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PhD Dissertation Defense

Entitled

ANALYSING INFLUENCE OF SCHOOL PRINCIPALS' CULTURAL INTELLIGENCE AND CULTURAL LEADERSHIP ON TEACHERS' PERCEIVED DIVERSITY CLIMATE AND ORGANIZATIONAL IDENTIFICATION IN THE UNITED ARB EMIRATES

by

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Abstract

Diversity and multiculturalism have become a worldwide reality of nations and organizations in the face of globalization. The United Arab Emirates as a country and its organizations, including educational organizations, experience this trend profoundly as its two-thirds of population consists of expatriates. UAE schools have become multicultural in nature, embracing principals and teachers from diverse cultural, ethnic, linguistic, and citizenship statuses. The purpose of this study was to examine whether principals' cultural intelligence (CQ) and cultural leadership practices have direct and indirect influence on teachers' perceived diversity climate and organizational identification. Whether principals' and teachers' citizenship statuses are differentiating factors in the relationships between the study variables has been given a special emphasis. The current study employed a quantitative causal-comparative design. The samples included randomly selected principals and teachers working in public, private, and charter schools across the Emirates. The data was gathered through online questionnaires for principals and teachers. The study adopted two previously developed and validated scales for each participant group. Multivariate statistics including multivariate analysis of variance (MANOVA) and structural equation modelling (SEM) to examine relationships between the study variables were employed. Findings were in line with the relevant literature and revealed that leading with a cultural lens positively influences the diverse teachers' work attitudes and develops their sense of belonging and attachment to their schools. Results cast light on practical implications for practice, policy, and future research. Policymakers and educational leaders may benefit from the findings in developing policies and strategies toward promoting CQ of educational leaders. The study would contribute to the relevant literature on diversity management and CQ.

Keywords: Cultural Intelligence (CQ), Cultural Leadership, Perceived Diversity Climate, Organizational Identification, Workforce Diversity, Multiculturalism, United Arab Emirates.