job performance (EJP) has primarily been concentrated in the United States and Southeast Asia. Studies in these regions have provided valuable insights, but there remains a significant gap in understanding how these dynamics play out in other parts of the world (Masrek et al., 2021). Notably, within the Ethiopian context, there is a scarcity of research exploring this topic. This study aims to fill this research gap by investigating the specific influence of cultural intelligence on the job performance of INGO employees working in A.A, Ethiopia.

Although existing studies have explored the connection between CQ and job performance, the evidence remains inconclusive. Some studies suggest a positive correlation and significant influence, while others find minimal or no significant influence (Nunes et al., 2017 and Bogilovic & Skerlavaja, 2016). This inconsistency highlights the need for further research, particularly in regions and contexts that have been underrepresented in the literature.

By examining the influence of cultural intelligence on job performance in the context of international NGOs in A.A, this study aims to provide a clearer understanding of whether and how CQ influences EJP. The findings will contribute to the broader body of knowledge and provide practical insights for humanitarian organizations seeking to enhance their employees' effectiveness and efficiency in culturally diverse settings. This research is particularly timely and relevant given the increasing global interconnectedness and the rising importance of international development and humanitarian work in various cultural contexts.

1.5) Research Questions

To address the problem statement stated above, the following research questions are set.

1.5.1) Main Question

- What is the influence of cultural intelligence on employee job performance in international non-governmental organizations in Addis Ababa, Ethiopia?

1.5.2) Sub Questions

- What is the influence of meta-cognitive CQ on employee task performance in international non-governmental organizations in Addis Ababa, Ethiopia?
- What is the influence of cognitive CQ on employee task performance in international non-governmental organizations in Addis Ababa, Ethiopia?
- What is the influence of motivational CQ on employee task performance in international non-governmental organizations in Addis Ababa, Ethiopia?
- What is the influence of behavioral CQ on employee task performance in international non-governmental organizations in Addis Ababa, Ethiopia?
- What is the influence of meta-cognitive CQ on employee contextual performance in international non-governmental organizations in Addis Ababa, Ethiopia?
- What is the influence of cognitive CQ on employee contextual performance in international non-governmental organizations in Addis Ababa, Ethiopia?
- What is the influence of motivational CQ on employee contextual performance in international non-governmental organizations in Addis Ababa, Ethiopia?
- What is the influence of behavioral CQ on employee contextual performance in international non-governmental organizations in Addis Ababa, Ethiopia?

1.6) Research Objectives

1.6.1) General Objective

- The General objective of this study is to examine the influence of cultural intelligence on employee job performance in international non-governmental organizations in Addis Ababa, Ethiopia.

1.6.2) Specific Objectives

The study also has the following specific objectives.

- To determine the influence of meta-cognitive CQ on employee task performance in international non-governmental organizations in Addis Ababa, Ethiopia.
- To explore the influence of cognitive CQ on employee task performance in international non-governmental organizations in Addis Ababa, Ethiopia.
- To understand the influence of motivation CQ on employee task performance in international non-governmental organizations in Addis Ababa, Ethiopia.
- To examine the influence of behavioral CQ on employee task performance in international non-governmental organizations in Addis Ababa, Ethiopia.
- To investigate the influence of meta-cognitive CQ on employee contextual performance in international non-governmental organizations in Addis Ababa, Ethiopia.
- To analyze the influence of cognitive CQ on employee contextual performance in international non-governmental organizations in Addis Ababa, Ethiopia.
- To assess the influence of motivation CQ on employee contextual performance in international non-governmental organizations in Addis Ababa, Ethiopia.
- To examine the influence of behavioral CQ on employee contextual performance in international non-governmental organizations in Addis Ababa, Ethiopia.

1.7) Significance of the Study

The significance of this study lies in its potential to offer valuable insights to academia and industry in the domain of INGOs in Ethiopia. By addressing a notable gap in the existing literature on how cultural intelligence influences employee job performance in INGOs based in Addis Ababa, this research enhances scholarly understanding of cultural intelligence within multicultural settings and its influence on job performance.

The findings will provide managers within INGOs with critical insights into how CQ can be leveraged to enhance employee performance in diverse and multicultural environments. This is particularly relevant for INGOs that operate across different cultural contexts and rely heavily on the ability of their employees to adapt and perform effectively in various cultural settings.

This study will offer empirical evidence on the importance of the four dimensions of CQ (motivational, behavioral, metacognitive, and cognitive) and their specific influence on two key aspects of job performance: task performance and contextual performance. By understanding how these dimensions of CQ influence employee performance, INGOs can develop more targeted strategies for recruitment, training, and development to enhance the cultural competence of their staff.

Moreover, the research will provide strategic managers with data-driven insights that can inform the integration of CQ into organizational practices such as performance evaluations, promotions, and employee recognition programs. This can help INGOs to better align their human resource practices with the unique demands of working in multicultural environments, thereby improving overall organizational effectiveness.

While the findings of this study may not be generalizable to other sectors, investigating the influence of cultural intelligence on employee performance within INGOs in Ethiopia establishes a crucial foundation for understanding these dynamics in multicultural settings. As globalization continues to expand, more multinational and international companies are likely to establish themselves in Ethiopia, leading to increasingly diverse workforces. This study will help policymakers prepare for this evolving global landscape by integrating cultural intelligence practices into their policies, thereby enhancing organizational effectiveness and employee performance.

1.8) Scope of the Study

This study's scope involves examining the influence of cultural intelligence on employee job performance within ten selected international non-governmental organizations located in Addis Ababa, Ethiopia. By focusing on these ten INGOs, the study aims to provide a comprehensive understanding of how these organizations approach cultural intelligence development and performance management in a multicultural work environment. Specifically, it investigates four dimensions of cultural intelligence: metacognitive, cognitive, motivational, and behavioral CQs, and how these aspects influence both task performance and contextual performance among employees. The research seeks to offer insights into how enhancing cultural intelligence can lead to improved performance outcomes within the unique contexts of these selected INGOs.

1.9) Definition of Key Terms

Cultural Intelligence (CQ): Cultural intelligence (CQ) refers to an individual's capacity to effectively navigate and thrive in culturally diverse environments (Earley and Ang, 2003; Ang and Van Dyne, 2008).

Metacognitive CQ: Metacognitive CQ relates to an individual's deliberate recognition and mindfulness of cultural nuances when engaging in cross-cultural interactions (Ang & Van Dyne, 2008).

Cognitive CQ: Cognitive CQ involves understanding the norms, practices, and customs across different cultures, acquired through both formal education and personal experiences (Ang & Van Dyne, 2008).

Motivational CQ: Motivational CQ denotes the capacity to direct one's attention and efforts towards understanding and successfully participating in culturally diverse environments (Ang & Van Dyne, 2008).

Behavioral CQ: Behavioral CQ refers to the proficiency in exhibiting appropriate verbal and non-verbal conduct while interacting with people from different cultural backgrounds (Ang & Van Dyne, 2008).

Job performance: Job performance encompasses the tasks and activities undertaken by employees to accomplish the predetermined objectives of an organization (Motowidlo et al. 1997).

Task performance: Task performance involves the execution of in-role behaviors necessary for fulfilling fundamental job responsibilities outlined in the employees' job descriptions, thereby contributing to the attainment of organizational objectives (Motowidlo et al. 1997; Caliskan 2022).

Contextual performance: Contextual performance encompasses additional behaviors beyond formal job requirements, often termed extra-role behaviors that are demonstrated by employees

to contribute positively to the organizational environment. These actions, not specified in job descriptions but encouraged by the institution, reflect the supportive and proactive contributions of employees. (Motowidlo et al. 1997; Caliskan 2022)

Non-Governmental Organization (NGO): NGOs are independent, private, non-profit entities dedicated to enhancing the well-being of marginalized individuals (Vakil, 1997).

International Non-Governmental Organization (INGO): An INGO is an autonomous organization that operates independently of government influence, extending the principles of NGOs to a global scale (Vakil, 1997).

Intercultural organization: Intercultural organization is an entity that actively engages with and operates within multiple cultural contexts. Such organizations prioritize understanding, respecting, and integrating diverse cultural perspectives within their operational framework (Amiri, 2010).

1.10) Organization of the Paper

The research unfolds in a logical sequence, with each chapter building on the previous one. Chapter one acts as an introduction, providing background information on the research topic and the specific issue being investigated. It outlines the research questions that guide the study and the objectives it aims to achieve. Statement of the problem is discussed and the significance of the research is explained, highlighting its potential contribution to the field. Additionally, the scope of the study is defined, outlining the areas it covers. Finally, key terms are defined to ensure clarity throughout the research.

Chapter two focuses on the existing body of research. A comprehensive literature review is presented, examining what others have discovered about cultural intelligence and its connection to job performance. This review draws from both theoretical frameworks and empirical reviews. This chapter serves as the foundation for the conceptual framework that guides the entire research process.

Chapter three outlines the research methodology, which is the plan for conducting the study. This chapter details the research design, the research approach, the sampling technique, and the methods to analyze the collected data. Furthermore, the chapter addresses essential considerations regarding the validity and reliability of the research, ensuring the trustworthiness of the findings. Finally, ethical considerations are carefully examined, ensuring the research adheres to ethical standards.

Chapter four delves into data analysis, the process of examining and interpreting the collected data. Here, the tools chosen based on the methodology outlined in chapter three are implemented to analyze the data. The chapter meticulously presents the research findings, accompanied by clear explanations and insightful discussions. These findings and discussions directly address the research questions posed in chapter one.

The final chapter serves as the conclusion and recommendations section. It summarizes the key findings gleaned from the analysis. Building upon these findings, the chapter draws well-supported conclusions, offering a cohesive understanding of the research's implications and the

study’s limitations are acknowledge. Looking forward, the chapter provides recommendations for future research endeavors or for practical applications inspired by the study's results.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1) Introduction

This chapter offers an in-depth analysis of the theoretical and empirical foundations relevant to this study. It begins with a theoretical review that explores the underlying concepts and frameworks related to cultural intelligence and its influence on employee job performance. This is followed by an empirical review that critically analyzes previous research findings and studies in this area. The chapter also presents a conceptual model that integrates the various dimensions of cultural intelligence and their hypothesized relationships with employee performance. Finally, the hypotheses derived from the conceptual model are outlined, setting the stage for the subsequent analysis and discussion.

2.2) Theoretical Review

This study builds its foundation on two key theories: cross-cultural adaptation and expectancy motivation theory. Cross-cultural adaptation theory aligns with cultural intelligence as both emphasize an individual's capacity to adapt to multicultural environments. Expectancy motivation theory illustrates how an individual's internal drive helps them function effectively in different cultural settings, thereby increasing the likelihood of achieving better outcomes.

Cross-Cultural Adaptation Theory

This theory suggests that interacting with new cultures is a transformative experience. As people adjust to unfamiliar environments, their thinking evolves, making them more adaptable and open to diverse cultures. This theory proposes that everyone goes through a similar process of adjusting their perspectives when encountering new cultures. The ability to handle the discomfort of uncertainty in these situations is key to successful adaptation (Kim, 2017).

The theory explains how cultural intelligence boosts employee performance. It highlights that successful adaptation in a new environment requires learning new communication styles, cultural

awareness, and openness to changing old habits. By adjusting to the local culture, employees experience less stress, leading to improved performance. Research suggests that employees with high cultural intelligence perform better because they adapt more effectively to new cultural situations (Ramalu et al., 2010).

This theory shares similarities with CQ, as both emphasize an individual's ability to adjust to different cultural environments (Earley et al., 2006). Successful adaptation is a key skill for culturally intelligent people, which aligns with the core concept of adaptation theory. Moreover, studies indicate that CQ is vital for managers to effectively navigate interactions in international markets. The reason is that CQ is associated with successful outcomes in cross-cultural adaptation (Ward et al., 2011; Templer et al., 2006).

Expectancy Motivational Theory

There are different ways to understand motivation, with some focusing on the desire to achieve and others on the enjoyment of work itself (Bedeian, 1993). This concept of willingness aligns with the idea of motivational CQ. Motivational CQ describes a desire to acquire information and adapt new behaviors in unfamiliar cultures, including handling uncertainty and challenging situations (Ang et al., 2007; Van Dyne et al., 2012). Similar to how motivation theories explain what drives behavior, motivational CQ predicts how individuals approach and deal with different cultural settings (Van Dyne et al., 2012; Earley & Peterson, 2004; Livermore, 2011). In essence, these theories of motivation help us understand how motivational CQ influences behavior.

Researches shows that motivation enhances employee performance (Kamery, 2004; Ekerman, 2006), and People who are driven to learn about and adapt to different cultures tend to be more successful. Vroom's expectancy theory (1964) explains motivation as the belief that effort leads to good performance, which is then rewarded. This theory inspired the study's objective to examine how motivational CQ influences employee performance in INGOs in A.A. This study explored whether motivational cultural intelligence, by boosting an employee's inner drive, interest, and confidence, translates into improved workplace outcomes.

2.2.1) Culture

Scholars and researchers have varied interpretations and definitions of culture. It encompasses the collective beliefs, values, customs, and behaviors of a community, encompassing aspects like language, arts, cuisine, religion, and social structures. Culture is transmitted across generations and evolves through interaction and adaptation over time. Additionally, culture is described in terms of behavioral patterns, how individuals respond in various circumstances, and their use of language to articulate thoughts and concepts (Welcourne et al., 2015).

2.2.2) Cultural Diversity

Cultural diversity arises from the vibrant mix of ethnicities within a society or organization. Individuals from various backgrounds bring unique communication styles and customs, reflecting the deeply held norms and values of their cultures. This diversity extends far beyond language; it encompasses the full spectrum of human experience, including beliefs, traditions, trends, and even how people approach problem-solving. Often linked to variations in race and nationality, cultural diversity creates a rich tapestry where a multitude of perspectives and experiences flourish. (Masrek et al., 2021).

Cultural diversity in an organization can offer both benefits and drawbacks. Misunderstandings frequently occur when individuals fail to recognize potential cultural distinctions, as words, gestures, objects, or social contexts may carry different interpretations across cultures. Studies suggest that workplace behaviors lacking in respect or consideration for others may be influenced by cultural diversity (Welcourne et al., 2015). Behaviors perceived as offensive or disrespectful can vary among cultures; for example, giving something with the left hand might be seen as impolite in certain cultures but not necessarily in others (Handoyo et al., 2018).

Cultural diversity in the workplace provides numerous performance benefits compared to homogeneous work environments (Mazur, 2010). A workforce characterized by diverse cultural backgrounds can enhance an organization's resilience, versatility, and ability to adapt through collaborative synergy. The variety of cultural perspectives among employees enables thorough analysis and innovative problem-solving approaches. Research indicates that culturally diverse teams outperform others through the lens of varied experiences (Maznevski, 1994; Marquardt &

Horvath, 2001). Nonetheless, achieving success in culturally diverse organizations necessitates individuals to possess competencies referred to as cultural intelligence.

2.2.3) Cultural Intelligence

Scholars emphasize the limitations of relying solely on Intelligence Quotient (IQ) to identifying markers for success (Goleman, 1997; Renzulli, 2005; Sternberg, 2015), highlighting the significance of various types of intelligence crucial for success in diverse environments (Nisbett et al., 2012). While academic intelligences gained through formal education provide a foundation, real world intelligence equips individuals with the skills needed to function effectively in professional settings and everyday social interactions (Earley & Ang, 2003). This shift in focus has led to the exploration of additional intelligences such as CQ (Ang et al., 2007) to better comprehend and promote organizational success.

Cultural intelligence is a concept that emerged from ideas about multiple intelligences. These ideas were originally proposed by Sternberg and Detterman (1986) and Gardner (2011). Sternberg and Detterman suggested that intelligence has three parts residing within head representing mental abilities (metacognition, cognition, and motivation), and actions (behavioral capabilities). Gardner's theory of multiple intelligences opened the door to studying intelligences that go beyond academics, such as emotional intelligence, social intelligence, and practical intelligence. However, none of these theories directly addressed how well someone can function in different cultures. Earley and Ang (2003) created the concept of CQ to address this gap.

While there isn't complete agreement on the definition of CQ, multiple researchers, including Ang and Van Dyne (2008), Thomas (2006), and Earley et al. (2006), all support the idea proposed by Earley and Ang (2003).They all view CQ as the skill of adjusting to different cultural environments and interacting successfully with people from various backgrounds. It also involves the capability to appropriately respond to people from different cultures. CQ encompasses an individual's capacity to demonstrate behaviors using diverse skills such as language proficiency and interpersonal abilities, along with qualities like tolerance for ambiguity and adaptability. These competencies are tailored to align with the cultural values and attitudes of the individuals one interacts with (Masrek et al., 2021).

Developing Cultural Intelligence demands considerable dedication and time as individuals must discern between universal behaviors, those influenced by culture or religion, and personal behaviors appropriate for specific situations. Consequently, CQ is viewed as a skill that undergoes continuous development throughout one's life through ongoing refinement and practice (Nafei, 2013).

CQ is a multifaceted concept comprising various components that are qualitatively distinct yet interconnected capabilities (Ang et al., 2007). It includes strategic thinking (meta-cognitive CQ), allowing you to plan and reflect on cross-cultural interactions. You also need cultural knowledge (cognitive CQ) to understand different cultures. Additionally, motivation (motivational CQ) fuels your desire and confidence to interact effectively in diverse environments. Finally, behavioral skills (behavioral CQ) are the actions you take to adapt your behavior appropriately in different cultural situations. All four of these aspects are essential for effective management in culturally diverse environments.

2.2.3.1) Meta-cognitive CQ

Cultural intelligence isn't a static skill you learn once. It's a dynamic process that involves ongoing mental planning and adjustments (meta-cognitive CQ). This means strategically thinking before, during, and after cross-cultural interactions. It's all about understanding how cultures function and adapting your approach accordingly. To develop this strategic mindset, there are three key steps: planning by anticipating cultural differences beforehand, awareness by being mindful of your own and others' thoughts during interactions, and checking by reflecting on your experiences and adjusting your understanding of different cultures based on those reflections. By following these steps, you can continuously develop your meta-cognitive CQ, a powerful tool for navigating the complexities of interacting with people from diverse backgrounds. (Masrek et al., 2021).

2.2.3.2) Cognitive CQ

Cultural intelligence goes beyond strategies and requires a strong knowledge base (cognitive CQ) (Rand, 2015). This knowledge pertains to the norms, practices, and conventions of different cultures, acquired through education and personal experiences. As Ng et al. (2012) explain,

cognitive CQ encompasses understanding the economic, legal, sociolinguistic, and interpersonal systems of various cultures and subcultures, as well as fundamental frameworks of cultural values. Similar to learning a new language, the more exposure you have to different cultures through education and experiences, the richer your cognitive CQ becomes (Rand, 2015). This knowledge is divided into two main areas: cultural-general understanding, which provides a broad comprehension of cultural systems and norms across various social structures (Masrek et al., 2021), and context-specific understanding, which focuses on applying CQ effectively in specific situations. Cultural-general understanding could involve communication patterns, religious perspectives, and gender role expectations across cultures, while context-specific understanding involves adapting and applying CQ to specific situations. By building both general and specific understanding, one can strengthen cognitive CQ (Masrek et al., 2021).

2.2.3.3) Motivational CQ

Success in cultural intelligence goes beyond just having knowledge and strategies. It also requires strong motivation (motivational CQ) (Kanfer & Heggestad 1997). This refers to your interest, drive, and energy for adapting to different cultures. There are three key aspects to motivational CQ: intrinsic interest, which is the enjoyment you get from interacting with people from different backgrounds; extrinsic interest, which focuses on the benefits you gain from those experiences; and self-efficacy, your confidence in navigating those situations effectively (Rand, 2015). Building self-efficacy is crucial, as it impacts your performance through various mental and emotional processes (Dean, 2007). Motivational CQ is essential because it fuels your effort and keeps you engaged, encouraging you to find the best ways to adapt in new environments (Imai, 2007). This aligns with Cartel's (1971) investment theory of intelligence, which suggests that motivation is critical for expanding your knowledge and strategic thinking (cognitive and meta-cognitive CQ) in a new cultural context. Without motivation, even high levels of knowledge and strategy wouldn't be put into action, similar to how motivation is important in all aspects of life, like work or studies (Ipekci, 2016).

2.2.3.4) Behavioral CQ

Mastering how to interact effectively in different cultures is a key component of success. This is called behavioral CQ. It involves understanding when to adapt your behavior to the new culture

and when to stick with your own approach. It includes three key areas: speech acts, which involve using the right words and phrases to convey your message effectively; verbal actions, which focus on adjusting your speaking style (volume, tone, intensity) to suit the situation; and nonverbal behaviors, like adapting your gestures, personal space, and facial expressions based on cultural norms (Rand, 2015).

2.2.4) Job Performance

Job performance within an organization is a complex issue influenced by more than just an employee's skills and tasks. Factors like the organization's goals, its values regarding employee behavior, and even cultural differences all play a role (Motowidlo, 2003). Essentially, employee job performance refers to the actions employees take to achieve the organization's objectives, making it vital for long-term success (Rodriguez et al., 2002). Organizations typically evaluate performance based on how well employees meet expectations for their roles (Katz & Kahn, 1978). However, cultural values can significantly influence these expectations and how employees perceive them. For instance, Stone-Romero et al. (2003) highlight that employees from different cultures might receive poor performance evaluations if they misunderstand cultural nuances within their roles and fail to adapt accordingly.

A key theory for measuring job performance comes from Motowidlo et al. (1997). They propose two important dimensions: task performance and contextual performance. This theory recognizes that people have different personality traits and cognitive abilities. Your cognitive skills are more important for doing your core job duties (task performance), while your personality comes into play more with behaviors that go beyond your job description (contextual performance) (Motowidlo et al., 1994; Borman & Motowidlo, 1993). Basically, task performance is about doing what your job requires, while contextual performance is about those extra things you do to help out (Motowidlo et al., 1997). Research strongly supports the idea that these are separate aspects of performance, and both are important for overall success (Borman & Motowidlo, 1997; Coleman & Borman, 2000; Motowidlo & Van Scotter, 1994).

2.2.4.1) Task performance

When it comes to predicting how well someone will do their job, task performance is key. This refers to how well employees carry out their assigned duties, which helps the company achieve its goals and benefits both the employee and the organization (Borman & Motowidlo, 1997). Task performance is basically doing what your job description says and what you get rewarded for. It focuses on your core technical skills and responsibilities (Diaz-Vilela et al., 2015). There are a few key things that show strong task performance: how much work you get done, the quality of your work, and how well you use your job skills and knowledge (Rotundo & Sackett, 2002).

2.2.4.2) Contextual performance

Contextual performance, distinct from simply completing your assigned tasks, is a crucial aspect of overall job performance. It refers to the behaviors employees' exhibit that go beyond their core job duties and contribute to the positive social and psychological work environment (Borman & Motowidlo, 1997). These behaviors are often voluntary and not explicitly recognized by formal reward systems, but collectively contribute to the organization's effective functioning. Essentially, contextual performance focuses on creating a supportive atmosphere where employees can thrive and the organization can function smoothly. Examples of contextual performance behaviors include demonstrating effort beyond what's required, facilitating peer and team performance through collaboration, cooperating with colleagues, and effectively communicating within the organization (Rotundo & Sackett, 2002).

2.3) Empirical Review

In this section the findings of different studies related to the influence of cultural intelligence on employee job performance were analyzed. Even though there are many researches in the area, few of them which are very close to the subject under study are summarized.

A research conducted in Indonesia (Masrek et al., 2021) investigated the relationship between cultural intelligence and job performance among academic librarians. They surveyed librarians at Indonesian academic libraries to gather data. The researchers used a statistical method called Partial Least Square Structural Equation Modeling (PLS-SEM) to analyze the data. Interestingly, the study found that the librarians scored high in both cultural intelligence and job performance. Even more importantly, the study revealed a strong relationship between the different aspects of CQ (metacognitive, cognitive, motivation, and behavior) and how well the librarians performed their jobs. These findings suggest that cultural intelligence is a key factor in boosting overall job performance.

Another study, conducted in Malaysia by Hartin et al. (2019), explored the relationship between CQ and job performance within a multicultural environment. They focused on public service employees in two Malaysian government agencies and surveyed them to gather data. Similar to the Indonesian study, the researchers used advanced statistical methods (PLS-SEM) to analyze the data. The findings showed that cognitive CQ and motivational CQ had a positive influence on both how well employees completed their tasks (task performance) and how they went above and beyond (contextual performance). However, the study did not find a significant relationship between meta-cognitive and behavioral CQ and job performance.

Researchers in India, Jyoti & Kour (2017), investigated the impact of cultural intelligence on job performance. They were particularly interested in how well someone adapts to different cultures influences how well they perform their job. Given India's rich cultural diversity, the study emphasized the importance of CQ. The researchers used statistical techniques to analyze and confirm their ideas about these factors. Their findings showed a notable correlation between cultural intelligence and job performance, with cross-cultural adaptability playing a key role in

between. In other words, the better you can adapt to different cultures, the more your cultural intelligence helps you perform well in your job.

A study by Nunes et al. (2017) in Brazil examined the relationship between cross cultural adaptation, cultural intelligence and job performance among expatriates. Interestingly, their findings differed from other studies. They found no significant relationship between any of the four dimensions of CQ and how well expatriates performed in their jobs. This challenges the notion that all aspects of CQ necessarily translate to job performance.

A study conducted in Iran by Isfahani et al., (2013) investigated the influence of different cultural intelligence aspects on employee job performance. Their study, conducted at Azaran Industrial Group with 200 employees, yielded the following results. Meta-cognitive CQ had a positive influence on performance. Cognitive CQ also had a positive influence, but to a lesser extent compared to Motivational CQ, which showed a strong positive relationship with performance. Interestingly, the study found the behavioral aspect of CQ to have the weakest relationship with job performance among the four dimensions.

Adding to the ongoing research on cultural intelligence and job performance, Duff et al. (2012) conducted a study with 102 Canadian business students. Their focus was on task performance, which is how well someone completes their assigned duties. The study found that students who were skilled in two key areas of CQ meta-cognitive and behavioral performed significantly better on their tasks. This suggests that being able to think critically about cultural situations and adapt your behavior accordingly are important for strong task performance. Interestingly, the study find no significant relationship between cognitive and motivational cultural intelligence and task performance.

Researchers in Iran (Kelidbari et al., 2012) investigated the influence of CQ on job performance among employees at Ports and Maritime headquarters in Khuzestan province. The study, with 217 participants, yielded noteworthy results. Meta-cognitive CQ and behavioral CQ did not show a significant influence to job performance. However, cognitive CQ and motivational CQ both had a positive and significant influence on performance. This suggests that in this particular

context, having a strong understanding of different cultures and the motivation to interact effectively may be more important than strategic planning or adapting your behavior.

Underscoring the importance of cultural intelligence in international business, Hadia's (2011) research focused on the hospitality industry in Egypt's hotel sector. The study found a significant relationship between high levels of CQ and strong employee performance. This suggests that CQ should be a key factor in both selecting and training employees, particularly in multinational companies. Hadia's findings confirm a positive relationship between CQ and various performance measures for hotel staff. The study concludes that CQ is a crucial attribute for employees in the international hospitality sector and recommends programs to identify and develop CQ among staff.

Ali et al., (2010) conducted a study at Iran's AL-Mustafa International University, which educates religious missionaries on an international scale and admits students from across the globe. The research aimed to investigate the correlation between cultural intelligence and employee performance within a multicultural setting. Employing a correlation-survey method, data were collected through random sampling and the distribution of questionnaires among the staff of a religious-scientific institution. As per the findings, cultural intelligence and its components demonstrate a significant relationship with job performance. Metacognitive cultural intelligence plays a crucial role in influencing performance because individuals possessing high metacognitive cultural intelligence understand how and when to leverage their cultural knowledge. Rather than relying solely on their existing knowledge, they adeptly apply multiple knowledge structures to adapt to various conditions. Similarly, cognitive cultural intelligence facilitates a nuanced understanding of job expectations across different cultural contexts, thereby impacting performance accordingly. Moreover, drawing from motivational theories, motivational cultural intelligence contributes to enhanced performance by bolstering individuals' determination to fulfill tasks effectively. This motivational aspect of cultural intelligence fosters greater adaptability in verbal and nonverbal behaviors, enabling individuals to meet the expectations of others more effectively, thereby positively influencing their performance.

Adding to the research on CQ and job performance, Amiri et al. (2010) investigated the association in religious organizations. They used a survey approach to gather data from a random

sample of employees and analyzed it using Spearman's correlation to assess the relationships. The result indicated that metacognitive CQ, cognitive CQ, motivational CQ and behavioral CQ had a significant positive relationship with performance of employees in religious entities. This suggests that in this specific context, all aspects of cultural intelligence may be beneficial for good job performance.

Rose et al. (2010) explored the impact of cultural intelligence on expatriate performance in Malaysia. They gathered primary data from 332 expatriates through online questionnaires emailed to participants. Regression analysis indicated that metacognitive, cognitive, behavioral, and motivational cultural intelligence positively affected contextual performance, but all dimensions of CQ did not significantly influence task performance.

Ang & Van (2007) examined the effects of CQ on various aspects of performance in a study involving students from the Midwestern USA and Singapore with a total of 593 participants. Their focus went beyond just task completion and looked at cultural judgment and decision-making, cultural adaptation, and task performance. Interestingly, they found that cognitive CQ and motivational CQ did not have a significant influence on task performance. However, students who scored high on meta-cognitive CQ and behavioral CQ performed significantly better on their tasks. This suggests that in this student population, the ability to analyze cultural situations and adapt your behavior accordingly was more important for task performance than simply having cultural knowledge or motivation.

A research conducted by Shikanga, (2020) in Kenya aimed to establish the influence of cultural intelligence on employee performance within international humanitarian research organizations based in Kenya. Using a survey design and a questionnaire, data were collected from 150 employees across 15 organizations. The study utilized descriptive statistics, factor analysis, Spearman’s rho correlation, and multiple linear regression to analyze the data. Findings revealed that metacognitive, motivational, and behavioral cultural intelligence positively influenced employee performance, while cognitive cultural intelligence had an insignificant impact. Despite positive relationships, these were weak, and the study recommended incorporating qualitative methods and secondary data for future research to enhance understanding.

Nafei (2013) conducted a study examining the impact of cultural intelligence on employee job performance at King Abdel-Aziz Hospital in Al-Taif, Saudi Arabia. Classified as a survey-based applied research, its main aim was to evaluate employees' perceptions regarding CQ and EJP. The study also investigated the influence of CQ on EJP. The results revealed a significant direct effect of different aspects of CQ on EJP.

Individuals often underperform when relocated outside their home region due to their inability to grasp cultural differences in role expectations (Stone-Romero et al., 2003). A majority of studies have investigated the relationship between cultural intelligence and job performance, and finding the result to be significant (Ali et al., 2010, Lee and Sukoco, 2010, Nafei, 2013, Masrek et al., 2021). A culturally intelligent individual can effectively navigate interactions with people from different cultures, thereby enhancing their performance. Intercultural competencies are also expected to mitigate misunderstandings in role expectations, ultimately leading to improved performance. (Kumar et al., 2008; Ng et al., 2012).

2.4) Conceptual Framework

A conceptual framework serves to connect concepts, empirical research findings, and relevant theories. Its purpose is to advance and systematize knowledge about related concepts or issues. In this review, the influence of cultural intelligence on employee job performance through theoretical and empirical research was examined. Many researchers found a significant and positive effect between cultural intelligence and job performance.

Building on the idea that CQ is a more direct predictor of job performance than general intelligence (Earley & Ang, 2003), this study delves into the relationship between CQ and job performance among employees in INGOs. This research area has gained significant traction, with studies by Ang et al. (2007), Chen et al. (2011), Ramalu et al. (2012), and Jyoti & Kour (2017) providing strong evidence that high CQ leads to strong performance in multicultural settings.

The ability to navigate diverse cultural environments is seen as a crucial competency for INGO employees. Therefore, this research specifically examines how the four dimensions of CQ – metacognitive CQ, cognitive CQ, motivational CQ, and behavioral CQ influence both task performance and contextual performance among INGO staff in A.A, Ethiopia.

CQ is the independent variable while JP is the dependent variable. CQ is measured from four dimensions, namely, metacognitive, cognitive, motivation, and behavioral (Earley and Ang (2003) and Ang et al., (2007)). Motowidlo et al., (1997) propose that job performance is two dimensional concept that can be differentiated into: task performance and contextual performance.

Cultural Intelligence **Job performance**

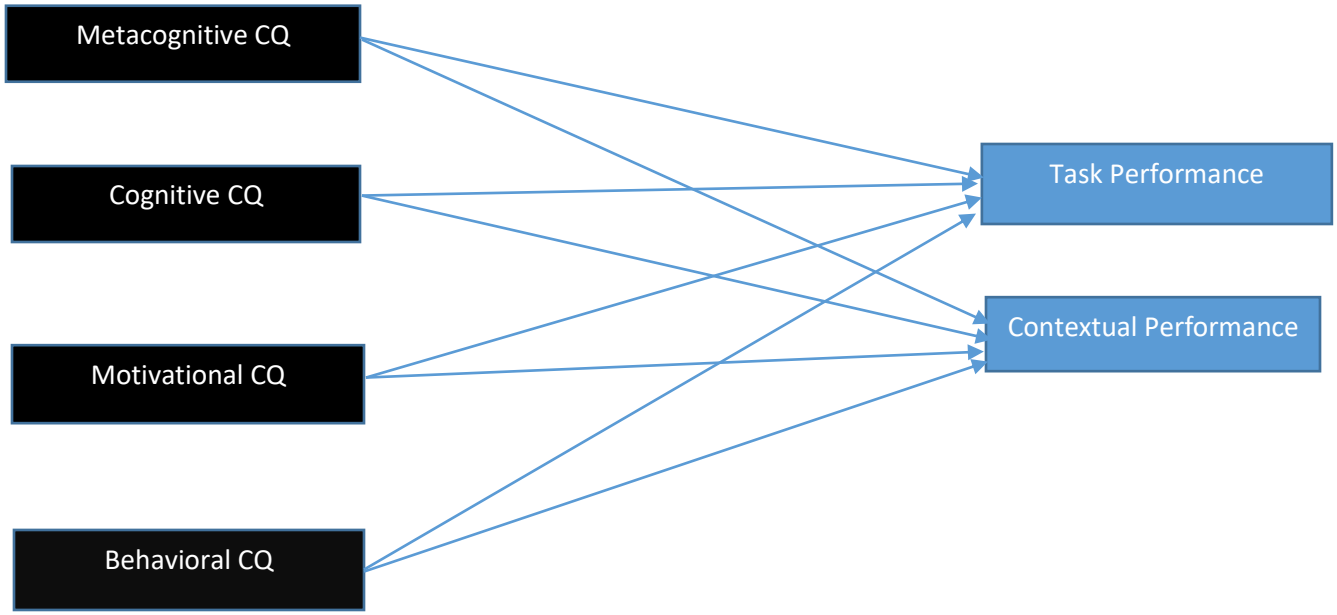

Figure 1 Conceptual Framework

(Adopted from Hartini et al. 2019)

2.5) Research Hypothesis

Building on the theoretical background, empirical review of previous researches, and the established framework, this study proposes specific hypotheses to be tested. The research then goes on to empirically examine the influence of cultural intelligence on employee job performance within INGOs located in A.A, Ethiopia.

H1: Meta cognitive CQ has a significant and positive influence on employee task performance in INGOs in A.A Ethiopia.

H2: Cognitive CQ has a significant and positive influence on employee task performance in INGOs in A.A Ethiopia.

H3: Motivational CQ has a significant and positive influence on employee task performance in INGOs in A.A Ethiopia.

H4: Behavioral CQ has a significant and positive influence on employee task performance in INGOs in A.A Ethiopia.

H5: Meta cognitive CQ has a significant and positive influence on employee contextual performance in INGOs in A.A Ethiopia.

H6: Cognitive CQ has a significant and positive influence on employee contextual performance in INGOs in A.A Ethiopia.

H7: Motivational CQ has a significant and positive influence on employee contextual performance in INGOs in A.A Ethiopia.

H8: Behavioral CQ has a significant and positive influence on employee contextual performance in INGOs in A.A Ethiopia.

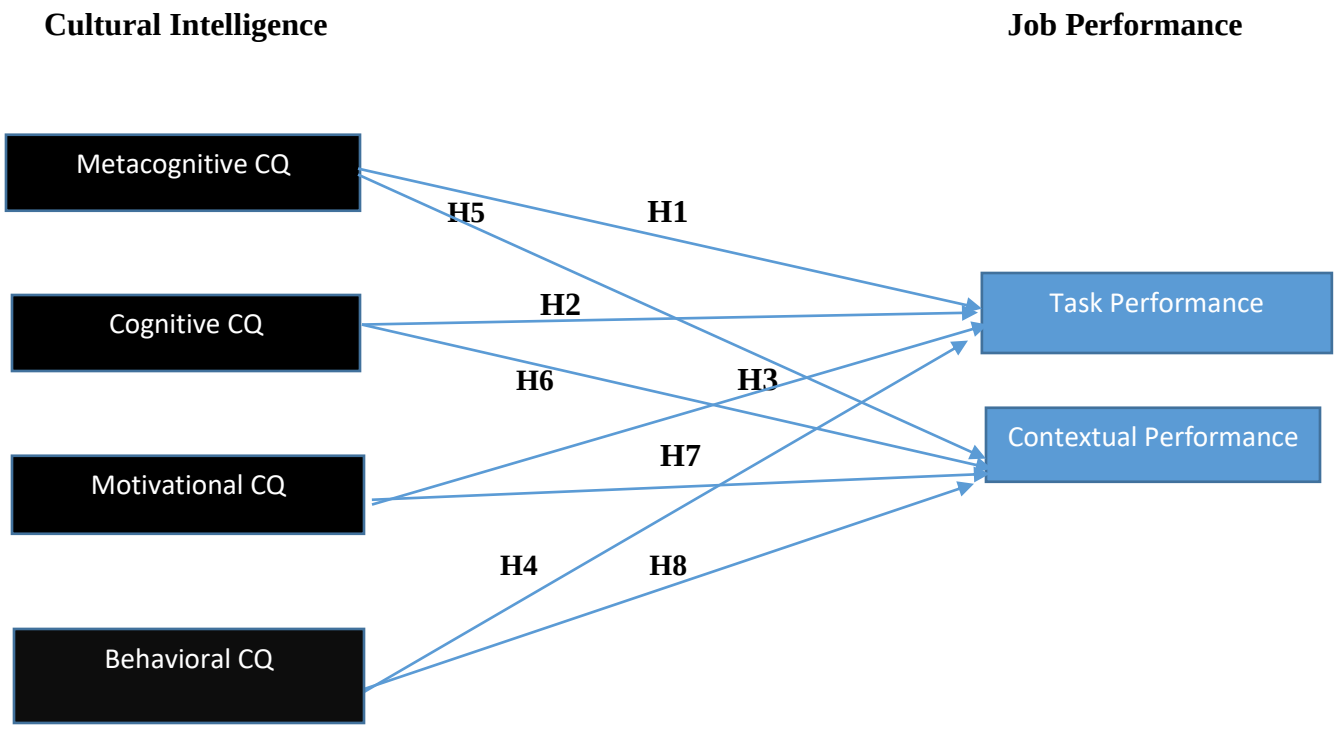

Figure 2 Hypothesized Relationships

CHAPTER THREE

RESEARCH METHODOLOGY

3.1) Introduction

This section details the methodological approach employed in this research. It includes an in-depth overview of the study area, the research approaches adopted, and the research design implemented. Additionally, it explains the determination of the population and sample size, the sampling methods and procedures, types and sources of data, data collection procedures, as well as reliability and validity measures. Ethical considerations are also addressed. Each of these components are presented sequentially to provide a comprehensive overview of the research process.

3.2) Study Area

Addis Ababa, the capital city of Ethiopia, was chosen for the study due to its role as a major political, economic, and diplomatic center. The city hosts the African Union and several United Nation agencies, making it a hub for international affairs and development work, which aligns well with the study's focus. According to data records from civil society organizations, Addis Ababa is currently home to 400 international NGOs. These organizations engage in various sectors such as health, education, economic development, and humanitarian aid, offering a broad spectrum of job roles and functions. In this manner, the study aimed to fulfill its primary goal of examining the influence of cultural intelligence on employee job performance on ten selected INGOs in A.A.

3.3) Research Design

Kothari (2004) defined research design as a conceptual structure within which research is conducted; it constitutes the blueprint for the collection, measurement, and analysis of data. The research design is intended to provide an appropriate framework for a study. There's no one-size-fits-all design, and researchers often have various options to achieve their objectives. In this

particular study, the focus is on understanding how cultural intelligence influences employee performance. To achieve this, a cross-sectional survey and explanatory research design was employed. This method, as defined by Saunders et al. (2009), involves gathering information from a sample group at a specific point in time.

3.4) Research Approach

Kothari (2004) delineates two principal research methodologies: quantitative and qualitative. The quantitative approach entails the collection of numerical data amenable to rigorous analysis using formal and structured techniques. Given the primary objective of this study to investigate the influence of cultural intelligence on employee job performance, which necessitates thorough variable analysis via regression, a quantitative research approach is deemed appropriate. Such an approach is conducive to deductive research, facilitating hypothesis testing and the measurement of relationships among variables, thereby enabling the generalization and replication of findings. Hence, this study adopts a quantitative research approach to examine the influence of cultural intelligence on employee job performance.

3.5) Population and Sampling

3.5.1) Population

While there are about 400 INGOs in A.A, the target population of this study is comprised of employees of ten selected INGOs. This study utilized purposive sampling to recruit a sample of international NGOs in Addis Ababa. This technique facilitates strategic selection of INGOs that best align with the research objectives. The selection criteria for the 10 INGOs focused on the presence of a substantial number of foreign employees in each organization, alongside local employees, to ensure a multicultural environment. INGOs with a significantly high presence of foreign staff were specifically included in the study to enhance the diversity aspect. Additionally, these organizations had to demonstrate a readiness to fully engage in the research process by providing access to their employees and the necessary organizational information.

3.5.2) Sampling Technique

Building on Kothari's (2004) definition of a sample as a representative subset of a larger population, this study employed a specific probability sampling technique called stratified sampling. In stratified sampling, the entire target population – in this case, INGO employees – is divided into subgroups (strata) based on shared characteristics. Here, the strata were foreign employees and local employees. Then, participants were randomly selected proportionally from each subgroup, ensuring the final sample accurately reflects the proportions of foreign and local employees within the overall INGO workforce.

3.5.3) Sample Size

The sample size determined using the formula proposed by Kothari (2004):

$n=N/1+ (N \times e^2)$

Where:

- n = sample size
- N = target population
- e = Standard error (set at 5%)

Hence, N=1360 and e=5%

n=309

As shown in the formula calculated above, a sample size of 309 is appropriate for a given population size of 1360.The population size of 1360 represents the total number of employees within the selected ten INGOs. Therefore 309 questionnaires were distributed for the selected ten INGOs.

3.6) Data Source and Type

Primary data are freshly collected for the first time and are original in nature, whereas secondary data have been previously gathered by other parties and have undergone statistical processing (Kothari, 2004). Research often utilizes a blend of primary and secondary data to address inquiries (Saunders et al., 2009). Hence, this study utilized primary data sources to investigate the research questions. Structured questionnaires were prepared and distributed to employees of INGOs to collect firsthand information.

3.7) Data Collection Procedure

The research utilized primary data obtained through structured questionnaires tailored to meet the research objectives. These questionnaires were crafted by drawing upon relevant insights from relevant journal articles. After determining the appropriate sample size, the questionnaires were disseminated to respondents via email and in-person visits, with responses subsequently collected through the same channels.

3.8) Data Collection Instrument

Structured questionnaires were utilized to collect primary data from chosen participants. These questionnaires were divided into three parts. The first part focused on the participants' background information, such as demographics. The second part addressed the cultural intelligence of the participants. The third part dealt with job performance. The questionnaire items were sourced from various standardized scholarly articles to ensure reliability and validity in the data collection process.

3.9) Measures

In examining the relationship between cultural intelligence and job performance among INGO employees, this study designated CQ as the independent variable (exogenous latent variable) and job performance as the dependent variable (endogenous latent variable). A standardized five-point Likert scale (ranging from "strongly disagree" to "strongly agree") ensured consistent measurement of both variables. To assess cultural intelligence, the study employed the well-

established four-factor Cultural Intelligence Scale (CQS) developed by Ang et al. (2007). This 20-item questionnaire measures the four key dimensions of CQ: metacognitive CQ (4 items, α = 0.76), cognitive CQ (6 items, α = 0.76), motivational CQ (5 items, α = 0.79), and behavioral CQ (5 items, α = 0.77). Job performance was also measured using a five-point Likert scale, demonstrating high reliability with an alpha coefficient of 0.935 for task performance (5 items) and 0.929 for contextual performance (6 items). This scale, adapted from Caliskan (2022), comprised 11 items to capture both aspects of job performance. The complete details of these questionnaires are available in the appendix.

3.10) Reliability and Validity

Prior to data collection, a pilot test was conducted with 20 questionnaires to assess the reliability and validity of the instrument. Reliability refers to how consistently a method measures a variable. If the same result can be consistently achieved using the same methods under the same situations, the measurement is considered reliable (Middleton, 2019). The Reliability result showed strong internal consistency for each construct, with Cronbach's alpha values exceeding 0.7 for all variables.

Table 1 Reliability analysis of pilot survey

Constructs/ Measurement Items	Cronbach's Alpha
Metacognitive CQ	0.851
Cognitive CQ	0.810
Motivational CQ	0.865
Behavioral CQ	0.821
Task Performance	0.920
Contextual Performance	0.913

Source: (Own survey, 2024)

Validity assesses whether a questionnaire effectively measures its intended purpose, covering its objectives well. Types of validity analysis include face, content, construct, and criterion validity. The focus here was on content validity, which ensures questionnaire items accurately represent the intended content. The recommended approach is to involve a panel of experts in the field for validation (Choudrie and Dwivedi, 2005).In this study validity was confirmed through the involvement of relevant professionals in the field, including experienced individuals from

INGOs, ensuring that the questionnaire effectively measured the study variables. Few questions were slightly modified based on received suggestions.

3.11) Method of Data Analysis

In examining the collected data, this study utilized a two-pronged approach. Descriptive statistics served as the first step, summarizing the demographic information provided by the participants. This analysis conducted using SPSS software, offered a comprehensive overview of the sample characteristics by calculating key measures like averages, frequencies, and percentages.

For the core analysis, the study ventured into Partial Least Squares Structural Equation Modeling (PLS-SEM). This method is particularly useful when dealing with complex relationships between variables, especially in situations with smaller sample sizes or non-normal data distributions. PLS-SEM itself involves two main phases (Hair et al, 2013).

The first phase, measurement model analysis, focuses on assessing the relationships between latent constructs and their observable indicators. This phase ensures the chosen measures are reliable and valid, effectively reflecting the underlying concepts they represent. In essence, this analysis helps to determine the quality of measurement and the strength of the relationships between variables (Hair et al, 2013).

The second phase, structural model analysis, shifts the focus to the relationships between the latent constructs themselves. Here, researchers can test their hypotheses and evaluate the overall theoretical model. SmartPLS 4 software was employed for this analysis, offering robust tools for conducting both measurement model and structural model analyses within the PLS-SEM framework. This facilitates the estimation of path coefficients, determination of model fit, and assessment of overall model validity and reliability. Ultimately, it allows researchers to rigorously evaluate their theoretical models and draw meaningful conclusions from the data collected in the study (Ringle et al, 2020).

3.12) Ethical Considerations

In this study, ethical considerations were paramount throughout the research process. Prior to data collection, participants were fully informed about the study objectives, ensuring transparency and informed consent. Confidentiality of the employees was strictly maintained, with data being used solely for the purpose of analyzing variables and their relationships. Participant identities were kept anonymous to safeguard privacy and prevent any potential harm or discomfort.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, AND INTERPRETATION

4.1) Introduction

This chapter delves into the comprehensive data analysis, interpretation, and findings of the study, utilizing SPSS 27.0.software for descriptive analyses of demographic information and SMARTPLS 4 for more advanced evaluations, including the measurement and structural models. Initially, data cleaning was undertaken to ensure the reliability and validity of the dataset. Then the process begins with coding responses in SPSS, followed by an assessment of the measurement model's validity and reliability through convergent and discriminant validity checks, and reliability metrics. Subsequently, the structural model is evaluated to test the significance of the proposed hypotheses. This rigorous methodological approach lays a solid foundation for the subsequent discussion and conclusion, ensuring the robustness and reliability of the study's findings.

4.2) Response Rate

A total of 309 questionnaires were distributed, and 263 were returned, yielding a response rate of approximately 85%. This high response rate is particularly noteworthy as it exceeds the threshold recommended by Gordon (2002), who suggested that a response rate of 70% and above is preferable for making reliable inferences. The robust response rate enhances the credibility and validity of the study, as it indicates a high level of engagement from the participants and reduces the likelihood of response bias. Consequently, all 263 returned questionnaires were deemed suitable for quantitative analysis and discussion, ensuring that the study's objectives could be comprehensively addressed based on a substantial and representative sample.

4.3) Demographics of Respondents

The demographics of the respondents in this section encompass various factors: gender, age, nationality, educational background, and work experience. Understanding these aspects provides essential context for understanding the characteristics of the sample population.

4.3.1) Gender

Table 2 Gender of Respondents

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	181	68.8	68.8	68.8
	Female	82	31.2	31.2	100.0
	Total	263	100.0	100.0	

Source: (Own survey, 2024)

The data presented illustrates a gender distribution within a sample of 263 respondents. Among the respondents, 68.8% identified as male, with 31.2% identifying as female. This breakdown highlights a higher proportion of male participants compared to females in the sample.

4.3.2) Age

Table 3 Age of Respondents

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20-30	23	8.7	8.7	8.7
	31-40	147	55.9	55.9	64.6
	41-50	93	35.4	35.4	100.0
	Total	263	100.0	100.0	

Source: (Own survey, 2024)

The data provided presents a breakdown of respondents across different age brackets within a sample of 263 individuals. Among these respondents, the majority, accounting for 55.9% of the sample, fall within the age bracket of 31-40 years old, indicating a significant representation of individuals in their thirties. Following this, 35.4% of respondents are aged between 41 and 50 years old, while a smaller proportion, 8.7%, belong to the 20-30 age bracket. This distribution suggests a notable concentration of respondents in their thirties, with comparatively fewer individuals in both younger and older age groups. Understanding the age demographics of the sample is essential for contextualizing the characteristics of the study population.

4.3.3) Nationality

Table 4 Nationality of Respondents

Nationality

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Foreigner	167	63.5	63.5	63.5
	Ethiopian	96	36.5	36.5	100.0
	Total	263	100.0	100.0	

Source: (Own Survey, 2024)

The provided data illustrates the distribution of respondents based on their nationality within a sample of 263 individuals. Among the participants, 63.5% identified as foreigners, while 36.5% identified as Ethiopians. This breakdown emphasizes the significant presence of foreigners in the sample, underscoring its diverse composition. Understanding the distribution of nationality is pivotal for acknowledging the varied perspectives and backgrounds of respondents.

4.3.4) Educational Background

Table 5 Educational Background of Respondents

Educational Background

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Degree	171	65.0	65.0	65.0
	Masters	86	32.7	32.7	97.7
	PhD	6	2.3	2.3	100.0
	Total	263	100.0	100.0	

Source: (Own Survey, 2024)

The data reveals that the educational levels of respondents within a sample of 263 individuals. Among the participants, 65.0% hold a degree, while 32.7% have completed a master's program. Only a small proportion, 2.3%, have obtained a PhD. This breakdown underscores a predominant representation of individuals with undergraduate degrees, followed by those with master's qualifications, and a minority with doctoral degrees. Understanding the educational distribution is vital for recognizing the diverse academic backgrounds of respondents and also ensures that the level of comprehension of the respondents in addressing the questions.

4.3.5) Work Experience in the Organization

Table 6 Work Experience of Respondents

Experience in the organization

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-3 years	69	26.2	26.2	26.2
	4-6 years	99	37.6	37.6	63.9
	7-10 years	51	19.4	19.4	83.3
	above 10 years	44	16.7	16.7	100.0
	Total	263	100.0	100.0	

Source: (Own Survey, 2024)

The data outlines the distribution of respondents' experience within the organization among a sample of 263 individuals. Among participants, 26.2% have 1-3 years of experience, 37.6% have 4-6 years, 19.4% have 7-10 years, and 16.7% have over 10 years of experience. This breakdown highlights a substantial representation of individuals with mid-range experience (4-6 years), followed by those with 1-3 years, 7-10 years, and over 10 years of experience, respectively. Understanding this distribution is essential for comprehending the varied tenure of respondents within their organizations, which can potentially influence their perspectives, roles, and contributions to the study.

4.4) PLS - SEM Analysis

Partial Least Squares Structural Equation Modeling is a standard approach for analyzing complex inter-relationships between observed and latent variables. Following Hair et al. (2013), PLS-SEM analysis involves a two-step process. The first step is measurement model assessment and the second step is structural model evaluation. The measurement model lays the groundwork by defining latent variables and assigning observed variables to each, examining whether theoretical constructs are accurately measured by manifest variables through reliability and validity assessments. Conversely, the structural model defines the causal links between latent variables, assessing the relevance and importance of the hypothesized relationships. Model estimation provides empirical measurements of the relationships between indicators and constructs, as well as the interrelationships among the constructs. These measures facilitate the comparison of theoretical models with sample data, determining the fit between theory and reality. Thus, to empirically evaluate the research model, a two-stage assessment procedure is crucial: firstly, scrutinizing the measurement model for reliability and validity, and subsequently, examining the structural model for variance explanation and predictive relevance (Hair, J. et al., 2017).

4.4.1) Measurement Model

The evaluation of the constructs' quality in this study begins with examining the measurement model. This assessment process initiates with the examination of construct reliability (internal

consistency reliability), and construct validity, (convergent validity, and discriminant validity).The PLS procedure produced the factor loadings as presented in table 8.

Factor loading

Factor loadings, a fundamental aspect of structural equation modeling, gauge the correlation between each item and its underlying factor. As Pett et al. (2003) elucidate, these loadings span from -1.0 to +1.0, with greater absolute values signifying stronger correlations. In the present study, none of the items displayed factor loadings below the recommended threshold of 0.50 (Hair et al., 2017), eliminating the need for item removal. The factor loadings, indicative of the robustness of the measurement model, are tabulated for reference below.

Table 7 Factor Loading Analysis

	BEH	COG	CP	MC	MOT	TP
BEH1	0.777					
BEH2	0.795					
BEH3	0.814					
BEH4	0.897					
BEH5	0.876					
COG1		0.770				
COG2		0.716				
COG3		0.741				
COG4		0.777				
COG5		0.706				
COG6		0.796				
CP1			0.751			
CP2			0.894			
CP3			0.891			
CP4			0.911			
CP5			0.868			
CP6			0.851			
MC1				0.858		
MC2				0.795		
MC3				0.871		
MC4				0.845		
MOT1					0.835	
MOT2					0.879	
MOT3					0.728	
MOT4					0.888	
MOT5					0.772	
TP1						0.883
TP2						0.905
TP3						0.901
TP4						0.863
TP5						0.821

Note BEH: Behavioral CQ, COG: Cognitive CQ, CP: Contextual performance, MC: Meta cognitive CQ, MOT: Motivational CQ, TP: Task performance

Source: (Own survey, 2024)

4.4.1.1) Reliability analysis

Reliability refers to the consistency and dependability of the measurement model. It evaluates the extent to which the indicators or items of a construct reliably measure the latent variable they are intended to represent (Hays & Revicki, 2002) In this study, reliability was evaluated using internal consistency reliability, specifically through Cronbach's Alpha and Composite Reliability ,which assess the consistency of items within the instrument in measuring the intended construct.

Internal consistency Reliability

Internal consistency reliability measures how consistently items within an instrument assess various elements of the same trait or construct. This type of reliability is often evaluated through indicators such as Cronbach's alpha (α) and composite reliability (CR).Values above 0.70 are generally considered acceptable for indicating satisfactory internal consistency reliability (Hays & Revicki, 2002).

Table 9 provides internal consistency reliability measures, encompassing Cronbach's alpha and composite reliability for various constructs in the study. These metrics assess the degree of correlation among items within each construct and their capacity to yield consistent responses.

Cronbach's Alpha: This statistic indicates internal consistency reliability, with higher values indicating stronger reliability. Across all constructs, values range from 0.810 to 0.930, surpassing the typically accepted threshold of 0.70.

Composite Reliability: These metrics also evaluate internal consistency reliability, with values ranging from 0.864 to 0.946 for CR. These values exceed the recommended threshold of 0.70, affirming robust reliability.

The findings suggest that items within each construct reliably capture the intended constructs. This robust internal consistency, surpassing the threshold values, enhances confidence in the measurement model's quality and the reliability of the constructs for subsequent analyses in the study.

Table 8 Reliability Analysis (Cronbach's alpha & Composite reliability)

	Cronbach's alpha	Composite reliability
BEH	0.810	0.867
COG	0.812	0.864
CP	0.930	0.946
MC	0.864	0.907
MOT	0.840	0.888
TP	0.923	0.942

Note BEH: Behavioral CQ, COG: Cognitive CQ, CP: Contextual performance, MC: Meta cognitive CQ, MOT: Motivational CQ, TP: Task performance

Source: (Own survey, 2024)

4.4.1.2) Validity Analysis

Construct validity refers to how well a measurement accurately represents the underlying construct it intends to measure. Within structural equation modeling, convergent validity and discriminant validity are employed to evaluate the validity of a measurement model. (Hair et al., 2013)

A) Convergent Validity

Convergent validity indicates the extent to which different measures of the same construct produce consistent results, demonstrating agreement among various methods of assessing a construct. Specifically, it assesses how well a measure correlates positively with other measures of the same construct. An Average Variance Extracted (AVE) value of 0.50 or higher signifies that the items effectively converge to measure the underlying construct, confirming convergent validity (Hair et al., 2013). In this study, while most constructs achieved satisfactory AVE values, indicating strong convergent validity, some constructs had slightly lower AVE values ranging from 0.515 to 0.766. Despite these lower AVE values, all constructs exhibited Composite Reliability values above 0.70, demonstrating adequate internal consistency reliability and indicating no major issues with convergent validity. The AVE values of the constructs are presented in Table 10 below.

Table 9 Convergent Validity (AVE)

	Average variance extracted (AVE)
BEH	0.568
COG	0.515
CP	0.744
MC	0.710
MOT	0.618
TP	0.766

Note BEH: Behavioral CQ, COG: Cognitive CQ, CP: Contextual performance, MC: Meta cognitive CQ, MOT: Motivational CQ, TP: Task performance

Source: (Own survey, 2024)

B) Discriminant validity

Discriminant validity indicates how well a construct is empirically distinct from other constructs (Hair et al., 2017). To assess the discriminant validity of the measurement model, two techniques were employed. These are Cross loading and Fornell-Larcker criterion.

Cross loading

Cross-loadings aid in determining whether an item primarily loads onto its intended construct rather than onto other constructs in the study (Fornell et al., 1981). The results demonstrate how strongly each item relates to its intended construct in comparison to other constructs in the study. The absence of any cross-loadings that exceed an item's loading on its intended construct suggests that there are no issues with discriminant validity. Table 11 presents cross-loadings of the items on the latent constructs indicating the absence of any apparent issues related to discriminant validity.

Table 10 Discriminant Validity – Cross Loadings

	BEH	COG	CP	MC	MOT	TP
BEH1	***0.777***	0.286	0.480	0.308	0.496	0.480
BEH2	***0.795***	0.388	0.489	0.334	0.496	0.451
BEH3	***0.814***	0.420	0.514	0.357	0.524	0.488
BEH4	***0.697***	0.413	0.598	0.274	0.562	0.532
BEH5	***0.676***	0.374	0.634	0.304	0.572	0.561
COG1	0.333	***0.670***	0.291	0.213	0.393	0.326
COG2	0.382	***0.716***	0.391	0.290	0.373	0.337
COG3	0.291	***0.741***	0.303	0.298	0.370	0.215
COG4	0.339	***0.777***	0.316	0.258	0.330	0.202
COG5	0.410	***0.700***	0.343	0.175	0.341	0.305
COG6	0.389	***0.696***	0.348	0.230	0.374	0.315
CP1	0.582	0.391	***0.751***	0.197	0.519	0.575
CP2	0.636	0.358	***0.894***	0.318	0.621	0.643
CP3	0.638	0.425	***0.891***	0.301	0.601	0.623
CP4	0.648	0.386	***0.911***	0.261	0.633	0.629
CP5	0.642	0.448	***0.868***	0.423	0.652	0.578
CP6	0.653	0.420	***0.851***	0.442	0.660	0.589
MC1	0.260	0.159	0.241	***0.858***	0.310	0.245
MC2	0.389	0.297	0.323	***0.795***	0.369	0.278
MC3	0.318	0.307	0.312	***0.871***	0.398	0.369
MC4	0.424	0.346	0.378	***0.845***	0.435	0.327
MOT1	0.442	0.286	0.464	0.167	***0.635***	0.450
MOT2	0.571	0.444	0.608	0.481	***0.879***	0.607
MOT3	0.599	0.393	0.527	0.305	***0.728***	0.526
MOT4	0.617	0.436	0.632	0.386	***0.888***	0.669
MOT5	0.566	0.429	0.562	0.415	***0.772***	0.537
TP1	0.558	0.319	0.607	0.331	0.605	***0.883***
TP2	0.568	0.323	0.616	0.339	0.646	***0.905***
TP3	0.587	0.352	0.621	0.321	0.617	***0.901***
TP4	0.630	0.386	0.623	0.301	0.645	***0.863***
TP5	0.617	0.387	0.605	0.319	0.616	***0.821***

Note BEH: Behavioral CQ, COG: Cognitive CQ, CP: Contextual performance, MC: Meta cognitive CQ, MOT: Motivational CQ, TP: Task performance

Source: (Own survey, 2024)

Fornell-Larcker criterion

The Fornell-Larcker criterion compares the correlations between latent variables with the square root of the Average Variance Extracted (AVE) values (Fornell et al., 1981). According to this criterion, a construct's square root AVE must exceed its highest correlation with any other construct.

The results, presented in Table 12, indicate that the square root of the AVE for each construct (diagonal values in bold) is indeed greater than its correlations with other constructs (off-diagonal values). This confirms good discriminant validity, meaning the measures used effectively to capture unique aspects of each concept.

Table 11 Discriminant Validity- Fornell-Larcker criterion

	BEH	COG	CP	MC	MOT	TP
BEH	***0.754***					
COG	0.505	***0.718***				
CP	0.735	0.469	***0.863***			
MC	0.420	0.340	0.379	***0.843***		
MOT	0.714	0.510	0.715	0.456	***0.786***	
TP	0.678	0.405	0.703	0.368	0.716	***0.875***

Note BEH: Behavioral CQ, COG: Cognitive CQ, CP: Contextual performance, MC: Meta cognitive CQ, MOT: Motivational CQ, TP: Task performance

Source: (Own survey, 2024)

4.4.2) Structural Model

After assessing the accuracy of measurement model, the subsequent stage comprise assessing the structural paths. In structural modeling, the focus shifts from the assessment of measurement adequacy to examining the relationships and pathways between latent constructs. This phase delves into understanding the underlying causal mechanisms by evaluating the significance and strength of the hypothesized structural paths. The findings of the structural model in this study were analyzed across four key areas. Firstly, the R^2 levels were evaluated. Secondly, the significance and relevance of path coefficients were scrutinized. Thirdly, the effect sizes (f^2)

were examined. Lastly, the predictive relevance (Q^2) was discussed to assess the model's predictive capability.

4.4.2.1) Coefficient of Determination (R^2)

The coefficient of determination (R^2) reveals the extent to which independent variables account for variance in the dependent variable, illustrating the proportion of data variability explained by the measurement model. A higher R^2 value signifies enhanced explanatory power of the structural model in capturing variance within the endogenous latent variable, thus strengthening its predictive capability (Hairy et al 2017).

The R^2 values provide insights into the amount of explained variation in the outcomes (Contextual Performance (CP) and Task Performance (TP)) accounted for by the independent variables in the structural model as shown below in table 13. For CP, approximately 61.6% of the variance is accounted for by the model, suggesting a moderately strong predictive ability. Similarly, for TP, the model explains around 57% of the variance. The adjusted R-square values, which consider the number of predictors and degrees of freedom, are slightly lower but still indicate substantial explanatory power. Generally, R^2 values equal to or above 0.75 indicate substantial predictive capability, those equal to or above 0.5 are considered moderate, and values equal to or above 0.25 are deemed weak(Hairy et al 2013). These findings indicate that the structural model has a reasonable ability to predict both contextual and task performance based on the included independent variables.

Table 12 Coefficient of determination (R^2)

	R-square	R-square adjusted
CP	0.616	0.610
TP	0.570	0.563

Note CP: Contextual performance, TP: Task performance

Source: (Own survey, 2024)

4.4.2.2) Path Coefficient

A key element of interpreting relationships within a PLS structural model is the path coefficient. These coefficients represent the directional influence between underlying constructs in the model. Each path connects two constructs, essentially testing a hypothesis about how they are related. Similar to standardized beta coefficients in regression analysis, path coefficients range from -1 to +1. By examining the magnitude and sign of these coefficients, researchers can evaluate the validity or rejection of the proposed hypotheses (Gotz et al., 2010).

In the context of PLS analysis, path coefficients with standardized values exceeding 0.20 are generally considered significant. This threshold suggests a noteworthy influence of the independent variable on the dependent variable. In simpler terms, a strong path coefficient indicates that the independent variable has a substantial impact on the dependent variable, and can more effectively predict its outcome (Hair et al., 2017).

However, the importance and quality of these path coefficients require further confirmation through statistical tests. PLS analysis utilizes a technique called bootstrapping to generate t-values for each path coefficient. These t-values provide empirical evidence for the validity of the path coefficients, ensuring the robustness of the analysis.t-values greater than 1.96 (assuming a significance level of 0.05) are considered statistically significant (Hair et al., 2017).

Table 13 Path coefficient Results

Hypothesis	Path coefficient(β)	T statistics	P values	Hypothesis accepted/rejected
MC -> TP	0.014	0.296	0.384	Rejected
COG -> TP	0.017	0.274	0.392	Rejected
MOT -> TP	0.473	6.928	0.000	Accepted
BEH -> TP	0.341	5.374	0.000	Accepted
MC -> CP	0.007	0.157	0.438	Rejected
COG -> CP	0.056	1.188	0.117	Rejected
MOT -> CP	0.368	5.817	0.000	Accepted
BEH -> CP	0.441	8.091	0.000	Accepted

**Significant at p<0.05 (one-tailed). Significance levels were calculated with 5,000 bootstrap samples.*

Source: (Own survey, 2024)

The results of the path analysis are presented in Table 14, which details the estimated path coefficients for all hypothesized relationships. These coefficients, along with their corresponding t-statistics and significance levels, provide a comprehensive picture of the influence between the underlying constructs in the model. Drawing on these findings, the proposed hypotheses were rigorously examined to determine whether to accept or reject them based on the statistical evidence.

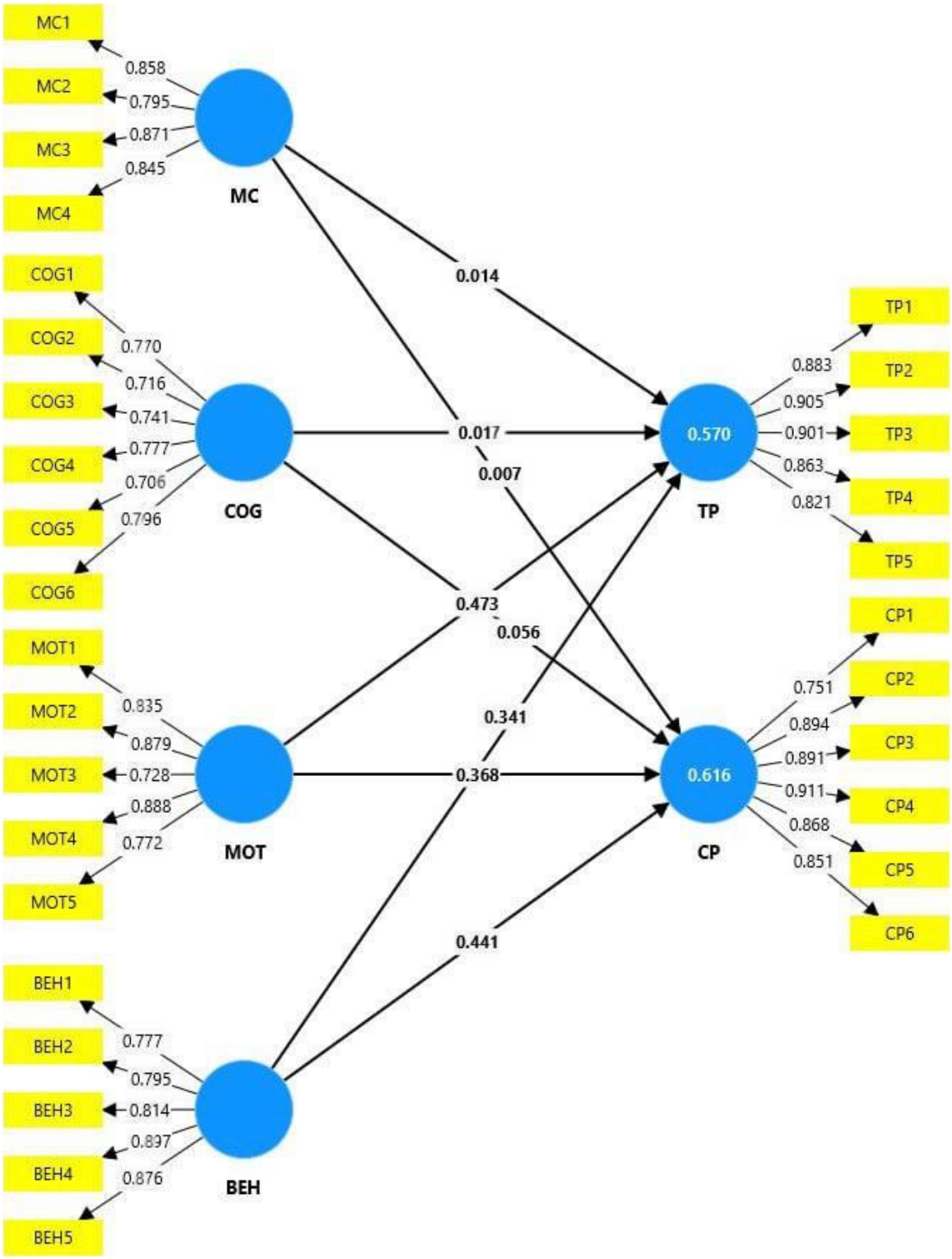

Figure 3 PLS-SEM Analysis

Source: (Own survey, 2024)

4.4.2.3 Effect Size (f^2)

To delve deeper into the predictive power of each independent variable in the model, researchers can analyze the change in R-squared when a specific variable is excluded. This measure, called effect size (f^2), indicates how much an independent variable contributes to explaining the variation in the dependent variable. In PLS path modeling, removing an independent variable allows us to see how much the R-squared value changes. This change reflects the impact of the excluded variable on the dependent variable's variation (Cohen, 1988)

According to Vinzi (2010), effect size values can be interpreted as follows: Large: 0.35 or higher Medium: 0.15, Small: 0.02.Essentially, the f^2 effect size helps us understand how much each independent variable (exogenous latent variable) contributes to the overall explanatory power (R^2) of the model for the dependent variable (endogenous latent variable). In simpler terms, it reveals the strength of the relationship between the variables.

Table 15 shows that the f^2 effect sizes in this study ranged from 0.000 to 0.288. This indicates varying degrees of predictive power for the independent variables, ranging from negligible to moderately strong. Independent variables with higher f^2 values are more effective in predicting the variation in the dependent variable, while those with lower values have a weaker contribution to the model's predictive ability.

4.4.2.4 Predictive Relevance (Q^2)

In the structural model, positive Q^2 values for an endogenous latent variable show how well the model predicts that particular construct. This value is determined through blindfolding, where data points are systematically removed and their values predicted based on the model. Higher Q^2 values imply greater predictive accuracy, with thresholds indicating the level of relevance (Hair et al. 2017). Following the use of blindfolding with an omission distance of 7, the Q2 values for contextual performance and task performance were notably large at 0.603 and 0.554, respectively. These results, significantly higher than the threshold value of zero, demonstrate the model's stability and strong predictive relevance for both constructs.

Overall, the model demonstrates moderate to strong predictive power and relevance, as evidenced by f^2 and Q^2 together with R^2 values. These results are summarized in table 15, providing a clear overview of the model's predictive performance.

Table 14 Predictive Power result (R^2, Q^2, and F^2)

Predictor(s)	Outcome(s)	R Square	Q Square	F Square
MC	CP	0.616	0.603	0.000
COG				0.006
BEH				0.231
MOT				0.155
MC	TP	0.570	0.554	0.000
COG				0.000
BEH				0.123
MOT				0.228

Source: (Own survey, 2024)

Model Fit

Beyond the previously discussed statistics, additional measures can be used to evaluate how well the model fits the data. The Standardized Root Mean Square Residual (SRMR) and the Normed Fit Index (NFI) provide further insights into model fit. Generally, an SRMR value below 0.08 and an NFI value exceeding 0.50 are considered indicative of a good fit (Ringle et al., 2016). Encouragingly, this study's results demonstrate a good model fit, with an SRMR of 0.064 and an NFI of 0.768. These values suggest that the model effectively captures the relationships between the underlying constructs being investigated. The result showed in table 16

Table 15 Model fit result

	Saturated model	Estimated model
SRMR	0.064	0.062
NFI	0.768	0.768

SRMR: Standardized Root Mean Square Residual, NFI: Normed Fit Index

Source: (Own survey, 2024)

4.6) Hypothesis Testing

The study assessed the path coefficients between latent variables to evaluate the proposed hypotheses and the overall structural model**.** Following Hair et al. (2017), path coefficients exceeding 0.2 were considered indicative of a significant influence within the model. Encouragingly, four of the proposed hypotheses received support from the analysis (refer to Table 14). These hypotheses were statistically significant at the p = 0.05 level, demonstrated the expected directional relationships, and possessed path coefficient values (β) ranging from 0.341 to 0.473.

Hypothesis 1 (H1) – Metacognitive CQ has a significant and positive influence on employee task performance in INGOs in A.A Ethiopia.

The analysis reveals a positive association between metacognitive cultural intelligence and task Performance, with a beta coefficient of 0.014. However, despite this positive trend, the statistical significance of this relationship is questionable. The t-value of 0.296 falls well below the threshold of 1.96 commonly used for a 5% significance level, and the associated p-value of 0.384 exceeds the typical cut-off of 0.05. These findings suggest that the influence of metacognitive CQ on employee task performance might not be statistically significant. Therefore, based on this analysis, H1 is not supported.

Hypothesis 2 (H2) - Cognitive CQ has a significant and positive influence on employee task performance in INGOs in A.A Ethiopia.

Hypothesis 2 posits that Cognitive CQ has a significant and positive influence on task performance. However, the result shows a beta coefficient of 0.017, with lower t value (0.274), and a p-value of 0.862, indicating no statistically significant effect. Therefore, Cognitive CQ does not significantly influence task performance. Thus, H2 is rejected.

Hypothesis 3 (H3) - Motivational CQ has a significant and positive influence on employee task performance in INGOs in A.A Ethiopia.

The analysis indicates a noteworthy relationship between motivational CQ and task performance (β=0.473; t = 6.928; p< 0.001). These findings strongly support the notion that motivational CQ exerts a significant and positive influence on employee task performance. Therefore, employees with higher motivational CQ, which reflects their motivation and confidence in functioning effectively in cross-cultural contexts, tend to perform better in their tasks, thus H3 is accepted

Hypothesis 4 (H4) - Behavioral CQ has a significant and positive influence on employee task performance in INGOs in A.A Ethiopia.

Based on the analysis, there exists a notable relationship between behavioral CQ and task performance (β=3.41; t = 5.374; p<0.001). These results strongly support the H4 suggesting that behavioral CQ has a significant and positive impact on employee task performance. Therefore, employees who can adapt their behavior to different cultural contexts are more likely to perform well in their tasks, supporting H4.

Hypothesis 5 (H5) - Meta cognitive CQ has a significant and positive influence on employee contextual performance in INGOs in A.A Ethiopia.

The beta coefficient for the relationship between Meta cognitive CQ and Contextual Performance is 0.007. Furthermore, low t value (0.157) and the associated p-value (0.438), indicating that this relationship is not statistically significant at the conventional level of significance. Thus H5 is rejected

Hypothesis 6 (H6) - Cognitive CQ has a significant and positive influence on employee contextual performance in INGOs in A.A Ethiopia.

The beta coefficient for Cognitive CQ (β = 0.056; t = 1.188; p = 0.117) suggests a positive relationship with Contextual Performance; however, this relationship is not statistically significant. This implies that Cognitive CQ does not have a meaningful impact on contextual performance in this context. It highlights that knowledge about different cultures may not necessarily translate to improved performance in contextual tasks within the organization. Thus H6 is rejected.

Hypothesis 7 (H7) - Motivational CQ has a significant and positive influence on employee contextual performance in INGOs in A.A Ethiopia.

The strong positive relationship between Motivational CQ and Contextual Performance (β = 0.368; t = 5.817; p < .001) is statistically significant. This demonstrates that individuals with higher levels of Motivational CQ are likely to excel in contextual tasks. Motivational CQ is the most influential predictor among the CQ dimensions, emphasizing the critical role of motivation and confidence in functioning effectively in diverse cultural settings. Therefore H7 is accepted.

Hypothesis 8 (H8) - Behavioral CQ has a significant and positive influence on employee contextual performance in INGOs in A.A Ethiopia.

Behavioral CQ also shows a significant positive relationship with Contextual Performance (β = 0.441; t = 8.091; p < .001). This indicates that employees who can adapt their behavior to different cultural contexts perform better in contextual tasks. The statistical significance of this finding underscores the importance of behavioral flexibility and cultural adaptability in enhancing contextual performance. So that H8 is accepted.

4.7) Result and Discussion

The present study examined the influences of cultural intelligence on employee job performance in International NGOs in Addis Ababa, Ethiopia. The results revealed varied impacts of CQ dimensions, which are consistent with some previous studies and inconsistent with others, providing a comprehensive understanding of the role of CQ in job performance.

Task Performance

Metacognitive CQ

The analysis indicates that metacognitive CQ does not have a statistically significant influence on task performance. This finding is inconsistent with several studies, such as Ang et al. (2007), Amiri et al. (2010), and Duff et al., (2012), which found that metacognitive CQ had a positive significant relationship with task performance. These studies suggest that the ability to reflect on and adapt cultural knowledge can enhance task performance. However, the results align with Kelidbari et al. (2012), Rose et al. (2010) and Nunes et al. (2017), which found no significant influence of Metacognitive CQ on task performance. This divergence might be due to contextual differences, sample characteristics, or specific organizational cultures that either enhance or diminish the applicability of metacognitive strategies. According to Cross-cultural adaptation theory, the ability to handle uncertainty and adjust perspectives when encountering new cultures is crucial for successful adaptation. Despite this, the present study indicates that high metacognitive CQ does not necessarily translate into better performance, highlighting the complex and varied nature of metacognitive adaptation.

Cognitive CQ

Cognitive CQ does not significantly influence task performance, consistent with Ang et al. (2007), Rose et al., (2010), Duff et al. (2012), Nunes et al. (2017), and Shikanga (2020), which also found no significant relationship between Cognitive CQ and task performance. These findings suggest that mere knowledge of different cultures does not directly translate to better task performance. However, the findings contradict those of Hartin et al. (2019) and Kelidbari et al., (2012) which found a significant positive relationship between Cognitive CQ and task

performance. Possible reasons for these inconsistencies include differences in job roles, organizational structures, and the specific cultural competencies required in different settings. Cross-cultural adaptation theory posits that knowledge of new cultures is crucial for adaptation, but this study's results indicate that cognitive understanding alone is insufficient without the practical application and other dimensions of CQ.

Motivational CQ

Motivational CQ has a strong and statistically significant positive influence on task performance. This aligns with the findings of Hartin et al., (2019), Isfahani et al. (2013), and Amiri et al. (2010), which highlight the crucial role of motivation in enhancing job performance. Employees with high motivational CQ are more likely to perform better, driven by their enthusiasm and confidence in cross-cultural settings. This finding is consistent with the theoretical proposition of cross-cultural adaptation theory, which posits that motivational CQ boosts individual success and performance. It also aligns with expectancy motivational theory, which explains that motivation drives performance by influencing effort and persistence. However, it contradicts with studies by Nunes et al. (2017), Ang et al. (2007), and Duff et al. (2012), which found no significant influence of motivational CQ on performance. These inconsistencies could be attributed to different organizational contexts, varying levels of employee engagement, or cultural differences in motivational factors.

Behavioral CQ

Behavioral CQ shows a moderate but statistically significant positive influence on task performance, consistent with Ang et al. (2007), Duff et al. (2012), Hadia (2011), and Isfahani et al. (2013). This suggests that the ability to adapt behavior to different cultural contexts significantly enhances task performance. However, this finding conflicts with Rose et al. (2010), and Nunes et al. (2017), which found no significant influence of Behavioral CQ on performance. These discrepancies highlight the complex and context-dependent nature of CQ’s impact on performance, possibly influenced by the specific behaviors valued in different organizational cultures or the extent to which behavioral adaptation is required in different job roles. Cross-

cultural adaptation theory supports this finding, emphasizing that behavioral adjustments are critical for successful adaptation.

Contextual Performance

Metacognitive CQ

Metacognitive CQ shows no significant influence on contextual performance. This aligns with Kelidbari et al. (2012) and Nunes et al. (2017), which found no significant influence of Metacognitive CQ on contextual performance. However, the findings conflict with Isfahani et al., (2013) and Ali et al., (2010), suggesting that individuals who possess strong metacognitive abilities tend to excel in contextual tasks within the workplace. These discrepancies could be attributed to differences in organizational contexts, job roles, or the specific nature of the contextual tasks being evaluated. Despite the theoretical emphasis of cross-cultural adaptation theory on the importance of adjusting perspectives when encountering new cultures, this study indicates that high Metacognitive CQ does not necessarily translate into better contextual performance.

Cognitive CQ

Cognitive CQ shows no significant influence on contextual performance. This finding diverges from Kelidbari et al. (2012), Rose et al., (2010) and Amiri et al. (2010), which found a strong positive relationship between Cognitive CQ and contextual performance. This suggests that while cultural knowledge is important, it may not directly impact performance in all contexts. Differences in job requirements, the extent of interaction with diverse cultures, and the type of cognitive cultural knowledge emphasized in different settings could explain these variances. This study aligns with Shikanga et al. (2020) which found no significant relationship between cognitive CQ and contextual performance. The cross-cultural adaptation theory posits that knowledge of new cultures is crucial for adaptation, but this study's results indicate that cognitive understanding alone does not directly impact contextual performance.

Motivational CQ

Motivational CQ demonstrates a robust positive influence on contextual performance. Individuals with higher levels of Motivational CQ perform significantly better in contextual tasks, highlighting the pivotal role of motivation in influencing employees' contextual job performance. This finding is in line with research outcomes from Hartin et al., (2019), Rose et al., (2010), and Amiri et al. (2010). Conversely, it contradicts findings from Nunes et al. (2017), Ang et al. (2007), and Duff et al. (2012), which did not find significant influence. These contradictions may arise due to different definitions of contextual performance, varying cultural settings, and the nature of the motivational challenges faced by employees in different environments. Expectancy motivational theory supports this finding by explaining that motivation drives performance through the belief that effort leads to good performance, which is then rewarded. This study supports cross cultural adaptation theory, demonstrating that motivational CQ akin to intrinsic motivation can lead to higher contextual performance.

Behavioral CQ

Behavioral CQ exhibits a positive significant relationship with contextual performance. This indicates that employees who can adapt their behavior to different cultural contexts are more likely to perform well in contextual tasks. This finding is consistent with study by Rose et al. (2010) underscoring the significance of behavioral adaptability in fostering effective performance within diverse workplace contexts. However, it conflicts with research outcomes of Nunes et al. (2017) and Kelidbari et al.,(2012), suggesting that the impact of Behavioral CQ on performance may vary based on the specific behaviors that are valued and required in different organizational settings. Cross-cultural adaptation theory supports this finding, emphasizing that behavioral adjustments are critical for successful adaptation.

The study’s results underscore the nuanced role of different CQ dimensions in influencing task and contextual performance among employees in international NGOs in Addis Ababa, Ethiopia. While motivational and behavioral CQ dimensions significantly enhance both task and contextual performance, metacognitive CQ and cognitive CQ shows no significant influence. These findings align with and extend previous research, highlighting the complex interplay

between cultural intelligence and job performance. Understanding these dynamics can help organizations leverage CQ to enhance employee performance and foster a more inclusive and effective work environment. The observed inconsistencies with some studies emphasize the need for further research to explore the contextual factors influencing CQ's impact on performance, considering organizational culture, job roles, and specific cultural competencies.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION

5.1) Summary of Findings

The study investigated the influence of different dimensions of Cultural Intelligence on both task and contextual performance among employees in ten selected International NGOs in Addis Ababa, Ethiopia. The findings revealed the following:

Metacognitive CQ: Metacognitive CQ did not significantly affect either task performance or contextual performance. This suggests that employees' metacognitive abilities do not have a notable influence on their performance in both types of tasks.

Cognitive CQ: Cognitive CQ did not significantly influence either task or contextual performance, indicating that mere knowledge of different cultures may not directly translate to better performance in all contexts.

Motivational CQ: Motivational CQ had a strong positive influence on both task and contextual performance. Employees with higher Motivational CQ levels performed better in tasks and displayed enhanced contextual performance, driven by their enthusiasm and confidence in cross-cultural settings.

Behavioral CQ: Behavioral CQ exhibited a moderate but statistically significant positive influence on task performance and a positive association with contextual performance. Employees who could adapt their behavior to different cultural contexts tended to perform well in tasks and exhibit enhanced contextual performance.

5.2) Conclusion

This study has provided valuable insights into the nuanced relationship between CQ dimensions and job performance among employees in International NGOs based in Addis Ababa, Ethiopia. The research set out to address critical gaps in understanding how CQ influences job performance in multicultural organizational contexts, particularly within settings where international NGOs operate among diverse cultural landscapes.

The findings of this study resonate with the initial challenges identified in the literature and underscore the importance of cultural intelligence in enhancing organizational effectiveness. The challenges faced by INGOs in understanding and integrating into local cultures, as highlighted in previous research (Austin & O'Neil, 2015), were reflected in the varying influences of CQ dimensions observed in this study.

As a result, metacognitive and cognitive dimensions of CQ did not significantly influence job performance in this context, their lack of influence highlights the complexity of applying cultural knowledge and awareness in practical settings. The study's findings suggest that simply possessing cultural knowledge (cognitive CQ) or having the ability to strategize and reflect on cultural interactions (metacognitive CQ) may not be sufficient to enhance job performance directly. This underscores the necessity for organizations to look beyond these dimensions and focus on more actionable aspects of CQ. In contrast, the study revealed a strong positive relationship between motivational CQ and both task and contextual performance. This finding addresses the critical need to understand the motivational factors that drive employee effectiveness in cross-cultural settings, thereby aligning with the overarching objective of exploring the influence of CQ on job performance.

Thus, the moderate but significant influence of behavioral CQ on job performance underscores the practical importance of adaptive behaviors in achieving organizational objectives within diverse cultural environments. This aligns with the practical challenges faced by INGOs, where effective behavioral adaptation can mitigate the risks of misunderstanding and misalignment with local community expectations.

Therefore, the research objectives of this study were comprehensively met, as the investigation successfully delineated the influence of each CQ dimension on job performance. By answering the research questions, the study elucidated which aspects of cultural intelligence are most crucial for enhancing employee performance in international NGO settings.

In general, the implications of these findings for organizational management are profound. By focusing on fostering motivational and behavioral dimensions of CQ among employees, organizations can enhance their capacity to navigate cultural complexities and achieve operational excellence. This approach not only supports individual job performance but also promotes a collaborative and inclusive organizational culture conducive to achieving sustainable development goals.

Overall, this study advances our understanding of cultural intelligence and its implications for enhancing employee performance in INGOs. By aligning empirical findings with the initial challenges identified, the study underscores the importance of cultural intelligence as a critical competency for employees engaged in international humanitarian and development work. Effectively leveraging CQ dimensions can empower employees to perform their roles more efficiently, fostering inclusive and resilient organizational cultures that thrive in today's interconnected world. This, in turn, enables organizations to achieve their missions more effectively by building a workforce skilled at navigating and succeeding in multicultural environments.

In conclusion, this study has significantly contributed to the body of knowledge on cultural intelligence and its influence on employee performance, offering actionable insights for enhancing organizational practices. The findings highlight the critical role of CQ in optimizing individual performance underscoring its importance as a vital competency for employees in INGOs. By focusing on developing and leveraging CQ, organizations can better equip their employees to navigate and succeed in multicultural settings, ultimately leading to improved organizational outcomes.

5.3) Recommendations

Based on the robust findings of this study, a set of actionable recommendations is proposed to empower Managers and International NGOs, and policymakers in enhancing organizational effectiveness and improving employee performance through the strategic integration of cultural intelligence. These recommendations stem from empirical evidence derived from a thorough analysis of CQ dimensions and their profound influence on job performance within the context of INGOs operating in Addis Ababa, Ethiopia.

For managers and International NGOs:

Training Programs: Although metacognitive and cognitive CQ did not directly influence job performance, they remain valuable for overall cultural adaptability. INGOs should develop comprehensive training programs that integrate metacognitive strategies with practical applications. Training sessions should focus on real-life scenarios where employees can practice reflection and adaptation techniques, enhancing their cultural knowledge and ability to strategize about cultural interactions.

Knowledge Sharing Platforms: To enhance cognitive CQ, INGOs should establish platforms for sharing cultural knowledge and experiences among employees. These platforms could include cultural briefings, newsletters, or an internal database with resources on various cultures. By continuously educating employees about different cultures, organizations can ensure that cultural knowledge is contextually relevant and integrated into daily tasks and decision-making processes.

Recruitment and Selection: Given the strong positive influence of motivational CQ on job performance, INGOs should incorporate assessments of motivational CQ in their recruitment processes. This will help identify candidates who exhibit strong intrinsic motivation and confidence in cross-cultural environments. Employing individuals with high motivational CQ can enhance both task and contextual performance within the organization.

Employee Development Programs: INGOs should design and implement targeted development programs to enhance employees' motivational and behavioral CQ. Workshops focused on building self-efficacy, cross-cultural motivation, and resilience training can be highly effective.

These programs should aim to increase employees' drive and confidence in functioning in culturally diverse settings, thereby improving their overall job performance.

Performance Evaluations: Behavioral CQ showed a significant positive influence on job performance. Therefore, INGOs should integrate behavioral CQ metrics into their performance evaluation systems. Managers should provide constructive feedback and support to employees, helping them improve their adaptive behaviors in diverse cultural settings. Regular evaluations and feedback sessions can help employees understand their strengths and areas for improvement.

Recognition and Rewards: Implementing recognition programs that reward employees for demonstrating high motivational and behavioral CQ can boost morale and encourage others to develop similar competencies. Such programs can include awards, public recognition, or career advancement opportunities. By valuing and rewarding cultural intelligence, organizations can foster a culture that prioritizes and celebrates diversity and adaptability.

Diversity and Inclusion Initiatives: Fostering a culture of diversity and inclusion is essential for leveraging the full potential of cultural intelligence. INGOs should promote initiatives that encourage employees to practice and showcase their behavioral adaptability. This includes creating an environment where different cultural perspectives are valued and celebrated, and employees feel empowered to leverage their cultural intelligence.

For Policymakers:

For policymakers involved in shaping national policies related to international development and humanitarian work, the practical implications drawn from this study offer valuable insights into how CQ can significantly enhance job performance in multicultural environments. These implications can guide policymakers in formulating strategies that promote cross-cultural competencies within INGOs operating in places like Addis Ababa, Ethiopia.

Policy Development: The study underscores the importance of incorporating cultural intelligence frameworks into national policies related to international development and humanitarian work. Policymakers can play a pivotal role in advocating for the adoption of CQ-enhancing practices across organizations. By integrating CQ principles into policy frameworks, policymakers can foster an environment where INGOs are encouraged and supported to prioritize cultural competency as a core organizational capability. This strategic alignment can

lead to improved employee job performance, better communication, and more effective community engagement, ultimately resulting in more successful outcomes in diverse cultural contexts.

Support Systems: Policymakers can leverage their influence to provide support for capacity-building initiatives aimed at enhancing CQ among employees in the development sector. This support can manifest in various forms, including funding for training programs, resources for developing cross-cultural competencies, and incentives for organizations that demonstrate a commitment to fostering cultural intelligence. By investing in these initiatives, policymakers can ensure that INGOs have the resources and tools necessary to navigate the complexities of multicultural environments effectively.

Preparation for Globalization: Policymakers should anticipate the increasing globalization and economic integration that may lead to a growing presence of multinational and international companies in Ethiopia. By integrating cultural intelligence practices into national policies, policymakers can proactively prepare organizations and their employees to operate effectively in diverse cultural environments. This strategic approach aims to enhance organizational adaptability, foster cross-cultural understanding among employees, and promote inclusive practices. By advocating for CQ training initiatives, incentivizing cultural sensitivity in corporate practices and promoting collaborations that advance cultural competence across sectors, policymakers can enhance the performance of employees in multicultural settings. This approach ensures that Ethiopia is well-positioned to benefit from global economic trends while maintaining cultural harmony and leveraging diversity as a strategic asset for sustainable development.

Moreover, policymakers can facilitate partnerships between government agencies, educational institutions, and INGOs to create comprehensive training programs that equip personnel with practical skills for cultural adaptation and sensitivity. These collaborations can promote knowledge-sharing and the dissemination of best practices in cultural intelligence, ultimately strengthening the overall capacity of the development sector to operate more efficiently and inclusively.

By embracing these practical implications, policymakers can contribute significantly to enhancing the overall effectiveness of INGOs in achieving their humanitarian and development

goals. They can catalyze positive change by institutionalizing cultural intelligence as a fundamental component of organizational strategy, thereby fostering greater resilience, adaptability, and impact in diverse global contexts.

By implementing these recommendations, INGOs can better leverage cultural intelligence to enhance employee performance, foster inclusive work environments, and achieve their strategic objectives in multicultural contexts. This holistic approach addresses the immediate needs identified in the study and sets a foundation for ongoing improvement and adaptation in an increasingly globalized world.

5.4) Limitation of the Study and Future Research Areas

5.4.1 Limitation of the Study

Engaging in research inevitably involves facing numerous challenges and obstacles. Both time and financial resources are essential for conducting a study. However, due to time constraints imposed by data collection, it was difficult to access and gather comprehensive data from multiple INGOs within a limited timeframe. Additionally, the reliance on self-reported data from employees may introduce potential biases or inaccuracies, which should be considered when interpreting the results of the study.

Another limitation include the challenge of expanding the scope to include more than 10 INGOs from Addis Ababa, Ethiopia. This expansion could potentially yield more accurate and representative results. However, a significant challenge was securing the cooperation of INGOs, as many of them were not willing to participate fully. This unwillingness limited the study's depth and the breadth of data collected, affecting its generalizability.

Furthermore, the study's focus on a specific subset of INGOs in Ethiopia may limit the generalizability of the findings to other industries. This narrow focus restricts the ability to draw broader conclusions about the relationship between cultural intelligence and employee job performance across different contexts. Finally, the study utilized a cross-sectional design, which captures data at a single point in time. This design limitation hinders the ability to establish causality or capture changes in perceptions over time. Addressing these limitations in future

research endeavors could provide a more nuanced understanding of how cultural intelligence influences employee job performance.

5.4.2) Future Research Areas

To address the identified limitations, future studies should adopt longitudinal designs to capture changes in cultural intelligence and job performance over time. This approach would allow for a more dynamic exploration of causal relationships and help mitigate limitations associated with cross-sectional designs. Additionally, expanding the study's scope to include diverse industries within Ethiopia would enhance the generalizability of findings and provide a broader perspective on the role of CQ in different organizational contexts.

Given the mixed findings on the influence of different dimensions of CQ on job performance, future research should explore alternative mediators or moderators that could influence this relationship. Investigating factors such as leadership support, organizational culture, or job characteristics as potential mediators could provide deeper insights into how organizational contexts shape the impact of CQ on employee performance. Additionally Incorporating qualitative research methods, such as interviews and case studies, would offer richer insights into employees' experiences of applying CQ in their work settings.

By addressing these areas, future research can contribute to a more comprehensive understanding of the role of cultural intelligence in enhancing job performance in diverse organizational contexts.

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Appendix

Addis Ababa University

College of Business and Economics

Department of Management

MSc in International Business

Dear Respondents,

My name is Nurayni Adem, a graduate student of Addis Ababa University. As part of my study I am conducting a research on **"The influence of cultural intelligence on employee job performance in intercultural organization: the case of international NGOs in Addis Ababa".** The purpose of this questionnaire is to collect data for the study under subject. Hence, you are cordially invited to participate in this survey. This study is purely for academic purpose and all information in this material remain confidential.

Thank you in advance for your cooperation and dedication to fill this questionnaire.

Sincerely yours,

Nurayni Adem

Phone No. 0913966153

Email:nuradem91@gmail.com

Note:-

1. No need to write your name.
2. Please put [✓] mark on the space provided

Section One

General Background

1. Gender

   Male ☐ Female ☐

2. Age

   20- 30 ☐ 31 – 40 ☐ 41 - 50 ☐ Above 50 ☐

3. Nationality

   Foreigner ☐ Ethiopian ☐

4. Educational Level

   Diploma ☐ Degree ☐ Masters ☐ PhD ☐

5. Your work experience in the organization

   < a year ☐ 1-3 years ☐ 4-6 years ☐ 7-10 year ☐ >10 years ☐

Section Two

Cultural intelligence and Job Performance

This part of the questionnaire is meant to measure your cultural intelligence and Job performance. Please put a tick mark (✓) on the number that best describes your capabilities.

Item	Cultural Intelligence (CQ) and Job Performance constructs	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
		1	2	3	4	5
Metacognitive CQ						
MC1	I am conscious of the cultural knowledge I use when interacting with people with different cultural backgrounds.					
MC2	I adjust my cultural knowledge as I interact with people from a culture that is unfamiliar to me.					
MC3	I am conscious of the cultural knowledge I apply to cross-cultural interactions.					
MC4	I check the accuracy of my cultural knowledge as I interact with people from different cultures.					
Cognitive CQ						
COG1	I know the legal and economic systems of other cultures.					
COG2	I know the rules (e.g., vocabulary, grammar) of other languages.					
COG3	I know the cultural values and religious beliefs of other cultures.					

COG4	I know the marriage systems of other cultures.					
COG5	I know the arts and crafts of other cultures.					
COG6	I know the rules for expressing nonverbal behaviors in other cultures					
Motivational CQ						
MOT1	I enjoy interacting with people from different cultures.					
MOT2	I am confident that I can socialize with locals/ foreigners in a culture that is unfamiliar to me.					
MOT3	I am sure I can deal with the stresses of adjusting to a culture that is new to me.					
MOT4	I enjoy living in cultures that are unfamiliar to me.					
MOT5	I am confident that I can get accustomed to various shopping conditions, whether in my own culture or a different one					
Behavioral CQ						
BEH1	I change my verbal behavior (e.g., accent, tone) when a cross-cultural interaction requires it.					
BEH2	I use pause and silence differently to suit different cross-cultural situations.					
BEH3	I vary the rate of my speaking when a cross-cultural situation requires it.					
BEH4	I change my nonverbal behavior when a cross-cultural situation requires it.					
BEH5	I alter my facial expressions when a cross-cultural interaction requires it.					

Task Performance						
TP1	I have the competencies that my job requires.					
TP2	I work effectively/efficiently.					
TP3	I understand and carry out work-related procedures.					
TP4	I work in a planned and organized manner to conclude the task defined to me in full and on time.					
TP5	I am eager to acquire new skills related to my job.					
Contextual Performance						
CP1	I take extra care and take extra responsibilities while doing my duty.					
CP2	I contribute to the creation of a positive working environment in my institution.					
CP3	If I encounter a situation that prevents the task from being done, I try to fix it.					
CP4	I help and encourage my friends to complete their work.					
CP5	Even if there are criticisms inside or outside the institution, I defend my institution.					
CP6	I am proud to be a part of this institution.					

Thank you very much for participating in this survey.