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## Cultural intelligence and job performance of academic librarians in Indonesia

Mohamad Noorman Masrek<sup>a,\*</sup>, Helmi Prasetyo Yuwinanto<sup>b</sup>, Ragil Tri Atmi<sup>b</sup>, Tri Soesantari<sup>b</sup>, Fitri Mutia<sup>b</sup>

<sup>a</sup> Faculty of Information Management, Universiti Teknologi MARA Selangor, Malaysia

<sup>b</sup> Faculty of Social and Political Sciences, Universitas Airlangga, Indonesia

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### ABSTRACT

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Cultural intelligence studies have focused mainly on expatriates working in multi-national companies. Less attention has been paid to national companies or organizations with multi-ethnic employees. The study broadens previous research by examining cultural intelligence and its impact on job performance in the context of academic librarians. A survey research method was used and data was collected from 305 librarians working in Indonesian academic libraries. These academic librarians self-assessed themselves and answered to the questionnaire. The data was analyzed descriptively and inferentially using Partial Least Square Structural Equation Modeling Technique. The results suggest that, academic librarians rated quite highly on their cultural intelligence level and also job performance. The dimensions of cultural intelligence, namely, meta-cognitive, cognitive, motivational and behavioral were also found to be significant predictors of job performance. The findings of this study further emphasized the importance of cultural intelligence in strengthening job performance.

### Introduction

Cultural diversity is concerned with people with different opinions, thoughts, beliefs, norms, customs, values, trends, and traditions and it is closely connected with differences in races and nationality. Cultural diversity is very common to multinational companies due its diverse nationalities in its workforce. However, for a national companies or organizations, cultural diversity is also prevalent because of the varied races and ethnic in the composition of its citizenry. Indonesia for instance, has more than 150 ethnic groups, each having their own specific culture and language (Koentjaraningrat, 1993). The diversity of ethnics in Indonesia is also reflected in the composition of the workforce at both public organizations and private companies. Also in an academic library in Indonesia, the librarians employed are from diverse ethnics and culture.

A culturally diverse workforce will result in synergies that make organization/business become stronger, more flexible and agile. This is because employees belonging to different cultures usually have different ways of thinking and can thus analyze a matter at hand from a variety of perspectives. Numerous studies indicate that a culturally

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diverse workforce outperforms homogeneous groups in identifying problems and generating more creative solutions (Marquardt & Horvath, 2001; Maznevski, 1994). However, in order to succeed in organizations that are culturally diverse, an employee has to be equipped with competencies termed as cultural intelligence (CQ). Earley and Ang (2003) and Ang et al. (2007) defined CQ as "an individual's capability for successful adaptation to, and unfamiliar cultural settings and ability to function easily and effectively in situations characterized by cultural diversity".

Studies linking CQ and employees' job performance are quite extensively reported in the literature. The model and measurement of CQ developed by Earley and Ang (2003), Ang et al. (2007) and Ang and Van Dyne (2008) was mainly used in past studies. The model defines CQ as consisting of four dimensions, which are, meta-cognitive, cognitive, motivational and behavioral. Most previous studies have shown that these four dimensions have a significant influence on employee's job performance. However, upon further scrutiny on these studies revealed that the subjects of respondents were mainly expatriates or employees working in multinationals companies. Masrek, Mukhtar, Shuhidan, and Hashim (2017) studies showed that CQ is also applicable in none

\* Corresponding author.

E-mail addresses: [mnoorman@uitm.edu.my](mailto:mnoorman@uitm.edu.my) (M.N. Masrek), [helmy.prasetyo@fisip.unair.ac.id](mailto:helmy.prasetyo@fisip.unair.ac.id) (H.P. Yuwinanto), [ragil.tri.atmi@fisip.unair.ac.id](mailto:ragil.tri.atmi@fisip.unair.ac.id) (R.T. Atmi), [tri.soesantari@fisip.unair.ac.id](mailto:tri.soesantari@fisip.unair.ac.id) (T. Soesantari), [fitri.mutia@fisip.unair.ac.id](mailto:fitri.mutia@fisip.unair.ac.id) (F. Mutia).

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multinational organizations such as academic libraries. The study was however done in a multi-ethnic country, Malaysian, hence, it is not really known whether the findings would be comparable to other multi-ethnic country such as Indonesia. Against this background, a study was undertaken in the Indonesian setting with the aim (i) to identify how academic librarians rate their level of CQ (ii) to identify how academic librarians agreeing with their level of job performance and (iii) to examine the influence of CQ on job performance of the academic library in Indonesia.

## Literature review

### Cultural diversity

Culture has been understood and defined differently by scholars and researchers. Culture consists of "ideas, values, and assumptions about life that are widely shared among people and that guide specific behavior" (Brislin, 1993). Culture is also being defined in terms of behavior patterns, how people act in different situations, and how they use language to express their ideas (Shen, 1995). Cultural diversity exists because people from different ethnical background, have different speech styles and communication patterns reflecting their cultural norms and values (Wierzbicka, 1994). For any given culture there are certain characteristics that are unique and also similar to other culture and this is normally termed as cultural identity. According to Hall (1992) cultural identity is a multi-layered concept that refers to all aspects of our identities that emerge from our 'belonging' to distinct ethnic, ethnic, linguistic, religious, and, above all, national cultures. Between one cultural identity and another cultural identity, there are also differences and similarities in terms of preferences and orientation.

In a workplace setting, there is another category of culture, known as organisational culture, defined by Brown (1998) as the pattern of beliefs, values and learned ways of dealing with experiences that have developed over the course of the history of an organization and that appear to materialise in its material structures and the behaviours of its members. Organisational culture is manifested in the typical characteristics of the organization i.e. organisational corporate culture should be viewed as the right way to understand things or issues in the organization (Sun, 2008). The Society of Human Resource Management (2015) explained that "ethnicity, gender, age-group, sexual orientation, profession and organizational culture are all part of an individual's cultural identity and have profound effects on organizations".

Cultural diversity can be an advantage and a disadvantage for the well-being of the organization. Cultural misunderstanding can easily occur when people ignore potential threats in cultural differences. Word, gesture, an object, or social context, may have different meaning in two cultures. Studies have shown that cultural diversity may lead to workplace incivility, in which individuals are treated by others in discourteous, rude, and impatient manner, or otherwise showing a lack of respect or consideration for another's dignity (Welcourn, Gangadharan, & Sariol, 2015). What behaviours the victim feels as rude, abusive, or disrespectful can be different in various cultures, for instance, handing something to another person with the left hand will be judged as impolite and insulting by the Indonesian people, but is generally not felt so by Westerners (Handoyo, Samian, & D. and Suhariadi, F., 2018).

Ethnic discrimination is another issue associated to cultural and racial diversity in the workplace. Ethnic discrimination refers to "distinction by race, skin colour, ethnicity or nationality and classifying people into different groups in which group members receive distinct and typically unequal treatment and rights without rational justification" (Cotter, 2006). In an organization, ethnic discrimination results in disparate treatment in employment which relates to difference in treatment with respect to recruitment, hiring, promotion, discipline, discharge, compensation, and other terms. Giuliano, Levine, and Leonard (2009) studied racial bias in the manager-employee relationship in

a large retail firm and found that general pattern of own-race bias exists in terms of quitting, dismissal and promotions. Other study found that ethnic discrimination had a profound effect on promotion practices at public universities in Pakistan (Akhtar, Farooq, Usman, & Amin, 2016).

Cultural diversity, according to Cox and Blake (1991), has a number of direct effects on organisational performance, including problem solving and decision making. Many studies have highlighted innovation and creativity, problem-solving ability, and organisational flexibility when describing the impact of workforce diversity on decision-making process. Diversity of viewpoints and less focus on adherence to past standards or norms (Cletus, Mahmood, Umar, & Ibrahim, 2018) will help increase the organization's capacity to develop and innovate (Emma, 2019). With regard to problem-solving, more viewpoints inherent in heterogeneous problem-solving groups will result in better decisions (Cox & Blake, 1991) that transcend ordinary practices. Finally, in terms of flexibility, multicultural management practises would result in adjustments and alignments that would make the structure less determinant, less standardized, and therefore more fluid (Cox & Blake, 1991). These adjustments are likely to improve the organization's ability to respond to changing environments. If properly managed and handled, even biases, prejudices or perceptions of people of diverse cultures could provide lessons in conflict resolution at the workplace (Cletus et al., 2018).

Employees' exposure to a diverse range of cultures, views, and ideas will help them grow personally and improve their skills. Employees can efficiently solve different tasks or issues, decipher problems, and develop creative solutions in the workplace as a result of the many perspectives and approaches. Having people from diverse backgrounds in a company or organization increases its workers' ability to adapt to different situations. Diversity, according to Dhuppar (2015), has the power to bring together an organization's combined strengths and inherent weaknesses to its benefit. His research demonstrated how different talents and abilities of workers from diverse backgrounds can be combined to improve efficiency and productivity. This can be accomplished, for example, by combining the technological, management, and sales skills of different employees. In another study Qasim (2017) and Sohail, Khan, Siddiqui, Uddin, and Basit (2019) found that diversity based on ethnicity has a positive and significant influence on job performance in the education sector. Diversity in terms of age, educational background, religion, work experience, and attitudes towards have also found to have determining effect on job performance (Jayawardana & Priyashantha, 2019).

### Cultural intelligence (CQ)

CQ is the term used to describe the skill and ability to understand and recognize people of different culture. It is also concerned with one's ability to appropriately react or respond to people of different culture. CQ goes beyond emotional intelligence (EQ) because it requires the ability to understand different culture. Thomas and Inkson (2004) explained CQ as a versatile ability which encompasses knowledge of cultures, the application of mind and the appropriate set of behavioral skills. According to Peterson (2004), CQ relates to one's ability to engage in a set of behaviours that uses skills (i.e. language or interpersonal skills) and qualities (e.g. tolerance for ambiguity, flexibility) that are tuned appropriately to the culture-based values and attitudes of the people whom one interacts.

The National Association of Social Workers (2001) provides a more detailed description and uses the term cultural competence instead of CQ. According to them, cultural competence denotes "a congruent set of behaviors, attitudes, and policies that enable a person or group to work effectively in cross-cultural situations; the process by which individuals and systems respond respectfully and effectively to people of all cultures, languages, classes, races, ethnic backgrounds, religions, and other diversity factors in a manner that recognizes, affirms, and values the worth of individuals, families, and communities and protects and

preserves the dignity of each”.

There are many strategies an organization can adopt for improving their employees' CQ. According to the *The Society of Human Resource Management* (2015), assessing the current state of the employees CQ should always be the first and foremost step. Accordingly, organization can use (i) experience and reflection (ii) training and coaching, and (iii) personal CQ development plans. Through a strategy of experience and reflection, an employee who is a stranger to a specific cultural group will be given the opportunity to interact and mingle with people who belong to that group. When employees experience intercultural differences directly, rather than just reading or hearing about them, they are much more likely to internalise and appreciate other cultures. Training and coaching programmes are not a replacement for direct, hands-on experience, but are another effective strategy to improve CQ. A few hours of introduction to CQ for a cross-functional team is usually highly effective, but preferably followed by a targeted CQ training that addresses the needs of particular groups. Coaching on the other hand, is particularly useful for senior leaders or employees who may struggle to get feedback from their subordinates. People are most likely to improve their CQ when creating a personal CQ development plan. Intercultural assessments are of little value unless people reflect on their strengths and weaknesses and develop a feedback plan (*The Society of Human Resource Management*, 2015).

The literature indicates that CQ has been consistently found to have significant impact of employees' job performance. *Rezaeekelidbari, Rezaeiedzgah, and Raja* (2012) explored the effect of CQ on job performance among 217 operational staff in Ports and maritime in Iran. The findings revealed that, two dimensions of CQ, cognitive and motivation have strong influence of job performance. *Sexton* (2013) explored 257 employees working in motor coach transportation industry and discovered that CQ had significant impact on job performance, job innovativeness and job satisfaction. Doing a study in India, *Jyoti, Kour, and Bhau* (2015) examined 342 bank and found that CQ have a significant relationship with job performance and cross-cultural adaptability mediated the relationship between CQ and job performance. In Thailand, *Ratasuk* (2020) surveyed 424 online employees working for domestic chain hotels and found that CQ have a positive and significant relationship with communication effectiveness but a negative and significant relationship with stress level. *Fan, Song, Nepal, and Lee* (2020) collected data from 386 Chinese migrant workers and their supervisors working in South Korea and found that CQ was positively impacting their innovative behavior through enhanced knowledge sharing.

#### Academic librarians and job performance

Libraries and librarians at universities play a unique role in providing a spectrum of information services such as literacy trainings, reference, and circulation of materials to their diverse patrons. All of these services require the librarians to deal and communicate with people of all ranks and position which include students, administrative staff, faculty members and suppliers. The assessment of their job performance will also be measured on their ability to execute these tasks efficiently and effectively. In a multi-ethnic country like Indonesia, cultural differences will always be one of the challenging barriers for academic librarians in executing their jobs. Differences in behaviours, attitudes and beliefs, rooted from ethnical backgrounds could easily create confusion when interpreting verbal and non-verbal cues during communication process. This problem may sometime aggravate leading to anxiety and tensions among co-workers and in librarian client relationships (*Allard, Mehra, & Qayyum*, 2007).

The *Association of College and Research Libraries or ACRL* (2012) noted that librarians and library staff shall gain an understanding of their own personal and cultural values and beliefs as a first step towards recognising the importance of multicultural identities in the lives of people with whom they work and serve. In addition, they shall have and continue to develop specialized knowledge and understanding about the

history, traditions, values, and artistic expressions of colleagues, co-workers, and the library patrons. When working individuals from heterogeneous cultures, the librarians need to be flexible and make exceptions to traditional practice. As the facilitator of literacy training classes, the librarians should be flexible to accommodate the different needs and ability of the participants who are extrovert, introvert, engaging and also disengaging; attributes that are associated to cultural and ethnical background (*Afshan, Askari, & Manickam*, 2015). *Mantiri* (2013) who studied language learning among Indonesian students found that cultural values, practices, learning preferences, involvement and familial patterns differ according to ethnic. There is also no difference between this situation and the librarian-led literacy class.

The importance of CQ is also evidence in reference services. *Hudson* (2010) surveyed voluntarily undergraduate students to examine the effect of cultural diversity on the types of mobile device-based reference services students desired and how likely they would seek the help of the librarians for live research assistance. The finding unveiled that cultural diversity had impacts on the desired mobile device reference services and the likelihood in help-seeking from the librarians. *Wilkinson* (1992) believed that the CQ of the librarians should be translated in the form of always displaying sensitivity at the reference desk, maintaining an understanding of multicultural group behaviours, avoiding stereotyped attitudes about abilities and achievements of students, appreciating a wide range of cognitive style differences, striving to make multicultural students always feel comfortable both on campus and within the library.

When it comes to measuring the job performance of librarians, it has generally been agreed that it involves multi-dimensional constructs. The literature provides various models and frameworks for the measurement of job performance (*Borman & Motowidlo*, 1993; *Koopmans et al.*, 2011; *Organ*, 1997; *Rotundo & Sackett*, 2002; *Viswesvaran*, 1993). Any job titles, including librarians can adopt these models and frameworks. The model by *Campbell* (1990) assesses eight dimensions of job performance, namely, (i) job-specific task proficiency, (ii) non-job-specific task proficiency, (iii) written and oral communications, (iv) demonstrating effort, (v) maintaining personal discipline, (vi) facilitating peer and team performance, (vii) supervision, and (x) management and administration. Derived from the work of *Campbell* (1990), *Motowidlo, Borman, and Schmidt* (1997) proposed the Theory of Individual Differences, which integrates the idea that the measurement of individual job performance should include two sets of dimensions: task performance and contextual performance. Following *Motowidlo et al.* (1997), *Masrek et al.* (2017) assessed job performance of librarians working in academic libraries in Malaysia.

#### Theoretical framework

Fig. 1 shows the theoretical framework of the study. CQ is the independent variable while JP is the dependent variable. Following the work of *Earley and Ang* (2003) and *Ang et al.* (2007), CQ is measured from four dimensions, namely, motivation, cognitive, meta-cognitive and behavioral. Motivation describes the level of interest, drive and

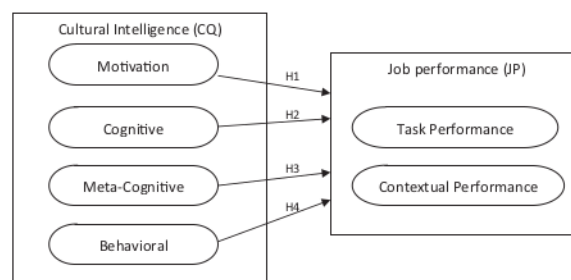


Fig. 1. Theoretical framework.

energy needed to adapt cross-culturally. It measures (i) an intrinsic interest, or the extent to which a person derives enjoyment from multicultural settings (ii) an extrinsic interest, or the positive outcomes that a person enjoys from culturally diverse experiences and (iii) self-efficiency, or the confidence that a person has being in multicultural settings.

Cognitive involves the knowledge of culture and its role in developing interactions and work (The Society of Human Resource Management, 2015). Cognitive assesses two aspects that are: (i) cultural-general understanding, which is a macro comprehension of cultural systems and cultural norms and values related with various social structures; and (ii) context-specific understanding, which effectively addresses the importance of culture to specific domains. Cultural-general understanding includes ways in which communication patterns, religious views and role expectations for women and men across cultures, while context-specific understanding incorporates adapting and applying CQ to highly specific contexts.

Meta-cognitive refers to the measurement of a person's ability to strategize before, during and after crossing cultures (The Society of Human Resource Management, 2015). Meta-cognitive has three sub dimensions: (i) planning involves taking the time to prepare for an intercultural dealing i.e. anticipating how to approach people, the subject and the situation in the light of cultural variations (ii) awareness is being in sync with what is going on in one's own mind and in the minds of others during an intercultural dealing (iii) checking is connecting one's actual experiences with one's previous expectations and adjusting mental models accordingly.

Behavior is the ability to operate appropriately in a variety of intercultural situations and to achieve objectives effectively (The Society of Human Resource Management, 2015). It also relates to knowing when to adapt or not to adapt to another culture. The three dimensions of behavior are: (i) speech acts i.e. specific words and phrases used when communicating different types of messages; (ii) verbal actions i.e. adjusting the volume, tone and intensity of the speech; and (iii) non-verbal behaviours i.e. adapting gestures, closeness, and facial gestures as needed.

As pointed by Masrek et al. (2017) job performance of the librarians can be measured in terms of task performance and contextual performance (Motowidlo et al., 1997). Task performance relates directly to the organization's technical core, either by executing its technical processes or by maintaining and servicing its technical requirements" (Motowidlo et al., 1997). Task performance involves activities formally prescribed and mandated by the job description. In other words, the behavior associated with task performance is generally included in the organization's job description and reward systems (Hartini, Fakhrorazi, & Islam, 2019).

The construct of contextual performance expands the performance domain to incorporate a variety of none job-specific behaviours. Contextual performance does not contribute through the core technical processes of the organization, but maintains the broader organisational, social and psychological environment in which the technical core must function. It encompasses activities that promote the viability of the social and organisational network and help boost the team atmosphere in which the technical core is ingrained, activities such as aiding and collaborating with others; obeying organisational rules and procedures, even if they are personally unpleasant; advocating and defending the organisational objective; volunteering to carry out work activities that are not formally part of the job (Motowidlo et al., 1997).

As discussed above, many studies have shown that CQ has a significant relationship with JP (Hartini et al., 2019; Isfahani, Jooneghani, & Azar, 2013; Jyoti et al., 2015; Masrek et al., 2017; Nafei, 2013; Rafie, Khosravi, & Nasiri, 2016; Rezaiekelidbari et al., 2012; Thomas & Anggiani, 2018). This study also argues and hypothesizes that CQ will have a significant relationship with JP in the context of academic librarians in Indonesia. However, there are two options for establishing the study hypothesis, either on the basis of the first order construct or the

second order construct. If it is based on second order constructs, one relationship and one hypothesis will be developed i.e. between CQ and JP. According to Arnau (1998), when the focus of the study is aimed at offering more theoretical generalizability, the second order approach is preferred as compared to first order. Chen, Sousa, and West (2005) explained that "second-order factor models can provide a more parsimonious and interpretable model". Drawing upon these justifications, the second-order construct was developed for JP. However as for the CQ, the first order construct was preferred because the study aimed to provide the details of the CQ that were expected to have bearings upon JP. This effect the following hypotheses are established:

H1. A positive and significant relationship exist between motivation and JP.

H2. A positive and significant relationship exist between Cognitive and JP.

H3. A positive and significant relationship exist between meta-Cognitive and JP.

H4. A positive and significant relationship exist between behavioral and JP.

### Research methodology

The study used the survey research method with a questionnaire as a data collection tool. Items used to measure variables in the framework have been adapted from Ang et al. (2007), Koopmans et al. (2011), Van Dyne et al. (2012) and Masrek et al. (2017). Each variable used five items with the corresponding 5-point Likert scale labelled as "1 = Strongly Disagree," "2 = Disagree," "3 = Neutral," "4 = Agree" and "5 = Strongly Agree." For each item, the respondents were asked to rate their level of agreement or disagreement. The questionnaire was pre-tested by experts, including two professors specialized in library and information science and three senior academic librarians with more than 15 years of experience, before being e-mailed to the targeted respondents. Based on their input and suggestions, the questionnaire was modified accordingly.

The study population was academic librarian working in Indonesian universities and higher education institutions. This study had been unable to use any type of probability sampling because the sampling frame was not available and the exact number of the total population was unknown. Hence, this study used purposive sampling, a method of non-probability sampling for the collection of population samples. Hulland, Baumgartner, and Smith (2017) stated that when the objective of a study is to test the proposed theoretical assumptions and not for population generalisation, a non-probability sampling is considered more appropriate. Bryman and Bell (2015) also argued that, in fact, non-probability sampling is more widely used and better suited to fieldwork studies. When the size of the population is unknown, scholars have suggested a number of guidelines for achieving the correct sample size to be obtained. Following the guidelines of Hatcher (1994) and Suhr (2006), a minimum of 150 samples should be collected for the study. (i.e. calculated based on responses to total items ratio of 5:1). However, as the study would use Partial Least Square Structural Equation Modeling (PLS-SEM) for data analysis, the Kline (2005, 2016) guidelines were also applied. Kline (2005) suggested a sample of 100 is small, a sample of 100 to 200 is medium, and a sample over 200 is large. In addition, Kline (2016) also mentioned that a sample of 200 could be too small for a complicated model with non-normal distributions.

Indonesia is a country with thousands of islands and all universities or higher education institutions are being widely dispersed. The only feasible option for reaching the targeted respondents was an online survey. The targeted respondents were identified from the academic libraries' websites. An invitation was sent by email to participate in the research. When no response was received after two weeks, a reminder was sent to the targeted respondents.

For the analysis of the results, the study used descriptive analysis and Partial Least Square Structural Equation Modeling (PLS-SEM). To conduct the descriptive analysis, the statistical software SPSS Version 24.0 was used, while SmartPLS version 3.0 was used for the PLS-SEM analysis. The PLS-SEM analysis comprises two stages, the first being the evaluation of the measurement model and the second being the evaluation of the structural model. The measurement model shall be evaluated by means of convergent validity and discriminant validity. The convergent validity refers to the degree of relatedness of the items in measuring the constructs while discriminant validity refers to a degree to which items are differentiated across constructs. The structural model assessment will analyze the hypothesised relationship between constructs. The steps involved in assessing the structural model include assessing of collinearity, assessing the significance and relevance of structural model relationship, assessing of coefficient of determination ( $R^2$ ), assessing of effect size ( $f^2$ ), and assessing of predictive relevance ( $Q^2$ ).

**Findings**

*Common method bias*

Common method bias may be a major problem and a danger to the validity of the findings in a study that uses a single source for data collection. To assess the likelihood of such a problem, the Harman single factor test was performed. All items were entered for analysis and constrained to a single factor. If more than 50% of the variation is due to just one source of data, the dataset is suffering from common method bias (Podsakoff & Organ, 1986). The results suggest that only 37.2% of the total variance was explained, implying that the dataset was free from the threat of common method variance.

*Demographic profiles*

Of the 305 respondents, 192 or 62.95% were female, while the remainder were male (113 or 37.05%). These participants were academic librarians working in 133 universities or higher education institutions in Indonesia. Among the respondents, 159 or 52.13% have a Bachelor's Degree, 100 or 32.79% a Masters's Degree, and 2 or 0.65% a Doctoral degree, while the remainder have a Diploma or other professional qualification.

Due to the fact that Indonesia promotes ethical harmony through its slogan "Bhinneka Tunggal Ika," which translates as "unity in diversity," ethnic background information is not provided here. Such information will reveal the majority and minority ethnicities working in this sector, which is inappropriate in our context because it contradicts the government's decree requiring that ethnicity-related terms which include "pribumi" (indigenous) or "non-pribumi" (non-indigenous) be avoided in all official documents and that all government civil servants treat all people equally, regardless of ethnicity (Tyson, 2003).

*Descriptive analysis*

Table 1 shows the mean and standard deviations for each variable in the present study. Respondents were asked to indicate their opinion on

**Table 1**  
Descriptive analysis of constructs.

	Mean	Standard deviation
Motivation	4.118	0.694
Cognitive	3.659	0.859
Meta cognitive	4.117	0.720
Behavioral	3.709	0.904
Task performance	4.259	0.653
Contextual performance	4.197	0.679
Job performance	4.228	0.666

CQ and JP, measured on a five-point likert scale from 1 (strongly disagree) to 5 (strongly agree). In terms of CQ, the motivation recorded the highest mean score of 4.118 out of 5.0 points with a standard deviation of 0.694, indicating that the librarians strongly agreed that they were engaged in all the activities related to motivation. Cognitive, meta-Cognitive, and behavior recorded mean scores of 3.659, 4.117, and 3.709 out of 5.0 points with standard deviations of 0.859, 0.720, and 0.904, respectively, reflecting that the librarians agreed to engage in all of the activity associated to CQ listed. As far as JP is concerned, the recorded means are 4.228 implying that the respondents agreed that they were actively involved related to task performance and contextual performance.

*Measurement model assessment*

Cheah, Memon, Chuah, Ting, and Ramayah (2018) argued that the model's overall fitness (GoF) should be the starting point for the model assessment. Standardized root mean square residual (SRMR) quantifies the degree of (mis-) fitness and the SRMR should not surpasses 0.08 for well-fitting models (Hu & Bentler, 1999). The recorded SRMR value for the model of this study is 0.068, which suggests that it is well suited. Table 2 shows the results of the assessment of the measurement model. Factor loading, composite reliability (CR) and average extracted variance (AVE) were used as criteria for assessing the measurement model. The reference value for factor loading has to be above 0.700, but under certain conditions the values of 0.4, 0.5 and 0.6 are acceptable (Ramayah, Cheah, Chuah, Ting, & Memon, 2018). The CR and AVE benchmarks are 0.7 and 0.5, respectively. The results shown in Table 2 suggest that all of these criteria are met, thus suggesting that the converging

**Table 2**  
Factor loading, composite reliability and average variance extracted.

	Items code	Factor loading	Composite reliability (CR)	Average variance extracted (AVE)
Motivation	MO1	0.815	0.929	0.767
	MO2	0.910		
	MO3	0.893		
	MO4	0.883		
Cognitive	CO1	0.809	0.941	0.728
	CO2	0.817		
	CO3	0.845		
	CO4	0.888		
	CO5	0.882		
	CO6	0.874		
Meta cognitive	MC1	0.879	0.932	0.773
	MC2	0.918		
	MC3	0.902		
	MC4	0.815		
Behavioral	BE1	0.892	0.953	0.871
	BE2	0.956		
	BE3	0.950		
Task performance	TP1	0.878	0.942	0.803
	TP2	0.903		
	TP3	0.904		
	TP4	0.899		
Contextual performance	CP1	0.777	0.925	0.673
	CP2	0.887		
	CP3	0.848		
	CP4	0.821		
	CP5	0.799		
	CP6	0.784		
Job performance	JP1	0.794	0.948	0.647
	JP2	0.836		
	JP3	0.851		
	JP4	0.845		
	CP1	0.768		
	CP2	0.859		
	CP3	0.811		
	CP4	0.752		
	CP5	0.757		
	CP6	0.760		

validity of the measurement model can be presumed. Fig. 2 shows the SmartPLS output of the measurement model assessment.

In order to evaluate the discriminant validity of the measurement model, the heterotrait–monotrait correlation ratio (HTMT) was used. According to Henseler, Ringle, and Sarstedt (2015), the heterotrait–monotrait ratio of correlations (HTMT) is a suitable criterion for assessing discriminant validity. Kline (2011) suggested that the value should not exceed 0.85, while Gold, Malhotra, and Segars (2001) suggested a value not exceeding 0.9. As can be seen in Table 3, each of these requirements was met and hence the discriminatory validity of the measurement model can be claimed.

Structural model assessment

The Variance Inflation Factor (VIF) was evaluated to determine if there is a multicollinearity issue in the model and the results as seen in Table 4 showed that the model is not having the problem of multicollinearity as all VIF values are well below 3.3 (Diamopoulos & Sigauw, 2006). Using the bootstrapping procedure, the results of the structural model analysis are shown in Table 4. The rule used to interpret the results is: support the hypothesis when  $p < 0.001$  ( $t > 1.645$ ) or  $p < 0.05$  ( $t > 1.96$ ) or  $p < 0.001$  ( $t > 2.58$ ). The results have clearly demonstrated that all hypotheses are supported. Cohen (1988) tends to suggest that  $R^2$  should be about 0.35 or larger and that  $R^2$  is 0.428 in this study, implying that the estimated model is substantial.

The blindfolding procedure was also carried out using the  $D = 7$  distance omission by analysing the predictive relevance. The  $Q^2$  value calculation is based on a cross-validated redundancy approach that fits perfectly with the PLS-SEM analysis (Hair, Thomas, Hult, Ringle, & Sarstedt, 2017). The value of  $Q^2$  is 0.416, which is greater than zero, as shown on the result, implies that it has predictive relevance for all its endogenous constructs.

Effect size refers to whether endogenous variable has a considerable effect on exogenous variable. The value of  $f^2 = 0.35$  or above is

Table 3

HTMT assessment of discriminant validity.

	Motivation	Cognitive	Meta cognitive	Behavior	JP
Motivation					
Cognitive	0.665				
Meta cognitive	0.756	0.636			
Behavioral	0.605	0.539	0.497		
JP	0.635	0.529	0.606	0.532	

considered large effect,  $0.15 \leq f^2 \leq 0.349$  is considered moderate effect while  $f^2 < 0.03$  is considered small effect (Cohen, 1988). As exhibited in Table 4, the results showed that the effect is either small or moderate for all relationships.

Discussion

The purpose of this thesis was to resolve, as discussed above, three research objectives. Along with an integrated theoretical framework that combined CQ and JP, the four research hypotheses were developed and tested. Below is a discussion of the research outcomes centered on the research objectives.

Findings related to Research Objective 1. Drawing upon the results of the descriptive analysis, the results showed that the librarians had rated themselves quite highly of their level of CQ. Out of the four dimensions of CQ, motivation has the highest score, followed by meta-cognitive and behavioral. Motivation relates to the degree of interest, drive and energy required for cross-cultural adaptation. Ng and Earley (2006) explained that a high score on the motivation dimension reflects a high level of self-efficacy. Librarians with high motivation would normally enjoy interacting with people of different cultures. They are also confident in socializing with colleagues or library patrons from diverse cultures. Meta-cognitive, even though ranked second, has the mean score very close to motivation. Librarians with a high degree of meta-cognition deliberately question their own cultural assumptions, ponder and

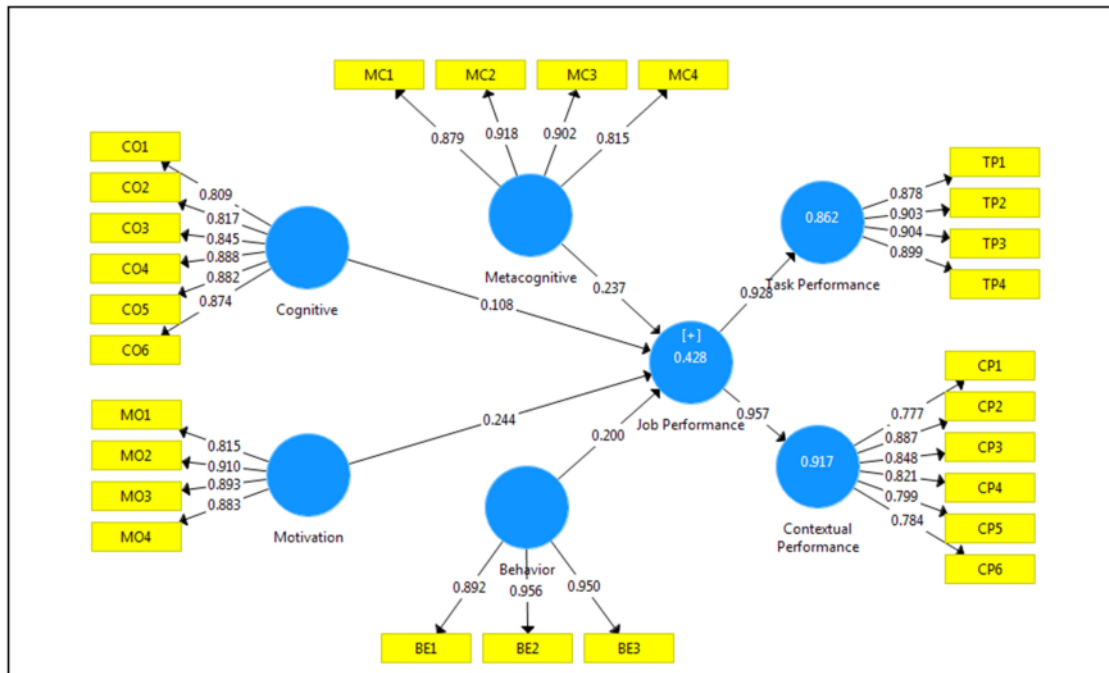


Fig. 2. SmartPLS output of the measurement model.

**Table 4**  
Results of path analysis, VIF,  $f^2$ ,  $R^2$ ,  $Q^2$ .

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics ( O/STDEV )	P values	VIF	$f^2$	$R^2$	$Q^2$
H1: Motivation → Job Performance	0.244	0.243	0.074	3.313	0.000	2.343	0.045	0.428	0.272
H2: Cognitive → Job Performance	0.108	0.112	0.063	1.714	0.044	1.818	0.011		
H3: Metacognitive → Job Performance	0.237	0.236	0.092	2.563	0.005	2.042	0.048		
H4: Behavior → Job Performance	0.200	0.199	0.052	3.879	0.000	1.541	0.046		

contemplate on these assumption<sup>13</sup> and then develop cultural skills and knowledge during interactions with individuals from diverse cultures (Ang & Van Dyne, 2008). Through out their service, these librarians have most likely gained meta-cognitive abilities due to the fact that library patrons and their work colleagues come from different cultural backgrounds.

The librarians participating in this study indicated that their behavioral CQ was also acceptably high. This suggests that in cross-cultural environments they will act appropriately and demonstrate strong verbal and nonverbal communication capabilities. In addition, when communicating with individuals or users from various backgrounds, librarians must have the ability to use culturally relevant words, sounds, <sup>21</sup>tures, and facial expressions. Cognitive, which concerns with the knowledge of norms, practices, and conventions used in different cultural settings is also rated as reasonably high by the respondents. A librarian with a high cognitive CQ will usually have a clear understanding of (i) other cultures' legal and economic structures, (ii) other languages' laws (e.g., vocabulary, grammar), (iii) other cultures' moral principles and religious beliefs, and also (iv) other cultures' arts and crafts. Essentially, the above findings on the four dimensions of CQ are almost comparable to those of Masrek et al. (2017).

Findings related to Research Objective 2: This study showed that respondents self-assessed their task performance and contextual performance quite highly. Task performance relates directly to the organization's technical cores and for academic librarians these incorporate aspects of collection, instruction, and service. In indicated in the items used in the questionnaire, a good score of task performance would suggest that librarians perform very well in the areas of acquisition and processing, cataloguing, collection and management, digital resource technology, resource management, conservation, training, user services, etc. In terms of contextual performance, the results suggest that librarians are always obedient to the rules and regulations of the organization; that they treat organisational property with care; that they adhere to organisational values and policies; and that they continue to work successfully despite tough circumstances and setbacks. It could also mean that academic librarians are always concerned about the image of their libraries and universities and therefore maintain effective working relationships with co-workers.

Findings related to Research Objective 3: Four hypotheses have been established for addressing this research objective. The results from have shown that all of the hypotheses are supported. The findings are a <sup>36</sup>st comparable to that of Isfahani et al. (2013); Nafei (2013); Jyoti et al. (2015); Rafie et al. (2016); Masrek et al. (2017); Thomas and Anggiani (2018); Hartini et al. (2019). These findings also suggest that the higher the motivation, cognitive, meta-cognitive and b<sup>40</sup>avioral level, the better the job performance of librarians. In general, culturally intelligent librarians are able to communicate with individuals belonging to various regions and religions; they have the skill and knowledge to interact with them, which helps create relationships and trust between individuals as they understand each other's culture, values, behavior, vocabulary, movements, language laws, and so on. Culturally intelligent librarians are also able to offer their best output and they can be sent to various departments or organizations as they are able to communicate easily with people of different cultural backgrounds.

## Conclusion

This research has empirically pointed out the importance and centrality of CQ in the advancement of JP. The contributions of the study can be seen from a variety of viewpoints. From a theoretical perspective, additional evidence supporting the CQ model developed by Earley and Ang (2003) and Ang et al. (2007) and its relationship with JP has been provided. It also provided empirical evidence on CQ and JP in the case of academic librarians in Indonesia.

The findings sent a compelling argument to the authorities concerned that the JP of academic librarians could be further strengthened when the librarians are equipped with an adequate CQ. CQ skills, although they can be acquired through training and workshops, will require a favourable climate, such as supportive leadership, flexible work designs that allow job rotations and rewards or incentives for librarians who practice and excel in CQ. The CQ questionnaire used in this research can be used by libraries as a selection tool to identify candidates who can adapt best in a cross-cultural setting. The questionnaire or scale can also be used to identify the appropriate CQ training needed by working librarians.

Despite the contributions this research provides, some research limitations need to be considered. The single method approach, i.e. survey-only and cross-sectional data collection time horizon, provides very restrictive or limited information on the phenomenon. The non-probability sampling used in the research also deterred the research results from being generalised to the entire population. Researchers interested in this subject may consider emulating the study using a mixed method approach to longitudinal data collection. The use of probability sampling, such as simple or systematic random sampling, will make it possible to generalise the results. It would be more attractive to extend the scope of the framework by integrating the antecedents of CQ, because this would provide a more comprehensive explanation for this phenomenon.

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