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The Relationship between the Transformational Leadership, the Cultural Intelligence of Teachers and the Skills of Principals' Diversity Management

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Abstract: It is regarded as considerable values those principles' skills of managing diversities and teachers' cultural intelligences which mean they understand and appreciate other cultures. These core values are remarkably vital to be culturally literate in the global world. The organizations and their administrators respecting the diversities of the employees can allocate more time competing their counterparts in the world instead of losing energy with unnecessary conflicts. The aim of the study is to examine the correlation between teachers' cultural intelligence and Principal's managing the diversities and their transformational leaderships according to the teachers' point of views. The research has adopted a correlational model. The data of the research was gathered from 428 primary school teachers in Turkey/Malatya during 2020-2021 academic year. The Data was gathered through the "Cultural Intelligence", "Diversity Management" and "Transformational Leadership" scales. The data was analyzed by arithmetic mean, correlation analysis and regression analysis. The results of the research suggest that the primary school teacher's cultural intelligence, the principal's management of diversity and their transformational leadership levels were "mostly high". It was revealed that there was a moderate level positive significant correlation between teachers' cultural intelligence levels and Principal's skills of managing the diversities and their transformational leaderships. Moreover, teacher's cultural intelligence levels and Principal's skills of managing the diversities predict the transformational leaderships of Principles. Consequently, to increase the transformational leadership of Principals, it is recommended to enhance teachers' socio-cultural awareness and to work on improving the skills of diversity management of principals.

Keywords: *Cultural intelligence, diversity management, principal, teacher transformational leadership.*

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Introduction

One of the subjects that has been mostly involved in the academic research recently has been that the global change and transformation are taking place seemingly rapid. This change and transformation is also valid for the organizations. A plethora of studies on educational organizations are aiming at understanding this change, elasticize the educational organizations accordingly and making them adaptable. The adaptation of the organizations depends on their management of this change. That the consequences of an uncontrolled and unmanaged change would not be predictable, the change might frighten. It is important on both the process and the results of change that the educational organizations should transform in a controlled manner instead of an uncontrolled one. In contemporary organizations it is an inevitable reality that the employees show differences in terms of socio-cultural traits (Bait Ishaq & Pratomo, 2019). The continuity of the change and transformation of the organizations is also an acknowledged fact (Andriani et al., 2018). The organizational leaders should not solely manage various socio-cultural employees without conflicts but also execute the change and transformation of the organization in a healthy way. This study predicts that the employees' having cultural intelligence would contribute to the management of diversity of the employees by the administrators and to the change and transformation of the organization. The study was conducted to examine the

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ratification of this main hypothesis. To begin with, a brief summary will be given on the literature of managing diversities, cultural intelligence and transformational leadership.

Diversity Management

According to Oxford dictionary the diversity term is defined as “A lot of different people and other things” (Oxford, n.d.). Checking out the differences between people, some of them come from birth and some are acquired later (Aslan, 2018). These differences, along with their repelling sides, sometimes separate people from each other and sometimes make them closer by their binding sides (Surgevil & Budak, 2008). The diversity management was brought about by the report named “Workforce 2000” in 1987 of Hudson Institute. In the report it was emphasized that by 2000’s the people from different culture and traits would be more valuable and they would add value to the organizations (Denissen et al., 2020; Johnston & Packer, 1987).

The approaches of the organizations to diversity also vary. Some see them as a risk and some evaluate them as a leverage to gain advantage (Kollen, 2019; Memduhoglu & Ayyurek, 2014; Podsiadlowski et al., 2013). The organizations which see the differences as a value adding up to the competitive power of the organization provide a management for the employees to indicate all their (Balay & Saglam, 2004). It is essential in the organizations which are based on diversity management that all the employees have the equal opportunities, nobody is discriminated and everyone is respected for their various traits (Belloda et al., 2016; Celik, 2019).

The Diversity of the employees was studied in literature in different categories. Memduhoglu (2011), studied the diversities of the employees in three different categories, namely; demographic, socio-cultural and individual. Kreitz (2007) summed up the individual differences in four categories; Character differences, inner differences, outer differences and organizational differences (Balyer & Gunduz, 2010; Kreitz, 2007; Vito & Sethi, 2020; McGrath et al. (1995) had categorized the individual differences as demographic differences (age, gender, race, etc.) organizational differences (specialties, skills, rank and status) and value differences (culture, belief and attitude) (McGrath et al., 1995; Point & Singh, 2003; Surgevil, 2008). Gardenswartz and Rowe (1998) had considered the difference in four dimensions (Demirel & Ozbezek, 2016; Karakas, 2021): Character dimension, inner dimension (age, gender, race, ethnicity, physical competence, gender preference), outer dimension (marital status, parental status, physical appearance, education, occupational experience, religion, leisure time habits, personal habits, income and geographical location) and organizational dimension (management status, union membership, place of work, seniority, department, work definition, etc.).

Cultural Intelligence

The differences may be both individual and organizational also at a community level. The features that distinguish a community from another are called as culture (Hofstede, 1980).

The meanings, symbols, values, norms, beliefs and applications acknowledged by the majority of the community make up the culture (Schwartz, 2006; Velarde et al., 2020). These traits of the culture display varieties from community to community, and even from region to region within a country. These various cultures have a prolonged historical background in their own regions. Culture is created by the community and passed down from generation to generation, maintains changing by time (Haviland et al., 2008). The individuals born, growing up and living in a particular society acquire the culture and experience it and then, try to pass onto the next generation to make it last (Ekinici, 2019).

The existence of different cultures in a given society is defined as multi culturalism. Multi culturalism was first used to express the diversity of language and religion in Switzerland (Canatan, 2007; Thompson, 2018). These cultural diversities are also valid for the educational organizations which contain all the traits of the society. In Turkey, it can be observed that the educational organizations include cultural values like language, religion, ethnic roots and belief varieties as well (Kozikoglu, & Tosun, 2020). In Multi cultural communities, the civil servants need to be well trained on multi culturedness. In multi cultural organizations, the multi culturalism is grounded on inclusion and empathy to manage socio cultural differences in harmony (Akman & Imamoglu Akman, 2017). Understanding the differences, seeing them as a value, building empathy and struggling for including the different one need to have cultural intelligence.

Cultural intelligence is defined as the individual’s desire to learn about other cultures except from his/her own, approaching other cultures with tolerance and the ability to adapt swiftly when entering a new cultural environment. (Earley & Ang, 2003; Gezer & Sahin, 2017; Yogurtcu, 2015). Cultural intelligence is build up among metacognitive, cognitive, motivational and behavioral dimensions. Metacognitive is individual’s awareness of other culture’s existence, and recognizing the difference between his/her culture and other’s. The cognitive dimension of the cultural intelligence is evaluated as one’s acquiring knowledge by education and experience (Arastaman, 2017). Motivational side is one’s paying attention and energy to learn a different culture, motivating oneself for the purpose, managing his/her emotions and behaviors accordingly. Behavioral cultural intelligence, another dimension of cultural intelligence is exhibiting verbally or behaving in accordance with people from other cultures in one’s relations (Rajasekar et al., 2021; Shokef & Erez, 2008). In organizations, it might be crucial for the managers and the employees to know and understand different

cultures, and respecting these differences to transform the organizations. Banks (1993), indicates that the organizations having culturally intelligent employees and an understanding of a multicultural education, possess an advantage in transforming the schools.

Transformational leadership

The world is changing and transforming faster than ever before. Since the educational organizations cannot stay away from the change, they have to take their share. How should be the transformation of the educational organizations? Who should lead the change? What are the variables related to the leadership? These questions are crucial for the educational organizations. In literature the first studies of transformational leadership focuses on leader's traits and evaluated in terms of will, self-confidence, vision and virtuousness (Anderson, 2017; Brown, 2002). Later on, it was underlined that the interests and needs of the ones working along with transformational leadership were also significant. Frost (2004) explains how the transformation should be done while defining the transformational leadership: Stimulating a desire to change among the employees of the organization and transforming the organization by mobilizing to fulfill this desire. Burns (1978) draws attention to individual differences and needs while defining transformational leadership. He noted that the leader should realize the interests, needs and desires of the employees. (Demir, 2021). He identifies the transformational leadership as motivating the employees by these needs and interests (Kari, 1998). In transformational leadership studies, there has been a lot of traits indicated the transformational leaders. These traits (Goksoy et al., 2019; Kiris & Aslan, 2019; Kouni et al., 2018; Subas, 2017); the transformational leaders become a role model for the followers, inspires them and provides vision. These leaders ensure the aims of the organization becomes the aims of the employees. Also the transformational leader recognize the needs of them and develops various approaches to satisfy them. Backs them in times of need and supports them however. Builds up organization and occupation - oriented emotional bounds and gets them realize that there are higher expectations of them.

Podsakoff et al. (1990), stated that there are five stages of transformational leadership. The first one is providing vision among employees and inspiring them for creativity (Iskan, 2002). To provide vision among employees and to inspire the employees, the transformational leaders become examples. They are carefully listened to, their emotions and thoughts are appreciated and an organizational transformation vision is created (Kiris & Aslan, 2019; Kwan, 2020; McCleskey, 2014). The second dimension in transformational leadership is having the employees adopt the targets of the organization. The change in an organization will be much easier when claimed by all the employees. This dimension of the transformational leadership is linked with the belief that it will be beneficial for all when occurs (Altin, 2019). Podsakoff et al. (1990), maintains that the third dimension of the transformational leadership is stimulating the employees intellectually. Intellectual stimulation is making the employee believe his/herself that one can solve the problems on his/her own (Coad & Berry, 1998). Whether it is a personal or an organizational burden, they should believe that they can solve those by various ways and methods. Self - confidence, courage and motivation should be maintained (Glad & Blanton, 1997). Another aspect of transformational leadership is paying attention to the employees individually and appreciating them. The tailored attention will stimulate the feeling of being special (Akbolat et al., 2013). The attention of the leader on private matters, private interests and future prospects will contribute to leader and the transformation (Kiris & Aslan, 2019). The fifth aspect of the transformational leadership is conveying from the leader the message of higher achievement expectancy to the employee. Letting know that the leader relies on them and more can be done than what was done until the moment (Dublin, 2001), conveying this message of expectancy, encouraging and motivating them thereby.

Above are the management of diversities, Cultural intelligence and how it is dealt with in the literature. The main aim of the study is to examine the skills of principals' managing the diversities and the contribution of teachers' cultural intelligence to the transformational leadership. These hypotheses are developed for the examination:

H1: Primary school teacher's cultural intelligence, the principals' management of diversity and their transformational leadership are correlated.

H2: Primary school teacher's cultural intelligence predicts the principals' transformational leadership positively.

H3: Primary school teacher's cultural intelligence predicts the principals' management of diversity positively.

H4: In primary schools, the principals' management of diversity predicts their transformational leadership positively.

H5: In primary schools, teachers' cultural intelligence over principals' management of diversity predicts Principals' transformational leadership indirectly in a positive way.

Method

Research Model

The correlational model was employed in the study. Correlational model is designed to examine the correlation between the variables in the study (Cohen et al., 2000; Karasar, 2012). In the study it is analyzed whether primary

school teachers' cultural intelligence, the principals' management of diversity and their transformational leaderships are correlated.

Population and Sample

The population of the study consists of the state primary school teachers working in the city of Malatya in Turkey in 2020-2021 academic year. Reaching the population as a whole would cost a lot of time and money, therefore a representative sample was taken for the study to conduct. The number of teachers in the sample was calculated by a formula for the population of which number is known beforehand (Balci, 2010). In this calculation, it was accounted that the number of 360 would be enough for a sample. 428 teachers were administered for the sample. The teachers in the sample are distributed according to gender, age and seniority in Table 1.

Table 1. The frequency and percentage of demographics of the sample

Variables	Sub-dimensions	f	%
Gender	Male	216	50,5
	Female	212	49,5
Age	20-29	80	18,7
	30-39	104	24,3
	40-49	113	26,4
	50-59	103	24,1
	60 and over	28	6,5
Seniority	0-10 years	120	28,0
	11-20 years	168	39,3
	21-30 years	106	24,8
	Over 30 years	34	7,9

Data Gathering Tools

It was administered a form, while gathering the data in the population, consisting of four stages. The first stage of the form includes questions to identify the demographics of the sample. Second stage includes "Diversity Management Scale", third stage "Cultural Intelligence Scale", and the fourth stage is "Transformational Leadership Scale".

Diversity Management Scale: The study employs Diversity Management Scale developed by Balay and Saglam (2004). Scale consists of 28 items and 3 dimensions as "Individual Attitudes and Behaviors", "Organizational Values and Norms" and "Managerial Practices and Policies". The general internal consistency coefficient (Cronbach's alpha) of the scale is .83. The sub-dimensions' Cronbach's alpha values are; Individual Attitudes and Behaviors: .77, Organizational Values and Norms: .83 and Managerial Practices and Policies: .95. The sub-dimensions' variance values; Individual Attitudes and Behaviors: 11.4, Organizational Values and Norms: 15.7 and Managerial Practices and Policies: 31. The total variance in the scale is 58.1. The Cronbach's alpha of the reliability analysis of the data gathered from the sample in the study is .79. The scale is a 5-point Likert type. Scale items are, 1: Never agree, 2: Rarely agree, 3: Sometimes agree, 4: Mostly agree and 5: Totally agree. The arithmetic means of the answers fit 1.00 - 1.80 for "Our principal never appreciates the diversity", 1.81 - 2.60 for "Our principal rarely appreciates the diversity", 2.61 - 3.40 for "Our principal sometimes appreciates the diversity", 3.41 - 4.20 for "Our principal mostly appreciates the diversity", and 4.21 - 5.00 for "Our principal always appreciates the diversity". The revealed total variance of the original scale is 58%. The revealed variance for the gathered data in this study is 61%.

Cultural Intelligence Scale: The scale was developed by Ang et al. (2007). The Turkish translation was made by Arastaman (2017). The scale is 7-point Likert type and evaluated between "Totally disagree" (1) and "Totally agree" (7). Cultural intelligence scale consists of 20 items in total and contains four dimensions as "metacognitive", "cognitive", "motivational" and "behavioral". The revealed total variance of the original scale is 69%. The variance in this study with all the analysis by the gathered data is 65%. The Cronbach's alpha internal consistency coefficients of the original scale according to dimensions are as follows: Metacognitive .72, cognitive .86, motivational .76 and behavioral .83. The Cronbach's alpha values of this study's reliability analysis by the gathered data from the sample group are: Metacognitive .73, cognitive .85, motivational .74 and behavioral .80.

Transformational Leadership Scale: It was developed by Podsakoff et al. (1990). Translation and arrangement of the scale was made by Iscan (2002). The scale is a 5-point Likert type and valued between "Not suitable at all" (1) and "Totally suitable" (5). While analyzing the values in the answers, the arithmetic means was employed. Transformational Leadership Scale consists of 23 items. The scale includes five dimensions, namely "Vision and inspiration", "acceptance of the group aims", "Intellectual stimulation", "Individual interest" and "High achievement expectancy". There weren't any data on the variance of the original scale. The Variance in this study by the gathered data is 62%. The Cronbach's alpha internal consistency coefficient of the original study according to dimensions are as follows: Vision and

inspiration .91, acceptance of the group aims .91, Intellectual stimulation .86, Individual interest .93 and High achievement expectancy is .81. In this study, the Cronbach's alpha reliability analysis of the data gathered by the transformational leadership scale, the values prove to be: Vision and inspiration .88, acceptance of the group aims .87, Intellectual stimulation .85, Individual interest .90 and High achievement expectancy is .80.

Common Variance Analysis

The one source of data gathering or using different scales at the same time is defined as common method deviation. This deviation may be identified by employing Harman's Sole Factor Test (Podsakoff et al., 1990) on the scales used in this study. Non-cyclic factor analysis was performed using a total of 71 items of three variables in this study. According to the result, the variance explained by a single and general factor is 27%. A low amount of common variance was obtained. This low level of common variance shows that the scales do not have a common variance problem.

Data Analysis

The SPSS program was used to find arithmetic means, T-test, ANOVA test, correlation analysis and regression analysis in the analysis of the data. The data were first subjected to the normal distribution test, and the skewness and kurtosis values were reviewed. It was observed that the skewness and kurtosis coefficients were between "+1" and "-1". The skewness value is calculated by dividing the standard error of skewness to look for the Z value. In the cultural intelligence scale, the Z value for skewness (Z_{Skewness}) was found 1.83, and the Z value for kurtosis (Z_{kurtosis}) was found 2.26. In the diversity management scale, the Z value for skewness (Z_{Skewness}) was found -1.81, and the Z value for kurtosis (Z_{kurtosis}) was found -1.46. In the transformational leadership scale, the Z value for skewness (Z_{Skewness}) was found 1.65 and the Z value for kurtosis (Z_{kurtosis}) was found 1.95. In cases where the number of samples is greater than 300, the value of skewness Z between -2 and +2 is considered normal, and the value of kurtosis Z between -7 and +7 is considered normal (Kim, 2013). These values show that the data are distributed normally. In addition, it was analyzed whether there was a multicollinearity problem among the independent variables. Since the relationship between independent variables is below .90, it has been observed that there is no multiple connection problem (Buyukozturk, 2011). To determine the validity and reliability of the scales, Cronbach's Alpha values and factor analysis were calculated. These values were found to be sufficient for the use of the scales. In the study, arithmetic means of all three variables were calculated. In the next step, to determine whether there is a relationship between teachers' cultural intelligence and principals' diversity management and transformational leadership, a correlation analysis was conducted. Finally, regression analysis was conducted to examine whether these variables predict each other.

Findings

As a result of the analysis of the data collected from primary school teachers, the overall sum of the scales for diversity management, cultural intelligence, and diversity management and the arithmetic means and standard deviations of the dimensions of the scales are shown in Table 2.

Table 2. The arithmetic means, standard deviations and standard error values of the diversity management, cultural intelligence and diversity management scales are below.

Variables	\bar{X}	SD	Std. Error
Individual attitudes and behaviors	3.77	0.69	0.03
Organizational values and norms	3.86	0.76	0.04
Managerial practices and policies	4.10	0.71	0.03
MANAGEMENT OF DIFFERENCES	3.98	0.49	0.02
Metacognitive	6.10	0.77	0.04
Cognitive	6.01	0.56	0.03
Motivational	6.26	0.54	0.03
Behavioral	6.17	0.55	0.03
CULTURAL INTELLIGENCE	6.11	0.37	0.02
Giving vision and inspiration	4.49	0.32	0.02
Ensure acceptance of group goal.	4.25	0.57	0.03
Intellectual encouragement	3.79	0.52	0.03
Individual interest	3.28	1.06	0.05
High expectation of success	4.38	0.57	0.03
TRANSFORMATIONAL LEADERSHIP	4.04	0.31	0.01

As can be seen from the findings in Table 2, the total score of diversity management in primary schools and the averages of all sub-dimensions are "generally high". When the scores given by primary school teachers to their own cultural intelligence level are analyzed, it is seen that the total scores of cultural intelligences are "generally high". When the sub-dimensions of cultural intelligence are analyzed, it is seen that metacognitive and cognitive dimensions are "generally high", while motivational and behavioral dimensions are "always high". While primary school teachers stated that principals' general level of transformational leadership is "generally high", it was observed that the

individual interest sub-dimension was "medium level". While intellectual encouragement from other sub-dimensions of transformational leadership is "generally high", it is seen that the dimensions of giving vision and inspiration, ensuring acceptance of group goals and high expectation of success are "always high".

Correlation analysis information showing the relationship between teachers 'cultural intelligence and principals' diversity management skills and transformational leadership, and the level of these relationships are given in Table 3.

Table 3. The correlation between teachers 'cultural intelligence, principals' diversity management skills and transformational leadership

Variables	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1- Individual attitudes and behaviors	1														
2- Organizational values and norms	.52**	1													
3- Managerial practices and policies	.48**	.66**	1												
4- MANAGEMENT OF DIFFERENCES	.69**	.68**	.71**	1											
5- Metacognitive	.14*	.10	.08	.22**	1										
6- Cognitive	.16*	.18*	.07	.17**	.15**	1									
7- Motivational	.13*	.11*	.21*	.02**	.06**	.18**	1								
8- Behavioral	.25**	.09	.11*	.34**	.53**	.49**	.71**	1							
9- CULTURAL INTELLIGENCE	.24**	.31**	.42**	.47**	.58**	.55**	.72**	.64**	1						
10- Giving vision and inspiration	.26**	.32**	.41**	.55**	.48**	.33**	.43**	.45**	.47**	1					
11- Ensure acceptance of group goal.	.24**	.52**	.32**	.41**	.31**	.34**	.40**	.43**	.39**	.41**	1				
12- Intellectual encouragement	.48**	.19*	.17*	.28**	.15*	.17*	.46**	.37**	.44**	.56**	.51**	1			
13- Individual interest	.45**	.25**	.26**	.63**	.66**	.53**	.47**	.42*	.48**	.63**	.77**	.74**	1		
14- High expectation of success	.22**	.8**	.22*	.21*	.26**	.26**	.39**	.44**	.43**	.51**	.54**	.62**	.64**	1	
15- TRANSFORMATIONAL LEADERSHIP	.25**	.30*	.41*	.39**	.39**	.28**	.32**	.30*	.47**	.49**	.62**	.65**	.66**	.54**	1

**p < .01; *p < .05

Correlation analysis is performed in studies examining the relationships between several variables. If the correlation values are below .30, it is accepted that there is a low level of relationship. If the values are between .30 - .70, it is accepted that there is a medium level relationship, and if it is above .70, there is a high-level relationship (Buyukozturk, 2011). When the correlation matrix in Table 3 is examined, it is seen that there are moderately positive and significant relationships between teachers 'cultural intelligence, principals' diversity management skills and transformational leadership. These significant relationships confirm the H1 hypothesis of our research.

The predictive status between teachers 'cultural intelligence, principals' diversity management skills and transformational leadership is given in Table 4.

Table 4. Regression analysis table showing the status of primary school teachers' cultural intelligence to predict the transformational leadership of principals

Variables	B	Std. Error	β	t	p	R ²	Corrected R ²	R Square Change
Constant	2.64	.15		17.33	.00*			
Gender (Dummy)	.10	.03	.16	3.75	.00*			
Age	.02	.02	.07	1.04	.30			
Seniority	.02	.02	.06	.93	.35			
Metacognit	.06	.02	.12	2.36	.02	.26	.25	.22
Cognition	.04	.03	.08	1.28	.20			
Motivation	.20	.03	.36	5.98	.00*			
Behavior	.16	.02	.39	9.27	.00*			
Cultural Intelligence	.37	.04	.45	10.59	.00*			

Dependent variable: Transformational Leadership, F(1,427) = 33.56 *; p < .01

When the values in Table 4 are analyzed, standardized values from regression analysis was found that: $\beta = .45$; $t = 19.59$; $p < .00$. These values mean that the cultural intelligence of primary school teachers predicts the transformational leadership of the principals. Considering sub-dimensions of cultural intelligence, it is seen that the cognitive dimension does not predict transformational leadership, while other dimensions predict transformational leadership. When the R² Change in Table 4 is analyzed, it is seen that this change is approximately 22% (R² Change = .22). The meaning of this value is that approximately 22% of the transformational leadership of the principals is

explained by the cultural intelligence of the teachers. This predictive situation confirms the H2 hypothesis of our study. In Table 5, regression analysis findings showing the status of teachers' cultural intelligence in predicting the levels of principals' diversity management levels are given.

Table 5. Regression analysis table showing that primary school principals' diversity management skills are predicted by their teachers' cultural intelligence

Variables	B	Std. Error	β	t	p	R ²	Corrected R ²	R Square Change
Constant	2.89	.28		10.50	.00*			
Gender (Dummy)	.09	.05	.09	1.81	.07			
Age	.07	.03	.17	2.24	.03			
Seniority	.10	.04	.18	2.38	.02			
Metacognit	.13	.04	.15	3.01	.00*	.14	.14	.12
Cognition	.16	.06	.16	2.84	.02			
Motivation	.19	.06	.20	2.91	.00*			
Behavior	.12	.03	.22	3.75	.00*			
Cultural Intelligence	.23	.06	.27	3.59	.00*			

Dependent variable: Diversity Management, $F(1,427) = 14.87$ * $p < .01$

When the values in Table 5 are analyzed, the values standardized as a result of the regression analysis was found that: $\beta = .27$; $t = 3.59$; $p < .00$. These values mean that primary school teachers' cultural intelligence predicts principals' diversity management skills. It is seen that all sub-dimensions of Cultural Intelligence also predict diversity management. When the R² Change in Table 5 is analyzed, it is seen that this change is approximately 12% (R^2 Change = .12). The meaning of this value is that approximately 12% of the principals' diversity management skills was explained by the cultural intelligence of the teachers. This predictive situation confirms the H3 hypothesis of our study. In Table 6, regression analysis findings showing the status of principals' diversity management skills in predicting their transformational leadership are given.

Table 6. Regression analysis table showing the status of primary school principals' diversity management skills to predict their transformational leadership

Variables	B	Std. Error	β	t	p	R ²	Corrected R ²	R Square Change
Constant	3.85	.13		30.53	.00*			
Gender (Dummy)	.11	.03	.19	3.97	.00*			
Age	.03	.02	.13	1.73	.08			
Seniority	.00	.02	.00	.04	.97			
Individual attitude	.12	.02	.27	5.80	.00*	.13	.12	.08
Organizational values	.09	.07	.17	2.58	.04			
Managerial practice	.01	.08	.04	1.19	.19			
Diversity Management	.07	.03	.24	4.31	.02			

Dependent variable: Transformational Leadership $F(1,427)=10.63$ * $p < .01$

When the values in Table 6 are analyzed, the values standardized as a result of the regression analysis was found that: $\beta = .24$; $t = 4.31$; $p < .02$. These values mean that primary school principals' diversity management skills predict their transformational leadership. When the sub-dimensions of the diversity management skills are examined, it is seen that managerial practices do not predict transformational leadership. It is seen that the other two sub-dimensions predict the transformational leadership of principals. When the R² Change in Table 6 is analyzed, it is seen that this change is about 8% (R^2 Change = .08). The meaning of this value is that approximately 8% of the transformational leadership of principals is explained by their diversity management skills. This predictive situation confirms the H4 hypothesis of our study.

Table 7. Multiple hierarchical regression analysis showing that cultural intelligence predicts transformational leadership through managing differences

	Model	B	Std. Error	β	t	Sig
1	(Constant)	4.13	.07		63.23	.00
	Gender (Dummy)	.11	.03	.18	3.64	.06
	Age	.02	.02	.06	.83	.41
	Seniority	.02	.03	.05	.64	.53
	(Constant)	3.87	.13		29.71	.00
2	Gender (Dummy)	.11	.03	.19	3.83	.06
	Age	.02	.02	.08	1.07	.29
	Seniority	.01	.03	.03	.37	.71
	FY	.07	.03	.24	4.31	.02
	(Constant)	2.55	.17		14.75	.00
3	Gender (Dummy)	.10	.03	.17	3.89	.00
	Age	.01	.02	.03	.45	.66
	Seniority	.00	.02	.01	.20	.85
	FY	.05	.03	.03	.77	.04
	KZ	.37	.04	.45	10.30	.00

a. Dependent Variable: Transformational Leadership $F(1.427)=28.09$; $*p < .01$

To understand the indirect impact of teachers' cultural intelligence on principals' transformational leadership through their diversity management skills, a multiple hierarchical regression analysis was conducted. According to the evaluation of Baron and Kenny (1986); It is seen in Table 4 that first level cultural intelligence predicts transformational leadership. In both table 6 and in the second step of table 7, at the second level it is seen that diversity management predicts transformational leadership. It can be seen in Table 5 that cultural intelligence also predicts diversity management in the third step. In the last stage, it is seen in the 3rd step of Table 7. that cultural intelligence is a partial mediator of diversity management in the prediction of transformational leadership. The results of the mediation effect made with the SPSS process are also given in Table 8.

Table 8. Results of mediation effect made with SPSS process

Indirect effects of cultural intelligence on transformational leadership:				
	Effect	BootSE	BootLLCI	BootULCI
Diversity Management	0,0289	0,0101	0,0117	0,0507
Partially standardized indirect effects of cultural intelligence on transformational leadership:				
	Effect	BootSE	BootLLCI	BootULCI
Diversity Management	0,0934	0,0325	0,0385	0,1645
Fully standardized indirect effects of cultural intelligence on transformational leadership:				
	Effect	BootSE	BootLLCI	BootULCI
Diversity Management	0,035	0,012	0,0142	0,0607

As can be seen in Table 8, diversity management mediates the effect of cultural intelligence on transformational leadership. It provides that the standardized effect is 3.5%. Bootstrap confidence interval values show that diversity management has a mediating role in this model (BootLLCI = .0142; BootULCI = .0607). The absence of 0 between these values (in other words, both values being positive or negative) indicates that the mediator variable has an effect (Hayes, 2018). This mediation situation confirms the H5 hypothesis of our study.

Discussion

This research was conducted to better understand the relationship between teachers' cultural intelligence, principals' management skills of diversity and transformational leadership in educational organizations. Primarily, the cultural intelligence of teachers in primary schools of Turkey, the skills of primary school principals in diversity management and the level of transformational leadership were analyzed. In the analysis, it is seen that the cultural intelligence of teachers in Turkey is at a "generally high" level. When the sub-dimensions of cultural intelligence are analyzed, it is seen that the metacognitive and cognitive dimensions are "generally high" and the motivational and behavioral dimensions are "always high". Sengul (2018), who also conducted a study on the cultural intelligence levels of teacher candidates in this field, reached similar results to the results of this study. Also, in Sengul's (2018) study, while the cognitive and metacognitive dimensions were found to be "generally high", the motivational and behavioral dimensions were "always high" level. In the study conducted by Gezar and Sahin, it was also stated that the dimensions other than

the cognitive dimension were at "high" level. As can be seen in different studies (Kozikoglu & Tosun, 2020; Ozkol Kilinc & Ozturk, 2020) that achieved similar results, this result is similar to other studies in the field. The levels of diversity management of school principals in Turkey were found to be "generally high" in this study. When the previous studies in the field are analyzed, similar results are seen. Also, in the study by Kaya et al. (2020), diversity management was generally at a high level. As in this study, in another study in which school principals' diversity management levels were measured according to teachers' opinions in Turkey, it was found to be at a "generally high" level (Gul & Turkmen, 2018). In this study, the transformational leadership levels of school principals were found to be "generally high". When the literature is scanned, studies similar to this study are the majority (Gelmez, 2018; Kiris, 2013; Kiris & Aslan, 2019; Yilmaz, 2019).

In order to understand the relationship between teachers' cultural intelligence and principals' diversity management and transformational leadership, a correlation analysis was conducted. As a result of the analysis, it was determined that there are positive, moderately significant relationships between cultural intelligence and diversity management, between cultural intelligence and transformational leadership, and between diversity management and transformational leadership. When the literature is reviewed, in the study conducted by Kulakoglu Dilek and Topaloglu (2016), it was concluded that there is a positive relationship between cultural intelligence and the diversity management. Again, in the study conducted by Rosenauer et al. (2015), it was seen that the diversity management was related to cultural intelligence. In many researches in the field, diversity management seems to be related to cultural intelligence (Bucker et al., 2015; Livermore, 2015; Triandis, 2006; Yesil, 2009). Another result that emerges from this study is that the cultural intelligence of teachers is related to the transformational leadership of school principals. When this result is compared with previous studies in the field, similar results were obtained (Aldhaheri, 2017). In a research conducted on a university staff, according to the result obtained by Aktogan (2019), cultural intelligence has a positive and significant relationship with transformational leadership. Again, in other studies by Ansari et al. (2012) and Keung and Rockinson-Szapkiw (2013), it is stated that cultural intelligence has a positive relationship with transformational leadership. In this study, a positive significant relationship was obtained between diversity management and transformational leadership. In the field, in the study conducted by Okcu (2014); according to teachers' views, in the study analyzing the relationship between principals' ability to diversity management and their transformational leadership, there was a positive and moderate relationship between these two variables. It is stated that transformational leaders will not be afraid of differences in their schools and can use these differences in the transformation process as desired by the organization. Considering these results and the studies in the field, it is seen that the first hypothesis (H1) of the research is confirmed.

The second hypothesis (H2) analyzed in the study is that teachers' cultural intelligence predicts the transformational leadership of managers. As a result of the regression analysis, it was seen that this hypothesis was confirmed. In a study conducted by Aktogan (2019) in the field, it is seen that the cultural intelligence of university employees predicts transformational leadership. In the study by Keung and Rockinson-Szapkiw (2013), it was stated that the cultural intelligence of managers predicted their transformational leadership in educational organizations. It has been stated that principals with higher cultural intelligence have more transformational leadership capacity. In another study by Simsek and Ozturk (2018), it is seen that two dimensions of cultural intelligence (Metacognitive and Cognitive) positively predict transformational leadership. However, in the study of Simsek and Ozturk (2018), no information was given on the status of the sum of cultural intelligence to predict transformational leadership. Two of the studies stating that cultural intelligence positively predicts transformational leadership were conducted by Aldhaheri (2017) and Dundar (2019). While Aldhaheri (2017) stated that cultural intelligence predicts leadership at a low level, Dundar (2019) stated that it was only predictive. It is seen that this study has achieved similar results with the studies in the literature. In some previous studies in the field, the total values of the variables have not been studied, but research has been done on sub-dimensions. For these reasons, exact comparisons with those studies could not be conducted.

The third hypothesis of the study (H3) is that teachers' cultural intelligence predicts principals' ability to manage differences. This hypothesis was confirmed as a result of the regression analysis. When the studies in the field are analyzed, it is seen that there are also similar results. In the study conducted by Yesil (2009), it was stated that managers and employees with cultural intelligence can more easily solve problems arising from differences. In addition, it is stated that managers and employees with a high level of cultural intelligence can benefit from the advantages of diversity in the best way. In the study of Rosenauer et al. (2015), it is stated that the cultural intelligence of managers enables the creation of a climate of difference in organizations and the protection of the climate of diversity. In the research conducted by Kulakoglu Dilek (2014), it is stated that employees with cultural intelligence are successful in managing diversity. In addition, in the regression analysis made with structural equation modeling, it has been observed that cultural intelligence predicts diversity management skill. Gozzoli and Gazzaroli (2018) in their studies in Italy stated that the cultural intelligence of employees and managers is important in diversity management in organizations, and those employees and managers with high cultural intelligence can cope more easily with their differences. In the research conducted by Ersoy and Ehtiyar (2015), it is stated that managers with a high level of cultural intelligence make the best use of the differences of the employees and use these differences in favor of the organization. When all of these studies are evaluated together, it can be stated that employees with cultural intelligence have a positive effect on managers' diversity management skills.

Another hypothesis of the study (H4) is that managers' diversity management skills predicted their transformational leadership characteristics. In the study by Okcu (2014) on the effect of diversity management on transformational leadership, diversity management was analyzed separately with its sub-dimensions. In the analysis, it is seen that managing the differences predicts individual support and idealized effect, which are sub-dimensions of transformational leadership. In the study by Ashikali and Groeneveld (2013), it is stated that managers with high diversity management skills have high transformational leadership characteristics. It is stated that skills of managing differences positively affect their transformational leadership. The results of these studies are also similar to the results of this study.

The last hypothesis of the study is that teachers' cultural intelligence positively predicts transformational leadership on principals' diversity management skills. In the regression analysis, it was concluded that this hypothesis was confirmed. There has been no direct research on this subject in the field. However, in many studies, it is seen that the cultural intelligence of the employees positively predicts the principals' diversity management skills (Ersoy & Ehtiyar, 2015; Kulakoglu Dilek, 2014; Yesil, 2009). Again, in many studies, it is stated that principals' diversity management skills positively predict their transformational leadership (Ashikali & Groeneveld, 2013; Okcu, 2014). When these research results are evaluated together, it can be stated that the cultural intelligence of the employees predicts the managers' diversity management skills, and the managers' diversity management skills predict their transformational leadership. It can be stated that these studies in the literature and the results of this research are in the same direction.

Conclusion

The number of studies on the effect of employees' cultural intelligence on managers' management skills is low. There are fewer studies on the cultural intelligence of teachers, diversity management and transformational leadership of school principals', especially in educational organizations. Therefore, it is important to analyze the relationship of these variables with each other according to the perspectives of the teachers. It was aimed to examine the effects of teachers' cultural intelligence on principals' diversity management skills and transformational leadership. The following results were obtained in the study: (1) Teachers stated that their own cultural intelligence, principals' diversity management skills and transformational leadership were at the "generally high" level. (2) Positive and moderately significant relationships were found between teachers' cultural intelligence and principals' diversity management skills and transformational leadership. (3) It was observed that the cultural intelligence of the teachers predicted the transformational leadership of the principals. (4) It was found that teachers' cultural intelligence predicted principals' diversity management skills. (5) Principals' diversity management skills positively predict their transformational leadership. (6) Teachers' cultural intelligence positively predicts the transformational leadership of principals through the principals' diversity management skills. Considering the cultural intelligence and its sub-dimensions, the following can be stated for the research results: It has been observed that teachers' knowing that cultures are different and being able to distinguish between their own culture and others will contribute to the principals' diversity management skills. It can be stated that managers' understanding of the differences of employees, valuing them and their diversity management skills are also effective in ensuring organizational transformation.

Suggestions

In this study, it was concluded that teachers' cultural intelligence positively predicted principals' diversity management skills and transformational leadership. According to this result, the following suggestions can be stated: With the increase of teachers' cultural intelligence, principals' diversity management skills and transformational leadership will also increase. In order to increase the cultural intelligence of teachers, it can be suggested to provide information about different cultures, to ensure that they understand the differences, and to create motivation for learning different cultures. Transformational leadership will also increase with the increase of principals' diversity management skills. In order for principals to increase their diversity management skills, individual attitudes and behaviors of teachers should be taken seriously. It may be suggested that teachers try to value their social and cultural differences as organizational values and norms. In addition, it may be suggested to principals to pay attention to the fact that teachers' individual differences do not have positive or negative effects in their managerial practices in order to strengthen their transformational leadership.

Researchers, who will study the same or similar subjects in educational organizations, can conduct their research at different levels of education, with different sample groups and numbers. They can repeat the results of this research using different research designs and make comparisons.

Limitations

The field survey of this research was carried out in 2021 with the teachers of public primary schools in Malatya. The data were collected with certain scales using the quantitative method. The data of the study were collected over a period of 10 days (8-17 March) and from a limited number of people (428 teachers). The research is limited in these aspects.

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