

The Effect of Cultural Intelligence and Knowledge Sharing on Work-Related Well-Being: Innovative Work Behaviour as a Mediating Variable

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ABSTRACT

This study aims to examine the structural relationship of work-related well-being formed by cultural intelligence and knowledge sharing. The study also aimed to investigate the mediating effect of innovative work behaviour on the relationship of cultural intelligence, and knowledge sharing on work-related well-being. The results found that cultural intelligence and knowledge sharing partially influence both directly and indirectly positively on work-related well-being. Innovative work behaviour partially mediates the relationship between cultural intelligence, entrepreneurial leadership, and knowledge sharing on work-related well-being. Universitas Negeri Padang should pay attention to developing work-related well-being by organising interdisciplinary seminars and workshops, encouraging open communication between employees so that Tendik employees fully attach their thoughts, emotions and behaviours to work life.

INTRODUCTION

Work-related well-being has emerged as a cornerstone of organizational effectiveness and employee sustainability, particularly within contemporary higher education institutions undergoing structural transformations (Bastida et al., 2022; Mihalache & Mihalache, 2022). In the context of university management, work-related well-being reflects the psychological, emotional, and operational harmony experienced by employees within their professional environment (Soh et al., 2016). While substantial empirical attention has been devoted to the well-being of academic faculty, non-academic educational support staff (tendik) are frequently understudied despite playing a pivotal operational role in sustaining institutional functionality and service quality during organizational changes. Maintaining optimal workplace well-being among support staff is critical for fostering organizational resilience, job satisfaction, and adaptive capability in dynamic work environments (Amerikaner et al., 2023).

To cultivate workplace well-being, organizations must understand its key individual and relational drivers. Knowledge sharing—defined as the process through which individuals exchange task-relevant information, expertise, and insights—serves as a vital social resource that reduces work stress, enhances competence, and promotes collaborative problem-solving. Concurrently, cultural intelligence (CQ), which reflects an individual's capability to function and manage effectively in culturally diverse and dynamic settings, enables administrative staff to navigate interpersonal complexities, foster inclusive communication, and adapt to evolving workplace demands. While knowledge sharing and cultural intelligence are recognized as essential antecedents to organizational success, how they interactively shape employee well-being within university administrative units remains insufficiently explored.

Beyond direct relationships, cognitive and behavioral mechanisms are required to fully explain how cultural intelligence and knowledge sharing translate into enhanced work-related well-being. Innovative work behavior (IWB)—encompassing the generation, promotion, and implementation of novel ideas to improve work processes—offers a promising mediating pathway. Grounded in Self-Determination Theory (SDT), employees who actively share knowledge and leverage cultural intelligence satisfy their basic psychological needs for autonomy, competence, and relatedness. The fulfillment of these needs fuels innovative work behaviors, empowering staff to overcome operational bottlenecks, achieve professional mastery, and ultimately experience elevated levels of workplace well-being.

Despite the theoretical relevance of these constructs, empirical studies integrating cultural intelligence, knowledge sharing, IWB, and work-related well-being into a unified structural framework remain scarce, particularly within public higher education support sectors in emerging economies. Administrative support staff face growing pressure to adapt to modern governance systems, accommodate diverse institutional stakeholders, and maintain high service quality under ongoing organizational reforms. Examining whether and how CQ and knowledge sharing directly and indirectly influence well-being through IWB is therefore essential for designing effective human resource strategies.

To address these empirical and theoretical gaps, this study examines the structural relationships among cultural intelligence, knowledge sharing, innovative work behavior, and work-related well-being among educational support staff at Universitas Negeri Padang, Indonesia. Specifically, this research aims to: (1) assess the direct impact of cultural intelligence and knowledge sharing on work-related well-being and innovative work behavior, and (2) evaluate the mediating role of innovative work behavior within these structural relationships. By testing a comprehensive structural model anchored in Self-Determination Theory, this study contributes to the HRM literature by providing empirical insights into how individual capabilities and collaborative workplace behaviors jointly foster a flourishing administrative workforce in higher education.

THEORETICAL REVIEW

Theoretical Framework: Self-Determination Theory (SDT)

Self-Determination Theory (SDT), formulated by Deci and Ryan (Deci & Ryan, 1985; Ryan & Deci, 2000), provides the overarching theoretical foundation for this study. SDT posits that human motivation, optimal functioning, and psychological well-being are heavily contingent upon the satisfaction of three basic psychological needs: autonomy (feeling in control of one's actions), competence (feeling effective and capable), and relatedness (feeling connected and valued by others) (Van den Broeck et al., 2016).

In the organizational context, individual capabilities and interpersonal behaviors act as crucial contextual resources that fulfill these basic psychological needs. Cultural intelligence (CQ) serves as an individual resource that enhances an employee's competence and autonomy when navigating diverse work dynamics, while knowledge sharing (KS) represents an interpersonal resource that reinforces relatedness and collective competence. According to SDT, when these basic needs are satisfied through CQ and knowledge sharing, employees experience enhanced intrinsic motivation, which manifests in innovative work behaviors (IWB). In turn, active engagement in IWB allows employees to achieve professional mastery and self-actualization, ultimately elevating their work-related well-being (De Spiegelaere et al., 2014).

Conceptualization of Primary Constructs

Work-Related Well-Being

Work-related well-being is defined as an employee's overall quality of experience and functioning at work, encompassing both hedonic (e.g., job satisfaction and positive affect) and eudaimonic (e.g., sense of purpose, growth, and engagement) dimensions (Bakker & Oerlemans, 2011; Page & Vella-Brodrick, 2009). In administrative and support environments, work-related well-being reflects the degree to which staff experience psychological safety, emotional stability, and professional fulfillment amid institutional changes (Soh et al., 2016).

Cultural Intelligence (CQ)

Cultural intelligence refers to an individual's capability to function, adapt, and manage effectively in culturally diverse and dynamic settings. Ang et al. (2007) conceptualize CQ as a multidimensional construct comprising metacognitive (cultural awareness), cognitive (knowledge of cultural norms), motivational (drive to adapt), and behavioral (flexibility in communication) capabilities. In public higher education, CQ enables educational support staff to handle interactions with diverse stakeholders efficiently and reduce interpersonal friction.

Knowledge Sharing

Knowledge sharing is defined as the deliberate process wherein employees exchange task-related information, ideas, insights, and expertise with colleagues (Wang & Noe, 2010). It encompasses both knowledge donating (communicating one's intellectual capital) and knowledge collecting (consulting colleagues for expertise) (van den Hooff & de Ridder, 2004). Knowledge sharing creates a collaborative ecosystem that alleviates operational ambiguity and builds shared competence.

Innovative Work Behaviour (IWB)

Innovative work behavior involves an employee's intentional creation, introduction, and application of new ideas within a work role, group, or organization to improve performance and operational efficiency (Janssen, 2004; Scott & Bruce, 1994). IWB is a continuous, multi-stage process comprising idea generation, idea promotion (building support), and idea realization (implementing practical solutions).

Hypothesis Development

Cultural Intelligence and Work-Related Well-Being

Employees possessing high cultural intelligence are better equipped to navigate cross-cultural communication challenges and adapt to diverse workplace expectations. By effectively managing interpersonal stress and ambiguous interactions, culturally intelligent individuals experience lower burnout, higher psychological safety, and greater job satisfaction (Oehmichen & Puck, 2016). From an SDT perspective, high CQ strengthens an employee's sense of personal competence and autonomy in managing complex work environments, directly enhancing emotional stability and work-related well-being. Therefore, we hypothesize:

H1: Cultural intelligence has a positive direct effect on work-related well-being.

Knowledge Sharing and Work-Related Well-Being

Active participation in knowledge sharing fosters an open, trust-based work climate that satisfies employees' need for relatedness and social support (Kim & Park, 2017). When administrative staff share expertise, they diminish role ambiguity, reduce individual cognitive overload, and experience heightened self-worth through helping others (Wang & Noe, 2010). The mutual support embedded in knowledge-sharing environments enhances emotional resilience,

job discretion, and overall workplace well-being (Bastida et al., 2022). Thus, we hypothesize:

H2: Knowledge sharing has a positive direct effect on work-related well-being.

Cultural Intelligence and Innovative Work Behaviour

Culturally intelligent employees demonstrate higher cognitive flexibility and open-mindedness, enabling them to synthesize diverse perspectives and identify novel solutions to workplace challenges (Korzilius et al., 2017). By understanding varied stakeholder expectations, individuals with high CQ can effectively promote and tailor innovative ideas without generating unnecessary conflict (Bogilović et al., 2017). In support staff roles, CQ provides the behavioral adaptability required to initiate and realize innovative processes. Consequently, we propose:

H3: Cultural intelligence has a positive direct effect on innovative work behaviour.

Knowledge Sharing and Innovative Work Behaviour

Knowledge sharing serves as the critical intellectual fuel for employee innovation. Access to diverse information and collective knowledge exposes employees to alternative problem-solving strategies, stimulating creative idea generation (Akram et al., 2020; Dong et al., 2017). Furthermore, knowledge donating and collecting provide the collaborative feedback necessary to refine raw concepts into actionable workplace innovations (van den Hooff & de Ridder, 2004). Employees embedded in knowledge-sharing networks are more empowered and capable of exhibiting IWB. Therefore, we suggest:

H4: Knowledge sharing has a positive direct effect on innovative work behaviour.

Innovative Work Behaviour and Work-Related Well-Being

Engaging in innovative work behavior empowers employees to reshape their work environment, overcome operational bottlenecks, and achieve professional mastery (Janssen, 2004). According to SDT, exercising IWB fulfills the basic need for autonomy and competence, generating feelings of ownership, intrinsic achievement, and work engagement (De Spiegelaere et al., 2014). When administrative support staff successfully develop and implement creative workflows, they experience heightened job satisfaction and psychological flourishing. Thus, we hypothesize:

H5: Innovative work behaviour has a positive direct effect on work-related well-being.

The Mediating Role of Innovative Work Behaviour

Self-Determination Theory suggests that personal capacities (CQ) and interpersonal resources (knowledge sharing) do not operate in isolation; rather, they activate proactive behavioral processes that subsequently enhance

psychological outcomes (Ryan & Deci, 2000). While CQ and knowledge sharing equip employees with adaptive capabilities and intellectual capital, these resources exert their fullest impact on well-being when translated into meaningful work action – specifically, innovative work behavior.

By engaging in IWB, employees convert their cultural adaptability and shared knowledge into tangible improvements in work processes. This sense of proactive problem-solving and agency serves as an explanatory mechanism (mediator) through which CQ and knowledge sharing translate into elevated work-related well-being (Akram et al., 2020; Presbitero, 2016). Therefore, we hypothesize:

H6: Innovative work behaviour mediates the relationship between cultural intelligence and work-related well-being.

H7: Innovative work behaviour mediates the relationship between knowledge sharing and work-related well-being.

METHODOLOGY

This type of research is an explanatory quantitative study that uses a survey method through a questionnaire or questionnaire filled out by a number of respondents to answer the formulation and prove the research hypothesis. This research seeks to collect data that can be measured numerically and analysed using statistical methods. Associative causal research basically tries to determine the cause-and-effect relationship between two or more variables, making it possible to make conclusions about whether changes in one variable cause changes in other variables (Ibrahim et al., 2018). The exogenous variables in this study are cultural intelligence, and knowledge sharing. Meanwhile, the endogenous variables in this study are workplace well-being and innovative work behaviour as a mediating variable.

This research was conducted for 2 (two) months in early 2024. Through a long and lengthy process in terms of perfecting the instrument and collecting data from respondents. The population in this study were all education personnel of Universitas Negeri Padang, totalling 756 people. All population members are spread across 30 work units based on data accessed online on 24 April 2024 from the website <http://sipeg.unp.ac.id/laman>. The sample is defined as part of the whole and the characteristics possessed by a population (Salmaa, 2023). The sampling method that will be used is probability sampling with random sampling technique, which is the sampling technique that is most likely to answer research questions and meet research objectives. This technique provides equal opportunities for the population to be selected as samples. In this study, each individual in the population has the same opportunity to be selected as a sample even though they are scattered in separate work units. The data source that can be used in this research is primary data in the form of a survey: where data from respondents is collected through a survey using a questionnaire distributed via google form to more than 350 respondents. However, only 262 respondents or 74.86% have responded through questionnaires which are then processed using further analysis techniques.

The questionnaire is the instrument that will be used to collect data in this type of research. The researcher included closed questions with predetermined

answer options to help categorise and quantify the data. The research questions are formed with a Likert scale consisting of: (a). Strongly Disagree denoted by STS, (b). Disagree is denoted by TS, (c) Neutral is denoted by N, (d). Agree is denoted by S, (e). Strongly agree is denoted by SS.

Furthermore, after the researcher completes the questionnaire, it is then distributed to respondents using a google form with the link distributed digitally via whatsapp or verbally.

In the last step, after collecting the data, the researcher then analysed the results using statistical software such as SPSS and SmartPLS to identify trends and patterns. This is to help researchers draw conclusions and make informed decisions based on the information collected.

RESULTS

Measurement Model Test (Outer Model)

Convergent Validity Test

Convergent validity was evaluated using outer loadings and Average Variance Extracted (AVE). As shown in Table 0.1, initial estimation identified five indicators (X2-7, M-1, M-2, M-3, and Y-9) with outer loadings below the recommended threshold of 0.70. These items were eliminated to improve model parsimony and construct validity. Following item deletion, re-estimation confirmed that all remaining outer loadings exceeded 0.70, ranging from 0.701 to 0.864 (Table 0.2). Furthermore, as displayed in Table 0.4, the AVE values for all latent constructs exceeded the 0.50 threshold: Knowledge Sharing (0.607), Cultural Intelligence (0.639), Work-related Well-being (0.650), and Innovative Work Behaviour (0.652). This indicates that each construct explains more than 50% of the variance in its respective indicators, confirming strong convergent validity. The following are some of the eliminated indicators:

Table 1. Eliminate Variable of Outer Loading

Code	Knowledge Sharing	Innovative Work Behaviour	Work-related Well-being
X2-7	0.625		
M-1		0.655	
M-2		0.657	
M-3		0.624	
Y-9			0.695

Furthermore, re-estimation was carried out on indicators with outer loading that met the criteria for convergent validity and the following results were obtained:

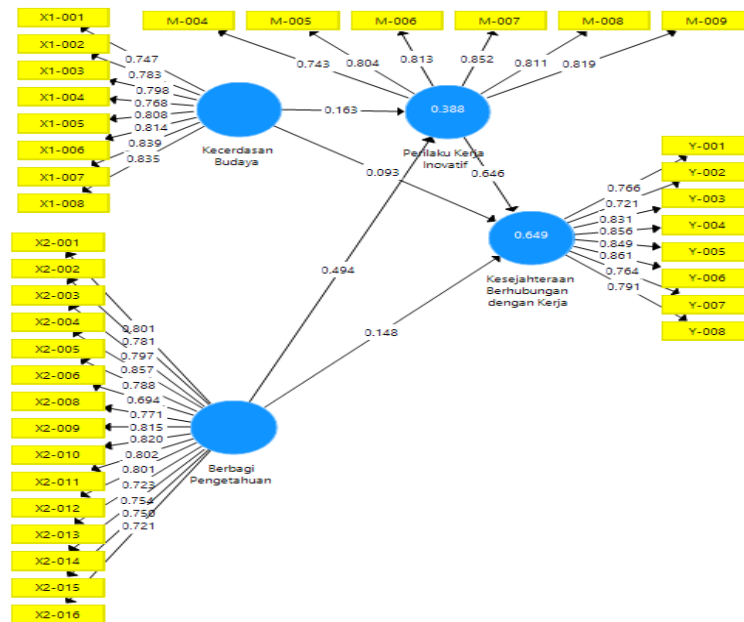


Diagram 1 Outer Model

The following is a table of outer loading of each indicator after eliminating items that do not meet the criteria for good outer loading.

Table 2. Outer Loading

Code	Cultural Intelligence	Knowledge Sharing	Innovative Work Behaviour	Work-related Well-being
X1-1	0.747			
X1-2	0.782			
X1-3	0.796			
X1-4	0.767			
X1-5	0.809			
X1-6	0.815			
X1-7	0.839			
XI-8	0.836			
X2-1		0.8		
X2-2		0.782		
X2-3		0.796		
X2-4		0.857		
X2-5		0.791		
X2-6		0.701		
X2-8		0.779		
X2-9		0.814		
X2-10		0.819		
X2-11		0.803		
X2-12		0.795		
X2-13		0.717		
X2-14		0.748		
X2-15		0.743		

X2-16	0.714
M-4	0.761
M-5	0.781
M-6	0.796
M-7	0.822
M-8	0.775
M-9	0.776
Y-1	0.758
Y-2	0.703
Y-3	0.826
Y-4	0.85
Y-5	0.844
Y-6	0.864
Y-7	0.754
Y-8	0.806

The table above contains the outer loading of each indicator which is greater than 0.7, which means that each indicator can be declared valid and represents its latent variable.

Discriminant Validity

Discriminant validity was established using cross-loading analysis (Table 0.3). Each indicator loaded highest on its intended latent construct compared to all other constructs, satisfying the cross-loading criterion and confirming that the constructs in the structural model are empirically distinct.

Table 3. Cross Loading

Code	Knowledge Sharing	Cultural Intelligence	Well-being Get in touch with Work	Behavior Innovative Work
M-004	0.458	0.417	0.583	0.743
M-005	0.535	0.467	0.616	0.804
M-006	0.479	0.389	0.646	0.813
M-007	0.521	0.45	0.68	0.852
M-008	0.481	0.391	0.649	0.811
M-009	0.49	0.415	0.631	0.819
X1-001	0.523	0.747	0.445	0.43
X1-002	0.525	0.783	0.441	0.447
X1-003	0.602	0.798	0.528	0.495
X1-004	0.552	0.768	0.389	0.326
X1-005	0.582	0.808	0.403	0.371
X1-006	0.615	0.814	0.388	0.368
X1-007	0.634	0.839	0.41	0.423
X1-008	0.613	0.835	0.399	0.436
X2-001	0.801	0.637	0.444	0.474
X2-002	0.781	0.614	0.483	0.482
X2-003	0.797	0.674	0.484	0.445
X2-004	0.857	0.7	0.549	0.534
X2-005	0.788	0.582	0.481	0.46
X2-006	0.694	0.438	0.361	0.311
X2-008	0.771	0.553	0.401	0.429
X2-009	0.815	0.517	0.468	0.445
X2-010	0.82	0.576	0.461	0.493
X2-011	0.802	0.6	0.494	0.473
X2-012	0.801	0.568	0.479	0.455
X2-013	0.723	0.516	0.437	0.43
X2-014	0.754	0.47	0.576	0.577
X2-015	0.75	0.493	0.488	0.53
X2-016	0.721	0.54	0.472	0.532
Y-001	0.581	0.467	0.766	0.686
Y-002	0.313	0.35	0.721	0.576
Y-003	0.492	0.418	0.831	0.662
Y-004	0.544	0.501	0.856	0.65
Y-005	0.524	0.425	0.849	0.653
Y-006	0.561	0.494	0.861	0.678
Y-007	0.394	0.34	0.764	0.54
Y-008	0.487	0.448	0.791	0.6

The table above shows that the results of the red-coloured correlation in each variable, namely the cross loading test with related constructs, are known to be greater than other constructs. Therefore, the cross loading test results are declared valid.

Average Variance Ectracted (AVE) dan Reliability

Table 4. AVE, Cronbach's Alpha dan Composite Reliability

	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
Knowledge Sharing	0.954	0.959	0.607
Cultural Intelligence	0.919	0.934	0.639
Work-related Well-being	0.923	0.937	0.65
Innovative Work Behaviour	0.893	0.918	0.652

*Structural Model Test (Inner Model)
Coefficient of Determination (R²)*

Table 5. R-Square Score

	R Square	R Square Adjusted
Work-related Well-being	0.649	0.645
Innovative Work Behaviour	0.388	0.383

The structural model's explanatory power was evaluated using the coefficient of determination (R²) (Table 0.5). The R² value for Innovative Work Behaviour was 0.388 (Adjusted R² = 0.383), indicating that 38.8% of the variance in innovative work behavior among educational support staff is explained by Cultural Intelligence and Knowledge Sharing. Meanwhile, the R² value for Work-related Well-being was 0.649 (Adjusted R² = 0.645), signifying that 64.9% of the variance in work-related well-being is jointly explained by Cultural Intelligence, Knowledge Sharing, and Innovative Work Behaviour. According to Hair et al. (2017), an R² value of 0.649 represents a substantial level of predictive accuracy for workplace well-being.

*Hypotesis Testing
Direct Effect*

Table 6. Direct Effect Hypotesis Testing

	Path Coefficient	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics	P Values
Cultural Intelligence -> Work-related Well-being	0.093	0.091	0.061	1.519	0.129
Knowledge Sharing -> Work-related Well-being	0.148	0.149	0.073	2.047	0.041
Cultural Intelligence ->	0.163	0.163	0.067	2.445	0.015

Innovative Work Behaviour					
Knowledge Sharing -> Innovative Work Behaviour	0.494	0.498	0.062	7.955	0
Innovative Work Behaviour -> Work-related Well-being	0.646	0.647	0.05	12.891	0

Hypothesis testing was conducted using a bootstrapping procedure with 5,000 resamples to evaluate path coefficients, T-statistics, and P-values (Table 0.6).

H1 proposed a direct positive relationship between Cultural Intelligence and Work-related Well-being. The path coefficient was positive but statistically non-significant ($\beta = 0.093$, $T = 1.519$, $P = 0.129$). Therefore, H1 is not supported, indicating that possessing cultural intelligence alone does not directly elevate support staff well-being without intermediary actions.

H2 proposed a direct positive effect of Knowledge Sharing on Work-related Well-being. The results reveal a statistically significant positive direct effect ($\beta = 0.148$, $T = 2.047$, $P = 0.041$), supporting H2.

H3 stated that Cultural Intelligence positively impacts Innovative Work Behaviour. The path coefficient was statistically significant ($\beta = 0.163$, $T = 2.445$, $P = 0.015$), supporting H3.

H4 posited that Knowledge Sharing positively influences Innovative Work Behaviour. Knowledge sharing exhibited a strong and statistically significant positive effect on innovative work behavior ($\beta = 0.494$, $T = 7.955$, $P < 0.001$), supporting H4. Knowledge sharing emerged as the strongest direct predictor of innovative behavior.

H5 posited that Innovative Work Behaviour positively impacts Work-related Well-being. The findings demonstrate a prominent direct positive effect ($\beta = 0.646$, $T = 12.891$, $P < 0.001$), strongly supporting H5. Innovative work behavior is the single strongest direct contributor to workplace well-being in the model.

Indirect Effet

Table 7. Indrect Effect Hypotesis Testing

	Path Coefficient	T Statistics	P Values
Cultural Intelligence -> Innovative Work Behaviour -> Work-related Well-being	0.105	2.383	0.017
Knowledge Sharing -> Innovative Work Behaviour -> Work-related Well-being	0.32	6.867	0

To test the indirect paths (H6 and H7), specific indirect effect bootstrapping was conducted (Table 0.7) following the mediation typology of (Zhao et al., 2010) and (Preacher & Hayes, 2008).

H6 proposed that Innovative Work Behaviour mediates the relationship between Cultural Intelligence and Work-related Well-being. The indirect effect was statistically significant ($\beta = 0.105$, $T = 2.383$, $P = 0.017$). Because the direct effect of CQ on well-being (H1) was non-significant, Innovative Work Behaviour exerts a Full Mediation (indirect-only mediation) effect. This implies that Cultural Intelligence affects workplace well-being entirely through the mechanism of innovative work behavior. Thus, H6 is supported.

H7 proposed that Innovative Work Behaviour mediates the relationship between Knowledge Sharing and Work-related Well-being. The indirect effect was highly significant ($\beta = 0.320$, $T = 6.867$, $P < 0.001$). Given that the direct path from Knowledge Sharing to well-being was also significant (H2), Innovative Work Behaviour plays a Partial Mediation (complementary mediation) role. Thus, H7 is supported.

DISCUSSION

This study investigates the structural mechanisms through which Cultural Intelligence and Knowledge Sharing shape Work-related Well-being among university educational support staff (tendik), focusing on the mediating role of Innovative Work Behaviour. The findings provide critical theoretical and empirical insights into public sector human resource management.

The Indirect Utility of Cultural Intelligence

An intriguing finding is that Cultural Intelligence does not exert a direct impact on work-related well-being (H1: $P = 0.129$), but influences well-being entirely through innovative work behavior (H6: $P = 0.017$; full mediation). This indicates that cultural intelligence represents a dynamic latent capacity; possessing cultural adaptability or awareness does not automatically enhance an administrative employee's emotional or psychological well-being. Instead, cultural intelligence acts as a cognitive Enabler. When staff utilize their CQ to navigate organizational complexities and formulate innovative work processes (H3), they transform their cultural adaptability into tangible operational improvements. This active problem-solving process ultimately generates feelings of professional accomplishment and well-being.

Knowledge Sharing as a Dual Engine

Knowledge Sharing proved to be a powerful direct driver of both innovative work behavior ($\beta = 0.494$) and workplace well-being ($\beta = 0.148$). When support staff freely exchange task information, operational insights, and technical solutions, they diminish uncertainty and cognitive load across work units. In line with Self-Determination Theory (SDT), regular knowledge donation and collection fulfill employees' basic psychological need for relatedness and competence (Ryan & Deci, 2000). Employees who operate within a supportive, knowledge-rich

ecosystem experience less workplace isolation, greater self-efficacy, and direct improvements in job satisfaction and emotional well-being.

Innovative Work Behavior as the Core Engine of Well-Being

Innovative Work Behaviour emerged as the strongest overall determinant of work-related well-being ($\beta = 0.646$). In public higher education institutions undergoing structural reforms, administrative support staff often face rigid procedural demands. When staff are empowered to engage in IWB—generating, testing, and implementing streamlined administrative workflows—they gain a sense of agency and mastery over their work tasks. From an SDT perspective, exercising IWB directly satisfies the need for autonomy and competence (Van den Broeck et al., 2016). Rather than causing stress, constructive workplace innovation allows support staff to eliminate administrative bottlenecks, leading to enhanced engagement, self-actualization, and flourishing at work.

CONCLUSIONS AND RECOMMENDATIONS

Based on the discussion of the research results in the previous chapter, the following conclusions can be obtained:

1. Cultural intelligence has no direct effect on the workplace welfare of Tendik employees at Universitas Negeri Padang. This means that a person's high or low cultural intelligence has no impact on the welfare of tendik in the workplace. These results prove that cultural intelligence has a weak relationship to workplace well-being.
2. Knowledge sharing has a significant and positive direct effect on the workplace well-being of Tendik at Universitas Negeri Padang. This means that the higher the level of knowledge sharing, the more the workplace well-being of Tendik at UNP will increase. This result proves that knowledge sharing has a strong relationship with workplace well-being.
3. Innovative work behaviour has a significant and positive direct effect on the workplace well-being of Tendik at Universitas Negeri Padang. This means that the higher the level of innovative work behaviour, the higher the workplace well-being of Tendik at UNP. This result proves that innovative work behaviour has a strong relationship with workplace well-being.
4. Cultural intelligence does not have a significant and positive direct effect on the innovative work behaviour of Tendik at Universitas Negeri Padang. This means that the higher the level of cultural intelligence, the higher the innovative work behaviour of Tendik at UNP. This result proves that cultural intelligence has a strong relationship with innovative work behaviour.
5. Knowledge sharing has a significant and positive direct effect on the innovative work behaviour of Tendik at Universitas Negeri Padang. This means that the higher the level of knowledge sharing, the more the innovative work behaviour of Tendik at UNP will increase. These results prove that knowledge sharing has a strong relationship with innovative work behaviour.
6. The role of innovative work behaviour cannot mediate but can positively make the relationship between cultural intelligence and workplace well-being in Tendik at Universitas Negeri Padang. This indicates that innovative work

behaviour helps to increase the influence of positive cultural intelligence on workplace well-being of Tendik at Universitas Negeri Padang.

7. The role of innovative work behaviour cannot mediate but can positively make the relationship between knowledge sharing on workplace well-being in Tendik at Universitas Negeri Padang. This indicates that innovative work behaviour helps to increase the influence of positive knowledge sharing on the workplace well-being of Tendik Universitas Negeri Padang.

Recommendations

Based on the results of the research that has been stated, several suggestions can be given as follows:

1. For further researchers to be able to expand research that connects cultural intelligence variables to innovative work behaviour and workplace welfare or other dependent variables. And it is advisable to expand the object of research in other government agencies because there is still little research on cultural intelligence in government agencies because most of this research is still carried out in private organisations / companies. Furthermore, researchers can also expand mediation variables to strengthen the impact or positive influence of cultural intelligence and moderation can also be added.
2. In the context of Universitas Negeri Padang, these findings have significant practical implications. University leaders and the Director of Human Resources need to consider strategies to facilitate and encourage knowledge sharing among students.
3. It is important to note that the effectiveness of knowledge sharing in improving workplace well-being is also influenced by contextual factors such as organisational culture, leadership, and technological infrastructure. (Schein, 2004) emphasises the importance of an organisational culture that supports learning and knowledge sharing. Therefore, efforts to improve knowledge sharing should be accompanied by the development of an appropriate organisational culture.
4. For Universitas Negeri Padang, researchers suggest forming a forum that can accommodate the aspirations of Tendik in Universitas Negeri Padang with the aim of collaboration, learning, protecting, fighting for the rights, and welfare of its members. This forum aims to ensure that Tendik has fair working conditions, decent wages, comfort at work. In addition, it is important for the institution to provide proper support and recognition of Tendik's contributions so that they feel valued and motivated to work well to improve Tendik's job satisfaction. This research implies that autonomy: innovative work behaviours tend to give more freedom and responsibility to Tendik, supporting their sense of autonomy. competence: knowledge sharing can improve Tendik's skills and abilities, fulfilling the need for relatedness. Universitas Negeri Padang should pay attention to developing workplace wellbeing by organising interdisciplinary seminars and workshops, encouraging open communication between staff so that staff fully attach their thoughts, emotions and behaviours to their work life.

FURTHER STUDY

Future research may expand the investigation of cultural intelligence, knowledge sharing, work-related well-being, and innovative work behaviour by considering a wider range of organizational contexts, industries, and employee characteristics. Further studies could also examine additional mediating or moderating variables, such as psychological empowerment, organizational support, work engagement, leadership style, or organizational culture, to provide a more comprehensive understanding of the mechanisms underlying employee well-being and innovative behaviour. Longitudinal research is also recommended to capture changes in cultural intelligence, knowledge-sharing practices, innovative work behaviour, and work-related well-being over time. In addition, future researchers may employ mixed-method approaches to complement quantitative findings with deeper qualitative insights into employees' experiences and organizational practices.

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