

Multicultural Leadership Competencies, Team Management Skills, Managerial Decision Making, and Work Behavior Among School Heads

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ABSTRACT: The study developed a causal model of how multicultural leadership competencies, team management skills, and managerial decision-making skills of school heads affect their workplace behavior. Using a modified/self-made survey instrument, descriptive correlational, causal-comparative study design, and causal modeling were used. It was conducted in the Divisions of Misamis Oriental and El Salvador City. Data collected from the questionnaires were examined and interpreted using mean and standard deviation, Pearson Product-Moment Correlation, multiple regression, and path analysis. The findings revealed that school heads are multiculturally high in leadership competencies, highly skilled in team management, highly skilled in managerial decision-making, and have a very high level of work behavior. There was a statistically significant positive relationship between the school heads' work behavior and multicultural leadership competencies, team management skills, and managerial decision-making skills. The way school leaders conduct themselves at work has a big impact on delegation, cultural communication, and strategic decisions. Model 4, known as Jull's Model best fits school heads' work behavior. Cultural communication and strategic decisions moderate the link between delegating and conduct at work.

KEYWORDS: delegation, strategic decisions, cultural communication, school heads' work behavior, causal model

I. INTRODUCTION

School heads have various areas of responsibility. This idea could be human, financial, and physical resources, teachers' education, internal & external relations, and the well-being of teachers and learners. The work behavior of school heads exhibited variety, concentration, passion, and sometimes fragmentation of work. A school head's actions at work have a big impact on how well they get along with teachers, parents, and other stakeholders. As observed in the past decades, school heads' pace was less hectic, and they spent more time on the instructional program. Today, the paperwork to be accomplished by the school heads increased. The supervisory and administrative responsibilities of school heads expanded, became voluminous, and were full of school-related curricular and extracurricular activities. However, due to the voluminous programs, projects, and activities in the Department of Education (DepEd), more time is allotted to administrative functions instead. School heads experienced enormous pressure to put together the response to the call of duty in carrying out the mandate to work effectively.

How school heads manage their work is vital to successful school administration. They play a critical role in delivering excellence and quality education. However, due to their frequently redefined tasks, school heads have been stressed because of personal conflict and occupational priorities. The stress encountered by school heads is now recognized as an obstacle to achieving quality education. Progressively extended working hours due to deadlines for school reports, evolving duties, financial difficulties, and increasing responsibility create a culture of anxiety in the workplace.

The roles and responsibilities of school heads can be exciting and challenging in positive ways, which may lead to personal and professional growth. Principals frequently view some changes as a source of stress that seem to have decreased job satisfaction among principals, which not only negatively impacts their work performance (Aquino et al. 2021).

Recent Canadian and international studies identified several variations that have inclined the work and workload of school heads in school regulation and policy changes; educational, social, and demographic changes; technological improvement; and parental opportunities. These changes, coupled with the growing emphasis on accountability, academic standards, and high-stakes testing, have led to increasing demands on principals, a sharp increase in their job responsibilities, and added complexity to their work (Darmody & Smyth, 2016).

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It is in this context that the scope of work, mountainous paper works, and numerous tasks of the school heads can define, determine, address, and strategize in doing the boundless accountabilities that came along the way. Being in government service is to experience hurt and bliss at the same time: the consequences and tasks and the excitement and fulfillment of touching the learners' hearts, adjusting lives, and supplying to the progress of the organization.

This study came up with the best results that were found effective in dealing with the behavior at work in the organization. For school heads to perform successfully, efficiently, and consistently in the organization, they may find it very helpful to develop their multicultural leadership competencies, team management skills, and managerial decision-making abilities.

This study was anchored on different authors' concepts, theories, and models on how multicultural leadership competencies, team management skills, and managerial decision-making skills affect the work behavior of school heads. The Principal Change Leadership Competency Model (PCLCM) was developed by Thai (2013); Theories X and Y by Douglas McGregor in team management skills; Decision-making theory by Herbert Simon in managerial decision-making skills; and, Behavioral Management Theory by Elton Mayo in work behavior. This entails complicated processes and is anchored on a leadership competency model based on a Principal Change Leadership Competency Model (PCLCM); to make this transition successful, there must be a leader in places with particular skill sets (Mei et al., 2018). The critical insight gained from PCLCM is that there must be a foundation for change before changing. The transformation procedure must then be started, which may be done by developing a strategy to carry out this vision and building up a clear visualization. There must be possession with the groups of the change and accountability of the lead to share the image so that this possession happens. A leader in these systems cannot be mastered but instead seeks to commence change through partnership and mentorship.

Multicultural leadership competencies are essential for school leaders and managers to develop. School leaders become effective and efficient at influencing others by listening and fostering open communication. However, it can be difficult for multicultural leaders to influence their subordinates to overcome cultural barriers. They can develop this multicultural leadership competency by promoting negotiation and expanding their cultural intelligence. Multicultural leadership competencies are designed to equip leaders with the knowledge, skills, abilities, and other characteristics required to lead people toward the achievement of organizational goals effectively. They have been associated with the advancement of management jobs, according to Robles- Cruz (2023).

Understanding that cultural differences exist and that these variations will affect how individuals behave both within and outside the workplace, as well as appreciating that various people have different ways of doing things, is known as cultural sensitivity. In an increasingly interconnected world, it is a requirement that every person in the organization is culturally sensitive. It helps the individual teams to thrive in their diversity.

Cultural intelligence is the ability to correctly identify when a person is operating out of universal human peculiarities and when a person is acting out of cultural conditioning. Culturally intelligent leaders can accurately modify their behavior accordingly to ensure they get the best out of the people they interact with. Conforming with people from many cultures is known as cultural communication. It is crucial because the development of cultural identity occurs through a variety of communication channels. It is the study of how various cultures use verbal and nonverbal cues to interact.

This study was also anchored on Theories X and Y by the American social psychologist Douglas McGregor in his book "The Human Side of Enterprise", where he concluded two different styles of management guided by their perceptions of team member motivations. Theory X seems to be authoritarian. Theory Y refers to those workers who are responsible, committed, and self-motivated. It is a participative management style for leaders who possess collaboration, while theory X leads to controlling the team.

According to McGregor, groups with a Theory X approach tend to have several levels of leaders and managers to oversee and direct subordinates. Authority is seldom delegated, and management remains firmly integrated. The adoption of Theory X management may be necessary for large firms because of the number of people they employ and the strict deadlines they must fulfill, even if it has mostly fallen out of favor in recent years. Theory Y managers, on the other hand, have a favorable view of their employees and employ a decentralized, participative management style. It encourages a more collaborative, trust-based relationship between managers and their team members. Appraisals are regularly conducted, but unlike in Theory X organizations, they are used to encourage open communication rather than to control staff. It reflects workers' increasing desire for more meaningful careers that provide them with more than just money. Theory X is the kind of worker who cannot work without motivation and incentives. Theory Y, on the other hand, holds a positive mind of workers. Theory Y proposes that superiors and subordinates can achieve a cooperative and constructed relationship.

In an organization where subordinates show little passion for their work, leaders possess an autocratic leadership style. But if employees desire to learn, their leader will likely use a participative form of management. The management style that a

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manager implements will influence his team members' motivation. Work in managed organizations can be repetitive, and people are often inspired by a "carrot and stick" approach. Performance appraisals and remuneration are usually based on tangible results.

In clear and effective communication, the manager's goal is to help the team members complete the tasks in a manner that is efficient, consistent, and aligns with the organizational goals. Effective communication is vital to gaining trust, aligning efforts and dreams, and inspiring positive change. When communication is not evident, important information can be misunderstood, causing relationships to suffer and, eventually, creating difficulties for development.

Emotional intelligence is a critical component of school leadership and management. The capability to control emotions has been considered one of the practical principles of work performance. Research shows that 90 percent of top performers have superior emotional intelligence. An emotionally intelligent leader has compassion, can communicate effectively, and can resolve conflict.

A good leader knows how to delegate work to others. It involves understanding who is best suited to complete a particular task. It also requires ensuring a follower has the expected means to be productive and feels encouraged to make their own decisions. According to research, employee empowerment increases work performance, job happiness, and organizational commitment.

Additionally, Herbert A. Simon's decision-making theory served as the foundation for this investigation. He is well-known for his behaviorist work on managerial decision-making. According to decision-making theory, rational decision-making should be adopted and used to manage governmental organizations effectively and efficiently. Simon argued that decision-making is selecting between alternative courses of activity. The decision-making theory also takes into account the restricted ability to tackle complex problems as well as mental factors like stress and motivation. Decision-making is based on insight into how individuals behave differently when there are risks and uncertainties involved.

Operational decisions are decisions that need to be taken daily for the operation of the school organization. Compared to tactical and strategic choices, operational decisions don't take as much time. These decisions are made to carry out the short-term procedures and achieve the medium- and long-term objectives adopted by the tactical and strategic decisions. These choices are made more frequently following the current internal and external circumstances, which typically have an impact for no more than a year or even a single day. The main choice is how to foster harmony inside an organization and assess the management's suitability.

Tactical decisions pertain to various policy matters in the organization. These are decisions that determine the objectives to satisfy the goals set by strategic decision-makers. These are the initiatives and activities that, when combined and successful, deliver the strategic objective. These decisions help to turn strategies into actions that ultimately support a team in reaching its goals.

Strategic decisions are those decisions that influence over the years on the life of a particular project. These are processes of charting a course based on long-term goals and a longer-term vision. These are referred to the identification, evaluation, and selection of the strategy that increases the likelihood of achieving organizational goals. These decisions require a high degree of accountability and focus on long-range plans. In this way, strategic decisions improve organizations' efficiency, maximize short-term results, minimize long-term risks, and strengthen organizations' sense of direction.

Finally, this study is also anchored on Behavioral Management Theory. This theory is frequently called the human relations movement because it discusses the human dimensions of work. One of the notable behavioral theorists is Elton Mayo, who conducted the Hawthorne studies, which revealed that human relations and the social needs of workers are essential elements of organizational management. He believed that more factors influenced how employees behaved and performed. He created his management theory based on his findings as The Hawthorne Effect.

The theorist thought that increased efficacy, and efficiency resulted from a greater understanding of human behavior at work, including motivation, outlooks, and group dynamics. This approach likewise sees the workplace as a social setting and aims to maximize human potential by encouraging collaboration and skill development. Behavioral management theory depends on managers who better understand the human aspect of workers and treat subordinates as important assets in the organization.

II. METHODOLOGY

This study utilized descriptive, correlational, and causal-comparative research designs. The researcher needs to strategize and adapt remote tools for data collection (Torrentira 2020). To assess the level of multicultural leadership competencies, team management skills, managerial decision-making skills, and work behavior among school administrators, the descriptive approach was utilized in the study. Using non-experimental quantitative research employing descriptive correlational techniques is helpful

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because the researcher must determine whether multicultural leadership competencies, team management skills, and managerial decision-making skills significantly predict school heads' work behavior.

Causal Comparative Research Design was used to find the relationships between the work behavior of school heads and multicultural leadership competencies, team management skills, and managerial decision-making skills. Moreover, the researcher determined whether the independent variables affect the dependent variable.

The Pearson Product Moment Correlation was also used to evaluate the relationship between the work behavior of school heads to multicultural leadership competencies, team management skills, and managerial decision-making skills. A correlational study strategy determines the link between two variables without the researcher influencing either. (McCombes 2020).

Multiple regression analysis determined the variables that predict school heads' work behavior. It enables the researchers to use the independent variables whose values are known to predict the value of the single dependent variable. The research tool that is most frequently utilized is regression analysis. It enables the researchers to examine connections between independent and dependent variables in their most basic form (Sarstedt & Mooi 2014).

Additionally, this study created a causal model that most effectively connects the work behavior of the school heads' multicultural leadership competencies, team management abilities, and managerial decision-making abilities. According to Fall (2018), mathematical representations of causal linkages within a single system or population are known as causal modeling. They facilitate the drawing of causal inferences from statistical data.

III. RESULTS AND DISCUSSION

Problem 1. What is the level of multicultural leadership competencies of school heads in terms of:

- 1.1 cultural sensitivity;
- 1.2 cultural intelligence; and
- 1.3 cultural communication?

Table 1. Summary on the Level of Multicultural Leadership Competencies of School Heads

Sub-variables	Mean	SD	Description	Interpretation
Cultural Sensitivity	4.32	.816	Agree	High
Cultural Intelligence	4.47	.680	Agree	High
Cultural Communication	4.45	.700	Agree	High
Over-all Mean	4.41	0.73	Agree	High

Note: 4.50-5.00 Very High 3.50-4.49 High 2.50-3.49 Moderately High 1.50-2.49 Low 1.00-1.49 Very Low

As presented in the table summary, school heads were found to agree with the statements in terms of cultural sensitivity (4.32), cultural intelligence (4.47), and cultural communication (4.45). The overall mean (4.41) indicates that school heads agreed on the statements written by the three sub-variables. Thus, the study's findings reveal that school heads highly agree on the multicultural leadership competencies they possess in the workplace. The result is supported by the study of Cabigao (2019), which showed the school's organizational culture was high in his research about the professional competencies of school heads and their impact on school outcomes, corporate culture, and principals' performance. Moreover, the study related to literature states that in the 21st century, global leadership competencies encompass personality traits, knowledge, skills, and behaviors (Cumberland et al. 2016).

Problem 2. What is the level of team management skills of school heads in terms of:

- 2.1 communication;
- 2.2 emotional intelligence; and
- 2.3 delegation?

Table 2. Summary of the Level of Team Management Skills of School Heads

Sub-variable	Mean	SD	Description	Interpretation
Communication	4.66	.553	Strongly Agree	Very High
Emotional Intelligence.	4.55	.580	Strongly Agree	Very High

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Delegation	4.50	.653	Strongly Agree	Very High
Over-all Mean	4.57	0.590	Strongly Agree	Very High

Note: 4.50-5.00 Very High 3.50-4.49 High 2.50-3.49 Moderately High 1.50-2.49 Low 1.00-1.49 Very Low

As presented in the table summary, school heads were found to strongly agree with the statements in terms of communication (4.66), emotional intelligence (4.55), and delegation (4.50). The overall mean (4.57) indicates that school heads agreed on the statements written from the three sub-variables. Thus, the study's findings reveal that school heads are very highly in agreement with the team management skills they possess in the workplace. The result is supported by the related literature stating that communication and teamwork are the most necessary soft skills for professions (Pavlenko & Pavlenko 2021). Moreover, Maurya & Sharma (2017) state that school leaders are the primary role models for change in providing motivation and communication skills. Individuals who learn organizational leadership develop abilities and skills of teamwork, effective communication, conflict resolution, and group problem-solving techniques, and communicate corporate vision, mission, and policies; build employees' morale; ensure efficient school operations; help teachers grow professionally and contribute positively towards the corporate mission.

Problem 3. What is the level of Managerial Decision-Making Skills of school heads in terms of:

3.1 operational decisions;

3.2 tactical decisions; and

3.3 strategic decisions?

Table 3. Summary of the Level of Managerial Decision-Making Skills of School Heads

Sub-variable	Mean	SD	Description	Interpretation
Operational Decisions	4.31	0.810	Agree	High
Tactical Decisions	4.51	.7520	Strongly Agree	Very High
Strategic Decisions	4.57	0.660	Strongly Agree	Very High
Over-all Mean	4.46	0.740	Agree	High

Note: 4.50-5.00 Very High 3.50-4.49 High 2.50-3.49 Moderately High 1.50-2.49 Low 1.00-1.49 Very Low

As presented in the table summary, school heads were found to agree with the statements in terms of operational decisions (4.31), tactical decisions (4.51), and strategic decisions (4.57). The overall mean (4.46) indicates that school heads agreed on the statements written by the three sub-variables. Thus, the study's findings reveal that school heads agree with the managerial decision-making skills they possess in the workplace.

Problem 4. What is the level of work behavior of school heads?

Table 4. Level of Work Behavior of School Heads

Indicators	Mean	SD	Description	Interpretation
1. I care about what makes teachers happy in their jobs.	4.73	.614	Strongly Agree	Very High
2. I provide adequate resources and instructional materials/supplies to the teachers.	4.61	.642	Strongly Agree	Very High
3. I am highly visible in the classroom.	4.61	.629	Strongly Agree	Very High
4. I encourage teachers to improve in areas of teaching practice and professional development.	4.74	.552	Strongly Agree	Very High
5. I give praise and acknowledgment for a job well done.	4.79	.584	Strongly Agree	Very High
6. I demonstrate warmth and friendliness to teachers and students.	4.73	.639	Strongly Agree	Very High
7. I hold consistently high standards for all professionals as members of the school family like teaching, non-teaching, and learners.	4.68	.574	Strongly Agree	Very High
8. I am a motivator and team builder who encourages collaboration.	4.73	.545	Strongly Agree	Very High
9. I respect and value teachers as professionals.	4.79	.547	Strongly Agree	Very High
10. I am fair, honest, and worthy of respect.	4.74	.586	Strongly Agree	Very High

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11. I implement an Open Door Policy that is accessible, available, and willing to listen.	4.72	.570	Strongly Agree	Very High
12. I am highly visible on the school campus.	4.77	.516	Strongly Agree	Very High
13. I value teacher input and opinion and give teachers opportunities for responsibility and decision-making.	4.79	.505	Strongly Agree	Very High
14. I respect differences in teaching styles.	4.78	.531	Strongly Agree	Very High
15. I respect teachers' preparation time as valuable by working to minimize meetings and unnecessary paperwork.	4.76	.555	Strongly Agree	Very High
Over-all Mean	4.73	0.573	Strongly Agree	Very High
Note: 4.50-5.00 Very High 3.50-4.49 High 2.50-3.49 Moderately High 1.50-2.49 Low 1.00-1.49 Very Low				

Table 4 presents the level of work behavior of school heads. As shown in the table, the school heads obtained the highest mean score of 4.79 for item number 13, "I value teacher input & opinion and give teacher opportunities for responsibility and decision-making," followed by item number 9, "I respect and value teachers as professionals," with a mean of 4.79. Teachers, as professionals, are engaged in one of the most ethically demanding jobs, the education of young people; thus, teachers must constantly reflect on the ethics of their activities to ensure that they exhibit the best ethical example possible in their work to those they are morally educating (Sawhney & Landran 2018).

On the other hand, the lowest mean score is for item number 3, "I am obviously in the classroom," with a mean of 4.61, followed by item number 2, "I provide adequate resources and instructional materials/supplies to the teachers," with a mean of 4.61. The overall mean is 4.73, interpreted as a very high level of agreement. The data revealed that the school heads' level of work behavior is very high. It can be attributed to school heads manifesting quality outputs and on-time submission of school reports, thereby making their work behavior and performance feedback excellent. This finding supports the claim of Smith (2016) that an integrated leadership model encompassing behaviors from transformational, transactional, inspirational, and instructional leadership styles can provide positive school-based leadership.

Moreover, Jefri et al. (2020) pointed out that principals' decision-making, organizational commitment, and school climate had a positive and significant effect on teachers' performance. On the other hand, Ekawarna et al. (2022) state that transformational leadership behavior directly impacts psychological capital but does not directly affect willingness to change or indirectly affect readiness to change through psychological means. Another study revealed that teachers' expectations of the school principals' ethical behaviors and the frequency of the principals' performing ethical leadership behaviors were relatively high (Ilgan & Ekiz 2020).

Problem 5. Is there a significant relationship between school heads' work behavior and: multicultural leadership competencies, team management skills, and managerial decision-making skills?

Table 5. Significant Relationship Between School Heads' Work Behavior and Multicultural Leadership Competencies, Team Management Skills, and Managerial Decision-Making Skills

Variables	N	R	P-value	Interpretation
Cultural sensitivity	318	.533	.000	Significant
Cultural intelligence	318	.598	.000	Significant
Cultural communication	318	.648	.000	Significant
Communication	318	.639	.000	Significant
Emotional intelligence	318	.616	.000	Significant
Delegation	318	.670	.000	Significant
Operational decisions	318	.479	.000	Significant
Tactical decisions	318	.519	.000	Significant
Strategic decisions	318	.652	.000	Significant

* Correlation is significant at the 0.05 level (2-tailed).

Table 5 presents the results of the computation of Pearson R correlation for the significant relationship between the school heads' work behavior, multicultural leadership competencies, team management skills, and managerial decision-making

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skills. As depicted in the table, the sub-variables of multicultural leadership competencies, namely cultural sensitivity ($p-.000<.05$), cultural intelligence ($p-.000<.05$), and cultural communication ($p-.000<.05$); the sub-variables for team management skills, namely communication ($p-.000<.05$), emotional intelligence ($p-.000<.05$), and delegation ($p-.000<.05$) as well as the sub-variables of managerial decision-making skills namely operational decisions ($p-.000<.05$), tactical decisions ($p-.000<.05$), and strategic decisions ($p-.000<.05$) have probability values lower than the alpha value of 0.05 thus the null hypothesis was rejected. It implied a statistically significant positive relationship between the school heads' work behavior, and nine sub-variables. This finding revealed that the school heads' work behavior was directly related to their cultural sensitivity, cultural intelligence, cultural communication, emotional intelligence, delegation, operational decisions, tactical decisions, and strategic decisions.

The finding can be further interpreted that when cultural sensitivity, cultural intelligence, cultural communication, emotional intelligence, delegation, operational decisions, tactical decisions, and strategic decisions are increased, the school heads' work behavior will also increase. This finding supports the claim of Aquino et al. (2021) that cultural intelligence has exhibited high correlations between higher levels of cultural intelligence and positive attitudinal and behavioral outcomes. Cross-cultural studies demonstrated a significant relationship between enhanced metacognitive, cognitive, motivational, and behavioral cultural intelligence.

Moreover, Jaya and Hidayat (2020) pointed out that there is a significant relationship between principal leadership and the professional competence of elementary school teachers. It shows that the higher the leadership level of the principal, the higher the teachers' competence will be. The lower the principal's leadership, the lower the professional competence of teachers. It means that the higher the teachers' positive attitude toward their work, the higher their professional competence will be, and vice versa.

Ozdemir et al. 2020 revealed significant positive relationships between all dimensions of educational administrators' 21st-century skills and strategic leadership behaviors. Education managers' 21st-century skills were a significant predictor of their strategic leadership behaviors. School administrators need to increase their knowledge, literacy, accountability, leadership, and responsibility skills to improve their managerial leadership behaviors.

Another study by Cobanoglu (2021) revealed a moderately positive and significant correlation between teachers' cultural intelligence levels and principals' skills in managing diversity and their transformational leadership. To increase the transformational leadership of principals, it is recommended to enhance teachers' socio-cultural awareness and to work on improving the skills of diversity management in principals.

On the other hand, Ang et al. (2020) revealed that practicing all skills for all dimensions of work team leadership among the heads of the departments, represented in decision-making, communication, motivation, conflict management, and meeting management, was high. There were statistically significant differences between the means of practicing work-team leadership skills among the heads of the departments from the perspectives of their supervisors. Chitwood (2018) revealed that principal leadership behaviors, as the most positively associated with teacher decision-making behaviors, have a positive relationship with teacher behaviors. Psychological empowerment mediates the relationship between perceived leadership style and teachers' work-related outcomes. Job satisfaction is influenced both directly and indirectly by trust in the principal (Koiv et al. 2019).

Another study by Oco (2022) showed that innovative work behavior was positively related to personal perception of ethical leadership and group ethical leadership. Additionally, in teams with similar cultural backgrounds, behavioral and metacognitive cultural intelligence had a favorable impact on shared values. Emotional intelligence may be an underlying factor influencing their leadership practices.

Problem 6. Which of the variables, singly or in combination, predict the work behavior of school heads?

Table 6 presents the results of the computation of Multiple Regression Analysis for the variables, singly or in combination, predicting the work behavior of school heads. As depicted in the table, the R-value was .772, signifying a solid positive relationship between the independent and the dependent variables. The R² value of .595 indicated that 59.5% of the variability in the work behavior of the school heads was predicted by the predictor variables utilized in this study. The probability value of 0.000 ($F=50.37$) indicated a significant relationship between the school heads' work behavior and the predictor variables.

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Table 6. Multiple Regression Analysis for the Variables, Singly or in Combination, Predict Work Behavior of School Heads

Variable	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Interpretation
	B	Std. Error	Beta			
(Constant)	.955	.200		4.779	.000	
Cultural sensitivity	-.050	.047	-.061	-1.055	.292	Not Significant
Cultural intelligence	.067	.058	.073	1.157	.248	Not Significant
Cultural communication	.220	.058	.238	3.802	.000	Significant
Communication	.119	.066	.138	1.802	.073	Significant
Emotional intelligence	-.023	.069	-.027	-.335	.738	Not Significant
Delegation	.183	.071	.190	2.570	.011	Significant
Operational decisions	.088	.048	.082	1.838	.067	Not Significant
Tactical decisions	-.030	.038	-.042	-.778	.437	Not Significant
Strategic decisions	.262	.045	.327	5.782	.000	Significant
R=.772 R²=.595 F=50.37 P-value=.000						

Of the nine variables, cultural sensitivity ($p-.292>.05$), cultural intelligence($p-.248>.05$), communication ($p-.073>.05$), emotional intelligence($p-.738>.05$), operational decisions($p-.067>.05$), and tactical decisions ($p-.437>.05$) statistically failed to influence the school heads' work behavior. Meanwhile, the variable that best predicted the school heads' work behavior was strategic decisions with a beta coefficient value of .327, followed by cultural communication (Beta=.238) and delegation (Beta=.190). The regression equation model of this study is $Y'=.955 + .262X_1 + .220X_2 + .183X_3$.

Where;

Y' =School Heads' Work Behavior

.955= is the B constant

X_1 =Strategic Decisions

X_2 =Cultural Communication

X_3 =Delegation

The regression equation suggested that three variables—strategic decisions, cultural communications, and delegation—were significantly associated with the work behavior of school heads. As to the extent of the direct effect of the said variables on school heads' work behavior, for every one-point increase of strategic decisions, the school heads' work behavior will have an increase of .955. A one-point increase in cultural communications, the school heads' work behavior has a gain of .262; for, a one-point increase in the delegation, the school heads' work behavior has a yield of .183.

The finding has a similar result to the study of Hosnan (2019), which found that there is a positive influence of principal leader competencies on the quality of schools. It means that improving the main leadership competencies will have a positive effect on the quality of schools. This finding also supports the claim of De Nobile (2014) that cultural communication provides staff with information to do their jobs, reduces ambiguity, and encourages a team culture. Directive communication is a crucial leadership practice in schools.

Moreover, Mayasari et al. (2019) pointed out that organizational culture and communication significantly affect decision-making. Thus, principals need to enhance communication in an organization. Another study by Brett (2018) revealed that the competency of principals in developing social capital as a means of improving and extending both human and decision-making influences the specific principal behaviors in creating conditions for positive change.

The study of Jefri et al. (2020) revealed that strategic decisions influence the degree of commitment and the firm's scope and can help the firm prioritize decisions, allocate resources, and develop capabilities. Choy et al. (2016) revealed that delegation and participation were significant mediating variables of the relationship between leader-member exchange and job performance. The use of delegation is an effective instrument for developing and maintaining solid manager-employee relationships to improve social capital and enhance job performance. Another study revealed a significant impact of instructional and transformational leadership on teachers' job fulfillment and organizational commitment, mediated by the indirect impact of school climate and teachers' self-efficacy. Principal leadership emerged as an important influence in the path model (Dou et al. 2016).

Presbitero's team leader's cultural intelligence has a moderating effect on the relationship between perceived cultural dissimilarity and a team member's cultural intelligence, which in turn affects a team member's task performance, according to

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another study he conducted in 2020. Moreover, there is a great need for change and improvement in decision-making among organizational executives while accommodating technology, diversity, globalization, policy, teamwork, and leadership effectiveness (Ejimabo 2017). In Oco's (2022) study, collaboration and teachers' involvement in decision-making impact how principals lead their employees.

IV. CONCLUSIONS

Based on the findings, the following conclusions are derived:

Multicultural leadership competencies can be influenced by the work behavior of school heads from a high level to a very high level of agreement.

Team management skills of school heads play an indispensable role in performing the responsibilities and goals of their roles entrusted to them in the organization.

Managerial decision-making skills of school heads aim to raise a very high level of agreement towards positive work behavior.

School heads have a very high level of communication with other people in the workplace. The more school heads are supported by effective communication from their superiors and top-level managers, the better they are encouraged to continue showing their commitment to the organization.

The relationship between delegation and work behavior is mediated by cultural communication.

The relationship between delegation and work behavior is mediated again by strategic decisions.

V. RECOMMENDATIONS

Based on the findings and conclusions of the study, the following recommendations are presented:

Principals, head teachers, and schools - in-charge could aim for a high level of leadership competencies.

DepED officials are encouraged to design training programs on team management skills for enhancement and reinforcement of professional development activities for the principals to maintain the momentum of acquiring such skills.

Principals, head teachers, and schools - in-charge can execute and possess skills in leadership and management in choosing the best alternative solutions being applied in the organization.

Teachers could work hand in hand with their principals, head teachers, and schools – in charge of recognizing the importance of teamwork in the workplace.

The learners might be motivated to equip themselves with 21st-century skills in their studies to achieve quality learning in raising learners' achievement.

Regional directors and school division superintendents are encouraged to give directions anchored from national policies in deciding strategically, communicating culturally, and delegating skills in their respective regional and division offices.

School heads push to pursue their commitment to ensuring efficiency, effectiveness, and fairness in discharging functions toward maximizing organizational productivity. Moreover, future researchers may utilize this model as a reference material and source of information in leadership and management.

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