

The Mediating Role of Classroom Management in the Cultural Intelligence and Teaching Effectiveness among Foreign Teachers in Thailand

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ABSTRACT

This study examined the relationships among Cultural Intelligence (CQ), Classroom Management (CM), and Teaching Effectiveness (TE) among foreign teachers in Thailand using a cross-sectional, multi-source research design. Data were collected from 150 foreign teachers and their students across international and bilingual schools, using validated instruments that demonstrated strong reliability and construct validity. Correlation and regression analyses revealed that all four CQ dimensions significantly predicted teaching effectiveness, with classroom management emerging as the strongest predictor. Mediation testing using Hayes' PROCESS Model 4 indicated that CM partially mediated the CQ-TE relationship, with 44% of CQ's total effect transmitted through CM. Findings suggest that cultural intelligence enhances teaching effectiveness primarily through its translation into culturally responsive management behaviors. Demographic analyses revealed that years of teaching experience in Thailand had a significant impact on CQ, CM, and TE, whereas gender, school type, and grade level showed no significant differences. These results highlight the significance of intercultural competence, effective classroom management, and sustained cultural immersion in influencing the instructional performance of foreign teachers. The study offers practical implications for teacher recruitment, induction, and professional development, emphasizing CQ-building initiatives, management-focused training, and structured mentorship to support cultural adaptation and integration. Recommendations for future research include expanding the sample across regions and employing longitudinal or mixed-methods designs to track the development of CQ and CM over time..

Keywords: cultural intelligence, teaching effectiveness, classroom management, foreign teachers, Thailand. .

1. INTRODUCTION:

Thailand has become one of Asia's largest hubs for international and bilingual education, with many foreign teachers employed across public, private, and international schools. As classrooms grow increasingly multicultural, the instructional effectiveness of foreign teachers has emerged as a critical determinant of student learning, engagement, and overall school performance. In this study, teaching effectiveness refers to students' perceptions of instructional clarity, engagement, feedback, and relational climate. Research suggests that teacher success in cross-cultural environments depends heavily on the ability to understand cultural dynamics, communicate effectively across cultural boundaries, and adapt instruction to meet the diverse needs of learners (Ho & Gan, 2023). Cultural Intelligence (CQ), a multidimensional capability enabling individuals to function effectively in culturally diverse settings, has been linked to greater teaching adaptability, improved intercultural communication, and more precise instructional delivery in multicultural classrooms (Nguyen et al., 2025; Park, 2024).

At the same time, Classroom Management (CM) remains a core predictor of student outcomes, especially in Asian

learning environments where norms of hierarchy, respect, and relational harmony strongly influence student behavior. Studies highlight that culturally responsive management strategies, such as adapting routines, modifying communication, and using non-confrontational discipline, are essential for navigating culturally patterned classroom expectations (Sørensen & Stenalt, 2025; Meenasantirak & Chaiyasuk, 2024). In the Thai context, where relational sensitivity and indirect communication shape interactions, foreign teachers often face unique challenges in establishing authority, maintaining harmony, and fostering engagement.

However, existing research in Thailand and neighboring regions tends to focus on cultural adjustment processes, descriptive accounts of teacher experiences, or general cross-cultural challenges faced by expatriate educators. While these studies provide important contextual insights, they seldom offer quantitative evidence linking Cultural Intelligence to specific instructional outcomes such as teaching effectiveness. Moreover, no studies have yet examined whether classroom management serves as a mediating mechanism through which cultural intelligence influences teaching effectiveness, representing a critical missing link in the current literature. This gap is significant because foreign teachers frequently report difficulties in navigating Thai communication norms and

relational expectations. These factors directly impact their ability to manage classrooms effectively and support student learning (Reskyani et al., 2024). Thus, a more apparent contrast between what is known (general adjustment and descriptive experiences) and what remains unknown (CQ → CM → TE pathways supported by multi-source empirical data) highlights the necessity of this investigation.

Therefore, the present study aimed to examine (a) the relationships among Cultural Intelligence, Classroom Management, and Teaching Effectiveness, and (b) the mediating role of classroom management in the CQ–TE link among foreign teachers in Thailand. By integrating Cultural Intelligence Theory, Classroom Management Theory, and Social Cognitive Theory, the study provided a multidimensional understanding of how personal competencies and culturally aligned behavioural strategies impact teaching performance in Thai schools. The findings aimed to clarify the mechanism by which cultural intelligence affected teaching outcomes, identify actionable behavioral competencies required of foreign teachers, and inform school-level policies, recruitment practices, and professional development programs focused on intercultural competence and culturally responsive teaching. In doing so, the study provided practical insights for school leaders, HR officers, and teacher trainers seeking to strengthen the effectiveness and support structures for foreign educators in Thailand's evolving educational landscape.

2. THEORETICAL FRAMEWORK

Foreign teachers in Thailand work within culturally layered educational environments shaped by norms of relational sensitivity, hierarchical expectations, and implicit communication. These cultural dynamics influence student participation, discipline, and teacher–student interactions, requiring foreign educators to continuously adjust their communication, instructional strategies, and management practices. To systematically explain how foreign teachers achieve teaching effectiveness in these culturally complex settings, this study draws on three interconnected theories: Cultural Intelligence Theory, Classroom Management Theory, and Social Cognitive Theory. Each theory contributes a distinct yet complementary perspective on how personal competencies, behavioral strategies, and environmental conditions interact with one another.

Cultural Intelligence (CQ), introduced by Earley and Ang (2003), describes an individual's capability to function effectively in culturally diverse environments through four dimensions: metacognitive, cognitive, motivational, and behavioral CQ. For foreign teachers in Thailand, Cultural Intelligence is essential for interpreting subtle cultural cues, adapting to relational expectations, and aligning instructional approaches with locally appropriate communication styles. Each CQ dimension is associated with specific teaching behaviors, such as metacognitive CQ supporting reflective lesson planning and real-time cultural monitoring, cognitive CQ informing teachers' understanding of Thai social norms and communication patterns, motivational CQ enabling persistence and willingness to engage interculturally, and behavioral CQ

facilitating adaptive verbal and non-verbal communication.

Recent empirical work highlights the central role of cultural Intelligence in enhancing teaching performance. Park (2024) found that teachers with high cultural intelligence experience fewer cross-cultural misunderstandings and demonstrate stronger multicultural competence. Wang and Zhou (2021) reported that CQ significantly predicts professional performance in international educational institutions. Nguyen et al. (2025) demonstrated that CQ enhances adaptability and pedagogical responsiveness among foreign teachers in Asian schools, while Khamsiri and Srisuruk (2023) observed that behavioral CQ enables teachers to implement culturally responsive pedagogy more effectively. Collectively, these studies affirm that Cultural Intelligence provides the cognitive, motivational, and behavioral foundations necessary for foreign teachers to succeed in culturally nuanced classroom environments.

Classroom Management Theory, originating from Kounin (1970) and further developed by Emmer and Sabornie (2015), emphasizes the importance of establishing order, regulating student behavior, creating routines, and maintaining a supportive learning climate. In culturally diverse settings, classroom management is deeply linked to cultural expectations governing authority, discipline, and interpersonal relationships. Foreign teachers in Thailand must therefore adopt culturally congruent strategies such as non-confrontational discipline, relational authority, and context-sensitive communication to sustain productive learning environments. These practices are especially critical in Thai classrooms where norms of *kreng jai*, interpersonal harmony, and respect for hierarchy strongly shape how students respond to teachers and instructional activities.

Contemporary research supports this view. Anyichie et al. (2023) found that culturally attuned management practices increase student engagement in diverse classrooms. Sørensen and Stenalt (2025) demonstrated that alignment between management strategies and cultural norms results in higher instructional quality and stronger teacher-student rapport. In the Thai context, Meenasantirak and Chaiyasuk (2024) identified classroom management as a major predictor of teacher performance and student achievement, while Wongdaeng (2024) reported that classroom management mediates the relationship between teacher adaptability and teaching success in multicultural Asian schools. Taken together, these studies support the proposition that classroom management functions as the behavioral expression of cultural Intelligence in practice, shaping how cultural understanding translates into effective instructional behaviors.

Social Cognitive Theory (SCT), proposed by Bandura (1986), offers a comprehensive framework for understanding how personal competencies, behavioral strategies, and environmental conditions interact to influence teacher performance. SCT's principle of reciprocal determinism asserts that personal factors, behavioral factors, and environmental influences mutually shape one another. In the context of this study, personal

factors correspond to Cultural Intelligence, behavioral factors correspond to Classroom Management practices, and environmental factors correspond to Thai cultural expectations that influence teacher-student interactions. Applied to foreign teachers, this means that cultural intelligence affects how teachers regulate their professional behavior. At the same time, the cultural environment influences their management practices, and these factors, together, determine the effectiveness of teaching.

Empirical research reinforces this interactional perspective. Shah (2023) found that teacher self-efficacy predicts classroom management success and instructional quality. Tesfaye et al. (2025) reported that cultural adaptability and behavioral self-regulation enhance teacher performance in schools in Southeast Asia. Reskyani et al. (2024) observed that culturally informed teaching behaviors that align with local expectations are strongly associated with teaching quality. These findings illustrate how culturally grounded personal competencies and behavioral responses interact with contextual demands to produce teaching effectiveness.

Integrating the three theories strengthens the conceptual justification for the proposed mediation model. Cultural Intelligence equips foreign teachers with the awareness, knowledge, and behavioral flexibility necessary to understand and navigate cultural expectations. These capabilities are reflected in classroom management practices that align with Thai norms of harmony, relational sensitivity, and respectful communication. Classroom Management, therefore, operates as the behavioral mechanism linking Cultural Intelligence to teaching effectiveness. Within the Social Cognitive Theory framework, CQ functions as the personal factor shaping behavior, CM functions as the behavioral factor mediating performance, and Thai cultural norms function as environmental factors influencing both CQ enactment and classroom outcomes. Through this integrated perspective, the theoretical framework supports the proposition that Cultural Intelligence influences Teaching Effectiveness both directly and indirectly through Classroom Management, establishing a coherent foundation for the study's hypotheses and conceptual design.

3. CONCEPTUAL FRAMEWORK

Grounded in the theoretical foundations discussed above, this study proposes a partial mediation model in which Cultural Intelligence (CQ) predicts Teaching Effectiveness (TE) both directly and indirectly through Classroom Management (CM). To streamline the model logic, the conceptual pathways can be articulated as follows: Cultural Intelligence is expected to have a direct effect on Teaching Effectiveness, and an indirect effect operating through Classroom Management as the mediating variable. This model reflects the dynamic interplay among teacher competencies, behaviors, and the cultural environment of Thai schools. Foreign teachers with high CQ possess the metacognitive capacity to interpret Thai cultural norms, the cognitive knowledge to understand hierarchical and relational expectations, the motivational drive to adapt, and the behavioral flexibility

to modify communication and instructional strategies. These culturally informed competencies are expected to manifest in effective classroom management behaviors, such as maintaining harmony, establishing routines, fostering respectful interactions, and applying culturally sensitive discipline practices.

Consistent with Classroom Management Theory and Social Cognitive Theory, classroom management serves as the behavioral mechanism through which CQ is expressed in the teaching process. Cultural Intelligence is theorised to enhance teachers' ability to regulate behavior, interpret student cues, and implement culturally congruent management approaches, which in turn may support positive learning climates. This aligns with the Social Cognitive Theory framework, where personal factors correspond to Cultural Intelligence, behavioral factors correspond to Classroom Management, and environmental conditions correspond to the cultural expectations present in Thai classrooms. Recent empirical studies offer preliminary support for this logic. You and Mantuhac (2024) reported that classroom management mediates the relationship between teacher adaptability and teaching performance, suggesting that adaptive competencies can influence instructional outcomes through management behaviors. Likewise, Teixeira and Klein (2024) found that CQ contributes to teaching success, partly through its influence on relational and classroom management practices in Asian schools. However, mediation pathways require further empirical validation in specific cultural contexts such as Thailand.

Effective classroom management is also associated with higher teaching effectiveness because it increases student engagement, reduces behavioral issues, and creates conditions that support instructional flow. Because Thai students tend to value respectful, harmonious, and relationship-centered classroom environments, culturally congruent management practices may be essential for foreign teachers. Thus, educators who manage classrooms in alignment with local expectations are more likely to foster learning environments that support high instructional effectiveness (Ahmed & Pierre, 2024). Taken together, these propositions clarify the conceptual expectation that Cultural Intelligence influences Teaching Effectiveness both directly and indirectly through Classroom Management, establishing the foundation for testing a partial mediation model.

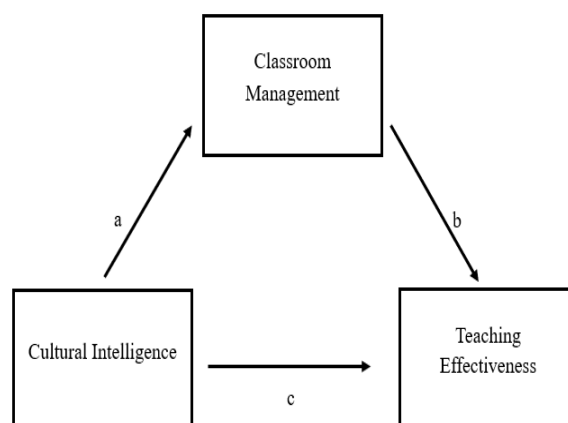


Figure 1. Conceptual model showing Cultural Intelligence as a predictor of Teaching Effectiveness, with Classroom Management as a mediating variable.

4. RESEARCH PROBLEMS

This study examined the relationship between cultural intelligence and teaching effectiveness among foreign teachers in Thailand and determined whether classroom management functions as a mediating variable in this relationship. Specifically, the study examined how the various dimensions of cultural intelligence impact classroom management and teaching effectiveness in culturally diverse Thai educational settings. Guided by the proposed conceptual framework, the study sought to answer the following questions:

To what extent do foreign teachers in Thailand demonstrate cultural intelligence and its four dimensions: metacognitive, cognitive, motivational, and behavioral?

What is the level of teaching effectiveness among foreign teachers in Thailand?

What is the level of classroom management effectiveness practiced by foreign teachers in Thailand?

Is there a significant relationship among cultural intelligence, classroom management, and teaching effectiveness among foreign teachers in Thailand?

Is there a significant difference in cultural intelligence, classroom management, and teaching effectiveness among foreign teachers in Thailand when they are grouped according to their demographic profile?

To what extent do cultural intelligence, its dimensions, and classroom management predict teaching effectiveness among foreign teachers in Thailand?

To what extent does classroom management mediate the relationship between cultural intelligence and teaching effectiveness among foreign teachers in Thailand?

Hypotheses

H₁ There is a significant relationship among cultural intelligence, classroom management, and teaching effectiveness among foreign teachers in Thailand.

H₂ There is a significant difference in cultural intelligence, classroom management, and teaching effectiveness when foreign teachers in Thailand are grouped according to their demographic profile.

H₃ Cultural intelligence, its dimensions, and classroom management predict teaching effectiveness among foreign teachers in Thailand.

H₄ Classroom management mediates the relationship between cultural intelligence and teaching effectiveness among foreign teachers in Thailand.

5. METHODOLOGY

This study employed a cross-sectional, quantitative, non-experimental design to examine the predictive and mediating relationships among Cultural Intelligence (CQ), Classroom Management (CM), and Teaching Effectiveness (TE). This design was appropriate for assessing naturally occurring variations in psychological

and behavioral constructs without manipulating variables (Johnson & Christensen, 2019; Setia, 2016). A multi-source data collection strategy was implemented to strengthen methodological rigor, with foreign teachers reporting on CQ and CM, and students evaluating the teaching effectiveness of the same teachers. This approach reduced same-source bias and enhanced construct validity (Conway & Lance, 2010; Podsakoff et al., 2003).

Participants consisted of foreign teachers in international and bilingual schools across Thailand, as well as their students. An a priori G*Power analysis determined that at least 120 respondents were needed; 150 teacher-student dyads were ultimately recruited using stratified purposive sampling. Stratification was based on school type, grade level taught, and years of teaching experience, and proportional allocation ensured adequate representation across strata. Inclusion criteria required that participants be foreign teachers with direct instructional responsibilities.

Three validated instruments were adapted for the Thai educational context. Cultural Intelligence was measured using the 16-item Cultural Intelligence Scale (Ang et al., 2007). Classroom Management was assessed using 10 items grounded in Emmer and Sabornie's (2015) framework and Thai classroom studies. Teaching Effectiveness was evaluated using a 10-item student scale adapted from the Danielson Framework and validated in Southeast Asia (Ho & Gan, 2023). All instruments underwent translation, expert review for content validity, and pilot testing with 40 participants. Pilot results indicated strong reliability (alpha values ranging from .86 to .93), leading to minor revisions for clarity and cultural alignment. Confirmatory Factor Analyses demonstrated good model fit for all scales (CFI values between .96 and .98, TLI values between .95 and .97, and RMSEA values between .03 and .05), and all factor loadings exceeded .60.

Data collection occurred in two phases. Teachers completed demographic, CQ, and CM surveys online, whereas students anonymously evaluated their teachers in supervised classroom settings to minimize social desirability effects. Participation was voluntary and confidential.

Data analysis was conducted using SPSS and AMOS. Descriptive statistics and Pearson correlations were computed initially. Assumptions of normality, homoscedasticity, and absence of multicollinearity were met. Multiple regression analyses assessed the predictive effects of CQ dimensions and CM on TE. Mediation was examined using Hayes's PROCESS Macro (Model 4) with 5,000 bootstrap samples to estimate direct and indirect effects. Structural Equation Modelling (SEM) was used to confirm the global fit of the mediation structure, yielding excellent indices (CFI = .96, TLI = .95, RMSEA = .04). PROCESS served as the primary test of mediation. At the same time, SEM provided confirmatory evidence of theoretical coherence.

Standard method variance was minimized through the use of a multi-source design. Harman's single-factor test indicated that no single factor dominated the variance, suggesting CMV was not a concern. Ethical procedures were conducted in accordance with the Declaration of

Helsinki (2013) and the APA Ethical Standards (2020). Informed consent, student assent, parental consent when required, and confidentiality safeguards were upheld throughout the study..

6. RESULTS AND DISCUSSIONS

Table 1 on the next page indicates that foreign teachers in Thailand exhibit a generally high level of Cultural Intelligence (CQ) across all four dimensions, reflecting strong intercultural competence in navigating Thai educational settings. For metacognitive CQ, which involves monitoring and regulating one's cultural assumptions, the lowest-rated indicator was *adjusting cultural understanding during interactions* ($M = 4.15$, $SD = 0.55$), while the highest was *checking the accuracy of cultural assumptions* ($M = 4.21$, $SD = 0.54$). The subscale mean ($M = 4.18$, $SD = 0.56$) suggests that teachers consistently engage in deliberate cultural reflection and sense-making. This process facilitates the accurate interpretation of cultural cues and informed, culturally aligned pedagogical decisions. Such reflective cultural processing is widely recognized as essential for preventing misinterpretations and enabling responsive instruction in multicultural classrooms (D'souza et al., 2023).

Table 1. Level of Foreign Teachers' Cultural Intelligence and Its Dimensions (n=150)

Metacognitive CQ Indicators		Mean	SD	Interpretation
1	I am conscious of the cultural knowledge I apply when interacting with Thai students.	4.20	0.58	High
2	I adjust my cultural understanding as I interact with people from Thailand.	4.15	0.55	High
3	I am aware of how my cultural background influences my teaching in Thailand.	4.17	0.57	High
4	I check whether my assumptions about Thai culture are accurate during interactions.	4.21	0.54	Very High
Subscale Mean		4.18	0.56	High
Cognitive CQ Indicators				

5	I know cultural values that influence Thai classroom behavior.	3.92	0.65	High
6	I understand Thai classroom norms and expectations.	3.98	0.58	High
7	I know Thai social practices that affect communication.	3.90	0.63	High
8	I am familiar with Thai attitudes about authority and respect.	4.00	0.59	High
Subscale Mean		3.95	0.61	High
Motivational CQ Indicators				
9	I enjoy teaching in Thailand's cultural environment.	4.28	0.62	Very High
10	I feel confident in adapting to Thai cultural demands.	4.22	0.56	Very High
11	I am highly motivated to learn Thai culture.	4.26	0.60	Very High
12	I persist in challenging cross-cultural situations.	4.25	0.58	Very High
Subscale Mean		4.25	0.59	Very High
Behavioral CQ Indicators				
13	I change my verbal behavior when needed in Thailand.	4.12	0.55	High
14	I vary gestures or body language for Thai interactions.	4.08	0.57	High
15	I adjust teaching activities to be culturally appropriate.	4.07	0.63	High
16	I switch communication	4.13	0.58	High

	styles to suit Thai expectations.			
Subscale Mean		4.10	0.58	High
Overall Mean	Weighted	4.12	0.52	High

Remarks: 4.21 – 5.00 Very High; 3.41 – 4.20 High; 2.61 – 3.40 Moderately; 1.81 – 2.60 Low; 1.00 – 1.80 Very Low

Cognitive CQ yielded the lowest overall mean among the dimensions ($M = 3.95$, $SD = 0.61$). Teachers reported the least familiarity with *Thai social practices that shape communication* ($M = 3.90$, $SD = 0.63$), although *knowledge of authority and respect norms was slightly higher* ($M = 4.00$, $SD = 0.59$). This pattern suggests that while teachers possess a foundational understanding of Thai cultural expectations, deeper, situation-specific cultural knowledge remains an area for continued development. Research supports this interpretation, noting that cognitive CQ typically develops more slowly than other CQ components and requires extended immersion and active engagement with the host culture (Anyichie et al., 2023).

Motivational CQ recorded the highest subscale mean ($M = 4.25$, $SD = 0.59$), reflecting strong interest, confidence, and persistence in functioning within Thailand's cultural environment. Even the lowest-rated indicator, *confidence in adapting to local cultural demands* ($M = 4.22$, $SD = 0.56$), fell within the high range, while *enjoyment of teaching in Thailand* ($M = 4.28$, $SD = 0.62$) was the highest-rated. These results suggest that foreign teachers exhibit a strong intrinsic drive to engage with Thai culture, a factor that has been shown to enhance persistence in cultural learning and willingness to adopt flexible instructional practices (Karanikola et al., 2025; Kokubun et al., 2025).

Behavioral CQ also scored highly ($M = 4.10$, $SD = 0.58$), indicating that teachers are capable of adjusting verbal and nonverbal behaviors to align with Thai norms. The lowest-rated indicator, *adjusting teaching activities to be culturally appropriate* ($M = 4.07$, $SD = 0.63$), suggests that some challenges persist in incorporating cultural nuances into instructional design. In contrast, *switching communication styles to suit Thai expectations* ($M = 4.13$, $SD = 0.58$) was the highest-rated, consistent with studies that identify communication adaptability as a key driver of rapport-building and classroom harmony in high-context cultures, such as Thailand (Charoensilp, 2024).

Overall, the Cultural Intelligence mean of 4.12 ($SD = 0.52$) demonstrates that foreign teachers possess a strong intercultural competence profile, characterized by high levels of cultural awareness, motivation, and behavioral adaptability. However, the comparatively lower cognitive CQ suggests that mode profound, context-specific cultural knowledge, particularly related to Thai communication scripts and social expectations, remains a developmental priority. Taken together, these results suggest that foreign teachers possess strong adaptive and motivational CQ, while further strengthening culture-specific knowledge

may enhance the precision and cultural grounding of their instructional decisions.

Table 2. Level of Teaching Effectiveness of Foreign Teachers (n=150)

Indicators		Mean	SD	Interpretation
1	My teacher clearly explains lesson objectives.	4.25	0.40	Very High
2	My teacher makes difficult lessons easy to understand.	4.20	0.43	High
3	My teacher checks our understanding frequently.	4.18	0.41	High
4	My teacher keeps us engaged during lessons.	4.22	0.45	Very High
5	My teacher uses assessments effectively.	4.16	0.42	High
6	My teacher gives helpful and timely feedback.	4.23	0.39	Very High
7	My teacher uses different teaching methods to help us learn.	4.27	0.44	Very High
8	My teacher creates a welcoming and supportive environment.	4.24	0.41	Very High
9	My teacher maintains positive relationships with students.	4.26	0.40	Very High
10	My teacher is effective.	4.19	0.38	High
Overall Weighted Mean		4.21	0.42	Very High

Remarks: 4.21 – 5.00 Very High; 3.41 – 4.20 High; 2.61 – 3.40 Moderately; 1.81 – 2.60 Low; 1.00 – 1.80 Very Low

Table 2 indicates that students perceived their foreign teachers as very highly effective, with an overall mean of 4.21 ($SD = 0.42$), reflecting consistently strong instructional practices across indicators. The lowest-rated item, though still within the high range, was the effective use of assessments ($M = 4.16$, $SD = 0.42$), suggesting that while teachers competently administer assessments, they may still be developing deeper cultural attunement in designing, delivering, and interpreting evaluations that align with Thai students' preference for indirect feedback, sensitivity to face-saving norms, and expectations of a supportive learning climate. This pattern aligns with Cultural Intelligence Theory, which posits that cognitive and metacognitive CQ shape teachers' ability to interpret culturally grounded expectations surrounding learning, participation, and evaluation (Earley & Ang, 2003; Maalouf, 2024). The relatively lower score on assessment practices may reflect the same developmental gap observed in cognitive CQ, indicating that culturally nuanced assessment literacy is still emerging among some foreign teachers.

In contrast, the highest-rated indicator was the *use of different teaching methods* ($M = 4.27$, $SD = 0.44$), highlighting strong pedagogical flexibility, a competence closely linked to behavioral CQ. Foreign teachers appear highly capable of adjusting instructional strategies, incorporating interactive activities, and varying their delivery to meet the needs of Thai learners. Research indicates that students in Southeast Asian and multicultural contexts tend to respond positively to diverse, engaging, and culturally resonant instructional approaches (Mpuangnan, 2025). This finding aligns with Social Cognitive Theory, which emphasizes that adaptive instructional behaviors and self-regulation enhance teaching effectiveness in diverse cultural contexts (Bandura, 1986; Koutroubas & Galanakis, 2022). The high rating in this domain also reflects the strong behavioral CQ scores observed in the previous table, suggesting that foreign teachers' adaptive behaviors are evident and positively received by students.

Taken together, these results indicate that foreign teachers are perceived as highly effective, particularly in areas related to instructional flexibility, engagement, and the use of varied teaching methods. The strong performance across communication and pedagogical behaviors suggests that students value teachers who create supportive, engaging, and well-structured learning environments. At the same time, the slightly lower score in assessment practices highlights an area where further refinement may be needed, particularly in designing and implementing evaluations that align with students' expectations and classroom norms. Overall, the pattern of results highlights the importance of effective classroom management and adaptive instructional behaviors as key contributors to teaching effectiveness, consistent with the strong association between management practices and student-rated effectiveness observed in subsequent analyses.

Table 3. Level of Foreign Teachers' Classroom Management Competence (n=150)

Indicators		Mean	SD	Interpretation
1	I build strong relationships to reduce discipline issues.	4.12	0.54	High
2	I use positive reinforcement aligned with Thai values.	4.03	0.48	High
3	I adapt routines for Thai learning styles.	4.06	0.52	High
4	I adjust communication for clarity with Thai students.	4.09	0.50	High
5	I encourage respectful interactions.	4.11	0.47	High
6	I resolve conflicts in ways that maintain harmony.	4.17	0.45	High
7	I build strong relationships to reduce discipline issues.	4.12	0.54	High
8	I use positive reinforcement aligned with Thai values.	4.03	0.48	High
9	I adapt routines for Thai learning styles.	4.06	0.52	High
10	I adjust communication for clarity with Thai students.	4.09	0.50	High
Overall Weighted Mean		4.08	0.48	High

Table 3 indicates that foreign teachers demonstrate a high level of classroom management competence overall ($M = 4.08$, $SD = 0.48$), reflecting their ability to maintain orderly, respectful, and culturally responsive learning environments in Thai classrooms. The lowest-rated indicator, using positive reinforcement aligned with Thai values ($M = 4.03$, $SD = 0.48$), suggests that although

teachers apply reinforcement effectively, they may still be refining the cultural nuances of praise and corrective feedback. In Thailand, reinforcement is often expected to be indirect, modest, and delivered in ways that protect students' sense of face and social harmony (Ambele & Boonsuk, 2018). This finding aligns with Cultural Intelligence Theory, which emphasizes that behaviors requiring fine-grained cultural calibration, such as culturally appropriate reinforcement, depend heavily on the slower-developing cognitive CQ and more profound culture-specific knowledge (Haikuo, 2025; Schlaegel et al., 2021).

In contrast, the highest-rated indicator, resolving conflicts in ways that maintain harmony ($M = 4.17$, $SD = 0.45$), reflects strong adaptation to Thai expectations for non-confrontation, relational sensitivity, and discreet conflict resolution. This pattern is consistent with Classroom Management Theory, which emphasizes the importance of harmony-preserving strategies in collectivist contexts, where maintaining positive social relationships is crucial for sustaining classroom stability (Anyichie et al., 2023; Azmi et al., 2023). The high score in this area suggests that foreign teachers have effectively internalized the cultural norms governing conflict and interpersonal interactions in Thai classrooms, demonstrating well-developed behavioral CQ.

Taken together, the results indicate that foreign teachers demonstrate strong competence in managing classroom interactions, particularly in handling conflict in ways that maintain harmony and relational stability. At the same time, the slightly lower rating for culturally appropriate reinforcement suggests that teachers are still refining how they deliver praise and corrective feedback in ways that align with Thai expectations for modesty, indirectness, and face-saving. Overall, the pattern highlights that while foreign teachers are highly effective in harmony-oriented conflict resolution, they may benefit from additional support in mastering the more nuanced aspects of reinforcement practices. As such, strengthening teachers' understanding of culturally appropriate reinforcement strategies represents a key area for further professional development in classroom management.

Table 4. Correlation Matrix for Cultural Intelligence, Classroom Management, and Teaching Effectiveness

Variables	r value	p-value	Interpretation
1. Cultural Intelligence (CQ) to Teaching Effectiveness (TE)	.62	.001	Strong, positive correlation
2. Cultural Intelligence (CQ) to Classroom Management (CM)	.68	.001	Strong, positive correlation
3. Classroom Management (CM)	.74	.001	Very strong, positive correlation

to Teaching Effectiveness (TE)			
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Remarks: 0.00 to ± 0.10 Negligible Correlation; ± 0.10 to ± 0.30 Weak Correlation; ± 0.30 to ± 0.50 Moderate Correlation; ± 0.50 to ± 0.70 Strong Correlation; ± 0.70 to ± 1.00 Very Strong Correlation (Cohen, 1988)

The correlation results in Table 4 reveal a clear pattern highlighting the central role of Cultural Intelligence (CQ) in shaping both Classroom Management (CM) and Teaching Effectiveness (TE) among foreign teachers in Thailand. The strong positive association between CQ and TE ($r = .62$, $p < .001$) indicates that teachers with higher intercultural competence are more likely to deliver effective instruction, communicate clearly, and sustain higher levels of student engagement. This suggests that culturally intelligent teachers interpret student behaviors more accurately and adapt their instructional strategies in ways that support learning in culturally diverse settings. Such findings align with scholarship emphasizing CQ as a driver of instructional adaptability, relational sensitivity, and pedagogical responsiveness in multicultural classrooms (Grosch et al., 2023; Katitaş et al., 2024).

CQ also showed a strong relationship with Classroom Management ($r = .68$, $p < .001$), indicating that teachers with greater cultural intelligence are more capable of applying management strategies in a contextually appropriate manner for Thai classrooms. Rather than relying on generic disciplinary practices, these teachers are better equipped to anticipate student expectations and adjust their responses in ways that minimize conflict and maintain a positive learning environment. This pattern highlights CQ's behavioral function, as it equips teachers with the insight and flexibility needed to regulate classroom interactions effectively (Haider, 2025; Khamsook et al., 2025).

The strongest correlation emerged between Classroom Management and Teaching Effectiveness ($r = .74$, $p < .001$), underscoring that well-managed classrooms are foundational to instructional success. In environments where positive teacher-student relationships and smooth instructional flow are highly valued, teachers who manage classrooms effectively are perceived as more competent and impactful (Jatin & Prasad, 2025; Milner, 2019). Studies suggest that when teachers create orderly and supportive learning environments, students are more engaged and are more likely to view instruction as effective (Zurlo et al., 2020).

Taken together, these findings provide empirical support for the study's mediation model. CQ appears to influence TE not only directly but also through its strong association with CM, suggesting that classroom management may serve as the behavioral pathway through which cultural intelligence is enacted. This aligns with Social Cognitive Theory, which posits that personal competencies shape behavioral strategies, which in turn affect performance outcomes. In the present context, teachers' cultural intelligence enhances their management behaviors, which in turn foster higher teaching effectiveness. Given these strong associations, multiple regression and mediation

analyses were conducted to examine the unique and combined contributions of Cultural Intelligence and Classroom Management to Teaching Effectiveness.

Table 5. Differences in Cultural Intelligence, Teaching Effectiveness, and Classroom Management based on Demographic

Profile Variable	Groups	Cultural Intelligence (M ± SD)	Teaching Effectiveness (M ± SD)	Classroom Management (M ± SD)	Test Statistics	p-value	Effect Size / Post Hoc	Interpretation
Gender	Male	4.11 ± 0.50	4.20 ± 0.41	4.07 ± 0.46	t(148) = -0.42	.674	d = 0.07	Not significant
	Female	4.14 ± 0.54	4.22 ± 0.43	4.10 ± 0.49				
Teaching Experience	1–2 yrs	3.98 ± 0.52	4.15 ± 0.40	3.96 ± 0.45	F(2, 147) = 4.89	.009*	Tukey HSD (6 + yrs > 1–2 yrs; MD = 0.27, 95% CI [0	Significant difference in CQ, TE, and CM
	3–5 yrs	4.10 ± 0.48	4.21 ± 0.42	4.08 ± 0.47				
	6+ yrs	4.25 ± 0.51	4.28 ± 0.39	4.22 ± 0.43				

								.06, 0.48]; $\eta^2 = .06$
School Type	International	4.18 ± 0.52	4.24 ± 0.41	4.12 ± 0.47	t(148) = 1.76	.081	d = 0.20	Not significant
	Bilingual	4.05 ± 0.50	4.17 ± 0.43	4.03 ± 0.49				
Grade Level Taught	Primary	4.10 ± 0.53	4.19 ± 0.43	4.05 ± 0.47	F(2, 147) = 1.32	.270	$\eta^2 = .02$	Not significant
	Lower Secondary	4.13 ± 0.51	4.23 ± 0.40	4.11 ± 0.48				
	Upper Secondary	4.16 ± 0.55	4.21 ± 0.42	4.09 ± 0.49				

The results in Table 5 indicate that most demographic characteristics do not produce statistically significant differences in Cultural Intelligence (CQ), Teaching Effectiveness (TE), or Classroom Management (CM), except years of teaching experience in Thailand, which emerged as the only consistent differentiating factor. The absence of gender differences across all three constructs suggests that intercultural competence and culturally responsive teaching behaviors are not shaped by gender. This aligns with research indicating that CQ development is primarily driven by intercultural exposure, reflective engagement, and experiential learning rather than demographic attributes such as gender identity (Malay et al., 2022; Pásztor, 2021).

Similarly, the non-significant differences across school type (international versus bilingual) and grade level taught indicate that foreign teachers apply their cultural learning and adaptive strategies consistently across diverse instructional settings. These non-significant findings were consistently observed across CQ, CM, and TE, confirming that contextual school characteristics do not systematically influence the intercultural or pedagogical behaviors of foreign teachers. This pattern can be attributed to the fact that both school types operate within similar Thai cultural expectations, emphasizing respect,

relationship building, and classroom harmony, thereby creating comparable cultural demands on foreign educators. Likewise, grade level does not significantly alter the cultural aspects of teaching; students across age groups generally expect teachers to demonstrate relational sensitivity and respectful communication. This finding is consistent with claims that once intercultural competencies are internalized, they tend to generalize across institutional contexts and student groups (Huang, 2023).

In contrast, years of teaching experience in Thailand had a significant influence on CQ, CM, and TE, with teachers who had taught in Thailand for six or more years consistently scoring higher on all three variables. The associated effect sizes were in the small to moderate range (for example, eta squared $\approx .06$), indicating that while experience does not explain a large proportion of variance, it nonetheless has a meaningful and practically significant impact on intercultural competence and teaching behaviors. According to Cultural Intelligence Theory, CQ develops progressively through repeated cultural interactions and accumulated experiences (Earley & Ang, 2003). Empirical studies support this developmental trajectory, demonstrating that more extended cultural immersion leads to a more nuanced understanding of culture, improved interpretation of host-country norms, and greater behavioral adaptability (Feng et al., 2024; Onosu, 2021).

Experience-based differences were also evident in Classroom Management. Consistent with Classroom Management Theory, effective management in culturally diverse contexts depends heavily on a teacher's ability to understand and implement contextually appropriate routines, communication patterns, and relational strategies (Franco et al., 2023). Teachers with more years of experience in Thailand are more adept at interpreting students' nonverbal cues, anticipating culturally patterned behaviors, and resolving disruptions in ways that preserve classroom harmony, skills highlighted in recent studies on culturally responsive management in Asian classrooms (Namwong, 2020; Opasbut & Cheyjunya, 2023).

The significant differences in Teaching Effectiveness further align with Social Cognitive Theory's principle of triadic reciprocity, which posits that teaching performance arises from the interaction of personal competencies (CQ), behavioral capabilities (CM), and environmental expectations (Bandura, 1986). With more time in the Thai educational system, teachers refine culturally appropriate communication, build rapport more effectively, and develop instructional strategies that resonate with Thai learners. Because students provided the TE ratings, the higher scores among more experienced teachers indicate that learners readily observe and appreciate these culturally attuned teaching practices (Brooks, 2022; Huttayavilaiphan, 2024). This clearly demonstrates that teaching experience enhances both the behavioral and relational components that students use to evaluate instructional quality.

Taken together, the findings demonstrate that teaching experience in Thailand is the most influential demographic factor in enhancing CQ, CM, and TE. This

supports the study's conceptual model: prolonged cultural immersion contributes to the development of cultural intelligence, which in turn strengthens classroom management practices and ultimately enhances teaching effectiveness. These patterns reinforce the mediation pathway proposed in the study, specifically that Cultural Intelligence influences Teaching Effectiveness both directly and indirectly through Classroom Management. The results underscore the importance of sustained cultural exposure, reflective practice, and targeted professional development for foreign teachers working in Thailand.

Table 6. Multiple Regression Analysis Predicting Teaching Effectiveness

Predictor	B	SEB	95% CI for B	β	t	p	VIF	Interpretation
Metacognitive CQ	0.21	0.08	[0.05, 0.37]	.17	2.48	.014	1.92	Significant positive predictor
Cognitive CQ	0.19	0.08	[0.02, 0.36]	.15	2.27	.025	1.88	Significant positive predictor
Motivational CQ	0.28	0.09	[0.10, 0.46]	.23	3.22	.002	2.05	Significant positive predictor
Behavioral CQ	0.26	0.09	[0.08, 0.44]	.20	2.95	.004	2.11	Significant positive predictor
Classroom Management	0.41	0.07	[0.27, 0.55]	.39	5.48	<.001	1.76	Strongest positive predictor
Constant	1.04	0.32	[0.41, 1.67]	—	3.25	.001	—	—
Model Summary								
R	R ²	Adjusted R ²		F(5,144) p-value				

	0.86	0.74	0.72
81.23	< .001		

The multiple regression results in Table 6 show that the combined effects of Cultural Intelligence (CQ) dimensions and Classroom Management (CM) significantly predict Teaching Effectiveness (TE) among foreign teachers in Thailand. The overall model was statistically significant, $F(5, 144) = 81.23, p < 0.001$, explaining 74 percent of the variance in TE ($R^2 = .74$), with an Adjusted R^2 of .72. This indicates that the predictors collectively provide a strong and reliable explanation of teaching effectiveness, an unusually high level of explanatory power for behavioral and educational research. Importantly, all predictors remained significant even after controlling for the others, demonstrating that each CQ dimension and CM contribute unique explanatory value to the model.

All four CQ dimensions emerged as significant predictors of teaching effectiveness. Metacognitive CQ ($\beta = 0.17, p = 0.014$) and Cognitive CQ ($\beta = 0.15, p = 0.025$) made modest but meaningful contributions, suggesting that cultural awareness and understanding of Thai norms support more explicit and culturally attuned instruction. These findings align with Cultural Intelligence Theory, which posits that teachers' reflective cultural monitoring (metacognitive CQ) and cultural knowledge (cognitive CQ) influence their ability to adapt instruction effectively to local expectations. Motivational CQ showed a more substantial effect ($\beta = 0.23, p = 0.002$), indicating that teachers with greater confidence and persistence in cross-cultural situations tend to engage students more effectively. Behavioral CQ ($\beta = 0.20, p = 0.004$) also significantly predicted TE, highlighting the importance of adapting verbal and nonverbal behaviors to meet local communication expectations. Together, these results empirically confirm that each dimension of CQ meaningfully enhances teaching effectiveness, consistent with the multidimensional framework of CQ Theory.

Among all predictors, Classroom Management was the strongest predictor of Teaching Effectiveness ($\beta = 0.39, p < 0.001$). Even after accounting for the four CQ dimensions, classroom management remained the most influential variable, demonstrating that effective management practices are central to instructional success in Thai classrooms. This finding reinforces Classroom Management Theory, which posits that orderly, supportive, and culturally aligned classroom environments provide the foundation for high-quality instruction.

Effect size indices further support the practical importance of the model. Using Cohen's f^2 , the overall model yielded a significant effect ($f^2 \approx 2.85$), and CM demonstrated the strongest individual effect, indicating its substantial contribution to the variance explained. These values indicate that both CQ and CM have a meaningful, real-world impact on teaching performance, rather than merely statistical significance.

Taken together, the results indicate that while Cultural Intelligence contributes to Teaching Effectiveness

through multiple dimensions, Classroom Management plays the most substantial role in shaping student perceptions of instructional quality. This pattern is consistent with Social Cognitive Theory, which emphasizes that personal competencies (CQ) shape behavioral strategies (CM), and these behaviors directly influence performance outcomes (TE). These findings support the study's mediation model, showing that CQ and CM together form a robust framework for explaining teaching effectiveness among foreign teachers in Thailand.

Table 7. Mediation and Path Analysis

Effect / Path	B	SE	β	t-value	p-value	Interpretation
CQ → Classroom Management (a)	0.68	0.07	0.71	9.71	< .001	Significant
Classroom Management → TE (b, controlling for CQ)	0.39	0.06	0.41	6.50	< .001	Significant
CQ → TE (direct effect, c')	0.28	0.07	0.32	4.00	< .001	Partial mediation; CQ influences TE directly and indirectly via CM
CQ → TE (total effect, c)	0.62	0.08	0.68	7.75	< .001	Significant
Indirect effect (a × b)	0.27	0.05	—	—	< .001	Significant (Bootstrapped 95% CI [0.18, 0.39])
Proportion mediated (ab / c)	—	—	—	—	—	44% of the total effect of CQ on TE is mediated through CM

A mediation analysis using Hayes' PROCESS Model 4 was conducted to assess whether Classroom Management

(CM) mediates the relationship between Cultural Intelligence (CQ) and Teaching Effectiveness (TE). The total effect of CQ on TE was significant, $\beta = 0.62$, $SE = 0.08$, 95% CI [0.47, 0.76], $p < .001$, indicating that teachers with higher CQ tend to demonstrate more substantial teaching effectiveness. This total effect reflects a strong association that persists even after accounting for behavioral mechanisms, such as classroom management.

Path A: Cultural Intelligence \rightarrow Classroom Management. Cultural Intelligence significantly predicted Classroom Management, $\beta = 0.68$, $SE = 0.07$, 95% CI [0.52, 0.81], $p < .001$, indicating that teachers with higher CQ are more adept at adjusting their communication patterns, instructional strategies, and behavioral expectations to align with local cultural norms. Recent studies confirm that CQ enhances teachers' cultural attunement and adaptability in high-context learning environments (Nguyen et al., 2025; Wang & Zhou, 2021). This finding aligns with Cultural Intelligence Theory, which posits that CQ is a key driver of effective behavioral adaptation in intercultural settings. The standardized β values reflect how strongly each CQ dimension predicts CM when the effects of the other predictors are statistically controlled.

Path B: Classroom Management \rightarrow Teaching Effectiveness. Classroom Management significantly predicted Teaching Effectiveness while controlling for CQ, $\beta = 0.39$, $SE = 0.06$, 95% CI [0.26, 0.51], $p < .001$. This suggests that effective management practices, such as establishing routines, maintaining order, and using culturally sensitive communication, have a positive influence on students' perceptions of teaching quality. Evidence from recent Asian classroom studies similarly demonstrates that responsive management strengthens student engagement, rapport, and instructional flow (Charoensilp, 2024; Sørensen & Stenalt, 2025). The significance of CM even after accounting for CQ highlights its unique contribution to TE within the model.

Path C': Direct Effect of CQ on TE (Controlling for CM). The direct effect of CQ on TE remained significant but was reduced when CM was included in the model, $\beta = 0.28$, $SE = 0.07$, 95% CI [0.14, 0.42], $p < .001$. This decrease indicates partial mediation, suggesting that CQ contributes to teaching effectiveness through both teachers' cultural adaptability and their management behaviors. Thus, even when classroom management is statistically controlled, CQ remains a unique predictor of teaching effectiveness.

Indirect Effect: CQ \rightarrow CM \rightarrow TE. The indirect effect was significant, $\beta = 0.27$, $SE = 0.05$, 95% CI [0.18, 0.39], $p < .001$, confirming that Classroom Management mediates the relationship between CQ and TE. Approximately 44% of the total effect of CQ on TE was mediated through CM, indicating that nearly half of CQ's influence on teaching effectiveness operates through classroom management. This magnitude underscores that CM is not merely a supplementary behavioral factor but a central mechanism through which cultural intelligence shapes observable teaching practices.

For interpretive clarity, CQ had a substantial total effect on TE ($\beta = .62$), which was reduced but remained significant ($\beta = .28$) when CM was included, demonstrating partial mediation. These findings align with Social Cognitive Theory (Bandura, 1986), which posits that personal capabilities (CQ), behavioral practices (CM), and environmental expectations interact to shape performance outcomes such as TE. The results validate the study's conceptual framework: CQ enhances culturally informed behavioral strategies (Path A), which in turn directly improve teaching outcomes (Path B). A substantial portion of CQ's influence on TE operates through CM (Indirect Effect).

Overall, Classroom Management functions as a key behavioral conduit through which Cultural Intelligence translates into observable teaching effectiveness, underscoring that effective teaching in Thai classrooms depends not only on cultural understanding but on teachers' capacity to enact culturally aligned, context-sensitive management practices.

7. CONCLUSIONS

Based on the study's findings, four major conclusions can be drawn regarding the interplay among Cultural Intelligence (CQ), Classroom Management (CM), and Teaching Effectiveness (TE) among foreign teachers in Thailand.

First, consistent with Hypothesis 1, the study confirmed significant relationships among Cultural Intelligence, Classroom Management, and Teaching Effectiveness. Foreign teachers in Thailand consistently demonstrate high levels of Cultural Intelligence, particularly in the motivational, metacognitive, and behavioral dimensions, while cognitive CQ remains comparatively lower. This pattern suggests that foreign teachers are highly willing and able to adapt their behaviors to Thai cultural expectations but may require continued immersion to develop a more nuanced understanding of the cultural scripts underpinning Thai communication and classroom behavior.

Second, addressing Hypothesis 3, the regression results show that all four CQ dimensions and Classroom Management uniquely predict Teaching Effectiveness after controlling for the other predictors. Of these, Classroom Management holds the strongest predictive power, surpassing all CQ dimensions. While CQ contributes significantly to TE, CM emerges as the most influential behavioral determinant of instructional effectiveness. This affirms that culturally responsive classroom management, characterized by relational sensitivity, consistency, and harmony-oriented strategies, is foundational to effective teaching in Thai classrooms.

Third, corresponding to Hypothesis 4, the mediation analysis confirmed partial mediation. Classroom Management is a central mechanism through which Cultural Intelligence enhances Teaching Effectiveness. CQ directly predicts both CM and TE, but also indirectly predicts TE through CM, with 44 percent of the total effect transmitted through the mediating variable. This demonstrates that cultural intelligence is not only a knowledge resource but a behavioral competence that

becomes meaningful when enacted through culturally aligned management practices. This pattern validates the study's theoretical integration of Cultural Intelligence Theory, Classroom Management Theory, and Social Cognitive Theory, and provides coherent empirical support for the proposed mediation model.

Fourth, addressing Hypothesis 2, demographic analysis showed partial support. Years of teaching experience in Thailand emerged as the only significant differentiator of CQ, CM, and TE. The effects, although modest, suggest that cultural immersion strengthens intercultural competence and refines classroom management strategies. In contrast, gender, school type, and grade level showed no significant differences, indicating that culturally responsive teaching capacity depends less on demographic factors and more on accumulated cultural learning.

Overall, the study concludes that effective teaching among foreign educators in Thailand is best understood as the product of intercultural competence, culturally responsive classroom management, and sustained cultural immersion. The results empirically validate the mediation model and offer strong support for integrating CQ development and classroom management training in foreign teacher preparation systems. In doing so, Thailand is positioned as a valuable context for advancing empirical research on the linkages between CQ, CM, and TE in multicultural education.

8. IMPLICATIONS

Beyond its theoretical contributions, this study offers actionable insights for educational policymakers, school leaders, HR departments, and teacher education programs. The strong influence of Cultural Intelligence and Classroom Management on Teaching Effectiveness suggests that schools should integrate CQ-based competencies into recruitment, professional development, and teacher evaluation systems. Human resource departments may use CQ-aligned indicators when selecting, onboarding, and supporting foreign teachers. School leaders can design structures that promote culturally responsive management practices, including mentorship programs and intercultural collaboration. Teacher education institutions may incorporate CQ and culturally responsive pedagogy into their certification and training curricula to better prepare educators for Thailand's multicultural classrooms.

9. LIMITATIONS

This study has several limitations that should be acknowledged when interpreting the findings. First, the research relied on self-report measures for Cultural Intelligence (CQ) and Classroom Management (CM), as well as student perceptions for Teaching Effectiveness (TE). Although the multi-source design reduced common method bias, self-report instruments may still be influenced by social desirability or individual interpretation. Future studies may strengthen measurement validity by incorporating behavioral observations, classroom video analysis, or supervisor evaluations.

Second, the cross-sectional nature of the study limits the ability to infer causality among CQ, CM, and TE. While the mediation analysis provides evidence of directional pathways, longitudinal designs could better capture how cultural intelligence and management practices develop over time, particularly as foreign teachers gain greater cultural immersion in Thailand.

Third, the sample consisted of foreign teachers and students from international and bilingual schools in Thailand. This may limit the generalizability of the findings to other educational contexts, such as public schools, rural institutions, or schools outside the Thai cultural setting. The cultural expectations, administrative structures, and student behaviors in these environments may differ in ways that influence CQ, CM, and TE.

Fourth, the study relied entirely on quantitative data, which provided robust statistical evidence but limited insight into the nuanced ways that cultural intelligence and management practices are enacted in real classrooms. Qualitative studies such as interviews, focus groups, or ethnographic classroom observations could offer deeper explanations for how foreign teachers interpret cultural cues, build rapport, and manage student behavior within Thai cultural norms. Such qualitative insights complement the present findings and strengthen the practical relevance of the model.

Finally, although the sample size met statistical requirements, expanding future samples to include teachers across multiple regions and school levels may increase the diversity and representativeness of foreign educators' experiences in Thailand.

10. RECOMMENDATIONS

For Educational Institutions.

Schools and teacher-training programs should prioritize strengthening teachers' cognitive Cultural Intelligence (CQ) by offering structured cultural learning modules that focus on Thai communication norms, nonverbal cues, hierarchical expectations, and culturally patterned classroom behaviors. This recommendation directly responds to the finding that cognitive CQ was the comparatively lowest dimension and requires deliberate, context-specific development.

Teacher induction programs should include explicit training on culturally responsive classroom management, emphasizing harmony-preserving discipline, relational interaction patterns, and indirect communication approaches that are suitable for Thai classrooms. Because Classroom Management emerged as the strongest predictor of Teaching Effectiveness, such training is essential for improving instructional performance.

Schools should also establish structured mentoring systems that pair new foreign teachers with experienced Thai or foreign educators. Given that teaching experience in Thailand was the only demographic variable that significantly influenced CQ, CM, and TE, mentorship provides a practical mechanism for accelerating cultural adaptation and enhancing the nuanced management behaviors needed for effective teaching.

Continuous professional development should further support the enhancement of behavioral CQ by providing opportunities for teachers to practice adjusting verbal and nonverbal behaviors, managing culturally sensitive interactions, and communicating flexibly in multicultural learning environments. These trainings operationalize CQ in ways that directly strengthen classroom management and teaching effectiveness.

For Recruitment, Policy, and Professional Standards

Schools and HR departments should integrate assessments of CQ potential and classroom management competence into recruitment, placement, and retention policies to ensure that foreign educators possess or can be trained to acquire the competencies required for success in Thai educational settings.

Educational authorities, accreditation bodies, and school leadership should incorporate CQ- and CM-based competencies into professional teaching standards, evaluation systems, and licensing frameworks for foreign educators. Embedding these competencies institutionally would ensure that intercultural responsiveness becomes a core expectation of professional practice.

Schools should also promote *collaborative communities of practice* involving both Thai and foreign teachers to foster shared learning, cultural reflection, and continuous improvement of culturally responsive pedagogical and management approaches.

For Future Research

Future studies should expand sample diversity by including teachers from public, rural, and vocational schools, as well as broader geographic regions of Thailand, to enhance generalizability. Researchers should also employ longitudinal and mixed-method designs such as classroom observations, interviews, or ethnographic approaches to more fully capture how Cultural Intelligence and Classroom Management evolve and influence Teaching Effectiveness in dynamic cultural contexts.

Educational institutions and researchers should explore the use of digital tools, simulations, and AI-supported intercultural training environments to help foreign teachers develop CQ and practice culturally responsive classroom management in realistic, low-risk scenarios. These innovations may offer scalable, evidence-based approaches for strengthening teaching performance in multicultural classrooms.

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