

# An Examination of International Engagement of School Leaders: Implications for Global Competence in Educational Leadership

Val Mendoza Salapate<sup>a</sup>

*valmendoza.salapate@gmail.com*

*Laguna State Polytechnic University Sta. Cruz Laguna 4009 PHILIPPINES*

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## Abstract

The study delved into the international engagement of school leaders in terms of global partnerships, professional development, international curriculum, intercultural communication, and research and collaboration. It also covered global competence in terms of vision setting, pedagogy and practice, situated action connecting local and global, and systems and structures.

This study aimed to examine the international engagement of school leaders and determine its implications to global competence in educational leadership of twenty (20) for interview and one hundred (100) for survey school leaders from public secondary schools in the Division of Calamba for the school year 2023-2024. The selection of respondents was done through purposive sampling, considering a set of criteria.

A mixed-method design was employed to conduct the study. Weighted mean and Pearson-r correlation were used to analyze the quantitative data while thematic analysis was used to analyze the qualitative data of the study.

According to the study's interpretation, school leaders' international engagement is at a Very Great Extent. It also showed that there is a strong correlation between the degree of global competency exhibited by school leaders and their level of international participation.

The relationship between international participation and the global competence of school leaders is that the former's global competence increases with increasing levels of international engagement. As a result, an intervention program was recommended based on the study's findings. It includes a list of goals, actions, people involved, how often they should be implemented, and the intended results in order to help school leaders interact globally and improve their pursuit of global competency.

**Keywords:** international engagement; global competence; school leaders; educational leadership

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## 1. Introduction

The rapid advancement of globalization in the economic, technological, and social aspects has necessitated a significant transformation in educational leadership to embrace global competence. However, this shift presents various challenges for educational leaders worldwide. One major challenge is the integration of successful experiences from other countries while considering local culture, regional characteristics, and population factors. In the Philippines, leading change in the educational leadership encounters additional complexities due to diverse cultural, political, and organizational factors, and it is

important to recognize that not all educational leaders possess the same level of preparedness to navigate these intricate challenges. Therefore, it becomes crucial for leaders to possess the capacity to establish meaningful relationships with school systems on a global scale. Such relationships play a vital role in facilitating positive change and driving competitiveness, growth, and effective communication within the global community. Hence, the presence of competent educational leaders is essential in cultivating a conducive school system that directly impacts the teaching-learning environment and ensures the quality of education for students.

According to UNESCO (2015), educational leaders should possess the ability to analyze global information, establish strategic connections with collaborators from other countries, and effectively utilize global resources to position their teams. Pont (2014) also emphasizes the importance of developing a multi-dimensional "change vision" for educational leaders through grasping international trends and enhancing their global mindset. A global mindset involves having a broad perspective of the world and the ability to adapt to local changes, serving as the foundation for developing global leadership. To cultivate a global mindset, school leaders must actively engage internationally (DiMartino, 2022).

International engagement entails the participation of school leaders in international educational practices, policies, and frameworks to improve education quality and foster global competencies among students and staff. This includes attending international conferences, forming partnerships with foreign educational institutions, implementing international programs and curricula, and embracing innovative teaching methods influenced by global best practices (OECD, 2018). Through active international engagement, school leaders have the opportunity to gain valuable insights, skills, and experiences that can significantly contribute to the development of their global competence as educational leaders. Engaging with educators and institutions from different countries exposes them to diverse perspectives, innovative practices, and cross-cultural understanding. They can learn about effective strategies for promoting global competence, witness firsthand the impact of global education initiatives, and acquire knowledge on addressing challenges in a globalized world. Hence, the international engagement of school leaders: implications for global competence in educational leadership is examined.

### 1.1 Statement of the problem

Specifically, this study sought to answer the following questions:

1. What is the extent of international engagement of school leaders in terms of:
  - 1.1 Global Partnerships;
  - 1.2 Professional Development;
  - 1.3 International Curriculum;
  - 1.4 Intercultural Communication; and
  - 1.5 Research and Collaboration?
  
2. How globally competent is the educational leadership of school leaders in terms of:
  - 2.1 Vision Setting;
  - 2.2 Pedagogy and Practice;
  - 2.3 Situated Action Connecting Local and Global; and
  - 2.4 Systems and Structures
  
3. Is there a significant relationship between the level of international engagement of school leaders, and the global competence of their educational leadership?
4. How do school leaders describe their experiences in international engagement in terms of challenges and opportunities they encountered in engaging internationally?
5. Based on the findings of the study, what best recommendation may be proposed.

## 2. Methodology

This study adopts a mixed-method approach, utilizing both qualitative and quantitative methods to gain a comprehensive understanding of the international engagement of school leaders and its impact on global competence in educational leadership. The chosen research design is the Convergent Parallel Design, which involves collecting quantitative and qualitative data concurrently and analyzing them separately. This allows for a comprehensive exploration of the research topic by considering multiple perspectives and providing a more robust interpretation of the findings (George, 2021).

## 3. Results and Discussion

This chapter presented the different results and discussed the results that were yielded from the treatment of the data that was gathered in this study. The following tabular presentations and discussions further characterized the problem presented in the study.

**Table 1. Extent of International Engagement of School Leaders in terms of Global Partnerships**

Statements	Mean	SD	Remarks
Actively seek and establish global partnerships with educational institutions and organizations worldwide.	6.67	0.64	Strongly Agree
Participate in international conferences, seminars, and workshops to foster collaboration and exchange knowledge with their global counterparts.	6.31	0.66	Strongly Agree
Engage in international research initiatives, sharing their expertise and insights on a global scale.	6.11	0.78	Agree
Establish and maintain communication channels with international educational institutions and organizations for ongoing collaboration and knowledge sharing.	6.03	0.81	Agree
Leverage technology to connect with educational leaders worldwide, engaging in virtual collaborations, webinars, and online platforms for knowledge exchange.	5.98	0.85	Agree
<b>Weighted Mean</b>	6.22		
<b>SD</b>	0.40		
<b>Verbal Interpretation</b>	Highly Extent		

Table 1 illustrates the level of International Engagement of School Leaders in terms of Global Partnerships. From the statements, “*Actively seek and establish global partnerships with educational institutions and organizations worldwide.*” yielded the highest mean score and was remarked as Strongly Agree. On the other hand, “*Leverage technology to connect with educational leaders worldwide, engaging in virtual collaborations, webinars, and online platforms for knowledge exchange.*” received the lowest mean score of responses with yet was also remarked Agree.

The level of International Engagement of School Leaders in terms of Global Partnerships attained a weighted mean score of 6.22 and a standard deviation of 0.40 and was Highly Extent among the respondents. Drawing from the analyzed data, it can be deduced that school leaders have a high level of international engagement when it comes to global partnerships. They are more concerned with seeking out and forming global partnerships with organizations and educational institutions across the globe than they are with using technology to connect with other educational leaders across the globe through virtual collaborations, webinars, and online platforms for knowledge exchange.

**Table 2. Extent of International Engagement of School Leaders in terms of Professional Development**

<b>Statements</b>	<b>Mean</b>	<b>SD</b>	<b>Remarks</b>
Actively seek out international professional development opportunities to expand their knowledge and skills.	6.26	0.75	Strongly Agree
Participate in international education conferences and events, where they engage with experts and educators from around the world to exchange ideas and best practices.	6.13	0.79	Agree
Actively participate in international conferences and symposiums as presenters, sharing their experiences and best practices in educational leadership with a global audience.	6.01	0.80	Agree
Actively engage in international networks and associations, participating in discussions and collaborative initiatives to stay updated on global trends and advancements in educational leadership.	6.13	0.91	Agree
Establish mentorship programs or coaching initiatives that connect aspiring leaders with experienced international educational leaders, fostering professional growth and cross-cultural learning.	6.14	0.80	Agree
<b>Weighted Mean</b>	<i>6.13</i>		
<b>SD</b>	<i>0.44</i>		
<b>Verbal Interpretation</b>	<i>Very Great Extent</i>		

Table 2 shows the level of International Engagement of School Leaders in terms of Professional Development reached a weighted mean score of 6.13 and a standard deviation of 0.44 and was Very Great Extent among the respondents. From the interpreted data, it can be inferred that school leaders are highly engaged in international professional development. They actively seek out opportunities for international professional development to broaden their knowledge and skills, but they are less involved in giving presentations at international conferences and symposiums where they share best practices and experiences in educational leadership with an international audience.

Overall, the school leaders manifested a very great extent level international professional development of awareness in making crucial decisions and took the initiative to provide suggestions or feedback from others, and very high extent in actively participated in international conferences and symposiums as presenters, sharing their experiences and best practices in educational leadership with a global audience. In addition, engaging in international networks and associations, participating in discussions and collaborative initiatives to stay updated on global trends and advancements in educational leadership.

**Table 3. Extent of International Engagement of School Leaders in terms of International Curriculum**

<b>Statements</b>	<b>Mean</b>	<b>SD</b>	<b>Remarks</b>
Actively collaborate with international partners to develop and implement an internationally focused curriculum that encompasses global perspectives, cross-cultural understanding, and intercultural competencies.	6.45	0.91	Strongly Agree
Foster partnerships with international educational	6.11	0.68	Agree

institutions to exchange curriculum resources, instructional materials, and best practices that enhance the international dimension of the curriculum.			
Ensure that the curriculum reflects a diverse range of perspectives, cultures, and worldviews, promoting inclusivity and global awareness among students.	6.11	0.89	Agree
Establish policies and guidelines that support the implementation of an international curriculum, ensuring alignment with local educational standards and requirements.	6.08	0.91	Agree
Regularly assess and evaluate the effectiveness of the international curriculum, seeking feedback from students, parents, and the wider community to ensure continuous improvement and relevance.	5.90	1.02	Agree
<b>Weighted Mean</b>	<b>6.13</b>		
<b>SD</b>	<b>0.54</b>		
<b>Verbal Interpretation</b>	<b>Very Great Extent</b>		

Table 3 shows level of International Engagement of School Leaders in terms of International Curriculum. From the statements, “*Actively collaborate with international partners to develop and implement an internationally focused curriculum that encompasses global perspectives, cross-cultural understanding, and intercultural competencies.*” bore the highest mean score and was remarked as Strongly Agree. On the other hand, “*Regularly assess and evaluate the effectiveness of the international curriculum, seeking feedback from students, parents, and the wider community to ensure continuous improvement and relevance.*” received the lowest mean score of responses yet was also remarked Agree.

The level of International Engagement of School Leaders in terms of International Curriculum achieved a weighted mean score of 6.13 and a standard deviation of 0.54 and was Very Great Extent among the respondents. The interpreted data suggests that school leaders are highly engaged in international curriculum development and implementation. They work closely with international partners to create and implement a curriculum that emphasizes global perspectives, cross-cultural understanding, and intercultural competencies. However, they are less involved in routinely assessing and evaluating the curriculum's efficacy and gathering input from students, parents, and the community at large to ensure ongoing relevance and improvement.

**Table 4. Extent of International Engagement of School Leaders in terms of Intercultural Communication**

<b>Statements</b>	<b>Mean</b>	<b>SD</b>	<b>Remarks</b>
Foster a culturally inclusive school environment, where diversity is celebrated, and students are encouraged to respect and appreciate different cultures and perspectives.	6.17	0.804	Strongly Agree
Actively engage in intercultural communication themselves, modeling inclusive behaviors and creating opportunities for cross-cultural interactions within the school community.	5.92	0.85	Agree
Establish partnerships with international schools or organizations to facilitate intercultural exchanges, allowing students and staff to engage in meaningful cross-cultural communication	6.22	0.77	Strongly Agree

experiences.			
Promote the use of technology and digital platforms to facilitate intercultural communication, such as virtual collaborations with students from other countries or online cultural exchange programs.	6.05	0.94	Agree
Organize cultural events, workshops, or diversity days that encourage dialogue, understanding, and appreciation of different cultures within the school community.	5.97	0.85	Agree
<b>Weighted Mean</b>	<b>6.07</b>		
<b>SD</b>	<b>0.50</b>		
<b>Verbal Interpretation</b>	<b>Very Great Extent</b>		

Table 4 shows the level of International Engagement of School Leaders in terms of Intercultural Communication. From the statements, “*Establish partnerships with international schools or organizations to facilitate intercultural exchanges, allowing students and staff to engage in meaningful cross-cultural communication experiences.*” borne the highest mean score and was remarked as Strongly Agree. On the other hand, “*Actively engage in intercultural communication themselves, modeling inclusive behaviors and creating opportunities for cross-cultural interactions within the school community.*” received the lowest mean score of responses yet was also remarked Agree.

The level of International Engagement of School Leaders in terms of Intercultural Communication accomplished a weighted mean score of 6.07 and a standard deviation of 0.50 and was Very Great Extent among the respondents. According to the interpreted data, school leaders are highly engaged in international intercultural communication. They focus primarily on forming partnerships with foreign schools or organizations to facilitate intercultural exchanges, giving staff and students meaningful opportunities to engage in cross-cultural communication. They are less concerned with actively participating in intercultural communication themselves, setting an example of inclusivity, and fostering cross-cultural interactions within the school community.

**Table 5. Extent of International Engagement of School Leaders in terms of Research and Collaboration**

<b>Statements</b>	<b>Mean</b>	<b>SD</b>	<b>Remarks</b>
Actively initiate and engage in collaborative research projects with international partners, aiming to explore global educational issues and share insights across borders.	6.24	0.88	Strongly Agree
Establish and nurture networks and partnerships with international educational institutions and organizations to facilitate research collaboration and knowledge exchange.	6.14	0.75	Agree
Actively participate in international research conferences, symposiums, and workshops to stay updated on global educational research trends and contribute their own expertise.	6.12	0.81	Agree
Actively seek out international research partnerships that align with the school's strategic goals and priorities, fostering research collaborations that can inform and enhance educational practices.	6.03	0.82	Agree
Establish platforms and forums for sharing research findings and best practices with international educational communities, fostering global knowledge exchange and collaboration	5.92	0.95	Agree
<b>Weighted Mean</b>	<b>6.08</b>		
<b>SD</b>	<b>0.38</b>		

**Verbal Interpretation****Very Great Extent**

Table 5 proves the level of International Engagement of School Leaders and Administrators in terms of Intercultural Communication. From the statements, “*Actively initiate and engage in collaborative research projects with international partners, aiming to explore global educational issues and share insights across borders.*” generated the highest mean score and was remarked as Strongly Agree. On the other hand, “*Establish platforms and forums for sharing research findings and best practices with international educational communities, fostering global knowledge exchange and collaboration*” received the lowest mean score of responses yet was also remarked Agree.

The level of International Engagement of School Leaders in terms of Research and Collaboration conquered a weighted mean score of 6.08 and a standard deviation of 0.38 and was Very Great Extent among the respondents. A high level of international engagement in research and collaboration is implied by the interpreted data, indicating that school leaders are more concerned with actively initiating and participating in collaborative research projects with international partners in order to explore global educational issues and share insights across borders than they are with setting up platforms and forums for disseminating research findings and best practices to international educational communities in order to promote global knowledge exchange and collaboration.

**Table 6. Extent of Level of International Engagement of School Leaders**

STATEMENTS	MEAN	SD	REMARKS
1.1 Global Partnerships	6.22	0.79	Strongly Agree
1.2 Professional Development	6.22	0.82	Strongly Agree
1.3 International Curriculum	6.05	0.74	Agree
1.4 Intercultural Communication	5.93	0.91	Agree
1.5 Research and Collaboration	6.05	0.85	Agree
<b>Weighted Mean</b>	6.09		
<b>SD</b>	0.50		
<b>Verbal Interpretation</b>	Very Great Extent		

Table 6 proves the level of International Engagement of School Leaders. From the statements, “*Global Partnerships*” and “*Professional Development*” generated the highest mean score ( $M=6.22$ ,  $SD=0.79$ ,  $0.82$ ) and was remarked as **Strongly Agree**. On the other hand, “*Intercultural Communication*” received the lowest mean score of responses with ( $M=5.93$ ,  $SD=0.91$ ) yet was also remarked **Agree**.

The level of International Engagement of School Leaders conquered a weighted mean score of 6.09 and a standard deviation of 0.50 and was Very Great Extent among the respondents.

Part 2. Global Competence of Educational Leadership of School Leaders. It pertains to educational leaders’ ability to analyze global information, communicate across cultures, collaborate with diverse stakeholders, adapt to local changes, and demonstrate a deep understanding and appreciation of global issues and perspectives.

**Table 7. Level of Global Competence of the Educational Leadership of School Leaders in terms of Vision Setting**

Statements	Mean	SD	Remarks
1. Foster a collaborative approach to vision setting, encouraging input from stakeholders to ensure that the	6.14	0.85	Strongly Agree

school's shared mission and vision reflect the needs and aspirations of the diverse student and community population.			
2. Actively communicate and promote the school's shared mission and vision to the wider community, fostering understanding, support, and engagement in the pursuit of global competence for all students.	5.96	0.80	Strongly Agree
3. Establish a culture of continuous improvement, regularly reflecting on the school's shared mission and vision to ensure its alignment with evolving global challenges and opportunities.	6.04	0.80	Strongly Agree
4. Actively seek out and integrate a global perspective into the school's shared mission and vision, recognizing the importance of preparing students for life, work, and global citizenship in an interconnected world.	6.12	0.86	Strongly Agree
5. Integrate vision and mission into daily practices, ensuring that it is reflected in the school's policies, curriculum, teaching methodologies, and assessment strategies.	6.29	0.80	Strongly Agree
<b>Weighted Mean</b>	<b>6.11</b>		
<b>SD</b>	<b>0.44</b>		
<b>Verbal Interpretation</b>	<b>Very Great Extent</b>		

Table 6 explains the level of Global Competence of the Educational Leadership of School Leaders in terms of Vision Setting. From the statements, “*Integrate vision and mission into daily practices, ensuring that it is reflected in the school's policies, curriculum, teaching methodologies, and assessment strategies.*” returned the highest mean score and was remarked as Strongly Agree. On the other hand, “*Actively communicate and promote the school's shared mission and vision to the wider community, fostering understanding, support, and engagement in the pursuit of global competence for all students.*” received the lowest mean score of responses yet was also remarked Strongly Agree.

The level of Global Competence of the Educational Leadership of School Leaders in terms of Vision Setting got a weighted mean score of 6.11 and a standard deviation of 0.44 and was Very Great Extent among the respondents. The data analysis indicates that school leaders have a high degree of global competency in their educational leadership when it comes to developing visions. More effort is put into ensuring that the school's policies, curriculum, teaching techniques, and assessment strategies reflect the school's vision and mission. Conversely, less effort is put into actively communicating and promoting the school's shared mission and vision to the larger community, which aims to foster understanding, support, and engagement in the pursuit of global competence for all students.

**Table 8. Level of Global Competence of the Educational Leadership of School Leaders in terms of Pedagogy and Practice**

<b>Statements</b>	<b>Mean</b>	<b>SD</b>	<b>Remarks</b>
1. Establish structures for curriculum review and alignment, ensuring that global competence is integrated systematically across grade levels and subject areas.	6.27	0.66	Strongly Agree
2. Support teachers in designing and implementing instructional practices that promote inquiry-based learning, critical thinking,	6.15	0.66	Agree

and problem-solving skills with a global focus.			
3. Encourage the use of diverse instructional strategies that cater to the needs of a culturally diverse student body, fostering inclusivity and engagement.	6.01	0.78	Agree
4. Promote the use of authentic assessments that measure students' global competence, such as performance-based tasks, portfolios, and project-based assessments.	6.11	0.85	Agree
5. Provide professional development opportunities for teachers to enhance their pedagogical skills in delivering global competence-focused instruction, including training on culturally responsive teaching practices.	6.14	0.78	Agree
<b>Weighted Mean</b>	<b>6.14</b>		
<b>SD</b>	<b>0.42</b>		
<b>Verbal Interpretation</b>	<b>Very Great Extent</b>		

Table 8 illustrates the level of Global Competence of the Educational Leadership of School Leaders in terms of Pedagogy and Practice. From the statements, “*Establish structures for curriculum review and alignment, ensuring that global competence is integrated systematically across grade levels and subject areas.*” yielded the highest mean score and was remarked as Strongly Agree. On the other hand, “*Encourage the use of diverse instructional strategies that cater to the needs of a culturally diverse student body, fostering inclusivity and engagement.*” received the lowest mean score of responses yet was also remarked Agree.

The level of Global Competence of the Educational Leadership of School Leaders in terms of Pedagogy and Practice attained a weighted mean score of 6.14 and a standard deviation of 0.42 and was Very Great Extent among the respondents. The data analysis indicates that school leaders have a high degree of global competency in their educational leadership, both in terms of theory and practice. In order to ensure that global competence is systematically integrated across grade levels and subject areas, they are more concerned with setting up structures for curriculum review and alignment. On the other hand, they are less concerned with promoting the use of diverse instructional strategies that meet the needs of a student body that is culturally diverse and promote inclusivity and engagement.

**Table 9. Level of Global Competence of the Educational Leadership of School Leaders in terms of Situated Action Connecting Local and Global**

<b>Statements</b>	<b>Mean</b>	<b>SD</b>	<b>Remarks</b>
1. Create opportunities for students to engage in virtual or in-person exchanges with peers from different countries, promoting cultural exchange, collaboration, and understanding.	6.12	0.96	Strongly Agree
2. Facilitate joint projects and research initiatives with global partners, allowing students and teachers to work collaboratively on real-world issues with global relevance.	6.02	0.89	Strongly Agree
3. Organize international events, conferences, or competitions that bring together students from different countries to foster dialogue, mutual learning, and friendship.	6.01	0.95	Strongly Agree
4. Establish systems for evaluating the impact and outcomes of global connections and collaborations, collecting feedback from students, teachers, and partners to inform future initiatives and improvements.	5.91	0.93	Strongly Agree
5. Advocate for the importance of global connections and	6.36	0.72	Strongly Agree

collaborations, both within the school community and with external stakeholders, emphasizing the value of global competence in preparing students for an interconnected world.

<b>Weighted Mean</b>	6.08
<b>SD</b>	0.55
<b>Verbal Interpretation</b>	Very Great Extent

Table 8 exemplifies the level of Global Competence of the Educational Leadership of School Leaders in terms of Situated Action Connecting Local and Global. From the statements, “*Advocate for the importance of global connections and collaborations, both within the school community and with external stakeholders, emphasizing the value of global competence in preparing students for an interconnected world.*” produced the highest mean score and was remarked as Strongly Agree. On the other hand, “*Establish systems for evaluating the impact and outcomes of global connections and collaborations, collecting feedback from students, teachers, and partners to inform future initiatives and improvements.*” received the lowest mean score of responses yet was also remarked Strongly Agree.

The level of Global Competence of the Educational Leadership of School Leaders in terms of Situated Action Connecting Local and Global reached a weighted mean score of 6.08 and a standard deviation of 0.55 and was Very Great Extent among the respondents. Based on the data analysis, school leaders have a high degree of global competence in their educational leadership when it comes to situated action that links the local and the global. They focus less on setting up systems for assessing the effects and results of global connections and collaborations, gathering input from students, teachers, and partners to inform future initiatives and improvements, and more on promoting the significance of global connections and collaborations, both within the school community and with external stakeholders. They also emphasize the value of global competence in preparing students for an interconnected world.

**Table 10. Level of Global Competence of the Educational Leadership of School Leaders in terms of Systems and Structures**

<b>Statements</b>	<b>Mean</b>	<b>SD</b>	<b>Remarks</b>
1. Ensure that systems and structures are in place to promote equity and inclusivity, recognizing and addressing disparities in access to global learning opportunities among students.	6.16	0.91	Strongly Agree
2. Develop policies and practices that prioritize equity and inclusivity in the recruitment, hiring, and professional development of staff, ensuring a diverse and culturally competent teaching workforce.	6.21	0.77	Strongly Agree
3. Allocate resources and support programs that promote access to technology, digital resources, and international learning opportunities for students from diverse socioeconomic backgrounds.	6.13	0.94	Agree
4. Monitor and analyze data on student outcomes, participation rates, and access to global learning opportunities to identify and address inequities and ensure fair and inclusive practices.	6.14	0.88	Agree
5. Actively seek input from students, parents, and community members to inform decision-making processes and ensure that policies and practices promote equity and inclusivity.	6.42	0.73	Strongly Agree
<b>Weighted Mean</b>	<b>6.21</b>		
<b>SD</b>	<b>0.50</b>		

**Verbal Interpretation**

**Highly Extent**

Table 9 demonstrates the level of Global Competence of the Educational Leadership of School Leaders in terms of Systems and Structures. From the statements, “Actively seek input from students, parents, and community members to inform decision-making processes and ensure that policies and practices promote equity and inclusivity.” bore the highest mean score and was remarked as Strongly Agree. On the other hand, “Allocate resources and support programs that promote access to technology, digital resources, and international learning opportunities for students from diverse socioeconomic backgrounds.” received the lowest mean score of responses yet was also remarked Agree.

The level of Global Competence of the Educational Leadership of School Leaders in terms of Systems and Structures achieved a weighted mean score of 6.21 and a standard deviation of 0.50 and was Highly Extent among the respondents. The data analysis indicates that school leaders have a high degree of global competency in their educational leadership with regard to systems and structures. In order to ensure that policies and practices promote equity and inclusivity, they actively seek input from students, parents, and community members. In contrast, they spend less time allocating resources and supporting programs that encourage students from diverse socioeconomic backgrounds to have access to technology, digital resources, and international learning opportunities.

**Table 11. Level of Global Competence of the Educational Leadership of School Leaders**

Statements	Mean	Sd	Remarks
2.1 Vision Setting	6.20	0.91	Strongly Agree
2.2 Pedagogy and Practice	6.04	0.81	Agree
2.3 Situated Action Connecting Local and Global	6.14	0.79	Agree
2.4 Systems and Structures	5.99	0.86	Agree
<b>Weighted Mean</b>	<b>6.09</b>		
<b>SD</b>	<b>0.49</b>		
<b>Verbal Interpretation</b>	<b>Very Great Extent</b>		

Table 11 proves the level of Global Competence of the Educational Leadership of School Leaders. From the statements, “Vision Setting” generated the highest mean score ( $M=6.20$ ,  $SD=0.91$ ) and was remarked as **Strongly Agree**. On the other hand, “Systems and Structures” received the lowest mean score of responses with ( $M=5.99$ ,  $SD=0.86$ ) yet was also remarked **Agree**.

The level of Global Competence of the Educational Leadership of School Leaders conquered a weighted mean score of 6.09 and a standard deviation of 0.49 and was **Very Great Extent** among the respondents.

To answer the problem statement 3, this part presents the significant relationship between the level of international engagement of school leaders and administrators, and the global competence of their educational leadership.

**Table 12. Significant Relationship between the Extent of International Engagement of School Leaders and the Global Competence of their Educational Leadership**

		Global Competence of the Educational Leaders						
		Shared Mission and Vision	Curriculum, Instruction, and Assessment	Collaborative Professional Community	Global Connections and Collaboration	2.3.2 Global Connections and Collaboration	Equity and Inclusivity	Operations and Management
Extent of International Engagement of School Leaders	Pearson Correlation	.474**	.393**	.381**	.461**	.320**	.351**	.468**
	Sig. (2-tailed)	.000	.000	.000	.000	.001	.000	.000
Global professional development	Pearson Correlation	.295**	.245**	.468**	.276**	.377**	.342**	.376**
	Sig. (2-tailed)	.003	.014	.000	.005	.000	.000	.000

international curriculum	Pearson Correlation	.498**	.376**	.622**	.441**	.500**	.429**	.430**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000
intercultural communication	Pearson Correlation	.365**	.476**	.576**	.384**	.435**	.443**	.378**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000
research and collaboration	Pearson Correlation	.342**	.360**	.408**	.422**	.364**	.376**	.318**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.001
	N	100	100	100	100	100	100	100
		* - significant						
		** - highly significant						
		ns - not significant						
		<b>Scale</b>		<b>Strength</b>				
		0.80 – 1.00		Very Strong				
		0.60 – 0.79		Strong				
		0.40 – 0.59		Moderate				
		0.20 – 0.39		Weak				
		0.00 – 0.19		Very Weak				

Table 12 demonstrates the significant relationship between Extent of International Engagement of School Leaders and the Level Global Competence of their Educational Leadership

The Extent of International Engagement of School Leaders were observed to have a significant relationship to Global Competence of Educational Leadership’s *vision setting, pedagogy and practice, situated action connecting local and global, and systems and structures*. This is based on the computed r values obtained from the tests with moderate to strong relationship. Furthermore, the p-values obtained were less than the significance alpha 0.05, hence there is a significance.

#### 4. Conclusion and Recommendation

Based on the abovementioned findings of the study, the following conclusions were drawn:

The level of international engagement of school leaders is at a Very Great Extent in terms of global partnerships, professional development, international curriculum, intercultural communication, and research and collaboration.

In addition, the global competence of educational leadership of school leaders is at a Very Great Extent in terms of vision setting, pedagogy and practice, situated action connecting local and global, and systems and structures.

It was also concluded that there is a significant relationship between the level of international engagement of school leaders, and the global competence of their educational leadership.

Also, the school leaders varied in describing the experiences regarding the challenges and opportunities they encountered in engaging internationally. The themes that emerged from the testimonies of the school leaders are intercultural differences, school overall performance, personal and professional development, excellence in international relations, and communication, resource management, continuous improvement. The implication of international engagement to the global competence of the school leaders is that the higher the level of international engagement, the higher is the global competence of the school leaders.

Finally, an intervention program was formulated based on the findings of the study which consists of a set of objectives, activities, persons involved, the frequency of implementation, and the target output are identified for the school leaders to engage internationally and further strive for global competence.

The following recommendations are strongly encouraged in light of the findings and conclusions:

1. The researcher recommends school leaders to give additional focus on engaging internationally in terms of intercultural communication in order to improve this aspect of international engagement.
2. The researcher recommends school leaders to strive and give attention to global competence in terms of systems and structures in terms of intercultural communication in order to improve this aspect global competence.
3. Based on the result, it is recommended that the school leaders further engage internationally as it equates to higher global competence of their educational leadership.

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