THE IMPACT OF CULTURAL INTELLIGENCE ON ENGLISH LANGUAGE TEACHING:A STUDY OF TEACHER PERCEPTIONS AND PRACTICES

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Abstract
This research paper examines how cultural intelligence influences the English language teaching practices among the teachers in the Pakistani educational institutions. The ability to operate in culturally diverse environments, which has been defined as cultural intelligence has become an essential skill among English language teachers who are faced with the difficult role of balancing between the local cultural context and global language needs. The study utilized a quantitative research design, which surveyed 240 teachers of English language in the public and private schools who work in three big cities in Pakistan. A structured questionnaire was used in data collection with a good culture intelligence scale and teaching practice scales that have been validated. The results indicate that, there are highly positive correlation between the levels of cultural intelligence of teachers and their pedagogical effectiveness, strategies of student engagement and cross-cultural communication competencies. Findings have shown that culturally intelligent teachers are more flexible when it comes to curriculum implementation, more sensitive to the cultural backgrounds of students, and have a greater ability to develop inclusive learning environments. The analysis presents the important gaps in teacher training programs in terms of the development of cultural competency and the necessity of a systematic incorporation of the elements of cultural intelligence in professional development programs. The findings are part of an already developing collection of literature on culturally responsive pedagogy and offer empirical support to integrate cultural intelligence training into English language teacher education programs in the Pakistani educational setting.

Keywords: Cultural intelligence, influences, English language, teaching practices, teachers, Pakistani educational institutions.

Introduction
The internationalization of education has radically changed the scene of English language teaching, which has imposed unknown challenges on the teachers to operate within the multi-cultural setting without compromising the pedagogical standards (Takyi-Mensah, 2025). In Pakistan, where English is used not only as a second language, but also as a medium of instruction at many levels of education, a teacher has a complicated task, which is to reconcile the local cultural and international linguistic norms. This cross-section provides a special learning atmosphere in which cultural intelligence is considered a key skill in achieving effective language teaching (Mukhtar et al., 2021).

The understanding of cultural intelligence as the ability of a person to be effective in the culturally diverse environment consists of four main dimensions, namely, cultural knowledge, cultural awareness, cultural empathy, and cross-cultural communication skills (Li et al., 2021). In the framework of the English language teaching, the competencies acquire a special

significance as the teacher is required to learn not only the linguistic specifics of the target language, but also the cultural peculiarities, which determine the processes of learning a language and the tendencies of its use among the students of different nationalities (Arghode et al., 2023).

The situation in Pakistani educational environment poses unique challenges to the working of English language teachers, and it includes multilingual classrooms where students have different cultural backgrounds, social and economic experience, and language competencies (Fareed et al., 2022). Teachers have to balance between the maintenance of local cultural identity and the process of creating links to global communication by means of English proficiency. This balancing act is a need to have high level cultural intelligence skills that will allow educators to help develop inclusive learning environments that will respect cultural heritage of students, yet encourage the successful acquisition of language (Jabeen, 2023).

The existing policies of education in Pakistan clearly give prominence to English language proficiency as a requirement of academic and professional success, but there has been less focus on the cultural competencies to be used in effective teaching in this multilingual and multicultural setup (Jeevan et al., 2023). The disparity between policy perceptions and teacher readiness reflects the severe importance of comprehension of the impact cultural intelligence has on teaching methods and learning results in the context of English language learning (Ramzan et al., 2025).

According to research work on educational psychology and cross-cultural studies, cultural intelligence of teachers is a primary factor that influences how they can reach out to different students, how they can adjust their teaching strategies to different cultural settings, and how they can establish meaningful learning experiences. Nevertheless, the empirical research that explores these connections in the particular setting of English language teaching in Pakistan is still scarce, which leads to a serious gap in the knowledge that this study is expected to fill (Manan et al., 2022).

The growing diversity in Pakistani classrooms due to the factors of urbanization, migration trends, and the evolving socioeconomic factors underline the importance of cultural intelligence in language education. Teachers are faced with students of different ethnicity, regions, and cultural orientations, with different perspectives and learning styles, which impact their processes of acquiring the English language (Channa et al., 2021).

The introduction of technology and the digital resources in English language teaching brings in more cultural aspects since teachers have to balance between the old-fashioned approaches to teaching that is based on the local educational cultures and the new teaching methods that are conditioned by the global educational trends. This technology integration needs cultural intelligence that takes into account that digital tools can bring more benefit than harm to students with different cultural backgrounds (Aslam et al., 2025).

The culturally competent development of the English language teachers in Pakistan is traditionally paid little attention as the professional development of the linguistic competency and instructional methods is concerned. This omission has the potential to undermine the quality of teaching in more and more diverse classroom settings and restrict the capacity to design culturally responsive learning experiences by teachers (Bacha et al., 2021).

The knowledge of the connection between cultural intelligence and teaching performance will be indispensable to educational stakeholders interested in advancing the level of English language education in Pakistan. Offering the insights into teacher perceptions and practices in the context of cultural intelligence, this study is a valuable input in teacher training programs, curriculum development, and the relevance in the process of making educational policies (Ashraf, 2023).

This subjective nature of cultural intelligence was reflected in the study focus on the teacher perceptions, and the importance of the beliefs and attitudes of the educators to the practices of

the classroom and their interactions with the students (Tamim, 2021). The research offers a thorough insight into the manifestation of cultural intelligence in practical teaching experience and its effect on the achievement of English language learning by investigating both perceptions and real-life teaching situations.

Research Objectives

1. To determine the extent of cultural intelligence in English language teachers in Pakistani educational institutions and the nature of factors that influence differences in cultural intelligence competencies of the different demographic and professional traits.
2. To investigate the association between the level of cultural intelligence of teachers and their pedagogical practices, in terms of curriculum modification, student engagement and cross-cultural communication techniques in contexts of teaching the English language.
3. To evaluate the impact of cultural intelligence on teaching effectiveness and student learning outcomes, focusing on how culturally intelligent teaching practices influence student motivation, participation, and English language acquisition success.

Research Questions

1. What is the cultural intelligence of English language teachers in Pakistan and how do the levels differ based on various demographic traits, education level and experience in teaching?
2. What effect will cultural intelligence have on the pedagogy of English language teachers, the way they adapt their curriculum, and their methods of establishing inclusive learning environments in Pakistani classrooms?
3. How much does cultural intelligence affect teaching effectiveness and better student achievements in English language learning, and which particular cultural intelligence capabilities are most closely linked with effective teaching practice?

Significance of the Study

The study has considerable importance to various stakeholders in the educational ecosystem of Pakistan and also makes a considerable contribution to the existing body of literature about culturally responsive language teaching around the world. The research resolves one of the most important gaps in the research space on how cultural intelligence affects the effectiveness of English language teaching in multicultural environments by presenting empirical evidence that can be utilized in policy formulation, teacher training curriculum and instructional strategies. To educational policymakers, the results provide quantifiable information regarding the significance of cultural competency development as part of teacher preparation programs with a potential of impacting the standards and requirements of curriculum and professional development. The study adds to a scarcity of research on cultural intelligence in South Asian institutions and learning environments, building up theories and offering culturally appropriate implementation of the already existing concepts. The awareness of the influence of cultural intelligence on the professional efficacy of English language teachers may inspire their self-reflection and professional development in the area of cross-cultural competencies. The findings can be used by teacher training institutions to improve their courses by including the cultural intelligence elements so that their graduates can be more ready to work in a variety of classroom settings. The implications of the study go beyond Pakistan to provide some significance to other multilingual, multicultural societies struggling with the same issues of English language education and can find their way in international educational research and practice development initiatives.

Literature Review

The theoretical basis of cultural intelligence was the confluence of theory of intelligence and psychology of cross-cultural psychology, which followed the previous investigations of

emotional and social intelligence to overcome the particular issues of managing to operate successfully in culturally diverse settings (Helfrich, 2023). The groundbreaking work of Earley and Ang was the establishment of cultural intelligence as a multidimensional concept which can be divided into cognitive, emotional, physical, and motivational dimensions and help individuals to change their behaviour in various situations in the cultural context. The theoretical framework offers the basis of knowledge on how cultural intelligence can be applied within educational contexts and be used to affect teaching performance (Ng et al., 2022).

Scholarly studies in education have shown that cultural intelligence has a great influence on the capacity of educators to establish inclusive learning cultures and foster relations with learners of different backgrounds. The research which has been carried out in multicultural societies shows positive relationships between the level of cultural intelligence of teachers and their pedagogical flexibility, student involvement rates and the overall efficacy of teacher performance. These results indicate that learners have more advanced skills in identifying and addressing cultural variations in the learning styles, communication behaviors and motivational aspects of academic achievement in learners that culturally intelligent teachers have (Wei, 2025).

The concepts of cultural intelligence theory when applied to language education have exclusive considerations, since learning another language is the process of cultural transmission and identity negotiation. ELT, specifically, exists in the sphere of mutual influence of local cultures and global communicative requirements, which means that educators have to go through the process of negotiating the intricate cultural relations and helping learners acquire the language effectively. Studies have shown that more culturally intelligent teachers are more sensitive to the cultural aspects of language acquisition and they have a more developed capacity to design culturally responsive pedagogical strategies (Rajaram, 2023).

The Pakistani educational environment has been an area of limited research, which has directly studied the issue of cultural intelligence in English language teachers, even though the nation has a multilingual and multicultural environment. Current research on Pakistani educational environments centers more on the pedagogical method and linguistic skills, and pays limited attention to other cultural variables that have a bearing on the effectiveness of teaching. This disconnect is an important oversight because Pakistan has a multifaceted ethnic, linguistic and cultural diversity that has complicated the classroom dynamics necessitating the complex cultural navigation skills (Mustafa et al., 2024).

The cross-cultural studies in the field of language teaching highlight the significance of cultural awareness and sensitivity of teachers in achieving good learning outcomes among the heterogeneous student groups. Research in different international settings show culturally intelligent language teachers have enhanced skills to tailor the content of the curriculum, change the mode of instruction and develop inclusive classroom settings that respect the cultural backgrounds of the students and even lead to target language acquisition. These results underscore the cross-cultural applicability of cultural intelligence in language teaching in diverse cultural backgrounds (Malik & Imtiaz, 2025).

A number of studies have investigated the association between cultural intelligence and teaching self-efficacy, which have shown that various teachers have positive correlations between their cultural competencies and teachers having confidence in their ability to manage a diverse classroom. The studies indicate that the teacher who possesses a higher cultural intelligence is more likely to report higher job satisfaction, lower stress levels working with diverse students of various cultural backgrounds, and higher professional fulfillment. These psychological reasons are a part of better teaching and student learning results (Gokalp, 2022).

Professional development studies show that cultural intelligence can be improved by the means of special training programs aimed at cultural knowledge acquisition, self- awareness development, and cross-cultural communication skill development. Research conducted to

identify the practicality of cultural intelligence training among teachers show that there is a significant change in the cultural competencies of the training participants and the teaching performance. Nevertheless, majority of the available training programs have been designed and tested in western educational backgrounds and this has raised the issue of developing culturally sensitive professional development in non-western environments (Majda et al., 2021).

The technological convergence in the contemporary language teaching brings in more cultural facets which involve highly developed cultural intelligence in order to navigate through. Surveys on digital literacy and cultural competence indicate that the role of teachers is to be culturally competent and have the necessary level of cultural intelligence in order to use technology successfully without being culturally insensitive or exclusionary. This is especially applicable in such situations as in Pakistan where the traditional methods of education collide with modern means of technology and the world digital materials (Chenyang, 2022; Kour & Jyoti, 2022).

Culturally intelligent teaching practices have been found to affect the motivation levels, engagement, and performance of learners in language learning situations as revealed by student centered research. Research indicates that students who learn under culturally intelligence teachers show a greater degree of classroom engagement, greater rates of language acquisition and develop greater competencies in cross-cultural communication. Such results support the relevance of cultural intelligence in attaining the best educational results in multicultural language learning classrooms (Rajaram, 2023).

The current trends in research have shown the significance of culturally responsive pedagogy based on appreciation and development of cultural resources of students instead of perceiving cultural diversity as an obstacle that needs to be surmounted. This is one of the perspectives which correspond to the principles of cultural intelligence and imply that educators should gain advanced knowledge in the context of cultural backgrounds affecting the process of learning and the educational experience. The cultural intelligence competencies needed by language educators are of better quality due to the movement towards asset-based approaches (Setti et al., 2022).

The element of measurement and measurement of cultural intelligence in education has changed significantly, and researchers have created many tools and procedures to measure cultural competencies in the case of educators. Some of the existing measures are self-report questionnaires, observational protocols and performance-based tests or assessments that encompass various aspects of cultural intelligence. Nevertheless, the cultural uniqueness of these tools casts doubts on their use in various cultural backgrounds, stressing the necessity of culturally oriented methods of assessment (Cheung et al., 2022).

The future directions of research in cultural intelligence and language education are longitudinal studies investigating how cultural competencies evolve over a period of time, intervention studies investigating the effectiveness of training programs, and comparative studies that investigate cultural intelligence in various educational settings and across different cultures. These research priorities are the result of the increased awareness of cultural intelligence as a key competency to educational achievement in an increasing diverse society (Drame et al., 2021).

Research Methodology

The researchers have adopted quantitative research design, which utilized a cross-sectional survey design to assess the case of dependency between cultural intelligence and English language teaching practice among teachers in Pakistani learning institutions. The study subjects were English language teachers in public schools and private schools based in Lahore, Karachi, and Islamabad, representing different socioeconomic and cultural backgrounds to the educational setting in Pakistan. Stratified random sampling approach has been adopted to make sure that there would be representative participation of the different types of institutions,

geographic areas and teacher demographics making the final sample of 240 participants with diverse teaching experience, education levels and professional backgrounds. Data were gathered through a detailed structured questionnaire with a set of validated cultural intelligence scales modified to the Pakistani school environment as well as specially designed measures of teaching patterns, teaching philosophy, and perceived efficacy in heterogeneous classroom situations. The survey tool was pilot tested on 30 teachers to make sure that it was readable, culturally acceptable, and reliable and changes were made according to feedback and statistical analysis. The data were collected in three months by utilizing both online and paper-based modes of administration to suit the needs of the participants and the organization because the ethical provisions and principles of voluntary participation were considered seriously. Descriptive statistics, correlation analysis, regression modeling and comparative analysis were conducted using SPSS software on the statistical analysis, with alpha levels of 0.05 being used to test significance and suitable post-hoc analysis being done to allow multiple comparison of results to provide sound interpretation of results.

Results and Data Analysis

Demographic Characteristics of Participants

The demographic analysis of the 240 English language teachers participating in this study reveals a diverse representation across various professional and personal characteristics. The sample comprised 58.3% female teachers (n=140) and 41.7% male teachers (n=100), reflecting the gender distribution typically observed in Pakistan's English language teaching profession. Regarding educational qualifications, 45.8% held Master's degrees in English or related fields (n=110), 28.3% possessed Bachelor's degrees with teaching certifications (n=68), 15.4% had completed M.Phil. programs (n=37), and 10.4% held PhD qualifications (n=25). Teaching experience varied significantly, with 32.1% having 1-5 years of experience (n=77), 26.7% with 6-10 years (n=64), 23.3% with 11-15 years (n=56), and 17.9% with more than 15 years of teaching experience (n=43). The institutional distribution showed 52.5% teaching in private schools (n=126), 35.8% in public schools (n=86), and 11.7% in semi-private institutions (n=28). Geographic representation included 40.8% from Lahore (n=98), 35.4% from Karachi (n=85), and 23.8% from Islamabad (n=57), ensuring adequate representation from Pakistan's major urban centers with diverse cultural compositions.

Table 1: Demographic Characteristics of Participants (N=240)

Characteristic	Category	Frequency (n)	Percentage (%)
Gender	Female	140	58.3
	Male	100	41.7
Educational Qualification	Bachelor's + Teaching Cert	68	28.3
	Master's Degree	110	45.8
	M.Phil	37	15.4
	PhD	25	10.4
Teaching Experience	1-5 years	77	32.1
	6-10 years	64	26.7
	11-15 years	56	23.3

	>15 years	43	17.9
Institution Type	Public School	86	35.8
	Private School	126	52.5
	Semi-Private	28	11.7
Geographic Location	Lahore	98	40.8
	Karachi	85	35.4
	Islamabad	57	23.8

Cultural Intelligence Levels Among English Language Teachers

The assessment of cultural intelligence levels among participating English language teachers revealed significant variations across the four dimensions of the Cultural Intelligence Scale. The overall cultural intelligence score demonstrated a mean of 3.68 (SD = 0.52) on a 5-point Likert scale, indicating moderate to high levels of cultural intelligence among Pakistani English language teachers. Cultural Knowledge, representing factual understanding of cultural systems and differences, showed the highest mean score of 3.89 (SD = 0.48), suggesting that teachers possess substantial theoretical knowledge about cultural diversity and cross-cultural dynamics. Cultural Awareness, reflecting self-understanding and recognition of cultural influences on behavior, recorded a mean score of 3.71 (SD = 0.56), indicating good levels of cultural self-reflection among participants. Cultural Empathy, measuring the ability to understand and share cultural perspectives of others, achieved a mean score of 3.58 (SD = 0.61), representing moderate empathetic capabilities across the sample. Cross-Cultural Communication, assessing effectiveness in intercultural interactions and communication adaptability, showed the lowest mean score of 3.54 (SD = 0.64), suggesting areas for improvement in practical cross-cultural communication skills among English language teachers in Pakistan.

Table 2: Cultural Intelligence Dimensions Among English Language Teachers (N=240)

Cultural Intelligence Dimension	Mean	Standard Deviation	Minimum	Maximum	Interpretation
Cultural Knowledge	3.89	0.48	2.67	4.83	High
Cultural Awareness	3.71	0.56	2.33	4.89	Moderate-High
Cultural Empathy	3.58	0.61	2.11	4.78	Moderate
Cross-Cultural Communication	3.54	0.64	1.89	4.89	Moderate
Overall Cultural Intelligence	**3.68**	**0.52**	**2.43**	**4.67**	**Moderate-High**

Cultural Intelligence Variations Across Demographic Variables

Analysis of cultural intelligence variations across demographic characteristics revealed several significant patterns that provide insights into factors influencing cultural competency development among English language teachers. Gender analysis demonstrated that female teachers scored significantly higher on overall cultural intelligence (M = 3.74, SD = 0.49) compared to male teachers (M = 3.59, SD = 0.54), with particularly notable differences in Cultural Empathy (Female: M = 3.68, SD = 0.58; Male: M = 3.43, SD = 0.63) and Cross-Cultural Communication dimensions (Female: M = 3.62, SD = 0.61; Male: M = 3.42, SD = 0.67). Educational qualification analysis revealed progressive increases in cultural intelligence scores with higher academic credentials, with PhD holders achieving the highest overall scores (M = 4.12, SD = 0.41) followed by M.Phil. graduates (M = 3.89, SD = 0.46), Master's degree

holders (M = 3.67, SD = 0.48), and Bachelor's degree teachers (M = 3.45, SD = 0.58). Teaching experience showed a positive correlation with cultural intelligence, with teachers having more than 15 years of experience scoring highest (M = 3.91, SD = 0.45) compared to those with 1-5 years' experience (M = 3.52, SD = 0.56). Institutional type analysis indicated that private school teachers demonstrated higher cultural intelligence levels (M = 3.76, SD = 0.50) compared to public school teachers (M = 3.58, SD = 0.53), while geographic location showed minimal variations across the three cities.

Table 3: Cultural Intelligence by Demographic Variables

Variable	Category	n	Mean	SD	F-value	p-value
Gender	Female	140	3.74	0.49	5.82	0.017*
	Male	100	3.59	0.54		
Education	Bachelor's	68	3.45	0.58	12.67	<0.001***
	Master's	110	3.67	0.48		
	M.Phil	37	3.89	0.46		
	PhD	25	4.12	0.41		
Experience	1-5 years	77	3.52	0.56	8.94	<0.001***
	6-10 years	64	3.65	0.51		
	11-15 years	56	3.79	0.48		
	>15 years	43	3.91	0.45		
Institution	Public	86	3.58	0.53	4.23	0.016*
	Private	126	3.76	0.50		
	Semi-Private	28	3.61	0.56		

*p < 0.05, ***p < 0.001

Teaching Practices and Pedagogical Approaches

The examination of teaching practices and pedagogical approaches among English language teachers revealed diverse strategies and methodologies employed in Pakistani educational contexts. Curriculum adaptation practices showed that 78.3% of teachers regularly modify their teaching materials to reflect local cultural contexts while maintaining international standards, with 65.4% incorporating culturally relevant examples and references in their lessons. Student-centered approaches were reported by 71.7% of participants, who indicated using collaborative learning methods that acknowledge diverse cultural perspectives within their classrooms. Assessment strategies demonstrated cultural sensitivity among 69.2% of teachers, who reported adapting evaluation methods to accommodate different cultural backgrounds and learning styles of their students. Technology integration practices varied significantly, with 58.8% of teachers incorporating digital tools while maintaining cultural appropriateness and accessibility for all students. Professional development participation showed that 52.1% of teachers had attended cultural competency training within the past two years, though 68.3% expressed desire for additional training opportunities. Classroom management approaches reflected cultural intelligence application, with 74.6% of teachers reporting successful

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strategies for managing culturally diverse student populations and creating inclusive learning environments that respect individual cultural identities.

Table 4: Teaching Practices and Pedagogical Approaches (N=240)

Teaching Practice	Frequency (n)	Percentage (%)
Regular curriculum adaptation for cultural relevance	188	78.3
Use of culturally relevant examples in lessons	157	65.4
Implementation of student-centered approaches	172	71.7
Culturally sensitive assessment strategies	166	69.2
Integration of technology with cultural considerations	141	58.8
Participation in cultural competency training	125	52.1
Effective management of culturally diverse classrooms	179	74.6
Incorporation of local cultural elements in teaching	203	84.6
Use of multilingual resources when appropriate	134	55.8
Collaboration with culturally diverse colleagues	196	81.7

Relationship Between Cultural Intelligence and Teaching Effectiveness

Correlation analysis examining the relationship between cultural intelligence and teaching effectiveness measures revealed significant positive associations across multiple dimensions of educational outcomes. Overall cultural intelligence demonstrated a strong positive correlation with perceived teaching effectiveness ($r = 0.642$, $p < 0.001$), indicating that teachers with higher cultural intelligence levels report greater confidence in their teaching abilities and professional competence. Student engagement levels showed significant correlations with cultural intelligence ($r = 0.587$, $p < 0.001$), suggesting that culturally intelligent teachers are more successful in motivating and involving their students in learning activities. Classroom management effectiveness correlated positively with cultural intelligence ($r = 0.612$, $p < 0.001$), indicating that teachers with higher cultural competencies experience greater success in creating positive learning environments and managing diverse student populations. Cross-cultural communication success showed the strongest correlation with overall cultural intelligence ($r = 0.698$, $p < 0.001$), highlighting the direct relationship between cultural competencies and effective communication with culturally diverse students and parents. Professional satisfaction levels also correlated significantly with cultural intelligence ($r = 0.534$, $p < 0.001$), suggesting that culturally competent teachers experience higher job satisfaction and professional fulfillment in their educational roles.

Table 5: Correlations Between Cultural Intelligence and Teaching Effectiveness Measures

Teaching Effectiveness Measure	Cultural Intelligence Correlation (r)	p-value	Interpretation
Perceived Teaching Effectiveness	0.642	<0.001***	Strong positive
Student Engagement Levels	0.587	<0.001***	Moderate positive
Classroom Management Effectiveness	0.612	<0.001***	Strong positive

Cross-Cultural Communication Success	0.698	<0.001***	Strong positive
Professional Satisfaction	0.534	<0.001***	Moderate positive
Curriculum Adaptation Ability	0.621	<0.001***	Strong positive
Parent-Teacher Communication	0.556	<0.001***	Moderate positive
Student Academic Performance	0.478	<0.001***	Moderate positive

***$p < 0.001$

Impact of Cultural Intelligence on Student Learning Outcomes

Analysis of the impact of cultural intelligence on student learning outcomes revealed significant positive relationships between teachers' cultural competencies and various measures of student academic and social development. Teachers with higher cultural intelligence scores reported significantly better student academic performance in English language subjects ($r = 0.478$, $p < 0.001$), indicating that culturally competent teaching practices contribute to improved learning outcomes. Student motivation levels showed strong positive associations with teacher cultural intelligence ($r = 0.623$, $p < 0.001$), suggesting that culturally sensitive teaching approaches enhance student interest and engagement in English language learning. Classroom participation rates demonstrated significant correlations with teacher cultural intelligence ($r = 0.591$, $p < 0.001$), indicating that culturally intelligent teachers create environments that encourage active student participation and involvement. Cross-cultural communication skills development among students showed the strongest correlation with teacher cultural intelligence ($r = 0.712$, $p < 0.001$), highlighting the role of culturally competent teachers in fostering intercultural competencies among their students. Student satisfaction with learning experiences correlated positively with teacher cultural intelligence ($r = 0.567$, $p < 0.001$), suggesting that culturally responsive teaching practices contribute to overall student satisfaction and positive educational experiences.

Table 6: Impact of Cultural Intelligence on Student Learning Outcomes

Student Learning Outcome	Cultural Intelligence Impact (r)	p-value	Effect Size
Academic Performance in English	0.478	<0.001***	Medium
Student Motivation Levels	0.623	<0.001***	Large
Classroom Participation Rates	0.591	<0.001***	Large
Cross-Cultural Communication Skills	0.712	<0.001***	Large
Student Satisfaction	0.567	<0.001***	Large
Critical Thinking Development	0.502	<0.001***	Large
Cultural Awareness Growth	0.645	<0.001***	Large
Language Confidence Building	0.589	<0.001***	Large

***$p < 0.001$

Professional Development and Cultural Intelligence Enhancement

Investigation into professional development experiences and cultural intelligence enhancement revealed significant patterns regarding training effectiveness and developmental needs among English language teachers. Teachers who participated in formal cultural competency training programs within the past two years demonstrated significantly higher cultural intelligence scores (M = 3.87, SD = 0.46) compared to those without recent training (M = 3.52, SD = 0.54),

indicating the positive impact of targeted professional development initiatives. Duration of cultural training showed positive correlations with cultural intelligence levels, with teachers completing intensive programs (>30 hours) achieving higher scores than those with brief training experiences (<10 hours). Self-directed professional development activities, including cultural competency reading and online learning, correlated moderately with cultural intelligence ($r = 0.412$, $p < 0.001$), suggesting the value of individual learning initiatives. Peer collaboration and mentoring relationships demonstrated positive associations with cultural intelligence development ($r = 0.385$, $p < 0.001$), indicating the benefits of collaborative learning approaches. International exposure through travel, cultural exchanges, or interactions with international colleagues showed significant correlations with higher cultural intelligence levels ($r = 0.523$, $p < 0.001$), highlighting the importance of direct cross-cultural experiences in competency development.

Table 7: Professional Development and Cultural Intelligence Enhancement

Professional Development Activity	Participated (n)	Non-Participated (n)	Mean Difference	t-value	p-value
Formal Cultural Competency Training	125	115	0.35	4.82	<0.001***
Workshop on Multicultural Education	98	142	0.28	3.67	<0.001***
Cross-Cultural Communication Seminars	87	153	0.31	3.91	<0.001***
Diversity and Inclusion Training	76	164	0.33	3.78	<0.001***
International Teaching Exchange	23	217	0.47	3.12	0.002**
Online Cultural Competency Courses	156	84	0.24	3.21	0.001**
Peer Mentoring Programs	134	106	0.19	2.67	0.008**

**p < 0.01, ***p < 0.001

Challenges and Barriers to Cultural Intelligence Implementation

Analysis of challenges and barriers facing English language teachers in implementing culturally intelligent teaching practices revealed several systemic and individual factors that impede effective cross-cultural education. Institutional support emerged as the most significant barrier, with 68.7% of teachers reporting inadequate administrative support for implementing culturally responsive teaching approaches and 72.1% indicating insufficient resources for cultural adaptation of curriculum materials. Time constraints represented another major challenge, with 75.4% of teachers citing limited preparation time for culturally adapting lessons and materials as a significant obstacle to implementing culturally intelligent practices. Language barriers were reported by 61.3% of teachers, particularly in managing communication with parents and community members from diverse linguistic backgrounds, limiting their ability to build comprehensive cultural connections with students and families. Professional development limitations emerged as a critical barrier, with 79.6% of teachers expressing need for additional training in cultural competency and cross-cultural communication skills, while 58.3% reported limited access to quality professional development opportunities in their geographic areas. Assessment challenges were identified by 56.7% of

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teachers, who struggled with developing culturally appropriate evaluation methods that fairly assess student learning while respecting cultural diversity and individual learning styles.

Table 8: Challenges and Barriers to Cultural Intelligence Implementation (N=240)

Challenge/Barrier	Frequency (n)	Percentage (%)	Severity Rating (1-5)
Inadequate institutional support	165	68.7	3.8
Insufficient curriculum resources	173	72.1	4.1
Limited preparation time	181	75.4	4.2
Language communication barriers	147	61.3	3.6
Lack of professional development opportunities	191	79.6	4.3
Assessment adaptation difficulties	136	56.7	3.4
Resistance from traditional educational practices	129	53.8	3.2
Limited community engagement resources	158	65.8	3.7
Technology integration challenges	142	59.2	3.5
Workload and administrative pressures	187	77.9	4.0

Regional and Institutional Variations in Cultural Intelligence Practices

Comparative analysis across different regions and institutional types revealed significant variations in cultural intelligence implementation and teaching practices among English language teachers in Pakistan. Geographic analysis demonstrated that teachers in Karachi achieved the highest mean cultural intelligence scores (M = 3.76, SD = 0.49), followed by Islamabad (M = 3.71, SD = 0.52) and Lahore (M = 3.62, SD = 0.54), potentially reflecting the diverse multicultural environment of Karachi and the international exposure common in Islamabad. Institutional comparisons revealed that private school teachers consistently scored higher across all cultural intelligence dimensions compared to their public-school counterparts, with particularly notable differences in Cross-Cultural Communication (Private: M = 3.67, SD = 0.58; Public: M = 3.38, SD = 0.69) and Cultural Empathy (Private: M = 3.71, SD = 0.57; Public: M = 3.41, SD = 0.64). Resource availability analysis showed significant disparities, with private institutions providing 2.3 times more cultural competency training opportunities and 1.8 times more multicultural curriculum resources compared to public schools. International program exposure varied considerably, with 34.9% of private school teachers having participated in international educational programs compared to only 12.8% of public-school teachers, contributing to enhanced cultural intelligence development through direct cross-cultural experiences.

Table 9: Regional and Institutional Variations in Cultural Intelligence

Variable	Category	n	Cultural Intelligence Mean	SD	ANOVA F	p-value
Region	Karachi	85	3.76	0.49	2.89	0.057
	Islamabad	57	3.71	0.52		
	Lahore	98	3.62	0.54		
Institution Type	Private	126	3.76	0.50	4.23	0.016*
	Public	86	3.58	0.53		
	Semi-Private	28	3.61	0.56		
School Size	Large (>500 students)	142	3.72	0.51	3.67	0.027*

	Medium (200-500 students)	67	3.65	0.52		
	Small (<200 students)	31	3.54	0.56		

*p < 0.05

Predictors of Cultural Intelligence Among English Language Teachers

Multiple regression analysis was conducted to identify significant predictors of cultural intelligence among English language teachers, revealing several key factors that contribute to cultural competency development. The regression model explained 58.7% of the variance in cultural intelligence scores (R^2 = 0.587, F(8,231) = 41.23, p < 0.001), indicating strong predictive validity of the identified variables. Educational qualification emerged as the strongest predictor (β = 0.342, p < 0.001), with each increase in academic degree level associated with a 0.342 standard deviation increase in cultural intelligence scores. Professional development participation was the second strongest predictor (β = 0.289, p < 0.001), demonstrating the significant impact of targeted training on cultural competency development. Teaching experience showed moderate predictive power (β = 0.218, p < 0.001), with longer tenure associated with higher cultural intelligence levels. International exposure, including travel and cross-cultural interactions, contributed significantly to the model (β = 0.195, p = 0.002), highlighting the importance of direct cultural experiences. Gender was a significant predictor (β = 0.167, p = 0.012), with female teachers demonstrating higher cultural intelligence scores. Institutional type showed moderate predictive value (β = 0.156, p = 0.018), with private school affiliation associated with higher cultural intelligence. Urban exposure and multilingual competency were weaker but significant predictors (β = 0.134, p = 0.032 and β = 0.121, p = 0.045 respectively), indicating the benefits of diverse urban environments and language skills for cultural intelligence development.

Table 10: Multiple Regression Analysis - Predictors of Cultural Intelligence

Predictor Variable	β (Beta)	SE	t-value	p-value	95% CI
Educational Qualification	0.342	0.047	7.28	<0.001***	[0.250, 0.434]
Professional Development Participation	0.289	0.052	5.56	<0.001***	[0.187, 0.391]
Teaching Experience	0.218	0.039	5.59	<0.001***	[0.141, 0.295]
International Exposure	0.195	0.063	3.10	0.002**	[0.071, 0.319]
Gender (Female)	0.167	0.066	2.53	0.012*	[0.037, 0.297]
Institution Type (Private)	0.156	0.065	2.40	0.018*	[0.028, 0.284]
Urban Exposure	0.134	0.062	2.16	0.032*	[0.012, 0.256]
Multilingual Competency	0.121	0.059	2.05	0.045*	[0.005, 0.237]

Model Statistics: R^2 = 0.587, Adjusted R^2 = 0.573, F(8,231) = 41.23, p < 0.001 *p < 0.05, **p < 0.01, ***p < 0.001

Discussion

The results of this research offer a lot of evidence in favor of the vital importance of cultural intelligence to the effectiveness of English language teaching in Pakistani educational

environment. The moderate to high scores of cultural intelligence in participating teachers (M = 3.68) are the positive background to the culturally responsive pedagogy, although there is still a considerable room for improvement, especially when it comes to cross-cultural communication skills. The positive correlations between cultural intelligence and other teaching effectiveness measures are strong, (r = 0.534 to 0.698) and the results are consistent with those found in international studies and reveal the universality of the cultural intelligence principles in different learning settings. These findings are especially relevant in the context of Pakistan, where the multicultural classroom has been particularly relevant in recent years and educators have to negotiate a complicated position between the local cultural values and the global English language learning goals.

The cultural intelligence level differences in the demographics show that some significant implications are possible in the educational policy and planning of professional development. The high benefits recorded in the groups of female teachers, professionals with higher education, and senior teachers indicate that some demographical factors can precondition the formation of cultural competence, whereas the underrepresented categories should be given a specific support. The differences in institutions between private and public schools also evoke the issue of equity in the opportunities of cultural intelligence development and emphasize the need to provide all educational spheres with the systemic support of the culturally responsive teaching practice. The high predictive reliability of participation in professional development underlines the plasticity of cultural intelligence and justifies the financial investment in the organization of the development of comprehensive training courses aimed at improving cultural competence in teachers.

The specified challenges and barriers, especially insufficient institutional support and lack of professional development, are the signs of systematic problems that need to be addressed with a concerted policy response and resource distribution enhancement. The fact that the percentage of teachers who said they needed further cultural competency training was high (79.6) means that current professional development programs have a lot of room to be expanded and that policy makers and education institutions can improve teacher preparation courses. The findings add to the expanding international body of work on culturally responsive pedagogy as well as to culturally specific findings that may be generalized to South Asian schooling settings and other multicultural societies that struggle with English language instruction.

Conclusion

The detailed research conducted to determine how cultural intelligence influences English language teaching in Pakistan has shown that there are strong positive correlations between cultural competencies of teachers and their effectiveness in teaching, the level of student engagement and their overall success in education. The study proves that English language teachers who score higher in cultural intelligence have excellent skills to adapt curriculum, cross-cultural communication, and development of inclusive learning environment that respects the cultural background of the students and encourages students to learn the language effectively. The medium to high scores of cultural intelligence in the case of Pakistani English language teachers form a promising basis of culturally responsive pedagogy development, but there is a lot to be done on the same, especially in the context of practical cross-cultural communication skills and institutional support mechanisms.

Findings of the study point to important demographic and institutional issues that have impacts on cultural intelligence development such as educational qualification, teaching experience, participation in professional development and institutional type. These observations can be of great benefit to the educational stakeholders who aim at improving cultural competency of language educators using specific interventions, providing equal resources, and conducting extensive professional development courses. The excellent predictive correlations between

cultural intelligence measures and the teaching effectiveness measures highlight the need to focus on the development of cultural competency among teacher educators during teacher preparation programs and during professional development programs.

The study has a lot of contribution to the existing sparse literature on the study of cultural intelligence in South Asian educational settings as well as offering empirical evidence as to why the inclusion of cultural competency training is important in the English language teacher education programs. The mentioned difficulties and obstacles, such as the institutional support, resource privation, and the lack of professional development opportunities, point to the systematic problems that demand an integrated policy action and targeted investment into the culturally responsive education programs.

The research findings are far-reaching past the educational borders of Pakistan and are applicable in other multicultural societies facing the same problems of English language teaching and cross-cultural pedagogy. The results justify the universal significance of cultural intelligence to educational achievement as well as highlights the necessity of culturally sensitive strategies to teacher training and career growth that address local circumstances and cultural particularities in a wide variety of learning settings.

Recommendations

On the basis of the overall results of the present study, a number of important recommendations can be made to improve cultural intelligence among English language teachers and to increase the culturally responsive pedagogy in Pakistani schools. The systematic approach to the incorporation of the elements of cultural competency in teacher preparation programs should be the core concern of educational policymakers, whereby, all potential English language teachers are to be equipped with the skills of cross-cultural communication, cultural awareness, and inclusive teaching methods prior to being placed in the profession. The professional development programs should be increased and improved to fill in the major gaps noted in this research with the special focus on the availability of quality and affordable cultural competency training opportunities to teachers of all types of institutions and geography. The leaders in the institutions must establish elaborate support facilities that would offer the teachers the resources, time and administrative resources needed to carry out the culturally intelligent teaching practices such as; culturally modified curriculum materials, assessment devices and community involvement strategies. Moreover, the introduction of mentoring programs with seasoned culturally competent teachers and novice teachers might ease the knowledge sharing and practical skills acquisition, whereas cross-cultural collaboration programs and costly experience in overseas educational settings would offer first hand learning that would help in the development of cultural intelligence in English language teaching professionals across the various educational systems in Pakistan.

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