



Development of Indicators and Content Validity for School Administrators' Cultural Competency

Ruechuta Tepayakul

Department of Public Administration, Faculty of Management Sciences, Prince of Songkla University

No. 15 Karnjanavanich Road, Hat Yai, Songkhla 90112, Thailand

Corresponding author. E-Mail address: jane8461@gmail.com, ruechuta.t@psu.ac.th

Received: 16 December 2020; Revised: 25 February 2021; Accepted: 11 March 2021

Abstract

Cultural competency of school administrators is a success factor for school administration in cultural diversity context. Even during the COVID 19 crisis, this competency is highly valued. The research objectives are developing cultural competency indicators for school administrators and verifying content validity of these indicators. This research process divided into two main steps. First was tool development by literature review and the second was tool testing by content validity verifying.

The cultural competency indicators were cultural awareness, cultural knowledge, cultural skill, and cultural sensitivity. There were 56 items having item content validity index at 1 and two items at .8. The content validity for scale index were tested by S-CVI/UA and S-CVI/Ave and the scores were .97 and .99 respectively. These developed indicators have validity and can be used to measure school administrators' cultural competency. In addition, these indicators should be tested to find the reliability and should be used to conduct an empirical research with sample groups.

Keywords: Indicator, Content Validity, School Administrator, Cultural Competency

Introduction

Cultural diversity is an increasing positive social phenomenon, which the state has to emphasize for school administration (Pevzner, Sheraizina, Ushanova, Petryakov, & Donina, 2017). School administrators are important people who can connect school administration with cultural dimension (Khan & Khan, 2014) and their administration has to be aligned with increasing social and cultural changes (Döş & Savaş, 2015). Significantly, all school administrators, from basic education to higher education, must have cultural competency, which is a core competency for school administration in a multicultural society, in order to ensure that all staff and students will have opportunities and will be treated equally (Pang, Stein, Gomez, Matas, & Shimogori, 2011). Moreover, consideration about multicultural leadership behavior dimension for school administration is a good start for creating better working and learning environment. Also, it is an important development of interaction to create good citizenship and peaceful society (Piaw, Hee, Ismail, & Ying, 2014).

For school administration, cultural competency is aligned with behavior, skills and attitudes that need to be developed and it is a behavioral competency being related to service delivery to the organization's customers. Also, during the COVID-19 crisis affecting students' learning and schools' activities, school administrators have to ensure that all students must be supported equally regardless of cultural and social status (Cifuentes-Faura, 2020). Furthermore, schools have to adjust their cultural dimension to fit online teaching. For instance, they should value the cultural diversity of students and their family, which is a component of cultural competency: cultural sensibility in order to equally and timely eliminate risks and obstacles of online learning (Gómez-Ciriano, 2020). Also, cultural awareness, a component of cultural competency, is an influential factor causing good learning outcomes during the COVID 19 crisis (Ingram & Fenton, 2020). As school administrators, there is a



critical need to adapt their communication to different styles, focus on new normal in learning, and also behavior related to the COVID-19 surveillance regarding the appropriate cultural competencies. Therefore, cultural competency model of school administrators is very significant to be considered and applied.

Furthermore, cultural competency has to be studied in order to set written competency indicators for school administrators because there is a lack of studies on this competency of school administrators and they are not aligned with the social changes (Amaratunga, Malalgoda, & Keraminiyage, 2018). Therefore, creating a cultural competency model is needed for school administrators' competency development planning under cultural diversity society (Galhanone, Rocha, Spers, & Rodrigues, 2019; Shepherd, Willis-Esqueda, Newton, Sivasubramaniam, & Paradies, 2019; McCalman, Jongen, & Bainbridge, 2017). It leads to a research question; what school administrators' cultural competency index are. To gain interdisciplinary knowledge about leadership; school administrators have the most direct influence on employees' behavior towards their competencies, and also how to manage their performance in order to get the best out of your team through cultural competency.

Research Objective

According to this research question, the objectives of this study are developing cultural competency indicators for school administrators and verifying content validity of these indicators.

Literature Review

Cultural Competency

The concept of cultural competency has been pointed out since 1980s from intercultural communication (McCalman et al., 2017). This competency has become an important competency for success in working under multicultural diversity situation. Especially in the current world having population diversity, school administrators are expected to have cultural competency as a compulsory profession competency, which can be learnt through administration experience (Hou, Hill, Chen, Tsai, & Chen, 2017).

Cultural competency means that a person having knowledge, ability, feeling, and positive attitude towards his/her own and other culture and showing positive behavior towards people from different culture with understanding, which can lead to success in his/her jobs. It is a core competency for administrators in dimensions of organizational leadership and human resource management (Malazonia, Maglakelidze, Chiabrishvili, & Gakheladze, 2017; Döş & Savaş, 2015). This could be considered to be a global mindset leadership in the context of human resource management and development: dealing with people in a workplace from different culture and value. This ability requires behavioral cultural competencies to be a developing future leader (Cumberland, Herd, Alagaraja, & Kerrick, 2016). According to literature review, cultural competency of school administrators consists of four elements as followed.

Cultural Awareness

Cultural awareness of school administrators is the positive feeling of school administrators toward their own culture, other culture, and cultural diversity. It is the foundation for good interactions with others and success in administration in multicultural society. Cultural awareness is an element in affective dimension, which people do not carry since birth but it reflects people's thought. It is people's values and belief (Rew, Becker, Cookston, Khosropour, & Martinez, 2003), which student mobility is a force that leads to changes in 21st century that



connects with school administration policy under globalization (Hou et al., 2017). Any administrators have to make cultural awareness because it is an element of cultural competency of professional administrators in the organization focusing on becoming innovation organization (Galhanone et al., 2019; Amaratunga et al., 2018). If the administrators lack of cultural awareness, it may lead to misunderstanding with others because of overgeneralization and biases towards people being different from themselves.

Cultural Knowledge

Cultural knowledge of school administrators is the understanding of culture consisting of knowledge creation, knowledge sharing, and knowledge utilization, which leads to analytic thinking and problem solving under the multicultural context. Cultural knowledge is an element of cognitive dimension (Rew et al., 2003). Because people have different culture, background and experience, this is an indicative competency of professional administrators for interacting with others suitably (Martínez, Sabiote-Ortiz, & Rey-Pino, 2018). Therefore, cultural knowledge is a subject, which reviewed because it helps administrators to reduce the risk of behaving inappropriate behavior. If an administrator lacks cultural knowledge, related people can feel uncomfortable due to being treated negatively and feel being separated from the group (Sichtmann & Micevski, 2018). It needs to consider that whether how the school administrators will be able to apply cultural knowledge to actual practice because the limitation of cultural knowledge will lead to ineffective school administration.

Cultural Skill

Cultural skill is the ability of school administrators about interaction behavior. It consists of communication skill, cultural adaptation and cultural safety consideration, which lead to good interpersonal relationship (Rew et al., 2003). Cultural skill of school administrators is an element of behavior dimension, which the administrators are challenged to have cultural skill related to performance. Moreover, cultural skill can help in marking a good relationship with people outside the organization because it is a new point of view in team work that can lead to innovation and increase of people's satisfaction (Hirt, Ortlieb, Winterheller, Bešić, & Scheff, 2017). Hence, school administrators have to develop their own cultural skill as a leadership development (Piaw et al., 2014). In addition, cultural skill will help in working with the community that have people with diversity.

Cultural Sensitivity

Cultural sensitivity means that the school administrators can quickly recognize the situation, which may lead to problems causing by difference in culture, and can carefully find the solution for that situation by training cultural sensitivity, valuing diversity, and cultural consciousness to appropriately and equally take care of their subordinates. Cultural sensitivity of school administrators is an element of attitudinal dimension (Rew et al., 2003). It leads to good performance in complex working context and it is related to showing good attitude towards others. Moreover, it can lead to success in educational strategic planning, so the administrators have to periodically evaluate themselves whether they have cultural sensitivity. Additionally, cultural sensitivity is an element of ethical leadership (Mustamin & Yasin, 2012) and it is a social administrative competency for the school administrators facing diverse challenges in the complex society.

Methods and Materials

The content validity of the research tool was tested to ensure that this tool consists three main domains of cultural competency of school administrators: definition domain, representation domain, and relevance domain. This research tool had been submitted for consideration of the university's ethic committee and it was approved



according. It had been developed by considering research ethics, including the principle of respect for persons, beneficence, and justice). The content validity of this research tool occurred through two main steps (Shrotryia & Dhanda, 2019) consisting of.

First Step: Instrument Development

Of this step was to discover the elements and indicators of cultural competency of school administrators and related term definition through literature review. Firstly, it began with searching and selecting literatures. The researcher searched elements and indicators by using the method of Ramdhani, Ramdhani, & Amin (2014). The researcher skimmed the literatures and searched for the literatures related to cultural competency of school administrators. Then important reference documents were searched through major research database such as DOAJ, Elsevier, Emerald, Google Scholar, JSTOR, ScienceDirect, and Taylor & Francis Online. The key words for search were competency, cultural competency, administrators, and schools. Literature exclusion criteria was that the papers published before 1989 would be excluded because the term “cultural competency” was officially defined from the study of Cross, Bazron, Dennis, & Isaacs (1989).

The researcher developed research tools from literatures reviewed to the prior process. As a quantitative research, the research tool was a set of questionnaires for measuring school administrators’ cultural competency. It covered four latent variables such as cultural awareness, cultural knowledge, cultural skill, and cultural sensitivity. It consisted of questions with five-rating Likert Scale ranked from 5 for most agreed to 1 for least agreed. This was according to Vakili & Jahangiri (2018) who suggested that the research tool for the studies of educational administration behavior should use Likert Scale.

The questionnaire for cultural awareness covered three major elements: (1) Cultural Self-Awareness; (2) Awareness of Others’ Cultural; and (3) Awareness of Cultural Diversity (were developed based on the work of Bennett, 2018; Brancu, Munteanu, & Golet, 2016; Dangmei, 2016; Pang et al., 2011; Roysircar, 2004).

The questionnaire for cultural knowledge covered three major elements: (1) Cultural Knowledge Creation; (2) Cultural Knowledge Sharing; and (3) Cultural Knowledge Application (were developed based on the work of Olubiyi, Egwakhe, & Akinlabi, 2019; Shyu & Hsu, 2015; Schmitz, Rebelo, Gracia, & Tomás, 2014; Anantatmula, 2010).

The questionnaire for cultural skill covered three major elements: (1) Communication Skill; (2) Cultural Adaptation; and (3) Cultural Safety (were developed based on the work of Samuel & Okotoni, 2018; Tyler, 2016; Bierwiazzonek & Waldzus, 2016; Gerlach, 2012).

The questionnaire for cultural sensitivity covered three major elements: (1) Cultural Sensitivity Training; (2) Valuing Diversity; and (3) Cultural Care (were developed based on the work of Shepherd et al., 2019; National Association of Elementary School Principals (NAESP), n.d.; Malazonia et al., 2017; Ewuh, 2013; Pang et al., 2011).

Second Step: Instrument Judgment

The expected output of this step was finding the content validity of the research tool by judgement of at least five experts (Yaghmale, 2003) in the field concerned about leadership or human resource management. The subject matter experts’ selection criteria were that they had to be knowledgeable about administrators’ competency and have experience at least five years in education administration. For judging the Content Validity Index: CVI, the experts had to rate each item of indicators as 1 = Not Relevant, 2 = Somewhat Relevant, 3 = Quite Relevant, and 4 = Highly Relevant. This assessment could be used for five-rating Likert Scale

(Vakili & Jahangiri, 2018). Therefore, the calculation would be Dichotomous: Not Relevant (1 or 2) and Relevant (3 or 4). After that, the researcher processed as followed.

1) The Research Calculated Item-Level Content Validity Index: I-CVI from the number of experts rating each items as Relevant (3 or 4) dividing by the total number of experts according to the formula, $I-CVI = (\text{agreed item})/(\text{number of expert})$.

2) The Research Calculated Content Validity for Scale: S-CVI by classified into two methods. First is S-CVI/UA (Scale-Level Content Validity Index Based on the Universal Agreement Method), which is the proportion of items on the scale that achieve a relevance scale of 3 or 4 by all experts according to the formula: $S-CVI/UA = (\text{Sum of UA Scores})/(\text{Number of Item})$. Another is S-CVI/Ave (Scale-Level Content Validity Index Based on the Average Method), which is the average of the I-CVI scores for all items on the scale according to the formula: $(\text{Sum of Proportion Relevance rating})/(\text{Number of Expert})$.

Results

The results of content validity analysis of cultural competency indicators of school administrators are showed in the Table 1.

Table 1 Content Validity Index of Indicators for School Administrators' Cultural Competency

Cultural Competency	Expert					Agreed Expert	I-CVI	UA
	1	2	3	4	5			
Cultural Awareness								
1. Cultural Self-Awareness								
Q1 You feel that your culture is unique and valuable.	/	/	/	/	/	5	1	1
Q2 You appreciate in express your good culture to others.	/	/	/	/	/	5	1	1
Q3 You behave appropriately according to your good culture.	/	/	/	/	/	5	1	1
Q4 You are aware of limitation in expressing your own culture.	/	/	/	/	/	5	1	1
2. Awareness of Others' Cultural								
Q5 You take other culture's social norms into account.	/	/	/	/	/	5	1	1
Q6 You behave toward others by considering others' cultural limitation.	/	/	/	/	/	5	1	1
Q7 You are comfortable in interacting with people from different culture.	/	/	/	/	/	5	1	1
3. Awareness of Cultural Diversity								
Q8 You consider cultural diversity as a school administration policy.	/	/	/	/	/	5	1	1
Q9 You encourage people with diverse cultures to work together.	/	/	/	/	/	5	1	1
Q10 You believe that cultural diversity is valuable and useful.	/	/	/	/	/	5	1	1
Q11 You plan to have learning about cultural diversity and organizing related activities in your school.	/	/	/	/	/	5	1	1
Cultural Knowledge								
1. Cultural Knowledge Creation								
Q12 You see cultural knowledge as a valuable asset of your organization.						5	1	1
Q13 You look for the information from others people about their culture.						5	1	1
Q14 You encourage creating knowledge about culture and new knowledge searching methods in your organization.						5	1	1



Table 1 (Cont.)

Cultural Competency	Expert					Agreed Expert	I-CVI	UA
	1	2	3	4	5			
Q15 You encourage people having knowledge about culture to participate several work contexts in your organization.	/	/	/	/	/	5	1	1
Q16 You transfer tacit knowledge about culture to explicit knowledge.	/	/	/	/	/	5	1	1
2. Cultural Knowledge Sharing								
Q17 You are both knowledge sharer and knowledge receiver.	/	/	/	/	/	5	1	1
Q18 You motivate your staff to access the correct knowledge about culture.	/	/	/	/	/	5	1	1
Q19 You give an opportunity for people to exchange cultural knowledge easier.	/	/	/	/	/	5	1	1
Q20 You exchange cultural knowledge with other organizations as a network.	/	/	/	/	/	5	1	1
Q21 You use social media as a tool for exchanging cultural knowledge.	/	/	/	/	/	5	1	1
3. Cultural Knowledge Application								
Q22 You use cultural knowledge for determine organizational policy and practice.	/	/	/	/	/	5	1	1
Q23 You create the working culture that open for people to apply cultural knowledge for their work.	/	/	/	/	/	5	1	1
Q24 You allocate necessary resource for supporting cultural knowledge application at work.	/	/	/	/	/	5	1	1
Q25 You logically conduct a lesson learned about cultural knowledge application.	/	/	/	/	/	5	1	1
Q26 You consider organizational environmental factors when you integrate cultural knowledge for work.	/	/	/	/	/	5	1	1
Cultural Skill								
1. Communication Skill								
Q27 You always prepare communication readiness by practicing communication skill and strategy.	/	/	/	/	/	5	1	1
Q28 You clearly communicate vision, missions, goals, and policies, which focusing on learners' benefits.	/	/	/	x	/	4	.8	0
Q29 You communicate about any problems based on facts to make trustfulness.	/	/	/	/	/	5	1	1
Q30 Your discussion is based on logics and fairness.	/	/	/	/	/	5	1	1
Q31 You use face-to-face communication and observe your interlocutor's feeling.	/	/	/	/	/	5	1	1
Q32 You admire your staff when they work well.	/	/	/	/	/	5	1	1
2. Cultural Adaptation								
Q33 You can happily manage changes.	/	/	/	/	/	5	1	1
Q34 You can adjust management according to the new context.	/	/	/	/	/	5	1	1
Q35 You show the expertise in problem solving even facing different culture.	/	/	/	/	/	5	1	1
Q36 You help people to adapt themselves with the change.	/	/	/	/	/	5	1	1
Q37 You prevent bias, which can be an obstacle in your team.	/	/	/	x	/	4	.8	0
3. Cultural Safety								
Q38 You encourage finding a practice having no cultural gap.	/	/	/	/	/	5	1	1
Q39 You practice yourself to treat each other with respect.	/	/	/	/	/	5	1	1
Q40 You prevent others from unfair, and discriminate treat.	/	/	/	/	/	5	1	1
Q41 You avoid treating others with cultural bias.	/	/	/	/	/	5	1	1
Q42 You help others to have correct cultural understanding.	/	/	/	/	/	5	1	1


Table 1 (Cont.)

Cultural Competency	Expert					Agreed Expert	I-CVI	UA
	1	2	3	4	5			
Cultural Sensitivity								
1. Cultural Sensitivity Training								
Q43 You develop your and others’ problem-solving skill to deal with problems occurred by differences in culture.	/	/	/	/	/	5	1	1
Q44 You seek for an opportunity to discuss with staff about the problems that may occur due to different culture.	/	/	/	/	/	5	1	1
Q45 You encourage your staff to exchange cultural problems with the learners.	/	/	/	/	/	5	1	1
Q46 You add a teaching and learning approach to educate learners that cultural problems are possible.	/	/	/	/	/	5	1	1
2. Valuing Diversity								
Q47 You believe that differences in people can lead to creativity and ability to solve organizational problems.	/	/	/	/	/	5	1	1
Q48 You integrate plan by considering diversity of people.	/	/	/	/	/	5	1	1
Q49 You drive executives in all level to value diversity of people.	/	/	/	/	/	5	1	1
Q50 You supervise to ensure consideration of people’s diversity.	/	/	/	/	/	5	1	1
Q51 You create working environment that value people’s equality.	/	/	/	/	/	5	1	1
3. Cultural Care								
Q52 You believe that you have to face cultural diversity but you can appropriately manage it.	/	/	/	/	/	5	1	1
Q53 You have prepared for management in multicultural society by considering possible cultural effects.	/	/	/	/	/	5	1	1
Q54 You show empathy for others and pay attention to others’ emotion, mind, society and good health.	/	/	/	/	/	5	1	1
Q55 You care to have a good practice of learning management concerning the cultural dimension.	/	/	/	/	/	5	1	1
Q56 You encourage positive environment in school by developing peaceful coexistence culture.	/	/	/	/	/	5	1	1
Q57 You ensure that the learners will be well taken care of by paying attention to their good emotion, mind, society, and health.	/	/	/	/	/	5	1	1
Q58 You are careful about preventing any racism, illegal use of power, bias, and inappropriate overgeneralization in your school.	/	/	/	/	/	5	1	1
Proportion Relevance						S-CVI/ AVE	.99	
						S-CVI/ UA	.97	

According to Table 1, there are 56 items having I-CVI at 1 due to the experts' judgement as relevant (3 or 4). Also, there are two items that I-CVI is .8 because an expert, number 4, judged them as not relevant (1 or 2). Those items are Q28, an indicator of communication skill, and Q37, an indicator of cultural adaptation. Both are under the element "cultural kkill". The S-CVI/UA is .97 and S-CVI/Ave is .99. The research has decided to keep both Q28 and Q37 because their CVI is not below .8, so they still have content validity (Shrotryia &



Dhanda, 2019; Vakili & Jahangiri, 2018). Therefore, all developed indicators are valid and can be used for measuring school administrators' cultural competency.

Discussion

Following the first research purpose was to develop cultural competency indicators for school administrators. Cultural indicators in four dimensions, cultural awareness, cultural knowledge, cultural skill, and cultural sensitivity, have been developed through literature review. In order to develop these indicators, it is essential to do a searching and selecting literatures through research database with keyword. Nowadays, literature searches are undertaken most commonly using electronic databases (Ramdhani et al., 2014). The study of developing cultural competency indicators for school administrators through critical theory. According to Oldfield (2010), this theory emphasizes the need for greater equity in organization and communities. A main point of critical theory is to challenge about social class questions, something common public administration rarely does. Moreover, looking at cultural competency through a critical theory lens leads us to view culture as the outcome of constrain cultural expression into public administrative practice over the cultural competence approaches (Blessett et al., 2019; Williams, 2006).

Firstly, cultural awareness reflects personal feeling in intercultural interaction and adaptation to different social context. It consists of cultural self-awareness, awareness of other's cultural, and awareness of cultural diversity as Martínez et al. (2018) point out that people having cultural awareness are under the assumption that they will be able to adapt themselves to have positive feeling towards their and other cultures and towards culture diversity. However, Amaratunga et al. (2018) suggest that the gap of knowledge about cultural awareness still need to be fulfil in order to help administrators to have cultural awareness and adapt it with their projects, activities, and plans. Secondly, cultural knowledge reflects knowledge and understandings related to the school's knowledge management process consisting of knowledge creation, knowledge sharing, and knowledge utilization as Shyu & Hsu (2015) states that school administrators have to use cultural knowledge management process to integrate related resources and facilities to make their school become a part of society and to enable staff or learners from different culture to learn about each other cultures and appropriately interact. Thirdly, cultural skill reflects school administrators' behavior consisting of communication skill, cultural adaptation, and cultural safety as Tyler (2016) suggests that because an administrator has to manage human resource, information, and goals and has to motivate others to complete their jobs, communication skill is a priority core competency. Also, Dös & Savaş (2015) emphasize that any management approaches must adapt under limited resources by considering cultural dimension and Gerlach (2012) states that cultural safety is related to theories and professional practices considering equality and justice. Lastly, cultural sensitivity reflects school administrators' cultural sensitivity training, valuing diversity, and cultural care as National Association of Elementary School Principals (NAESP) (n.d.) explains that they affect the school's administration structure and each learner because the policies have to be implemented with people from different culture, so the school administrators must have cultural sensitivity to quickly recognize problems, people's demand, and possible effects of cultural diversity. Additionally, Malazonia et al. (2017) suggest that further studies on cultural sensitivity are needed.

The next research purpose involved verifying content validity of these indicators. The content validity evidence can be represented by CVI, according to Shrotryia & Dhanda (2019); Vakili & Jahangiri (2018) established the content validity using CVI to support the validity of an assessment tool. The indicators in this research, for this

reason, with I-CVI minimum of .8, but the majority of items were considered at 1, and S-CVI/UA is .97 and S-CVI/Ave is .99; it is judged as having excellent content validity. It is recommended that values range from 0 to 1 where I-CVI > 0.79, the item is relevant, and S-CVI/UA \geq 0.8 and S-CVI/Ave \geq 0.9 have excellent content validity (Rodrigues, Adachi, Beattie, & MacDermid, 2017). As described earlier, the overall indicators are valid and can be used for measuring school administrators' cultural competency.

Conclusion and Suggestions

Because cultural competency is behavioral subjective, content validity of cultural competency indicators for school administrators is necessary to ensure that these indicators will be able to measure school administrators' cultural competency. According to the result of content validity measurement, all indicators in, which were developed in this research, are well developed through literature review under two steps: instrument development and instrument judgement the tool. They cover terminology and have good representation. They also relate to all elements of cultural competency. That is, they have content validity and can be used to measure school administrators' cultural competency.

From research result above, the researcher summarized into the research model framework of cultural competency of school administrators as the Figure 1. This model has been approved the committee of experts appointed by the faculty of the researcher.

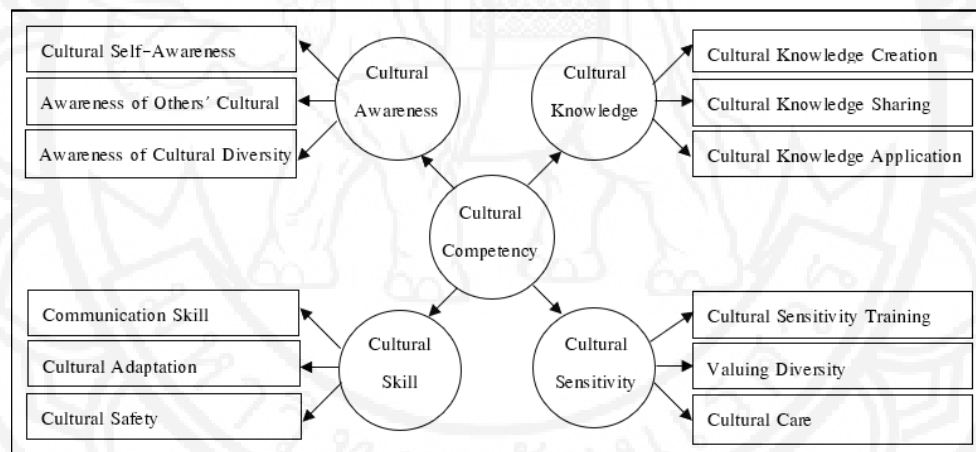


Figure 1 The Research Model Framework of Cultural Competency of School Administrators.

Research Contributions

In the overall, the developed cultural competency indicators developed and knowledge from this research can fulfil the gaps related to cultural competency. They benefits academics related to human resource management, educational leadership, and organizational behavior and they can also be adapted for general organizations

Recommendation for Future Research

The reliability measurement for cultural competency indicators for school administrators in this questionnaire are recommended for further research. In the future, these indicators will be trying out with 30 school administrators, who are research population and similar to sample group, and they will be examined with the sample group for empirical data. So that this research becomes more helpful and useful guidance in the area of education administration and organization administration.



Acknowledgments

This research project is financially supported by the research grants from Faculty of Management Sciences, Prince of Songkla University, Thailand. The contract document number is 3/2563.

References

- Amaratunga, D., Malalgoda, C. I., & Keraminiyage, K. (2018). Contextualising Mainstreaming of Disaster Resilience Concepts in the Construction Process. *International Journal of Disaster Resilience in the Built Environment*, 9(4/5), 348–367. <https://doi.org/10.1108/IJDRBE-10-2017-0057>
- Anantatmula, V. S. (2010). Impact of Cultural Differences on Knowledge Management in Global Projects. *VINE*, 40(3/4), 239–253. <https://doi.org/10.1108/03055721011071377>
- Bennett, H. (2018). *Review of the NZ College of Public Health Medicine Cultural Competency and Safety Framework*. Wellington: New Zealand College of Public Health Medicine. Retrieved from https://www.nzcpmh.org.nz/media/131696/nzcphm_cultural_competency_proj_final.pdf
- Bierwiazzonek, K., & Waldzus, S. (2016). Socio-Cultural Factors as Antecedents of Cross-Cultural Adaptation in Expatriates, International Students, and Migrants: A Review. *Journal of Cross-Cultural Psychology*, 47(6), 767–817. <https://doi.org/10.1177/0022022116644526>
- Blessett, B., Dodge, J., Edmond, B., Goerdel, H. T., Gooden, S. T., Headley, A. M., Riccucci, N. M., & Williams, B. N. (2019). Social Equity in Public Administration: A Call to Action. *Perspectives on Public Management and Governance*, 2(4), 283–299. <https://doi.org/10.1093/ppmgov/gvz016>
- Brancu, L., Munteanu, V., & Golet, I. (2016). Understanding Cultural Intelligence Factors among Business Students in Romania. *Procedia-Social and Behavioral Sciences*, 221, 336–341. <https://doi.org/10.1016/j.sbspro.2016.05.123>
- Cifuentes-Faura, J. (2020). The Role of Social Work in the Field of Education during COVID-19. *International Social Work*, 63(6), 795–797. <https://doi.org/10.1177/0020872820944994>
- Cross, T. L., Bazron, B. J., Dennis, K. W., & Isaacs, M. R. (1989). *Towards a Culturally Competent System of Care, A Monograph on Effective Services for Minority Children who are Severely Emotionally Disturbed*. Washington, DC: CASSP Technical Assistance Center, Georgetown University Child Development Center.
- Cumberland, D. M., Herd, A., Alagaraja, M., & Kerrick, S. A. (2016). Assessment and Development of Global Leadership Competencies in the Workplace: A Review of Literature. *Advances in Developing Human Resources*, 18(3), 301–317. <https://doi.org/10.1177/1523422316645883>
- Dangmei, J. (2016). Cultural Intelligence: Bridging the Cultural Differences in the Emerging Markets. *PARIPEX-Indian Journal of Research*, 5(9), 284–287. Retrieved from https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2847336



- Döş, I., & Savaş, A. C. (2015). Elementary School Administrators and their Roles in the Context of Effective Schools. *SAGE Open*, 5(1), 1–11. <https://doi.org/10.1177/215824401456740000>
- Ewoh, A. I. E. (2013). Managing and Valuing Diversity: Challenges to Public Managers in the 21st Century. *Public Personnel Management*, 42(2), 107–122. <https://doi.org/10.1177/0091026013487048>
- Galhanone, R. F., Rocha, T. V., Spers, E. E., & Rodrigues, F. (2019). The Influence of Corporate Global Mindset on International Franchising: A Study about Brazilian Franchisors. *RAUSP Management Journal*, 55(2), 161–175. <https://doi.org/10.1108/RAUSP-08-2018-0069>
- Gerlach, A. J. (2012). A Critical Reflection on the Concept of Cultural Safety. *Canadian Journal of Occupational Therapy*, 79(3), 151–158. <https://doi.org/10.2182/cjot.2012.79.3.4>
- Gómez-Ciriano, E. J. (2020). Making Virtue of Necessity. Experiences and Lessons from Spain during Covid-19. *Social Work Education*, 39(8), 1002–1009. <https://doi.org/10.1080/02615479.2020.1819974>
- Hirt, C., Ortlieb, R., Winterheller, J., Bešić, A., & Scheff, J. (2017). Developing International Talents: How Organisational and Individual Perspectives Interact. *European Journal of Training and Development*, 41(7), 610–627. <https://doi.org/10.1108/EJTD-12-2016-0091>
- Hou, A. Y. C., Hill, C., Chen, K. H.-J., Tsai, S., & Chen, V. (2017). A Comparative Study of Student Mobility Programs in SEAMEO-RIHED, UMAP, and Campus Asia: Regulation, Challenges, and Impacts on Higher Education Regionalization. *Higher Education Evaluation and Development*, 11(1), 12–24. <https://doi.org/10.1108/HEED-08-2017-003>
- Ingram, R., & Fenton, J. (2020). Creativity and Innovation in Times of Change. *Social Work Education*, 39(7), 847–848. <https://doi.org/10.1080/02615479.2020.1818939>
- Khan, N., & Khan, I. A. (2014). Academic Role of a Principal and Continuous Professional Development. *Journal of Education and Human Development*, 3(2), 925–942.
- Malazonia, D., Maglakelidze, S., Chiabrishvili, N., & Gakheladze, G. (2017). Factors of Students' Intercultural Competence Development in the Context of Georgia. *Cogent Education*, 4(1), 1–17. <https://doi.org/10.1080/2331186X.2017.1302867>
- Martínez, A. L. C., Sabiote-Ortiz, C. M., & Rey-Pino, J. M. (2018). The Influence of Cultural Intelligence on Intention of Internet Use. *Spanish Journal of Marketing-ESIC*, 22(2), 231–248. <https://doi.org/10.1108/SJME-04-2018-0024>
- McCalman, J., Jongen, C., & Bainbridge, R. (2017). Organisational Systems' Approaches to Improving Cultural Competence in Healthcare: A Systematic Scoping Review of the Literature. *International Journal for Equity in Health*, 16, 1–19. <https://doi.org/10.1186/s12939-017-0571-5>



Mustamin, & Yasin, M. A.-M.-Z. (2012). The Competence of School Principals: What Kind of Need Competence for School Success? *Journal of Education and Learning*, 6(1), 33–42. <http://doi.org/10.11591/edulearn.v6i1.188>

National Association of Elementary School Principals (NAESP). (n.d.). *The Principal's Guide to Building Culturally Responsive Schools*. Retrieved from https://www.naesp.org/sites/default/files/NAESP_Culturally_Responsive_Schools_Guide.pdf

Oldfield, K. (2010). Using Critical Theory to Teach Public Administration Students about Social Class in Inequalities. *Administrative Theory & Praxis*, 32(3), 450–472. Retrieved from https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2586536

Olubiyi, T. O., Egwakhe, J., & Akinlabi, B. H. (2019). Knowledge Management and Family Business Continuity: The Moderating Effect of Length of Time in Existence. *Global Journal of Management and Business Research: A Administration and Management*, 19(5), 28–35. Retrieved from <https://journalofbusiness.org/index.php/GJMBR/article/view/2743>

Pang, V. O., Stein, R., Gomez, M., Matas, A., & Shimogori, Y. (2011). Cultural Competencies: Essential Elements of Caring-Centered Multicultural Education. *Action in Teacher Education*, 33(5–6), 560–574. <https://doi.org/10.1080/01626620.2011.627050>

Pevzner, M. N., Sheraizina, R. M., Ushanova, I. A., Petryakov, P. A., & Donina, I. A., (2017). Concepts and Strategies of Cultural Diversity Management at Higher School. *Revista ESPACIOS*, 38(50), 29–34. Retrieved from <https://www.revistaespacios.com/a17v38n50/a17v38n50p29.pdf>

Piaw, C. Y., Hee, T. F., Ismail, N. R., & Ying, L. H. (2014). Factors of Leadership Skills of Secondary School Principals. *Procedia-Social and Behavioral Sciences*, 116, 5125–5129. <https://doi.org/10.1016/j.sbspro.2014.01.1085>

Ramdhani, A., Ramdhani, M. A., & Amin, A. S. (2014). Writing a Literature Review Research Paper: A Step-by-Step Approach. *International Journal of Basics and Applied Sciences*, 3(1), 47–56. Retrieved from <http://digilib.uinsgd.ac.id/5129/1/08IJBAS%283%29%281%29.pdf>

Rew, L., Becker, H., Cookston, J., Khosropour, S., & Martinez, S. (2003). Measuring Cultural Awareness in Nursing Students. *Journal of Nursing Education*, 42(6), 249–257. <https://doi.org/10.3928/0148-4834-20030601-07>

Rodrigues, I. B., Adachi, J. D., Beattie, K. A., & MacDermid, J. C. (2017). Development and Validation of a New Tool to Measure the Facilitators, Barriers and Preferences to Exercise in People with Osteoporosis. *BMC Musculoskeletal Disorders*, 18(1), 1–9. <https://doi.org/10.1186/s12891-017-1914-5>



Roysircar, G. (2004). Cultural Self-Awareness Assessment: Practice Examples from Psychology Training. *Professional Psychology: Research and Practice*, 35(6), 658–666. <https://doi.org/10.1037/0735-7028.35.6.658>

Samuel, A. A., & Okotoni, C. A. (2018). Assessment of Principals' Communication Styles and Administrative Impact on Secondary Schools in Osun State, Nigeria. *International Journal of Advanced Research and Publications*, 2(1), 43–48. Retrieved from <http://www.ijarp.org/online-papers-publishing/jan2018.html>

Schmitz, S., Rebelo, T. M. M. S. D., Gracia, F. J., & Tomás, I. (2014). Learning Culture and Knowledge Management Processes: To what Extent are they Effectively Related? *Journal of Work and Organizational Psychology*, 30(3), 113–121. <https://doi.org/10.1016/j.rpto.2014.11.003>

Shepherd, S. M., Willis-Esqueda, C., Newton, D., Sivasubramaniam, D., & Paradies, Y. (2019). The Challenge of Cultural Competence in the Workplace: Perspectives of Healthcare Providers. *BMC Health Services Research*, 19(1), 1–11. <https://doi.org/10.1186/s12913-019-3959-7>

Shrotryia, V. K., & Dhanda, U. (2019). Content Validity of Assessment Instrument for Employee Engagement. *SAGE Open*, 9(1), 1–7. <https://doi.org/10.1177/2158244018821751>

Shyu, C.-S., & Hsu, C.-H. (2015). A Study of the Principal's Cultural Proficiency Integrated in School Management. *The Journal of Human Resource and Adult Learning*, 11(2), 20–25. Retrieved from <http://www.hraljournal.com/Page/3%20Chin-Shyang%20Shyu.pdf>

Sichtmann, C., & Micevski, M. (2018). Attributions of Service Quality: Immigrant Customers' Perspective. *Journal of Services Marketing*, 32(5), 559–569. <https://doi.org/10.1108/JSM-06-2017-0212>

Tyler, D. E. (2016). Communication Behaviors of Principals at High Performing Title I Elementary Schools in Virginia: School Leaders, Communication, and Transformative Efforts. *Creighton Journal of Interdisciplinary Leadership*, 2(2), 2–16. Retrieved from <https://eric.ed.gov/?id=EJ1152186>

Vakili, M. M., & Jahangiri, N. (2018). Content Validity and Reliability of the Measurement Tools in Educational, Behavioral, and Health Sciences Research. *Journal of Medical Education Development*, 10(28), 106–118. <https://doi.org/10.29252/EDCJ.10.28.106>

Williams, C. C. (2006). The Epistemology of Cultural Competence. *Families in Society: The Journal of Contemporary Social Services*, 87(2), 209–220. <https://doi.org/10.1606/1044-3894.3514>

Yaghmale, F. (2003). Content Validity and its Estimation. *Journal of Medical Education*, 3(1), 25–27. <https://doi.org/10.22037/jme.v3i1.870>