Perceived Leadership and School Culture Elements as Determinants of Intercultural Sensitivity of Public High School Teachers

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ABSTRACT

This study investigates the impact of perceived leadership and school culture on the intercultural sensitivity of public high school teachers in the Mati Division of Davao Oriental. A total of 300 teachers participated through random sampling, with data collected through three research questionnaires. Using a non-experimental, quantitative, and descriptive correlational research design, the study identifies key findings related to instructional leadership and school culture. The results highlight the critical role of instructional leadership in creating a positive learning environment, particularly through professional development, effective curriculum delivery, and optimal use of instructional time. A strong school culture, marked by mutual support and commitment among teachers, was also evident, though opportunities for improvement in leadership practices were noted. While teachers actively engage in cross-cultural interactions, the study suggests that there is potential to further cultivate cultural respect and awareness. Particularly, the research indicates that intercultural sensitivity is not solely shaped by instructional leadership; other factors, such as personal experiences and specialized training, may play a more significant role in enhancing intercultural competence. Based on these findings, the study recommends strengthening curriculum implementation, enhancing leadership capabilities, fostering an inclusive school culture, and promoting teacher involvement in leadership roles to improve intercultural sensitivity and overall school performance.

Keywords: instructional leadership, school culture, intercultural sensitivity, public high school teachers, Philippines

SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

INTRODUCTION

Intercultural sensitivity and social rapport are essential concepts for grasping societal perspectives on multiculturalism. In multicultural environments, a lack of intercultural sensitivity often leads to misunderstandings or conflicts. Workplaces with employees from diverse cultural backgrounds may experience significant issues when individuals misinterpret each other's communication styles, resulting in problematic interactions (Gladushyna, 2021; Besey and Sibel, 2021; Morales, Henríquez, Carrillo, and Bravo, 2017).

In the modern world, where people engage with one another, where cultures fuse, where the global economy expands, where international education advances, and where research is frequently undertaken across cultures and nations, intercultural sensitivity is essential. Living in the modern world requires interacting and cooperating with people from various countries and cultures (Iqbal, 2021). However, for efficient collaboration in a culturally varied organization, we must be conscious of the significance of intercultural sensitivity and demonstrate intercultural competence (Bennett, 2020). Respect for different people, according to Hamz & Beirovi (2021), even exceptional people, is necessary for intercultural sensitivity. Respect for people with different socioeconomic statuses is also necessary.

In general, Guerrero-Rodríguez et al. (2022), DuBois et al. (2018), and Siftr (www.siftr.org) helped create experiences and environments that allowed participants to realize that culture is everywhere. One participant, when asked what intercultural sensitivity and awareness meant to them, said it is "being able to understand and appreciate other cultures in the same space as your own." According to the study's tendencies, consciously and creatively integrating technology like Siftr can help people learn and appreciate one another's cultures at home and abroad.

Moreover, Bennett (2017), various approaches support intercultural growth, emphasizing subjective cultural differences, reciprocal adaptation, shared humanity and shared organizational objectives. One such approach is the Development Model of Intercultural Sensitivity (DMIS), founded on communication theory and a constructivist viewpoint.

Furthermore, Bellibaş et al. (2021), the impact of principal leadership on instructional practices is to uncover the direct and indirect effects of dispersed leadership and instructional models on teachers' quality of instruction, with the mediating development of teacher cooperation and work satisfaction. The findings indicated that principals' instructional leadership had a significant direct impact on the quality of instruction. In contrast, the effect of distributed leadership was primarily indirect and was mediated by teacher collaboration and work satisfaction.

Evidence found in the result of the research stated that teacher professional development had a moderating influence on the indirect effect of principal instructional leadership on teachers' instructional practices. Moreover, Bellibaş et al., 2021) states that the impact of instructional leadership on teachers' learning and approach depends on the degree to which principals perform transformational leadership. The research then suggested combining instructional leadership and transformational leadership strategies for school principals to optimize their impact on student achievements through teacher learning and better meet the increasing demands of educational reforms.

On the same note, a school principal's fundamental leadership abilities are essential to a school's effectiveness (Grissom et al., 2021), and the principal is crucial to enhancing learning outcomes. Modern principals now have complex jobs, and the educational needs of the twenty-first century suggest that leadership abilities are vital. It also further discusses how successful teacher teaching methods and learning results are affected by instructional leadership and looks explicitly at teaching evaluation, one of the instructional leadership activities. The instructional leadership approach assumes that principal evaluations influence high learning outcomes. The results in the study of Kazi, (2021) showed that the principal evaluation positively and statistically significantly impacts effective teaching strategies and student progress.

The findings in the study of Gümüş et al. (2021) demonstrated that Turkish school principals' instructional leadership comprises four primary dimensions and ten subdimensions. Focusing on national goals and competition is one of the critical elements, preserving the learning environment, inspiring and empowering instructors, and evaluating program alignment and test outcomes. The analysis also showed that principals' instructional leadership is crucial to keeping a school environment that offers the requirements for successfully implementing teaching and learning activities.

Also, Ma, Shen, Reeves, Huang, Roberts, Zheng, & Chen, (2024) mentioned in their study that principal leadership is well-known. A large body of research has examined the possibility of a relationship between principal leadership and student, teacher, and school results. Firstly, a multitude of empirical research shows correlations between a wide variety of teacher results and principal leadership. The well-being of teachers at school, their sense of self-efficacy, ability to work together, dedication to teaching, and attrition and turnover are all correlated with principal leadership. Classroom practice and professional development for teachers are also linked to principal leadership

Kapur (2020) explained the concept of leadership is applied by people in their personal and professional lives. Those who wish to apply this idea in a valuable and successful way must first get a grasp of the importance and meaning of leadership. Once they comprehend the concept's meaning and how it can help them accomplish their intended goals and perform their job obligations effectively, they will put it into practice. Leaders' primary goal

is to enable their subordinates to accomplish the intended goals and objectives by giving them the necessary information, support, and guidance. At the same time, they do their job obligations in a systematic and orderly manner. When leaders carry out their duties or collaborate with others, they must instill moral and ethical qualities that promote well-being and kindness.

Another research conducted by Innocent (2022), investigated how secondary school principals demonstrated instructional leadership behaviors that impact teachers' professional practices. The results imply that principals do, to a great extent, engage in instructional leadership behaviors in their schools, as perceived by the instructors. These actions included monitoring instruction, giving feedback, and talking with teachers about this input. It was noted that establishing and sharing common objectives, encouraging teacher professional growth, offering teaching, and learning tools, and revising curricula were all put into practice.

In the study conducted by Poom-Valickis et al. (2022), they examined how school administrators view their efforts to foster a collaborative school environment that supports student learning. According to result of the study, school leaders should focus more of their development programs on forming the attitudes, information, and abilities required to create a collaborative and learning-centered school culture.

School culture impacts the classroom environment by generating acceptable, marginalized, and taboo cultural expressions, behaviors, and ingrained attitudes. By articulating social and academic expectations in the classroom, Helsper (2018) mentioned that teachers serve as essential mediators of the school's needs. Their actions, however, do not entirely follow school rules and principles; instead, they maintain a personal range of activities.

Moreover, Grecu et al. (2019) reaffirmed the significance of the transition for students' academic paths and highlighted its difficulties considering the shifting requirements and expectations for students. According to the requirements of a single school's culture, several risk, and protective factors regarding the development of school alienation during the transition were found.

Furthermore, Jessiman et al., (2022), stated that if dependency is recognized and changes are addressed across all four dimensions; community, safety and support, organizational and academic, and structure and context, school employees who aim to mold and enhance school culture as a means of supporting student mental health may have better results. They added that there is ample evidence linking a supportive school culture to effective risk reduction and health promotion initiatives, positive child and adolescent development, and the influence on students' mental health.

Additionally, Wibowo (2022) said that teachers who participated in this study felt that their school administration had created a school culture and an evident attitude that supported their learning for peace. The methods that support teacher professional development are evident in the school's management and its environment, the facilitation of learning, and the interactions between teachers. The culture of this school is built on a clear stance of the school on peace.

The ability to build feeling toward understanding and respecting cultural differences that encourages proper and successful behavior in intercultural communication is known as intercultural sensitivity. Intercultural sensitivity, one of the critical components of intercultural communication ability, is receiving more and more attention in various academic fields. Intercultural sensitivity is crucial because it lowers cultural barriers between individuals from different cultures who interact. Most individuals have concluded that effective communication between those with diverse cultural origins necessitates intercultural sensitivity. The study of Moradi, & Habanchi, (2019) further suggested that instructors must understand the value of intercultural sensitivity to themselves and their pupils and continually work to increase their intercultural sensitivity and intercultural communication skills. On the other hand, teachers should emphasize teaching culture and language, allowing pupils to learn as much as possible about the target language's culture and instilling respect for different cultures in them.

Moreover, concepts like intercultural sensitivity should be thoroughly grasped to comprehend the spirit of the moment in such a globalized society (Bekirolu & Balc, 2014). Additionally, intercultural sensitivity refers to people's capacity to cultivate favorable emotions to comprehend and accept intercultural differences in suitable

and efficient ways during intercultural communication. Intercultural competence is tied to the behavioral part of intercultural communication skills, whereas intercultural sensitivity is related to the affective side Chen & Starosta (2000); Yılmaz et al., (2018), intercultural awareness is associated with the cognitive aspect of international communication abilities.

According to Chen & Starosta (1998); Arcagok & Yımaz, (2020), intercultural sensitivity, or "an active desire to motivate themselves to understand, appreciate, and accept differences among cultures," was the focus of the affective domain of intercultural communicative competence. This may imply that someone interculturally sensitive and empathetic toward different cultures can manage various issues that may arise in intercultural sensitivity.

One strategy for teaching students intercultural sensitivity is incorporating intercultural training within ELT and classes for teachers. Intercultural teaching, according to Kramsch (2006), should be centered on "a type of pedagogy that fosters both direct and indirect ways of transmitting knowledge that values not only facts but relations between facts, and that encourages diversity of experience and reflection on that diversity." According to Kramsch (2015) and Mighani & Moghadam (2019), teachers should be trained to cope with various language use situations and localize their approaches and resources. The course materials should promote participants' reflection on their own and other cultures while including diverse intercultural sensitivity, perspectives, and values.

On the same note, Boudouaia et al., (2022) stated that more pupils from different cultures are in classrooms due to globalization, teaching methods must alter and advance. Given that it is said to strengthen and secure connections with speakers from many cultures, Intercultural Sensitivity becomes one of the critical abilities teachers in multicultural classrooms must possess. IS stands for being aware of others, keen to learn about various cultures, and willing to change one's behavior in response to such differences.

Moreover, Rodríguez-Izquierdo (2022) states that as multiculturalism rises due to globalization, relationships between people of different cultures become more intense. Thus, emphasis on the cultivation of intercultural sensitivity is one of the essential skills in multicultural societies, where it has become imperative to communicate with people from various backgrounds to avoid quickly falling into stereotypes about how people think about others and behave.

Furthermore, Berlian & Huda (2022) said that improving the emotions that are culturally mediated in social interactions, increasing self-awareness of one's cultural identity and creating instructional leadership for cultural sensitivity. It is crucial to be sensitive to teachers in the context of global learning whose experiences differ from those of their students. When one is open to the varied backgrounds of others, the quality of the relationship is increased since it broadens one's knowledge and understanding, allowing one to respond intelligently to challenges of difference. For instance, enhancing learning opportunities to interact with language and culture would have the added benefit of allowing students to practice their teaching techniques. The specific purpose of cultural sensitivity is to enable the higher education setting to carry out the learning process with a closer relationship.

Additionally, it has been demonstrated that principal leadership (such as instructional leadership, transformational leadership, and intercultural sensitivity) impacted teacher self-efficacy through principals' contacts with teachers. The study's findings demonstrated that transformational leadership, rather than teachers' growth mindset, was significantly and directly related to teachers' professional attitudes toward classroom teaching and their adoption of desirable teaching strategies. Lin et al. (2022) state that transformational leadership also substantially impacted teachers' self-efficacy more than teachers' growth mindset.

The study is anchored on the Developmental Model of Intercultural Sensitivity (DMIS), which was put forth by Milton Bennett in 1986. The DMIS outlines a series of six stages that people may go through as they become more culturally sensitive and aware of various cultural viewpoints. By comprehending and identifying these stages, people can enhance their capacity to engage and communicate across cultural boundaries and this theory explains how people experience and engage cultural differences which are incorporated into one's personal identity and into decision-making regarding ethicality in multicultural relations.

Additionally, applying Charles Handy's Model of Organizational Culture theory (1993) to the context of an educational setting allowing for the understanding and analysis of the four different types of cultures that may be found there. These are the power culture, role culture, task culture, and person culture in which educators and administrators adjusted their procedures in response to this school community's distinctive qualities to support effective teaching, learning, and overall school progress.

Additionally, Schoen and Teddlie (2008) claimed that the school culture is more in the degree of their application than in their depth. They applied Schein's organizational culture theory—distinguishing corporate culture into artifacts, proclaimed ideals, and fundamental underlying assumptions—to studying culture in educational settings. Schein published this theory in 1992. They made the following claims based on this theory: 1) school climate corresponds to the level of professed ideas; 2) school culture corresponds to the level of fundamental underlying assumptions; and 3) cultural symbols correspond to the level of artifacts (Schoen & Teddlie, 2008).

Furthermore, Edgar Schein's Model of Organizational Culture Theory (1985) and Edgar Schein's Model of Organizational Culture Theory Organizational culture model consists of three levels: fundamental underlying assumptions, established principles, and artifacts. These tiers aid in our comprehension of corporate culture's obvious and hidden facets. Parchoma and Baggaley (2010) state that understanding a school's standard practices, values, and norms can be aided by looking at physical places, symbols, and protocols. Decisions like communication strategies, organizational changes, and the atmosphere of the school can all be influenced by this information. Additionally, Deal and Peterson's (2019) research emphasizes how important it is for educators and school administrators to align their practices and actions with their stated ideals. Instructors regularly demonstrate and uphold a school's declared principles, which builds a culture of trust, unity, and purpose. This alignment helps to establish a welcoming and encouraging learning environment.

Moreover, the study's conceptual framework consists of two (2) independent variables: Instructional Leadership and School Culture, and one (1) dependent variable of the study, Intercultural Sensitivity. The first variable, which is Instructional Leadership taken from the study of Akram & Ilgan (2017), leading in a way that fosters the growth of learning and teaching, with the following indicators: instructional resource provider which refers to supplying tools and materials to meet the basic instructional needs of teachers and provide teachers with the tools they need and the professional development they need to carry out their jobs well, which is strongly connected with student accomplishment; maintain visible presence which refers to the dimension is in line with keeping an active presence to monitor and assess directions; exercises that involve communication between the administrator, school staff, and students about classroom improvement are described as directing and assessing guidelines; professional development which refers to the principal promotes and offers opportunities for professional development to help teachers improve their teaching abilities; maximizing instructional time includes extending or safeguarding time allocated for lessons, exam/testing procedures, and other student activities when close teacher-student supervision and communication are maintained; monitoring student progress refers to principals' involvement in monitoring student learning helps them decide how to teach and give students feedback on their development and learning outcomes; feedback on teaching learning refers to being visible throughout the school, giving teachers praise and feedback on their professional development activities, giving students praise and comments on their behavior in class, and ensuring uninterrupted class time are all examples of good principal practices; and curriculum implementer in order to maintain a classroom environment that supports the efficient working of instructional material, arrangement, interventions, management, and monitoring, the principal must understand the whys, how's, and when's of various situations.
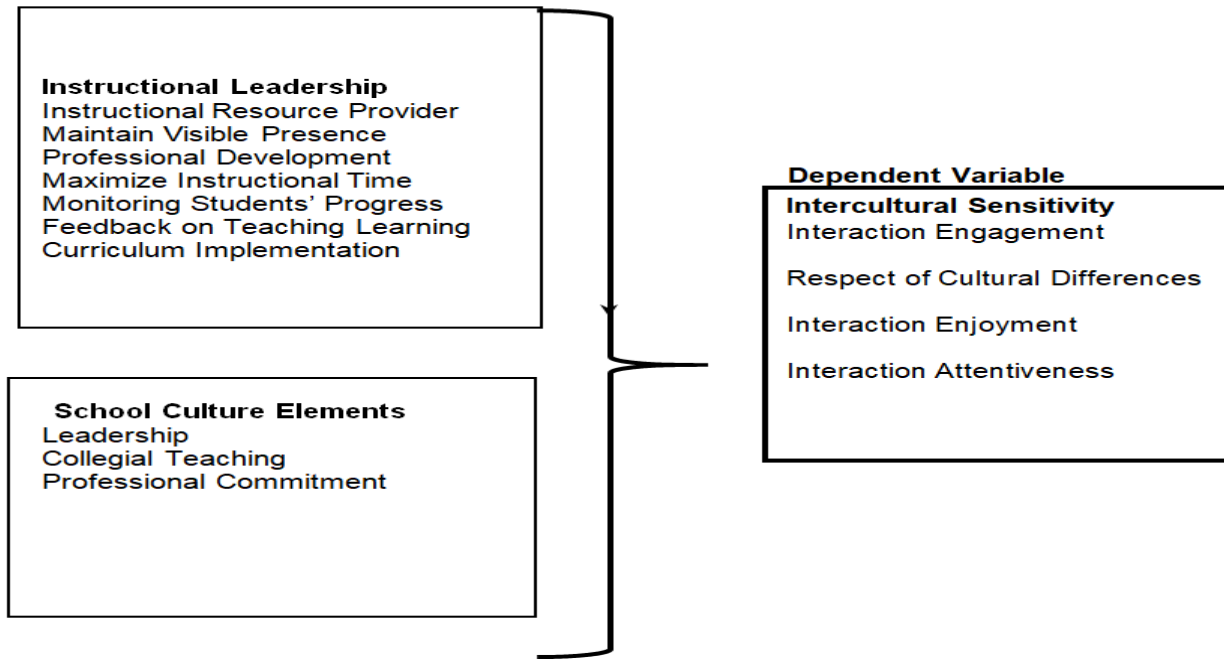
Figure 1. Conceptual Paradigm of the study

The second variable, which is School Culture adapted from the study of Devaney (2012) states the assumptions, ideas, values, and practices that make up a school's culture and influence staff members' thoughts, feelings, and behaviors are referred to as school culture, with the following indicators: shared leadership/ vision refers to an ongoing process to achieve school goals that reflect interpersonal roles and relationships between organizational members, based on the norms, values, and beliefs of cooperation, sharing, support, and encouragement in work tasks as well as sensitivity to the issues and challenges expressed by colleagues; collegial teaching and learning refers to a method of continuous improvement where teachers place a high priority on their own need to learn new things as organizational members to improve instruction through teamwork for the benefit of all students and staff; professional commitment refers to a continuous process that offers possibilities to increase teachers' professional effectiveness through a dedication to the ongoing development of the teaching-learning process and a commitment on the part of teachers to support and assist their peers within the organization;

Finally, the dependent variable, which is Intercultural Sensitivity adapted from the study of Chen & Starosta (2000) is the understanding, acceptance, and appreciation of different cultures and the cultural identities of others with the following indicators: interaction engagement is achieved by asking or probing questions or posing tasks that call for sharing and interaction; respect for cultural differences refers to the understanding the dynamic values and beliefs of different cultures; interaction confidence refers to the behavior, feelings, and self-assurance during the interaction; interaction enjoyment refers to a person's drive to form social bonds based on their particular preferences by the emotions they experience during the social engagement; & interaction attentiveness refers to a degree of the message's recipient's attentiveness, alertness, or observance.

For these reasons, the researcher wants to look at instructional leadership and school culture elements as determinants of intercultural sensitivity. Even though there have been previous studies on instructional leadership, school culture elements, and intercultural sensitivity, they did not discuss these topics as factors affecting intercultural sensitivity, having independent variables and one dependent variable. Additionally, studies have yet to be conducted in the Davao Region in general, and currently, there is a lack of research on the determinants of intercultural sensitivity.

For these reasons, the researcher wants to look at instructional leadership and school triage as determinants of intercultural sensitivity. Even though there have been previous studies on instructional leadership, school culture triage, and intercultural sensitivity, they did not discuss these topics as factors affecting intercultural sensitivity, having independent variables and one dependent variable. The result of the study hopes to shed light on the

importance of becoming intercultural sensitive, especially when globalization is inevitable. Additionally, studies have yet to be conducted in the Davao Region in general, and currently, there is a lack of research on the determinants of intercultural sensitivity.

Hence, the study would like to determine instructional leadership and school culture as determinants of intercultural sensitivity. The research specifically aims to answer the following: (1) to determine instructional leadership in terms of: instructional resource provider, maintain visible presence, professional development, maximize instructional time, monitoring students' progress, feedback on teaching-learning, & curriculum implementation; (2) to determine the school culture in terms of: shared leadership/vision, collegial teaching and learning, & professional commitment; (3) to determine the intercultural sensitivity in terms of: interaction engagement, respect of cultural differences, interaction confidence, interaction enjoyment, & interaction attentiveness; (4) to determine the significant relationship between instructional leadership and school culture; (5) to determine which domain of instructional leadership and school culture in their singular and combined capacities significantly influence intercultural sensitivity.

METHOD

The participants of the study are principals who are subjects to be rated by the teachers. Before selecting respondents for the study, they were prepared for and considered. After much consideration, the survey needs 300 respondents, all chosen are secondary teachers from Mati, Davao Oriental. Moreover, the researcher will not include principals and teachers outside the research locale. The respondents may revoke their participation in the study at any time and without incurring any fees unless the study has already been accepted. The participant may leave the study if they feel frightened or uncomfortable answering the survey's questions considering the circumstances.

The respondents will be chosen accordingly to answer the survey questionnaire with confidentiality. The target respondents are free to decline participation in the survey. They will not be forced to answer the research questionnaire. Additionally, they can withdraw their participation in the research process anytime if they are not comfortable with the study since they are given the free will to participate without penalty or consequence. If so, the target respondent must inform the researcher if he/she would like to back out and may present or not reason(s) for withdrawal. Further, the respondents can be withdrawn from the research study if he/she commits falsification, plagiarism and other moral offenses or the respondents have health conditions and special needs.

The information from the respondents will be gathered using three sets of survey questionnaires. Instructional leadership will be examined using the first set of questionnaires, school culture will be assessed using the second set, and intercultural sensitivity will be assessed using the third set of questionnaires. Experienced validators subject the three questionnaires to content validity and reliability analysis to assure the precision of measures.

This study will utilize three survey questionnaires to gather the data. The survey is a beneficial instrument for evaluating large populations, which provides comparative ease and testing relationships between two or more variables. A survey needs thorough planning, time and effort, and focus to improve responses rates (Jones et al. 1). This way, meaningful results will be produced. Hence, survey instruments from web sources and related studies will be adapted and modified to apply to the current local setting. The said survey instrument in the Likert scale highlighted three parts of the study variable: instructional leadership, school culture triage and intercultural sensitivity

Moreover, the study will employ random sampling. This will be used to represent the community of interest, so they are chosen over convenience samples. Since random samples are typically smaller, gathering them takes less time. By employing random samples, we can conclude that the independent variable is responsible for the effect observed in the dependent variable.

To further improve the contextualized questionnaires, these will be screened by a panel of experts and will be subjected to pilot testing, where 40 respondents will be asked to participate. Moreover, for ethical consideration, the University of Mindanao Ethics Research Committee will approve the conduct of the study to its respondents.

Participants will be provided with these responses: 1 – Never Observed; 2 – Rarely Observed; 3 – Sometimes Observed; 4 – Oftentimes Observed; 5 – Always Observed.

This study will employ a descriptive-correlational research design. Creswell defines descriptive research as describing a phenomenon based on observation or looking at the relationship between two or more variables. In a fact-finding study, the researcher looks at the participants' characteristics, behaviors, and experiences (Conner & Roberts). Additionally, correlational research is a quantitative, non-experimental methodology that uses correlational statistics to assess and quantify the strength of correlations between variables or groups of scores (Creswell).

Furthermore, correlation is used to investigate and measure the connection between two or more variables. Likewise, the primary data is generated through adapted survey instruments. Given the essence of research objectives and the adequate availability of prior evidence to formulate hypothesized relationships for examination, a questionnaire, as a survey method, will be deemed the most appropriate option for this study. Overall, the research design is generally divided into the following phases: establishing a conceptual background, developing hypothesized models, and testing variables' relationships.

Moreover, to determine the determinants of the study, a regression analysis will be utilized. It is a statistical analysis that can examine the relationship, identity, and impact between dependent and independent variables. The most significant advantage of performing regression analysis is that it can determine the factors that matter most, which factors can be ignored, and how these factors can influence each other. It can also assess the strength of the relationship between variables and for modeling the future relationships between them (Angelini 8). Additionally, it produces a regression equation where the coefficients represent the relationship between each independent variable towards independent variables, and the equation can also be used to make predictions (Frost 12).

The distribution of respondents taken into account in the sample and population indicated that the population will be widely distributed. It will also be explained in detail how respondents are chosen for inclusion and exclusion, taking into account the methods used for gathering data, the distribution of the questionnaires, and the demographic under investigation. Lastly, the data collection process included a detailed description of the study's methodology.

Following the guidelines established by the University of Mindanao Ethics Review Committee, the researcher adopted specific measures to ensure the observance of ethical considerations. Moreover, to accomplish this ethical consideration, the study's data collection and writing phases incorporated voluntary participation, privacy and confidentiality, informed consent, recruitment, risk identification and mitigation, and identification of potential benefits. Other ethical issues, including plagiarism, fabrication, falsification, conflict of interest identification, deception, permission from an organization or location, and authorship, were also observed throughout the study.

No high-risk medical, psychological, or socioeconomic situations that the public might experience will be covered in this study. It preserves and defends the rights of research participants. Teachers may find the study's conclusions useful for providing fresh data for planning and implementing new ideas based on the suggestions. The researcher will ensure that all guidelines for adequately citing works by other writers and academics were completely adhered to. Moreover, Grammarly and Turnitin will be used to check this paper to ensure proper grammar and avoid plagiarism. Furthermore, no work misrepresentations or changes were made to any of the data collected for this study because it adheres to the APA 7th edition citation guidelines. The collected facts and information will be documented as precisely as possible.

There will be no indication of a conflict of interest in the study, as demonstrated by the disclosure of conflicts of interest (COIs), which are a collection of situations in which a professional's assessment of one primary interest—the welfare of participants or the reliability of the research—is impacted by a secondary interest—accountable or academic gains or recognitions. There is no proof that the volunteers had been misled about the likelihood of injury. Additionally, the study included all the information needed for responders to understand the study.

The study will be conducted strictly according to ethical guidelines and with formality. As a result, official letters will be sent to the private school directors in Mati, Davao Oriental. Only with the approval of the authorities will the research be conducted.

Lastly, consideration will be given to authorship criteria when conducting the study. With the help and direction of the research adviser, the researcher significantly contributed to the idea and design, data collection, analysis, and interpretation. The researcher will work with the adviser to write the paper, which will be then extensively edited for significant scholarly substance. Both have contribute to the analysis that led to the publication of the findings.

RESULTS AND DISCUSSION

The data obtained from the study respondents were presented, analyzed, and interpreted in this section based on the previously stated research objectives. The order of discussions on the mentioned topic is as follows: the level of instructional leadership; the level of school culture element; level of intercultural sensitivity.

Level of Instructional Leadership

Table 1. Level of Instructional Leadership

Indicators	SD	Mean	Descriptive Level
Instructional resource provider	0.87	4.26	Very High
Maintain visible presence	0.76	4.30	Very High
Professional development	0.78	4.33	Very High
Maximize instructional time	0.83	4.36	Very High
Monitoring students' progress	0.81	4.24	Very High
Feedback on teaching learning	0.82	4.29	Very High
Curriculum implementation	0.75	4.48	Very High
Overall	**0.81**	**4.32**	**Very High**

Shown in Table 1 is the level of instructional leadership with a mean of 4.32 with a descriptive level of Very High. The result shows curriculum implementation with the highest mean of 4.48. This is followed by maximize instructional time with a mean of 4.36, professional development feedback with a mean of 4.33, maintain a visible presence with a mean of 4.30, feedback on teaching and learning with a mean of 4.29, instructional resource provider with a mean of 4.26, all with a descriptive level of Very High. On the other hand, the lowest is monitoring student's progress with a mean of 4.24 with a descriptive level of Very High.

The findings imply that instructional leadership is crucial in the observed setting, with a focus on professional development, curriculum implementation, and making the most of instructional time. These findings demonstrate a positive learning and teaching environment. The consistently excellent ratings in a variety of categories point to a leadership style that is well-rounded.

Effective schools are characterized by principal instructional leadership and teacher collaboration, which are also the main determinants of teacher self-efficacy (Chang, Yao-Ting, & Chiou. (2022). Thus, the ability of teachers to successfully handle issues in their classrooms and schools and enhance their instruction, which may ultimately enhance their students' learning outcomes, is known as teacher self-efficacy.

Level of School Culture Element

Table 2. Level of School Culture Element

Indicators	SD	Mean	Descriptive Level
Leadership	0.87	4.27	Very High
Collegial teaching	0.76	4.38	Very High
Professional commitment	0.66	4.49	Very High
Overall	**0.78**	**4.37**	**Very High**

Shown in Table 2 is the level of school culture element with a mean of 4.37 with a descriptive level of Very High. The result shows professional commitment with the highest mean of 4.49 with a descriptive level of Very High. This is followed by collegial teaching with a mean of 4.38 with a descriptive level of Very High. On the other hand, the lowest is leadership with a mean of 4.27 with a descriptive level of Very High.

The findings show a very high degree of school culture, with mutual teaching and professional dedication standing out. These components point to a cooperative, encouraging atmosphere that makes teachers feel deeply committed to their work. Though still relatively high, the somewhat lower leadership mean could point to a chance to improve leadership techniques even further. The results show a supportive and united school culture that supports efficient instruction and learning.

The culture of a school has a significant impact on how well it can improve student learning (Denson, 2021). A weak school culture can hinder a school's ability to accomplish its goals and have a detrimental effect on students' academic performance. Teachers' favorable opinions of school culture are necessary for a rise in teacher commitment based on it. Thus, establishing a school culture that supports high levels of student accomplishment is the aim of educators and school administrators.

Level of Intercultural Sensitivity

Table 3. Level of Intercultural Sensitivity

Indicators	SD	Mean	Descriptive Level
Interaction engagement	0.86	4.24	Very High
Respect of cultural differences	1.50	3.71	High
Interaction enjoyment	0.82	4.24	Very High
Interaction attentiveness	0.78	4.34	Very High
Overall	**1.12**	**4.09**	**Very High**

Shown in Table 3 is the level of intercultural sensitivity with a mean of 4.09 with a descriptive level of Very High. The result shows interaction attentiveness with the highest mean of 4.34 with a descriptive level of Very High. This is followed by interaction engagement, and interaction enjoyment, both, with a mean of 4.24 with a descriptive level of Very High. On the other hand, the lowest is respect of cultural differences with a mean of 3.71 with a descriptive level of High.

The findings show that people have a very high degree of intercultural sensitivity, especially when it comes to paying attention, participating, and enjoying interaction. The high average scores in these categories imply that

participants are engaged and enjoying their cross-cultural interactions. Respect for cultural diversity raises the possibility that there is space for development in terms of encouraging greater awareness and regard for various cultural viewpoints. This suggests that although there is a high level of participation, more attention may be required to foster cultural respect in cross-cultural relationships.

Fostering ethnically diverse classrooms and improving the preparation of future teachers both depend heavily on intercultural sensitivity. It entails paying attention, participating fully, and enjoying interactions in a classroom setting (Çevik, Özdoğru, & Çevik, 2024). The teacher demonstrated significant levels of communication, multicultural understanding, and social intelligence. At a medium level, social intelligence and intercultural sensitivity were found to be strongly positively correlated. In contrast, at a lower level, communication skills were found to be positively correlated with both social intelligence and intercultural sensitivity.

Significance of the relationship between Instructional Leadership and Intercultural Sensitivity

Shown in Table 4 is the result of the test of the relationship between instructional leadership and intercultural sensitivity. The relationship was tested at a 0.05 level of significance and was reflected in the hypothesis. The overall r-value of .606 with a p-value of <0.05 signified the acceptance of the null hypothesis. It means that there is no significant relationship between instructional leadership and intercultural sensitivity.

The finding that there is no significant correlation between intercultural sensitivity and instructional leadership raises the possibility that, in this context, intercultural sensitivity development is not directly influenced by instructional leadership methods. This result suggests that other elements, such individual experiences, exposure to different cultures, or training courses, may be more important in promoting intercultural sensitivity. To improve intercultural competency among teachers and students, educational leaders may need to consider different strategies or extra interventions.

Three key conclusions were reached: accessible training or experiences are insufficient to enhance intercultural sensitivity; immersive training or experiences increase intercultural sensitivity; and interactive training or experiences increase intercultural sensitivity. Additionally, educators believed that more interactive or immersive training would increase their multicultural awareness. As teacher educators enhance opportunities for teachers to develop their intercultural sensitivity, greater interpersonal relationships between teachers and students may result in positive social change (Clark, 2022).

Table 4. Significance of the relationship between Instructional Leadership and Intercultural Sensitivity

INSTRUCTIONAL LEADERSHIP	INTERCULTURAL SENSITIVITY				Overall
	Interaction engagement	Respect of cultural differences	Interaction enjoyment	Interaction attentiveness	
Instructional resource provider	.449**	.381**	.346**	.356**	**.473****
	(0.000)	(0.000)	(0.000)	(0.000)	**(0.000)**
Maintain visible presence	.561**	.348**	.356**	.430**	**.515****
	(0.000)	(0.000)	(0.000)	(0.000)	**(0.000)**
Professional development	.548**	.308**	.380**	.396**	**.489****
	(0.000)	(0.000)	(0.000)	(0.000)	**(0.000)**
Maximize instructional time	.521**	.383**	.406**	.418**	**.524****

	(0.000)	(0.000)	(0.000)	(0.000)	**(0.000)**
Monitoring students' progress	.594**	.411**	.409**	.405**	**.561****
	(0.000)	(0.000)	(0.000)	(0.000)	**(0.000)**
Feedback on teaching learning	.579**	.312**	.416**	.423**	**.514****
	(0.000)	(0.000)	(0.000)	(0.000)	**(0.000)**
Curriculum implementation	.543**	.296**	.433**	.473**	**.506****
	(0.000)	(0.000)	(0.000)	(0.000)	**(0.000)**
Overall	**.641****	**.415****	**.463****	**.490****	**.606****
	(0.000)	**(0.000)**	**(0.000)**	**(0.000)**	**(0.000)**

Significance of the relationship between school culture elements and intercultural sensitivity

Shown in Table 5 is the result of the test of the relationship between school culture element and intercultural sensitivity. The relationship was tested at a 0.05 level of significance and was reflected in the hypothesis. The overall r-value of .642 with a p-value of <0.05 signified the acceptance of the null hypothesis. It means that there is no significant relationship between school culture element and intercultural sensitivity.

The findings imply that, at the 0.05 significance level, aspects of school culture do not significantly affect intercultural sensitivity. The acceptance of the null hypothesis suggests that school culture may not be a major determinant of students' intercultural sensitivity. Therefore, while addressing the development of intercultural competence, educators and policymakers may need to consider additional aspects, such as personal experiences or outside influences.

Due to differences in gender and intercultural experience, it is determined that equal chances for men and women in intercultural education must be established. To help teachers become more open-minded, there is also a need to expand possibilities for cross-cultural interactions and interactions with people from different cultures. Among the essential components of modern education are intercultural education and the pedagogy of recognition (Filipović & Jurišić, 2024).

Table 5. Significance of the relationship between school culture element and intercultural sensitivity

SCHOOL CULTURE ELEMENT	INTERCULTURAL SENSITIVITY				Overall
	Interaction engagement	Respect of cultural differences	Interaction enjoyment	Interaction attentiveness	
Leadership	.500**	.337**	.386**	.362**	**.480****
	(0.000)	(0.000)	(0.000)	(0.000)	**(0.000)**
Collegial teaching	.737**	.358**	.530**	.571**	**.642****
	(0.000)	(0.000)	(0.000)	(0.000)	**(0.000)**
Professional commitment	.563**	.271**	.455**	.489**	**.509****

	(0.000)	(0.000)	(0.000)	(0.000)	**(0.000)**
Overall	.706**	.388**	.535**	.550**	.642**
	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)

Singular and Combined the influence of instructional leadership and school culture element on intercultural sensitivity

Table 6. Singular and Combined the influence of instructional leadership and school culture element on intercultural sensitivity

Indicators	INTERCULTURAL SENSITIVITY				
	B	B	Std. error	*t*	*Sig*
Constant		0.431	0.260	1.660	0.098
Instructional resource provider	0.082	0.072	0.058	1.231	0.219
Maintain visible presence	0.119	0.122	0.069	1.764	0.079
Professional development	-0.109	-0.103	0.070	-1.471	0.142
Maximize instructional time	0.162	0.191	0.075	2.561	0.011
Monitoring students' progress	0.111	0.103	0.069	1.483	0.139
Feedback on teaching learning	-0.049	-0.046	0.075	-0.611	0.541
Curriculum implementation	0.018	0.018	0.074	0.243	0.808
Leadership	0.051	0.041	0.062	0.672	0.502
Collegial teaching	0.418	0.406	0.064	6.337	0.000
Professional commitment	0.031	0.035	0.071	0.502	0.616
		R	0.697		
		R^2	0.485		
		ΔR	0.468		
		F	27.740		
		P	0.000		

Shown in Table 6 the Singular and Combined the influence of instructional leadership and school culture element on intercultural sensitivity. Tabls shows that Maximize instructional time and collegial teaching significantly influence Intercultural Sensitivity since the P-values are less than 0.05.

The findings suggest that both instructional leadership and school culture elements, specifically maximizing instructional time and promoting collegial teaching, play a significant role in enhancing intercultural sensitivity. With P-values less than 0.05, these factors indicate a statistically significant influence on fostering a more inclusive and culturally aware environment within the school. Consequently, prioritizing these elements may contribute to the development of intercultural sensitivity among educators and students.

CONCLUSION

Conclusions are formed in this part, as seen from the study's findings. The following are the conclusions based on the results. The level of instructional leadership is Very High. The indicator with the highest mean of is the curriculum implementation with a descriptive level of Very High. On the other note, the is monitoring students' progress with a descriptive level of Very High. While the level of school culture element got an overall descriptive level of Very High, the highest indicator is the professional commitment, and the lowest indicator is the leadership. However, both indicators got the descriptive level of Very High. On the other hand, the level of intercultural sensitivity got a descriptive level of high. The indicator with the highest mean is interaction attentiveness with a descriptive level of Very High. On the other note, the indicator that got the lowest mean is the respect of cultural differences with a descriptive level of Moderate. Furthermore, on the relationship between instructional leadership and school connectedness, with an overall value of 0.453, which was rejected, there was a significant relationship between instructional leadership and school connectedness.

RECOMMENDATION

Based on the preceding findings and conclusions, several recommendations are offered. It is recommended that teachers keep concentrating on improving curriculum implementation and keeping a close eye on students' achievement because these areas have demonstrated very high levels of instructional leadership. To further enhance school culture, it should also be a top focus to develop leadership abilities and dedication to the profession. Additionally, one area that has been recognized for development is the establishment of an inclusive atmosphere that respects cultural differences. The school will become more interculturally sensitive if learners are encouraged to interact with people from different cult res. Finally, active participation in school-wide leadership programs that foster a supportive and cohesive school culture can be advantageous for teachers. This could entail assuming leadership positions, coaching colleagues, and helping to create a shared school vision.

For administrators – programs for continuous professional development that assist teachers in strengthening their leadership abilities should be given top priority by administrators, particularly when it comes to implementing curricula and tracking student success. To guarantee ongoing excellence, these areas—which were recognized as strengths—should be strengthened. Building a school culture that encourages leadership, and professional dedication should be the primary goal of administrators. Establishing forums for cooperation and leadership training can improve the general school climate and motivate all employees to get involved. Administrators should put in place programs that promote respect for cultural differences and increase interpersonal attentiveness to increase intercultural sensitivity. Workshops, cultural exchange initiatives, and establishing forums for candid discussions about diversity are a few examples of this.

Future research could examine the fundamental causes of the extremely high levels of instructional leadership, especially in relation to issues like curriculum implementation and student success tracking. Examining the effects of these variables on student results may yield insightful information for instructional strategies.

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