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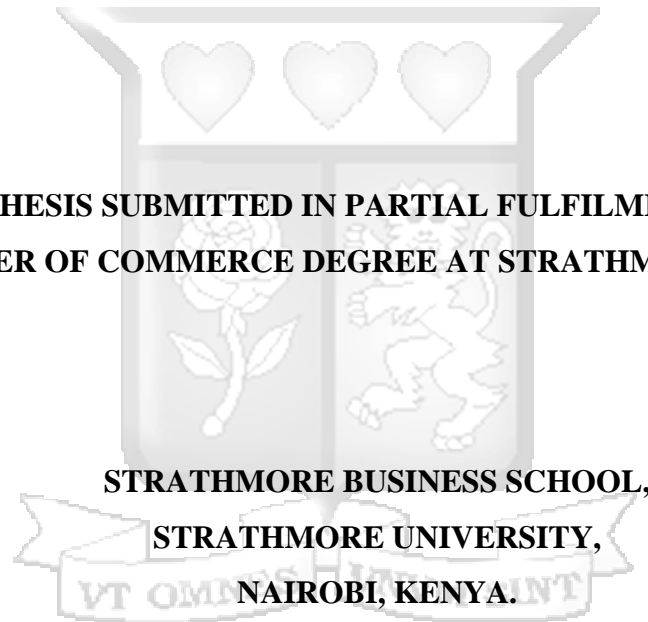
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**INFLUENCE OF CULTURAL INTELLIGENCE ON EMPLOYEE PERFORMANCE IN  
INTERNATIONAL HUMANITARIAN RESEARCH ORGANIZATIONS IN KENYA**

**SHARON MASITSA SHIKANGA**

**A RESEARCH THESIS SUBMITTED IN PARTIAL FULFILMENT FOR THE AWARD  
OF A MASTER OF COMMERCE DEGREE AT STRATHMORE UNIVERSITY**



**STRATHMORE BUSINESS SCHOOL,  
STRATHMORE UNIVERSITY,  
NAIROBI, KENYA.**

**FEBRUARY 2020**

## DECLARATION

I declare that this research thesis is my original work and has not been previously submitted and approved for the award of a degree by this or any other University. To the best of my knowledge and belief, the thesis contains no material previously written or published by another person except where due reference was made.

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### Approval

This research thesis has been reviewed and approved for examination by;

**Name of Supervisor:** Dr. James Njuguna

**Date**.....

**Signature**.....

## ABSTRACT

Currently, the world has become a global community as people are working across cultures, countries, and continents hence the need for firms to take part in cross-cultural and international business. Cultural intelligence has become a device that helps people to interact effectively with people drawn from other cultures. The deficiency of cultural intelligence results in stereotypes, poor relationships, cultural shock and stress. Cultural intelligence has attracted the attention of the academicians and scholars with reference to cross-cultural management research studies. Many studies conducted have observed that cross-cultural intelligence improves employee performance. Presently, there exists limited research to establish the influence of cultural intelligence on employee performance within Kenya in the context of international humanitarian research organizations. Thus, the main purpose of this research was to establish the influence of cultural intelligence on employee performance in the context of international humanitarian research organizations based in Kenya. This was achieved by specifically establishing the influence of metacognitive, cognitive, motivational and behavioral cultural intelligence factors on employee performance. The targeted respondents were 150 employees from 15 international humanitarian research organizations which are underneath the canopy of the consultative group for international agricultural research organizations based in Nairobi, Kenya. A survey design was adopted which was used to generalize the findings representing the entire population. A questionnaire developed by Ang et al. (2007), was utilized to measure CQ and address each of the four CQ dimensions. The questionnaire items addressing employee performance were developed from various literature with additional questions added in. Cronbach's Alpha results revealed that the questionnaire items exhibited a high level of internal consistency. Descriptive statistics were employed to establish the perceived level of cultural intelligence factors and employee performance. The results regarding metacognitive intelligence revealed that the employees utilize cultural knowledge when associating with individuals from different cultures. Regarding cognitive cultural intelligence, the findings observed that the employees were aware of the marriage, legal and economic systems of other societies. Whereas motivational cultural intelligence the findings established that the employees enjoy living in different cultures and are confident in socializing with people from different cultures. With behavioral cultural intelligence the findings indicated that the employees easily change their verbal behaviors when a cross-cultural interaction demands it. Finally, regarding employee performance the descriptive results revealed that the employees are highly productive, they deliver services efficiently and they produce quality work that is satisfactory. The research investigation used a factor analysis model to condense the questionnaire statements into four factors of cultural intelligence namely; metacognitive, cognitive, motivational and behavioral it also produced a single employee performance factor. Spearman's rho correlation model and multiple linear regression model were used to establish the influence of metacognitive, cognitive, behavioral and motivation on employee performance. The Spearman's rho correlation analysis results revealed that all cultural intelligence factors had a positive significant relationship with employee performance though the relationships were weak. The findings of the Multiple Linear regression analysis revealed that the three cultural intelligence variables had a positive significant influence on employee performance except cognitive cultural intelligence which had an insignificant influence on employee performance. The key shortcoming of this research inquiry was the exclusive utilization of questionnaires to collect data. Future studies should consider employing interview guides to collect qualitative information and use secondary sources to retrieve secondary data, in order to triangulate the research findings to deliver a deeper comprehension of the influence of cultural intelligence on employee performance.

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## DEDICATION

I dedicate this research thesis to the Almighty Lord my creator who is my source of knowledge, strength and inspiration. I also dedicate it to my late mother Nelly Muhati who believed in me and encouraged me to pursue a second degree for her sake.

To Sylvia and Paul, I know you are happiest to know that I did this, I dedicate this to you. Thanks for your support of ensuring that I had the best environment to reside while I pursued my education.



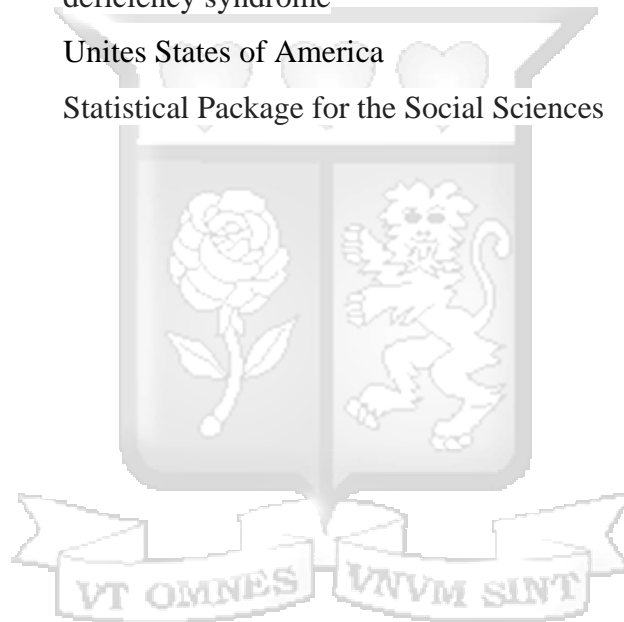
## ACKNOWLEDGMENT

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## ABBREVIATIONS AND ACRONYMS

CQ	Cultural intelligence
EP	Employee performance
NGO	Non-Governmental Organization
CGIAR	Consultative Group for International Agricultural Research
GDP	Gross Domestic product
UNDP	United Nations development Programme
ECHO	European Commission Humanitarian Aid
OCHA	United Nations Office for the Coordination of Humanitarian Affairs
CQS	Cultural Intelligence Scale
HIV/AIDS	Human immunodeficiency virus infection and acquired immune deficiency syndrome
USA	Unites States of America
SPSS	Statistical Package for the Social Sciences



# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the Study

Employees who can effectively work with people from diverse cultural backgrounds are becoming very important in helping organizations to blend into the international markets (Lenartowicz & Johnson, 2007; Zoogah & Abbey, 2010). Globalization has made the universe to be a small place and is getting rid of cultural barriers (Friedman, 2005). Thus, people are working across cultures, countries and regions, hence the need for an organization to take part in cross-cultural and international business (Alon & Higgins, 2005). It is vital for organizations to function in a globalized environment as the ways of doing businesses are becoming more global in nature (Johnson, Lenartowicz & Apud, 2006). However, cultural borders have proved difficult to be eradicated since to a certain extent culture remains invisible (Brislin, Worthley & Macnab, 2006). Cultural intelligence is a device that assists an individual to interact effectively with people from other cultures (Earley & Ang, 2003). A link from cultural intelligence (CQ) to employee performance is relevant since global managers' performance is of great significance to organizations.

Cultural intelligence in this study is guided by two theories namely the cross-cultural adaptation theory that was advanced by Yum Kim (Kim, 2017) and the expectancy motivational theory by Vroom (1964). The cultural adaptation theory hypothesizes that cultural intelligence contributes to employee performance by providing emphasis that in order to adapt successfully in a different environment, requires the focus of acquiring new cultural communication processes, being culturally aware and be willing to put aside original practices (Kim, 2017). On the other hand, the expectancy motivational theory by Vroom (1964) hypothesizes that the inner drive, genuine interest and confidence of an individual with motivational CQ inspires the individual through challenging situations which consequently leads them to produce positive outputs.

There have been inconsistencies based on the findings of studies conducted to test the hypotheses of these theories. Some studies such (Bogilovic & Skerlavaja, 2016; Ang et al., 2007; Amiri, Moghimi & Kazemi, 2010; Rose, Ramalu, Chen, Lin & Sawangpattanakul, 2011) upheld the theoretical proposition of cultural adaptation theory after revealing that cultural intelligence in terms of motivational, metacognitive, behavioral and cognitive cultural intelligence( CQ) boosts employee performance. Conversely, some studies (Kelidbari, Dizgah & Jourshari, 2012; Nunes,

Felix & Prate, 2017; Rose, Ramalu, Uli & Kumar, 2010) disproved the theoretical proposition of cultural adaptation theory after establishing that cultural intelligence in terms of motivational, metacognitive, behavioral and cognitive CQs doesn't significantly influence employee performance.

Likewise, some studies (Bogilovic & Skerlavaja, 2016; Kelidbari, Dizgah & Jourshari, 2012; Isfahani, Jooneghani & Azar, 2013) upheld the theoretical proposition of expectancy motivational theory after finding that motivational CQ consequently boosts employee performance. On the other hand, some studies (Nunes, Felix & Prates, 2017; Ang et al., 2007; Duff, Tahbaz & Chan, 2012) disapproved of the theoretical proposition of expectancy motivational theory after observing that motivational CQ does not significantly influence employee performance. Thus, these inconsistencies observed calls for more research to test the theoretical propositions of the theories linked to cultural intelligence and employee performance. Based on the studies (Bogilovic & Skerlavaja, 2016; Ang et al., 2007; Amiri, Moghimi & Kazemi, 2010; Nunes, Felix & Prates, 2017; Chen et al., 2011; Kelidbari, Dizgah & Jourshari, 2012; Isfahani, Jooneghani & Azar, 2013) reviewed there has been limited research to test the hypothesis advocated by cultural adaptation theory and expectancy motivational theory in the context of international humanitarian research organizations in Kenya. Thus, this study sought to bridge the research gap by seeking to establish the influence of cultural intelligence in terms of motivational, metacognitive, behavioral and cognitive CQs of employee performance in the context of international humanitarian research organizations in Kenya.

Various studies (Bogilovic & Skerlavaja, 2016; Ang et al., 2007; Amiri, Moghimi & Kazemi, 2010; Nunes, Felix & Prates, 2017; Chen et al., 2011; Kelidbari, Dizgah & Jourshari, 2012; Isfahani, Jooneghani & Azar, 2013) have been conducted to establish the influence of cultural intelligence on employee performance. Some studies (Bogilovic & Skerlavaja, 2016; Ang et al., 2007; Amiri, Moghimi & Kazemi, 2010; Chen et al., 2011) revealed that metacognitive cultural intelligence has a positive significant influence on employee performance. On the other hand, some studies (Kelidbari, Dizgah & Jourshari, 2012; Nunes, Felix & Prates, 2017) observed no association between metacognitive cultural intelligence and employee performance.

Additionally, some studies (Kelidbari, Dizgah & Jourshari, 2012; Amiri, Moghimi & Kazemi, 2010; Isfahani, Jooneghani & Azar, 2013) revealed that cognitive cultural intelligence had a positive significant influence on employee performance. While studies such as Nunes, Felix and Prates (2017) revealed that cognitive cultural intelligence had a moderate influence on employee

performance and some studies such as Chen et al. (2011) revealed that cognitive cultural intelligence negatively influences employee performance. Moreover, studies such as (Bogilovic & Skerlavaja, 2016; Kelidbari, Dizgah & Jourshari, 2012; Amiri, Moghimi & Kazemi, 2010) revealed that motivational cultural intelligence positively and significantly influences employee performance. On the other hand, some studies (Nunes, Felix & Prates, 2017; Ang et al., 2007; Duff, Tahbaz & Chan, 2012) revealed that motivational cultural intelligence does not significantly influence employee performance.

Furthermore, regarding behavioral cultural intelligence, most studies (Rose et al., 2010; Duff et al., 2012; Kelidbari, Dizgah & Jourshari, 2012; Nunes, Felix & Prates, 2017) revealed that behavioral cultural intelligence has no significant influence on employee performance. While studies conducted by Chen et al. (2011), Isfahani, Jooneghani and Azar (2013) and Ang et al. (2007) observed that behavioral cultural intelligence has a positive significant influence on employee performance.

Currently, based on the studies reviewed (Bogilovic & Skerlavaja, 2016; Rose et al., 2010; Duff et al., 2012; Ang et al., 2007; Amiri, Moghimi & Kazemi, 2010; Nunes, Felix & Prates, 2017; Chen et al., 2011; Kelidbari, Dizgah & Jourshari, 2012; Isfahani, Jooneghani & Azar, 2013) there has been limited research conducted to establish the influence of cultural intelligence on employee performance in the setup of international humanitarian research organizations operating in Kenya. This is because the study conducted by Ngugi (2016) was limited to 6 international humanitarian organizations that were not research institutions. Thus, this study was motivated to bridge the knowledge gap by seeking to establish the influence of cultural intelligence on employee performance in the setup of international humanitarian research organizations in Kenya.

### **1.1.1 Cultural Intelligence**

Thomas, Elron, Stahl, Ekelund, Ravlin, Cerdin and Lazarova (2008) states that there is no unanimously acceptable meaning of CQ. Nonetheless a large review of literature indicates that many authors such as Thomas et al. (2008), Earley, Ang and Tan (2006) and Thomas (2006) are in agreement with Earley and Ang (2003) that cultural intelligence denotes the aptitude to adjust to various cultural settings and successfully coping with individuals that possess different societal values. According to Brislin, Worthley and Macnab (2006), CQ portrays how people quickly adjust and are able to make real progress when they find themselves in surroundings other than the one in which they were socialized.

Other authors such as Ang, Van Dyne, Koh, Ng, Templer, Tay and Chandrasekar (2007) and Ang and Van Dyne (2008) have interpreted the term cultural intelligence as a person's proficiency to work and acclimatize effectually in a disparate society. Whereas Thomas et al. (2008) argued that cultural intelligence denotes the interaction of expertise and knowledge associated with cultural metacognition that enables individuals to adjust to, choose, and shape the cultural aspects of their surroundings. This study adopted the definition of cultural intelligence posited by Ang et al. (2007) and Thomas et al. (2008). Thus, based on this study cultural intelligence was understood as the interaction of expertise and knowledge associated with cultural metacognition that enables individuals to adjust to, choose, and shape the cultural aspects of their surroundings in order to operate effectively in the new surroundings.

According to Ng and Earley (2006) the notion of cultural intelligence has attracted the attention of the academicians and scholars with particular reference to cross-cultural management research studies. The deficiency of cultural intelligence brings about stereotypes, poor relationships, cultural shock, and stress. Earley and Ang (2003), conceptualized cultural intelligence as a three-dimension (Cognitive, Behavioral and Motivational) and emphasized that cognitive is composed of metacognitive. They later on in 2008 went ahead to separate metacognitive from cognitive (Ang & Van Dyne, 2008). Thomas et al. (2008) also described CQ as a three-dimension namely; cultural knowledge, cultural skills, and cultural metacognition.

The most recent one of the studies is Livermore (2010), who presented CQ as a four-dimension concept of drive, knowledge, strategy, and actions. In 2008, Earley and Ang (2003) conceptualized CQ by adding metacognitive as the fourth one which entails all the components of CQ mentioned by the other authors as earlier pointed out. Thus, this study relied on Livermore (2010) conceptualization of CQ in defining the aspects of cultural intelligence. The study assessed cultural intelligence as metacognitive, cognitive, motivational and behavioral cultural intelligence.

Metacognitive cultural intelligence points to the degree of a person's cultural sensitivity. In other words, it's the individual mental processes that they use to obtain and interpret cultural knowledge (Flavell, 1979). Cognitive cultural intelligence denotes how a person deduces the homogeneity and the contrasts between many cultures (Ang et al., 2007). Motivational CQ refers to one's propensity to commit to adaptive behaviors when thrust into a culturally unfamiliar setting (Earley & Peterson, 2004). Behavioral cultural intelligence can be understood as the capacity to exhibit suitable non-verbal and verbal actions when blending with individuals from various cultures.

The four CQ dimensions are different capabilities from each other that together form overall CQ (Ang, et al., 2007). They are related and at the same time independent. Given that CQ requires a combination of all the four capabilities in an individual, the temptation and threat of focusing on one capability without the other three can result in increased cultural ignorance thereby undermining the efforts towards enhancing cultural intelligence (Livermore, 2011). Since the conceptualization of CQ, it has become a key influence to different outcomes in multicultural contexts such as global leadership (Rockstuhl, Seiler, Ang, Van Dyne & Annen, 2011); employee performance (Isfahani, Jooneghani, & Azar, 2013), cultural adaptation and multi-ethnic interrelationships (Lee & Sukoco, 2010; Earley & Peterson; Imai & Gelfand, 2010) making choices (Ang et al., 2007) and the enhancement of efficacies of individuals (Livermore, 2010). It's of importance to note that lack of cultural intelligence causes stereotyping, cultural shock, unhealthy relationships, stress, and unnecessary conflicts.

### **1.1.2 Employee Performance**

Most organizations are concerned about employee performance due to their direct position in determining the accomplishments of the organization (Zheng, 2010). Employee Performance is a function of abilities, knowledge, skills, and motivation directed at role-prescribed behavior, such as a formal job responsibility (Campbell, 1999). Despite the countless research on human resource management, criteria for measuring employee performance reliably has not been achieved (Campbell, Gasser & Oswald, 1996).

The most common conception of employee performance centers on the use of productivity, efficiency and quality of work that is assumed to reflect the fulfillment of the economic goals of a firm (Hofer, 1983). Organizations are interested in employee performance because they determine the success of their objectives (Zheng, 2010). This interest is driven by the need to enhance productivity and competitiveness in the organization (Boudreau & Ramstad, 2009).

The level of employee performance is influenced by the person's ability to do the job, having the motivation to do the job and working in a constructive work environment that provides necessary support and opportunities (Boxall & Purcell, 2003). Most global organizations highly regard employees who are able to work effectively with individuals from different cultures (Zoogah & Abbey, 2010). Employee performance in an organization relies on the demands of the job, the mission and goals and beliefs in the organization about which behaviors are most valued (Motowidlo & Schmidt, 1999).

Amabile (1993) mentioned that employee performance depends on the individual's level of motivation while Ng, Van Dyne and Ang (2012) suggested that motivational and behavioral CQ are positively related to employee performance. Employee performance is one of the most sought formulae for human resource management (Harter, Schmidt & Hayes, 2002). With globalization new hires may come from another part of the globe with different cultures because organizations want to hire the best employees because they are a source of competitive edge (Wright, Gerhart, Noe & Hollenbeck, 2013).

According to Coens and Jenkins (2002), employees' efficiency is key in measuring performance, because employees are required to complete their task on a timely manner. Efficiency is a ratio of employee's actual time to perform each work against the theoretical time needed in order to complete it. Productivity is the ratio of output to that of input (Stoner, Freeman & Gilbert, 1995). Whereas quality is defined as the characteristic of products or services that carry an ability to fulfill the stated or implied needs (Kotler, Armstrong, Saunders & Wong., 2002).

Despite the countless research on human resource management, criteria for measuring employee performance reliably has not been achieved (Campbell, Gasser, & Oswald, 1996) because different scholars use different measurements. Therefore, this study adopted employee performance measure by use of efficiency, productivity and quality (Coens & Jenkins, 2002; Stoner et., 1995; Kotler et al., 2002), because they are assumed to reflect the fulfillment of the economic goals of a firm (Hofer, 1983).

### **1.1.3 International Humanitarian Research Organization in Kenya**

CGIAR (Consultative Group for International Agricultural Research centers) is a consortium of an international humanitarian research organization that engages in research explorations for a food-secured future. It is the world's largest global agricultural humanitarian innovation network (CGIAR, 2019). It is conducted by fifteen non-profit research centers who happen to be the affiliates of the CGIAR Consortium and who are in alliances with hundreds of associates, comprising of organizations, academia, national and regional research institutes, civil society, development groups and the private sector (CGIAR, 2019). The CGIAR international network is devoted to curtailing impoverishment in rural areas, boosting human health and nutrition, enhancing food security and warranting viable management of natural resources (CGIAR, 2019). CGIAR research organizations are autonomous, non-commercial establishments whose main agenda is to carry out innovative research (CGIAR, 2019). It is a habitat for more than eight thousand researchers, technicians, scientists and staff (CGIAR, 2019).

CGIAR Research aims to build a healthier future for the world underprivileged (CGIAR, 2019). Every single center possesses its own board of trustees, charter, director-general and staff (CGIAR, 2019). The centers also have the responsibility of carrying out research inquiries and operations directed by the rules and research guidelines established by the System Management Board (CGIAR, 2019).

This hub has a deep commitment to partnership, accountability, and transparency. This is reflected in the CGIAR structure of governance which focuses on ensuring CGIAR's research centers, partners and other stakeholders orchestrate high-grade development-oriented research activities that have been established on a concrete foundation of evidently demarcated responsibilities. Hence showing proof of Livermore (2011) claiming that humanitarian workers from different backgrounds are working together with local communities to ensure objectives are met. These organizations can benefit from CQ in making appropriate cultural adjustments in relating and making decisions in extremely difficult conditions. Livermore (2011) asserts that whether an organization's aim is to reduce poverty, HIV/AIDS prevention or environmental sustainability; scenarios for cross-cultural adaptability are always present.

These organizations were selected because they have a widespread aspect of working in multicultural environments and they operate mostly in Sub-Saharan Africa (CGIAR, 2019). These international humanitarian research centers have transformed hundreds of millions of lives of individuals through tangible research work and often extend their humanitarian support to communities from diverse cultures (CGIAR, 2019). Because of the nature of NGOs (Non-governmental organizations) this study collected data from program /grants, finance, procurement, information system and human resource staff because they are the key departments.

It has been noted there's a weak understanding of local culture by most NGO's hence one of the reasons that contribute to failure in meeting community expectations (Taylor et al., 2012). Therefore, cultural intelligence capabilities will assist international humanitarian employees to be able to learn and adjust to the culture of the host individuals since these organizations have a good number of staffs who are international employees.

## **1.2 Research Problem**

According to Taylor (2012), there's a weak understanding of local culture by most NGO's hence one of the reasons that contribute to failure in meeting community expectations. Most of the time the humanitarian employees are deployed within a short notice by use of a recruiting rooster.

Employee preparation in comprehending the cultural and political contexts of the communities into which they are going to work for is a key challenge for humanitarian agencies. This oversight often hinders the effectiveness and efficiency of employee performance in performing their task hence affecting negatively the achievement of organizational objectives (Austin & O'Neil, 2015). Humanitarian employees in Kenya are criticized for not understanding local context, therefore, they find it difficult to adapt leading to inefficiencies (Houldey, 2017). In this regard, this study sought to analyze the need for recruiting employees who are culturally intelligent so that organization meets their objectives.

Regarding establishing the influence of metacognitive cultural intelligence on employee performance there have been inconsistencies in research findings. This is because some studies (Bogilovic & Skerlavaja, 2016; Ang et al., 2007; Chen et al., 2011) revealed that metacognitive cultural intelligence had a positive significant influence on employee performance. On the other hand, some studies (Kelidbari, Dizgah & Jourshari, 2012; Nunes, Felix & Prates, 2017) observed no association between metacognitive cultural intelligence and employee performance. Moreover, there are limited studies conducted to assess the influence of metacognitive cultural intelligence on employee performance in the context of international humanitarian research organizations in Kenya thus the study sought to bridge the research gap.

Concerning the influence of cognitive cultural intelligence on employee performance there have been inconsistencies in research findings. Some studies ( Kelidbari, Dizgah & Jourshari, 2012; Amiri, Moghimi & Kazemi, 2010) revealed that cognitive cultural intelligence had a positive significant influence on employee performance. While studies such as Nunes, Felix, and Prates (2017) revealed that cognitive cultural intelligence had a moderate influence on employee performance and some studies such as Chen et al. (2011) revealed that cognitive cultural intelligence negatively influences employee performance. Thus, based on these inconsistencies the study was motivated to assess the influence of cognitive cultural intelligence on employee performance in the context of international humanitarian research organizations in Kenya.

Regarding establishing the influence of motivational cultural intelligence on employee performance there have been inconsistencies in research findings. Some studies (Bogilovic & Skerlavaja, 2016; Kelidbari, Dizgah & Jourshari, 2012; Amiri, Moghimi & Kazemi, 2010) revealed that motivational cultural intelligence positively and significantly influences employee performance. On the other hand, some studies (Ang et al., 2007; Duff, Tahbaz & Chan, 2012) revealed that motivational cultural intelligence does not significantly influence employee performance. Additionally, there are limited studies conducted to assess the influence of

motivational cultural intelligence on employee performance in the context of international humanitarian research organizations in Kenya thus the study sought to bridge the research gap.

For behavioral cultural intelligence on employee performance there have been inconsistencies in research findings. Most studies (Rose et al., 2010; Duff et al., 2012; Kelidbari, Dizgah & Jourshari, 2012; Nunes, Felix & Prates, 2017) revealed that behavioral cultural intelligence has no significant influence on employee performance. While some studies conducted by Chen et al. (2011) and Ang et al. (2007) observed that behavioral cultural intelligence has a positive significant influence on employee performance. Additionally, there are limited studies conducted to assess the influence of behavioral cultural intelligence on employee performance in the context of international humanitarian research organizations in Kenya thus the study sought to bridge the research gap.

### **1.3 Research Objectives**

#### **1.3.1 Main Objective**

The main objective of this study was to establish the influence of cultural intelligence on employee's performance in international humanitarian research organizations based in Nairobi, Kenya.

#### **1.3.2 Specific Objectives**

- i). To establish the influence of metacognitive cultural intelligence on employee performance.
- ii). To investigate the influence of cognitive cultural intelligence on employee performance.
- iii). To examine the influence of motivational cultural intelligence on employee performance.
- iv). To establish the influence of behavioral cultural intelligence on employee performance.

### **1.4 Research Questions**

- i). What is the influence of metacognitive cultural intelligence on employee performance?
- ii). What is the influence of cognitive cultural intelligence on employee performance?
- iii). What is the influence of motivational cultural intelligence on employee performance?
- iv). What is the influence of behavioral cultural intelligence on employee performance?

### **1.5 Scope of the Study**

The study was limited to establishing the influence of cultural intelligence on employee performance in international humanitarian research organizations based in Nairobi, Kenya. The cultural intelligence aspects were limited to behavioral, metacognitive, cognitive and motivational CQs. Moreover, the scope of employee performance was limited to efficiency, productivity, and

quality. Furthermore, the scope of the methodological design was limited to cross-sectional descriptive research design. Since the study sought to describe the current states of affairs of the study variables at one point in time. In terms of collecting data, the study was limited to structured questionnaires.

In addition, the study was focused on 15 CGIAR centers situated in Nairobi, Kenya (CGIAR, 2019). These organizations were selected because they have a widespread aspect of working in multicultural environments and they operate mostly in Sub-Saharan Africa. These international humanitarian research centers have transformed hundreds of millions of lives of individuals through research work that is tangible and often extends their humanitarian support to communities from diverse cultures.

### **1.6 Significance of the Study**

An examination of the influence of cultural intelligence on employee performance may help managers not only to master how the globalized business functions such as marketing, human resource management or finance operate in a multicultural environment, but they will also be extremely skilled in the conduct of global business in an interpersonal manner. It will also assist strategic managers in adopting CQ into the organization design and execution of strategies such as recruitment, deployment, competency, promotions, and awards just to mention but a few.

To the employees, the achievement of objectives will equip international humanitarian research employees with knowledge about how the four components of cultural intelligence will assist them to learn about other cultures. And, the staff will be able to successfully modify behavior to match the culture in which one is operating and hence be able to work impressively with individuals from various cultures with different societal values.

Organizations especially the international humanitarian research organization will benefit from this because they might see the need of recruiting employees who are culturally intelligent who in the end will be able to meet the objectives of the organization. Moreover, the findings of this study will help the policy formulators to conceive a policy framework incorporating the cultural intelligence aspects that have a significant impact on employee performance. Consequently, the policies developed based on the findings of this study would guide the employees in their daily duties and activities with the aim of improving their work performance.

Finally, to the researchers and the academicians, this study contributes to the existing literature of the influence of cultural intelligence factors on employee performance in the context of International Humanitarian Research Organizations based in Nairobi, Kenya. Moreover, the study

contributes new knowledge to the existing literature by measuring employee performance in terms of employee efficiency, employee productivity and quality work output. This present contribution to the body of knowledge in this area should provide a foundation for further research by other interested future researchers.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

The literature review of this research investigation is separated into four segments: The theoretic review section highlighting theories related to CQ, second is the empirical review that was in line with the specific aims of the research, the third section is how the conceptual framework links cultural intelligence to employee performance and finally the fourth section entails the research gap identified.

#### **2.2 Theoretical Foundation**

The section presents the theories that were applicable to this research investigation. The theoretical framework of this study is anchored on theories of Cross-cultural adaptation and expectancy motivational. Cross-cultural adaptation theory indicates similarities to CQ because they both describe the ability of an individual to adapt to a multi-cultural context. Expectancy motivational theory is applied to show how the inner drive in an individual assist them to operate in dissimilar cultural locales and hence are seen to more likely to produce better results.

##### **2.2.1 Cross-Cultural Adaptation Theory**

The theory was developed and advanced by Yun Kim who contended that adapting to a new culture when confronted with one, consequently leads to new thoughts, that assist an individual to be multicultural (Kim, 2017). The theory maintains that all human experience conforms as they shift to a new cultural environment (Kim, 2017). The capability to deal with the stress associated with uncertainty and ambiguity in a cultural environment that is new will produce better cultural adaptability. Culturally intelligent managers can perform better due to their capability of adapting to a new cultural setting (Kumar, Rose and Subramaniam, 2008).

This theory provides insight of how cultural intelligence contributes to employee performance by providing emphasis that to adapt successfully in a different environment than the one a person is used to, requires the focus of acquiring new cultural communication processes, being culturally aware and be willing to put aside original practices. A successful adaptation in local culture reduces strain and stress, which in turn may improve employee performance (Kraimer, Wayne and Jaworski, 2001; Ramalu et al., 2010; Ramalu, Wei and Rose, 2011). People with cultural

intelligence that is high are expected to perform in their job better as they are more able of adapting themselves in a cultural situation that is new (Tsai and Lawrence, 2011; Ramalu et al., 2011).

Motivational cultural intelligence aids in adaption in culture because individuals with higher motivational CQ have an intrinsic interest in other cultures and expect to be successful in culturally diverse situations (Ang et al., 2007). An individual who is behaviorally more intelligent is capable of varying his behavior which helps them to adapt to the culturally different environment and they have a sense of fitting in a particular situation (Ang et al., 2007) which in turn enhances their performance.

The theory indicates similarities to CQ because they both describe the ability of an individual to adapt to various cultural settings (Earley, Ang & Tan, 2006). Successful adaptation is one of the vital competencies of culturally intelligent individuals which is also like what adaptation theory represents. Finally, CQ is one of the important elements of successful interactions of managers in global markets (Alon & Higgins, 2005) because it is related positively to cross-cultural adaptation outcomes (Templer, Tay & Chandrasekar, 2006; Ward, Wilson & Fischer, 2011).

The theory was relevant to this study since it sought to test its hypothesis which contends that the enhancement of cultural intelligence regarding motivational, behavioral, cognitive and metacognitive CQs consequently boosts the success or performance of an individual. Thus, the theory was tested by establishing the influence of cultural intelligence on employee performance in international humanitarian research organizations in Kenya. Accordingly, the theory-informed all the specific objectives of the study since motivational, behavioral, cognitive and metacognitive CQs formed the whole cultural intelligence aspect.

### **2.2.2 Expectancy Motivational Theory**

Bedeian (1993) defines motivation as the will to achieve. On the other hand, Herzberg, Mausner, & Snyderman (1959) define motivation in the workplace as performing work-related actions because one wants to. The willingness to achieve and willingness to take action supports motivational CQ notion of the willingness to commit to new adaptive behaviors when faced with different situations in a culturally unfamiliar environment (Van Dyne, Ang, Kok, & Rockstuhl, 2012) and willingness to commit in challenging situations of culturally unfamiliar environments (Van Dyne et al., 2012) and in managing uncertainties (Ang, et al., 2007; Van Dyne et al., 2012).

According to Kreitner (1995) motivation denotes a system that offers behavior a drive and an

intentional action conceived from an individual's belief that predicts behavior (Mitchell, 1982). In a similar way, motivational CQ predicts behavior and influences how one approaches and handles situations in cross-cultural environments (Earley & Peterson, 2004; Livermore, 2011; Van Dyne et al., 2012). That is to say, motivation theories provide insights on how motivational CQ influences behavior.

According to Higgins (1994) motivation is the inner drive to satisfy one's needs whereas motivational CQ is about having the inducement to learn about and operate in various cultural environments (Ng, Van Dyne & Ang, 2012). In both situations, the inner drive is a critical attribute. According to Ekerman (2006) and Kamery (2004), motivation improves employee's performance while individuals with motivational CQ attributes are seen to more likely produce better results.

In examining what motivates a person, expectancy theory by Vroom (1964) explained that an individual is motivated to the extent that they believe their strong effort will lead to an acceptable performance, which in turn leads to rewards that are of value to the employee (Lunenburg, 2011). In a much similar way, the inner drive, genuine interest and confidence of an individual with motivational CQ inspires the individual through challenging situations, instills perseverance and believe for a positive outcome of their efforts. Thus, this theory-informed the third objective of the study that sought to establish the influence of motivational cultural intelligence on employee performance in international humanitarian research organizations in Kenya. The study sought to test the hypothesis that motivational CQ through the inner drive, genuine interest and confidence of an individual consequently leads to the individual's positive outcomes of their efforts.

### **2.3 Empirical Review**

This section illustrated the previous reviews related to the objectives of this study. It discussed cultural intelligence and its relation to employee performance as described by other authors.

#### **2.3.1 Metacognitive Cultural Intelligence and Employee Performance**

Bogilovic and Skerlavaja (2016) conducted a study to establish if metacognitive and motivational cultural intelligence is related to creativity. The research investigation employed a quantitative methodological design to retrieve data from 787 employees drawn from 20 SME multicultural firms in the Adriatic region. The study observed that metacognitive cultural intelligence is positively related to individual creativity. This meant that employees with high metacognitive cultural intelligence have a high level of creativity. The findings concurred with Ang et al. (2007) who observed that metacognitive cultural intelligence when assessed independently has a positive relationship with task performance. Ang et al. (2007) had sought to establish the effect of cultural

intelligence on cultural adaptation, decision making, cultural judgment and task performance in the USA and Singapore through the employment of structured questionnaires. Interestingly, Ang et al. (2007) observed that behavioral and metacognitive cultural intelligence were significantly related. Brislin et al. (2006) contended that the reason could be that an individual's behavior on how he/she relates with people from other cultures is guided by his/her ability to know other peoples' cultural predilections and consequently modify their intellectual modes in line with the other cultures during interactions.

Conversely, a study conducted by Kelidbari, Dizgah, and Jourshari (2012) that sought to establish the association between cultural intelligence and job performance observed that metacognitive cultural intelligence had no significant association with job performance. The study was conducted on a sample of 217 employees in Ports and maritime headquarters operating in Khuzestan province in Iran. The study just like Ang et al. (2007) employed questionnaires to retrieve data and it applied Pearson's co-efficient correlation model to ascertain the association between the tested variables. The findings of Kelidbari, Dizgah, and Jourshari (2012) conflicted with the findings of Bogilovic and Skerlavaja (2016) and Ang et al. (2007) which revealed that metacognitive cultural intelligence had a significant positive relationship with employee performance. Based on the interesting findings observed by Kelidbari, Dizgah, and Jourshari (2012), the study recommended that in order for the employees to enhance the job performance, they have to attend special training sessions in order to be enlightened about the cultural differences of people in terms of their cultural values and principles.

Besides that, Amiri, Moghimi and Kazemi (2010) conducted a study to examine the association between cultural intelligence and employees' performance. The study applied the correlation-survey design methodology to address its objectives. The sample was based on a randomly selected employee from religious bodies. Spearman's correlation model was applied to test the association based on the data retrieved from the sample using questionnaires. The findings revealed that metacognitive cultural intelligence had a positive significant relationship with the employee's performance of employees working in religious entities. The findings were consistent with the research outcomes of Bogilovic and Skerlavaja (2016) and Ang et al. (2007) who established similar findings. This meant that individuals with high metacognitive cultural intelligence are very mindful of other peoples' cultural state of affairs before and in the course of their interactions and as a result it boosts productivity and quality of their work Ang et al. (2007).

On the other hand, Isfahani, Jooneghani and Azar (2013) who sought to establish the influence of cultural intelligence on employee performance in Azaran Industrial Group observed that

metacognitive cultural intelligence had a positive significant influence employee performance though the relationship was moderate when compared to the motivational aspect. The study used questionnaires on a sample of 200 employees drawn from the Azaran Industrial group. However, a study conducted by Nunes, Felix and Prates (2017) to establish the relationship between cross-cultural adaptation, cultural intelligence and expatriate performance in Brazil revealed that that metacognitive cultural intelligence had an insignificant relationship with expatriate performance. The findings were consistent with the research outcomes of Kelidbari, Dizgah and Jourshari (2012) based on the study conducted in the Ports and maritime headquarters operating in Khuzestan province in Iran.

Besides that, Rose, Ramalu, Uli, and Kumar (2010) conducted a study to establish the role of cultural intelligence on performance of expatriates living and working in Malaysia. The study used online questionnaires that were sent through emails to collect primary data. The regression analysis results revealed that metacognitive cultural intelligence positively influenced contextual performance though it had no significant impact on task performance. Similar findings were observed by Duff, Tahbaz and Chan (2012) based on the study conducted on 102 undergraduate students who had enrolled for Canadian business programs in regard to the influence of metacognitive cultural intelligence on task performance. The study had sought to establish the interactive effect of cultural intelligence on the task performance of Canadian undergraduate students. Thus, the interesting findings Warranted further research investigations.

Additionally, a study conducted by Chen et al. (2011) to establish the influence of cultural intelligence on the performance of foreign laborers in Taiwan and the mediating effect of culture shock observed that metacognitive cultural intelligence had a positive significant relationship with employee performance. The study also revealed that cultural intelligence had a negative relationship culture shock, moreover culture shock had a negative association with performance. Furthermore, the study established that culture shock significantly mediated the relationship between cultural intelligence and employee performance.

### **2.3.2 Cognitive Cultural Intelligence and Employee Performance**

A study conducted by Kelidbari, Dizgah, and Jourshari (2012) observed that cognitive cultural intelligence had a positive significant influence on the job performance of employees drawn from Ports and Maritime headquarters in Khuzestan province in Iran. The findings concurred with the research outcomes of Amiri, Moghimi, and Kazemi (2010) who observed that cognitive cultural intelligence had a positive significant relationship with employee's performance of employees

working in religious entities. Besides that, Isfahani, Jooneghani, and Azar (2013) observed that cognitive cultural intelligence moderately influences employee performance in Azaran Industrial Group when compared to motivational cultural intelligence which had a strong positive influence on employee performance. Conversely, Nunes, Felix, and Prates (2017) revealed that cognitive cultural intelligence had an insignificant relationship with expatriate performance in Brazil. The findings were inconsistent with the research outcomes of Kelidbari, Dizgah and Jourshari (2012), Amiri, Moghimi and Kazemi (2010) and Isfahani, Jooneghani and Azar (2013) which revealed that cognitive cultural intelligence had a significant relationship with employee performance.

People possessing greater cultural intelligence are more probable to identify cultural disparities and similarities in behaviors (Van Dyne et al., 2012; Livermore, 2011) and with this they will be able to accomplish job assigned in a more efficient way. Livermore (2011) and Jyoti and Kour (2015) contended that cognitive CQ enhances communication and negotiation.

Ang et al. (2007) conducted a study to establish the effect of cultural intelligence on task performance, cultural adaptations, decision making and cultural judgment. The study targeted 235 undergraduates in the Midwestern USA and 358 undergraduates in Singapore. The study employed questionnaires to retrieve primary data. Interestingly, the findings revealed that cognitive cultural intelligence had no significant influence on task performance thus calling for additional research. The findings were consistent with the research outcomes of Nunes, Felix and Prates (2017) which observed that cognitive cultural intelligence had an insignificant relationship with expatriate performance in Brazil. Moreover, Duff, Tahbaz and Chan (2012) who conducted a study on Canadian undergraduate students also established that cognitive cultural intelligence had no significant impact on task performance.

Interestingly, Chen et al. (2011) revealed that cognitive cultural intelligence had a negative influence on the performance of foreign laborers in Taiwan. This was based on the regression analysis results. The correlation analysis results established that cognitive cultural intelligence had a positive relationship with employee performance. Consequently, since the correlation results revealed a positive relationship, the study assumed that the negative beta co-efficient of cognitive cultural intelligence was caused by multicollinearity in the regression analysis.

### **2.3.3 Motivational Cultural Intelligence and Employee Performance**

Bogilovic and Skerlavaja (2016) who sought to establish if metacognitive and motivational cultural intelligence is related to creativity on a sample of 787 employees drawn from 20 SME multicultural firms revealed that motivational cultural intelligence is positively associated with the

high level of creativity. The findings concurred with the research outcomes of a study conducted in Khuzestan province in Iran by Kelidbari, Dizgah and Jourshari (2012) which revealed that motivational cultural intelligence had a positive significant influence on the job performance of employees. Amiri, Moghimi and Kazemi (2010) also established similar findings on employees working in religious entities. Interestingly, Isfahani, Jooneghani and Azar (2013) observed that motivational culture has a strong positive significant influence on employee performance in Azaran Industrial Group when compared to metacognitive, cognitive and behavioral aspects of cultural intelligence. Besides that, Chen et al. (2011) observed that motivational cultural intelligence had a positive significant relationship with the performance of foreign laborers in Taiwan.

These findings concur with the proposition made by Earley and Ang (2003) that CQ is a person's ability to acclimatize effectively to different cultural surroundings. It predicts an individual behavior and impacts on how one handles situations in cross-cultural environments (Livermore, 2011) and therefore determines employee performance. Earley and Petersons (2004) claimed that motivational CQ has a tendency to devote to adaptive behavior when faced with a new cultural context. People who possess greater motivational CQ have a tendency of being motivated to dedicate to new adaptive behaviors when faced with diverse circumstances in a culturally unfamiliar environment (Earley & Peterson, 2004; Van Dyne et al., 2012). This type of CQ entails having natural interest first and confidence to relate with culturally diverse individuals. High motivational cultural intelligence employees channel their energy and responsiveness toward cross-cultural circumstances grounded on their core interest (Deci and Ryan, 1985) and confidence in their multicultural efficacy (Bandura, 2002). Thus, people who possess greater cultural intelligence have intrinsic motivation in cross-cultural surroundings, which improves their ability to execute their tasks in various cultural settings.

Conversely, Nunes, Felix and Prates (2017) revealed that motivational cultural intelligence had an insignificant relationship with expatriate performance in Brazil. The research findings were consistent with the research outcomes of Ang et al. (2007) which observed that motivational cultural intelligence had no significant relationship with task performance of undergraduates operating in Singapore and the USA. Furthermore, Duff, Tahbaz and Chan (2012) who conducted a study on Canadian undergraduate students also established that motivational cultural intelligence had no significant impact on task performance. On the other hand, Williams and Eisenberg (2012) who sought to establish the impact of cultural intelligence on the multicultural team's project performance observed that motivational cultural intelligence was positively related to the

multicultural team's project performance. The research was conducted on a sample of 83 students who had enrolled in Business project courses in 2 major European Business schools. The study had employed questionnaires to retrieve the primary data and correlation analysis model to test the association.

#### **2.3.4 Behavioral cultural intelligence and Employee Performance**

Rose, Ramalu, Uli, and Kumar (2010) observed that behavioral cultural intelligence positively influenced contextual and assignment specific performance of the expatriates living and working in Malaysia though it had no significant influence on their task performance. Similar findings were noted by a study conducted by Duff, Tahbaz and Chan (2012) on Canadian undergraduate students which revealed that behavioral cultural intelligence had a positive significant influence on task performance. On the other hand, Chen et al. (2011) observed that behavioral cultural intelligence had a positive significant relationship with the performance of foreign laborers in Taiwan.

Ang and Dyne (2008) stated that a person ought to possess essential non-verbal and verbal skills in order to converse and intermingle with people from various cultures effectively. Consequently, behavioral CQ is an important dimension that improves social collaborations and emphasizes how individuals should resolve to transform their conduct to match the anticipations of other people (Ang et al., 2007). People possessing great behavioral CQ are adjustable in their verbal and nonverbal conduct and are capable to meet the expectations of other people from other cultures (Kumar, Rose & Subramaniam, 2008). Moreover, a research investigation carried out by Ang et al. (2007) revealed when the workers enhance their behavioral cultural intelligence then their task performance would consequently increase in a significant fashion.

Behavioral CQ permits individuals to control their social deeds in intercultural encounters (Gudykunst, 1993). The behavioral cultural intelligence gives a sense of elasticity for behavioral responses which fits to a range of culturally diverse circumstances, and the capability to adjust both verbal and non-verbal behavior when a cross-cultural interaction necessitates it (Ang, Van Dyne & Koh, 2006). Livermore (2011) agrees that behavioral CQ is knowing when to adapt to different cultural behavior and how to portray a certain behavior. These authors seem to be in consensus that behavior CQ is exhibiting the actions and adapting to diverse behaviors to different cultural circumstances and thus being able to work effectively in a different cultural environment.

Ang et al. (2007) assert that individuals with behavioral CQ can comprehend and acquire behaviors of individuals of different cultural setting, therefore they easily adapt to new cultural behaviors. Conversely, a study conducted by Kelidbari, Dizgah and Jourshari (2012) that sought to establish

the association between cultural intelligence and job performance observed that behavioral cultural intelligence that no significant association with job performance in Iran. Besides that, though behavioral cultural intelligence had a positive significant relationship with employee performance as observed by Isfahani, Jooneghani and Azar (2013), the relationship was relatively weaker when compared to cognitive, metacognitive and motivational aspects of cultural intelligence. Conversely, Nunes, Felix and Prates (2017) revealed that behavioral cultural intelligence had an insignificant relationship with expatriate performance in Brazil. On the other hand, Ang et al. (2007) observed that behavioral cultural intelligence had a positive significant relationship with task performance in intercultural settings regarding Singapore and the USA.

#### **2.4 Summary of Literature Reviews and Research Gaps**

The chapter discussed the relevant theories and reviewed past studies in line with each objective of this study. Based on the context of international humanitarian research organizations in Kenya, there have been limited studies conducted to test the hypotheses of the cross-cultural adaptation and expectancy theories. Thus, this study sought to bridge the knowledge gap. In regard to the empirical review of the influence of metacognitive cultural intelligence on employee performance there have been inconsistencies in research findings. This is because some studies (Bogilovic & Skerlavaja, 2016; Ang et al., 2007; Amiri, Moghimi & Kazemi, 2010; Chen et al., 2011) revealed that metacognitive cultural intelligence had a positive significant influence on employee performance. On the other hand, some studies (Kelidbari, Dizgah & Jourshari, 2012; Nunes, Felix & Prates, 2017) observed no association between metacognitive cultural intelligence and employee performance. Moreover, there are limited studies conducted to assess the influence of metacognitive cultural intelligence on employee performance in the context of international humanitarian research organizations in Kenya thus the study sought to bridge the research gap.

Regarding the empirical review of the influence of cognitive cultural intelligence on employee performance there have been inconsistencies in research findings. Some studies (Kelidbari, Dizgah & Jourshari, 2012; Amiri, Moghimi & Kazemi, 2010; Isfahani, Jooneghani & Azar, 2013) revealed that cognitive cultural intelligence had a positive significant influence on employee performance. While studies such as Nunes, Felix and Prates (2017) revealed that cognitive cultural intelligence had a moderate influence on employee performance and some studies such as Chen et al. (2011) revealed that cognitive cultural intelligence negatively influences employee performance. Thus, based on these inconsistencies the study was motivated to assess the influence of cognitive cultural intelligence on employee performance in the context of international humanitarian research organizations in Kenya.

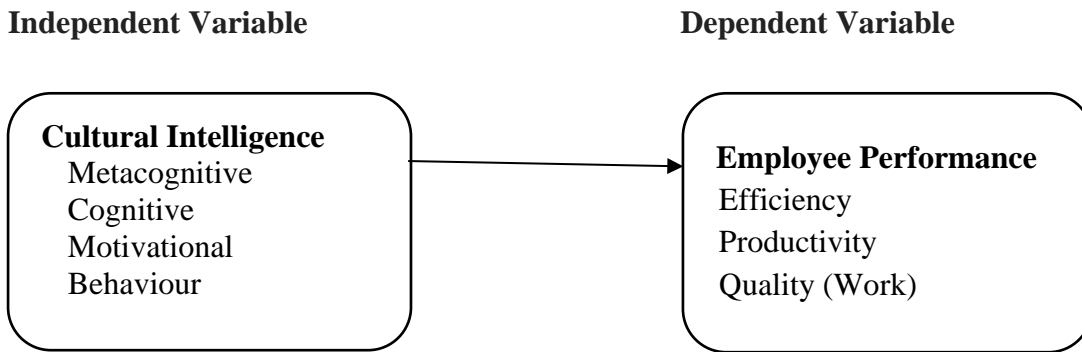
Concerning the empirical review of the influence of motivational cultural intelligence on employee performance there have been inconsistencies in research findings. Some studies (Bogilovic & Skerlavaja, 2016; Kelidbari, Dizgah & Jourshari, 2012; Amiri, Moghimi & Kazemi, 2010) revealed that motivational cultural intelligence positively and significantly influences employee performance. On the other hand, some studies (Nunes, Felix & Prates, 2017; Ang et al., 2007; Duff, Tahbaz & Chan, 2012) revealed that motivational cultural intelligence does not significantly influence employee performance. Additionally, there are limited studies conducted to assess the influence of motivational cultural intelligence on employee performance in the context of international humanitarian research organizations in Kenya thus the study sought to bridge the research gap.

Regarding the empirical review of the influence of behavioral cultural intelligence on employee performance there have been inconsistencies in research findings. Most studies (Rose et al., 2010; Duff et al., 2012; Kelidbari, Dizgah & Jourshari, 2012; Nunes, Felix & Prates, 2017) revealed that behavioral cultural intelligence has no significant influence on employee performance. While some studies conducted by Chen et al. (2011), Isfahani, Jooneghani and Azar (2013) and Ang et al. (2007) observed that behavioral cultural intelligence has a positive significant influence on employee performance. Additionally, there are limited studies conducted to assess the influence of behavioral cultural intelligence on employee performance in the context of international humanitarian research organizations in Kenya thus the study sought to bridge the research gap.

## **2.5 Conceptual Framework**

The conceptual framework below assisted in explaining the effect of cultural intelligence on employee performance. It depicted the relationship between the independent variables which were metacognitive, cognitive, motivational and behavioral CQs and the dependent variable which was employee performance measured in terms of efficiency, productivity and quality output. The conceptual framework hypothesized that cultural intelligence (metacognitive, cognitive, motivational and behavioral CQs) has an influence on employee performance.

**Figure 2.1: Conceptual framework depicting the effect of Cultural Intelligence on Employee Performance**



Source: Author (2019)

o **2.6 Operationalization of Variables**

This subsection outlined how the researcher measured Cultural intelligence and Employee performance.

**Table 2.1 Operationalization of Variables**

<b>Independent Variable (CQ)</b>	<b>Operational abilities</b>	<b>Measurement</b>	<b>Supporting literature</b>
<b>Metacognitive</b>	<ul style="list-style-type: none"> <li>● Ability to understand, obtain and use cultural knowledge.</li> <li>● Ability to plan and make decisions on cultural knowledge.</li> <li>● Ability to effectively apply cultural knowledge to different circumstances.</li> <li>● Ability to adjust one’s societal awareness.</li> <li>● The capability to evaluate the accuracy of one’s societal awareness.</li> <li>● Ability to think deeply and be self-aware about the cultures of others and own culture.</li> </ul>	Cultural intelligence scale (CQS) based on a 5-point Likert scale of agreement was employed ( “Strongly Agree”=5; “Agree” = 4; “Neutral”= 3; “Disagree” = 2; “Strongly Disagree” =1)	Ang et al. (2007); Rose et al. (2010); Duff, Tahbaz and Chan (2012); Chen et al. (2011); Pintrich and De Groot (1990); Van Dyne et al. (2012);
<b>Cognitive</b>	<ul style="list-style-type: none"> <li>● Ability to develop general universal knowledge on legal, economic, political and arts.</li> <li>● Ability to establish cultural differences and similarities.</li> </ul>	Cultural intelligence scale (CQS) based on a 5-point Likert scale of agreement was employed ( “Strongly Agree”=5; “Agree” = 4; “Neutral” = 3; “Disagree” = 2;	Ang et al. (2007); Isfahani, Jooneghani and Azar (2013), Nunes, Felix and Prates (2017); Earley and Peterson

	<ul style="list-style-type: none"> <li>● Ability to comprehend culturally specific issues and knowledge.</li> <li>● Ability to acquaint with cultural norms, beliefs, values, non-verbal and verbal deeds.</li> <li>● Ability to master cultural-specific knowledge.</li> </ul>	“Strongly Disagree” =1)	(2004); Livermore (2011); Chen et al. (2011)
<b>Motivational</b>	<ul style="list-style-type: none"> <li>● Ability to develop a willingness to interact and live with individuals that possess different societal values.</li> <li>● The capability to experience unfamiliar experiences and persevere in order to get accustomed to other cultures living conditions.</li> <li>● Ability to associate with confidence in strange and tough cultural situations.</li> <li>● Ability to manage and persist in difficult situations.</li> </ul>	Cultural intelligence scale(CQS) based on a 5-point Likert scale of agreement was employed ( “Strongly Agree”=5; “Agree” = 4; “Neutral” = 3; “Disagree” = 2; “Strongly Disagree” =1)	Ang et al. (2007); Bogilovic and Skerlavaja (2016); Kelidbari, Dizgah and Jourshari (2012); Nunes, Felix and Prates (2017)
<b>Behavioral</b>	<ul style="list-style-type: none"> <li>● Ability to effectively portray verbal and non-verbal behavior in a multi-cultural setting and diverse situations.</li> <li>● Ability to act appropriately in diverse multi-cultural settings and situations.</li> <li>● Ability to conform to a different cultural setting.</li> <li>● Ability draws from a wide range of behaviors to adapt to diverse multi-cultural circumstances.</li> <li>● Ability to understand when to adapt to other cultural behaviors in diverse multi-cultural circumstances.</li> </ul>	Cultural intelligence scale (CQS) based on a 5-point Likert scale of agreement was employed ( “Strongly Agree”=5; “Agree” = 4; “Neutral” = 3; “Disagree” = 2; “Strongly Disagree” =1)	Ang et al. (2007); Chen et al. (2011); Isfahani, Jooneghani and Azar (2013); Duff, Tahbaz and Chan (2012)
<b>Dependent Variable (EP)</b>	<b>rational abilities</b>	<b>Measurement</b>	<b>Supporting literature</b>
<b>Efficiency</b>	is the Ratio of employee actual time to perform each work	A 5-point Likert scale of agreement was employed (	Paul and Vazire (2007); Coens and

	against the theoretical time needed.	“Strongly Agree”=5; “Agree” = 4; “Neutral” = 3; “Disagree” = 2; “Strongly Disagree” =1)	Jenkins (2002); William and Anderson (1991)
<b>Productivity</b>	s the ratio of output to that of the input	A 5-point Likert scale of agreement was employed ( “Strongly Agree”=5; “Agree” = 4; “Neutral” = 3; “Disagree” = 2; “Strongly Disagree” =1)	Stoner et al., (1995); William and Anderson (1991)
<b>Quality(Work)</b>	s an aspect of services and products that bear the capability to satisfy the stated need	A 5-point Likert scale of agreement was employed ( “Strongly Agree”=5; “Agree” = 4; “Neutral” = 3; “Disagree” = 2; “Strongly Disagree” =1)	Kotler & Armstrong (2002); William and Anderson (1991)

**Source: Author (2019)**

## 2.7 Chapter Summary

This chapter began by discussing relevant theories in this study. Cross-cultural adaptation theory and the expectancy motivational theory were discussed to show how they related to cultural intelligence on employee performance in international humanitarian research organizations. It also included an empirical analysis of cultural intelligence dimensions comprising of; metacognitive, cognitive, motivational and behavioral dimensions. Based on the empirical literature review a research gap was established to be bridged. The conceptual framework portrayed in a diagrammatic form showed how cultural intelligence interacts with employee performance/output. The chapter closed by discussing the operationalization of the variables under study.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter commenced with research design followed by population, data collection, data analysis, research quality, and ethical consideration.

#### **3.2 Research Design**

This study adopted a descriptive cross-sectional survey design. The descriptive research design was chosen since it enabled the study to generalize the findings of a larger population. Kabiru and Njenga (2009) argued that the descriptive design can be used when collecting information about people's attitudes, habits, opinions or other social issues. The survey design enabled a comprehensive analysis by respondents on the influence of cultural intelligence on employee performance in an international humanitarian research organization.

#### **3.3 Study Population and Sample**

According to Mugenda and Mugenda (2003) a population entails the combination of all elements possessing a familiar behavior or characteristics. Therefore, the population of interest for this research investigation was the international humanitarian research organization that are under the umbrella of CGIAR. CGIAR website provides a list of 15 organizations (CGIAR, 2019). A census was conducted to select all the international humanitarian research organizations based in Nairobi Kenya. Census is a systematic method that involves data collection from the whole population hence it is more reliable and accurate since the information retrieved represents the true picture of each unit of the population (Surbhi, 2016). Unlike sampling whereby information only represents a handful of units of the population (Surbhi, 2016). The study employed census method since the population was small and for that reason, it did not warrant sampling.

The study did not have a list of the target respondents to be studied regarding each organization. Thus, it opted for convenience sampling, whereby the researcher retrieved data from at least two employees in each department that she was able to find during the time of the data collection exercise. The study was limited to retrieving data from only two employees in each department since studying all the employees per department would have been time-consuming and the research work would have not been completed in time based on the deadline stipulated by the University for the researchers to have completed their projects. The study was anchored of five departments

which defines the organizational structure of virtually all the international humanitarian research organizations in Kenya. They comprised of the Human Resource, Project/Grant, Finance, Information System and Procurement departments.

Thus, the study aimed to retrieve data from at least one employee in each of the five departments and one head/manager of each department. This gave a total of 10 respondents from each international humanitarian research organization and an aggregate of 150 respondents for all the 15 organizations.

### **3.4 Data Collection and Measurement**

This study solely relied on primary data to come up with answers to all the research questions. The data was collected through structured questionnaires that were issued by the researcher. The respondents were selected from five main job functions working in the international humanitarian research organization situated in Nairobi, Kenya. A drop-off and pick up later method were employed. This is because the method has been deemed to have high response rates (Cooper & Schindler, 2006). The method is also effective in reducing the potential non-response bias as it has a high response rate.

Cultural intelligence scale (CQS) which is a self-reporting survey developed by Ang et al. (2007) was used to assess cultural intelligence, which included four variables: Metacognitive CQ, Cognitive CQ, Motivational CQ and Behavioral CQ. The Metacognitive CQ scale consisted of four items. A sample question was “I am conscious of the cultural knowledge I use when interacting with people with different cultural backgrounds”. The Cognitive CQ scale consisted of six items. A sample question was “I know the cultural values and beliefs of other cultures”. The Motivational CQ consisted of five items. A sample question was “I am confident that I can socialize with locals in a culture that is unfamiliar to me”. The Behavioral CQ scale consisted of five items. A sample question was “I use to pause and silence differently to suit different cross-cultural situations.” The survey items were on a Likert Scale ranging from 1 “strongly disagree to 5 “strongly agree”. In addition to the 20-scaled items that measured the four variables, demographic questions were added to capture the demographic information of the respondents and the organizations that they were working in.

This scale had undergone through extensive validation because previous studies (Ang et al., 2007; Rose et al., 2010; Chen et al., 2011; Bogilovic & Skerlavaja, 2016; Nunes, Felix & Prates, 2017)

demonstrated that it is valid and applicable across multiple categories of individuals such as students, expatriates, executives and across regions.

Employee performance was measured with a self-reporting approach with survey items on a Likert scale ranging from 1 'strongly disagree' to 5 'strongly agree'. Measurement by a supervisor is the most common form of employee appraisal across organizations but they are subjective (Kostiuk & Follmann, 1989). Paulhus and Vazire (2007) argued that self-reporting questionnaires motivate the respondents to talk about themselves as they identify with the questions more intimately than others. Self-reporting was considered for this research because it was efficient, practical to administer, inexpensive hence was more appropriate for this context. Employee performance was measured using performance scale developed from various literature such as Kotler et al. (2002) and William and Anderson (1991).

### 3.5 Research Quality

The research investigation employed the Cronbach's Alpha test for reliability to assess for the internal consistency of the questionnaire items measured on a 5-point Likert scale. The closer the Cronbach's Alpha values to 1 the better the internal consistency of the questionnaire items on the Likert scale (Namdeo & Rout, 2016). George and Mallery (2003) posited the following benchmark rules in determining the internal degree of consistency of the statements in the questionnaire measured by a Likert scale; an alpha value ( $\alpha$ ) of less than 0.5 denoted *unacceptable*;  $0.5 \leq \alpha < 0.6$  represented *Poor*;  $0.6 \leq \alpha < 0.7$  signified *Questionable*;  $0.7 \leq \alpha < 0.8$  meant *Acceptable*;  $0.8 \leq \alpha < 0.9$  indicated *Good* and  $0.9 \leq \alpha$  denoted *Excellent*. Cooper and Schindler (2006) recommended Cronbach's Alpha values ranging between 0.7 and 0.9 as satisfactory for reliability test. This study adopted this thumb of the rule to evaluate the level of internal consistency of the questionnaire.

A pilot study was concluded on a sample of 10 participants who were not incorporated in the final research study before issuing the final edited questionnaire to the participants to ensure the internal validity of the questionnaire was guaranteed. Consequently, the questionnaire was edited for it to precisely address the objectives of the study based on the insights of the targeted respondents. The findings of the internal consistency test to assess whether the questionnaire was a reliable instrument to address the objectives of this study were presented in Table 3.1 in the next page.

**Table 3.1: Reliability Analysis Results**

Scale	Section	Cronbach's Alpha	Number of Items	Classification
Cultural Intelligence Scale	Metacognitive Cultural Intelligence	0.959	4	Excellent
	Cognitive Cultural Intelligence	0.919	6	Excellent
	Motivational Cultural Intelligence	0.932	5	Excellent
	Behavioral-Cultural Intelligence	0.916	5	Excellent
<b>Cultural Intelligence Scale</b>		<b>0.970</b>	<b>20</b>	<b>Excellent</b>
Employee Performance Scale	Efficiency	0.977	4	Excellent
	Productivity	0.934	4	Excellent
	Quality (Work)	0.891	5	Good
<b>Employee Performance Scale</b>		<b>0.916</b>	<b>13</b>	<b>Excellent</b>

**Source: Researcher (2019)**

In Table 3.1 above, the Cronbach's Alpha values for both cultural intelligence scale and employee performance scale were more than 0.9. This indicated that all the questionnaire items in the study's survey tool were internally consistent and reliable to evaluate the perceptions of the targeted respondents regarding cultural intelligence and employee performance in International Humanitarian Research Organizations based in Nairobi, Kenya.

### **3.6 Data Analysis**

The questionnaires were verified for completeness and correctness. This process involved entering data into a system (SPSS software), checking the accuracy of the data, transforming data and database development (Trochim, 2004). Factor analysis was used to reduce the questionnaire items linked to cultural intelligence dimensions and employee performance into a few factors for correlation and regression analysis. Descriptive analysis comprising of mean and standard deviation was employed to describe the current of the cultural intelligence dimensions and employee performance based on the perceptions of the respondents. Correlation analysis was used to examine the relationship between CQ and employee performance and determine the direction of the relationship (Cooper & Schindler, 2014).

Regression and correlation are complementary methods, a correlation was used to determine whether the relationship is positive or negative. Multiple regression analysis was used to seek an in-depth explanation of the degree and type of strength of the relationship by demonstrating which variable had a higher impact on employee performance hence it showed the levels of strength of each variable on their influence towards employee performance relationship. The study used multiple regression model below to test the relationship between the dependent and independent variables:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$$

Where; Y= Employee Performance (Measured by efficiency, quality work, and productivity)

$\varepsilon$ -Error Term

$\beta_0$ -Constant

$\beta_1, \beta_2, \beta_3,$  and  $\beta_4$  represents Beta coefficients for which we were trying to predict the value of Y

X1-Metacognitive

X2-Cognitive

X3-Motivational

X4-Behavioral

### 3.7 Ethical Consideration

It is important to have ethical considerations in research especially when it involves human beings (Cooper & Schindler, 2014). Research ethics is defined as the appropriate behavior of research relative to norms of the society (Zikmund, 2010). Research may have adverse consequences, and therefore research subjects are required to be protected. This research considered ethical considerations in the following ways. First, participation was voluntary, and participants had the freedom to withdraw at any time. Secondly, the participants were informed of the purpose of this study and lastly, the identity of the participants was kept private and confidential. The study obtained ethical clearance letter from The National Commission for Science, Technology and Innovation for clearance of the researcher's proposed research work. The letter aided the researcher to collect data from the targeted respondents.

## CHAPTER FOUR

### DATA ANALYSIS, RESEARCH FINDINGS, AND INTERPRETATION

#### 4.1 Introduction

The chapter presents and discusses the data analysis findings of the primary data collected with the aim of addressing the research objectives of the study. Descriptive statistics were employed to explain the demographic characteristics of the respondents (employees) drawn from the International Humanitarian Research Organizations based in Nairobi, Kenya. It was also used to establish the current state of affairs of the attributes of cultural intelligence and employee performance indicators in the International Humanitarian Research Organizations based in Nairobi, Kenya. The chapter also presents and discusses the findings of the reliability test analysis. Moreover, the chapter also presents factor analysis results that were used to reduce cultural intelligence related statements and employee performance related statements into fewer factors to be used for correlation and regression analysis. Additionally, the chapter presents correlation and regression analysis results used to establish the influence of cultural intelligence on employee performance in International Humanitarian Research Organizations based in Nairobi, Kenya. Finally, the chapter closes with the overall summary of the presentation of research findings in line with the objectives of the study.

#### 4.2 Response Rate

The study was able to retrieve all the 150 questionnaires distributed to the targeted respondents which were duly completed and considered worthwhile for data analysis. Consequently, the study achieved a 100% response rate. The drop and pick up method simplified the data collection process and the respondents were very cooperative thus that is the reason why the study achieved a 100% response rate. Gordon (2002) recommended that a response rate of 70% and above is preferable for making inferences. Consequently, the 100% response rate of this study was satisfactory for generating inferences of the population of the International Humanitarian Research Organizations based in Nairobi, Kenya. Furthermore, the study did not suffer from any non-response bias since the non-response rate was 0%.

### 4.3 Demographic Information of the Respondents

This section displays and discusses the descriptive analysis results of the demographic characteristics of the targeted respondents. The demographic data sought for the gender, age group, job title (the title of position), employment position (function area), organization structure and the work experience of the respondents drawn from the International Humanitarian Research Organizations based in Nairobi, Kenya. The descriptive findings of the demographic data were displayed in Table 4.1 below.

**Table 4.1: Demographic Data Results**

<b>Demographic Information of the Respondents</b>	<b>Frequency</b>	<b>Percentage (%)</b>	
<b>Gender</b>	Female	74	49.3
	Male	76	50.7
<b>Age Group</b>	18-20 years	-	-
	21-30 years	34	22.7
	31-40 years	55	36.6
	41-50 years	57	38.0
	51 years and above	4	2.7
<b>Title of Position</b>	Manager	18	12.0
	Officer	130	86.7
	Other	2	1.3
<b>Function Area</b>	Human Resource	29	19.3
	Procurement	28	18.7
	Project/ Grants	25	16.7
	Finance	42	28.0
	Information System	26	17.3
	Other	-	-
<b>Organization Structure</b>	Strategic	6	4
	Middle Level	70	46.7
	Operational (Lower Level)	74	49.3
	Other	-	-
<b>Work Experience</b>	Less than 3 years	14	9.3
	3-6 years	37	24.7
	7-9 years	48	32.0
	10-12 years	49	32.7
	13 years and above	2	1.3

**Source: Researcher (2019)**

In Table 4.1 above, with reference to gender; 49.3% of the total targeted respondents were female while 50.7% were male. This indicated that there was a gender balance based on the results retrieved. Thus, the information retrieved could be confidently be relied on since it was not biased

on one side of gender. In regard to age group; most of the respondents 74.6% were between the ages of 31 and 50. This actually means that the perceptions of the influence of cultural intelligence on performance were based on people who have advanced agewise and have gained sufficient knowledge and experience on the trends of cultural intelligence dimensions.

In relation to the title of position; the respondents were fairly distributed in each department except for the Finance department that had a fair majority of the respondents constituting 28% of the total participants. This is because employees from the Finance department were more willing to cooperate and participate in the study when compared to other departments where some respondents were not very cooperative. Furthermore, with respect to the organization structure; 4% of the total respondents studied indicated that they were at the strategic level of the organization structure, 46.7% indicated that they were at the middle level of the organization structure while the remaining 49.3% of the respondents indicated they were at the operational (lower level) of the organization structure.

Finally, regarding work experience; 89.7% of the respondents had 3 years and above work experience only a few respondents of 9.3% had less than 3 years' work experience. This means that the perceptions of the influence of cultural intelligence on performance were based on people who have rich work experience in the international humanitarian research organizations and were knowledgeable of the cultural intelligence dimensions and if they really influenced their work performance.

#### **4.4 Cultural Intelligence in International Humanitarian Research Organizations**

Descriptive statistics comprising of mean and standard deviation were employed to establish the perceptions of the respondents concerning their cultural intelligence (metacognitive cultural intelligence, cognitive cultural intelligence, motivational cultural intelligence and behavioral cultural intelligence) in the International Humanitarian Research Organizations based in Nairobi, Kenya. A 5-point Likert Scale of the level of agreement (Strongly Agree = 5; Agree = 4; Neutral = 3; Disagree = 2; Strongly Disagree = 1) was utilized. The ensuing subsections present and explain the findings of the descriptive analysis in regard to the respondents' cultural intelligence related factors.

##### **4.4.1 Metacognitive Cultural Intelligence**

To rate the perceptions of the respondents regarding their metacognitive cultural intelligence in International Humanitarian Research Organizations in Nairobi, Kenya. Descriptive statistics

involving mean and standard deviation were used and the findings of the analysis were presented in Table 4.2 below.

**Table 4.2: Descriptive Statistics Results of Metacognitive Cultural Intelligence in International Humanitarian Research Organizations**

<b>Metacognitive Cultural Intelligence</b>	<b>Mean</b>	<b>Standard Deviation</b>
1. I am clearly aware of cultural knowledge and I utilize this knowledge when associating with individuals with varying cultural backgrounds.	4.280	0.778
2. I transform my cultural knowledge when associating with people who have different cultural backgrounds from mine.	4.267	0.817
3. I am usually mindful of cultural enlightenment that I use for cross-cultural associations.	4.207	0.789
4. I usually check the precision level of my cultural knowledge when I socialize with individuals from various cultures.	4.207	0.754
<b>Overall Score</b>	<b>4.240</b>	<b>0.785</b>

**Source: Researcher (2019)**

In Table 4.2, the respondents strongly agreed that they are clearly aware of cultural knowledge and they utilize this knowledge when associating with individuals with varying cultural backgrounds with a mean score of 4.280 and a standard deviation of 0.778. Moreover, they also strongly agreed that they usually transform their cultural knowledge when associating with people who have different cultural backgrounds from theirs' with a mean score of 4.267 and a standard deviation of 0.817. Additionally, the respondents also strongly agreed that they are usually mindful of cultural enlightenment that they use for cross-cultural associations with a mean score of 4.207 and a standard deviation of 0.789. They also strongly agreed that they always check the precision level of their cultural knowledge when they socialize with individuals from various cultures with a mean score of 4.207 and a standard deviation of 0.754.

Since all the metacognitive cultural intelligence factors posted a means core of 4 and above. This meant that the employees of the International Humanitarian Research Organizations have enough metacognitive cultural intelligence which they employ in their social settings and at their workplace. That consequently makes them interact and work with people in an effective and efficient manner. In conclusion, metacognitive cultural intelligence recorded an overall mean score of agreement of 4.240 and a standard deviation of 0.785.

#### 4.4.2 Cognitive Cultural Intelligence

To rate the perceptions of the respondents concerning cognitive cultural intelligence in International Humanitarian Research Organizations in Nairobi, Kenya. Descriptive statistics involving mean and standard deviation were used and the findings of the analysis were presented in Table 4.3 below.

**Table 4.3: Descriptive Statistics Results of Cognitive Cultural Intelligence in International Humanitarian Research Organizations**

<b>Cognitive Cultural Intelligence</b>	<b>Mean</b>	<b>Standard Deviation</b>
1. I am aware of the economic and legal systems of other societies.	4.227	0.706
2. I have adequate knowledge of the art and craft of other societies.	4.133	0.917
3. I have sufficient knowledge of the laws of manifesting non-verbal behaviors in other societies.	4.067	0.932
4. I am aware of the marriage cultures of other societies.	4.067	0.917
5. I am aware of the laws and regulations (for instance vocabulary and grammar) that characterize other languages.	4.033	0.839
6. I am aware of the societal values and religions of other societies.	3.987	0.905
<b>Overall Score</b>	<b>4.086</b>	<b>0.869</b>

**Source: Researcher (2019)**

In Table 4.3 above, the respondents strongly agreed that they are aware of the economic and legal systems of other societies with a mean score of 4.227 and a standard deviation of 0.706. They also strongly agreed that they have adequate knowledge of the art and craft of other societies with a mean score of 4.133 and a standard deviation of 0.917. Furthermore, the respondents strongly agreed that they have sufficient knowledge of the laws of manifesting non-verbal behaviors in other societies with a mean score of 4.067 and a standard deviation of 0.932. Likewise, they strongly agreed that they are aware of the marriage cultures of other societies with a mean score of 4.067 and a standard deviation of 0.917. Equally, the respondents also strongly agreed that they are aware of the laws and regulations (for instance vocabulary and grammar) that characterize other languages with a mean score of 4.033 and a standard deviation of 0.839.

Additionally, the respondents agreed that they are aware of the societal values and religions of other societies with a mean score of 3.987 and a standard deviation of 0.905. This was the only indicator of cognitive cultural intelligence that appeared to have a low level of agreement. This, in

essence, meant that not all the employees are interested in knowing other people’s cultural values and religion of other cultures. This owes to the fact that people who are subscribed to certain religions grow to be staunch believers and considers other religious cultures to be wrong. Hence, not wanting to be associated with them in any way. In general, cognitive cultural intelligence recorded an overall mean score of agreement of 4.086 and a standard deviation of 0.869.

#### 4.4.3 Motivational Cultural Intelligence

To rate the perceptions of the respondents in motivational cultural intelligence in International Humanitarian Research Organizations in Nairobi, Kenya. Descriptive statistics involving mean and standard deviation were used and the findings of the analysis were presented in Table 4.4 below.

**Table 4.4: Descriptive Statistics Results of Motivational Cultural Intelligence in International Humanitarian Research Organizations**

<b>Motivational Cultural Intelligence</b>	<b>Mean</b>	<b>Standard Deviation</b>
1. I enjoy interacting with people from different cultures.	4.267	0.808
2. I am confident that I can get accustomed to shopping conditions in a different culture.	4.167	0.831
3. I am sure that I can deal with the stresses of adjusting to a culture that is new to me.	4.120	0.794
4. I enjoy living in cultures that are unfamiliar to me.	4.120	0.866
5. I am confident that I can socialize with locals in a culture that is unfamiliar to me.	4.113	0.840
<b>Overall Score</b>	<b>4.157</b>	<b>0.828</b>

**Source: Researcher (2019)**

In Table 4.4 above, the respondents strongly agreed that they enjoy interacting with people from different cultures with a mean score of 4.267 and a standard deviation of 0.808. They also strongly agreed that they are confident that they can get accustomed to the shopping conditions in a different culture with a mean score of 4.167 and a standard deviation of 0.831. Additionally, the respondents strongly agreed that they are sure that they can deal with stresses of adjusting to a culture that is new to them and that they enjoy living in cultures that are unfamiliar to them with means scores of 4.120 and 4.120 and standard deviations of 0.794 and 0.866 respectively. Moreover, the respondents strongly agreed that they are confident that I can socialize with locals in a culture that is unfamiliar to them with a mean score of 4.113 and a standard deviation of 0.840. In conclusion,

motivational cultural intelligence posted an aggregate mean score of 4.157 and a standard deviation of 0.828.

Since all the motivational cultural intelligence factors posted a mean score of 4 and above. This meant that the employees of the International Humanitarian Research Organizations are always enthusiastic to interact, socialize with people subscribed to a different culture. Moreover, it also meant that they can easily adjust to a different culture without having negative emotions about it.

#### 4.4.4 Behavioral Cultural Intelligence

To rate the perceptions of the respondents regarding their behavioral cultural intelligence in International Humanitarian Research Organizations in Nairobi, Kenya. Descriptive statistics involving mean and standard deviation were used and the findings of the analysis were presented in Table 4.5 below.

**Table 4.5: Descriptive Statistics Results of Behavioral Cultural Intelligence in International Humanitarian Research Organizations**

<b>Behavioral Cultural Intelligence</b>	<b>Mean</b>	<b>Standard Deviation</b>
1. I change my verbal behavior (e.g. tone, accent) when a cross-cultural interaction requires it.	4.333	0.739
2. I vary the rate of my speaking when a cross-cultural situation requires it.	4.247	0.851
3. I alter my facial expression when a cross-cultural interaction requires it.	4.180	0.905
4. I use to pause and silence differently to suit different cross-cultural situations.	4.147	0.893
5. I change my non-verbal behavior when a cross-cultural situation requires it.	4.140	0.890
<b>Overall Score</b>	<b>4.209</b>	<b>0.856</b>

**Source: Researcher (2019)**

In Table 4.5 above, the respondents strongly agreed that they usually change their verbal behavior (e.g. tone, accent) when a cross-cultural interaction requires it with a mean score of 4.333 and a standard deviation of 0.739. They also strongly agreed that they vary the rate of their speaking when a cross-cultural situation requires it with a mean score of 4.247 and a standard deviation of 0.851. Likewise, the respondents strongly agreed that they alter their facial expression when a cross-cultural interaction requires it with a mean score of 4.180 and a standard deviation of 0.905.

Additionally, they also strongly agreed that they pause and silence differently to suit different cross-cultural situations with a mean score of 4.147 and a standard deviation of 0.893. Finally, the respondents strongly agreed that they change their non-verbal behavior when a cross-cultural situation requires it with a mean score of 4.140 and a standard deviation of 0.890. In a broad-spectrum, behavioral cultural intelligence posted a strong level of agreement justified by a total mean score of 4.209 and a standard deviation of 0.856.

Since all the motivational cultural intelligence factors posted a mean score of 4 and above. This meant that the employees in International Humanitarian Research Organizations employ appropriate behaviors when associating with other people from a different cultural background. It also meant that they are very flexible and uses a broad range of behaviors and skills properly when relating to people from different cultures.

#### **4.5 Employee Performance Indicators of the International Humanitarian Research Organizations based in Nairobi, Kenya**

To rate performance indicators of employees working in International Humanitarian Research Organizations based in Nairobi, Kenya, a 5-point Likert Scale of the level of agreement (Strongly Agree = 5; Agree = 4; Neutral = 3; Disagree = 2; Strongly Disagree = 1) was employed. The performance indicators included; efficiency, productivity, and quality (work). Descriptive statistics involving mean and standard deviation were used to establish the perceived level of the performance indicators in International Humanitarian Research Organizations in Nairobi, Kenya. The findings of the analysis were presented in Table 4.6 in the next page.

**Table 4.6: Descriptive Statistics Results of Performance Indicators of the International Humanitarian Research Organizations**

<b>Efficiency</b>		<b>Mean</b>	<b>Standard Deviation</b>
<b>1.</b>	Adequately completes the assigned duties.	4.447	0.765
<b>2.</b>	Fulfills duties specified in the job description.	4.380	0.833
<b>3.</b>	I get the task done in timely manner.	4.353	0.812
<b>4.</b>	Timely updates supervisor on the progress of the duties assigned.	4.287	0.870
<b>Overall Score</b>		<b>4.367</b>	<b>0.820</b>
<b>Productivity</b>			
<b>5.</b>	Completes the deliverables in a timely manner.	4.347	0.714
<b>6.</b>	Generally, completes assigned duties in a timely manner.	4.327	0.807
<b>7.</b>	Submits reports on time.	4.280	0.852
<b>8.</b>	Accepts and performs new additional assignments.	4.273	0.810
<b>Overall Score</b>		<b>4.307</b>	<b>0.796</b>

<b>Quality (Work)</b>		
9. My work is always satisfactory.	4.487	0.702
10. Mostly gets positive feedback from my supervisor.	4.453	0.791
11. My production rate is stable.	4.433	0.814
12. Provides good quality of work.	4.347	0.777
13. I rarely make errors.	4.267	0.857
<b>Overall Mean Score</b>	<b>4.397</b>	<b>0.788</b>

**Source: Researcher (2019)**

In Table 4.6 above, with reference employee efficiency performance attributes the respondents strongly agreed that they adequately complete their assigned duties with a mean score of 4.447 and a standard deviation of 0.765. They also strongly agreed that they usually fulfill their duties specified in their job description and get their tasks done in a timely manner with mean scores of 4.380 and 4.353 respectively and standard deviations of 0.833 and 0.812 respectively. Additionally, the respondents strongly agreed that they provide timely updates to their supervisors on the progress of the duties assigned to them with a mean score of 4.287 and a standard deviation of 0.870. In summary, efficiency as an employee performance indicator posted a strong level of agreement that was justified by a mean score of 4.367 and a standard deviation of 0.820.

With productivity the respondents strongly agreed that they complete the deliverables in a timely manner together with other generally assigned duties with mean scores of 4.347 and 4.327 respectively and standard deviations of 0.714 and 0.807 respectively. Additionally, they also strongly agreed that they submit reports on time and they willingly accept and performs new additional assignment with mean scores of 4.280 and 4.273 respectively and standard deviations of 0.852 and 0.810 respectively. In a nutshell, productivity as an employee performance indicator posted a strong level of agreement that was justified by a mean score of 4.307 and a standard deviation of 0.796.

With respect to quality (work), the respondents strongly agreed that their work is always satisfying with a mean score of 4.487 and a standard deviation of 0.702. They also strongly agreed that they usually get positive feedback from their supervisors and that their production rate is stable with mean scores of 4.453 and 4.433 respectively and standard deviations of 0.791 and 0.814 respectively. Furthermore, the respondents strongly agreed that they provide good quality work output and they rarely make errors with mean scores 4.347 and 4.267 respectively and standard deviations of 0.777 and 0.857 respectively. In summation, quality (work) as an employee performance indicator posted a strong level of agreement that was justified by a mean score of 4.397 and a standard deviation of 0.788.

## **4.6 Influence of Cultural Intelligence on Employee Performance in International Humanitarian Research Organizations**

To establish the influence of cultural intelligence (metacognitive cultural intelligence, cognitive cultural intelligence, motivational cultural intelligence, and behavioral cultural intelligence) on employee performance in International Humanitarian Research Organizations based in Nairobi, Kenya. Correlation analysis was employed to demonstrate the relationship between the variables. Furthermore, regression analysis was used to establish if cultural intelligence elements comprising of metacognitive cultural intelligence, cognitive cultural intelligence, motivational cultural intelligence and behavioral cultural intelligence) explained the variability in employee performance of International Humanitarian Research Organizations based in Nairobi.

Before performing correlation and regression analysis, factor analysis was employed to compress cultural intelligence and employee performance statements in the questionnaire into fewer factors. Consequently, averages were used as a composite measure to reduce all the statements of each extracted factor for both cultural intelligence and employee performance before conducting correlation and regression analysis.

### **4.6.1 Factor Analysis**

The main aim of factor analysis is to explain numerous variables with fewer numbers of factors (Kaiser, 1974). Factor analysis was used to compress the cultural intelligence questionnaire statements into four factors (metacognitive, cognitive, motivational and behavioral) and employee performance statements into one factor in order for correlational and regression analysis to be feasible.

#### **4.6.1.1 Derivation of Cultural Intelligence Factors**

Prior to conducting factor analysis, the Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy and Bartlett's Test of Sphericity had to be carried to establish if the data set was satisfactory for factor analysis. The KMO values range from 0 to 1. According to Glen (2016) Kaiser recommended the following KMO values to assess if the data set is suitable for factor analysis;  $0.00 \leq 0.49 =$  Unacceptable,  $0.50 \leq 0.59 =$  Miserable,  $0.60 \leq 0.69 =$  Mediocre,  $0.70 \leq 0.79 =$  Adequate,  $0.80 \leq 0.89 =$  Commendable and  $0.90 \leq 1.00 =$  Excellent. Moreover, Kaiser

(1974) recommended that the Chi-Square value of the Barlett's Test of Sphericity should be more than 150 and be significant ( $p$ -value  $< 0.05$ ) (Williams, Brown, & Onsmann, 2012) for factor analysis to be applicable.

These are the rules of thumb that this study used to establish if the data set linked to cultural intelligence was suitable for factor analysis. The results of the KMO and Bartlett's Test for cultural intelligence questionnaire statements were presented in Appendix IV. The KMO value of cultural intelligence questionnaire statements was 0.902 meaning that the data set was excellent for conducting factor analysis. Moreover, the Chi-Square value of the Barlett's Test of Sphericity was 1540.767 which was greater than 150 and significant since its  $p$ -value was 0.000 which was less than 0.005.

The principal component analysis was applied to identify the factors that accounted for more variability which were isolated from other factors and used for further analysis (correlation and regression analysis). According to Phan, Abdallah and Matsui (2011) the eigenvalues of the identified factors have to be greater than one in order to show that indeed they account for a huge variance in the dataset. This is the thumb of rule which this study employed to establish the factors that accounted for a huge variance that were isolated for further statistical analysis. The results of total variance explained were displayed in Appendix V.

The findings established that 4 out of 20 factors accounted for a huge variance in the data set since they were able to account for 62.582% cumulative variance of the entire data set and their eigenvalues were more than one. The factors that accounted for a huge percentage of variance and had eigenvalues of more than 1 included: (i) Component 1; which recorded an eigenvalue of 8.636 and explained 43.181% variance of the entire dataset; (ii) Component 2; which posted an eigenvalue of 1.458 and was able to explain 7.288% variance of the entire data set. (iii) Component 3; which recorded and eigenvalue of 1.398 and was able to explain 6.989% variance of the entire data set. (iv) Component 4; which posted an eigenvalue of 1.025 and was able to explain a 5.125% variance of the entire data set. These four factors were retained for further analysis and the rest of the factors (Component 5 to 20) were discarded since their eigenvalues were less than one.

To establish which cultural intelligence factors were metacognitive cultural intelligence, cognitive cultural intelligence, motivational cultural intelligence, and behavioral cultural intelligence a rotated component variance based on Varimax with Kaiser Normalization method was employed. The rule of thumb was to isolate the questionnaire statements with factor co-efficient values that

were greater than 0.4 as recommended by Yong and Pearce (2013) and Fredrick (2013). The findings of the rotated component matrix were presented in Appendix VI.

Component 1 comprised of questionnaire statements number 5 (0.782), 6 (0.593), 7 (0.608), 8(0.660), 9(0.711) and 10(0.619). Consequently, Component 1 represented cognitive cultural intelligence. On the other hand, Component 2 included questionnaire statements number 1(0.758), 2(0.727), 3(0.784) and 4(0.615). Therefore, Component 1 represented metacognitive cultural intelligence. Component 4 comprised of questionnaire statements number 11(0.539), 12(0.626), 13(0.465), 14(0.549) and 15(0.702). Accordingly, Component 4 represented motivational cultural intelligence. Finally, Component 3 included questionnaire statements number 16(0.642), 17(0.767), 18(0.697), 19(0.685) and 20 (0.666). Thus Component 3 represented behavioral cultural intelligence.

The Scree plot displayed in Appendix VII illustrated the association between the eigenvalues and the factors (component numbers) of cultural intelligence. The factors to be retained in the Scree plot represents those after the spot whereby the Scree plot starts to take an elbow shape. The Scree plot started to take an elbow shape from component 5 to 1. Consequently, Components 1, 2, 3 and 4 were retained for further analysis.

#### **4.6.1.2 Derivation of the Employee Performance Factor**

Prior to conducting factor analysis in order to extract the employee performance factor, the Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy and Bartlett's Test of Sphericity had to be carried to establish if the data set was satisfactory for factor analysis. Appendix VIII presents the results of the KMO and Bartlett's test. The KMO value was 0.939 and the Chi-Square value of the Bartlett's test was 1370.733 which was significant at 0.000. Therefore, the data set for the employee performance indicators was satisfactory for factor analysis.

Principal component analysis was employed to pinpoint the factor that accounted for more variability in the employee performance data set which was isolated from other factors and used for further analysis (correlation and regression analysis). The results of total variance explained were displayed in Appendix IX. The findings revealed that only 1 out of 20 factors accounted for a huge variance in the data set since it was able to account for 61.462% variance of the entire data set with an eigenvalue of 7.990 which was more than 1. The factor was Component 1. The remaining factors (Component 2 to 13) were also discarded since their eigenvalues were less than 1 and they accounted for lower percentages of variances when compared to the first component.

A rotated component variance based on Varimax with Kaiser Normalization method was employed to establish the questionnaire statements of the employee performance indicators that were incorporated in Component 1. The findings were presented in Appendix X. The findings revealed that all the questionnaire items of employee performance indicators were loaded in Component 1.

The Scree plot in Appendix XI presents the association between the eigenvalues and the factors (component numbers) of employee performance. The factors to be retained in the Scree plot represents those after the spot whereby the Scree plot starts to take a sharp elbow shape. The Scree plot started to take a sharp elbow shape from component 2 to 1. Consequently, only one factor (Component 1) was retained for further analysis while the rest were discarded.

#### 4.6.2 Correlation Analysis

The type of correlation analysis model applied was the Spearman's rho correlation model since all the variables were measured on an ordinal scale. The values of the correlation coefficient values range from -1 to +1. Whereby -1 denotes a perfect negative relationship between the variables, +1 signifies a perfect positive relationship between the variables and 0 denotes no association between the variables (Yue, Pilon & Cavadias, 2002). The results of the Spearman's rho correlation analysis were presented in Table 4.7 below. In relation to the results displayed in Table 4.7 below, the relationship between the variables at the 0.01 significance level was indicated by two asterisks (\*\*).

In addition, Yue, Pilon and Cavadias (2002) provided the ensuing rules of thumb in measuring the strength of correlation between two or more variables;  $0.00 \geq 0.19$  = extremely weak association,  $0.20 \leq 0.39$  = weak relationship,  $0.40 \leq 0.59$  = moderate association,  $0.60 \leq 0.79$  = strong relationship and  $0.80 \geq 1.00$  = very strong relationship. This study employed these rules of thumb to determine the strength of association between the variables assessed.

**Table 4.7: Correlation Analysis Results on the Relationship between Cultural Intelligence and Employee Performance in International Humanitarian Research Organizations**

			Correlations				
			Metacognitive Cultural Intelligence	Cognitive Cultural Intelligence	Motivational Cultural Intelligence	Behavioral Cultural Intelligence	Employee Performance
Spearman's rho	Metacognitive Cultural Intelligence	Correlation Coefficient	1.000	0.321**	0.256**	0.133	0.259**
		Sig. (2 tailed)		0.000	0.002	0.105	0.001

	N	150	150	150	150	150
Cognitive Cultural Intelligence	Correlation Coefficient	0.321**	1.000	0.469**	0.351**	0.348**
	Sig. (2-tailed)	0.000		0.000	0.000	0.000
	N	150	150	150	150	150
Motivational Cultural Intelligence	Correlation Coefficient	0.256**	0.469**	1.000	0.249**	0.268**
	Sig. (2-tailed)	0.002	0.000		0.002	0.001
	N	150	150	150	150	150
Behavioral Cultural Intelligence	Correlation Coefficient	0.133	0.351**	0.249**	1.000	0.290**
	Sig. (2-tailed)	0.105	0.000	0.002		0.000
	N	150	150	150	150	150
Employee Performance	Correlation Coefficient	0.259**	0.348**	0.268**	0.290**	1.000
	Sig. (2-tailed)	0.001	0.000	0.001	0.000	
	N	150	150	150	150	150

\*\* . Correlation is significant at the 0.01 level (2-tailed).

**Source: Researcher (2019)**

#### 4.6.2.1 Metacognitive Cultural Intelligence and Employee Performance

The results of the Spearman's rho correlation analysis as presented in Table 4.7 in the previous page revealed that metacognitive cultural intelligence had a weak positive relationship with employee performance in International Humanitarian Research Organizations based in Nairobi, Kenya at 99% confidence level since it posted a positive correlation co-efficient value of 0.259 and a p-value of 0.001 which was less than 0.01. This meant that an upsurge of metacognitive cultural intelligence was interrelated to the escalation of employee performance of International Humanitarian Research Organizations though in a weak fashion.

The results indicate that employees in International Humanitarian Research Organizations who possess metacognitive cultural intelligence exhibits a high level of efficiency in completing assignments on time. It also means that they are highly productive and produce quality work that is satisfactory. Furthermore, metacognitive cultural intelligence had a positive but weak significant relationship with motivational intelligence. Justified by a correlation coefficient value of 0.256 and a p-value of 0.002. This meant that employees in the International Humanitarian Research Organizations who are deeply motivated might be inclined to transform and adapt to different cultural situations.

#### 4.6.2.2 Cognitive Cultural Intelligence and Employee Performance

With reference to establishing the influence of cultural intelligence on employee performance. The results of Spearman's rho correlation analysis as displayed in Table 4.7 in the previous page indicated that cognitive cultural intelligence also had a weak positive relationship with employee performance in International Humanitarian Research Organizations based in Nairobi, Kenya at 99% confidence level. This is because it posted a positive correlation co-efficient value of 0.348 and a p-value of 0.000 which was less than 0.01. When compared to metacognitive cultural intelligence, cognitive cultural intelligence had a stronger, though weak association with employee performance. Consequently, an increase in cognitive cultural intelligence was linked to an upsurge of employee performance in a weak fashion though stronger when compared to metacognitive cultural intelligence.

On the other hand, cognitive cultural intelligence had a positive weak relationship with behavioral cultural intelligence. Justified by a correlation coefficient value of 0.351 and a p-value of 0.000. This meant that employees in International Humanitarian Research organizations transform their cognitive cultural intelligence into actions and behaviors. Thus, it means that besides being aware of variations of distinct cultures leads to employees adjusting their behaviors to domesticate these differences.

#### **4.6.2.3 Motivational Cultural Intelligence and Employee Performance**

In relation to establishing the influence of motivational cultural intelligence on employee performance. The results of Spearman's rho correlation analysis as illustrated in Table 4.7 in page 44 indicated that motivational cultural intelligence had a weak positive relationship with employee performance in International Humanitarian Research Organizations based in Nairobi, Kenya at 99% confidence level. This is because it recorded a positive correlation co-efficient figure of 0.268 and a p-value of 0.000 which was less than 0.01. Thus, an increase in motivational cultural intelligence was connected to an escalation of employee performance in a weak fashion though stronger when compared to metacognitive cultural intelligence but weaker when compared to cognitive cultural intelligence.

On the other hand, motivational cultural intelligence had a positive moderate significant association with cognitive cultural intelligence. Justified with a correlation coefficient value of 0.469 and a p-value of 0.000. This supported the findings of Ng et al. (2011) that motivational cultural intelligence plays a vital role in stimulating the growth of cognitive cultural intelligence.

#### **4.6.2.4 Behavioral Cultural Intelligence and Employee Performance**

With respect to establishing the influence of behavioral cultural intelligence on employee performance. The results of Spearman's rho correlation analysis as depicted in Table 4.7 on page 44 showed that behavioral cultural intelligence had a weak positive relationship with employee performance in International Humanitarian Research Organizations based in Nairobi, Kenya at 99% confidence level. This is because it recorded a positive correlation co-efficient figure of 0.290 and a p-value of 0.000 which was less than 0.01. Thus, an upsurge in behavioral cultural intelligence was related to an escalation of employee performance in a weak fashion though stronger when compared to metacognitive and motivational cultural intelligence, but weaker when compared to cognitive cultural intelligence.

Besides that, behavioral cultural intelligence had a weak positive significant association with motivational cultural intelligence. This was justified by a correlation coefficient value of 0.249 and a p-value of 0.002. This endorses the fact that motivational cultural intelligence attributes will possess behavioral cultural intelligence tendencies. Thus, employees in International Humanitarian Research Organizations who are passionately interested in knowing and comprehending cultural differences will adjust their behaviors to accommodate those differences.

#### **4.6.3 Regression Analysis**

The study applied Multiple Linear Regression analysis to establish the influence of cultural intelligence on employee performance in International Humanitarian Research Organizations based in Nairobi, Kenya. This was specifically done to determine if metacognitive cultural intelligence, cognitive cultural intelligence, motivational cultural intelligence and behavioral cultural intelligence significantly explained the variation in employee performance in International Humanitarian Research Organizations based in Nairobi, Kenya. The subsequent sub-sections present the regression analysis results and the discussion of those results.

##### **4.6.3.1 Multicollinearity**

In order to establish if multicollinearity existed between the independent variables Collinearity diagnostic tests were performed and the results presented in Table 4.8 below. Multicollinearity which denotes a positive association between the independent variables is undesirable because it dilutes the unique variance of the dependent variable explained by the independent variables. Furthermore, the independent variables are supposed to be sovereign from each other. Pallant (2007) provided the following rules of thumb to establish the absence of multicollinearity; whereby the tolerance values ought to have to greater than 0.1 and the Variance Inflation Factor (VIF)

values require to be more than 1 but less than 10. These were the rules of thumb that this study employed to assess for multicollinearity between the independent variables.

**Table 4.8: Collinearity Statistics**

Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	Metacognitive Cultural Intelligence	0.536	1.865
	Cognitive Cultural Intelligence	0.434	2.304
	Motivational Cultural Intelligence	0.437	2.288
	Behavioral Cultural Intelligence	0.547	1.828

a. Dependent Variable: Employee Performance

**Source: Researcher (2019)**

In Table 4.8 in the previous page, the results of the Collinearity diagnostic tests revealed that the tolerance and the VIF figures of metacognitive cultural intelligence were 0.536 and 1.865 respectively. In addition, the tolerance and the VIF values of cognitive cultural intelligence were 0.434 and 2.304 respectively. Moreover, the tolerance and the VIF values of motivational cultural intelligence were 0.437 and 2.288 respectively. Finally, the tolerance and the VIF figures of behavioral cultural intelligence were 0.547 and 1.828 respectively. Thus, the Collinearity diagnostic test results portrayed that there were no cases of multicollinearity among all the independent variables assessed.

#### 4.6.3.2 Model Summary

Table 4.9 below presents the results of the model summary revealing the influence of cultural intelligence on employee's performance in International Humanitarian Research Organizations based in Nairobi, Kenya.

**Table 4.9: Model Summary**

Model	Model Summary <sup>b</sup>				
	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	0.775 <sup>a</sup>	0.601	0.590	0.40180	1.399

a. Predictors: (Constant), Behavioral Cultural Intelligence, Metacognitive Cultural Intelligence, Motivational Cultural Intelligence, Cognitive Cultural Intelligence  
b. Dependent Variable: Employee Performance

**Source: Researcher (2019)**

In Table 4.9 above, the R-value of 0.775 meant that 77.5% of the dataset was explained by the regression model thus meaning that the model had strong goodness of fit and possessed a high predictive power. The R-Square of 0.601 signified that 60.1% variance in employee performance was accounted by all the predictor variables namely; behavioral cultural intelligence, metacognitive cultural intelligence, motivational cultural intelligence and cognitive cultural intelligence. The adjusted R-Square which posted a value of 0.590, meant that 59% variation in employee performance was explained by only those independent variables that really influenced employee performance. The figure of the adjusted R-Square was very much closer to the value of the R-Square thus meaning that all the cultural intelligence factors really influenced and explained the variability in employee performance.

Besides that, the standard error of estimate which posted a value of 0.40180 was a significantly lower value. This meant that the observations made by the study were closer to the regression line hence a strong goodness of fit of the dataset. The Durbin-Watson Statistic recorded a value of 1.399 which indicated a positive autocorrelation in the residuals from the regression analysis. Since the value was less than 2 based on the rule of thumb established by Field (2013). Though the autocorrelation did not pose a serious concern. This is because Field (2009) established that the Durbin-Watson Statistic values ought to be less than 1 (for positive autocorrelation) or greater than 3 (for negative autocorrelation) to pose a serious problem of autocorrelation. Consequently, the dataset of this study posed no serious autocorrelation in residuals from the regression analysis.

#### 4.6.3.3 Analysis of Variance

The Analysis of Variance (ANOVA) test was conducted to establish if the regression model with specific reference to the R-Square was significant ( $0 < p\text{-value} \leq 0.05$ ) and greater than 0. The results of the ANOVA test were displayed in Table 4.10 below.

**Table 4.10: Analysis of Variance**

		ANOVA <sup>a</sup>				
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	35.257	4	8.814	54.597	0.000 <sup>b</sup>
	Residual	23.409	145	0.161		
	Total	58.667	149			

a. Dependent Variable: Employee Performance  
b. Predictors: (Constant), Behavioral Cultural Intelligence, Metacognitive Cultural Intelligence, Motivational Cultural Intelligence, Cognitive Cultural Intelligence

**Source: Researcher (2019)**

In Table 4.10 above, the  $p$ -value was 0.000<sup>b</sup> meaning that the value was closer to zero and less than the  $p$ -value of 0.05. This meant that the regression model was highly significant and that the cultural intelligence factors (behavioral cultural intelligence, metacognitive cultural Intelligence, motivational cultural intelligence, and cognitive cultural intelligence) significantly account for the variance in employee performance. The results were further justified by the F-value of 54.597, which was relatively high and indicated that the whole regression model possessed a statistically significant predictive power.

#### 4.6.3.4 Regression Co-efficient

The regression coefficient in Table 4.11 on the next page revealed to what level employee performance changed because of the unit rise of each of the cultural intelligence factor and if the variations caused were significant. The results of the regression co-efficient were displayed in Table 4.11.

**Table 4.11: Regression Coefficients**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	0.641	0.255		2.518	0.013
Metacognitive Cultural Intelligence	0.364	0.070	0.373	5.206	0.000
Cognitive Cultural Intelligence	0.131	0.075	0.138	1.736	0.085
Motivational Cultural Intelligence	0.165	0.079	0.167	2.100	0.037
Behavioral Cultural Intelligence	0.227	0.067	0.241	3.403	0.001

a. Dependent Variable: Employee Performance

**Source: Researcher (2019)**

In Table 4.11 displayed above, the study conceived and posited the following regression equation based on the regression coefficient obtained from the regression model as demonstrated below;

$$Y = 0.641 + 0.364X_1 + 0.131X_2 + 0.165X_3 + 0.227X_4$$

Whereby;

Y= Employee Performance (Measured by efficiency, quality work and productivity).

X<sub>1</sub>= Metacognitive Cultural Intelligence.

X<sub>2</sub>= Cognitive Cultural Intelligence.

$X_3$  =Motivational Cultural Intelligence

$X_4$  =Behavioral Cultural Intelligence

In Table 4.11 above, the value of the constant term was 0.641. This meant that if all the cultural intelligence factors did not exist then the level of employee performance would be at 0.641 which is a significantly small figure.

The results of the regression analysis as portrayed in Table 4.11 above revealed that if metacognitive cultural intelligence increased by a single unit then employee performance would increase by 36.4%. In addition, its influence on employee performance was statistically significant at a 95% confidence level since its *p*-value of 0.000 was less than 0.05 and the t-statistic value was 5.206. Therefore, the positive variation in employee performance in International Humanitarian Research Organizations based in Nairobi, Kenya was significantly accounted for by metacognitive cultural intelligence.

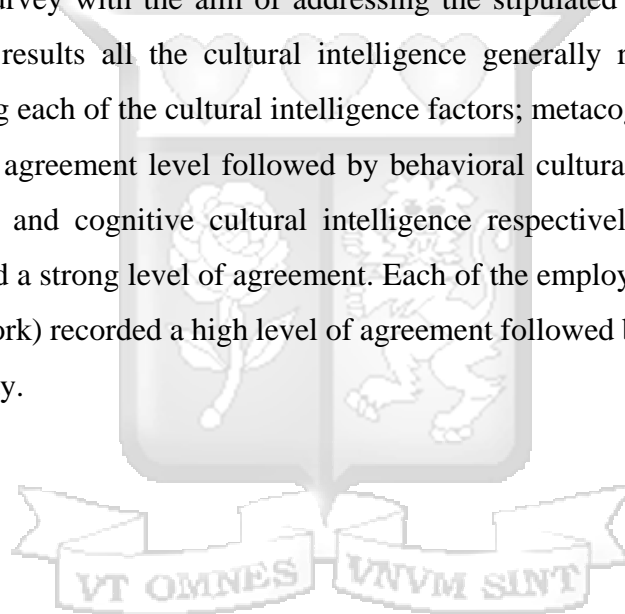
The regression analysis results displayed in Table 4.11 in the previous page revealed that if cognitive cultural intelligence increased by a single unit then employee performance would escalate by 13.1%. Moreover, its effect on employee performance was statistically insignificant at a 95% confidence level since its *p*-value of 0.085 was greater than 0.05 and the t-statistic value was 1.736. Therefore, though cognitive cultural intelligence had a positive effect on employee performance in International Humanitarian Research Organizations based in Nairobi, the effect was not statistically significant. This meant that the employees of International Humanitarian Research Organizations being aware of other people's cultural values, regions, and legal systems do not really impact their quality output, productivity and efficient delivery of services. Furthermore, cognitive cultural intelligence does not essentially transform into behaviors and actions.

About establishing the influence of motivational cultural intelligence on employee performance. The results of the regression analysis as displayed in Table 4.11 in the previous page revealed that if motivational cultural intelligence rose by a single unit then employee performance would escalate by 16.5%. Furthermore, its influence on employee performance was statistically significant at 95% confidence level because its *p*-value of 0.037 was less than 0.05 and the t-statistic value was 2.100. Consequently, motivational cultural intelligence had a positive significant influence on employee performance in International Humanitarian Research Organizations in Nairobi, Kenya.

In establishing the influence of behavioral cultural intelligence on employee performance. The results of the regression analysis as displayed in Table 4.11 in the previous page established that if behavioral cultural intelligence rose by a single unit then employee performance would escalate by 22.7%. Furthermore, its influence on employee performance was statistically significant at a 95% confidence level because its *p*-value of 0.001 was less than 0.05 and the t-statistic value was 3.403. Consequently, behavioral cultural intelligence had a positive significant influence on employee performance in International Humanitarian Research Organizations based in Nairobi, Kenya.

#### **4.7 Chapter Summary**

This chapter presented the descriptive, factor, correlation and regression analysis of the data retrieved from the survey with the aim of addressing the stipulated research objectives. In the descriptive analysis results all the cultural intelligence generally recorded a strong level of agreement. Regarding each of the cultural intelligence factors; metacognitive cultural intelligence recorded the highest agreement level followed by behavioral cultural intelligence, motivational cultural intelligence, and cognitive cultural intelligence respectively. Additionally, employee performance recorded a strong level of agreement. Each of the employee performance indicators; employee quality (work) recorded a high level of agreement followed by employee efficiency and employee productivity.



## **CHAPTER FIVE**

### **DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter displayed a comprehensive discussion of the research findings in line with the specific objectives of the study. The chapter also presented the conclusions made from the discussion of the research findings and the recommendations proposed to the management of the International Humanitarian Research Organizations and contribution to literature knowledge. The chapter was closed by a presentation of the limitations of the study and suggestions for future research.

#### **5.2 Discussion of the Research Findings**

This section discusses the study findings under each research objective.

##### **5.2.1 Metacognitive Cultural Intelligence and Employee Performance**

The descriptive statistics results revealed that metacognitive cultural intelligence recorded a strong level of agreement. This meant that the employees in International Humanitarian Research Organizations in Nairobi, Kenya are clearly aware of cultural knowledge and they utilize this knowledge when associating with individuals with varying cultural backgrounds. In addition, they usually transform their cultural knowledge when associating with people who have different cultural backgrounds from theirs'. On the other hand, the correlation analysis results established that there was a positive association between metacognitive cultural intelligence and employee performance though it was a weak relationship. The findings of the study concurred with the research outcomes of Ang et al. (2007) which established that metacognitive cultural intelligence had a significant relationship with workers' task performance. Though the only contrast was that Ang et al. (2007) revealed that metacognitive cultural intelligence had a strong significant association with workers' task performance. The findings also concurred with Amiri, Moghimi and Kazemi (2010) who also established that metacognitive cultural intelligence had a positive significant relationship with employee performance. Though the findings revealed a strong relationship when compared to the research outcomes of this study.

Additionally, the regression analysis results established that metacognitive cultural intelligence had a strong positive significant influence on employee performance in International Humanitarian Research Organizations in Nairobi, Kenya. This meant that the metacognitive cultural intelligence possessed by employees in International Humanitarian Research Organizations in Nairobi, Kenya positively enhances their efficiency, productivity and quality work output. The findings of this study concurred with the findings of Rose et al. (2010) who revealed that metacognitive cultural intelligence had a positive significant influence employee performance in Malaysia. The findings of this study also agreed with the research outcomes of Duff, Tahbaz and Chan (2012) who established that metacognitive cultural intelligence had a positive significant influence on the performance of undergraduate students in Canada. Additionally, the findings also concurred with Chen et al. (2011) who revealed that metacognitive cultural intelligence had a positive significant influence on the performance of foreign laborers in Taiwan. Triandis (2006) argued that people with high metacognitive intelligence understand people from various cultures and are able to make better cultural decisions that improve their task performance.

On the other hand, the findings of this study were inconsistent with the research outcomes of Kelidbari, Dizgah and Jourshari (2012) who revealed that metacognitive intelligence that no significant influence on employee performance of workers in the Ports and maritime headquarters operating in Khuzestan province in Iran. Moreover, the findings of this study disagreed with the research outcomes of Nunes, Felix and Prates (2017) who established that metacognitive cultural intelligence has no significant influence on task performance in the Brazilian context. The findings of this study upheld the theoretical proposition of cross-cultural adaptation theory which contends that the enhancement of cultural intelligence regarding metacognitive CQ consequently boost the success or performance of an individual.

### **5.2.2 Cognitive Cultural Intelligence and Employee Performance**

The descriptive statistics results revealed that cognitive cultural intelligence recorded a strong level of agreement. This meant that the employees in International Humanitarian Research Organizations in Nairobi, Kenya were aware of the economic and legal systems, art and crafts and marriage systems of other societies. Additionally, the employees were aware of other peoples' languages in terms of their vocabulary and grammatical rules. The correlation analysis results revealed that cultural intelligence had a positive association with employee performance though the relationship was a weaker one.

The correlation analysis findings of the study concurred with the research outcomes of Kelidbari, Dizgah and Jourshari (2012), Isfahani, Jooneghani and Azari (2013) and Amiri et al. (2010) which revealed that cognitive cultural intelligence is positively related with employee/task performance. Though the only difference was that these studies revealed a strong significant relationship between cognitive cultural intelligence and employee performance. Livermore et al. (2012) contended that cognitive cultural intelligence improves an individual's effectiveness in specific fields. Contrariwise, the regression analysis results revealed that cognitive cultural intelligence had an insignificant influence on employee performance. This meant that cognitive cultural intelligence has no significant influence on employee productivity, efficiency and quality work output in International Humanitarian Research Organizations in Nairobi, Kenya.

The findings of the study concurred with the research outcomes of Ang et al. (2007) which revealed that cognitive cultural intelligence had no significant influence on task performance based on the study that they conducted in Mid-Western USA and Singapore. The findings also concurred with the research outcomes Nunes, Felix and Prates (2017) of who revealed no significant relationship between cognitive cultural intelligence and task performance based on the employees studied in Brazil. Additionally, the findings also agreed with the research outcomes of Duff, Tahbaz, and Chan (2012) who observed that there was no significant relationship between cognitive cultural intelligence and the performance of undergraduate students in Canada.

Interestingly, the findings of this study disagreed with research outcomes of Chen et al. (2011) who established that cognitive CQ that a negative influence on task performance, but the study pointed out that the findings was caused by multicollinearity problem. This is because the correlation analysis results of Chen et al. (2011) revealed a positive significant association between cognitive CQ and employee performance. Thus, the findings of this study rejected the theoretical proposition of cross-cultural adaptation theory which contends that the enhancement of cultural intelligence with regards to cognitive CQ consequently boost the success or performance of an individual. The findings of this study meant that being aware of having knowledge of peoples' economic, legal systems, laws and marriages does not influence the performance of employees working in the international humanitarian research organizations based in Kenya.

### **5.2.3 Motivational Cultural Intelligence and Employee Performance**

The descriptive statistics results revealed that motivational cultural intelligence recorded a strong level of agreement. This meant that employees in International Humanitarian Research Organizations in Nairobi, Kenya enjoy living in different cultures and are very confident in

socializing and interacting with people from different cultures. Moreover, the employees can deal with stresses resulting from adjusting into new cultures. The correlation analysis results revealed that motivational cultural intelligence had a weak positive monotonic association with employee performance. In addition, the regression analysis results revealed that motivational cultural intelligence had a positive significant influence on employee performance. This meant that employees possessing motivational cultural intelligence delivers high productivity, works efficiently and produces quality work outputs in International Humanitarian Research Organizations in Nairobi, Kenya.

However, the significance level of the influence of motivational cultural intelligence was not higher when compared to metacognitive cultural intelligence. The research findings of the study concurred with research outcomes of Kelidbari, Dizgah and Jourshari (2012), Amiri, Moghimi and Kazemi (2010) and Isfahani, Jooghani and Azar (2013) which established that motivational cultural intelligence improves employee performance. Kanwar, Singh and Kodwani (2012) argued that hiring employees with high motivational cultural intelligence adapts quickly in a new environment and are more probable to produce better results. Conversely, the research findings of this study disagreed with the research outcomes of Nunes, Felix and Prates (2017), Ang et al. (2007) and Duff, Tahbaz and Chan (2012) that motivational cultural intelligence has no significant influence on employee performance.

The findings of this study upheld the theoretical proposition of cross-cultural adaptation theory that cultural intelligence in regard to motivational CQ consequently boost the success or performance of an individual. The findings of this study also upheld the theoretical proposition of expectancy motivational theory that motivational CQ through the inner drive, genuine interest and confidence of an individual consequently leads to the individual's positive outcomes of their efforts. According to Ekerman (2006) and Kamery (2004) individuals with motivational CQ attributes are seen to be more likely to produce better results. Thus, a person enjoying interacting with people from different cultures and dealing with stresses of adjusting to a culture that is unfamiliar to him or her will consequently boost his or her performance in the organization.

#### **5.2.4 Behavioral Cultural Intelligence and Employee Performance**

The descriptive statistics results revealed that behavioral cultural intelligence recorded a strong level of agreement. This meant that employees in International Humanitarian Research Organizations in Nairobi, Kenya easily change their verbal behavior when a cross-cultural interaction requires. In addition, the employees easily vary the rate and tone of speaking when a

cross-cultural interaction requires it and are able to change their non-verbal behavior when a cross-cultural situation requires it. The correlation analysis results revealed that behavioral cultural intelligence had a positive association with employee performance through a weak manner. The research findings of the study agreed with Ang et al. (2007) whose research findings revealed that behavioral cultural intelligence had a positive significant relationship with workers' task performance.

It also coincided with the research outcomes of Chen et al. (2011) which revealed a positive correlation between behavioral cultural intelligence and performance based on the study they conducted in Taiwan's manufacturing firms. The research findings also agreed with (Isfahani, Jooneghani & Azar, 2013; Kuamr, Rose & Submaniam, 2008; Kok-Yee, Van Dyne & Ang, 2012) who established similar results. Moreover, the regression analysis established that behavioral cultural intelligence had a positive significant influence on employee performance. Though the significance level of the influence was lower when compared to metacognitive cultural intelligence but higher when compared to motivational cultural intelligence. Thus, it meant that employees possessing behavioral cultural intelligence in the International Humanitarian Research Organizations in Nairobi, Kenya are highly productive, very efficient and produces quality work outputs in those organizations.

The findings of this study upheld the theoretical proposition of cross-cultural adaptation theory that cultural intelligence in regard to behavioral CQ consequently boosts the success or performance of an individual. The findings of this study conflicted with the research outcomes of Rose et al. (2010), Duff, Tahbaz and Chan (2012) and Nunes, Felix and Prates (2017) that behavioral cultural intelligence has no significant influence of employee performance.

### **5.3 Conclusions**

In conclusion the study revealed that metacognitive, motivational and behavioral are the most fundamental cultural intelligence dimensions that boosts the employee performance in the International Humanitarian Research Organizations in Nairobi Kenya. Thus, it is important for employees to be clearly aware of cross-cultural principles and values that are different from theirs and use knowledge when associating with people with different societal values. Since it will boost their performance in terms of efficiency, productivity and quality output in the context of international humanitarian research organizations. Moreover, the findings revealed that cognitive cultural intelligence does not play a significant role in boosting employee performance in the International Humanitarian Research Organizations in Nairobi Kenya. Thus this meant that being

aware of having knowledge of peoples' economic, legal systems, laws and marriages does not influence the performance of employees working in the international humanitarian research organizations based in Kenya.

## **5.4 Recommendations**

The subsections below present recommendations of this study to the management and policy formulators of the International Humanitarian Research Organizations in Kenya and contribution of new knowledge in the existing cultural intelligence literature.

### **5.4.1 Managerial and Policy Recommendations**

Based on the research findings of this study that established cultural intelligence factors (metacognitive, behavioral and motivational) had a significant influence on the productivity, efficiency and quality work output of the employees. The management on International Humanitarian Research Organizations should create awareness to its employees on the importance of cultural intelligence factors on their work performance to motivate them to continue embracing cultural intelligence which will boost their work results. The management and the policy formulators should conceive a policy framework incorporating the cultural intelligence factors aforementioned. Which would guide the employees in their daily duties and activities since it would generally enhance their work performance and that of their organizations.

Moreover, the management should encourage International Humanitarian Organizations to accept and promote the different cultural diversities of its employees. During the recruitment process the management should pay keen attention to cultural intelligence competencies such as behavioral, metacognitive and motivational cultural intelligence when hiring new employees or promoting its existing workers in the organization. Since it will play an important role in improving employee performance as shown by the findings of this study. Moreover, it will also enhance the organizational performance of the firms since the employees would be highly productive and produce quality work output.

Additionally, the International Humanitarian Organizations seeks to expand their network to other regions of Africa or other parts of the world. Would need to ensure that they accept cultural diversity and be willing to adapt into other people's culture in order to achieve growth and

sustainability in other countries with diverse culture. For instance, if they seek to operate in China or South Africa. Then they need to identify, be sensitive and adapt to those cultural values in order to be accepted and for people in those countries to be interested and be part of what the primarily seek to achieve.

### **5.5 Limitations of the Study**

This study only used questionnaires to collect data in addressing its objectives. It did not consider other methods of collecting data such as interview guides and focus group discussions to obtain qualitative information and review of secondary sources to retrieve secondary data. This is in order to provide some more objective and reliable research findings that could have provided more insights into the influence of cultural intelligence on employee performance. Future research studies in this area should consider using interview guides and secondary data in order to provide a deeper view of the influence of cultural intelligence on employee performance.

Moreover, the study was solely anchored in the context of International Humanitarian Research Organizations in Nairobi, Kenya.

### **5.6 Suggestions for Future Research**

Future research studies can conduct similar research investigations in the Kenya public sector to establish if cultural intelligence has a positive influence on employee performance and consequently encourage its embracement. This is because the Kenya public sector still suffers from corruption and nepotism which hinders cultural diversity. Moreover, future research studies can carry out similar studies in international financial organizations that seek to expand and grow in other countries in order to increase their profitability. Since it is important for these profits seeking international organizations to be aware of the importance of adapting into other people's culture for them to feel identified and be interested in the products and services offered by these international organizations.

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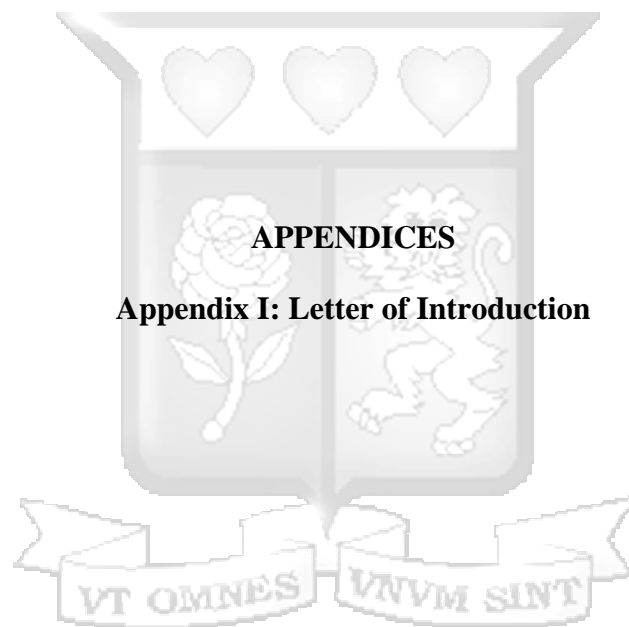
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**APPENDICES**

**Appendix I: Letter of Introduction**



Strathmore Business School

23rd April 2019

To Whom It May Concern

Dear Sir/ Madam

**RE: FACILITATION OF RESEARCH – SHARON MASITSA SHIKANGA**

This is to introduce Sharon Masitsa Shikanga who is a Master of Commerce student at Strathmore University Business School, admission number MCOM/094879. As part of our MCOM Program, Sharon is expected to do applied research and undertake a project. This is in partial fulfilment of the requirements of the MCOM course. To this effect, she would like to request for appropriate data from your organization.

Sharon is undertaking a research paper on **“Effects of cultural intelligence on employee performance in international humanitarian research organization in Kenya.”** The information obtained from your organization shall be treated confidentially and shall be used for academic purposes only.

Our MCOM seeks to establish links with industry, and one of these ways is by directing our research to areas that would be of direct use to industry. We would be glad to share our findings with you after the research, and we trust that you will find them of great interest and of practical value to your organization.

We appreciate your support and shall be willing to provide any further information if required.

Yours sincerely,

Caroline Tiara. Manager – Master’s Programs  
MBA, MPPM, Mcom



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EFMD

## Appendix II: Questionnaire

**PART ONE: PROFILE INFORMATION**

1. GENDER: Please tick in the box below

e	

2. AGE GROUP: Please tick in the box below

18-20 years	
21-30 years	
31-40 years	
41.50years	
51 years and above	

3. TITLE OF POSITION: Please tick in the box below

ger	
r	
(Please specify)	

4. FUNCTION AREA: What department do you work in? Please tick in the box below.

Human resources and Administration	
Procurement	
Grants/Projects	
Finance	
Information systems	
Others (Please specify)	

5. What is your level in organization structure? Please tick in the box below.

Strategic	
Middle level	
Operational (Lower level)	
Others (Please specify)	

6. How long have you been working in the organization? Please tick in the box below.

<3 years	
3-6 years	
7-9 years	
10-12 years	
13 years and above	

## PART TWO

### 7. Cultural intelligence questionnaire: Cultural intelligence Scale (CQS)

Scale: Strongly Agree = 5; Agree = 4; Neutral = 3; Disagree = 2; Strongly Disagree =1

Question	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
<b>Metacognitive Cultural intelligence</b>					
I am clearly aware of cultural knowledge and I utilize this knowledge when associating with individuals with varying cultural backgrounds.					
I transform my cultural knowledge when associating with people who have different cultural backgrounds from mine.					
I am usually conscious of the cultural knowledge that I use for cross-cultural interactions.					
I usually check the precision level of my cultural knowledge when I socialize with individuals from various cultures.					
<b>Cognitive cultural intelligence</b>					
I am aware of the economic and legal systems of other societies.					
I am aware of the laws and regulations (for instance vocabulary and grammar) that characterize other languages.					

I am aware of the societal values and religions of other societies.					
I am aware of the marriage cultures of other societies.					
I have knowledge of the art and craft of other societies.					
I have sufficient knowledge of the laws of manifesting non-verbal behaviors in other societies.					
<b>Motivational cultural intelligence</b>					
I enjoy interacting with people from different cultures					
I am confident that I can socialize with locals in a culture that is unfamiliar to me					
I am sure that I can deal with stresses of adjusting to a culture that is new to me					
I enjoy living in cultures that are unfamiliar to me					
I am confident that I can get accustomed to the shopping conditions in a different culture					
<b>Behavioral cultural intelligence</b>					
I change my verbal behavior (e.g. tone, accent) when a cross-cultural interaction requires it					
I vary the rate of my speaking when a cross-cultural situation requires it					
I use to pause and silence differently to suit different cross-cultural situations					
I alter my facial expression when cross-cultural interactions require it					
I change my non-verbal behavior when a cross-cultural situation requires it					

**PART THREE**

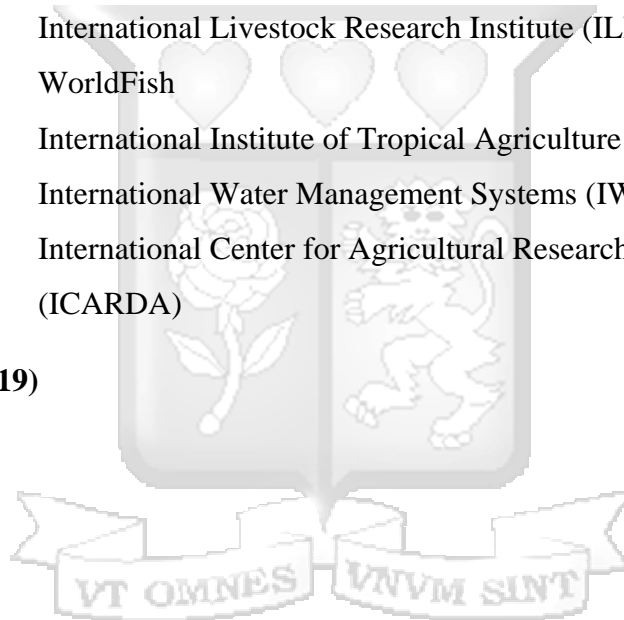
## 8. Employee Performance Questionnaire

Scale: 1-Strongly disagree and 5-Strongly agree

	Question	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
	<b>Efficiency</b>					
1	Adequately completes the assigned duties					
2	Fulfills duties specified in job description					
3	I get task done in timely manner					
4	Timely updates supervisor on the progress of the duties assigned					
	<b>Productivity</b>					
5	Completes the deliverables in a timely manner					
6	Accepts and performs new additional assignment					
7	Submits reports on time					
8	Generally completes assigned duties in a timely manner					
	<b>Quality (work)</b>					
9	My work is always satisfactory					
10	Provides good quality of work					
11	I rarely make errors					
12	Mostly gets positive feedback from my supervisor					
13	My production rate is stable					

1. International Potato Center
2. Africa Rice
3. International Center for Tropical Agriculture (CIAT)
4. International Food Policy Research Institute (IFPRI)
5. International Crops Research Institute for the Semi-Arid Tropics (ICRISAT)
6. Center for International Forestry Research (CIFOR)
7. International Maize and Wheat Improvement Center
8. Bioversity International
9. International Rice Research Institute (IRRI)
10. World Agroforestry (ICRAF)
11. International Livestock Research Institute (ILRI)
12. WorldFish
13. International Institute of Tropical Agriculture
14. International Water Management Systems (IWMI)
15. International Center for Agricultural Research in the Dry Areas (ICARDA)

Source: CGIAR (2019)



<b>KMO and Bartlett's Test</b>		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy		0.902
Bartlett's Test of Sphericity	Approx. Chi-Square	1540.765
	df	190
	Sig.	0.000

**Source: Researcher (2019)**



**Appendix V: Total Variance Explained by Cultural Intelligence Factors**

<b>Total Variance Explained</b>									
Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	8.636	43.181	43.181	8.636	43.181	43.181	3.482	17.410	17.410
2	1.458	7.288	50.469	1.458	7.288	50.469	3.373	16.867	34.277
3	1.398	6.989	57.457	1.398	6.989	57.457	3.091	15.454	49.731
4	1.025	5.125	62.582	1.025	5.125	62.582	2.570	12.851	62.582
5	0.869	4.344	66.926						
6	0.810	4.052	70.978						
7	0.730	3.649	74.627						
8	0.673	3.364	77.991						
9	0.618	3.091	81.082						
10	0.513	2.565	83.647						
11	0.450	2.250	85.897						
12	0.444	2.222	88.120						
13	0.421	2.106	90.226						
14	0.355	1.777	92.003						
15	0.340	1.700	93.702						
16	0.318	1.589	95.291						
17	0.276	1.378	96.670						
18	0.269	1.344	98.013						
19	0.207	1.035	99.048						
20	0.190	.952	100.000						

Extraction Method: Principal Component Analysis.

**Source: Researcher (2019)**

## Appendix VI: Rotated Component Matrix for Cultural Intelligence Factors

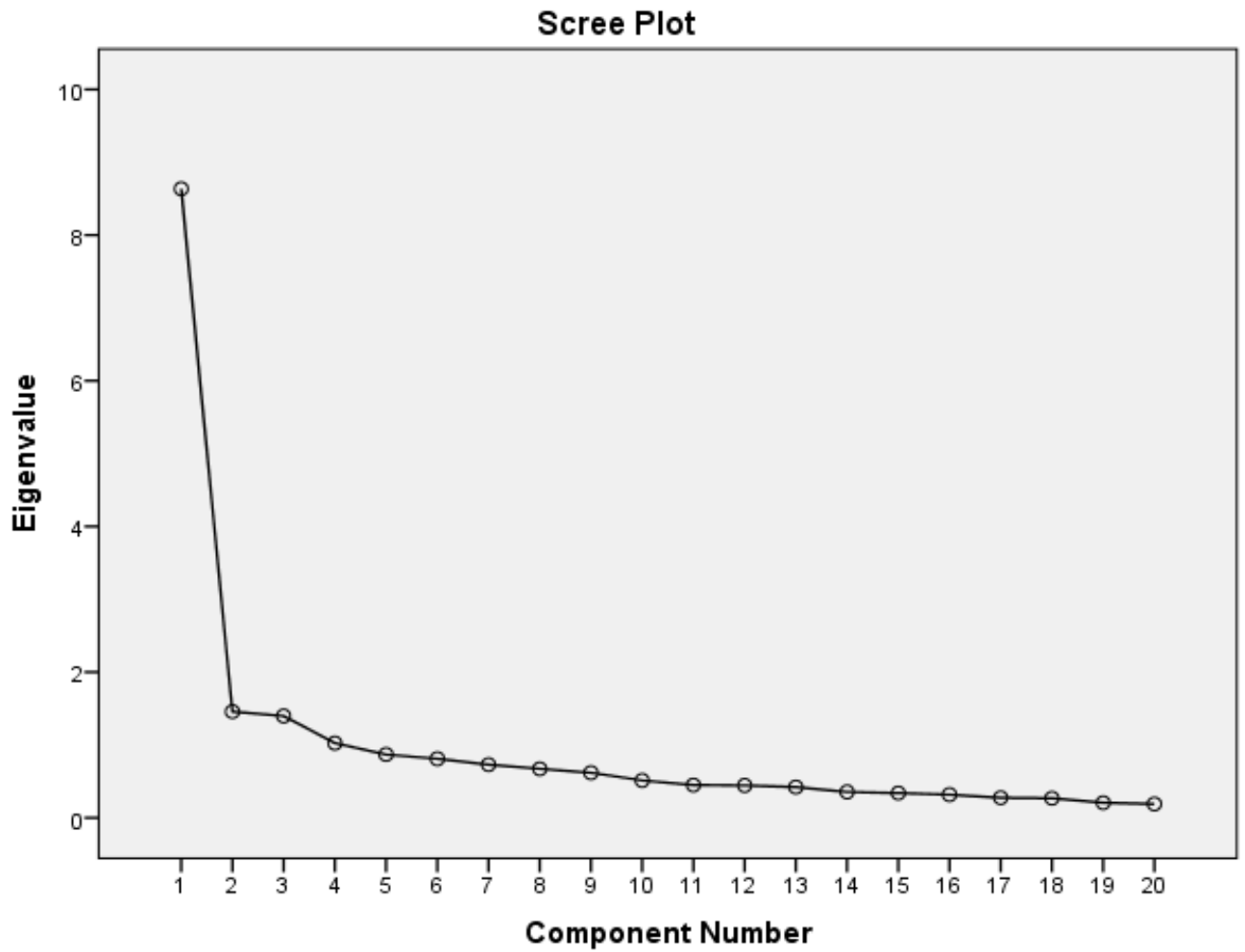
Rotated Component Matrix <sup>a</sup>		Component			
		1	2	3	4
1.	I am clearly aware of cultural knowledge and I utilize this knowledge when associating with individuals with varying cultural backgrounds.	0.170	<b>0.758</b>	0.204	0.194
2.	I transform my cultural knowledge when associating with people who have different cultural backgrounds from mine.	0.167	<b>0.727</b>	0.098	0.156
3.	I am usually conscious of cultural knowledge that I use for cross cultural associations.	0.135	<b>0.784</b>	0.196	0.214
4.	I usually check the precision level of my cultural knowledge when I socialize with individuals from various cultures.	0.306	<b>0.615</b>	0.282	0.166
5.	I am aware of the economic and legal systems of other societies.	<b>0.782</b>	0.017	0.033	0.219
6.	I am aware of the laws and regulations (for instance vocabulary and grammar) that characterizes other languages.	<b>0.593</b>	0.177	0.231	0.274
7.	I am aware of the societal values and religions of other societies.	<b>0.608</b>	0.318	0.320	0.027
8.	I am aware of the marriage cultures of other societies.	<b>0.660</b>	0.236	0.294	0.212
9.	I have knowledge of the art and craft of other societies.	<b>0.711</b>	0.238	0.124	0.289
10.	I have sufficient knowledge of the laws of manifesting non-verbal behaviors in other societies.	<b>0.619</b>	0.274	0.267	0.257
11.	I enjoy interacting with people from different cultures.	0.227	0.445	-0.012	<b>0.539</b>
12.	I am confident that I can socialize with locals in a culture that is unfamiliar to me.	0.264	0.377	0.131	<b>0.626</b>
13.	I am sure that I can deal with stresses of adjusting to a culture that is new to me.	0.278	0.451	0.271	<b>0.465</b>
14.	I enjoy living in cultures that are unfamiliar to me.	0.358	0.141	0.285	<b>0.549</b>
15.	I am confident that I can get accustomed to the shopping conditions in a different culture.	0.279	0.219	0.142	<b>0.702</b>
16.	I change my verbal behavior (e.g. tone, accent) when a cross-cultural interaction requires it.	0.159	-0.102	<b>0.642</b>	0.492
17.	I vary the rate of my speaking when a cross-cultural situation requires it.	0.125	0.080	<b>0.767</b>	0.362
18.	I use pause and silence differently to suit different cross-cultural situations.	0.160	0.332	<b>0.697</b>	0.179
19.	I alter my facial expression when a cross-cultural interactions requires it.	0.331	0.347	<b>0.685</b>	0.042
20.	I change my non-verbal behavior when cross-cultural situation requires it.	0.275	0.312	<b>0.666</b>	-0.125

Extraction Method: Principal Component Analysis.  
 Rotation Method: Varimax with Kaiser Normalization.  
 a. Rotation converged in 11 iterations.

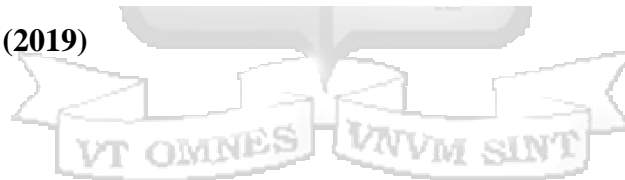
**Source: Researcher (2019)**



**Appendix VII: Cultural Intelligence Factors Scree Plot**



Source: Researcher (2019)



### Appendix VIII: KMO and Barlett's Test Results for Employee Performance Data Set

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		0.939
Bartlett's Test of Sphericity	Approx. Chi-Square	1370.733
	df	78
	Sig.	0.000

**Source: Researcher (2019)**

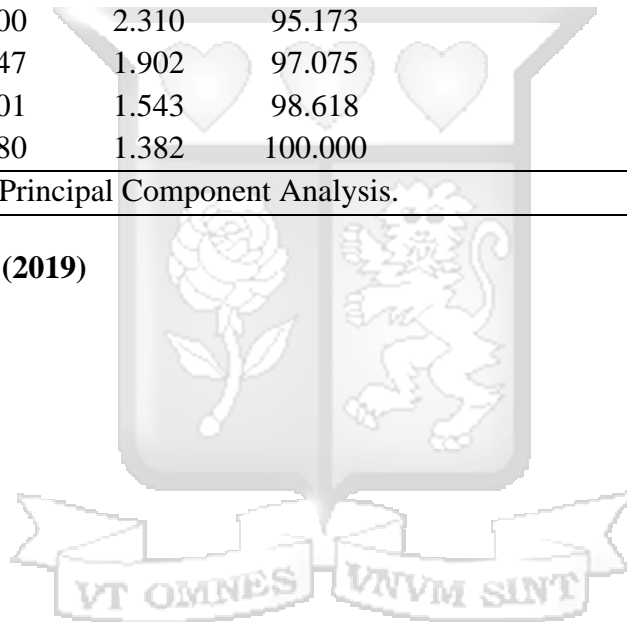


## **Appendix IX: Total Variance Explained by Employee Performance Factors**

<b>Total Variance Explained</b>						
Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	7.990	61.462	61.462	7.990	61.462	61.462
2	0.753	5.789	67.251			
3	0.690	5.310	72.561			
4	0.558	4.294	76.855			
5	0.512	3.939	80.795			
6	0.462	3.553	84.347			
7	0.414	3.188	87.535			
8	0.366	2.819	90.354			
9	0.326	2.510	92.864			
10	0.300	2.310	95.173			
11	0.247	1.902	97.075			
12	0.201	1.543	98.618			
13	0.180	1.382	100.000			

Extraction Method: Principal Component Analysis.

**Source: Researcher (2019)**



**Appendix X: Rotated Component Matrix for Employee Performance Factors**

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**Component Matrix<sup>a</sup>**

---

	Component 1
1. Adequately completes the assigned duties.	<b>0.726</b>
2. Fulfills duties specified in job description.	<b>0.818</b>
3. I get task done in timely manner.	<b>0.837</b>
4. Timely updates supervisor on the progress of the duties assigned.	<b>0.778</b>
5. Completes the deliverables in a timely manner.	<b>0.772</b>
6. Accepts and performs new additional assignment.	<b>0.827</b>
7. Submits reports on time.	<b>0.839</b>
8. Generally, completes assigned duties in a timely manner.	<b>0.753</b>
9. My work is always satisfactory.	<b>0.778</b>
10. Provides good quality of work.	<b>0.714</b>
11. I rarely make errors.	<b>0.785</b>
12. Mostly gets positive feedback from my supervisor.	<b>0.760</b>
13. My production rate is stable.	<b>0.792</b>

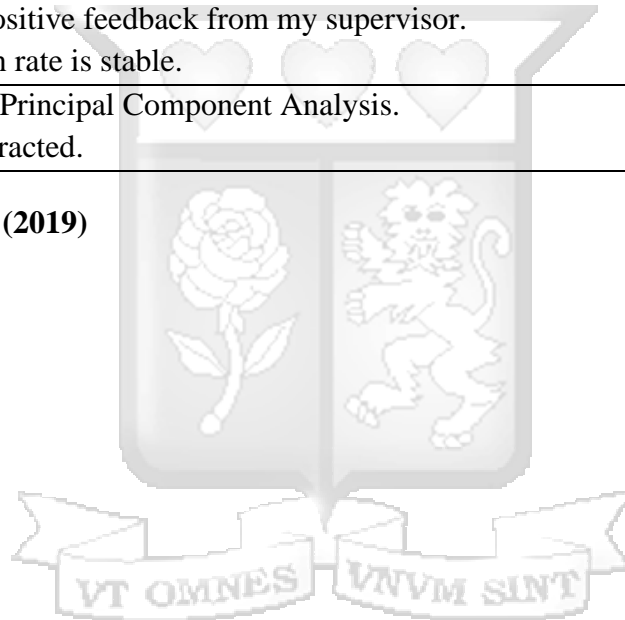
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Extraction Method: Principal Component Analysis.

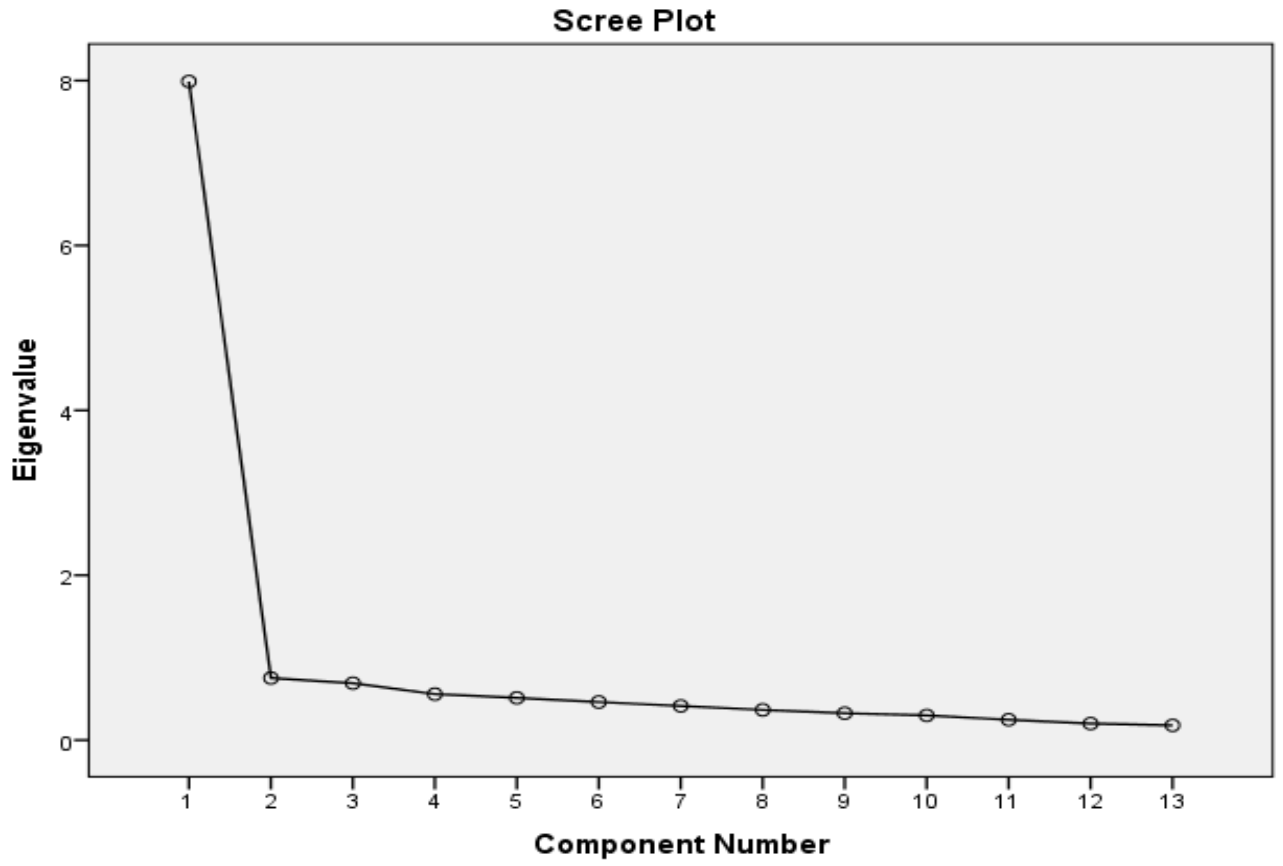
a. 1 components extracted.

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**Source: Researcher (2019)**



**Appendix XI: Employee Performance Factors Scree Plot**



Source: Researcher (2019)



## Appendix XII: Ethics Approval Letter



**Strathmore**  
UNIVERSITY

21<sup>st</sup> November 2019

Ms Shikanga, Sharon  
masitsasharon@gmail.com

Dear Ms Shikanga,

**RE: Effects of cultural intelligence on employee performance in international humanitarian research organizations in Kenya**


This is to inform you that SU-IERC has reviewed and **approved** your above research proposal. Your application approval number is **SU-IERC0552/19**. The approval period is **21<sup>st</sup> November, 2019 to 20<sup>th</sup> November, 2020**.

This approval is subject to compliance with the following requirements:

- i. Only approved documents including (informed consents, study instruments, MTA) will be used
- ii. All changes including (amendments, deviations, and violations) are submitted for review and approval by SU-IERC.
- iii. Death and life threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to SU-IERC within 72 hours of notification
- iv. Any changes, anticipated or otherwise that may increase the risks or affected safety or welfare of study participants and others or affect the integrity of the research must be reported to SU-IERC within 72 hours
- v. Clearance for export of biological specimens must be obtained from relevant institutions.
- vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal.
- vii. Submission of an executive summary report within 90 days upon completion of the study to SU-IERC.

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) <https://oris.nacosti.go.ke> and also obtain other clearances needed.

Yours sincerely,

  
for: Dr Virginia Gichuru,  
Secretary; SU-IERC



Cc: Prof Fred Were,  
Chairperson; SU-IERC

**Appendix XIII: Research License from NACOSTI**

  
**REPUBLIC OF KENYA**

  
**NATIONAL COMMISSION FOR  
SCIENCE, TECHNOLOGY & INNOVATION**

Ref No: **108958** Date of Issue: **18/December/2019**

**RESEARCH LICENSE**



**This is to Certify that Ms. Sharon Shikanga of Strathmore University, has been licensed to conduct research in Nairobi on the topic: Influence of cultural intelligence on employee performance in international humanitarian research organization for the period ending : 18/December/2020.**

License No: **NACOSTI/P/19/3166**

**108958**  
Applicant Identification Number

  
Director General  
**NATIONAL COMMISSION FOR  
SCIENCE, TECHNOLOGY &  
INNOVATION**

Verification QR Code



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## Appendix XIV: Plagiarism report

The screenshot displays a plagiarism report interface. At the top, a red header bar contains the text "Match Overview" and a close icon (X). Below the header, the overall match percentage is shown as "24%". A navigation bar below the percentage indicates "Match 1 of 1". The main content area is a list of matches, each with a match number, a source name, and a percentage match. The matches are as follows:

Match Number	Source	Match Percentage
180	Submitted to Edith Co... Student Paper	<1%
181	agba.us Internet Source	<1%
182	digitalcommons.liberty... Internet Source	<1%
183	emrbi.org Internet Source	<1%
184	xa.yimg.com Internet Source	<1%
185	etd.auburn.edu Internet Source	<1%

The sidebar on the left contains several icons: a dark blue icon with a white graduation cap, a blue icon with a white graduation cap and a speech bubble, a red icon with a white graduation cap and the number "24", a red icon with a white list and arrows, a red icon with a white funnel, a white icon with a black download arrow, and a white icon with a black information symbol (i).