Cross-Cultural Management in Academic Institutions: A Perspective from Asia and West

Tiwa Park
Thai-Nichi Institute of Technology
E-mail:

****

Abstract

Cross-cultural management in institutions can help students and faculty members promote a learning culture. However, managing multicultural groups can be challenging for higher educational institutions. Therefore, this research aimed to identify the significant cultural differences in communication styles, leadership preferences, and team dynamics between Asian and Western students and faculty. Moreover, it has highlighted how cultural backgrounds influence teaching methods, classroom participation, and student-instructor interactions. Furthermore, the study has determined the challenges and benefits of working in multicultural academic teams. This research is qualitative and focused on literature-based arguments. The data were gathered from literature published in reputed journals. The results highlighted that due to different cultures, the communication styles, leadership preferences, and decision-making abilities of Asian and Western students are different. Therefore, the teaching strategies, learning patterns, and student-faculty relations perceived by each group are different. Western students prefer directness and open debate, but Asian students prefer indirect communication and respect the university policies.
Similarly, Western teachers focus on group discussion and active learning. Conversely, Asian teachers rely on structured lectures. This research's findings can act as guidelines for universities; they can acknowledge cultural differences and implement the recommendations of this study to create a more inclusive learning environment.

Keywords: Cross-Cultural Management, Higher Education, Asia, West, Culture, Cultural Differences.

Introduction

Cross-cultural collaborations in organizations and education are prevalent in today's globalized world. Modern universities comprise diverse teams of students and professors from different cultural backgrounds, and managing these cross-cultural groups can be beneficial. However, other challenges can be associated with managing these diverse groups. Therefore, it is essential to understand the cultural context of each group and identify the cultural differences. The communication styles of Eastern and Western cultures are different. Eastern cultures tend to employ high-context communication.

Meanwhile, Western cultures prefer lower levels of context and explicitness (Broesch et al., 2020). These differences in communication standards can confuse multicultural platforms, particularly in classrooms (Crittenden *et al*., 2020). Besides communication styles, leadership styles also vary according to culture. Eastern cultures prioritize group decision-making and consensus, while Western cultures emphasize individualistic approaches.

Therefore, navigating these differences in leadership expectations in multicultural team settings is imperative to avoid cultural friction that may impede efficiency (Broesch *et al*., 2020). With proper management, cultural communication and leadership style differences lead to better teaching methods, classroom climate, collaboration, and partnership. Therefore, this research has integrated that the diverse populations in research invoke specific scientific and ethical challenges (Crittenden *et al*., 2020). Prior studies have discussed the issues related to power differentials in cross-cultural settings.

Moreover, they have discussed how historical, political, or sociological forces can exacerbate differences between groups, hindering the development of mutual trust. Collaborative decision-making should become a priority for the researchers, and local perspectives should be used as a starting point for studying human behavior. Despite apparent unity, cross-cultural communication, leadership, decision-making, and conflict management differences can impact teaching, learning, and teamwork. For instance, Sozen *et al*. (2021) first focused on some cultural diversity between Turkish students studying in Japan and their Japanese peers that have resourceful effects on your aims for research. They found that Turkish students tend to be more direct and outspoken in the classroom than Japanese students, who prefer more reserved participation. Therefore, it is essential to examine how cultural backgrounds influence teaching methods and student-instructor dynamics (Nakano *et al*., 2021). Figure 1, shown below, presents the cross-cultural dynamics in Multicultural Universities.
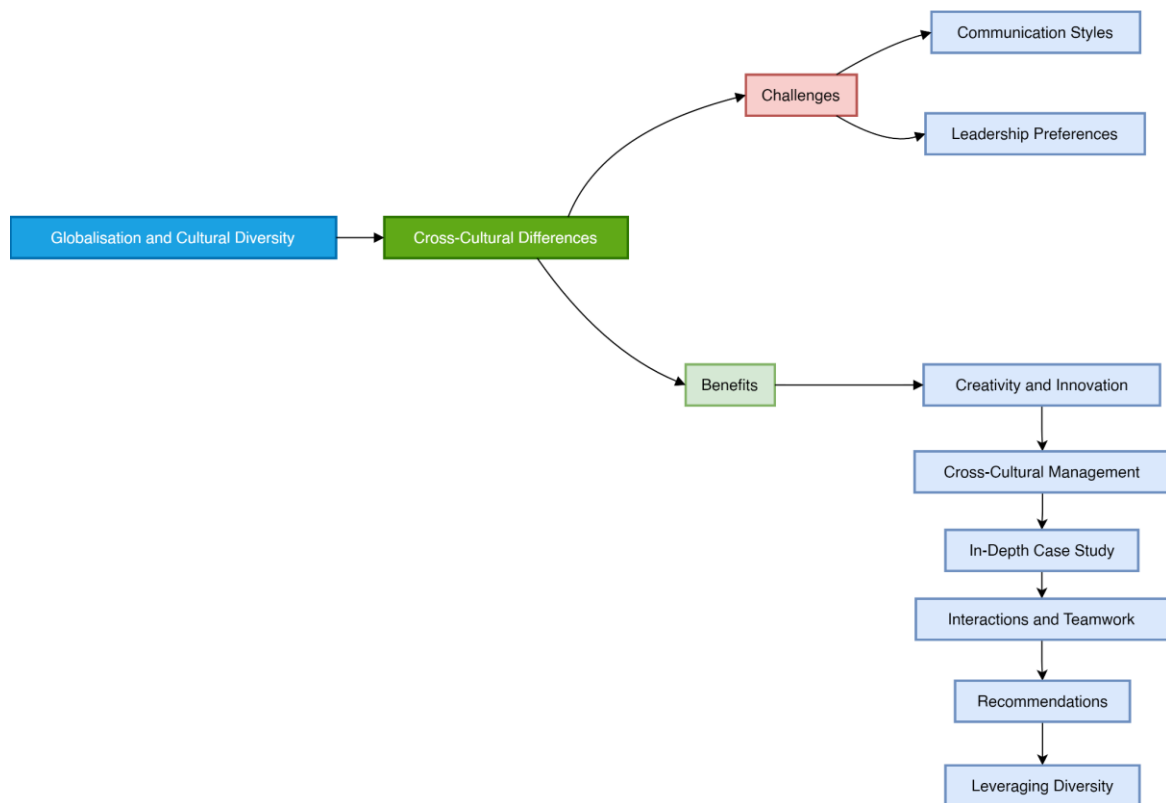

Figure 1: Cross-Cultural Dynamics in Multicultural Universities

This research aims to contribute to the existing body of knowledge on cross-cultural management by conducting an in-depth study focused on a university environment. Specifically, the study compares the perspectives of Asian and Western students and faculty to understand how cultural factors influence classroom interactions and teamwork, student-faculty collaborations, and diverse university teams. Moreover, it has developed recommendations for improving cross-cultural relations and leveraging diversity for enhanced academic outcomes in multicultural university settings. Furthermore, this research approach offers valuable theoretical insights into the impact of culture on academic success and collaborative growth. In addition, by bridging the gap between theory and practice, the study has provided practical suggestions for educators, administrators, and policymakers to foster a more inclusive and productive learning environment that capitalizes on the power of diversity. This study has investigated cross-cultural management in academic settings by comparing the experiences of Asian and Western students and faculty. It explored how cultural background influences teaching strategies, classroom participation, student-faculty interaction, and teamwork. By examining potential challenges arising from communication styles, leadership preferences, decision-making processes, and conflict management, the study has identified the advantages of diversity and effective strategies for managing multicultural groups within universities. The objectives of the research are given below:

RO1: To identify critical cultural differences in communication styles, leadership preferences, and team dynamics between Asian and Western students and faculty and examine how cultural backgrounds influence teaching methods, classroom participation, and student-instructor interactions.

RO2: To determine specific challenges and benefits that arise when working in multicultural academic teams and explore perspectives of Asian and Western members on factors that contribute to successful cross-cultural collaboration in educational settings.

The study has offered valuable insight into the impact of cultural differences on academic interactions and experiences, particularly between Asian and Western members. It has identified potential areas of miscommunication, contrasting expectations, and challenges in cross-cultural collaboration. Moreover, it has highlighted the best practices for leveraging diversity's advantages in academic settings. The study's findings can inform educators, administrators, and policymakers to develop strategies to foster positive cross-cultural relations, enhance educational effectiveness, and create a more inclusive learning environment for a diverse university community.

Literature Review
Cultural Intelligence for Effective Cross-Cultural Communication

Cultural intelligence (CQ) has four dimensions: cognitive drivers, knowledge, strategy, and action. Higher CQ levels are associated with greater interaction involvement, job performance, and satisfaction. Training on CQ can help address challenges and promote inclusive communication (Earley & Ang, 2003; Puyod & Charoensukmongkol, 2019). Therefore, mindfulness practices can enhance cultural understanding and develop CQ competencies like attentiveness, perceptiveness, and responsiveness. By equipping faculty and students with these skills, universities can enhance effective cross-cultural communication and improve learning outcomes for all participants.

Interestingly, Puyod and Charoensukmongkol (2019) highlighted that extensive work experience may lessen the benefits of CQ. While experience provides familiarity with routines, neglecting ongoing CQ development can hinder adaptation to new cultural contexts. Figure 2, given below, highlights the implications of cultural intelligence.
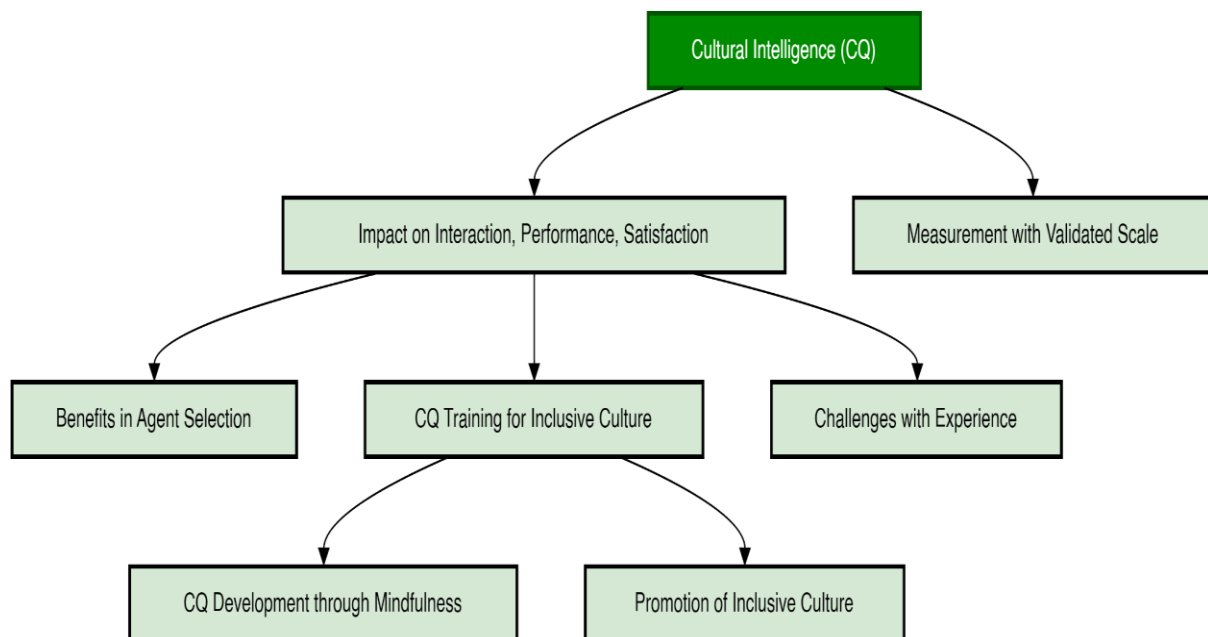

Figure 2: Cultural Intelligence and Its Implications For Interaction

Navigating Cultural Diversity in Academic Settings

Setti et al. (2022) provided a valuable overview of cultural differences impacting academics in Asian and Western contexts, and their analysis could be strengthened in two key areas. First, acknowledging the significant diversity within both Asian and Western cultures is crucial. Overly broad generalizations about cultural groups can obscure individual variations (Setti et al., 2020). Second, the discussion of potential conflict in multicultural teams deserves further exploration. While the article mentions challenges, it overlooks strategies for effective conflict resolution. A more balanced approach would acknowledge the inherent tensions arising from cultural differences and explore methods for navigating them.

Similarly, the analysis of teaching methods could be expanded. While lectures remain prevalent in Asia, student-centered pedagogies are gaining traction (Setti et al., 2020). Conversely, Western universities also utilize lectures alongside more interactive approaches. A more nuanced discussion that acknowledges these regional variations would strengthen the analysis. Figure 2, given below, presents the cultural diversity in academic settings.
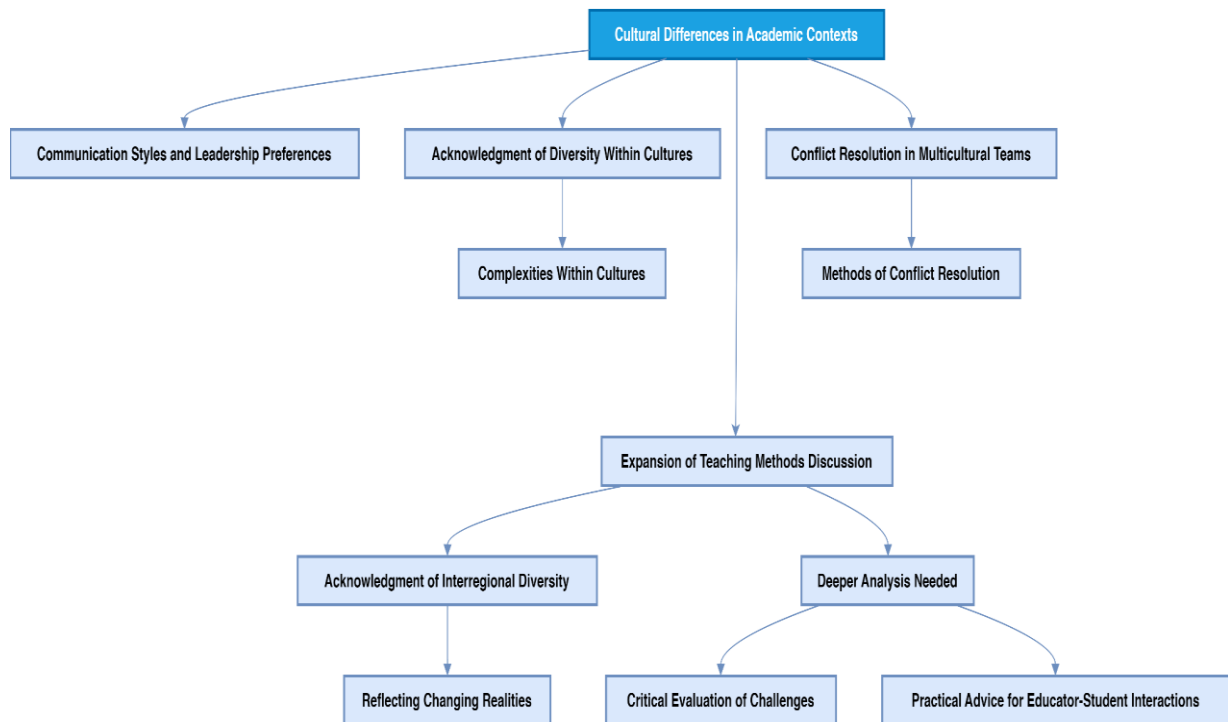
Figure 3: Navigating Cultural Diversity in an Academic Setting

Navigating Cultural Dynamics in Academic Environments

Lifintsev and Wellbrock (2019) examined cross-cultural communication skills among youth from seven nations and highlighted the cultural variations between Asian and Western students and faculty. They suggested that individualism-collectivism and masculinity-femininity dimensions influence communication styles, leadership preferences, and classroom dynamics. Asian students favor consensus-building and centralized leadership, while Western students may be more comfortable with direct debate and shared leadership models. Furthermore, they suggested a potential link between frequent internet and social media use and enhanced cross-cultural skills. These insights inform recommendations for promoting inclusion in multicultural settings, potentially through diversity training for faculty and students.

Navigating Cultural Dichotomies in Academic Interactions

Akanji *et al.* (2020) highlighted the impact of cultural differences on communication styles and leadership preferences in academic settings. They identified contrasting communication norms between Asian (low-direct, high-context) and Western (direct, low-context) cultures, influencing classroom dynamics and student-faculty interaction. For example, Asian students accustomed to hierarchical structures and indirect communication may be less comfortable with open debate or questioning authority figures. Similarly, teaching methods emphasizing group work and spontaneous discussion may be less engaging for Asian students who favor well-structured lectures—furthermore, explored challenges associated with cross-cultural teamwork. Asian preferences for harmony and consensus-building can lead to misunderstandings in diverse groups accustomed to more direct communication styles.

However, Akanji *et al.* (2020) emphasized the potential benefits of diversity, noting that multicultural teams can outperform homogeneous groups on complex tasks. Effective management strategies include clear communication of cultural norms, administrative support for inclusion, and training in intercultural competencies for faculty and students. By implementing these strategies, universities can foster successful and productive collaboration in multicultural settings. Figure 4, given below, shows the cultural dichotomies in academic interactions.
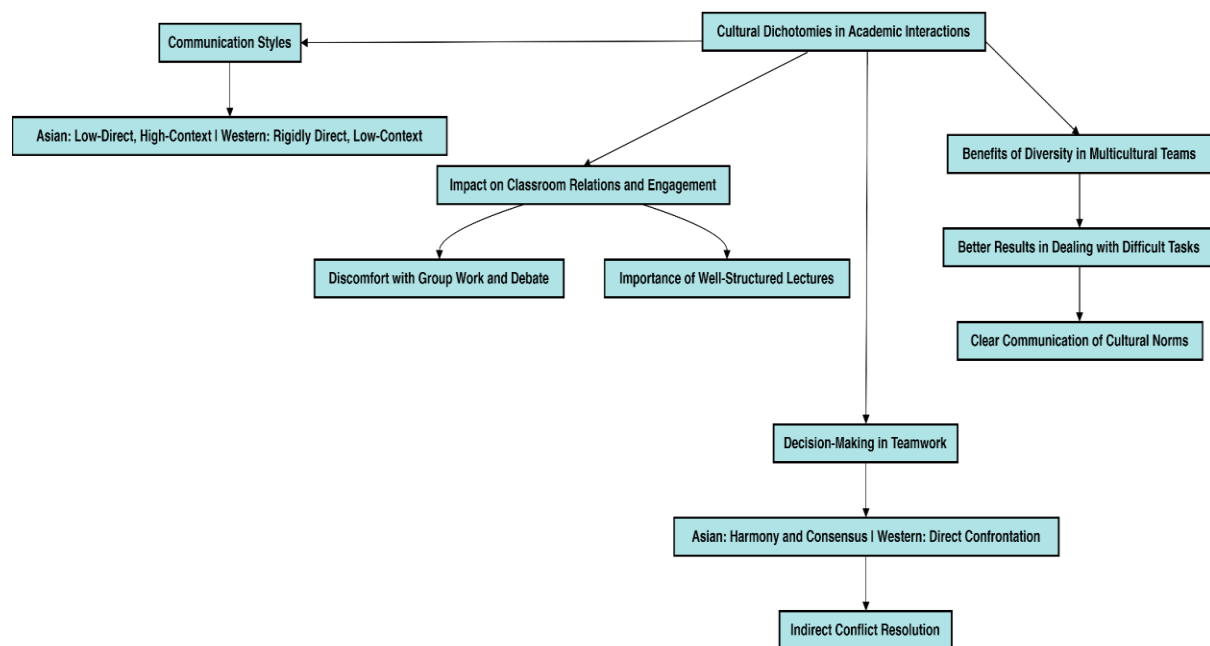

Figure 4 Cultural Dichotomies in Academic Interactions

Cultural Dynamics in Academic Collaboration: Eastern vs. Western Perspectives

Jiang et al. (2021) explored cultural differences impacting classroom participation and cooperation in Eastern and Western academic environments. They reported that Eastern students favor indirect, high-context communication emphasizing consensus, while Western students prefer direct, low-context communication valuing individualism. These contrasting styles can lead to misunderstandings. Leadership preferences also diverge, with Eastern cultures accepting authoritarian figures and Western cultures endorsing participative models. These differences influence decision-making, conflict resolution, and perceptions of authority. Instructional strategies are similarly affected, as Eastern students may interpret criticism as a concern, while Western students may perceive it as disciplinary action. Jiang et al. (2021) noted that Eastern cultures may view teacher strictness positively, associating it with high expectations. Effective collaboration in multicultural settings requires sensitivity to these diverse perspectives and a willingness to learn from others.

Navigating Cultural Diversity: Implications for Academic Collaboration

Stahl & Maznevski (2021) conducted a meta-analysis examining the relationship between cultural diversity and team performance in over 10,000 teams and found no direct impact on performance; cultural diversity influenced team dynamics. Diverse teams experienced lower social integration, cohesion, and communication effectiveness but higher satisfaction. These findings suggest that surface-level diversity, such as nationality, can create social friction in academic settings. Further, their research highlighted challenges associated with cultural diversity in virtual teams, where conflicts may be easier to avoid but harder to resolve. Effective trust-building strategies that consider time zone differences and leverage technology are crucial. In addition, Stahl and Maznevski (2021) called for further research to explore the complexities of intersectionality, acknowledging the influence of multiple, interconnected identities within diverse teams. Figure 5 below shows the cultural diversity linkage in academic collaborations.
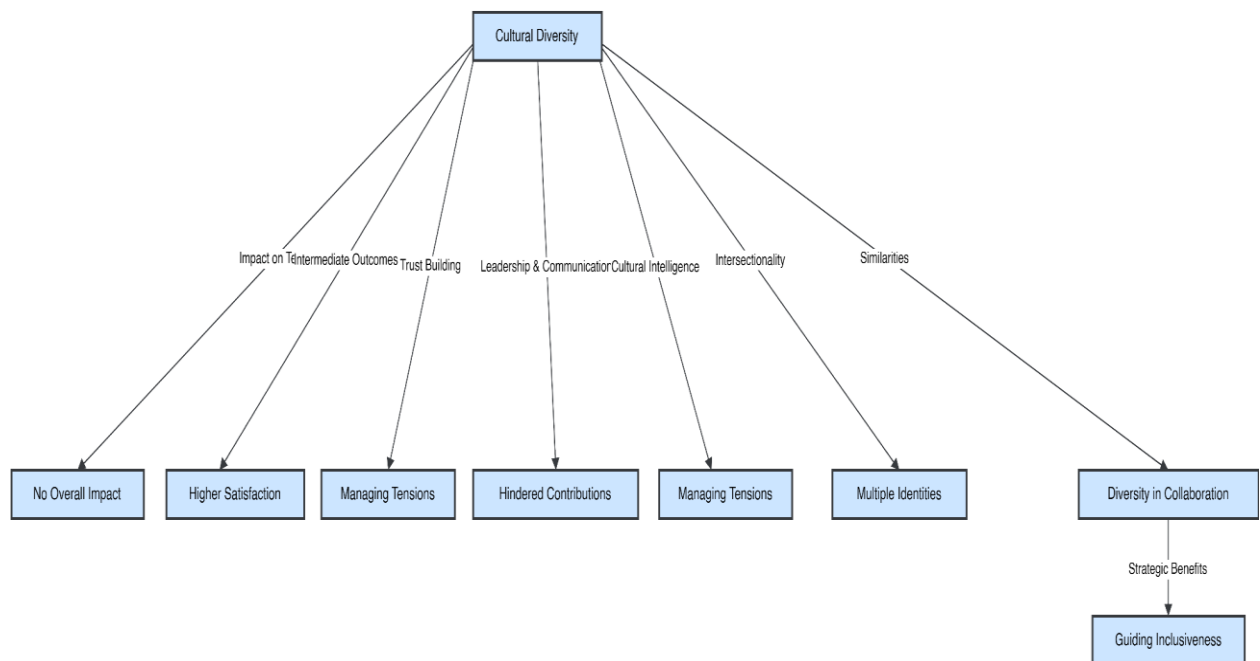

Figure 5: Navigating Cultural Diversity in Academic Collaboration

Cultural Considerations in Promoting Inclusive Academic Environments

Urassa et al. (2021) explored the impact of cultural differences on various aspects of research, including teaching approaches, classroom settings, and group management. The results of their study highlighted how communication styles, leadership preferences, and participation expectations can vary across cultures, potentially leading to decreased satisfaction and learning outcomes in multicultural environments. For example, contrasting communication styles (direct vs. indirect) can influence classroom interactions and student expectations. Moreover, Urassa et al. (2021) emphasized the importance of leveraging diversity to promote inclusion in multicultural classrooms and teams. Faculty and student training in cultural competencies can help navigate cultural tensions and enhance inclusivity. In addition, they identify the need for cultural awareness in areas like community engagement, decision-making,

and attitudes toward authority figures. Furthermore, Urassa et al. (2021) provided a valuable literature review highlighting the complexities of cross-border academic exchanges and multicultural pedagogy. They emphasize the need for cultural understanding, intercultural competency development, and inclusive policies and programs to maximize the benefits of diversity and mitigate its challenges.

The literature review above has underscored the critical role of understanding cultural differences and fostering intercultural skills for effective communication in academic settings. These competencies help collaboration and satisfaction in multicultural environments. Sensitivity training, clear guidelines, and diversity policies are crucial to address these challenges and enhance learning outcomes. Specifically, the review recommends developing intercultural communication skills for all stakeholders (faculty, students, staff), creating inclusive learning environments that respect diverse interaction styles, and building social cohesion through relationship-building activities. The literature review has further suggested that cultural intelligence (CQ) training can promote effective engagement, productivity, and satisfaction in cross-cultural settings. Universities can leverage diversity by recruiting and training individuals with high CQ scores. The review's theoretical framework emphasizes several critical approaches for enhancing academic cross-cultural communication. These include developing intercultural communication skills across all participant groups, establishing inclusive learning environments accommodating diverse communication styles, and building social cohesion through relationship-building activities. The literature-based discussion above highlighted the importance of acknowledging power imbalances, fostering mutual understanding, and focusing on inclusive decision-making practices for cross-cultural research projects. By implementing these recommendations, universities can harness the benefits of diversity to cultivate positive learning environments and successful outcomes for all participants. The conceptual framework is developed based on the literature-based discussion (See, figure 6).
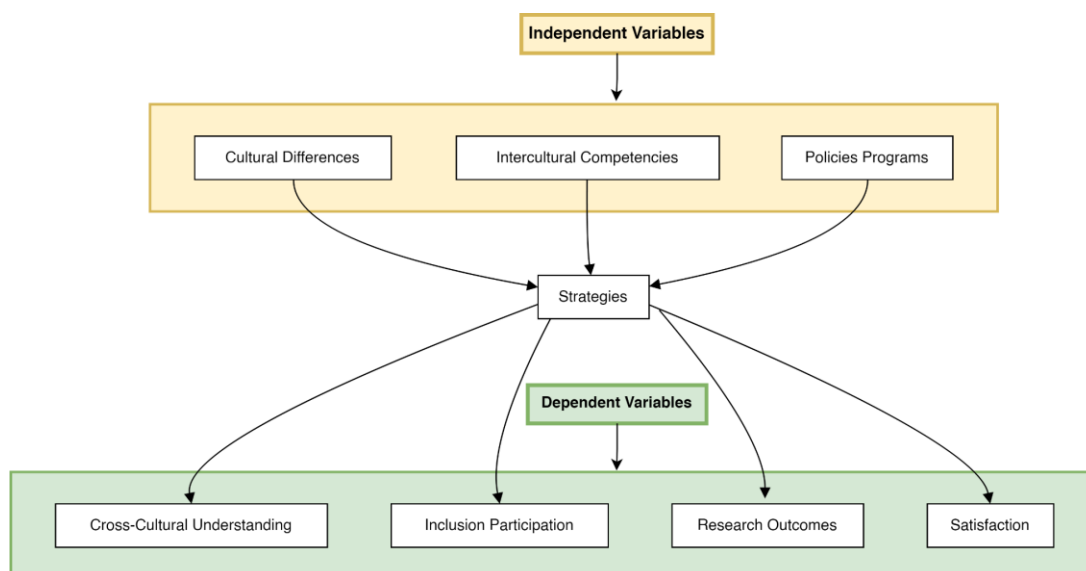

Figure 6: Conceptual Framework

Research Methodology

This research adopts interpretivist philosophy, which views reality as socially constructed and knowledge as subjective. This aligns with the study's aim to understand how cultural backgrounds shape experiences and behaviors in academic settings. Cultural differences in worldviews and social understanding are assumed to influence communication, collaboration, and interpretation. The research has unveiled similarities and differences in cultural realities, particularly between Asian and Western perspectives. The study has used a qualitative approach and focused on the available data (i.e., secondary data). Secondary quantitative data from past studies has concentraed on measurable differences across cultures in learning preferences, participation rates, conflict management styles, and satisfaction levels. The data on cross-cultural management and diversity challenges in higher education were gathered from academic sources.

The primary data sources were empirical research articles published in peer-reviewed journals, accessed through databases like JSTOR, Wiley, Sage, Springer, Elsevier, and Google Scholar. The focus was on shortlisting the latest articles, and the different keywords were used to derive the relevant data. The keywords include "cross-cultural" and "multicultural," combined with terms like "university," "students," "faculty," "classroom," or "teamwork." Particular emphasis was on research comparing Asian and Western approaches through interviews, questionnaires, observations, or experiments. Theoretical frameworks were built upon academic books on cultural theories, models, and findings aimed at a general educated audience. Supplementary data was also drawn from conference papers, student theses, and reports. All data was secondary and focused on existing qualitative or quantitative research on the theme. Thematic analysis and quantitative statistics were applied to synthesize, integrate, and analyze the derived data to generate new insights. By rigorously collecting data from established academic repositories, this study has generated robust findings that can provide recommendations for effective cross-cultural management in 21st-century higher education.

Results and Discussion

Cultural Variations in Communication Styles

The research has explored how cultural differences in communication styles influence interactions between Asian and Western students in academic environments. The results highlighted intercultural differences in the behavioral aspects of directness in communication modes of participation, power distance, and conflict style entail lessons but opportunities to broaden perceptions if bridged respectfully through training and inclusion initiatives. Asian cultures generally favor high-context communication, relying on implicit cues and indirect messages. Sensitive topics are approached cautiously, and silence is readily accepted. Maintaining harmony and avoiding confrontation (saving face) is crucial. Western cultures tend towards low-context communication, delivering messages directly and explicitly with clear and concise language. Students openly express their views and opinions, fostering active and critical thinking. Asian students often adopt a more passive role, respectfully listening to professors and avoiding public disagreements. Their quiet demeanor does not necessarily reflect a lack of understanding. Western students typically engage more actively, asking questions, critiquing ideas, and participating in discussions.

Communication style also affects student-teacher relationships. Asian students may perceive faculty as strict authority figures, interpreting criticism as an indicator of performance rather than hostility. Western students might expect a more open and egalitarian environment where ideas are freely exchanged. Professors are seen as guides, not figures of absolute authority. Direct negative feedback might be misconstrued as unwanted criticism instead of constructive guidance. Open debate might be perceived as aggressive by Asian students, while Western students might find consensus-building overly time-consuming. Cultural differences in directness, participation styles, power dynamics, and conflict resolution highlight the need for intercultural awareness training and inclusion initiatives to bridge these gaps and foster a more productive learning environment.

Contrasting Preferences in Leadership and Decision-Making
This study examines cultural variations in leadership and decision-making styles within Asian and Western academic settings (Daniëls et al., 2019; Iordanoglou, 2018). The results highlighted that Asian cultures tend towards autocratic leadership with high power distance, where faculty hold ultimate authority and students show deference. Western cultures favor a more democratic, participatory style, viewing faculty as guides open to student challenges. Asian cultures value group consensus through informal discussion, active listening, and indirect dissent to preserve harmony and "save face." Decisions reflect collective wisdom. Western cultures emphasize individualism, utilizing formal processes with dialectical debate and forceful persuasion to select the most logical option.

Divergent Expectations on Classroom Interactions
The research explores how cultural differences in communication, authority perception, and power dynamics shape student-faculty interaction assumptions in the classroom (Curenton et al., 2020; Ainley, 2019). The findings highlighted that Asian students view professors as authority figures and are hesitant to challenge them directly. Passivity signals respect, while criticism suggests high expectations. Western faculty, accustomed to open discussion, interpret student silence as disengagement and critique as engagement. These contrasting expectations lead to misinterpretations: Asian faculty may perceive Western student participation as disrespectful, while Western faculty may find Asian student silence concerning. In the context of feedback styles, Asian faculty may provide indirect feedback to "save face," leaving Western students confused.

Conversely, Western directness might be perceived as harsh by Asian students. In the context of teaching styles, traditional Asian pedagogy emphasizes structured lectures with passive student listening. Western education often favors interactive methods like discussions and group work (Astrid et al., 2019).

It seems reasonable to point out the necessity of reflecting upon alternative points of view, moderating expectations, and building compromise. The best approach to maximizing classroom experiences is to be open to intercultural training for students and faculty, have inclusive participation protocols, have feedback policies that adapt to cultural habits, and incorporate diverse teaching approaches into instruction.

Cultural Influences on Team Dynamics and Effectiveness

The research explored how deep-seated cultural differences in values and norms influence teamwork dynamics in diverse academic settings. The results found that collectivistic cultures (e.g., East Asia) prioritize group harmony over individual interests, fostering solidarity but potentially hindering the critical evaluation of ideas (Bonsu & Twum-Danso, 2018). Conversely, individualistic cultures (e.g., the Western world) encourage open discussion of opposing views, promoting creativity but potentially leading to conflict. Ineffective communication styles can further exacerbate these issues.

High-context cultures rely on indirect communication with implicit cues, while low-context cultures favor directness. Team members from low-context cultures may find the ambiguity and unspoken discontent common in high-context cultures frustrating (Gudykunst, 2003).

Cultural differences exist in conflict management. In Asian cultures, avoiding open confrontation to "save face" can maintain superficial team function but leave issues unaddressed. Western directness can clarify situations but risk offending (Wieland, 2019). Please address these mismatches to ensure trust, cohesion, and satisfaction in diverse teams. Judiciously combining diverse cultural strengths and communication styles can stimulate creativity. Team guidelines that accommodate cultural preferences and multicultural teamwork training can enhance performance (Sousa & Rocha, 2019). Leaders with cultural adaptability in decision-making, feedback, and conflict resolution are crucial. Capitalizing on diversity requires incorporating divergent views, values, and interaction styles. Promoting acceptance and adaptation to communication differences within multicultural academic teams is vital for a dynamic and successful learning environment.

Conclusion

First, the research has highlighted significant cultural variations between Asian and Western students and faculty, particularly in communication styles, leadership preferences, and decision-making processes. These differences significantly impact teaching, learning, and student-faculty relations. For example, Asian students' preference for high context, indirect communication, and respect for authority figures can lead to lower participation levels than Western students, who favor directness and open debate. Similarly, Asian teachers may rely more on structured lectures, while Western instructors may emphasize group discussions and active learning. Secondly, the research revealed challenges and opportunities associated with multicultural teams in academic settings. Communication styles can clash, and decision-making processes may differ due to contrasting cultural values (individualistic vs. collectivistic). However, effectively managed diversity can enhance creativity, problem-solving, and idea evaluation through complementary approaches. Thirdly, the research has identified several strategies for facilitating positive intercultural cooperation. Structured interventions considering diverse participation styles, building personal relationships, and leadership embracing open and inclusive practices are highlighted as best practices. Finally, the research has provided practical recommendations for enhancing cultural understanding and enhancing the performance of universities. These recommendations include mandatory cultural awareness training for students and staff, inclusive teaching and teamwork practices, targeted support for international students and faculty, and leadership that promotes diversity and data-driven planning. By acknowledging cultural differences and implementing these evidence-

based recommendations, universities can create more inclusive learning environments that foster positive intercultural understanding and collaboration. This will ultimately lead to more tremendous academic success for all members of the diverse university community.

Recommendations

Cultural diversity in higher education presents challenges and opportunities for creating inclusive and productive learning environments (Gay, 2018; Chang & Viesca, 2022; Cruz et al., 2022). Therefore, this research has explored strategies to address these challenges by focusing on cultural awareness training, inclusive teaching practices, and support systems for a diverse student and faculty body. The study has offered valuable insights into strategies for inclusive learning environments. However, it highlighted the need for empirical research to bridge the gap between theory and practice. Moreover, future studies employing field-based, mixed methods approaches with quasi-experimental designs can evaluate the effectiveness of interventions like training programs and support systems. Tracking factors like participation, satisfaction, and performance in diverse groups using quantitative and qualitative data (Adler & Aycan, 2018) can provide valuable insights. Furthermore, the longitudinal studies and research on intersectionality within cultural groups can offer further depth.

References

Adler, N. J., & Aycan, Z. (2018). Cross-cultural interaction: What we know and what we need to know. *Annual Review of Organizational Psychology and Organizational Behaviour*, *5*, 307-333.

Ainley, M. (2019). Curiosity and interest: Emergence and divergence. *Educational Psychology Review, 31* (4), 789–806. doi: 10.1007/s10648-018-0945-4.

Akanji, B., Mordi, C., Ituma, A., Adisa, T. A., & Ajonbadi, H. (2020). The influence of organizational culture on leadership style in higher education institutions. *Personnel Review, 49* (3), 709-732. doi: 10.1108/PER-02-2020-0073.

Almashhadani, M., & Almashhadani, H. A. (2023). English translations in project management: Enhancing cross-cultural communication and project success. *International Journal of Business and Management Invention, 12* (6), 291-297.

Astrid, A., Amrina, R. D., Desvitasari, D., Fitriani, U., & Shahab, A. (2019). The power of questioning: Teacher's questioning strategies in EFL classrooms. *Indonesian Research Journal in Education| IRJE|*, 91-106.

Bennett, M. (2013). *Basic concepts of intercultural communication: Paradigms, principles, & practices*. Boston: Intercultural Press.

Błachnio, A., Cudo, A., Kot, P., Torój, M., Oppong Asante, K., Enea, V., ... Malik, S. (2022). Cultural and psychological variables predicting academic dishonesty: A cross-sectional study in nine countries. *Ethics & Behaviour, 32* (1), 44-89. doi: 10.1080/10877438. 2021.1978932.

Bonsu, S., & Twum-Danso, E. (2018). Leadership style in the global economy focuses on cross-cultural and transformational leadership. *Journal of Marketing and Management, 9* (2), 37-52. doi: 10.1108/JMM-03-2017-0040.

Brett, J., Behfar, K., & Kern, M. (2020). *Managing multicultural teams. In M. A. Rahim & R. B. Lewis (Eds.)*, Organizational Collaboration (pp. 155-164). Routledge.

Broesch, T., Crittenden, A. N., Beheim, B. A., Blackwell, A. D., Bunce, J. A., ... Pisor, A. C. (2020). Navigating cross-cultural research: Methodological and ethical considerations. *Proceedings of the Royal Society B: Biological Sciences, 287* (1935), 20201245. doi: 10.1098/rspb.2020.1245.

Cain, C.L., Surbone, A., Elk, R., & Kagawa-Singer, M. (2018). Culture and palliative care: Preferences, communication, meaning, and mutual decision making. *Journal of Pain and Symptom Management, 55*(5), 1408-1419.

Cardon, P. (2008). A Critique of Hall's Contexting Model: A Meta-Analysis of Literature on Intercultural Business and Technical Communication. *Journal of Business and Technical Communication, pp. 22*, 399-428. https://doi.org/10.1177/10506519083203 61.

Chang, W.C., & Viesca, K.M. (2022). Preparing teachers for culturally responsive/relevant pedagogy (CRP): A critical review of research. *Teachers College Record, 124* (2), 197-224.

Cruz, R.A., Manchanda, S., Firestone, A.R., & Rodl, J.E. (2020). An examination of teachers' culturally responsive teaching self-efficacy. *Teacher Education and Special Education, 43* (3), 197-214.

Curenton, S.M., Iruka, I.U., Humphries, M., Jensen, B., Durden, T., Rochester, S.E., Sims, J., Whittaker, J.V., & Kinzie, M.B. (2020). Validity for the Assessing Classroom Sociocultural Equity Scale (ACSES) in early childhood classrooms. *Early Education and Development, 31* (2), 284-303.

Daniëls, E., Hondeghem, A., & Dochy, F. (2019). A review on leadership and leadership development in educational settings. *Educational Research Review, 27*, 110-125.

Davidov, E., Schmidt, P., Billiet, J., & Meuleman, B. (Eds.). (2018). *Cross-cultural analysis: Methods and applications*. Routledge.

Derakhshan, A., Doliński, D., Zhaleh, K., Enayat, M.J., & Fathi, J. (2022). A mixed-methods cross-cultural study of teacher care and teacher-student rapport in Iranian and Polish University students' engagement in pursuing academic goals in an L2 context. *System, 106*, 102790.

Earley, P. C., & Ang, S. (2003). *Cultural intelligence: Individual interactions across cultures*. Stanford, CA: Stanford University Press.

Erturan-İlker, G., Quested, E., Appleton, P., & Duda, J.L. (2018). A cross-cultural study testing the universality of basic psychological needs theory across different academic subjects. *Psychology in the Schools, 55*(4), 350-365.

Farahat, A. (2022). Elements of academic integrity in a cross-cultural Middle Eastern educational system: Saudi Arabia, Egypt, and Jordan case study. *International Journal for Educational Integrity, 18* (1), 1-18.

Gay, G. (2018). *Culturally responsive teaching: Theory, research, and practice.* Teachers College Press.

Gebauer, M.M., McElvany, N., Köller, O., & Schöber, C. (2021). Cross-cultural differences in academic self-efficacy and its sources across socialization contexts. *Social Psychology of Education, 24*(6), 1407-1432.

Guthrie, K.L., & Jenkins, D.M. (2018). The role of leadership educators: Transforming learning. *IAP*.

Iordanoglou, D. (2018). Future trends in leadership development practices and the crucial leadership skills. *Journal of Leadership, Accountability & Ethics, 15* (2).

Jiang, Y., Lee, C.K.J., Wan, Z.H., & Chen, J. (2021). Stricter teacher, more motivated students? Comparing the associations between teacher behaviors and motivational beliefs of Western and East Asian learners. *Frontiers in Psychology, 11*, 564327.

Kumi-Yeboah, A. (2018). Designing a cross-cultural collaborative online learning framework for online instructors. *Online Learning, 22* (4), 181-201.

Kuśnierz, C., Rogowska, A.M., & Pavlova, I. (2020). Examining gender differences, personality traits, academic performance, and motivation in Ukrainian and Polish students of physical education: A cross-cultural study. *International Journal of Environmental Research and Public Health, 17* (16), 5729.

Lifintsev, D., & Wellbrock, W. (2019). Cross-cultural communication in the digital age. *Estudos em Comunicação, 1*(28).

Nam, H., & Kannan, P.K. (2020). The digital environment in global markets: Cross-cultural implications for evolving customer journeys. *Journal of International Marketing, 28* (1), 28-47.

Oh, J., Lee, H., & Zo, H. (2019). The effect of leadership and teamwork on ISD project success. *Journal of Computer Information Systems.*

Puyod, J.V., & Charoensukmongkol, P. (2019). The contribution of cultural intelligence to the interaction involvement and performance of call center agents in cross-cultural communication: The moderating role of work experience. *Management Research Review, 42* (12), 1400-1422.

Ren, X., & Caudle, D.J. (2020). Balancing academia and family life: The gendered strains and struggles between the UK and China compared. *Gender in Management: An International Journal, 35* (2), 141-165.

Setti, I., Sommovigo, V., & Argentero, P. (2022). Enhancing expatriates' assignments success: The relationships between cultural intelligence, cross-cultural adaptation, and performance. *Current Psychology, 41* (7), 4291-4311.

Sousa, M.J., & Rocha, Á. (2019). Leadership styles and skills developed through game-based learning. *Journal of Business Research, 94*, 360-366.

Sozen, A.I., Tanaka, T., & Nakano, S. (2020). Cross-Cultural Social Skills of Turkish Students in Japan: Implications for Overcoming Academic and Social Difficulties During Cross-Cultural Transition. *IAFOR Journal of Psychology & the Behavioural Sciences, 6* (1), 15-41.

Stahl, G.K., & Maznevski, M.L. (2021). Unraveling the effects of cultural diversity in teams: A retrospective of research on multicultural work groups and an agenda for future research. *Journal of International Business Studies, 52*, 4-22.

Syakur, A., Susilo, T.A.B., Wike, W., & Ahmadi, R. (2020). Sustainability of communication, organizational culture, cooperation, trust, and leadership style for lecturer commitments in higher education. *Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences, 3* (2), 1325-1335.

Tam, K.P., & Milfont, T.L. (2020). Towards cross-cultural environmental psychology: A state-of-the-art review and recommendations. *Journal of Environmental Psychology, 71*, 101474.

Urassa, M., Lawson, D.W., Wamoyi, J., Gurmu, E., Gibson, M.A., Madhivanan, P., & Placek, C. (2021). *Cross-cultural research must prioritize equitable collaboration. Nature Human Behaviour, 5* (6), 668-671.

Wieland, J.O.S.E.F. (2019). *Transculturality as a Leadership Style–A Relational Approach*. Transcultural leadership and transcultural competence, 21-41.

Young, I.F., Razavi, P., Cohen, T.R., Yang, Q., Alabèrnia-Segura, M., & Sullivan, D. (2021). A multidimensional approach to the relationship between individualism-collectivism and guilt and shame. *Emotion, 21* (1), 108.