

# Cultural Awareness and Cross-Cultural Competencies of Instructional Leaders on Educational Organizational Sustainability

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**Abstract**—This study aimed to determine the relationship of cultural awareness and cross-cultural competencies on educational organizations sustainability. Specifically, it determines the level of perception of the instructional leaders towards cultural awareness and the level of cross-cultural competencies. Also, it identifies the level of cultural awareness and cross-cultural competence influence on educational organizations sustainability. Lastly, it tested the significant relationship between cultural awareness and educational organizations sustainability, and the significant relationship between cross-cultural competencies and educational organizations sustainability. The descriptive research approach was used in this study. The researcher's findings are gathered by contacting arbitrary correspondents. One hundred and fifty (150) public elementary teachers including school heads from the schools in Cluster III in Fourth District, in the Division of Laguna were included in this study population. For the data collection, a self-developed questionnaire was employed after it had been verified and validated by specialists. Statistical treatments used are mean, standard deviation, and correlation. The level of perception of the instructional leaders towards cultural awareness has been verbally interpreted as high. The level of cross-cultural competencies among the instructional leaders has been verbally interpreted as high. The level of cultural awareness and cross-cultural competence influence on educational organizations' sustainability has been verbally as high. The results highlight the importance of responsive leadership of instructional leaders to promote a sustainable practice that is useful in uplifting the organizations practices. Cultural awareness shows a significant relationship with the educational organizations sustainability, leading to the rejection of the null hypothesis. This implies that higher levels of cultural awareness among respondents contribute positively to sustaining educational organizations across various dimensions. Furthermore, it also reveals a significant relationship between cross-cultural awareness and educational organizational sustainability, which also results in the rejection of the corresponding null hypothesis. This indicates that the variables of cross-cultural competencies play a meaningful role in shaping the long-term viability and effectiveness of educational organizations. Based on the findings and conclusions of the study, several recommendations are proposed in ensuring sustainability in educational organizations; Instructional Leaders may continue to strengthen their cultural awareness and cross-cultural competencies by promoting diversity initiative programs, inclusivity leadership activities, and global partnerships between their schools and other organizations.

**Keywords**— Cultural Awareness, Cross-Cultural Competencies, Educational Sustainability, Instructional Leaders, Global Collaboration

## I. INTRODUCTION

In an increasingly globalized world, educational institutions play a crucial role in preparing students for diverse and interconnected societies. As cultural interactions become more frequent and complex, fostering cultural awareness and cross-cultural competencies within educational organizations has become essential.

Additionally, fostering cultural awareness and cross-cultural competencies is crucial for the sustainability of educational organizations. Integrating these elements into educational practices not only enhances the inclusivity and relevance of education but also prepares students to thrive in a globally interconnected world. The imperative drives our global community's interconnectedness to address pressing global challenges such as sustainability, health, security, education and essential developments in international commerce. In response to the accelerating pace of globalization, Thai universities are increasingly exploring the integration of global competency into their curricula, recognizing the importance of equipping students with the skills and perspectives needed to navigate the complexities of our interconnected world. One approach to achieving this is through carefully planned international and cross-cultural field activities that immerse candidates in foreign cultures, providing valuable experiential learning opportunities.

Instructional Leaders play an essential role in promoting cultural awareness and cross-cultural competencies in the school environment and school organizations. The competencies possessed by them must extend not only to administrative management skills, but also to promote a culturally appropriate and responsive teaching environment, which may serve as a guide for teachers in implementing an environment that demonstrates a multi-cultural perspective.

Sustainability in educational organizations focuses on long-term development practices by instructional leaders which respond to social, economic, and environmental challenges. This sustainability in education helps in catering and promoting a learning environment that offers a quality education for everyone, it also involves the innovative practices in the organization that support the present and future educational transformations.

Culturally aware and competent educational organizations create more inclusive and supportive learning environments.

When students see their cultures represented and respected, they are more likely to engage and succeed academically.

Furthermore, they underscore the importance of training teachers in teaching global competence, highlighting educators' crucial role in fostering global awareness and intercultural understanding among students.

1.1 Statement of the Problem

Problem/s which were addressed by the research

This study seeks to explore cultural awareness and cross-cultural competencies on the educational organization sustainability in Cluster III in the Fourth District of Laguna.

Specifically, it seeks to answers the following questions:

1. What is the level of perceptions of the instructional leaders towards cultural awareness in terms of:
  - 1.1. dynamic
  - 1.2. sensitivity
  - 1.3. curriculum integration
  - 1.4. diversity initiatives?
2. What is the level of cross-cultural competence exist among the Instructional leaders in terms of:
  - 2.1. community engagement;
  - 2.2. cultural competence;
  - 2.3. curriculum implementation
  - 2.4. global collaboration; and
  - 2.5. professional development?
3. What is the level of educational organization sustainability in terms of:
  - 3.1. Environmental as to;
    - 3.1.1 Sustainable Practices in Schools
    - 3.1.2 Eco-friendly Learning Environments
  - 3.2. Economics as to;
    - 3.2.1 Resource Allocation and Budgeting
    - 3.2.2 Funding for Cultural and Diversity Programs
  - 3.3. Social as to;
    - 3.3.1 Inclusivity and Equity in Education
    - 3.3.2 Stakeholder and Community Engagement
  - 3.4. Technological as to;
    - 3.4.1 Integration of Technology for Multicultural Learning
    - 3.4.2 Digital Platforms for Global Collaboration
  - 3.5. Management as to;
    - 3.5.1 Leadership in Diversity and Inclusion
    - 3.5.2 Policy Implementation and Organizational Development
4. Is there a significant relationship between the respondents' cultural awareness and educational organization sustainability?
5. Is there a significant relationship between the cross-cultural competencies of respondent and educational organization sustainability?

II. METHODOLOGY

The descriptive research approach was used in this study. The researcher's findings are gathered by contacting arbitrary correspondents. One hundred and fifty (150) public elementary teachers including school heads from the schools

in Cluster III in Fourth District, in the Division of Laguna were included in this study population. For the data collection, a self-developed questionnaire was employed after it had been verified and validated by specialists. Statistical treatments used are mean, standard deviation, and correlation.

III. RESULTS AND DISCUSSION

This chapter presents, analyzes, and interprets the data gathered from one hundred and fifty (150) respondents in Cluster III in the Fourth District of Laguna represented by teachers including school heads that enumerates and discusses the different results yielded from the data collected in this study. The following tabular presentations and discussions further characterized cultural awareness as to dynamic, sensitivity, curriculum integration and diversity initiatives, and cross-cultural competencies as to community engagement, cultural competencies, curriculum implementation, global collaboration and professional development with regards to educational organizational sustainability as to environment, economics, social, technological and management.

In today's increasingly diverse educational landscape, instructional leaders play a crucial role in fostering culturally responsive and inclusive learning environments. Their perceptions and attitudes toward cultural awareness significantly influence school policies, teaching practices, and organizational climate. Cultural awareness in leadership extends beyond recognition of diversity; it encompasses dynamism in adapting to cultural changes, sensitivity in addressing varied learner needs, integration of multicultural perspectives within the curriculum, and the implementation of meaningful diversity initiatives. Moreover, instructional leaders who actively promote cultural awareness help cultivate mutual respect, reduce biases, and strengthen collaboration among members of the school community.

Table 1 presents the level of perceptions of instructional leaders towards cultural awareness in terms of dynamic. Among the indicators, the statement "Integrates environmental responsibility and cultural values in school programs" obtained the highest mean score of (M = 5.83, SD = 0.99) and was interpreted as Agree. This is followed by "Advocates environmental stewardship within the school and community" with a mean score (M=5.73, SD=1.13) and was also remarked as Agree.

Table 1. Level of Perceptions of Instructional Leaders towards Cultural Awareness in terms of Dynamic

STATEMENTS	MEAN	SD	REMARKS
Promotes eco-friendly and culturally responsive school practices	5.57	1.37	Agree
Encourages environmental awareness through culturally relevant school activities	5.65	1.34	Agree
Implement sustainability projects involving diverse learners	5.65	1.40	Agree
Integrates environmental responsibility and cultural values in school programs	5.83	0.99	Agree
Advocates environmental stewardship within the school and community	5.73	1.13	Agree
Weighted Mean	5.69		
SD	0.83		
Verbal Interpretation			High

It was also followed by the statements, “Encourages environmental awareness through culturally relevant school activities” and “Implement sustainability projects involving diverse learners” with a mean score (M=5.65, SD=1.34, .40) and was also remarked as Agree. Lastly the statement, “Promotes eco-friendly and culturally responsive school practices” was the followed having a mean score (M=5.57, SD=1.37) and remarked as Agree.

This indicates that instructional leaders frequently integrate sustainability principles with cultural values in their school programs. The relatively lower standard deviation suggests consistency in the respondents’ perceptions, implying a shared recognition of the importance of embedding environmental and cultural considerations into institutional initiatives.

Overall, the computed weighted mean score (M=5.69, SD=0.83) reflects a high level of perception. This indicates that instructional leaders generally demonstrate strong commitment to fostering culturally responsive and environmentally sustainable practices. The synthesis of findings suggests that while integration at the program level is notably strong, consistent school-wide operationalization of eco-friendly and culturally responsive practices may still be enhanced to achieve greater uniformity and impact.

The findings align with previous studies emphasizing the positive influence of culturally aware leadership on sustainable school practices. According to Banks et al. (2020), school leaders who integrate cultural and environmental considerations into programs promote inclusive learning environments while modeling responsible citizenship. Cultural contexts shape environmental attitudes and behaviors, influencing participation in sustainability efforts (Jia & Krettenauer, 2019). Moreover, culturally responsive practices improve the acceptance, relevance, and effectiveness of community-based programs, thereby strengthening their sustainability outcomes.

Synthesizing these perspectives, the current study confirms that instructional leaders’ cultural awareness not only enhances the relevance and inclusivity of school programs but also strengthens environmental sustainability, highlighting the interconnection between leadership, cultural competence, and sustainable educational practices.

As shown in table, the statement “Encourages open discussions about cultural understanding” obtained the highest mean score of (M = 5.67, SD = 0.99) and was verbally interpreted as Agree. This was followed by the statement “Avoids cultural biases and stereotypes in instruction.” which has a mean score (M=5.65, SD= 1.38) and was verbally interpreted as Agree.

Another statement that follows is “Practices empathy and fairness in cross-cultural interactions.” with a mean score (M=5.54, SD=1.38) and verbally interpreted as Agree. “Promotes respect and inclusivity during school activities.” also followed, which has a mean score (M=5.52, SD=1.39) and verbally interpreted as Agree. Conversely, the statement “Recognizes and respects cultural differences among learners” received the lowest mean score of (M= 5.47, SD = 1.44), although it was still interpreted as Agree.

Table 2. Level of Perceptions of Instructional Leaders towards Cultural Awareness in terms of Sensitivity

STATEMENTS	MEAN	SD	REMARKS
Recognizes and respect cultural differences among learners.	5.47	1.44	Agree
Practices empathy and fairness in cross-cultural interactions.	5.54	1.38	Agree
Promotes respect and inclusivity during school activities.	5.52	1.39	Agree
Avoids cultural biases and stereotypes in instruction.	5.65	1.38	Agree
Encourages open discussions about cultural understanding.	5.67	0.99	Agree
Weighted Mean	5.57		
SD	0.97		
Verbal Interpretation			High

Overall, the weighted mean score (M=5.57, SD=0.97) indicates a high level of perception in terms of sensitivity. This means that instructional leaders generally demonstrate empathy, fairness, inclusivity, and openness in cross-cultural interactions. The findings suggest that sensitivity as a dimension of cultural awareness is strongly evident among instructional leaders, contributing to a more inclusive and respectful school environment.

The results are supported by the review of related literature, which emphasizes that culturally sensitive leadership is crucial for creating inclusive school environments. Banks et al. (2020) note that leaders who model empathy and open dialogue help reduce cultural biases and foster mutual respect among learners. Similarly, Gay (2018) highlighted that sensitivity in leadership promotes equitable treatment, enhances collaboration, and strengthens relationships among diverse school stakeholders. Synthesizing these findings, the present study confirms that sensitivity as a dimension of cultural awareness enables instructional leaders to cultivate a respectful and inclusive school climate, which is essential for learner engagement, social cohesion, and the overall effectiveness of educational programs.

*Level of Perceptions of Instructional Leaders towards Cultural Awareness in terms of Curriculum Integration*

Table 3 presents the level of perceptions of instructional leaders toward cultural awareness in terms of curriculum integration.

Table 3. Level of Perceptions of Instructional Leaders towards Cultural Awareness in terms of Curriculum Integration

STATEMENTS	MEAN	SD	REMARKS
Integrates multicultural concepts in curriculum design.	5.65	1.25	Agree
Encourages to include global perspectives in lessons.	5.39	1.37	Agree
Aligns learning objectives with cultural inclusivity.	5.38	1.31	Agree
Reviews learning materials for cultural appropriateness.	5.54	1.41	Agree
Promotes classroom discussions on cultural awareness.	5.73	1.31	Agree
Weighted Mean	5.54		
SD	0.60		
Verbal Interpretation			High

As reflected in the table, the statement “Promotes classroom discussion on cultural awareness” obtained the highest mean score (M=5.73, SD=1.31) and was verbally interpreted as Agree. It was followed by the statement, “Integrates multicultural concepts in curriculum design.” with a mean score (M=5.65, SD=1.25) which was also interpreted as Agree. Another statement that follows is “Reviews learning materials for cultural appropriateness.” with a mean score (M=5.54, SD=1.41) and verbally interpreted as Agree.

On the other hand, the statement “Encourages to include global perspectives in lessons.” follows, having a mean score (M=5.39, SD=1.37) and verbally interpreted as Agree. Lastly, the statement “Aligns learning objectives with cultural inclusivity.” received the lowest mean score of the responses with (M=5.38, SD=1.31) yet also remarked as Agree.

Overall, the weighted mean of 5.54 (SD = 0.60) reflects a high level of perception in terms of curriculum integration. This means that instructional leaders generally demonstrate strong commitment to embedding multicultural concepts, global perspectives, and culturally appropriate materials within the curriculum. The findings imply that cultural awareness is actively incorporated into instructional planning and classroom implementation, contributing to inclusive and culturally responsive educational practices.

Research by Brady et al. (2024) highlighted powerful moves leaders can make, like training sessions that center equity, to reshape how teachers teach. When instruction shifts, it becomes easier for educators to adapt lessons while building spaces where different backgrounds thrive.

That space, quietly shaped, becomes where learners begin to see each other more clearly. One clear result showed students get more involved when learning together across cultures. Another finding pointed to better understanding of different backgrounds because of shared curriculum approaches.

*Level of Perceptions of Instructional Leaders towards Cultural Awareness in terms of Diversity Initiatives*

Table 4 presents the level of perceptions of instructional leaders toward cultural awareness in terms of diversity initiatives. The statements “Participates in community events supporting multiculturalism” and “Advocates for inclusive education practices” obtained the highest mean scores (M= 5.78, SD=1.29) and were verbally interpreted as Agree. It was followed by the statement, “Encourages partnerships among diverse stakeholders.” which has a mean score of (M=5.73, SD=1.28) and verbally interpreted as Agree.

Another statement that follows is “Implements policies that promote equity and inclusion.” having a mean score of (M=5.67, SD=1.37) and was remarked as Agree. On the other hand, the statement “Conducts programs that celebrate cultural diversity.” received the lowest mean score of the respondents (M=5.62, SD=1.35) yet was also remarked as Agree interpretation.

The findings align with related literature highlighting the importance of diversity-focused leadership. According to Lindsey, Robins, and Terrell (2022), leaders who actively promote diversity initiatives foster inclusive school climates

where learners from varied cultural backgrounds feel valued and supported. Similarly, Sleeter (2021) emphasizes that participation in multicultural events and advocacy for inclusive practices strengthen social cohesion and improves learner outcomes by modeling respect for cultural differences.

Table 4. Level of Perceptions of Instructional Leaders towards Cultural Awareness in terms of Diversity Initiatives

STATEMENTS	MEAN	SD	REMARKS
Conducts programs that celebrate cultural diversity.	5.62	1.35	Agree
Implements policies that promote equity and inclusion.	5.67	1.37	Agree
Encourages partnerships among diverse stakeholders.	5.73	1.28	Agree
Participates in community events supporting multiculturalism.	5.78	1.29	Agree
Advocates for inclusive education practices.	5.78	1.18	Agree
Weighted Mean	5.71		
SD	1.03		
Verbal Interpretation			High

Moreover, Hollins (2020) argues that sustained diversity initiatives enhance stakeholder engagement and empower educators to implement culturally responsive pedagogy, which ultimately contributes to equitable educational opportunities for all students. Synthesizing these perspectives, the study confirms that instructional leaders’ engagement in diversity initiatives is crucial for nurturing culturally responsive and socially inclusive school environments.

*Level of Cross-cultural competence exists among the instructional leaders in terms of community engagement, cultural competence, curriculum implementation, global collaboration, and professional development.*

In an increasingly interconnected and culturally diverse educational landscape, cross-cultural competence has become an essential attribute of effective instructional leadership. School leaders are expected not only to understand cultural differences but also to actively engage communities, implement inclusive curricula, foster global partnerships, and continuously develop their professional capacities to address multicultural realities. Their level of cross-cultural competence significantly influences school climate, instructional quality, and stakeholder collaboration.

Table 5. Level of Cross-cultural Competence exists among the Instructional Leaders in terms of Community Engagement

STATEMENTS	MEAN	SD	REMARKS
Builds partnerships with diverse cultural communities.	5.63	1.35	Agree
Involves community members in cultural school programs.	5.63	1.37	Agree
Collaborates with local leaders to promote cultural harmony.	5.60	1.28	Agree
Encourages parental involvement regardless of background.	5.81	1.29	Agree
Strengthens linkages with multicultural organizations.	5.70	1.18	Agree
Weighted Mean	5.67		
SD	0.55		
Verbal Interpretation			High

Table 5 presents the level of cross-cultural competence of instructional leaders in terms of community engagement.

Among the indicators, the statement “Encourages parental involvement regardless of background” obtained the highest mean score of (M = 5.81, SD = 1.29) and was verbally interpreted as Agree. It was followed by the statement “Strengthens linkages with multicultural organizations.” with a mean score of the respondents (M=5.70, SD=1.18) and verbally interpreted as Agree. Another statements that follows are, “Builds partnerships with diverse cultural communities.” and “Involves community members in cultural school programs.” with a mean score of responses (M=5.63, SD=1.37) which was verbally interpreted as Agree.

Overall, the weighted mean of 5.67 (SD = 0.55) reflects a High level of cross-cultural competence in community engagement. This implies that instructional leaders actively build partnerships, involve stakeholders, and strengthen linkages with diverse cultural groups, contributing to a more inclusive and culturally responsive school environment. This implied that instructional leaders actively build partnerships, involve stakeholders, and strengthen linkages with diverse cultural groups, contributing to a more inclusive and culturally responsive school environment.

These findings are consistent with the literature emphasizing the role of school leaders in fostering community engagement and cross-cultural competence. Epstein (2022) highlights that active parental involvement strengthens school-community partnerships and improves learners’ academic and socio-emotional outcomes. Similarly, Lazaro (2020) asserted that culturally responsive leadership involves engaging all stakeholders, including parents and local leaders, to create inclusive educational environments.

*Level of Cross-cultural Competence exists among the Instructional Leaders in terms of Cultural Competence*

Table 6 presents the level of cross-cultural competence of instructional leaders in terms of cultural competence.

Table 6. Level of Cross-cultural Competence exists among the Instructional Leaders in terms of Cultural Competence

STATEMENTS	MEAN	SD	REMARKS
Demonstrates awareness of cultural norms and traditions.	5.53	1.32	Agree
Communicates effectively across different cultural groups.	5.68	1.29	Agree
Provides equitable learning opportunities for all students.	5.64	1.28	Agree
Shows respect for others’ beliefs and values.	5.65	1.20	Agree
Models culturally responsive behavior in the workplace.	5.69	1.09	Agree
Weighted Mean	5.63		
SD	0.77		
Verbal Interpretation			High

The statement “Models culturally responsive behavior in the workplace.” obtained the highest mean score (M = 5.69, SD = 1.09) and was interpreted as Agree. This was followed by the statement, “Communicates effectively across different cultural groups.” with a mean score of (M=5.68, SD=1.29) and was verbally interpreted as Agree. Another statement that

follows is, “Shows respect for others’ beliefs and values.” with a mean score of (M=5.65, SD=1.20) which was verbally interpreted as Agree.

It was also followed by the statement, “Provides equitable learning opportunities for all students.” with a mean score (M=5.64, SD=1.28) which was verbally interpreted as Agree. On the other hand, the statement, “Demonstrates awareness of cultural norms and traditions” received the lowest mean score of (M = 5.53, SD = 1.32), though still interpreted as Agree. This suggests that while awareness of cultural norms is frequently observed, there may be slight variations in how it is applied across contexts. Overall, the weighted mean (M=5.63, SD=0.77) reflects a High level of cross-cultural competence. This implies that instructional leaders effectively communicate across cultures, provide equitable learning opportunities, and consistently model culturally responsive behaviors, promoting an inclusive and respectful school environment.

Table 7. Level of Cross-Cultural competence exists among the Instructional Leaders in terms of Curriculum Implementation

STATEMENTS	MEAN	SD	REMARKS
Applies culturally responsive teaching methods.	5.77	1.35	Agree
Incorporates global and local perspectives into lessons.	5.55	1.40	Agree
Provides materials that reflect diverse cultures.	5.64	1.45	Agree
Encourages learners to appreciate cultural differences.	5.65	1.25	Agree
Uses culturally fair assessment strategies.	5.69	1.32	Agree
Weighted Mean	5.64		
SD	0.77		
Verbal Interpretation			High

Table 7 presents the level of cross-cultural competence of instructional leaders in terms of curriculum implementation. The statement “Applies culturally responsive teaching methods” obtained the highest mean score of (M = 5.77, SD = 1.35) and was interpreted as Agree. It was followed by the statement “Uses culturally fair assessment strategies.” with a mean score (M=5.69, SD=1.32) which was verbally interpreted as Agree. The statement “Encourages learners to appreciate cultural differences.” follows, with a mean score (M=5.65, SD= 1.25) with a verbal interpretation as Agree.

Another statement that follows is “Provides materials that reflect diverse cultures.” with a mean score (M=5.64, SD=1.45) and verbally interpreted as Agree. In contrast, “Incorporates global and local perspectives into lessons” received the lowest mean score of (M = 5.55, SD = 1.40), though still interpreted as Agree. This suggests that integrating global and local perspectives is frequently practiced, but its application may differ slightly across contexts.

Overall, the weighted mean (M=5.64, SD=0.77) reflects a high level of cross-cultural competence in curriculum implementation. The findings show that instructional leaders effectively integrate culturally responsive methods, diverse learning materials, and fair assessment strategies to foster inclusivity and appreciation of cultural differences.

Looking at how teachers lead, Miramon et al. (2024) explored their impact on changing K-12 learning, seeing that

those who understand culture shape better student experiences. Because the Philippines reflects many backgrounds, such inclusive efforts matter more here than in less diverse places. When educators take part in aware decision making, classrooms respond in meaningful ways across different groups. Still, even with those good links between how leaders operate and how well curricula work, tough issues remain. The findings suggest that developing culturally aware teacher leadership should be a strategic priority in efforts to improve K–12 learning, targeted professional development, and systemic structures that enable teacher leaders to translate cultural understanding into effective curriculum implementation across diverse classrooms.

*Level of Cross-cultural competence exists among the Instructional Leaders In terms of Global Collaboration*

Table 8 shows the level of cross-cultural competence of instructional leaders in terms of global collaboration. The statement “Encourages learners to connect with peers worldwide” received the highest mean score of (M = 5.90, SD = 1.21) and was interpreted as Agree. This was followed by the statements, “Participates in international or intercultural programs.” and “Promote partnerships with global educational institutions.” with a mean score (M=5.64, SD=1.18) which was verbally interpreted as a Agree.

Table 8. Level of Cross-cultural competence exists among the Instructional Leaders In terms of Global Collaboration

STATEMENTS	MEAN	SD	REMARKS
Participates in international or intercultural programs.	5.64	1.13	Agree
Promote partnerships with global educational institutions.	5.64	1.18	Agree
Uses technology for global cultural exchange.	5.27	1.45	Agree
Shares best practices in multicultural education.	5.60	1.32	Agree
Encourages learners to connect with peers worldwide.	5.90	1.21	Agree
Weighted Mean	5.61		
SD	0.83		
Verbal Interpretation			High

Another statement that follows is “Shares best practices in multicultural education.” with a mean score (M=5.60, SD=1.32) and was verbally interpreted as Agree. Meanwhile, “Uses technology for global cultural exchange” obtained the lowest mean score of (M = 5.27, SD = 1.45), though still interpreted as Agree This implies that technology is utilized to support global interactions, but its implementation may vary among leaders.

Overall, the weighted mean of 5.61 (SD = 0.83) reflects a High level of cross-cultural competence in global collaboration. This shows that leaders consistently establish international partnerships, share best practices, and provide learners with avenues for meaningful cross-cultural engagement.

Research conducted by Lin (2021) showed virtual exchange helps build global awareness and shared leadership. Through such methods, school leaders participate in real conversations with people overseas, deepening their grasp of different cultures while improving teamwork abilities.

Working well with others across varied cultures matters when shaping education that respects and includes varied student groups.

The findings suggest that integrating virtual exchange programs into leadership development can enhance school leaders’ global cultural awareness and collaborative skills. By engaging in meaningful interactions with diverse international peers, leaders gain insights that help them create more inclusive educational environments and implement practices that respect and respond to the needs of varied student populations.

Table 9. Level of Cross-cultural Competence exists among the Instructional Leaders in terms of Professional Development

STATEMENTS	MEAN	SD	REMARKS
Participates in cultural awareness and diversity training.	5.55	1.13	Agree
Provides mentoring to promote intercultural understanding.	5.69	1.18	Agree
Reflects on personal cultural beliefs and biases.	5.75	1.45	Agree
Encourages colleagues to engage in cultural learning.	5.97	1.32	Agree
Supports continuous professional growth in global education.	5.77	1.21	Agree
Weighted Mean	5.74		
SD	0.85		
Verbal Interpretation			High

Table 9 illustrates the level of cross-cultural competence of instructional leaders in terms of professional development.

The statement “Encourages colleagues to engage in cultural learning” recorded the highest mean score of (M = 5.97, SD = 1.32) and was interpreted as Agree. It was followed by the statement, “Supports continuous professional growth in global education.” with a mean score (M=5.77, SD=1.21) and was verbally interpreted as Agree. Another statement that follows, “Reflects on personal cultural beliefs and biases.” with a mean score of the respondents (M=5.75, SD=1.45) and verbally interpreted as Agree.

On the other hand, it was followed by the statement, “Provides mentoring to promote intercultural understanding.” with a mean score (M=5.69, SD=1.18) and was also verbally interpreted as Agree. In contrast, “Participates in cultural awareness and diversity training” received the lowest mean score of (M = 5.55, SD = 1.13), though still interpreted as Agree. This suggests that while professional development programs are frequently attended, the extent of participation may vary among instructional leaders.

Overall, the weighted mean (M=5.74, SD=0.85) reflects a High level of cross-cultural competence in professional development. This indicates that instructional leaders consistently engage in self-reflection, mentoring, and continuous learning to strengthen intercultural understanding and promote globally responsive educational practices.

Research by Chen (2017) emphasized campus changes demand new skills from school leaders, ones that value difference while building shared understanding. When leadership shifts in meaning, it opens space where differences are welcomed rather than managed. This kind of setting grows inclusion naturally. The findings imply that leadership

preparation and professional development programs must prioritize skills that promote inclusive leadership practices, particularly those that value differences while fostering shared understanding across campus communities. As the meaning of leadership evolves, school leaders should be equipped to create environments where diversity is embraced as a strength rather than treated as a challenge to be controlled. Such leadership approaches can support the natural growth of inclusive cultures within educational institutions.

*Cultural Awareness and the level of cross-cultural influence the educational organization’s sustainability in terms of environmental, economic, social, technological, and management.*

In the contemporary educational landscape, cultural awareness and cross-cultural competence are essential factors that influence the sustainability of educational organizations. Leaders who demonstrate strong cultural awareness and competence are better equipped to address diverse learner needs, foster inclusive practices, and engage effectively with stakeholders. These skills not only enhance the school climate but also support long-term organizational sustainability across multiple dimensions, including environmental, economic, social, technological, and management aspects.

This study examines how the level of cultural awareness and cross-cultural competence among instructional leaders contributes to the sustainability of educational organizations. By assessing these dimensions, the research aims to provide insights into how culturally responsive leadership practices can strengthen institutional resilience, promote equitable resource utilization, and ensure the holistic development of learners and staff.

This study examines how the level of cultural awareness and cross-cultural competence among instructional leaders contributes to the sustainability of educational organizations. By assessing these dimensions, the research aims to provide insights into how culturally responsive leadership practices can strengthen institutional resilience, promote equitable resource utilization, and ensure the holistic development of learners and staff.

Table 10. Influence of Cultural Awareness and Cross-Cultural Competence on the Educational Organizational Sustainability in terms of Environmental as to Sustainable Practices in School

STATEMENTS	MEAN	SD	REMARKS
Promotes eco-friendly and culturally responsive school practices	5.75	1.18	Agree
Encourages environmental awareness through culturally relevant school activities	5.87	1.08	Agree
Implement sustainability projects involving diverse learners	5.81	1.04	Agree
Integrates environmental responsibility and cultural values in school programs	5.69	1.19	Agree
Advocates environmental stewardship within the school and community	5.67	1.08	Agree
Weighted Mean	5.76		
SD	0.63		
Verbal Interpretation	High		

Table 10 presents the level of sustainability in the educational organization in terms of environmental practices. Among the indicators, the statement “Encourages environmental awareness through culturally relevant school activities” obtained the highest mean score of (M= 5.87, SD = 1.08) and was interpreted as Agree. It was followed by the statement, “Implement sustainability projects involving diverse learners.” with a mean score of the respondents (M=5.81, SD=1.04) which was verbally interpreted as Agree. Another statement that follows is, “Promotes eco-friendly and culturally responsive school practices” with a mean score (M=5.75, SD=1.18) and was verbally interpreted as Agree. It was followed by the statement, “Integrates environmental responsibility and cultural values in school programs” with a mean score of the respondents (M=5.69, SD=1.19) with a verbal interpretation of Agree.

On other hand, “Advocates environmental stewardship within the school and community” recorded the lowest mean score of (M=5.67, SD=1.08), though still interpreted as Agree. This suggests that while advocacy efforts are consistently practiced, their frequency or scope may slightly differ across schools or contexts.

Overall, the weighted mean (M=5.76, SD=0.63) reflects a High level of environmental sustainability. This demonstrates that instructional leaders effectively integrate eco-friendly initiatives and culturally responsive practices into school programs, contributing to the organization’s long-term environmental responsibility and sustainable development.

Table 11. Influence of Cultural Awareness and Cross-Cultural Competence on the Educational Organizational Sustainability in terms of Environmental as to Eco-friendly Learning Environment

STATEMENTS	MEAN	SD	REMARKS
Maintains a safe and environmentally sustainable learning environment.	5.99	1.06	Agree
Encourages the use of sustainable and reusable instructional materials.	5.87	1.14	Agree
Supports waste reduction and energy-saving practices in school.	5.63	0.97	Agree
Promotes green school spaces reflecting cultural respect for nature.	5.78	1.02	Agree
Models environmentally responsible behavior to staff and learners	5.80	1.08	Agree
Weighted Mean	5.81		
SD	0.57		
Verbal Interpretation	High		

Table 11 shows the level of environmental sustainability in the school. The highest-rated statement, “Maintains a safe and environmentally sustainable learning environment.” has a mean score of the respondent (M=5.99, SD=1.06) which was verbally interpreted as Agree.

It was followed by the statement, “Encourages the use of sustainable and reusable instructional materials.” with a mean score (M=5.87, SD=1.14) and was verbally interpreted as Agree. Another statement that follows is, “Models environmentally responsible behavior to staff and learners.” with a mean score of the respondents (M=5.80, SD=1.08) which was verbally interpreted as Agree. The statement, “Promotes green school spaces reflecting cultural respect for

nature.” follows, it has a mean score (M=5.78, SD=1.02) and was verbally interpreted as Agree.

The lowest-rated statement, “Advocates environmental stewardship within the school and community” with a mean score (M=5.67, SD=1.08) and was still verbally interpreted as Agree. It demonstrates frequent practice, though its implementation may vary slightly across different schools.

Overall, the weighted mean (M=5.76, SD=0.63) indicates a High level of environmental sustainability, showing that culturally aware leaders consistently implement eco-friendly programs that combine environmental responsibility with cultural considerations.

Green school spots do more than stand as buildings - they quietly mold how kids see nature up close. According to Muafiah et al. (2021), teaching science inside these places nudges learners toward caring for earth without needing labels. When young minds first meet ecology, something quietly grows - attention shifts, questions rise, actions change. These grounds aren’t just roofs; they’re teaching moments woven into daily life.

Besides changing classrooms, learning now happens in greener ways – especially under science flags like tech and math. Buriro et al. (2023) noticed different ways of teaching that fit nature-friendly habits, pulling kids deeper into lessons. Learning by doing, especially outdoors, helps pupils connect what they study to real life, lifting their grades along the way. Table 12 presents the influence of cultural awareness and cross-cultural competence on the educational organization’s sustainability in terms of economic practices, specifically resource allocation and budgeting. Among the indicators, “Allocates funds for cultural and diversity programs” obtained the highest mean score (M=5.83, SD=0.98), interpreted as Agree. This result suggests that school leaders consistently prioritize financial support for programs that promote cultural awareness, inclusivity, and diversity within the educational environment.

Table 12. Influence of Cultural Awareness and Cross-Cultural Competence on the Educational Organizational Sustainability in terms of Economics as to Resource Allocation and Budgeting

STATEMENTS	MEAN	SD	REMARKS
Ensures equitable and culturally responsive allocation of school resources.	5.77	0.94	Agree
Allocates funds for cultural and diversity programs.	5.83	0.98	Agree
Supports income-generating or livelihood school projects.	5.64	1.10	Agree
Promotes financial transparency and accountability.	5.75	1.09	Agree
Encourages cost-effective sustainable practices	5.79	1.02	High
Weighted Mean	5.76		
SD	0.57		
Verbal Interpretation			High

This was followed by the statement “Encourages cost-effective sustainable practices”, which recorded a mean (M=5.79, SD=1.02), also interpreted as Agree. The finding indicates that the school actively promotes efficient utilization of resources while maintaining sustainability in school operations and programs.

Next statement that follows is, “Ensures equitable and culturally responsive allocation of school resources” garnered a mean (M=5.77, SD=0.94), interpreted as Agree, reflecting that resources are distributed while considering the diverse cultural needs of learners and stakeholders.

Similarly, the statement, “Promotes financial transparency and accountability” achieved a mean score (M=5.75, SD=1.09), interpreted as Agree. This implies that school management practices emphasize openness and responsible handling of financial resources, strengthening stakeholders’ trust and participation.

Lastly, “Supports income-generating or livelihood school projects” obtained the lowest mean (M=5.64, SD=1.10), though still interpreted as Agree. This indicates that while such initiatives are practiced, they may be implemented slightly less consistently compared to the other financial sustainability measures.

Overall, the weighted mean (M=5.76, SD=0.57) reflects a High level of economic sustainability, demonstrating that culturally aware and cross-culturally competent leaders effectively manage school resources, promote transparency, and ensure equitable and cost-effective practices that strengthen the financial sustainability of the educational organization.

Efficient financial handling often begins with clear choices about where money goes. According to Sinugbohan and Galigao (2024), smart budgeting shapes how schools use what they have. When planning takes shape, focus shifts to real needs - like textbooks, teacher growth, or updating buildings. Their view is that organization behind spending leads to stronger outcomes across key functions. What matters most is placing funding where it benefits students and the school most clearly. That choice shapes how resources drive progress.

Table 13. Influence of Cultural Awareness and Cross-Cultural Competence on the Educational Organizational Sustainability in terms of Economics as to Funding for Cultural and Diversity Programs

STATEMENTS	MEAN	SD	REMARKS
Secures funding to sustain multicultural and inclusive initiatives.	6.01	1.14	Agree
Prioritizes budget support for culturally responsive programs.	6.17	0.97	Agree
Collaborates with stakeholders to generate resources for diversity projects.	6.22	0.95	Agree
Monitors the effective utilization of funds for cultural programs.	6.16	1.02	Agree
Sustains long-term financial support for inclusion-related activities	6.20	1.03	Agree
Weighted Mean	6.15		
SD	0.79		
Verbal Interpretation			High

Table 13 presents the influence of cultural awareness and cross-cultural competence on the educational organization’s sustainability in terms of funding for cultural and diversity programs.

Among the indicators, “Collaborates with stakeholders to generate resources for diversity projects” obtained the highest mean score (M=6.22, SD=0.95), interpreted as Agree. The findings imply that actively engage stakeholders and partners

in mobilizing resources can support in diversity-related initiatives. This was followed by “Sustains long-term financial support for inclusion-related activities”, which recorded a mean of respondents (M=6.20, SD=1.03), also interpreted as Agree. The result suggests that to maintain programs that promote inclusion and equitable participation, schools must ensure appropriate and consistent fundings. It was followed by the statement, “Prioritizes budget support for culturally responsive programs” which obtained a mean score (M=6.17, SD=0.97) interpreted as Agree. This indicates that in financial planning it must consider the programs that address cultural diversity and responsiveness within the school environment.

Similarly, “Monitors the effective utilization of funds for cultural programs” garnered a mean (M=6.16,SD=1.02), interpreted as Agree. This demonstrates that school leaders practice careful supervision and evaluation of financial resources to ensure that allocated funds are used efficiently and appropriately. Lastly, “Secures funding to sustain multicultural and inclusive initiatives” registered the lowest mean score (M=6.01, SD=1.14), though still interpreted as Agree.

Overall, the weighted mean (M=6.15, SD=0.79) reflects a High level of sustainability in funding for cultural and diversity programs. This demonstrates that culturally aware and cross-culturally competent leaders not only prioritize culturally responsive initiatives but also ensure effective resource management, stakeholder engagement, and long-term financial support for inclusion-related activities.

This suggests that while leaders consistently secure financial resources, the level of implementation may vary slightly depending on the context or availability of resources. Funding cultural programs often deepens what students learn (Gay, 2018). Teaching that respects culture helps learners connect more fully with classroom material. Because such methods honor different heritages, young people tend to engage more fully during lessons. When schools’ back initiatives valuing difference, learning links to individual life stories, grasp and keep knowledge grow stronger.

Table 14 presents the influence of cultural awareness and cross-cultural competence on the educational organization’s sustainability in terms of social practices, focusing on inclusivity and equity in education. Among the indicators, “Builds a school culture that respects all backgrounds” obtained the highest mean score of the respondents (M=5.86, SD=1.11), which was verbally interpreted as Agree. This was followed by the statements “Strengthens collaboration with community stakeholders”, and “Encourages cultural participation among learners” which recorded a mean score (M=5.72, SD=1.18), which was also interpreted as Agree.

The result indicates that schools actively engage parents, community members, and external partners in supporting inclusive and culturally responsive educational initiatives.

Next, “Promotes inclusive and fair school policies” garnered a mean score of the respondents (M=5.69, SD=1.17), interpreted as Agree, reflecting that school policies are generally designed and implemented to ensure fairness, equality, and inclusiveness among all stakeholders.

Table 14. Cultural Awareness and the Level of Cross-Cultural Competence Influence the Educational Organization's Sustainability in Social in terms of Inclusivity and Equity in Education

STATEMENTS	MEAN	SD	REMARKS
Promotes inclusive and fair school policies.	5.69	1.17	Agree
Strengthens collaboration with community stakeholders.	5.72	1.18	Agree
Encourages cultural participation among learners.	5.72	1.17	Agree
Supports student-led cultural and social initiatives.	5.68	1.18	Agree
Builds a school culture that respects all backgrounds.	5.86	1.11	Agree
Weighted Mean	5.74		
SD	0.82		
Verbal Interpretation			High

Lastly, “Supports student-led cultural and social initiatives” registered the lowest mean score of the respondents (M=5.68, SD=1.18), though still interpreted as Agree. This indicates that while student participation in cultural and social initiatives is encouraged, there may still be opportunities to further strengthen learner leadership and involvement.

Overall, the weighted mean of 5.74 (SD = 0.82) reflects a High level of social sustainability, demonstrating that culturally aware and cross-culturally competent leaders consistently promote inclusive policies, equitable practices, and collaborative engagement with both students and community stakeholders

In sustainability, getting involved in community matters. A shared sense of place grows when effort goes wider. Programs work better when they reflect what different people need. Eden, Chisom, and Adeniyi (2024) stated that cultural differences matter when building education programs. When schools include varied viewpoints, engagement often grows across neighborhoods. Stronger ties emerge where backgrounds are respected during learning years.

Fair treatment among members strengthens how resources are handled. Because different views get space in choices, school-based learning setups find fresh ways around supply limits (Shutaleva et al., 2023). When schools put effort into welcoming everyone, they often make better use of what they already have. Because of this, support goes where it is needed most, not just handed out equally. Tools like tutoring or technology show up not only in numbers but in fairness, so success isn’t delayed for any student.

Table 15 presents the Influence of Cultural Awareness and Cross-Cultural Competence on the Educational Organizational Sustainability in terms of Social as to Stakeholder and Community Engagement Among the indicators, “Engages parents and community members in inclusive school programs” obtained the highest mean score of the respondents (M=5.97, SD= 1.24), interpreted as Agree. The findings suggest that the school promotes program of inclusivity and shared responsibility in education by strongly encouraging active participation of parents and community members.

This was followed by the statement “Promotes community-based activities supporting sustainability goals”, which recorded a mean score (M=5.69, SD=1.19) which was interpreted as Agree. The result indicates that schools support long-term sustainability objectives by implement activities

anchored in community participation.

Table 15. Influence of Cultural Awareness and Cross-Cultural Competence on the Educational Organizational Sustainability in terms of Social as to Stakeholder and Community Engagement

STATEMENTS	MEAN	SD	REMARKS
Engages parents and community members in inclusive school programs.	5.97	1.24	Agree
Establishes partnerships with cultural and civic organizations.	5.68	1.16	Agree
Encourages shared decision-making among stakeholders.	5.45	1.45	Agree
Promotes community-based activities supporting sustainability goals.	5.69	1.19	Agree
Sustains long-term stakeholder involvement in school development	5.67	1.22	Agree
Weighted Mean	5.69		
SD	0.77		
Verbal Interpretation	High		

Next statement that follows is, “Establishes partnerships with cultural and civic organizations” which obtained a mean score (M=5.68, SD=1.16) which was also interpreted as Agree.

Closely related statement is, “Sustains long-term stakeholder involvement in school development” garnered a mean score (M=5.67, SD=1.22), also verbally interpreted as Agree. This implies that schools continuously maintain stakeholder participation to support ongoing school improvement and development efforts.

Lastly, “Encourages shared decision-making among stakeholders” registered the lowest mean score of the respondents (M=5.45, SD=1.45), though still interpreted as Agree. This suggests that while stakeholder participation in decision-making processes is evident, it may require further enhancement to ensure broader and more consistent collaboration.

Overall, the weighted mean (M=5.69, SD=0.77) reflects a high level of social sustainability, demonstrating that culturally aware and cross-culturally competent leaders effectively engage stakeholders, maintain partnerships, and sustain community involvement to support the school’s long-term development.

Getting all stakeholders involved isn’t always smooth. According to Grunwald, Kara, and Spillan (2024), handling varied perspectives takes effort. One person’s idea might clash with another’s agenda, slowing down green projects. Still, making sure every voice count can be tough, especially where imbalances of influence exist. Schools facing such obstacles need sharp judgment just to spark real participation.

Still, Menon and Suresh (2020) highlighted how blending learning, inquiry, and daily campus work with local involvement strengthens green efforts. When institutions bring such elements together, results tend to improve. Places where people collaborate across roles usually discover better ways to live sustainably without extra struggle.

Among the indicators, the statement, “Provides equal access to technological resources” obtained the highest mean score (M=5.93, SD=0.96), interpreted as High. This finding suggests that the school prioritizes equitable access to digital

tools and resources to ensure that all learners benefit from technological advancements in education. This was followed by “Supports the use of technology in inclusive education”, which recorded a mean score (M=5.89, SD=0.89), which was interpreted as High.

Table 16. Influence of Cultural Awareness and Cross-Cultural Competence on the Educational Organizational Sustainability in terms of Technological as to Integration of Technology for Multicultural Learning

STATEMENTS	MEAN	SD	REMARKS
Integrates ICT tools to promote multicultural learning.	5.79	1.04	Agree
Uses digital platforms for global collaboration.	5.86	0.96	Agree
Provides equal access to technological resources.	5.93	0.96	Agree
Encourages responsible digital citizenship.	5.73	0.91	Agree
Supports the use of technology in inclusive education.	5.89	0.89	Agree
Weighted Mean	5.84		
SD	0.65		
Verbal Interpretation	High		

The result indicates that to promote inclusive instructional practices technology is actively utilized to accommodate diverse learning needs of the learners and educators. Next statement that follows is, “Uses digital platforms for global collaboration” which garnered a mean score (M=5.86, SD=0.96), and was also verbally interpreted as High. This implies that the school connect learners and educators with broader global communities, fostering cross-cultural understanding and collaboration. Similarly, the statement “Integrates ICT tools to promote multicultural learning” obtained a mean score of 5.79 (SD = 1.04), interpreted as High. This implies that if demonstrated information and communication technologies are effectively incorporated into lessons it can enhance multicultural awareness and appreciation. Lastly, the statement “Encourages responsible digital citizenship” registered the lowest mean score of the respondents (M=5.73, SD=0.91), though still interpreted as High. This suggests that while responsible and ethical use of technology is promoted, further strengthening of digital citizenship programs may enhance learners’ awareness and accountability in online environments.

Overall, the weighted mean score (M=5.84, SD=0.65) reflects a High level of technological sustainability. This demonstrates that technology is effectively utilized to advance equity, inclusion, and global engagement in the school. The results shows that the school prioritizes equal access to digital resources and supports the use of technology in inclusive education, while ensuring that it promotes global collaboration.

Groenewald et al. (2024) led a thorough scan across worldwide views on multicultural education and leadership styles. Results showed just how widespread diversity is within schools, plus the fact that those in charge must build skills to work well across different cultural backgrounds when guiding mixed-culture classrooms. When local traditions are respected, global awareness in education can shape leadership in ways that include more people. This kind of approach often emerges where culture matters as much as policy. The study implies that educational leaders should develop intercultural

competencies as a core aspect of their leadership practice. By valuing local traditions while promoting global awareness, leaders can guide diverse classrooms more effectively, fostering inclusive environments where all students feel recognized and supported.

Table 17. Influence of Cultural Awareness and Cross-Cultural Competence on the Educational Organizational Sustainability in terms of Technological as to Digital Platforms for Global Collaboration

STATEMENTS	MEAN	SD	REMARKS
Utilizes digital platforms to connect learners globally.	5.76	1.24	Agree
Encourages participation in online intercultural exchanges.	5.93	1.00	Agree
Facilitates virtual partnerships with international institutions.	5.47	1.00	Agree
Promotes sharing of multicultural best practices online.	5.82	0.97	Agree
Sustains digital initiatives supporting global engagement	5.02	1.03	Agree
Weighted Mean	5.80		
SD	0.59		
Verbal Interpretation	High		

Among the indicators, “Encourages participation in online intercultural exchanges” obtained the highest mean score (M=5.93, SD=1.00), which was verbally interpreted as Agree. This suggests that the school actively promotes learner involvement in virtual intercultural activities to enhance global awareness and cross-cultural understanding.

This was followed by the statement “Promotes sharing of multicultural best practices online”, which recorded a mean score (M=5.82, SD=0.97), also verbally interpreted as Agree. Next statement that follows is, “Utilizes digital platforms to connect learners globally” which garnered a mean score of the respondents (M=5.76, SD=1.24), interpreted as Agree, which demonstrated that online tools are learners’ global connections and perspectives.

On the other hand, the statement, “Facilitates virtual partnerships with international institutions” obtained a mean score (M=5.47, SD=1.00), which was verbally interpreted as Agree.

Lastly, “Sustains digital initiatives supporting global engagement” registered the lowest mean score of the respondents (M=5.02, SD=1.03), though still interpreted as Agree. This suggests that although digital initiatives for global engagement are maintained, there is room to further strengthen their long-term sustainability term sustainability.

Overall, the weighted mean of 5.80 (SD = 0.59) reflects a High level of technological sustainability. This demonstrates that culturally aware and cross-culturally competent leaders effectively use digital platforms to foster international collaboration, share best practices, and sustain programs that enhance learners’ global engagement.

Research conducted by Lin (2021) showed virtual exchange helps build global awareness and shared leadership. Through such methods, school leaders participate in real conversations with people overseas, deepening their grasp of different cultures while improving teamwork abilities. Working Well with others across varied cultures matters when

shaping education that respects and includes varied student groups. The findings suggest that integrating virtual exchange programs into leadership development can enhance school leaders’ global cultural awareness and collaborative skills. By engaging in meaningful interactions with diverse international peers, leaders gain insights that help them create more inclusive educational environments and implement practices that respect and respond to the needs of varied student populations.

Table 18 presents the influence of cultural awareness and cross-cultural competence on the educational organizational sustainability in terms of management as to leadership in diversity and inclusion. Among the indicators, “Encourages collaborative and participatory management” obtained the highest mean score of the respondents (M=5.87 (SD = 0.98), which was verbally interpreted as Agree. This finding suggests that school leaders actively promote shared governance and teamwork in decision-making processes.

Table 18. Influence of Cultural Awareness and Cross-Cultural Competence on the Educational Organizational Sustainability in terms of Management as to Leadership in Diversity and Inclusion

STATEMENTS	MEAN	SD	REMARKS
Demonstrates leadership that values diversity and inclusion.	5.83	1.09	Agree
Implements policies sustaining organizational inclusivity.	5.76	1.14	Agree
Encourages collaborative and participatory management.	5.87	0.98	Agree
Monitors and evaluates diversity-related initiatives.	5.77	1.06	Agree
Ensures continuity of programs promoting cultural awareness.	5.65	1.11	Agree
Weighted Mean	5.77		
SD	0.67		
Verbal Interpretation	High		

This was followed by the statement, “Demonstrates leadership that values diversity and inclusion”, which recorded a mean score (M=5.83, SD=1.09), also verbally interpreted as Agree. The result indicates that school leaders consistently model attitudes and practices that respect and support diversity within the organization.

Next statement that follows is, “Monitors and evaluates diversity-related initiatives” garnered a mean score (M=5.77, SD=1.06), which was verbally interpreted as Agree, this implies that school leaders ensure regular assessment of programs that are designed to promote inclusivity and cultural responsiveness.

Another statement that follow is, “Implements policies sustaining organizational inclusivity” which obtained a mean score (M=5.76, SD=1.14), interpreted as Agree, demonstrating that inclusive principles are embedded in institutional policies and guidelines.

Lastly the statement, “Ensures continuity of programs promoting cultural awareness” registered the lowest mean score of the respondents (M=5.65, SD=1.11), though it is still interpreted as Agree. This suggests that while cultural awareness programs are sustained, further strengthening may enhance their long-term continuity and impact.

Overall, the weighted mean (M=5.77, SD=0.67) reflects a High level of management sustainability, demonstrating that culturally aware and cross-culturally competent leaders implement inclusive policies, monitor diversity initiatives, and sustain programs that foster organizational equity and cultural responsiveness.

Groenewald et al. (2024) led a thorough scan across worldwide views on multicultural education and leadership styles. Results showed just how widespread diversity is within schools, plus the fact that those in charge must build skills to work well across different cultural backgrounds when guiding mixed-culture classrooms. When local traditions are respected, global awareness in education can shape leadership in ways that include more people. This kind of approach often emerges where culture matters as much as policy.

The study implies that educational leaders should develop intercultural competencies as a core aspect of their leadership practice. By valuing local traditions while promoting global awareness, leaders can guide diverse classrooms more effectively, fostering inclusive environments where all students feel recognized and supported.

Table 19. Influence of Cultural Awareness and Cross-Cultural Competence on the Educational Organizational Sustainability in terms of Management as to Policy Implementation and Organizational Development.

STATEMENTS	MEAN	SD	REMARKS
Develops policies supporting long-term organizational sustainability.	5.63	0.88	Agree
.Aligns school development plans with diversity and sustainability goals.	5.55	1.19	Agree
Ensures effective implementation of inclusion-related policies.	5.89	0.97	Agree
Provides capacity-building aligned with sustainability objectives.	5.95	0.88	Agree
Reviews and improves systems sustaining cultural competence initiatives	5.98	0.98	Agree
Weighted Mean	5.79		
SD	0.57		
Verbal Interpretation	High		

Among the indicators, “Reviews and improves systems sustaining cultural competence initiatives” which obtained the highest mean score of the respondents (M=5.98, SD=0.98), and was verbally interpreted as Agree. The findings suggest that organizations that consistently evaluates its systems to ensure continuous improvement of programs for cultural competence can sustains cultural initiatives.

This was followed by the statement, “Provides capacity-building aligned with sustainability objectives”, which recorded a mean score (M=5.95, SD=0.88), also interpreted as Agree. This indicates that professional development and training initiatives are strategically designed by the school leaders to support sustainability goals in the school community.

Next statement is, “Ensures effective implementation of inclusion- related policies” which garnered a mean score (M=5.89, SD=0.97) and verbally interpreted as Agree. This implies that inclusion-focused policies are not only established but also properly executed within the organization.

On other hand, the statement, “Develops policies supporting long-term organizational sustainability” follows, which obtained a mean score (M=5.63, SD=0.88), and verbally interpreted as Agree. This demonstrates that the policy frameworks within the organization are crafted intentionally to promote an institutional sustainability.

Lastly, the statement “Aligns school development plans with diversity and sustainability goals” registered the lowest mean score of the respondents (M=5.55, SD=1.19), though still interpreted as Agree. The findings suggest that further strengthening between the programs for development plans and sustainability objectives may enhance coherence and strategic integration.

Overall, the weighted mean of 5.79 (SD = 0.57) reflects a High level of management sustainability, demonstrating that culturally aware and cross-culturally competent leaders implement inclusive policies, support capacity-building, and continuously improve organizational systems to promote cultural competence and sustainable development.

According to the study by Nguyen (2019), the growth paths of educators - including decision makers, school administrators, and classroom staff- come under review, with attention drawn to the lack of training that reflects diverse cultural backgrounds. For those in charge, grasping how culture shapes decisions matter deeply when creating educational policies and putting them into practice. When schools make building cultural understanding skills a central goal, results in policy execution tend to shift toward success, simply because leaders gain tools to move through intricate societal settings while serving varied interests. The study suggests that educational institutions should prioritize training programs that build cultural competence for all school leaders and decision-makers. By equipping administrators and educators with the skills to understand and navigate diverse cultural contexts, schools can improve the design and implementation of policies, fostering more effective, inclusive, and responsive educational environments.

*Significant Relationship between Respondents’ Perceptions of Instructional Leaders’ Cultural Awareness and Educational Organization Sustainability*

The results of this table reveal a significant correlation between Cultural Awareness and Educational Organizations Sustainability indicators.

The indicator Dynamic shows significant positive correlations with all the Educational Organization Sustainability Indicators. Based on the results, it is significantly correlated with Sustainable Practices in Schools (r = .602, p = .000), Eco-Friendly Learning Environment (r = .568, p = .000), Resource Allocation and Budgeting (r = .505, p = .000), Funding Cultural and Diversity Programs (r = .506, p = .000), Inclusivity and Equity in Education (r = .595, p = .000), Stakeholder and Community Engagement (r = .477, p = .000), Integration of Technology for Multicultural Learning (r = .615, p = .000), Digital Platforms for Global Collaboration (r = .611, p = .000), Leadership in Diversity and Inclusion (r = .658, p = .000), and Policy Implementation and Organizational Development (r = .570, p = .000). These results reveal a

positive, strong and consistent correlation between dynamic and educational organization sustainability. The findings suggest that improvement across all educational organization's sustainability indicators are strongly associated with cultural awareness.

Table 20. Significant Relationship Between Cultural Awareness and Educational Organization Sustainability

		Correlations									
		SUSTAINABLE PRACTICES IN SCHOOLS	ECO-FRIENDLY LEARNING ENVIRONMENT	RESOURCE ALLOCATION AND BUDGETING	FUNDING CULTURAL AND DIVERSITY PROGRAMS	INCLUSIVITY AND EQUITY IN EDUCATION	STAKEHOLDER AND COMMUNITY ENGAGEMENT	INTEGRATION OF TECHNOLOGY FOR MULTICULTURAL LEARNING	DIGITAL PLATFORMS FOR GLOBAL COLLABORATION	LEADERSHIP IN DIVERSITY AND INCLUSION	POLICY IMPLEMENTATION AND ORGANIZATIONAL DEVELOPMENT
DYNAMIC	Pearson Correlation	.602*	.568*	.505*	.506*	.595*	.477*	.615*	.611*	.658*	.570*
	Sig (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
	N	150	150	150	150	150	150	150	150	150	150
SENSITIVITY	Pearson Correlation	.241*	0.002	0.111	.258*	0.091	.186*	0.623*	-0.121	0.134	0.154
	Sig (2-tailed)	0.003	0.978	0.175	0.001	0.266	0.023	0.781	0.141	0.101	0.060
	N	150	150	150	150	150	150	150	150	150	150
CURRICULUM INTEGRATION	Pearson Correlation	0.068	0.152	.169*	0.044	.177*	.212*	-.135	-.166*	-.070	-.107*
	Sig (2-tailed)	0.411	0.064	0.038	0.592	0.031	0.009	0.100	0.042	0.392	0.193
	N	150	150	150	150	150	150	150	150	150	150
DIVERSITY INITIATIVES	Pearson Correlation	.444*	.230*	.348*	.343*	.383*	.365*	.279*	.241*	.384*	.376*
	Sig (2-tailed)	0.000	0.005	0.000	0.000	0.000	0.000	0.001	0.003	0.000	0.000
	N	150	150	150	150	150	150	150	150	150	150

The next indicator Sensitivity shows only few correlations between the variables. Based on the results it has a significant positive relationship with Sustainable Practices in Schools ( $r = .241, p = .003$ ), Funding Cultural and Diversity Programs ( $r = .258, p = .001$ ), and Stakeholder and Community Engagement ( $r = .186, p = .023$ ).

However, it does not show significant correlations with Eco-Friendly Learning Environment ( $p = .978$ ), Resource Allocation and Budgeting ( $p = .175$ ), Inclusivity and Equity in Education ( $p = .266$ ), Integration of Technology for Multicultural Learning ( $p = .781$ ), Digital Platforms for Global Collaboration ( $p = .141$ ), Leadership in Diversity and Inclusion ( $p = .101$ ), and Policy Implementation and Organizational Development ( $p = .060$ ). These results indicate that though sensitivity can contribute to sustainable practices, its influence is limited to specific areas.

The third indicator Curriculum Integration unveil various relationships between educational organizations sustainability. From the variables presented, it shows significant correlations with Resource Allocation and Budgeting ( $r = -.169, p = .038$ ), Inclusivity and Equity in Education ( $r = .177, p = .031$ ), Stakeholder and Community Engagement ( $r = .212, p = .009$ ), and Digital Platforms for Global Collaboration ( $r = -.166, p = .042$ ).

However, the result also reveals that it does not significantly correlate with Sustainable Practices in Schools ( $p = .411$ ), Eco-Friendly Learning Environment ( $p = .064$ ), Funding Cultural and Diversity Programs ( $p = .592$ ), Integration of Technology for Multicultural Learning ( $p = .100$ ), Leadership in Diversity and Inclusion ( $p = .392$ ), and Policy Implementation and Organizational Development ( $p =$

.193). this indicates that there is a correlation between curriculum integration and some of the educational organizations' sustainability, but it is relatively weak and inconsistent.

Lastly, the indicator Diversity Initiatives demonstrates a positive significant correlation among all Educational Organizations Sustainability Indicators. It is significantly related to Sustainable Practices in Schools ( $r = .444, p = .000$ ), Eco-Friendly Learning Environment ( $r = .230, p = .005$ ), Resource Allocation and Budgeting ( $r = .348, p = .000$ ), Funding Cultural and Diversity Programs ( $r = .343, p = .000$ ), Inclusivity and Equity in Education ( $r = .383, p = .000$ ), Stakeholder and Community Engagement ( $r = .365, p = .000$ ), Integration of Technology for Multicultural Learning ( $r = .279, p = .001$ ), Digital Platforms for Global Collaboration ( $r = .241, p = .003$ ), Leadership in Diversity and Inclusion ( $r = .384, p = .000$ ), and Policy Implementation and Organizational Development ( $r = .326, p = .000$ ). This suggests that initiatives promoting diversity strongly support sustainability practices across multiple organizational dimensions.

These findings are consistent with existing literature emphasizing the role of cultural awareness in effective educational leadership. Studies by Banks et al. (2021) highlight that culturally responsive leaders foster inclusive, equitable, and resilient school environments. Similarly, Ongola (2019) found that school leaders' active engagement in diversity programs, culturally responsive policies, and community collaboration enhances the organization's sustainability in multiple dimensions.

The mixed results for curriculum integration also align with Gay (2020), who noted that multicultural content must be intentionally planned and fully integrated with organizational objectives to achieve measurable outcomes. Overall, the study confirms that instructional leaders' cultural awareness, particularly their dynamism and diversity initiatives, significantly influences the sustainability of educational organizations, supporting long-term growth, and inclusiveness. This implies that strengthening culturally dynamic leadership practices can significantly enhance the long-term stability, adaptability, and overall effectiveness of educational institutions.

This study also examined the significant relationship between respondents' cross-cultural awareness and the sustainability of educational organization. Cross-cultural awareness refers to the ability of instructional leaders to recognize, respect, and respond effectively to the diverse cultural backgrounds of learners, colleagues, and stakeholders.

Educational organization sustainability, on the other hand, encompasses the school's capacity to maintain long-term effectiveness and growth across environmental, economic, social, technological, and management dimensions.

Exploring this relationship provides insights into cultural awareness is leaders influence sustainable practices within the school. It emphasizes the role of cross-cultural competence in promoting inclusive policies, responsible resource management, effective stakeholder engagement, and

innovative practices that ensure the organization’s resilience and relevance in a diverse educational context.

Table 21. Significant Relationship Between Cross-Cultural Awareness and Educational Organization Sustainability.

		Correlations									
		SUSTAINABLE PRACTICES IN SCHOOLS	ECO-FRIENDLY LEARNING ENVIRONMENT	RESOURCE ALLOCATION AND BUDGETING	FUNDING CULTURAL AND DIVERSITY PROGRAMS	INCLUSIVITY AND EQUITY IN EDUCATION	STAKEHOLDER AND COMMUNITY ENGAGEMENT	INTEGRATION OF TECHNOLOGY FOR MULTICULTURAL LEARNING	DIGITAL PLATFORMS FOR GLOBAL COLLABORATION	LEADERSHIP IN DIVERSITY AND INCLUSION	POLICY IMPLEMENTATION AND ORGANIZATIONAL DEVELOPMENT
COMMUNITY ENGAGEMENT	Pearson Correlation	-0.078	-0.055	0.010	-0.094	0.114	-0.002	0.098	0.015	-0.010	0.084
	Sig. (2-tailed)	0.342	0.501	0.905	0.253	0.165	0.985	0.234	0.856	0.904	0.305
	N	150	150	150	150	150	150	150	150	150	150
CULTURAL COMPETENCIES	Pearson Correlation	.289*	.176*	.204*	.441*	.211*	.464*	0.122	.225*	.299*	.272*
	Sig. (2-tailed)	0.000	0.032	0.012	0.000	0.008	0.000	0.137	0.006	0.000	0.001
	N	150	150	150	150	150	150	150	150	150	150
CURRICULUM IMPLEMENTATION	Pearson Correlation	-.211*	-.319*	-.298*	-	-	-.194*	-.388*	-.406*	-.265*	-0.148
	Sig. (2-tailed)	0.009	0.000	0.000	0.714	0.000	0.017	0.000	0.000	0.001	0.070
	N	150	150	150	150	150	150	150	150	150	150
GLOBAL COLLABORATION	Pearson Correlation	.339*	0.141	.219*	.207*	.226*	.216*	.205*	0.153	.169*	.239*
	Sig. (2-tailed)	0.000	0.086	0.007	0.011	0.005	0.008	0.012	0.061	0.039	0.003
	N	150	150	150	150	150	150	150	150	150	150
PROFESSIONAL DEVELOPMENT	Pearson Correlation	.264*	0.077	0.109	.300*	0.081	.310*	-0.033	0.031	0.159	.204*
	Sig. (2-tailed)	0.001	0.346	0.183	0.000	0.325	0.000	0.692	0.703	0.052	0.012
	N	150	150	150	150	150	150	150	150	150	150

The indicator Community Engagement shows no significant correlation with any of the Educational Organizational Sustainability indicators. Its has no relationships with Sustainable Practices in Schools ( $r = -0.078$ ,  $p = 0.342$ ), Eco-Friendly School Environment ( $r = -0.055$ ,  $p = 0.501$ ), Resource Allocation and Budgeting ( $r = 0.010$ ,  $p = 0.905$ ), Funding Cultural and Diversity Programs ( $r = 0.094$ ,  $p = 0.253$ ), Inclusivity and Equity in Education ( $r = 0.114$ ,  $p = 0.165$ ), Stakeholder and Community Engagement ( $r = -0.002$ ,  $p = 0.985$ ). Integration of Technology for Multicultural Learning ( $r = 0.098$ ,  $p = 0.234$ ), Digital Platforms for Global Collaboration ( $r = 0.015$ ,  $p = 0.856$ ), Leadership in Diversity and Inclusion ( $r = -0.010$ ,  $p = 0.904$ ), and Policy Implementation and Organizational Next indicator is Cultural Competencies; the results demonstrates that there are several significant positive correlations in some indicators. Cultural Competencies is significantly correlated with Sustainable Practices in Schools ( $r = .289$ ,  $p = .000$ ), Eco-Friendly Learning Environment ( $r = .176$ ,  $p = .032$ ), Resource Allocation and Budgeting ( $r = .204$ ,  $p = .012$ ), Funding Cultural and Diversity Programs ( $r = .441$ ,  $p = .000$ ), Inclusivity and Equity in Education ( $r = .211$ ,  $p = .009$ ), Stakeholder and Community Engagement ( $r = .464$ ,  $p = .000$ ),

Digital Platforms for Global Collaboration ( $r = .225$ ,  $p = .006$ ), Inclusive Leadership and Diversity and Inclusion ( $r = .299$ ,  $p = .000$ ), and Policy Implementation and Organizational Development ( $r = .272$ ,  $p = .001$ ).

However, it is not significantly correlated with Integration of Technology for Multicultural Learning ( $r = .122$ ,  $p = .137$ ). The following results shows that Cultural Competencies is significantly correlated with Educational Organization Sustainability indicators, specifically in Stakeholder Engagement and Funding Cultural Programs Another indicator is Curriculum Implementation; the results reveal that there several significant correlations with regards to Cross-Cultural Competencies as to Curriculum Implementation in Educational Organization Sustainability. It has negative significant relationships with Sustainable Practices in Schools ( $r = -.211$ ,  $p = .009$ ), Eco-Friendly Learning Environments ( $r = -.319$ ,  $p = .000$ ), Resource Allocation and Budgeting ( $r = -.298$ ,  $p = .000$ ), Stakeholder and Community Engagement ( $r = -.194$ ,  $p = .017$ ), Integration of Technology for Multicultural Learning ( $r = -.388$ ,  $p = .000$ ), Digital Platforms for Global Collaboration ( $r = -.406$ ,  $p = .000$ ), and Leadership in Diversity and Inclusion ( $r = -.265$ ,  $p = .001$ ). On the other hand, it shows a significant positive correlation with Inclusivity and Equity in Education ( $r = .299$ ,  $p = .000$ ).

Subsequently, it has not significantly correlated with Funding Cultural and Diversity Programs ( $p = .714$ ) and Policy Implementation and Organizational Development ( $p = .070$ ). This indicates that Curriculum Implementation has meaningful but directionally mixed relationships with sustainability dimensions.

Another indicator that follows is Global Collaboration, which shows broad significant positive correlations with Sustainable Practices in Schools ( $r = .339$ ,  $p = .000$ ), Resource Allocation and Budgeting ( $r = .219$ ,  $p = .007$ ), Funding Cultural and Diversity Programs ( $r = .207$ ,  $p = .011$ ), Inclusivity and Equity in Education ( $r = .226$ ,  $p = .005$ ), Stakeholder and Community Engagement ( $r = .216$ ,  $p = .008$ ), Integration of Technology for Multicultural Learning ( $r = .205$ ,  $p = .012$ ), Leadership in Diversity and Inclusion ( $r = .169$ ,  $p = .039$ ), and Policy Implementation and Organizational Development ( $r = .239$ ,  $p = .003$ ). However, it is not significantly related to Eco-Friendly School Environment ( $p = .086$ ) and Digital Platforms for Global Collaboration ( $p = .061$ ). Overall, the results shows that Global Collaboration is positively and significantly associated with Educational Organization Sustainability.

Lastly, the indicator Professional Development with regards to Sustainable Practices in Schools ( $r = .264$ ,  $p = .001$ ), Funding Cultural and Diversity Programs ( $r = .300$ ,  $p = .000$ ), Stakeholder and Community Engagement ( $r = .310$ ,  $p = .000$ ), and Policy Implementation and Organizational Development ( $r = .204$ ,  $p = .012$ ) shows a significant positive correlation to Educational Organization Sustainability. This indicates that stronger professional development initiatives are associated with more effective policy execution and organizational sustainability.

However, Eco-Friendly Learning Environments ( $r = .077$ ,  $p = .346$ ), Inclusivity and Equity in Education ( $r = .081$ ,  $p = .325$ ), Resource Allocation and Budgeting ( $r = .109$ ,  $p = .183$ ), Integration of Technology for Multicultural Learning ( $r = -0.033$ ,  $p = .692$ ) is negative and has no significant correlation in Education Organizational Sustainability, indicating no meaningful relationship.

Similarly, Professional Development has no significant correlation with Digital Platforms for Global Collaboration ( $r = .031$ ,  $p = .703$ ) and Inclusive Leadership and Diversity ( $r = .159$ ,  $p = .052$ ), although the latter approaches significance but does not meet the 0.05 threshold.

These findings align with previous studies emphasizing the critical role of cross-cultural competence in educational leadership. According to Banks et al. (2020), culturally competent leaders foster inclusive school cultures that improve learner engagement and organizational effectiveness. Similarly, Ongola (2021) found that school leaders' awareness of cultural differences positively influences school sustainability through equitable resource management, stakeholder engagement, and culturally responsive policies. The results of this study confirm that cross-cultural awareness is a key driver of educational sustainability, as it enables leaders to integrate cultural responsiveness into planning, decision-making, and program implementation, ensuring the long-term growth and resilience of the school organization.

#### IV. CONCLUSION AND RECOMMENDATIONS

Cultural awareness shows a significant relationship with educational organizations' sustainability leading to the rejection of the null hypothesis. This implies that higher levels of cultural awareness among respondents contribute positively to sustaining educational organizations across various dimensions.

Furthermore, it also reveals a significant relationship between cross-cultural awareness and educational organizational sustainability, which also results in the rejection of the corresponding null hypothesis. This indicates the variables in cross-cultural competencies still play a meaningful role in shaping the long-term viability and effectiveness of educational organizations.

Based on the findings and the conclusion of the study, the following are recommended:

Instructional Leaders may continue to strengthen their cultural awareness and cross-cultural competencies by promoting diversity initiative programs, inclusivity leadership activities, and global partnerships between their schools and other organizations.

School Heads may integrate educational sustainability practices in making school policies and programs. By providing institutional and instructional supports it can further strengthen practices with respect to sustainable practices in education.

Teachers may incorporate and integrate culturally responsive teaching strategies that value multicultural perspectives into their classroom instructions. By promoting cultural understanding, it can help to cultivate an inclusive, nurturing and sustainable atmosphere.

Stakeholders can actively collaborate with schools in promoting diversity initiative programs and cultural activities in schools. Their involvement and participation in different educational sustainable activities can strengthen support.

Future Researchers may continue to conduct research regarding some of the indicators that shows a weak relationship between cultural awareness and cross-cultural competencies. They may also utilize different research methods and design in conducting the study.

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