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**IMPACT OF CULTURAL INTELLIGENCE ON EMOTIONAL
INTELLIGENCE & PERCEIVED PSYCHOLOGICAL SAFETY
AMONG EDUCATORS**



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Abstract

In recent years globalization and greater cultural diversity has significantly impacted the major organizational of a society. Educators are the fundamental building block of an education system, significantly influencing the learners as well as the overall quality of education. Therefore, the current study focused on the impact of cultural intelligence specifically on the emotional regulation, and perceived psychological safety of educators in Pakistan. A correlational research design was conducted to determine the relationship of cultural intelligence with emotion regulation and psychological safety among educators. The data was collected from different government, semi-government and private institutes of Rawalpindi and Islamabad through non-probability purposive sampling. The targeted demographic variables included gender, age, highest academic qualification, nature of job, and current teaching level. Cultural intelligence, emotion regulation, and psychological safety were assessed using statistically standardized self-report measures. The outcomes of the research indicated significant positive relationship of Cultural intelligence with both emotion regulation and psychological safety, suggesting that educators with higher cultural intelligence also reported better emotion regulation and greater psychological safety in their working environment. Linear regression analyses showed that cultural intelligence significantly predicted both emotion regulation and psychological safety among educators. These findings highlighted the importance of cultural intelligence in understanding emotion regulation and psychological safety among educators and suggested that culturally sensitive training programs focusing on intercultural competencies and emotion regulation strategies may improve educators' professional well-being and create more inclusive and supportive educational environments.

Keywords: *Cultural Intelligence, Emotion Regulation, Psychological Safety, Educators*

Introduction

In recent years, globalization and greater cultural variety have changed how education works, so teachers now work with students and coworkers from many different cultures. Teaching is a job that is highly demanding and can impact an educator's state of mind, because teachers often deal with problems like students acting out, difficult behavior, and stress from the school system. One important factor is, schools and colleges are not all the same culturally anymore. They now include people from different backgrounds who speak different languages, have different beliefs and values, and communicate in different ways (Ang et al., 2007). Being Culturally informed helps people communicate better, understand others more deeply, and adjust to different situations. This ability allows individuals to properly understand and react to behaviors that come from different cultural backgrounds (Rockstuhl et al., 2011).

Cultural intelligence refers to a set of abilities that enable individuals to adapt their behavior appropriately in culturally diverse environments, as described by the Four Factor Model of Cultural Intelligence. Effective cross-cultural interactions depend on an individual's awareness and understanding of cultural differences, including their thoughts, feelings, and actions during such interactions. The model identifies four dimensions: Metacognitive CQ, which involves reflecting on and controlling one's thought processes in intercultural situations; Cognitive CQ, which refers to knowledge of cultural norms, values, and practices; Motivational CQ, which denotes the drive and confidence to engage in cross-cultural interactions; and Behavioral CQ, which concerns the ability to enact culturally appropriate verbal and nonverbal behaviors. Together, these components illustrate that cultural intelligence develops through the interplay of cognition, motivation, and behavior, enhancing an individual's capacity to interact successfully across cultures (Van Dyne

et al., 2012).

Emotional Regulation is defined by Gross (1998), as the way in which people regulate and adjust their emotions or emotional experiences to situational requirements. This helps an individual to focus properly and achieve their purpose effectively during appropriate social interactions by taking care of their emotions in a productively. Emotions can be regulated or controlled in different ways such as the reappraisal concept, in which an individual changes his or her way of thinking about a situation to control how he or she feels, while another strategy such as expressive repression, is used where one hides his or her emotional expression to achieve some social adjective. Reappraisal has more positive outcomes such as low stress and improved mental and physical health. In contrast, expressive suppression indicates high stress and can result in damaged relationships (Aldao et al., 2010). Teacher emotion regulation has increasingly become a vital factor shaping classroom quality and student achievement. Emotion regulation, as the process by which people affect their emotional experiences and expressions, is critical in ensuring constructive teacher student relationships and effective teaching.

Psychological safety is the perception that individuals can express their thoughts, ideas, and concerns without fear of negative consequences to their self-image, status, or career. In educational settings, it enables educators and students to participate freely, share feedback, ask questions, and take interpersonal risks without apprehension (Edmondson, 1999). Edmondson explained that team members feel safe to take interpersonal risks such as asking questions, admitting mistakes, or expressing concerns when they believe others will not judge or punish them for doing so, which is described in the Psychological Safety Theory. In educational environments, psychological safety enables educators to communicate openly, collaborate without fear of negative consequences, and engage in reflective learning, which improves teaching practices and collective problem-solving. Wang & Ning (2024) further added that a psychologically safe environment promotes trust, open communication, and collaboration among staff and students, allowing educators to address challenges constructively and students to engage actively in learning. When educators perceive higher psychological safety, they are more likely to regulate their emotions effectively, manage classroom stress, and foster inclusive teaching practices. This sense of safety also enhances cultural understanding and responsiveness, as educators feel confident supporting diverse student needs. Studies have shown that organizations and schools with higher psychological safety experience improved relationships, reduced conflict, and a stronger sense of belonging among members

Literature Review

Cultural Intelligence: It's Impact on individuals' Wellbeing

Many schools and workplaces are culturally diverse. Educators and students interact with people from diverse cultural backgrounds. Cultural intelligence is the ability to acknowledge these differences and adjust one's behavior accordingly. Without Cultural Intelligence, people may face difficulties or feel uncomfortable understanding other points of view. It assists individuals in working and interacting effectively by reducing misunderstandings and sustaining a healthy educational environment (Ang et al. 2006). Cultural intelligence helps people manage their emotions better in settings with many different cultures. This is because people with higher cultural intelligence can understand cultural signals and adjust their reactions appropriately (Rockstuhl et al., 2011). Teachers with high cultural intelligence cope better in culturally diverse settings, encounter fewer intercultural problems, and have greater resilience in stressful circumstances (MacNab, Brislin & Worthley, 2012). Educators and students with a better understanding of cultural intelligence demonstrate good communication skills and diverse cultural perspectives, reduce misunderstandings or conflicts, and have greater sense of psychological safety where they feel valued, supported, and safe to express themselves. Consequently, this contributes to a better workplace environment and relationships (Dibble et al. 2019).

Emotional Intelligence

Schmidt, Tinti, Levine, and Testa (2010) explained that individuals evaluate or interpret situations, which then influences the emotions they experience and the strategies they use to regulate those emotions. In educational settings, educators assess classroom challenges or student behaviors and apply regulation strategies such as cognitive reappraisal or emotional adjustment to maintain a positive and effective learning environment. Teachers' emotion regulation has become a significant determinant of both instructional quality and professional well-being. Antecedent-focused approaches, for example, cognitive reappraisal, tend to be connected with more adaptive results, such as greater teaching effectiveness and higher well-being.

Conversely, response-focused strategies like expressive suppression were associated with compromised instructional and emotional well-being. Supportive classroom settings, active students, and positive individual traits supported adaptive regulation, while unsupportive settings and negative traits promoted maladaptive strategies. Further, cultural background and emotional process conceptualization moderated these associations, indicating that emotional processes in teaching are context-contingent. In general, the evidence highlights that adaptive emotion regulation boosts teacher motivation, performance, and well-being, whereas maladaptive processes lead to stress and burnout (Wang, Burić, Chang, & Gross, 2023). Overall regulation capability of teachers is positively related to teaching quality, though this relationship diminishes when measured using observational or pupil-reports data. Adaptive regulation strategies overall are shown to be useful for both teacher well-being and the quality of instruction, though further longitudinal and multi-method work is called for to elucidate these relations (Aldrup, Carstensen, & Klusmann, 2024).

Psychological Safety

Psychological safety enables educators to engage in learning behaviors such as experimenting with new teaching methods, providing feedback, and sharing insights without fear of negative consequences. A safe and supportive environment encourages collaboration, knowledge exchange, and reflective practices, which enhances both individual and collective professional growth (Argote & Miron-Spektor, 2011). Lateef (2020) highlighted that in high-performance and high-intensity environments such as medical simulation, creating psychological safety is essential. The study explained that facilitators' behaviors, team dynamics, cultural factors, power structures, and debriefing approaches can influence psychological safety either positively or negatively. When students feel psychologically safe, they are more likely to participate actively, seek assistance, acknowledge uncertainty, and ultimately achieve their full learning potential. In educational settings, when educators experience supportive and fair interactions with colleagues and leaders, they are more likely to communicate openly, collaborate effectively, and feel psychologically safe to express ideas and take risks (Ahmad, Nawaz, Ishaq, Khan, and Ashraf, 2023).

Cultural Intelligence & Emotional Intelligence

Teacher burnout, defined by emotional exhaustion, depersonalization, and decreased accomplishment, also has a strong influence on teachers' mental well-being and teaching performance (Maslach & Jackson, 1981). Cultural intelligence helps people manage their emotions better in settings with many different cultures. This is because people with higher cultural intelligence can understand cultural signals and adjust their reactions appropriately (Rockstuhl et al., 2011). Equally, teachers with high cultural intelligence cope better in culturally diverse settings, encounter fewer intercultural problems, and have greater resilience in stressful circumstances (MacNab & Worthley, 2012). Emotional and cultural intelligences are key to counteracting teacher burnout. Teachers with more emotional intelligence can better control their emotions, better deal with stress, and be more motivated, so they have lower burnout levels and higher job satisfaction (Mérida-López & Extremera, 2017).

Cultural Intelligence & Psychological Safety

Dibble, Henderson, and Burns (2019) identified the role cultural intelligence (CQ) in affecting psychological safety (PS) among students in a month-long international, virtual team project for US and differences Peru-based students. They particularly focused on whether people-oriented behaviors (e.g., cooperation, helping peers) and task-oriented behaviors (e.g., organizing work, clarification of tasks) mediate the impact of CQ on PS. Outcomes of the research suggested that CQ had an indirect influence on psychological safety through interpersonal actions that focused on people, not task-oriented actions. That is to say, students with greater CQ are more inclined to show helpful interpersonal actions, which in turn strengthen their feelings of safety in the virtual team setting. Schools with collaborative and innovation cultures were associated with increased teacher psychological safety. The school leadership develop a culture of support and use team-oriented leadership styles to maximize teachers' psychological safety (Shahid and Din, 2021). Furthermore, the work of Fujimoto and Presbitero (2022) added that Supervisors with greater CQ increase subordinates' intercultural collaboration through a psychological climate of inclusion marked by integration of, equitable employment practices, and mutual decision-making. Khan and Usman (2025) determined how cultural intelligence of leaders (LCI) affects workers' innovative work behavior (IWB), and if psychological safety is a mediator in this relationship. Surveys from telecommunication workers indicated that increased levels of LCI were positively related to greater innovative behavior. In addition, psychological safety intervenes partially in this relationship: culturally

competent leaders facilitate a safe place where workers feel confident to experiment and suggest new ideas, which in turn fosters innovation. Their work highlighted the need for culturally competent leadership for fostering creativity in multicultural working environments.

Problem Statement

The progressive diversity in education system of Pakistan is leading towards both the opportunities as well as challenges for the Educators of Pakistan. The current education system expects an educator to be emotionally supportive as well as provide psychologically safe environments to the students. However, the training for such professional advancement is still inadequate. Both the educators and learners require a safe and inclusive learning environment. The already existing research literature on Cultural intelligence is primarily based on western cultures as conducted in western countries. Furthermore, the concept of psychological safety is mainly explored in healthcare or business settings, while underexplored in educational settings. The collectivistic nature of Pakistani culture, existence of hierarchical organization systems and cultural diversity expected to impact the cultural competence of educators as well as the way they regulate their emotions which in turn affects their perception of psychological safety.

Significance of Study

Research in educational psychology indicates that teachers' emotional competence contributes to healthier classroom and workplace relationships (Jennings & Greenberg, 2009). From a theoretical perspective, examining these relationships contributes to the existing literature in educational and social psychology by highlighting the combined influence of these psychological factors within the teaching profession, an area that has received limited attention in Pakistan. From a practical perspective, insights from such research can guide school administrators, policymakers, and training institutions in designing workshops and professional development programs aimed at improving teachers' emotional regulation skills and intercultural awareness. These initiatives can help create safer, more supportive, and inclusive educational environments, ultimately improving teachers' well-being and overall job performance (Wang & Ning, 2024).

Method

In current study, a quantitative correlational research method was used to study the emotional regulation and perceived psychological safety among educators and how they are affected by cultural intelligence. A focused use of quantitative correlational approach was particularly suitable for assessing the association between the variables and predicting the part that cultural intelligence plays in regard to emotional regulation and Perceived Psychological Safety of educators without manipulating any variable. The sample consisted of 250 Educators from government, semi-government and non-government schools and colleges in different areas of Rawalpindi & Islamabad. Both male and female Educators were included to ensure diversity and better representation of the teaching population. Participants were selected using non-probability purposive sampling, consisting of individuals who met the inclusion criteria. The educators varied in age, teaching experience, and educational background, providing a comprehensive understanding of how cultural intelligence, emotion regulation, and psychological safety manifest across different teaching contexts. A demographic information sheet was included to obtain basic background information about the participants. The demographic form collected information such as gender, age, teaching experience, qualification, and type of educational institution. Self-report standardized measures were used to quantify all three variables. For Cultural intelligence 'The Cultural Intelligence Scale (CQS)' developed by Ang et al. (2007) was used which measures an individual's capability to function effectively in culturally diverse settings. The scale consists of items assessing four dimensions of cultural intelligence including metacognitive, cognitive, motivational, and behavioral components. The Emotion Regulation Questionnaire (ERQ) developed by Gross and John (2003) was used to assess individual differences in the use of emotion regulation strategies. This questionnaire consists of items measuring two major strategies: cognitive reappraisal and expressive suppression. Lastly, Perceived Psychological Safety was measured using the scale developed by Wang and Ning (2024). The scale measures employees' perceptions of psychological safety across different levels of workplace interaction. It includes dimensions related to organizational-level, team-level, and dyadic-level psychological safety. With full legal consent and assurance of confidentiality of the data, it was collected from educational institutions. The collected was analyzed using IBM SPSS25. Descriptive statistics, including frequencies, means, and standard deviations, were computed to summarize the demographic characteristics of the teachers and the main study variables. The reliability of the instruments measuring Cultural Intelligence, Emotion Regulation, and Psychological Safety was assessed

using Cronbach's alpha to ensure internal consistency. To test the hypothetical statements and scrutinize the relationships among the variables, Pearson's product-moment correlation analysis was computed to determine the direction and strength of the associations between teachers' Cultural Intelligence, Emotion Regulation, and Psychological Safety.

Result

Table 1

Mean, Standard Deviation, Range, and Cronbach alpha reliability of cultural Intelligence, Emotional Regulation and Psychological Safety (n = 250).

Variables	n	M	SD	Range	α
Cultural Intelligence	250	86.78	18.02	140-20	0.89
Emotional Regulation	250	47.37	7.27	70-10	0.74
Psychological Safety	250	67.35	10.05	98-14	0.80

Note: M = Mean; SD = Standard Deviation; α = Cronbach alpha reliability.

Table 1 presents the descriptive statistics and internal consistency reliability of Cultural Intelligence, Emotional Regulation, and Psychological Safety among educators. The mean score for Cultural Intelligence was 86.78 (SD = 18.02), indicating that educators generally reported a relatively high level of cultural intelligence. The mean score for Emotional Regulation was 47.37 (SD = 7.27), suggesting a moderate to high level of emotional regulation among educators. Similarly, the mean score for Psychological Safety was 67.35 (SD = 10.05), showing that educators experienced a reasonably high level of psychological safety in their work environment. The range of scores for Cultural Intelligence was 120 (140–20), for Emotional Regulation was 60 (70–10), and for Psychological Safety was 84 (98–14), reflecting variability in participants' responses across all study variables. Cronbach's alpha coefficients were 0.89 for Cultural Intelligence, 0.74 for Emotional Regulation, and 0.80 for Psychological Safety, indicating satisfactory to good internal consistency reliability for all scales. Among the three variables, Cultural Intelligence demonstrated the highest reliability.

Table 2

Socio demographic variables of study participants (n= 250).

Variables	N	%
Gender		
Male	116	47
Female	34	53
Age of participants		
21-28	51	20.4
29-36	45	18.0
37-44	92	36.8
45-52	31	12.4
53-60	31	12.4
Highest Academic Qualification		
Bachelor's	71	28.4
Master's	156	62.4
Mphil / Phd	23	9.2
Nature of Job		
Government	124	49.6
Semi-Government	18	7.2
Non-Government	108	43.2
Teaching level of educators		
Primary	6	2.4
Middle	32	12.8
Secondary	143	57.2
Higher Secondary	46	18.4
University	23	9.2

Note: % = percentage

Table 2 shows the demographic characteristics of the participants. Out of 250 educators, 116 (47%) were male and 134 (53%) were female. This shows that there were slightly more female participants than male participants in the study. The age distribution showed that 20.4% of the educators were between 21–28 years, 18.0% were between 29–36 years, 36.8% were between 37–44 years, 12.4% were between 45–52 years, and 12.4% were between 53–60 years. The majority of the participants belonged to the 37–44 years age group. For education, most educators had a Master's degree (62.4%). Some participants had a Bachelor's degree (28.4%), while a smaller number had MPhil/PhD qualifications (9.2%). In terms of nature of job, nearly half of the educators (49.6%) were working in government institutions, 43.2% were working in non-government institutions, and 7.2% were employed in semi-government sectors. For teaching level, the majority of educators were teaching at the secondary level (57.2%). Others were teaching at higher secondary level (18.4%), middle level (12.8%), and university level (9.2%), while only a small percentage (2.4%) were teaching at the primary level.

Table 3

Pearson correlation between Cultural Intelligence, Emotional Regulation and Psychological Safety (n=250).

Variable	n	M	SD	1	2	3
1.Cultural Intelligence	250	86.78	18.02			
2.Emotional Regulation	250	43.37	7.27	.346**		
3.Psychological Safety	250	67.35	10.05	.604*	.503**	

Note: n= total number of participants; M= mean; SD; standard deviation significant level ($p < 0.05$)

Table 3 shows the Pearson correlation among Cultural Intelligence, Emotional Regulation, and Psychological Safety. The results indicate that Cultural Intelligence had a moderate positive relationship with Emotional Regulation ($r = .346$, $p < .01$) and a strong positive relationship with Psychological Safety ($r = .604$, $p < .01$). Furthermore, Emotional Regulation was moderately positively correlated with Psychological Safety ($r = .503$, $p < .01$). These findings indicate that all variables are positively associated with each other and all correlations are statistically significant at the 0.01 level (2-tailed).

Table 4

Linear Regression coefficients of Cultural Intelligence predicting Emotional Regulation

Variables	B	S. E	β	T	p
Constant	35.24	2.13		16.54	.001
CQS	0.140	0.024	.346	5.81	.001

Note: B = unstandardized coefficient; SE = standard error; β = standardized coefficient; t = t-value; p = significance level.

Table 4 shows the results of regression analysis of the effect of Cultural Intelligence Scale (CQS) on Emotional Regulation (ERQ). The regression coefficient for Cultural Intelligence is $B = 0.140$, with a standard error of 0.024. The t-value (5.81) is significant, and the p-value ($< .001$) indicates that Cultural Intelligence is a significant predictor of Emotional Regulation. The value of $R = .346$ indicates a moderate positive relationship between Cultural Intelligence and Emotional Regulation, while the value of $R^2 = .12$ shows that Cultural Intelligence explains 12% of the variance in Emotional Regulation. This suggests that Cultural Intelligence is positively associated with Emotional Regulation. The standardized beta value ($\beta = .346$) also indicates a moderate positive relationship, meaning that an increase in Cultural Intelligence leads to an increase in Emotional Regulation.

Table 5

Linear Regression coefficients of Cultural Intelligence predicting Psychological Safety

Variables	B	S. E	β	T	p
Constant	38.10	2.50		15.22	.001
CQS	0.337	0.028	.604	11.94	.001

Note: B = unstandardized coefficient; SE = standard error; β = standardized coefficient; t = t-value; p = significance level.

Table 5 shows the results of regression analysis examining the effect of Cultural Intelligence Scale (CQS) on Psychological Safety. The regression coefficient for Cultural Intelligence is $B = 0.337$, with a standard error of 0.028. The t-value (11.94) is highly significant, and the p-value ($< .001$) indicates that Cultural Intelligence is a significant predictor of Psychological Safety. The value of $R = .604$ indicates a strong positive correlation between Cultural Intelligence and Psychological Safety, while the value of $R^2 = .365$ shows that Cultural Intelligence explains 36.5% of the variance in Psychological Safety. This suggests that Cultural Intelligence is positively associated with Psychological Safety. The standardized beta value ($\beta = .604$) also indicates a strong positive relationship, meaning that an increase in Cultural Intelligence leads to an increase in Psychological Safety.

Discussion

The research was conducted to explore the link between cultural intelligence, emotional regulation, and psychological safety among educators. The main objectives included exploring the impact that cultural intelligence had on emotional regulation and psychological safety as well as whether there were any significant differences among educators in terms of these constructs with regard to gender. The theoretical background of the study was based on Cultural intelligence theory developed by Earley and Ang (2003). It is necessary to mention that the concept of Cultural Intelligence Theory presupposes effectiveness when working in a culturally diverse environment

H1: Cultural intelligence will have a positive relationship with emotion regulation among educators.

The findings of the study were consistent with the first hypothesis as there was an evident positive relationship between cultural intelligence and emotional regulation among educators. The correlation test by Pearson indicated a positive correlation between cultural intelligence and emotional regulation ($r = .346$, $p < .01$). This is consistent with existing studies that have noted that educators with high levels of cultural intelligence are better placed to understand different social situations and regulate their emotions (Wang et al., 2023). As explained earlier, cultural intelligence develops when individuals are continually involved in cross-cultural environments that shape their thinking, emotions and behavior accordingly.

Findings of the current study support prior findings in terms of the vital role played by cultural intelligence in fostering emotional regulation and psychological safety amongst educators within Pakistan. Existing literature suggested that cultural intelligence and emotional regulation are crucial psychological resources for promoting teachers' effectiveness and well-being. As per research conducted by Mérida-López and Extremera (2017), emotionally intelligent teachers were found to exhibit lesser levels of burnout and emotional adjustment. On the other hand, MacNab and Worthley (2012) stressed that teachers having cultural intelligence were better able to adapt themselves in culturally diverse environments and possess resilience. In a similar vein, studies by Sutton et al. (2009) and Wang et al. (2023) revealed that the use of adaptive strategies for regulating emotions contributed towards the quality of instruction and classroom management skills of teachers. Moreover, previous research findings had shown that psychological safety was dependent on a supportive environment and interpersonal competency amongst teachers (Shahid & Din, 2021). Therefore, the results obtained in the present study are consistent with previous literature in terms of the impact of cultural intelligence on emotional regulation and psychological safety.

H2: Cultural intelligence will have a positive relationship with perceived psychological safety among educators.

Psychological safety provided educators with the opportunity to exchange ideas, collaborate, and raise concerns without any fear of being criticized or ridiculed (Edmondson, 1999). The results completely supported this view and thus second hypothesis is also supported, as the Pearson correlation analysis showed that there was a significant positive relationship between cultural intelligence and psychological safety ($r = .604$, $p < .01$). These results are consistent with the previous studies such as Teachers with high cultural intelligence were more likely to communicate with each other politely, respect differences, and prevent interpersonal conflicts (Earley & Ang, 2003; MacNab & Worthley, 2012). The work by Fujimoto and Presbitero (2022), also proved that culturally intelligent leaders were able to create inclusive workplaces that encouraged their employees to feel psychologically safe at work. Moreover, Robinson & Held (2024) mentioned that supportive and inclusive interactions led to greater trust and open communication in educational settings. Thus, it could be concluded that cultural intelligence played a critical role in building positive interpersonal relationships and trust within organizations

H3: Cultural intelligence will impact emotional regulation and psychological safety among educators.

The third hypothesis predicted that cultural intelligence would be a significant predictor of emotional regulation and psychological safety among educators. Linear regression analysis confirmed this hypothesis. It was found that cultural intelligence was a significant predictor of emotional regulation ($\beta = .346$, $p < .001$), and explained 12% of the variance in emotional regulation ($R^2 = .12$). Moreover, cultural intelligence was also a significant predictor of psychological safety ($\beta = .604$, $p < .001$), and explained 36.5% of the variance in psychological safety ($R^2 = .365$). The aforementioned findings imply that cultural intelligence plays an important role in predicting emotional and psychological aspects related to educators' performance. Particularly, the relatively larger predictive power of cultural intelligence on psychological safety indicates that culturally intelligent educators can play an important role in creating a psychologically safe environment for students. The results are consistent with the findings reported by Khan & Usman (2025), which revealed that culturally intelligent leaders contribute to the development of psychological safety and innovative behavior at work. Similarly, Zhang & Xu (2024) pointed out that emotional and psychological aspects contribute to interpersonal relations and communication.

Conclusion

The current research has focused on the role of cultural intelligence, emotional regulation, and psychological safety among educators. It was found that cultural intelligence was related positively to emotional regulation and psychological safety which means that educators having high cultural intelligence were able to control their emotions and had supportive and trusting workplaces. Emotional regulation was positively correlated with psychological safety among educators. Moreover, cultural intelligence played a vital role as one of the important factors in building emotional competence and positive work experiences among educators. Overall, cultural intelligence plays a very significant role as one of the most important psychological factors in educational settings. Educators' cultural intelligence and emotional regulation can be improved through professional development programs, resulting in the development of inclusive educational institutions with higher levels of psychological safety.

Limitations:

The study has valuable contributions, but certain limitations should be acknowledged. First, the sample was limited and only included from Rawalpindi and Islamabad regions, which may limit the generalizability of the findings to educators from other regions or educational systems. Second, the study was conducted using a cross-sectional research design, which cannot establish causal relationships between the variables. In addition, all data were collected using a self-report questionnaire and are subject to social desirability bias and participants' subjective perceptions. The study focused specifically on cultural intelligence, emotional regulation and psychological safety. Other variables that could potentially influence, such as organizational climate, leadership style, burnout and emotional intelligence, were not examined. Including these variables could allow for a more complete understanding of the experiences of educators in their workplace.

Future Recommendations

For future research, research could be conducted using larger sample sizes that can come from varied locations, cities, provinces, or even education institutions in order to ensure the findings have greater generalizability. The use of longitudinal and experimental research designs would provide greater insights into the effects of cultural intelligence on emotional regulation and psychological safety. Researchers could explore how other factors such as emotional intelligence, organizational support, leadership styles, and stress influence these relationships.

Moreover, qualitative methods like interviews and case studies can be more helpful in understanding the lived experiences of educators concerning cultural diversity and emotion management. Research that is comparative in nature can also help understand how cultural intelligence helps create psychologically healthy environments in educational institutions.

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