

School Culture and Socioemotional Competence as Predictors of Intercultural Effectiveness Among Physical Education Teachers

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Abstract— The main purpose of this study was to determine if the school culture and the socioemotional competence significantly predict the intercultural effectiveness of Physical Education teachers in Tagum City Division. The researcher employed the quantitative non-experimental design using causal effect technique with Regression Analysis. The total sample size of the study was 250 Physical Education teachers. Respondents were teachers from 14 secondary schools (both public and private) of Tagum City Division. Data analysis included Average Weighted Mean, Pearson-r, and Multiple Regression Analysis as statistical tools. The final analysis revealed that the levels of all the variables namely school culture, socioemotional competence, and intercultural effectiveness among the respondents are very high. Also, it was revealed that there is a significant relationship between the level of the school culture and the level of intercultural effectiveness as well as between the socioemotional competence and the intercultural effectiveness among PE teachers. Furthermore, there are domains in the school culture – professional collaboration and self-determination – and the socioemotional competence – social skills – that significantly predict the intercultural effectiveness among the respondents. Based on the findings, it has been recommended to conduct teacher leadership program, parent seminars, teacher training, student teacher partnerships and mentoring, and career day among others to maintain the optimum level of school culture and socioemotional competence among the respondents.

Keywords— MAEd-Physical Education, school culture, socioemotional competence, PE teachers, intercultural effectiveness, Philippines.

I. INTRODUCTION

It has been proven across many countries through research that there is a problem for many Physical Education teachers in terms of their intercultural effectiveness (IE). Many of them have been found to be unable to understand other cultures. Their minds are not stimulated by other cultures and seldom search for explanatory models that bring a certain order to cultural differences. In fact, research has further observed that teachers who are poor at their intercultural effectiveness have experienced certain psychological and sociocultural adaptation problems. Consequently, their relationships with colleagues and even with students are somehow compromised in a detrimental way [19].

Meanwhile, it has been asserted that intercultural effectiveness is among the main important factors that influence successful communication, especially in the educational context. It is among the requirements to conduct successful interactions with different colleagues and students and to improve human relationships. The core point of intercultural effectiveness is the personal aspiration of a Physical Education teacher to comprehend and appreciate different cultures and cultural norms which are not the same as his or her own

cultural norms. Accordingly, intercultural effectiveness also involves the skill for conducting peaceful interactions with co-teachers and even students from diverse cultures, and this ability helps them to find their right places in a multicultural setting [6].

On the other hand, the relationship between the school culture and the socioemotional competence among teachers is vital in determining a school's excellence. Several studies have been conducted to examine these two variables. Researchers often focus on the importance of the school culture in students' achievements, thus, saying that the excellence of a school is usually portrayed by its achievements in public examinations. However, this excellence is certainly depending on teachers who are acting as prime movers in school. Quality teachers are often the product of systematic and intensive education during teachers' training which helps to form the excellent personality of teachers and master knowledge in every field according to one's specialization, such as Physical Education. Besides the training that has been received, the culture of a particular school may also play an important role in shaping and influencing teacher's socioemotional competence [1].

Moreover, the relationship between school culture and intercultural effectiveness has been duly recognized by researchers. In the ever-growing multicultural school cultures of learning institutions which host people from different social and cultural backgrounds, the abilities to deal with cultural diversities could be an important issue. Competencies in intercultural effectiveness is the main element that could affect daily personal, social, and professional lives of teachers in a school especially the Physical Education teachers. Their good levels of intercultural effectiveness could help people from dissimilar cultures to interact with one another properly to promote a good school culture. At the same time, high intercultural effectiveness is linked with the probable experiencing of child-friendly school culture among schools [3].

Seemingly, the researcher has not come across any research published in Tagum City Division that studied the relationship between the school culture and the socioemotional competence to the intercultural effectiveness of PE teachers. Moreover, this study is expected to contribute to the current literature, especially in the education industry context, thus, establishing the research gap of the study. Based on the scenarios mentioned above, the researcher desired to conduct a study exploring the said variables, hence the urgency to conduct the study.

II. METHODOLOGY

This study employed the quantitative non-experimental design using causal effect technique with Regression Analysis. This method was used to explore the relationship and describe causes of phenomena. This method utilized correlation research and regression analysis which generally measure if relationship exists and find out the strength or level of the relationship existing between two or more quantifiable variables [9]. Moreover, regression analysis is a statistical tool that employs quantitative approach to determine the nature of relationships among variables vbeing studied [7]. It was an appropriate design to use in determining the influence of the school culture and the socioemotional competence to the intercultural effectiveness among Physical Education teachers in Tagum City Division.

The process of gathering data was using questionnaires. The researcher selected and integrated questionnaires of different authors used as primary tools in conducting the study. It was constructed based on the scope of the school culture and the socioemotional competence and

then correlated to the intercultural effectiveness among PE teachers. This research design was helpful in determining the levels of school culture, socioemotional competence, and intercultural effectiveness among PE teachers in Tagum City Division and the significant relationship between the three variables.

This study was conducted in selected public secondary schools within Tagum City Division. Anchored on DepEd order no. 50, s. 2002 (the establishment of interim city schools division throughout the country) issued by Sec. Edilberto C. De Jesus, the Division of Tagum City, was established on May 22, 2003, through the initiative of the local officials of Tagum City and Cong. Arrel R. Olaño sponsored House Bill 5353, an act amending RA 8472, otherwise known as “the charter of the city of Tagum,” incorporating the provision of city schools division. Tagum City is a first-class city and Davao del Norte, Philippines capital. According to the 2015 census, it has a population of 259,444 people, making it the most populous component city in Mindanao. It is one of the top livable cities in the Philippines. It was one of the finalists in the Most Child-Friendly City in the Philippines – Component Category along with Laoag, and Talisay, Cebu. In the recently released 2017 Cities and Municipalities Competitiveness Index (CMCI), the City of Tagum ranked third on the Overall Competitive Component Cities in the Philippines, second on Infrastructure, fourth in Resiliency, seventeenth on Economic Dynamism, and twenty-fourth on Government Efficiency.

The respondents of this study were only Physical Education teachers from public secondary schools and selected private schools in Tagum City Division for the school year 2021-2022. Inclusion criteria for the respondents include: (1) should be Junior High School teachers from any public or private school in Tagum City Division; (2) should have experience in teaching PE for at least one school year in a public or private school; (3) should have teaching positions from Teacher I-III only. On the other hand, exclusion criteria included school heads, master teachers, and division personnel. It also excluded teachers who do not teach Physical Education in the classroom. The respondents could withdraw anytime if they feel threatened by the conduct of the study. The study employed a simple random sampling method. The researcher randomly selected a subset of participants from a population. Everyone is given an equal chance to be part of the study. Data were then collected from as large a percentage as possible of

this random subset. In this study, the researcher had to scout for 250 qualified teachers-respondents in eleven (11) public high schools and three (3) private high schools. The following table shows the distribution of respondents.

III. RESULT, ANALYSIS AND DISCUSSION

Level of School Culture among PE Teachers

Shown in Table 1 is the level of school culture in terms of professional collaboration, affiliative collegiality, and self-determination. It can be gleaned that the overall mean was 4.33 described as very high. This means that the school culture is very much felt among the Physical Education teachers. Among the three indicators, the professional collaboration had the higher mean score of 4.37 with a descriptive level of very high. This means that the school culture in terms of their professional collaboration is very much felt among the Physical Education teachers.

Meanwhile, both affiliative collegiality and self-determination had the lower mean score of 4.31 with a descriptive level of very high. This means that the school culture in terms of their affiliative collegiality and self-determination is very much felt among the Physical Education teachers.

The indicator with a higher mean is the professional collaboration that is equivalent to 4.37 and standard deviation of 0.49 with the descriptive level of very high. This means that the school culture in terms of professional collaboration is very much felt among the Physical Education teachers.

On the other hand, affiliative collegiality is one of the two other indicators that got the lower mean value of 4.31 with a standard deviation of 0.49 with the descriptive level of very high. This means that the school culture in terms of affiliative collegiality is very much felt among the Physical Education teachers.

Meanwhile, self-determination is the other indicator that got the lower mean value of 4.31 with a standard deviation of 0.46 with the descriptive level of very high. This means that the school culture in terms of self-determination is very much felt among the Physical Education teachers.

Apparently, the result of this study proves the revelations of Wagner [18], who emphasized the importance of school culture in work among teachers in

general. It can be remembered how he cited that school culture consists of the beliefs, attitudes, and behaviors which characterize a school. School culture is the shared experiences both in school and out of school (traditions and celebrations) that create a sense of community, family, and team membership. People in any healthy organization must have an agreement on how to do things and what is worth doing. Staff stability and common goals permeate the school. Time is set aside for schoolwide recognition of all school stakeholders. Common agreements on curricular and instructional components, as well as order and discipline, are established through consensus. Open and honest communication is encouraged, and there is an abundance of humor and trust. Tangible support from leaders at the school and district levels is also present.

Furthermore, this study provided results that are in parallel with the postulations of Peterson & Deal [16], who revealed that school culture creates a cooperation-based environment that helps establish healthy interaction. School culture is both a product of information and a constantly renewed and adopted process. In a more general sense, school culture is regarded as norms that are influential on instructional activities and which are put forward by school principals alongside teachers to solve the current problems at school.

In addition, this study came up with findings that reiterate the conclusions of McLeod [15], who said that school culture also plays an essential role in changing the mindset, perceptions, and views of the community; thus, acts as a shaper to the culture and development of the country. As a social system, one similarity in the school that becomes the cornerstone for the school's environmental background: is school culture. Generally, schools will have a unique culture formed through interactions among the school community, including administrators, teachers, staff, parents, students, and the local community.

Level of Socioemotional Competence among PE Teachers

Shown in Table 2 is the level of socioemotional competence in terms of self-awareness, self-management, social awareness, social skills, and responsible decision-making. It can be gleaned that the overall mean was 4.55 described as very high. This means that the socioemotional competence is very much felt among the Physical Education teachers.

Among the five indicators, responsible decision-making had the highest mean score of 4.88 and a standard deviation of 0.29 with a descriptive level of very high. This means that the socioemotional competence in terms of responsible decision-making is very much felt among the Physical Education teachers. Second is self-management with a mean score of 4.50 and a standard deviation of 0.46 with a descriptive level of very high. This means that the socioemotional competence in terms of self-management is very high. Third is self-awareness with a mean score of 4.48 and a standard deviation of 0.44 with a descriptive level of very high. This means that socioemotional competence in terms of self-awareness is very high. Fourth is the social skills with a mean score of 4.45 and a standard deviation of 0.48 described as very high. This means that the socioemotional competence in terms of social skills is very high. Lastly, social awareness got the lowest mean value of 4.42 and a standard deviation of 0.45 described as very high. This means that the socioemotional competence in terms of social awareness is very much felt among the Physical Education teachers.

The results of this study are consonant with the findings of Chan [5], who also studied the effects of socioemotional competence by discussing and investigating it in the education setting. He explicitly revealed that in teaching, some studies have focused on how different measures of socioemotional competence, for example, identifying emotions, correlate with well-being, such as anxiety. Scholars also studied the relationship between students' socioemotional competence and the attainment of educational goals.

Moreover, the findings of this study are also in parallel with other studies, which included the investigation of Physical Education teachers' perception of their socioemotional competence and the impact of it on job outcomes. Specifically, this study further establishes the findings of Kaufhold & Johnson [13], who cited that the importance of socioemotional competence in educational leadership has been widely discussed in recent years. In studying 14 primary Physical Education teachers in England, researchers identified various emotional components such as passion, commitment, anger, distress, and anxiety towards multiple stakeholders that are important for the teachers to perform their roles properly.

Furthermore, this current study provided findings that can similarly elaborate on results from another study by Farooq [8] that was conducted on the effect of socioemotional competence on the performance of Physical Education teachers. The study's findings proved that the teachers who scored high on socioemotional competence, specifically in interpersonal skills, intrapersonal skills, compliance, general moods, and stress management skills, tend to have good job performance compared to those who score low on these scales. However, a comparison of both genders in educational performance revealed no significant differences.

Level of Intercultural Effectiveness among PE Teachers

Shown in Table 3 is the level of intercultural effectiveness in terms of message skills, interaction management, behavioral flexibility, identity management, interaction relaxation, and interactant respect. It can be gleaned that the overall mean was 4.25 described as very high. This means that the intercultural effectiveness is very much felt among the Physical Education teachers.

Among the six indicators, interactant respect had the highest mean score of 4.38 and a standard deviation of 0.47 with a descriptive level of very high. This means that the intercultural effectiveness in terms of interactant respect is very much felt among the Physical Education teachers.

The second highest is the identity management with the mean of 4.35 and a standard deviation of 0.48 with the descriptive level of very high. This means that the intercultural effectiveness in terms of identity management is very much felt among the Physical Education teachers.

The third highest is the message skills with the mean of 4.22 and a standard deviation of 0.53 with the descriptive level of very high. This means that the intercultural effectiveness in terms of message skills is very much felt among the Physical Education teachers.

The fourth highest is the interaction management with the mean of 4.20 and a standard deviation of 0.53 with the descriptive level of very high. This means that intercultural effectiveness in terms of interaction management is very much felt among the Physical Education teachers.

The fifth highest is the behavioral flexibility with the mean of 4.19 and a standard deviation of 0.52 with the descriptive level of very high. This means that the intercultural effectiveness in terms of behavioral flexibility is very much felt among the Physical Education teachers.

Lastly, interaction relaxation got the lowest mean score of 4.16 and a standard deviation of 0.52 with the descriptive level of very high. This means that the intercultural effectiveness in terms of interaction relaxation is very much felt among the Physical Education teachers.

Apparently, the very high level of intercultural effectiveness of the respondents in this study reflects the findings of Coffey, et al., [6], who explicitly asserted that intercultural effectiveness is among the main factors that influence successful communication. At the same time, it is among the important requirements to conduct successful interactions with different people and to improve human relationships. The core point of intercultural effectiveness is the personal aspiration of a person to comprehend and appreciate different cultures and cultural norms which are not the same as his or her own cultural norms. Accordingly, intercultural effectiveness also involves the skill of conducting peaceful interactions with individuals from diverse cultures, and this ability helps individuals to find their right places in multicultural settings.

Moreover, the findings of this study are in parallel with the ideas of Ameli & Molae [2], who emphasized that intercultural effectiveness deals with interpersonal interactions among individuals from different cultural backgrounds and looks for manners of understanding the probable disputes, challenges and disagreements in direct individual communication, and to deal with these issues. The higher degree of intercultural contact in the era of globalization asks individuals to be more skilled in intercultural communication. It has also been argued that the progress of intercultural effectiveness needs involvement in daily practices with a specific focus on social skills, self-awareness, cultural information, and organizational awareness.

Significance on the Relationship between School Culture and Intercultural Effectiveness among PE Teachers

Presented in Table 4 is the correlation between school culture and intercultural effectiveness among Physical

Education teachers. The r-value and p-value of professional collaboration and intercultural effectiveness are 0.490 and 0.001 respectively, translating to a positive correlation. In addition, the r-value of affiliative collegiality is 0.472 with a p-value of 0.001 which also shows a positive correlation. Also, self-determination has an r-value of 0.563 with a p-value of 0.001 which also shows a positive correlation. Among the three indicators which r-values and p-values are reflected on the table, all indicators – professional collaboration, affiliative collegiality, and self-determination – have attained p-values that are less than the 0.05 level of significance. This only means that the null hypotheses pertaining to these indicators are rejected. This indicates that there is a significant relationship between professional collaboration and intercultural effectiveness among Physical Education teachers. Also, there is a significant relationship between affiliative collegiality and intercultural effectiveness among Physical Education teachers. Lastly, there is a significant relationship between self-determination and intercultural effectiveness among Physical Education teachers.

The results of this study are in accordance with those of the theory of Bok [4], who explicitly stated that developing intercultural effectiveness begins with a healthy school culture where the faculty members work. With a high level of IE, Physical Education teachers would then be able to recognize and respect the value of other cultures. Then, the ability to motivate oneself to be open to other cultures can strengthen intercultural adaptability. Also, suspending ethnocentric assumptions and judgments allows faculty members to be receptive to multiple perspectives. Again, all these can only be possible if the culture of the school itself promotes understanding one another.

Aside from that, this study's findings are also in parallel with the results of the study of Bennett et al., [20], who found that school culture is a core element in the dynamic process of developing intercultural effectiveness among Physical Education teachers. If a school culture tolerates bias and prejudice, it has the tendency to upset the intercultural effectiveness of the teachers in a way or two. For example, some schools still hold strong gender stereotypes that are deeply embedded in their cultures. It is common for male students in other countries to approach and shake hands with male transnational faculty members; however, this practice is prohibited for all female students.

Meanwhile, the revelations of this study further elaborate the findings of Gopal [10], who proved that inclusive school culture could make Physical Education teachers skillfully competent in manifesting intercultural effectiveness. For instance, in other schools, transnational faculty members stay in the same hostel as the students. Besides the formal lectures and class tutorials, students can meet teaching staff in the hostel study room, where they mentor students during their free time.

Significance on the Relationship between Socioemotional Competence and Intercultural Effectiveness among PE Teachers

Presented in Table 5 is the correlation between socioemotional competence and intercultural effectiveness among Physical Education teachers.

The r-value and p-value of self-awareness and intercultural effectiveness are 0.432 and 0.001 respectively, translating to a positive correlation. In addition, the r-value of self-management is 0.425 with a p-value of 0.001 which also shows a positive correlation.

Moreover, social awareness has an r-value of 0.448 with a p-value of 0.001 which also shows a positive correlation. Furthermore, social skills has an r-value of 0.507 with a p-value of 0.001 which also shows a positive correlation.

Lastly, responsible decision-making has an r-value of 0.025 with a p-value of 0.706 which shows a negative correlation.

Table 1: Level of School Culture

Indicator	Mean	SD	Descriptive Level
Professional Collaboration	4.37	0.49	Very High
Affiliative Collegiality	4.31	0.49	Very High
Self-determination	4.31	0.46	Very High
Overall	4.33	0.43	Very High

Table 2: Level of Socioemotional Competence

Indicators	Mean	SD	Descriptive Level
Self-awareness	4.48	0.44	Very High
Self-management	4.50	0.46	Very High
Social Awareness	4.42	0.45	Very High
Social Skills	4.45	0.48	Very High
Responsible Decision-making	4.88	0.29	Very High
Overall	4.55	0.33	Very High

Table 3: Level of Intercultural Effectiveness

Indicators	Mean	SD	Descriptive Level
Message Skills	4.22	0.53	Very High
Interaction Management	4.20	0.53	Very High
Behavioral Flexibility	4.19	0.52	Very High
Identity Management	4.35	0.48	Very High
Interaction Relaxation	4.16	0.52	Very High
Interactant Respect	4.38	0.47	Very High
Overall	4.25	0.42	Very High

Table 4: Significance on the Relationship between School Culture and Intercultural Effectiveness

Independent Variable (School Culture)	Dependent Variable				
		r-value	r-square	p-value	Decision
Professional Collaboration	Intercultural Effectiveness	0.490*	0.2401	0.001	Reject Ho
Affiliative Collegiality		0.472*	0.2228	0.001	Reject Ho
Self-determination		0.563*	0.3170	0.001	Reject Ho

*Significant at 0.05 level of significance

Table 5: Significance on the Relationship between Socioemotional Competence and Intercultural Effectiveness

Independent Variable (Indicators)	Dependent Variable				
		r-value	r-square	p-value	Decision
Self-awareness	Intercultural Effectiveness	0.423*	0.1866	0.001	Reject Ho
Self-management		0.425*	0.1806	0.001	Reject Ho
Social Awareness		0.448*	0.2007	0.001	Reject Ho
Social Skills		0.507*	0.2570	0.001	Reject Ho
Responsible Decision-making		0.025	0.0006	0.706	Do not Reject Ho

*Significant at 0.05 level of significance

Table 6: Regression Analysis on School Culture and Socioemotional Competence that Predict Intercultural Effectiveness among PE Teachers

Independent Variables	Unstandardized Coefficients		Standardized Coefficients	t-value	p-value	Decision a= 0.05
	B	SE (B)	Beta			
(Constant)	0.932	0.304				
School Culture	0.418	0.062	0.424*	6.781	0.001	Reject Ho
Socioemotional Competence	0.331	0.079	0.263*	4.209	0.001	Reject Ho

R= 0.612

R²= 0.375

F-ratio= 70.11

p-value= 0.001

*p<0.05

Table 7: Regression Analysis on the Domains of School Culture that Significantly Predict Intercultural Effectiveness among PE Teachers

Independent Variables	Unstandardized Coefficients		Standardized Coefficients	t-value	p-value	Decision a= 0.05
	B	SE (B)	Beta			
(Constant)	1.757	0.228				
Professional Collaboration	0.143	0.069	0.167*	2.080	0.039	Reject Ho
Affiliative Collegiality	0.078	0.070	0.090	1.101	0.272	Do not Reject Ho
Self-determination	0.355	0.069	0.393*	5.214	0.001	Reject Ho

R= 0.588

R²= 0.345

F-ratio= 40.99

p-value= 0.001

*p<0.05

Table 8: Regression Analysis on the Domains of Socioemotional Competence that Significantly Predict Intercultural Effectiveness among PE Teachers

Independent Variables	Unstandardized Coefficients		Standardized Coefficients	t-value	p-value	Decision a= 0.05
	B	SE (B)	Beta			
(Constant)	2.336	0.439				
Self-awareness	0.141	0.078	0.147	1.813	0.071	Do not Reject Ho
Self-management	0.072	0.079	0.079	0.917	0.360	Do not Reject Ho
Social Awareness	0.047	0.090	0.050	0.523	0.602	Do not Reject Ho
Social Skills	0.299	0.077	0.345*	3.864	0.001	Reject Ho
Responsible Decision-making	-0.119	0.082	-0.082	-1.458	0.146	Do not Reject Ho

R= 0.541

R²= 0.292

F-ratio= 19.07

p-value= 0.001

*p<0.05

Among the five indicators which r-values and p-values are reflected on the table, only four indicators – self-awareness, self-management, social awareness, and social skills – have attained p-values that are less than the 0.05 level of significance. This only means that the null hypotheses pertaining to these indicators are rejected. This indicates that there is a significant relationship between self-awareness and intercultural effectiveness among Physical Education teachers. Also, there is a significant relationship between self-management and intercultural effectiveness among Physical Education teachers. Moreover, there is a significant relationship between social awareness and intercultural effectiveness among Physical Education teachers. Then, there is a significant relationship between social skills and intercultural effectiveness among Physical Education teachers. However, there is no significant relationship between responsible decision-making and intercultural effectiveness among Physical Education teachers.

The results of this study are in parallel with the findings of Joubert & Van Rooyen [12] who conducted an investigation of the influence of intercultural effectiveness on Physical Education teacher's performance in terms of socioemotional competence in general secondary schools of Gambella region, Ethiopia. The study found that there was a positive relationship between intercultural effectiveness and teachers' socioemotional competence and that the relationship was significant. These Ethiopian teachers were able to show compassion and commitment in promoting a school environment that embraces diversity among the faculty members and the student population.

Also, the findings of this study are in consonance with the findings of a study conducted by Marshall [14] who investigated the relationship between intercultural effectiveness and the PE teacher's socioemotional competence. The study found significant correlations between the two variables. The study also found a significant difference in one of the sub-scales of intercultural effectiveness. In the area of delegation there was a significant difference in the way in which male and female teachers perceived intercultural effectiveness.

Regression Analysis on School Culture and Socioemotional Competence that Predict Intercultural Effectiveness among PE Teachers

Table 6 shows the regression analysis on how the domains of school culture and socioemotional competence predict intercultural effectiveness among Physical Education teachers. The table shows the F-ratio of 70.11 and a p-value of 0.001 which is evidently lower than the 0.05 level of significance. This allows the researcher to reject the null hypothesis which states that there is no domain in school culture and socioemotional competence that significantly predicts or determines the intercultural effectiveness among Physical Education teachers. Thus, there is a domain in school culture and socioemotional competence that significantly predicts intercultural effectiveness among Physical Education teachers.

The R-value of 0.612 specifies a strong positive association between school culture and socioemotional competence and intercultural effectiveness among Physical Education teachers. The coefficient of determination which is 0.0375 connotes that only 3.75% of the variation in the level of school culture and socioemotional competence experienced by the Physical Education teachers could be attributed to the level of intercultural effectiveness that they observed. The rest, 96.25% is the chance variation which indicates that the level of school culture and socioemotional competence among Physical Education teachers could be attributed to other factors which are not included in the study.

Regression Analysis on the Domains of School Culture that Significantly Predict Intercultural Effectiveness among PE Teachers

Table 7 shows the regression analysis on how the domains of school culture predict intercultural effectiveness among Physical Education teachers. The table shows that one of the domains has a p-value that is higher than the 0.05 level of significance which is the affiliative collegiality with 0.272. Thus, the null hypothesis for this domain is not rejected. Therefore, this domain of school culture – affiliative collegiality – does not significantly predict the intercultural effectiveness among PE teachers in Tagum City Division. Nevertheless, two of the domains of a school culture which are professional collaboration and self-determination generated p-values of 0.039 and 0.001 respectively which are lower than the 0.05 level of significance. Thus, the null hypotheses for these

domains are rejected. Therefore, these domains of school culture which are the professional collaboration and self-determination do significantly predict the intercultural effectiveness among PE teachers in Tagum City Division.

The R-value of 0.588 specifies a moderate positive association between school culture and intercultural effectiveness among Physical Education teachers. The coefficient of determination which is 0.345 connotes that only 34.5% of the variation in the level of school culture experienced by the Physical Education teachers could be attributed to the level of intercultural effectiveness that they observed. The rest, 65.5% is the chance variation which indicates that the level of school culture among Physical Education teachers could be attributed to other factors which are not included in the study.

The results of this study are in parallel with the findings of Joubert & Van Rooyen [12], who conducted an investigation of the influence of intercultural effectiveness on Physical Education teacher's performance in terms of socioemotional competence in general secondary schools of the Gambella region, Ethiopia. The study found a positive relationship between intercultural effectiveness and teachers' socioemotional competence and that the relationship was significant. These Ethiopian teachers were able to show compassion and commitment in promoting a school environment that embraces diversity among the faculty members and the student population.

Also, the findings of this study are in consonance with the findings of a study conducted by Marshall [14], who investigated the relationship between intercultural effectiveness and the PE teacher's socioemotional competence. The study found significant correlations between the two variables. Additionally, they found a significant difference in one of the sub-scales of intercultural effectiveness. In the area of delegation, there was a significant difference in the way in which male and female teachers perceived intercultural effectiveness.

Regression Analysis on the Domains of Socioemotional Competence that Significantly Predict Intercultural Effectiveness among PE Teachers

Table 8 shows the regression analysis on how the domains of socioemotional competence predict intercultural effectiveness among Physical Education

teachers. The table shows that four of the domains have p-values that are higher than the 0.05 level of significance namely self-awareness with 0.071; self-management with 0.360; social awareness with 0.602; and responsible decision-making with 0.146. Thus, the null hypotheses for these domains are accepted. Therefore, these domains of socioemotional competence – self-awareness, self-management, social awareness, and responsible decision-making – do not significantly predict the intercultural effectiveness among PE teachers in Tagum City Division. Nevertheless, one of the domains of socioemotional competence which is the social skills generated a p-value of 0.001 which is lower than the 0.05 level of significance. Thus, the null hypothesis for this domain is rejected. Therefore, this domain of socioemotional competence which is the social skill does significantly predict the intercultural effectiveness among PE teachers in Tagum City Division.

The R-value of 0.541 specifies a moderate positive association between socioemotional competence and intercultural effectiveness among Physical Education teachers. The coefficient of determination which is 0.292 connotes that only 29.2% of the variation in the level of socioemotional competence experienced by the Physical Education teachers could be attributed to the level of intercultural effectiveness that they observed. The rest, 70.98% is the chance variation which indicates that the level of socioemotional competence among Physical Education teachers could be attributed to other factors which are not included in the study.

Also, the revelations of this study are in contradiction with those of the findings of Zabat et al. (2021), who concluded that affiliative collegiality is strong among teachers in selected ASEAN schools. The relationship in the school “reduces emotional stress and burnout” has the lowest mean, which means it is the weakest area, an implication that the interpersonal relationships within the faculty and staff have not so much reduced emotional stress and teachers' burnout. People are people who have a need for relationships, social networks, and connections to serve their sense of belongingness and community in the performance of duties in life. Teaching is a people-oriented responsibility, and neglect of its aspect will result in emotional stress and burnout. On the other hand, teacher collegiality is essential to the growth and development of teachers in their practice of teaching and enhances job satisfaction.

IV. CONCLUSION AND RECOMMENDATION

Conclusions

Based on the results of the study, the following conclusions are drawn:

1. The level of school culture among the respondents is very high.
2. The level of socioemotional competence among the respondents is very high.
3. The level of intercultural effectiveness among the respondents is very high.
4. There is a significant relationship between school culture and intercultural effectiveness among the respondents.
5. There is a significant relationship between socioemotional competence and intercultural effectiveness among the respondents.
6. There are domains in the school culture – professional collaboration and self-determination – and the socioemotional competence – social skills – that significantly predict the intercultural effectiveness among the respondents.

Recommendations

After a profound consideration and the possible implications of the findings and conclusion of the study, the researcher came up with several recommendations on how to achieve the optimum level of school culture and socioemotional competence among PE teachers to further enhance their intercultural effectiveness. For the school culture to be further enhanced, it has been recommended that school administrators observe and/or conduct these three major activities or programs.

First, creating a teacher leadership program that utilizes the strengths of the staff members for school improvement. Note teachers' strengths and find creative ways to use those soft and hard skills as methods to elevating teachers and their roles in the school environment. Being intentional about teacher leadership opportunities is fundamental to creating a culture of growth and opportunity. Opportunities that align with true distributive leadership (as opposed to delegated leadership) are most likely to result in a culture where teachers feel empowered and receptive to peer feedback. To accomplish this, leaders should allocate time and resources for training teacher leaders in how to effectively provide instructional coaching for colleagues. As teachers learn how to effectively give and receive feedback, without emotional bias or

interference, there are lasting, systemic effects creating a foundation for a positive school culture.

Second, in conjunction with teacher leadership, professional learning opportunities are a powerful way to boost school culture. To generate a culture of learning and growth for all, the teaching and learning of adults must be an integral part of the learning cycle in the school. Parent seminars, teacher training, student teacher partnerships and mentoring are all powerful examples of adult learning, which can model the learning cycle for students, as well as how to learn from mistakes. This is a great way to integrate the teacher leadership program with professional learning.

Third, go beyond traditional PTA activities and seek to engage members of the school community that are a diverse representation of skills, talents, and activities. From creating a career day that celebrates community members to recruiting classroom volunteers from the community to asking parents to serve on an events committee, there are many ways to engage the school community. When leaders get the community involved, the culture of the school shifts to one of inclusive ownership. When leaders build strategic partnerships with community businesses and organizations, opportunities such as wrap-around services for students and families in need, financial support, and volunteerism can benefit school culture.

On the other hand, here are the recommendations for school administrators to be done in helping teachers achieve an optimum level of socioemotional competence, especially the Physical Education teachers. First, set reasonable expectations. Know the boundaries and time restraints of educators. Respect their capacities. Fourth, create a support system. Parents and volunteers can help fill in the gaps in teacher workloads. Third, provide health education resources. Make sure that educators have access to help if and when they need it. Fourth, make time for self-care. Check-in with teachers. Are they making time for themselves in the evenings and on weekends? Fifth, focus on motivation. Working toward a larger, reasonable goal is a good way to boost morale. Simple praises and words of affirmation can already have a big helpful impact on teachers.

Lastly, the researcher also suggests that further exploration may be done on the other possible causes of good school culture and socioemotional competence as well as intercultural effectiveness. Qualitative data can

probably deepen the understanding of these three variables. And at the end, appropriate action plans according to the results can be implemented to better the situations observed.

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