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The Relationship Between School Principals' Cultural Intelligence Level and Teachers' Job Satisfaction and Intention to Leave the Job

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Abstract: This research aims to determine the relationship between school principals' cultural intelligence level and teachers' job satisfaction and intention to leave. The relational survey model was used in this study. The data of the research were collected from 800 teachers working in public middle schools in the central districts of Mersin Province in the 2020-2021 academic year. The data were collected through Personal Information Form, Cultural Intelligence Scale, Job Satisfaction Scale, and Intention to Leave Scale. The data were analyzed through correlation analysis, Structural Equation Modeling and Sobel Test. According to the results of the research, a strong, positive and significant relationship was found between the cultural intelligence level of school principals and the job satisfaction of teachers. A strong, negative, and significant relationship was determined between the cultural intelligence level of school principals and teachers' intention to leave. A strong, negative, and significant relationship was determined between teachers' job satisfaction and their intention to leave. It was found that the cultural intelligence level of school principals negatively predicted teachers' intention to leave. It was also determined that cultural intelligence levels of school principals negatively predicted teachers' intention to leave through job satisfaction, and teachers' job satisfaction was a partial mediator of the relationship between the cultural intelligence levels of school principals and teachers' intention to leave. It was suggested that candidates with high cultural intelligence levels should be given priority in the appointment process of school principals.

Keywords: *Cultural intelligence, intention to leave, job satisfaction, school principals.*

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Introduction

In the 21st century, where we have passed from the information age to the digital age, organizations are in relentless competition to maintain their existence, be efficient and successful. Organizations have crossed the borders of their own countries to increase their success, earn more and grow, and are competing with other organizations to fulfill their redefined goals with globalization in many countries in the world. The most important factor that determines the efficiency of organizations outside their own country is related to the human resources that these organizations own. To be successful in different countries where the material and spiritual elements of life are defined differently by culture, organizations cannot reach their goals and be successful only by having employees equipped with conceptual, technical, and human competencies (Thomas & Inkson, 2017) Organizations need employees with high cultural intelligence to be successful in the setting of these different cultures. The main factor that enables organizations to be successful in different cultures is culturally intelligent managers (Gokalp, 2021). It is because only culturally intelligent managers can make the organization culturally intelligent and create a cultural synergy in the organization and an organizational culture that ensures job satisfaction of employees from different cultures and minimizes their intention to leave.

Although the globalizing world brings great advantages to the business world through technology, communication, digitalization, and media, problems in dealing with cultural differences continue in the business world (Akhal & Liu, 2019; Thomas & Inkson, 2017). 70% of international initiatives fail due to intercultural differences (Livermore, 2011). Incorrect management of intercultural differences leads to a decrease in the well-being and performance of the employees of the organization, customer dissatisfaction, and thus low productivity of the organization. Therefore, the

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management of intercultural differences in organizations has become very important for the efficiency of organizations. The most important goal in intercultural management is to create cultural synergy. Cultural synergy is achieved by taking advantage of cultural differences in organizations and eliminating destructive effects of cultural differences (Peterson, 2004). Making use of creative, original, high-quality decisions and products provided by cultural diversity and filling the gaps arising from cultural distances between employees in organizations are important in achieving cultural synergy and the effective management of cultural differences (Nemeth, 1992). Effective management of cultural differences, however, requires a high level of cultural intelligence (Ang & Van Dyne, 2008).

Cultural intelligence, which has become one of the key elements of organizational productivity with globalization, means the ability of an individual to communicate, act and be successful in culturally diverse environments (Ang & Van Dyne, 2008). Cultural intelligence consists of four dimensions: Metacognitive cultural intelligence, cognitive cultural intelligence, motivational cultural intelligence, and behavioral cultural intelligence (Earley & Ang, 2003; Cobanoglu, 2021). Metacognitive cultural intelligence, which is the most abstract of these dimensions, is the ability of an individual to create strategies when encountering different cultures and to use cultural understanding to solve culturally complex problems. (Thomas & Inkson, 2017). Cognitive cultural intelligence, which is shaped on metacognitive cultural intelligence, includes the total understanding of cross-cultural issues and how cultures differ from each other. Motivational cultural intelligence means having interest, self-confidence, and motivation to achieve adaptation to different cultures. Behavioral cultural intelligence is the ability of an individual to behave appropriately in cross-cultural situations (Livermore, 2011).

Cultural intelligence, the dimensions of which are given above, has many benefits for managers in organizational management. According to studies, organizations and leaders who prioritize cultural intelligence are more likely to achieve their missions (Gokalp, 2021). Cultural intelligence enables organizational managers to adjust the their own roles, decision-making styles, working styles, views on change, level of formality, communication styles, and time management by taking into account the employees' cultural differences (Peterson, 2004). Serving, hiring, and retaining people with different cultural backgrounds require different strategies in organizational management. Cultural intelligence can provide the strategies to overcome all these differences (Earley & Mosakowski, 2004). Cultural intelligence enables managers to create a harmonious mosaic by taking advantage of these differences and melting them in the same pot (Mumau, 2013). Organizations, where cultural intelligence is coded into organizational culture, are more likely to be successful (Ang & Inkpen, 2008). In such organizations, the intercultural differences of the members do not constitute an obstacle to successful performance. In culturally intelligent organizations, cultural differences, even small ones, are considered important and efforts are made to understand them. This effort helps to provide cultural synergy (Ang & Van Dyne, 2008). Cultural Intelligence creates a process that benefits from cultural differences, eliminates conflicts caused by cultural differences, and thus creates synergy. As a result, cultural intelligence increases process gains and minimizes process losses. Finally, cultural intelligence contributes to increasing job satisfaction (Barakat et al., 2015).

An indicator of the high cultural intelligence of managers in organizations is job satisfaction stemming from the managers of the employees (Sahin, 2011). The concept of job satisfaction can be defined as a pleasing and emotional state resulting from the other people's appreciation of one's job or experience and his/her thoughts about the extent to which his/her work-related needs are met (Locke, 1976). Job satisfaction consists of many interrelated components, such as pay, promotion opportunities, leadership/management style and colleagues. As a component of job satisfaction, job satisfaction arising from the manager is directly affected by the characteristics and behaviors of the manager (Spector, 1997). For example, Teven (2007) determined that how employees perceived their managers affected their job satisfaction. The communication between the manager and the employees determines the quality of the relationship between them, which affects the job satisfaction of the employees (Yrle et al., 2002). Besides, studies showed that there was a positive relationship between the leadership of managers and the job satisfaction of subordinates (Bartolo & Furlonger, 2000; Yukl, 2008). Managers with high cultural intelligence can easily direct their energy and attention to intercultural interaction and be flexible in displaying appropriate behaviors thanks to their cognitive strategies (Earley & Ang, 2003). Therefore, it is expected that the job satisfaction level of the personnel working with a manager who has high cultural intelligence will be high. Studies investigating the relationship between cultural intelligence and job satisfaction found that there was a significant and positive relationship between cultural intelligence and job satisfaction (Barakat et al., 2015; Licki & Van Der Walt, 2021; Lie et al., 2016).

One of the most important features of organizations that are managed by culturally intelligent managers is that skilled and successful employees have a low level of intention to leave (Ang & Inkpen, 2008). Mobley (1977) defines intention to leave as the degree to which an employee plans to leave the organization. Previous studies reveal that antecedents such as salary, inequality, and factors arising from the manager are important reasons for intention to leave (De Cuyper et al., 2011; Geurts et al., 1999; Mobley, 1977). The manager-related intention to leave, which is one of the antecedents of the intention to leave, is directly affected by the characteristics, leadership style, and behaviors of the managers (Mobley, 1977). For example, studies in the literature show that the employees' trust in the manager, the general satisfaction of the employees with the manager and the social support perception of the employees towards the manager are negatively related with employees' intention to leave (De Cuyper et al., 2011; Lee, 2004; Mulki, et al.,

2006). One of the antecedents of employees' intention to leave is the conflicts and disagreements arising from cultural differences in organizations (Klafehn et al., 2008). To resolve these cultural conflicts and disagreements, cultural intelligence must be modeled throughout the organization and the cultural differences of all employees must be appreciated. This situation can only be handled by a manager with high cultural intelligence (Ang & Van Dyne, 2008). A manager with a high level of cultural intelligence can understand the causes of cultural disagreements and conflicts through his knowledge of the cultures and can exhibit the necessary behaviors to eliminate these negative situations (Thomas & Inkson, 2017). There are very few studies examining the relationship between cultural intelligence and intention to leave in the literature. However, these studies show a negative and significant relationship between cultural intelligence and the intention to leave (Akhal & Liu, 2019; Burrell-Paige, 2020; Haniefaa & Riani, 2019).

In addition to the cultural intelligence of the managers, the job satisfaction of the employees is also related to their intention to leave (Gun et al., 2021; Hardianto et al., 2019; Yucel & Kocak, 2018). According to Mobley et al. (1978), low job satisfaction can activate the intention to leave, lead to the evaluation of alternatives, and ultimately result in the behavior of intention to leave. In the literature, job satisfaction is seen as one of the situational factors with the strongest effect on the intention to leave (Lambert et al., 2001; Mobley, 1977). Employees with low job satisfaction plan to change their current jobs more often than those with high job satisfaction (Paulsen, 2014). For example, studies conducted in more than 25 countries found that intention to leave and job satisfaction were related (Sousa-Poza & Henneberger, 2004). Similarly, job satisfaction was found to have a strong intercultural relationship with the intention to leave in Europe, Africa, and Asia (Dardar et al., 2012). As a result, research results generally show that job satisfaction has a significant and negative relationship with the intention to leave (Demir Harputoglu, 2015; Lambert et al., 2001; Paulsen, 2014; Suner, 2014).

In the globalizing world of the 21st century, the efficiency of an organization depends on the satisfaction of the employees with their jobs, especially the efficient employees' preference to continue their work in the organization, and the organization's being the preferred institution (Ang & Van Dyne, 2008). This depends on the effective management of the cultural differences of the employees by the organizations. To be able to manage culture, organizations and their managers must understand the concept of culture very well. Studies in the literature have examined culture, which is a very broad concept, by dividing it into dimensions and creating taxonomies related to culture (Hall, 1959; Hofstede, 2011; House et al., 2004; Schwartz, 1992). One of these studies, which has very important suggestions about organizational management and leadership, was conducted by Hofstede (2011). Hofstede states that culture consists of six dimensions (Hofstede, 2011; Hofstede & Hofstede, 2005). These dimensions are Power Distance, Uncertainty Avoidance, Individualism versus Collectivism, Masculinity versus Femininity, Long-Term Orientation versus Short-Term Orientation, Indulgence versus Restraint. Besides, these dimensions consist of two sub-dimensions that are opposite to each other. For example, those with power are expected to be given privileges and the views of superiors are supported in Big Power Distance Culture while everyone is expected to have equal rights and the views of superiors are questioned in Small Power Distance Culture. Strong Uncertainty Avoidance Culture prefers many written rules and well-structured situations while Weak Uncertainty Avoidance Culture prefers fewer rules and less structured situations. Collectivism Culture emphasizes group identity and group decisions while the Culture of Individualism favors individual identity and individual decisions. While there are clearly defined gender roles in Masculinity Culture, there is an overlap of gender roles in Femininity Culture. While there is a futuristic and dynamic mentality in Long-Term Orientation Culture, there is a relatively static and traditional mentality in Short-Term Orientation Culture. While Indulgence Culture allows for relatively free gratification of the basic human drives pertaining to indulging in fun and enjoying life, the Culture of Restraint holds back need gratification and tries to control it through rigid social norms (Hofstede, 2011; Hofstede & Hofstede, 2005).

According to Hofstede (Hofstede, 2011; Hofstede & Hofstede, 2005), the dimensions of the culture with these opposite sub-dimensions exist in the culture of every society. In some societies, one of these sub-dimensions is more dominant while in others, the other is more dominant. For example, it has been determined that there is Big Power Distance Culture by 66%, Small Power Distance Culture by 34%, Individualistic Culture by 37%, Collectivistic Culture by 63%, Masculine Culture by 45%, Feminine Culture by 55%, Strong Uncertainty Avoidance Culture by 85%, Weak Uncertainty Avoidance Culture by 15%, Long-Term Orientation Culture by 46%, Short-Term Orientation Culture by 54%, Indulgence Culture by 49% and Restraint Culture by 51% in Turkey (Hofstede Insights, 2021). An organization may have employees with cultures of opposite sub-dimensions of these cultural dimensions. For example, while employees raised in Collectivistic Culture prefer group activities and expect decisions to be made unanimously, employees raised in Individualist Culture prefer individual activities and expect decisions to be made by the individual according to his own benefits. (House et al., 1997). For organizations to be efficient, all these cultural differences must be managed effectively and this requires culturally intelligent managers.

Just as effective management of cultural differences, which is related to cultural intelligence, is important for all organizations in terms of increasing job satisfaction of employees and reducing their intention to leave, it is also important for educational organizations. Like all people, school principals and teachers are the products of a culture (Gokalp, 2021). This culture transfers its own software, codes, and cultural DNA to them and programs them according to its own norms. They adopt the customs and traditions of the relevant culture. Over time, these customs and

traditions shape their behaviors and determine their outlooks on life and their perspectives on business, performance, success, their organizations and managers; they briefly determine everything about them (Peterson, 2004). For teachers to be satisfied with their jobs and to give up their intention to leave, school principals who understand their cultural differences, benefit from these differences for organizational efficiency and employee well-being, and who can create a cultural synergy are needed. This need also applies to the educational organizations in Turkey. Turkey functions as a bridge between Eastern and Western cultures due to its geographical location (Hofstede & Hofstede, 2005; House et al., 2004); Hosftede and Hofstede (2005) divided the cultures of all countries into two big categories as eastern and western cultures in their study and stated that the characteristics of both western and eastern cultures were seen in Turkey. The teachers in Turkey are influenced by both cultures, as are the other citizens of the country. This effect varies according to the cultural capital of their families, the places where they were born and raised, their level of education, their social environment, socio-economic status and it creates their culture (Avcı, 2015) and determines their orientation regarding the sub-dimensions of culture such as big power distance/small power distance, collectivism/individualism. These orientations shape their expectations, wishes, behaviors, and job satisfaction perceptions in business life. When these expectations and wishes of teachers, which are influenced by their culture, are not met, teachers' job satisfaction is negatively affected, which can negatively affect their thoughts and attitudes towards work and trigger their intention to leave (Hardianto et al., 2019). As a result of all these, the school turns into an organization whose teachers are not satisfied with their jobs and whose teachers have intention to leave. This, in turn, negatively affects the efficiency of the organization. To avoid such a negative situation, school organizations need school principals with a high level of cultural intelligence. In the literature, there are very few research on the relationship between the school principals' cultural intelligence and the teachers' job satisfcation while there aren't any research on the relationship between school principals' cultural intelligence and teachers' intention to leave. For example, Gokalp (2021), who conducted a qualitative research on cultural intelligence of high school principals, discovered that high cultural intelligence level of school principals increased the employees' well-being and job satisfaction and decreased conflicts and employees' burnout at school, which were positively corellated with their intention to leave. Besides, Licki and Van Der Walt (2021) found that school principals' cultural intelligence level was positively related to teachers' job satisfaction and the teachers' job satisfaction increased when the school principals' cultural intelligence level increased.

Cultural intelligence is a relatively new concept in the educational administration literature. For teachers to be satisfied with their jobs and give up their intention to leave, school principals who understand their cultural differences, benefit from these differences for organizational efficiency and employee well-being, and who can create a cultural synergy are needed. No research has been found in Turkey that examines the relationship between the cultural intelligence level of school principals and teachers' job satisfaction and intention to leave. This research aims to determine the relationship between the cultural intelligence level of school principals and teachers' job satisfaction and intention to leave according to teachers' perceptions. Besides, it also aims to determine whether cultural intelligence level of school principals predicts teachers' intention to leave and whether there is a mediating effect of job satisfaction on the relationship between cultural intelligence level of school principals and teachers' intention to leave. School principals need to exhibit appropriate behaviors and attitudes in order to be successful in their interactions with the teachers from different cultures, to increase their job satisfaction and to prevent their intention to leave the job. Therefore, the cultural intelligence levels of school principals are of capital importance. The findings of this research can be used to enable school principals to adapt to today's globalization phenomenon and rapidly changing conditions and to introduce new leadership practices for productivity. Additionally, the findings of the reseach can contribute to increasing the teachers' job satisfaction and decreasing their intention to leave the job. It is also thought that this study will make important contributions to the organizational psychology literature and the educational administration literature, both theoretically and practically. In line with the purpose of this research, the following hypotheses have been developed based on the relevant literature:

H1: The cultural intelligence level of school principals is related to teachers' job satisfaction and intention to leave.

H2: The cultural intelligence level of school principals negatively predicts teachers' intention to leave.

H3: The cultural intelligence level of school principals negatively predicts teachers' intention to leave through job satisfaction.

Methodology

Research Design

The design of this research was determined as the relational survey model. The relational survey model is designed to investigate the relationships between the variables in the research (Spiegel & Stephens, 2017). In this study, it was tried to determine whether there was a relationship between the cultural intelligence level of school principals, and teachers' job satisfaction and intention to leave, and the level of the relationship. In addition, the simultaneous effects of these variables were examined in this study.

Sample and Data Collection

The target population of the research consists of teachers working in public middle schools in the central districts of Mersin Province in the fall term of the 2020-2021 academic year. 800 middle school teachers were randomly selected from the target population consisting of 2394 middle school teachers and included in the sample using the disproportionate sampling method. In this study, a sample, which was thought to be large enough to represent the target population, was studied due to the difficulty in reaching the entire population, limited time, and economic reasons (Akarsu, 2014). When the demographic characteristics of the participants in the research were examined; it was determined that 50.6% of the teachers were male (n=405), 49.4% were female (n=395); 22.9% were between 25-35 years old (n=183), 24.6% were between 36-45 years old (n=197); 25.3% were between 46-55 years old (n=202) and 27.2% were 56 years old and above (n=218).

To collect the data from the sample, a form was given to the participants. The form included Personal Information Form, which had questions to determine the demographic characteristics of the sample, Job Satisfaction Scale, Intention to Leave Scale, and Cultural Intelligence Scale.

Job Satisfaction Scale was developed by Judge et al. (1998). It was adapted into Turkish by Basol and Comlekci (2020). It is a 5-point Likert-type scale. The scores of the scale range from "1: I certainly disagree" to "5: I certainly agree". The scale consists of one dimension and 5 items. In this study, Bartlett's Test of Sphericity of the scale was found to be significant ($\chi 2$ = 1219.138, p = 0.000) and Kaiser-Meyer-Olkin Coefficient was determined as .88. As a result of the exploratory factor analysis, it was determined that total variance explained by the scale was 80% and the scale consisted of 5 items. The Cronbach's alpha reliability coefficient of the scale was measured as 0.934. The composite reliability coefficient of the scale is 0.941. According to the results of the confirmatory factor analysis, it was determined that the factor loadings of the scale ranged between 0.86 and 0.89 and the factor loadings of all items were at the required level. The factor loadings of the scale are presented in Figure 1 below.

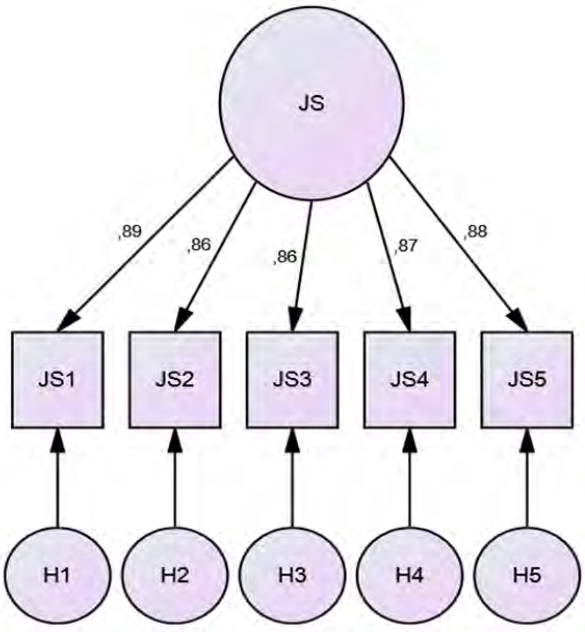

Figure 1. Factor Loadings of Job Satisfaction Scale (JS)

When the fitness index values of the confirmatory factor analysis conducted for Job Satisfaction Scale and presented in Table 1 were examined, it was seen that fitness index values reached the required level and Job Satisfaction Scale, which had 5 items and a single factor, was a valid and appropriate model.

Table 1. Fitness Indices for Measurement Model

Fit Indices	Job Satisfaction Scale	Intention to Leave Scale	Cultural Intelligence Scale	Cut off Value
p value	0.000	0.000	0.000	
χ2 /df	2.512	2.462	2,783	**< 3**
GFI	0.985	0.991	0.947	**≥ .80**
CFI	0.978	0.990	0.974	**≥ .90**
IFI	0.963	0.983	0.954	**≥ .90**
NFI	0.968	0.971	0.959	**≥ .95**
AGFI	0.950	0.961	0.940	**≥ .90**
RMSEA	0.045	0.043	0.047	**≤.05**
RMR	0.041	0.040	0. 046	**≤.05**

Intention to Leave Scale was developed by Rosin and Korabik (1995) and adapted into Turkish by Tanriover (2005). It is a 5-point Likert-type scale. The scores of the scale range from "1: I certainly disagree" to "5: I certainly agree". The scale consists of one dimension and 4 items. In this study, Barlett's Test of Sphericity of the scale was found to be significant (χ2 = 2052.748, p = 0.000) and Kaiser-Meyer-Olkin coefficient was determined as 0.89. As a result of the Exploratory Factor Analysis, it was found that total variance explained by the scale was 95% and the scale consisted of 4 items. The Cronbach's alpha reliability coefficient of the scale was measured as 0.980. The composite reliability coefficient of the scale is 0.982. As a result of the confirmatory factor analysis, it was determined that the factor loadings of the scale ranged between 0.84 and 0.91 and the factor loadings of all items were at the required level. When the fitness index values of the confirmatory factor analysis conducted for Intention to Leave Scale and presented in Table 1 were examined, it was seen that fitness index values reached the required level and Intention to Leave Scale, which had 4 items and a single factor, was a valid and appropriate model. The factor loadings of the scale are presented in Figure 2 below.

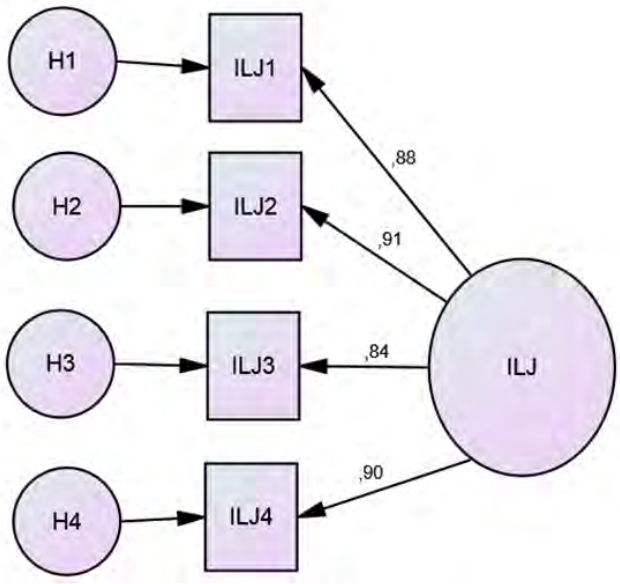

Figure 2. Factor Loadings of Intention to Leave Scale (ILJ)

Cultural Intelligence Scale was developed by Van Dyne et al. (2008). The scale, which was adapted into Turkish by Yasar and Gokalp (2017) and applied to teachers, consists of 17 items and one dimension. It is a 5-point Likert-type scale. The scores of the scale range from "1: Never" to "5: Always". The Bartlett's Test of Sphericity of the scale was found to be significant (χ2 = 6067.155, p = 0.000) and Kaiser-Meyer-Olkin Coefficient was determined as 0.93. As a result of the Exploratory Factor Analysis, it was found that total variance explained by the scale was 78% and the scale consisted of 17 items. The Cronbach's alpha reliability coefficient was measured as 0.970. The composite reliability coefficient of the scale was measured as 0. 978. As a result of the confirmatory factor analysis, it was determined that the factor loadings of the scale ranged between 0.86 and 0.89 and the factor loadings of all items were at the required level. When the fitness index values of the confirmatory factor analysis conducted for Cultural Intelligence Scale and presented in Table 1 were examined, it was seen that fitness index values reached the required level and the scale which had 17 items and a single factor, was a valid and appropriate model. The factor loadings of the scale are presented in Figure 3 below.

Common Variance Analysis

As the survey consisted of items to measure more than one construct, Harman's one-factor test was conducted to identify whether there was a common method bias. According to Harman's one-factor test, there is a common method bias when the variance of all constructs of the research is more than 50% (Podsakoff & Organ, 1986). For this research, the result of Harman's one-factor test was 29%. Therefore, there isn't a common variance problem related to the scales.

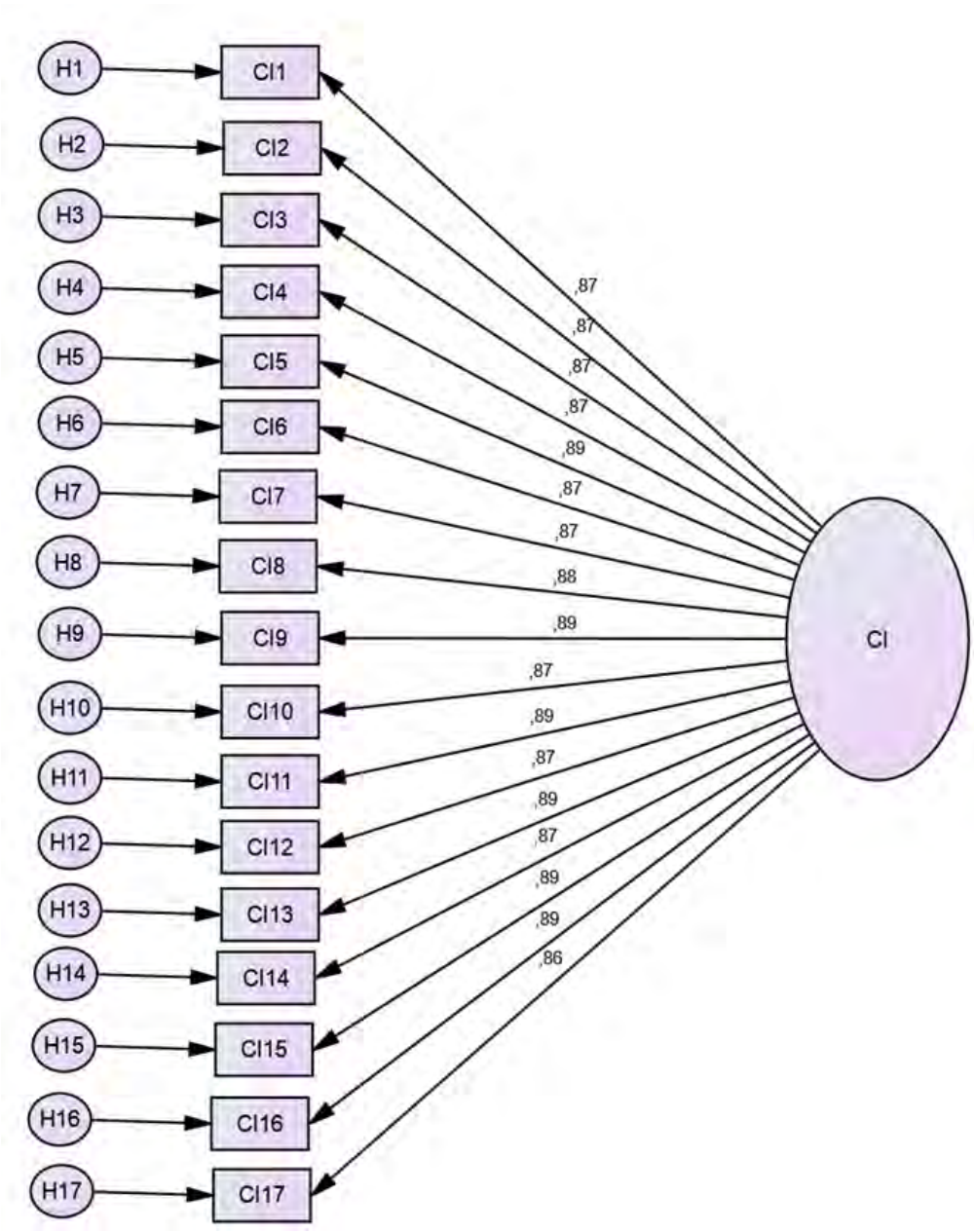

Figure 3. Factor Loadings of Cultural Intelligence Scale (CI)

Analyzing of Data

SPSS and AMOS programs were used for analyzing the data. The data were analyzed in terms of missing values, outliers, skewness, kurtosis, normality assumption and multicollinearity. The data were analyzed with the normal distribution test and the skewness and kurtosis values were examined. It was observed that the kurtosis and skewness coefficients were between "+1" and "-1". As the kurtosis-skewness coefficient values were between ± 2, it can be said that the normality assumption was met (Tabachnick & Fidell, 2014). The z values obtained by dividing the skewness and kurtosis values by the standard error were analysed to obtain stronger evidence about whether the normality assumption was realized. For Job Satisfaction Scale, z value for kurtosis ($z_{kurtosis}$) was calculated as 1.66 and z value for skewness ($z_{skewness}$) was calculated as 1.42. For Intention to Leave Scale, z value for kurtosis ($z_{kurtosis}$) was calculated as -1.41 and z value for skewness ($z_{skewness}$) was calculated as -1.63. For Cultural Intelligence Scale, z value for kurtosis ($z_{kurtosis}$) was calculated as 1.71 and z value for skewness ($z_{skewness}$) was calculated as 1.53. These values showed that the

data were normally distributed. It was also analyzed whether there was a multicollinearity problem among the independent variables. The relationship between independent variables was below 0.90, so it can be said that there was no multiple connection problem (Buyukozturk, 2011). Additionally, to determine whether there was was a multicollinearity problem among the independent variables, the values of Variance Inflation Factor, Condition Index and Tolerance of the variables were calculated. The values of Variance Inflation Factor, Condition Index and Tolerance of the variables are presented in Table-2 below.

Table 2. The Values of Variance Inflation Factor, Condition Index and Tolerance

Variables	VIF	Tolerance	CI
Job Satisfaction	2.856	0.350	4.896
Intention to Leave	2.493	0.401	4.012
Cultural Intelligence	3.187	0.313	5.842

When Table 2 is analysed, it is seen that there is no multicollinearity problem because VIF values are smaller than 5, CI values are smaller than 10 and tolerance values are higher than 0.2 (Draper & Smith, 1998; Gujarati, 2004).

In the study, the arithmetic means of all three variables were calculated. Then, a correlation analysis was conducted to determine whether there was a significant relationship between the cultural intelligence level of school principals, teachers' job satisfaction and intention to leave. Afterwards, the structural equation modeling was used to determine whether the cultural intelligence level of school principals predicted the teachers' intention to leave and whether there was a mediating effect of teachers' job satisfaction on the relationship between the cultural intelligence level of school principals and the teachers' intention to leave. In this study, to determine the relationship between the cultural intelligence level of school principals and teachers' job satisfaction and intention to leave in line with a model, a basic and mediation models were developed within the scope of the structural equation modeling, and whether these models validated the sample data was tested with model fitness indices. The maximum likelihood estimation method was used through the AMOS program in the analyzes. The mediation model developed by taking the model created by Baron and Kenny (1986) as an example and tested in this study is presented below.

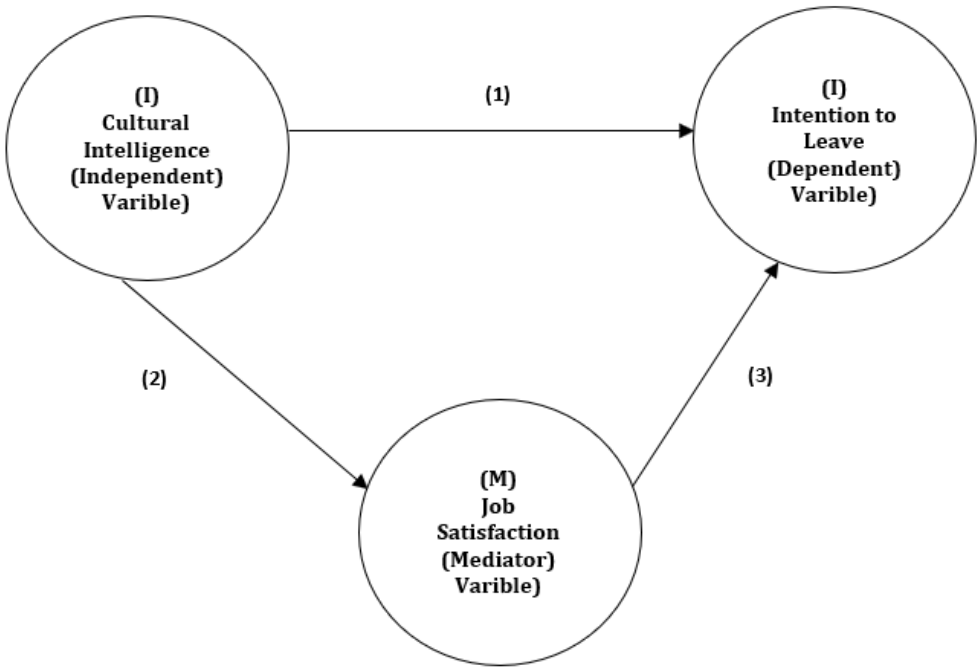

Figure 4. The Mediation Model Tested in The Study

The Sobel Test was used in this study to test the significance of mediation effect. For the use of the Sobel Test, the MedGraph-I program, which was developed by Jose (2013) and available on the internet, was used. According to this test, if the change in the direct effect of cultural intelligence on intention to leave is significant, it can be said that there is a mediation effect of job satisfaction.

Findings

The results of correlation analysis showing the relationship between school principals' cultural intelligence level, teachers' job satisfaction, and intention to leave according to teachers' perceptions are presented in the Table 2.

Table 3. Correlation Values for the Relationship Between the Variables

Variables	1	2	3
Cultural Intelligence	1		
Job Satisfaction	0.88***	1	
Intention to Leave	-0.84***	-0.86***	1

***p<.001

When the correlation values in Table 3 were examined, it was seen that there was a strong, positive and significant relationship between the cultural intelligence level of school principals and teachers' job satisfaction according to the perceptions of teachers (r=0.88, p<0.001). It was also determined that there was a strong, negative, and significant relationship between the cultural intelligence level of school principals and teachers' intention to leave (r = -0.84, p< 0.001). In addition, it was found that there was a strong, negative, and significant relationship between teachers' job satisfaction and intention to leave (r = -0.86, p< 0.001). These significant relationships confirm H1 hypothesis of the research.

The following figure shows the Basic Model created within the scope of the structural equation modeling to test whether the cultural intelligence level of school principals (CI) significantly predicts teachers' intention to leave the job (ILJ), according to the perceptions of teachers.

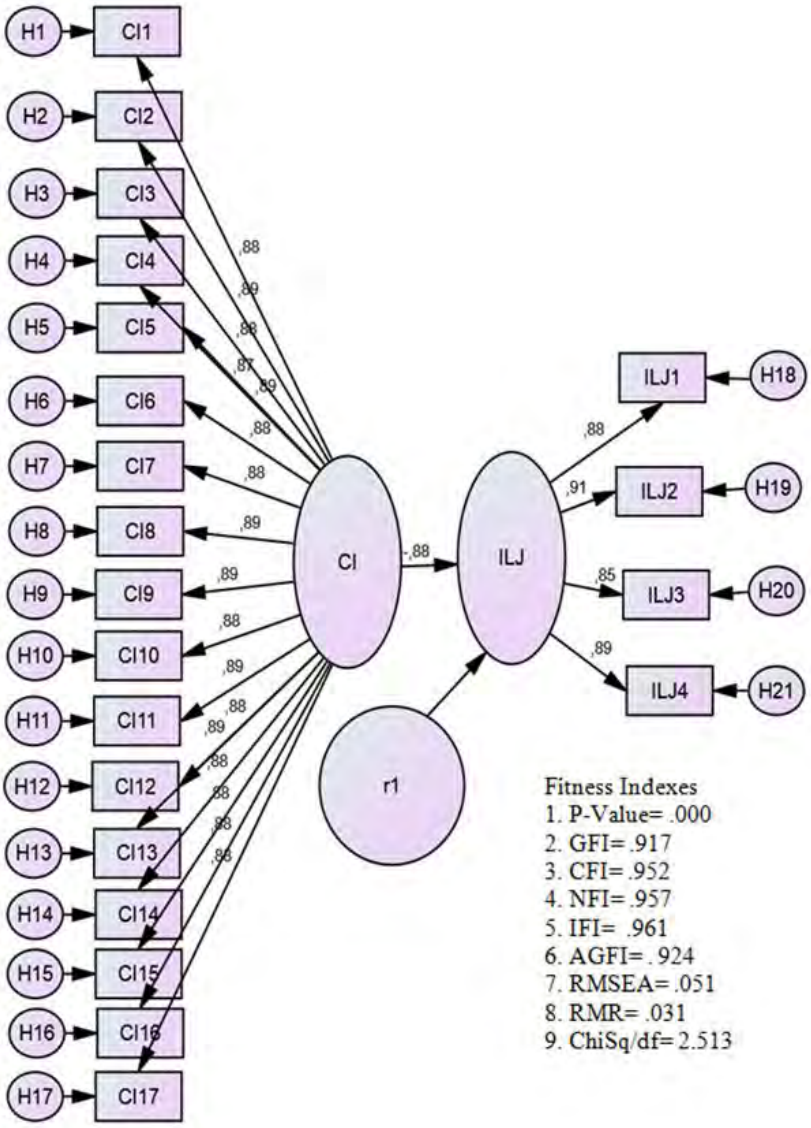

Figure 5. Basic Model for the Effect of Cultural Intelligence on Intention to Leave

When the factor loadings of Basic Model are examined, it is seen that the factor loadings for the latent variable of intention to leave range from 0.85 to 0.91, and the factor loadings for the latent variable of cultural intelligence range from 0.87 to 0.89. The results in Figure 5 show that the structural model is fit with GFI=0.917 (≥0.80), CFI=0.952 (≥0.90), NFI=0.957 (≥0.95), IFI=0.961 (≥0.90), AGFI=0.924 (≥0.90), RMSEA=0.051 (≤.08), RMR=0.031 (≤0.05), ChiSq/df=2.513 (<3). In other words, the values obtained show an adequate and acceptable level of fit. In line with these fit indices, it can be said that the model fits well with the data (Byrne, 2016). The analysis results showing the effect of cultural intelligence on intention to leave are presented in Table 4.

Table 4. Analysis Results Showing the Effect of Cultural Intelligence on Intention to Leave

Dependent variable	Effect	Independent variable	Standardized Estimation	Standard Error	Critical Ratio	p-Value
Intention to Leave	←	Cultural Intelligence	-0.890	0.03	-2.9532	***
Standardized Path Coefficients						
			Direct Effect	**Indirect Effect**	**Total Effect**	
Intention to Leave	←	Cultural Intelligence	-0.884***	0.00	-0.884***	

*p<.05 ** p<.01***p<.001

When the anaylsis results in Table 4 were examined, it was determined that the path in the model was significant. The findings obtained for the Basic Model show that the cultural intelligence level of the principals significantly and negatively predicts the teachers' intention to leave according to teachers' perceptions (Standardize β= -0.884, p< 0.001). It can be stated that 78% of the total variance in teachers' intention to leave is explained by the cultural intelligence level of school principals (R^2=0.78). According to this finding, it can be said that as the cultural intelligence level of school principals increases, teachers' intention to leave their jobs decreases. Thus, the effect size in this research is high (Meydan & Sesen, 2015). This result confirms H2 hypothesis of the research.

The following figure shows the mediation model created within the scope of the structural equation modeling to test whether there is a mediating effect of job satisfaction (JS) on the relationship between cultural intelligence level of school principals (CI) and teachers' intention to leave the job (ILJ).

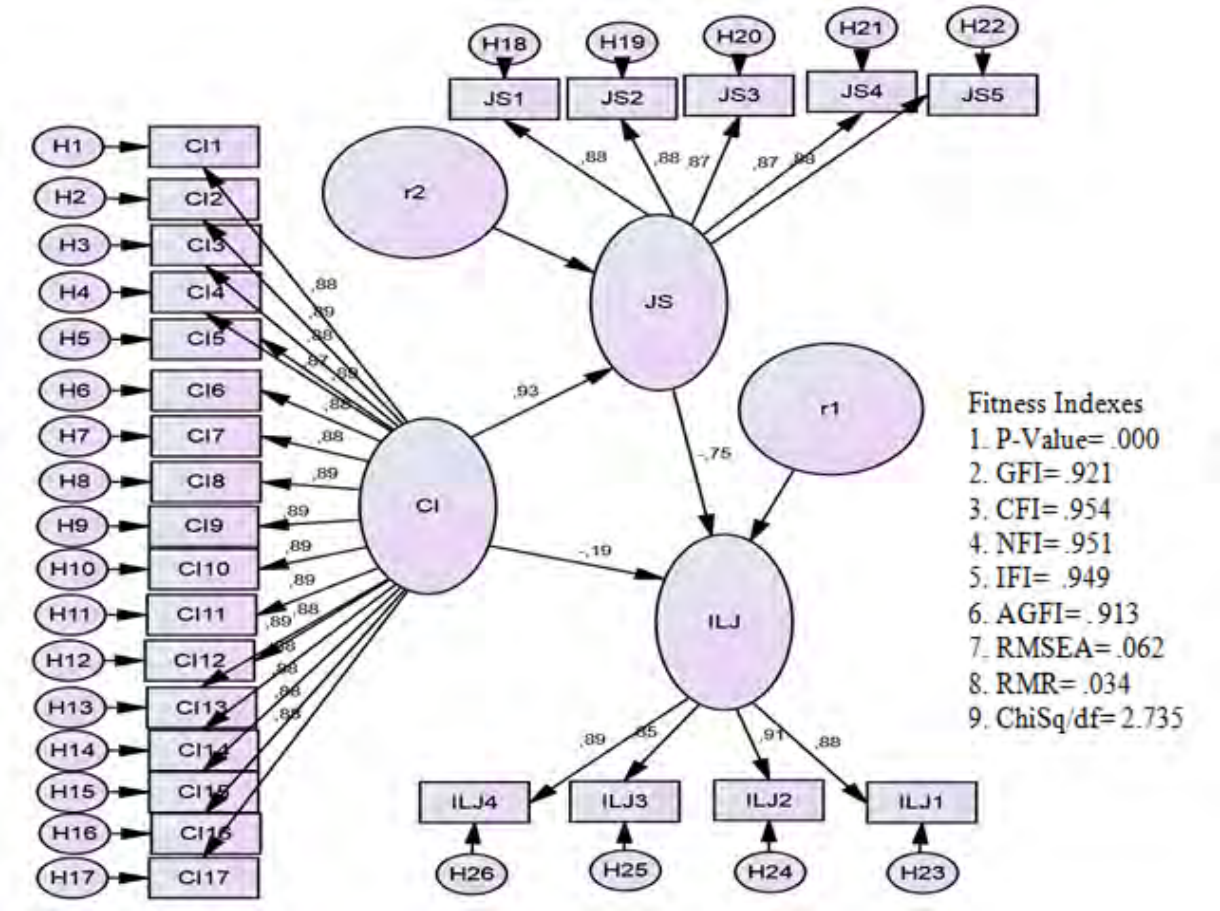

Figure 6. The Mediation Model Showing the Mediating Effect of Job Satisfaction

When the factor loadings of the mediation model are examined; it is seen that the factor loadings for the latent variable of cultural intelligence range from 0.87 to 0.89, the factor loadings for the latent variable of job satisfaction range from 0.87 to 0.88, and the factor loadings for the latent variable of intention to leave range between 0.85 and 0.91. The results in the figure show that the structural model is fit with GFI=0.921 (≥0.80), CFI=0.954 (≥0.90), NFI=0.951 (≥0.95), IFI=0.949 (≥0.90), AGFI=0.913 (≥0.90), RMSEA =0.062 (≤.08), RMR=0.034(≤0.05), ChiSq/df=2.735 (<3). In other words, the values obtained show an adequate and acceptable level of fit. In line with these fit indices, it can be said that the model fits well with the data (Schumacker & Lomax, 2004). The analysis results showing mediating effect of teachers' job satisfaction on the relationship between cultural intelligence level of school principals and teachers' intention to leave are presented in Table 5.

Table 5. Analysis Results Showing the Mediating Effect of Job Satisfaction

Dependent variable	Effect	Independent variable	Standardized Estimation	Standard Error	Critical Ratio	p-Value
Intention to Leave	←	Cultural Intelligence	-0.197	0.06	-2.966	***
Job Satisfaction	←	Cultural Intelligence	0.944	0.02	3.258	0.003**
Intention to Leave	←	Job Satisfaction	-0.790	0.07	3.1158	***
Standardized Path Coefficients						
			Direct Effect	**Indirect Effect**	**Total Effect**	
Intention to Leave	←	Cultural Intelligence	-0.185***	-0.699	-0.884***	
Job Satisfaction	←	Cultural Intelligence	0.934	0.00	0.934***	
Intention to Leave	←	Job Satisfaction	-0.749	0.00	-0.749***	

*p<.05 ** p<.01***p<.001

When the analysis results in Table 5 were examined, it was seen that all the paths in the model were significant. When the results of the mediation model were evaluated, it was determined that the statistically significant and negative effect of the cultural intelligence level of the principals on the teachers' intention to leave, which had been determined in the Basic Model according to the teachers' perceptions, did not change in the Mediation Model. With the inclusion of job satisfaction in the model as a mediator variable, a significant change occured in the direct effect of cultural intelligence level of principals on the teachers' intention to leave according to teachers' perception ($\beta_{\text{basic model cultural intelligence}}$= -0.884, p<0.001; $\beta_{\text{mediation model cultural intelligence}}$= -0.185, p<0.001). Thus, it can be said that the cultural intelligence level of school principals predicts teachers' intention to leave directly and negatively and it also predicts teachers' intention to leave indirectly and negatively through job satisfaction. After job satisfaction is added to the model, the direct effect of the cultural intelligence level of the school principals on the teachers' intention to leave decreases, but the direct effect of the cultural intelligence level of the school principals on the teachers' intention to leave is still significant. This finding shows that job satisfaction is a partial mediator.

The results of the Sobel Test analysis regarding the significance of the mediation effect of job satisfaction are provided in Table 6.

Table 6. Results of Sobel Test Analysis

Type of Mediation	Partial
Sobel Z value	4.787
Significance	0.000***
Direct effect	-0.185
Indirect effect	-0.699
Total effect	-0.884

***p<.001

As seen in Table 6, the mediation effect of job satisfaction is significant at the p<0.001 level. As a result, it was determined that teachers' job satisfaction had a partial mediation effect on the fact that cultural intelligence level of school principals predicted teachers' intention to leave (Z=4.787, p<.001). This result confirms the H3 hypothesis of the research.

Discussion

This research was carried out to determine the relationship between the cultural intelligence level of school principals and teachers' job satisfaction and intention to leave according to teachers' perceptions. First, a correlation analysis was conducted to reveal the relationship between school principals' cultural intelligence level and teachers' job satisfaction and intention to leave. As a result of the analysis, it is determined that there is a strong, positive and significant relationship between the cultural intelligence level of the school principals and the job satisfaction of the teachers. It is also discovered that there is a strong, negative, and significant relationship between the cultural intelligence level of school principals and teachers' intention to leave. In addition, it is found that there is a strong, negative, and significant relationship between teachers' job satisfaction and intention to leave. When the literature was examined in terms of the relationship between the school principals' cultural intelligence and teachers' job satisfaction, it was determined that there were few researches on this relationship; however, these research results supported the results of this research. For example, Licki and Van Der Walt (2021) found that school principals' cultural intelligence level was positively related to teachers' job satisfaction and reliance-based trust. They also concluded that the teachers' job satisfaction increased when the school principals' cultural intelligence increased. Besides, in the qualitative research conducted by Gokalp (2021), school administrators stated that the high cultural intelligence of school principals provided an increase in job satisfaction of all employees in the school. Similarly, Lie et al. (2016) discovered that cultural intelligence, cognitive, metacognitive, motivational, and behavioral cultural intelligence had a positive relationship with job satisfaction. In conclusion, many studies in the field show that cultural intelligence is related to job satisfaction (Ang & Van Dyne, 2008; Barakat et al., 2015; Klafehn et al., 2008; Oolders et al., 2008) and it can be concluded that the teachers' job satisfaction increases when the school principals' cultural intelligence increases.

According to another result obtained from this study, there is a strong, negative and significant relationship between the cultural intelligence level of school principals and teachers' intention to leave. When the literature was examined in terms of the relationship between the school principals' cultural intelligence and teachers' intention to leave, it was determined that there weren't any researches on this relationship. However, when the result of this study was compared with the findings of other studies in the field, similar results were found. For example, in the study conducted by Akhal and Liu (2019), it was determined that the cultural intelligence of the administrators had a positive relationship with the cultural adaptation of the employees and a negative relationship with their intention to leave. They also reported that the more the administrators' cultural intelligence increased, the more the employees' intention to leave decreased. Again, Burrell-Paige (2020) revealed that the cultural intelligence of the administrators had a positive relationship with the leader-member exchange and a negative relationship with employees' intention to leave. Besides, Burrell-Paige (2020) revealed that high level of cultural intelligence of administrators reduced the employees' intention to leave significantly. Additionally, Noreke and Wirodal (2012) found that the organizational commitment of the employees increased, and their intention to leave decreased as the cultural intelligence level of the administrators increased. Moreover, Gokalp (2021) discovered that high cultural intelligence level of school principals decreased conflicts and employees' burnout at school, which were positively correlated with their intention to leave. To sum up, studies in the field show that cultural intelligence is related to the intention to leave (Froese et al., 2016; Haniefaa & Riani, 2019) and it can be concluded the teachers' intention to leave decreases when the school principals' cultural intelligence increases.

In this study, it is also determined that there is a strong, negative and significant relationship between teachers' job satisfaction and their intention to leave. Studies in the literature support the result of this study. For example, Hardianto et al. (2019) found that there was a negative and significant relationship between teachers' job satisfaction and their intention to leave. They also revealed that the teachers' having high level of job satisfaction decreased their intention to leave. Similarly, Gun et al. (2021) discovered that job satisfaction and emotional commitment had a negative and significant relationship with intention to leave. Moreover, Yucel and Kocak (2018) determined that there was a negative and significant relationship between job satisfaction and intention to leave and that burnout had a full mediation effect on this relationship. To conclude, in many studies in the field it is seen that job satisfaction is related to intention to leave (Dardar et al., 2012; Demir Harputoglu, 2015; Lambert et al., 2001; Paulsen, 2014; Suner, 2014) and it can said that teachers' job satisfaction reduces their intention to leave. Considering the results of this research and other research in the field, it is seen that the first hypothesis of the research was confirmed.

The second hypothesis (H2) analyzed in the study is that the cultural intelligence level of school principals negatively predicts teachers' intention to leave. As a result of the analysis, it is seen that the hypothesis was confirmed. Although there are no research conducted on the relationship between the school principals' cultural intelligence and teachers' intention to leave, research results supporting the result of this research were identified in the literature. For example, Akhal and Liu (2019) discovered that the cultural intelligence of the administrators negatively predicted the employees' intention to leave while it positively predicted the cultural adaptation of the employees. They also determined that the more the cultural intelligence of the administrators increased, the more the employees' intention to leave decreased. Similarly, Froese et al. (2016) found that the employees' intention to leave decreased and they made more efforts to overcome cultural barriers when they perceived that their managers had higher motivational cultural intelligence. Moreover, Burrell-Paige (2020) determined that the cultural intelligence of the administrators negatively

predicted the intention to leave of the employees and had a mediating effect on the relationship between the leader-member exchange and the intention to leave. Furthermore, Haniefaa and Riani (2019) found that cultural intelligence negatively predicted the employees' intention to leave and negatively moderated the effect of ethnic harassment on their intention to leave. As a result, it can be said that the studies in the literature support the results of this research and it can be concluded that the high level of cultural intelligence of school principals decreases the teachers' intention to leave.

The third hypothesis of the study is that the cultural intelligence level of school principals negatively predicts teachers' intention to leave through job satisfaction. As a result of the analysis, it was determined that this hypothesis was confirmed, and teachers' job satisfaction had a partial mediation effect on the fact that cultural intelligence level of school principals predicted teachers' intention to leave. There is no direct research on this subject in the field. However, in many studies, it is seen that the cultural intelligence level of the managers positively predicts the job satisfaction of the employees (Barakat et al., 2015; Bucker et al., 2014; Licki & Van Der Walt, 2021; Lie et al., 2016; Sahin, 2011; Sozbilir & Yesil, 2016). Again, in many studies, it has been stated that the job satisfaction of employees negatively predicts employees' intention to leave (Gun et al., 2021; Hardianto et al., 2019; Masath, 2015; Paulsen, 2014; Yucel & Kocak, 2018). When these research results are evaluated together, it can be concluded that the cultural intelligence of the school principals positively predicts the job satisfaction of the teachers, and the job satisfaction of the teachers negatively predicts the teachers' intention to leave. It can also be concluded that the teachers' job satisfaction increases and their intention to leave decreases when the cultural intelligence level of school principals increases. Finally, it can be said that the studies in the literature and the results of this study are in the same direction.

Conclusion

This research aims to determine the relationship between school principals' cultural intelligence level and teachers' job satisfaction and intention to leave according to teachers' perceptions. The following results were obtained from this study: (1) According to teachers' perceptions, a strong, positive and significant relationship was found between the cultural intelligence level of school principals and the job satisfaction of teachers. A strong, negative, and significant relationship was determined between the cultural intelligence level of school principals and teachers' intention to leave. A strong, negative, and significant relationship was determined between teachers' job satisfaction and their intention to leave. (2) It was found that the cultural intelligence level of school principals negatively predicted teachers' intention to leave. (3) It was also determined that cultural intelligence levels of school principals negatively predicted teachers' intention to leave through job satisfaction, and teachers' job satisfaction was a partial mediator of the relationship between the cultural intelligence levels of school principals and teachers' intention to leave the job.

Recommendations

Surveys should be conducted by Ministry of National Education to determine the cultural intelligence level of school principals every academic year. To increase the cultural intelligence level of school principals, it should be ensured that decision-makers and senior administrators should reward principals who have developed their cultural intelligence. Principals should be provided with vacation opportunities abroad and should be assigned abroad at certain intervals to have intercultural experience abroad. The school principals should receive in-service training from the experts on the field of cultural intelligence. A compulsory elective course on cultural intelligence should be included in the curriculum of education faculties. In the selection of school principals, candidates with high cultural intelligence should be selected as principals, and cultural intelligence should be one of the criteria for selecting principals. Principals should be made aware that even small cultural differences are important and have an impact on teachers' job satisfaction and intention to leave. Principals, on the other hand, should be motivated to develop their cultural intelligence and increase their knowledge on this subject.

Researchers who will study the same or similar subjects can conduct their research in different educational organizations such as high or primary schools with different sample numbers. They can replicate and compare these results using different research designs. The relationship between cultural intelligence and other variables such as work engagement, cultural capital or multiple intelligence can be investigated.

Limitations

The field survey of this research was carried out in 2020 with the teachers of public middle schools in central districts of Mersin. The data were collected with certain scales using the quantitative method. The data of the study were collected within a period of 30 days (1-30 November) and from a limited number of people (800 teachers). The research is limited in these aspects.

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