The Mediating Role of Intercultural Competence on the Relationship between the 21st-Century Leadership Skills and Teachers' Job Satisfaction

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Abstract

The study delves into the intricate dynamics of educational leadership, teachers' job satisfaction, and the mediating role of intercultural competence in the 21st-century school environment. This was conducted among teachers from the international programs in the member schools of Thailand's International Institutions Quality Assurance Network (IIQAN). It employed the correlational and causal quantitative research design and utilized descriptive, inferential statistics, and mediation analysis to ascertain the relationship between the extent of utilization of 21st-century leadership styles and the level of job satisfaction. Results reveal that school administrators displayed commendable competence in 21st-century leadership skills. Teachers expressed high levels of job satisfaction related to student behavior, curriculum, and professional development. Consequently, school administrators exhibited strong intercultural competence, facilitating effective cross-cultural interactions. Moreover, effective leadership skills significantly contribute to a positive work environment for teachers. Also, leadership skills and intercultural competence significantly predicted teachers' job satisfaction. Finally, intercultural competence fully mediated the relationship between leadership skills and job satisfaction. The study concludes that strong leadership skills, effective communication, and intercultural competence are essential to a thriving educational environment. It further recommends that institutions invest in leadership development programs, encourage administrators' commitment to growth, establish open communication channels, and conduct needs assessments for diversity and inclusion.

Keywords: 21st-century leadership, job satisfaction, intercultural competence, mediation, educational leadership

1. Introduction

Leadership and employee job satisfaction are two essential components in the workplace that can significantly impact its overall performance and success. This is equally true in every educational institution. Recent studies have supported that leadership abilities and teachers' job satisfaction are critical components in the educational system. For instance, Basar et al. (2021) discovered that transformational leadership improves teachers' work satisfaction. Similarly, a study by Cho et al. (2020) found that leadership qualities were positively related to teachers' job satisfaction in South Korea, and in the same study conducted in the Philippines, De Castro and Jimenez (2022) discussed that the school principal's 21st-century leadership is correlated positively and significantly to teachers' performance. Further, Ancho (2019) exposed the motivation and drive of teachers in their performance when they work with school principals who exhibit the quality of a true leader who provides them with opportunities. These findings suggest that effective leadership skills can positively impact employee job satisfaction in the workplace.

Furthermore, a need for future-proof education turned into a great discussion on the importance of 21st-century leadership skills in the educational setting. With the rapid change brought about by technological

innovation and globalization, higher education institutions are challenged to keep up with the times (Kurniady et al., 2020). Due to the changing circumstances in individuals' personal, social, and professional lives, the discussion on 21st-century leadership qualities and competencies is vital. Consequently, 21st-century leadership skills include emotional intelligence, flexibility, teamwork, visionary thinking, digital literacy, inclusion, resilience, and ethical decision-making. These abilities are necessary to navigate the complicated and fast-changing world and build thriving organizations.

As 21st-century leadership skills are critical for educational leaders to navigate the changing educational landscape successfully, these skills significantly impact the teachers' job satisfaction by providing direction, support, and resources necessary for success in the classroom (Torlak & Kuzey, 2019). As a result, leaders must cultivate and hone these talents to foster a happy and effective work environment for teachers. Besides, these developments enable school leaders to adapt to the rapid changes in the economy, society, and technology. Further, the idea presented above on the critical importance of leadership skills was empirically affirmed by the study by Abdullah et al. (2021), whose results centered on the importance of collaboration and teamwork toward the satisfaction of teachers. The study said teachers feel supported and valued when leaders promote collaboration and teamwork. Both theoretical and empirical grounds discussed above have sealed the vital link between 21st-century leadership skills and teachers' job satisfaction.

Despite the substantial body of literature studying the relationship between school administrators' 21st-century leadership skills and the satisfaction of teachers, the extent to which intercultural competence mediates the relationships still needs to be fully understood. Intercultural competence is the ability to engage effectively with people from other cultures by knowing and accepting their differences (Zhang & Zhou, 2019). This is essential in any educational institution that exhibits cultural diversity, particularly for both the Philippines and Thailand, the ASEAN's founding members that strongly affirm the importance of culture in achieving dynamism in the ASEAN community (ASEAN Secretariat, 2019). Such competence navigates diverse cultural contexts and enhances cultural adaptation. For example, Modesto (2020) claimed a significant increase in Filipino teachers working abroad as educational institutions are more receptive to foreign teachers, particularly from the Philippines (Uytico & Abadiano, 2020).

Milla (2019) stated that in the Philippines, the Commission on Higher Education (CHEd) is seeking the internationalization of Higher Education Institutions (HEIs) through Order 55, Series of 2016, also known as the Policy Framework and Strategies for the Internationalization of Philippine Higher Education. As a member of the global community, the author added that, for Filipinos to live and work in a multicultural environment, 21st-century competencies should be emphasized among the students. Thus, the CMO 55 s 2016 will foster cooperation and understanding between the Philippines and the rest of the world. These policies and strategies can be achieved by adhering to reciprocity and international comity principles. As a result, Arcillo (2023) posited Filipino teachers' positive and adaptive attitudes. In addition, several studies have been conducted to investigate the relationship between 21st-century leadership skills and the job satisfaction of teachers in various cultural settings; there is still a need for more research undertakings that explore this relationship across different cultural settings and specifically in an institution that caters to an influx of employees coming from several cultures.

In a more specific situation, no study was done on this relationship between 21st-century leadership skills, teachers' job satisfaction, and the mediating role of intercultural competence among the member schools of Thailand's International Institutions Quality Assurance Network (IIQAN). The IIQAN is a quality assurance network established in 2009 designed to support and enhance the delivery, quality, and effectiveness of higher education institutions in Thailand by providing a platform for collaboration and sharing best practices in quality assurance. The network comprises universities and higher education institutions from Thailand and other countries, and it aims to promote the development of quality assurance policies, procedures, and practices aligned with international standards.

Therefore, this study investigated how intercultural competence influences the relationship between administrators' 21st-century leadership skills and teachers' job satisfaction in Thai schools affiliated with the

International Institutions Quality Assurance Network. Finally, the current study investigated the effect of intercultural competence in moderating the relationship between 21st-century leadership skills and teachers' job satisfaction.

2. Methodology

This study utilized the correlational and causal quantitative research design. In this design, data were collected at one point, and the emphasis was on linking variables of interest without changing them. Consequently, correlational research design examines the relationship between two or more variables and seeks to identify if there is a statistically significant association between them (Bloomfield & Fisher, 2019). Causal research is essential for understanding the mechanisms underlying observed correlations and making causal inferences in scientific investigations. This study was conducted in the two-member schools of the International Institutions Quality Assurance Network (IIQAN) of Thailand - a network of private colleges and universities that aims to promote quality tertiary education.

Purposive quota sampling was utilized in the study. Consequently, in the present case, such an approach was deemed suitable to access a specific and targeted population. Problems 1, 2, and 3 employed descriptive statistics to understand the variables of interest. This includes the mean and the standard deviation. Moreover, Problem 4 required Pearson correlation coefficient statistics to ascertain the significant relationship between the level of 21st-century leadership skills of the school administrators and the teachers' job satisfaction level. Problem 5, however, required a stepwise multiple regression analysis to identify which variables of interest (21st-century leadership skills and intercultural competence) singly or in combination predict/s the teachers' job satisfaction. Finally, Problem 6 required a mediation analysis that tested the mediation effect to determine the relationship between the extent of utilization of the 21st-century leadership style and the teachers' level of job satisfaction.

3. Results and Discussions

Problem 1. What is the level of the 21st-century leadership skills exhibited by school administrators as to:
        1.1 Educational Leadership;
        1.2 Resolving Complex Problems;
        1.3 Communication;
        1.4 Developing Self and others?

Table 1. Level of the 21st-century leadership skills exhibited by school administrators (n=200)

Indicators of 21st-century leadership skills	Mean	SD	Description	Interpretation
1. Educational Leadership	3.88	0.878	Frequently	Highly Utilized
2. Resolving Complex Problems	3.83	0.920	Frequently	Highly Utilized
3. Communication	3.99	0.804	Frequently	Highly Utilized
4. Developing Self and Others	3.83	0.906	Frequently	Highly Utilized
Overall Mean	**3.88**	**0.877**	**Frequently**	**Highly Utilized**

Note: 4.20-5.0 Almost Always; 3.40-4.19 Frequently; 2.60-3.39 Occasionally; 1.80-2.59 Rarely; 1.0-1.79 Never

Table 1 presents the 21st-century leadership skills exhibited by school administrators across the four critical dimensions: educational leadership, resolving complex problems, communication, and developing self and others. The data revealed a strong overall mean score of 3.88, indicating that, on average, these administrators highly utilize 21st-century leadership skills. With a relatively low standard deviation of 0.878, the data suggests a consistent level of competency in these skills among the surveyed administrators. Notably, the interpretation of Highly Utilized underscores the practical importance of these skills in the educational

context. These findings highlight the significance of effective leadership in modern education and offer valuable insights into the proficiency of school administrators within the studied institutions.

The domain of communication skills received the highest Mean score of 3.99, interpreted as Highly Utilized, showcasing that school administrators excel in this vital area. The relatively lower standard deviation of 0.804 suggested consistent strength in communication skills across the sample, highlighting its paramount significance in the roles of school administrators. This skill builds stakeholder relationships and motivates the members (Menggo et al., 2019). Kurniady et al. (2020) added that in the 21st century, this skill is the most essential for school leaders.

Administrators achieved an impressive Mean score of 3.88 in educational leadership, signifying their frequent demonstration of strong educational leadership abilities. The relatively low standard deviation of 0.878 indicated a slight variation among administrators, suggesting a consistent competency level. The interpretation of Highly Utilized suggests that most administrators actively and effectively apply educational leadership skills. Brown et al. (2022) emphasized that leadership is vital in promoting and sustaining an environment that embraces diversity. Likewise, leaders must possess knowledge and skills in the globalized society to effectively lead its diverse people and complex structure (Hill et al., 2023).

On the aspect of resolving complex problems, administrators attained a Mean of 3.83, further emphasizing their proficiency in handling intricate challenges. Although the standard deviation of 0.920 indicated some variability in this skill, it remained highly utilized among the surveyed administrators. Afandi et al. (2019) noted that global leaders must be able to analyze complex situations and problems and present effective solutions.

Lastly, administrators achieved a Mean score of 3.83 in developing self and others, revealing their frequent engagement in personal growth and team development activities. While the standard deviation of 0.906 indicated more variability in this skill, it remained at a level where it could be considered Highly Utilized. A characteristic of 21st-century leadership is a commitment to skills development and competitiveness. Thus, Mlambo et al. (2021) described continuous professional development among leaders as fundamental to professionalism.

In summary, these results highlighted the overall high proficiency of school administrators in 21st-century leadership skills, emphasizing their importance in effectively and efficiently navigating the difficulties and challenges of modern education leadership.

Problem 2. What is the level of job satisfaction of the teachers?

Table 2. Level of Job Satisfaction of the Teacher-respondents (n=200)

	Indicators of Job Satisfaction	Mean	SD	Description	Verbal Interpretation
1.	Pays and benefits	3.69	1.051	Often	Highly Satisfied
2.	Recognition and Appreciation	3.53	1.158	Often	Highly Satisfied
3.	Working Conditions	3.74	1.083	Often	Highly Satisfied
4.	Professional Development	3.77	1.075	Often	Highly Satisfied
5.	Job Security	3.70	1.104	Often	Highly Satisfied
6.	Relationships with Colleagues and Supervisors	3.54	1.231	Often	Highly Satisfied
7.	Autonomy and Decision-making	3.65	1.312	Often	Highly Satisfied
8.	Student Behavior and Discipline	4.11	0.837	Often	Highly Satisfied
9.	Curriculum and Instructional Materials	3.77	1.136	Often	Highly Satisfied
10.	School Leadership and Support	3.68	1.076	Often	Highly Satisfied
	Overall Mean	**3.72**	**1.106**	**Often**	**Highly Satisfied**

Note: 4.20-5.0 Always; 3.40-4.19 Often; 2.60-3.39 Sometimes; 1.80-2.59 Rarely; 1.0-1.79 Never

Table 2 presents the level of job satisfaction among teachers, encompassing various aspects of their professional experiences. The data reports Mean = 3.72 with SD = 1.106 interpreted as Highly Satisfied. The data implies that teachers have a positive sentiment in the workplace. Job satisfaction is crucial in the educational setting, as it directly impacts teachers' motivation, engagement, and overall well-being, which can significantly influence learning outcomes.

The data present the indicators of job satisfaction among teachers, revealing their perceptions across various aspects of their professional experiences. Among the specific indicators, teachers express the highest level of satisfaction with Student Behavior and Discipline with Mean = 4.11, interpreted as highly satisfied, and SD = 0.837, indicating data points are relatively close to this average value. The data implies that teachers are content with the conduct and discipline of their students, which is vital for maintaining a conducive learning environment. Buckman and Pittman (2021) claimed that students' behavior can disrupt the learning process and harm the learning space.

Meanwhile, the indicators, Curriculum and Instructional Materials, with SD = 1.136, and Professional Development, with SD = 1.075, both receive high Mean scores of 3.77, implying that teachers are highly satisfied with the resources and opportunities provided for instructional purposes and their ongoing professional growth. Singh et al. (2022) discussed that professional training is necessary for teachers to enable their proficiency and effectiveness in teaching. Likewise, many studies reiterated that the global pandemic revealed the teachers' need for professional development to enhance their digital skills, pedagogical skills, and competencies and integrate technology into education (Bozkurt et al., 2020).

Regarding Working Conditions, it received a Mean = 3.74 with SD = 1.083, interpreted as Highly Satisfied. This indicator covers factors such as the physical environment, resources, and support available within the school setting. This data implies that teachers have a working condition that supports, directs, and leads to becoming productive, conscientious, and equipped with skills. Bulińska-Stangrecka and Bagieńska (2021) conveyed that such support to the teachers will lead to job satisfaction.

On the other hand, Job Security got a Mean = 3.70 with SD= 1.104, demonstrating high satisfaction among teachers. This result indicates that teachers have a sense of stability and assurance in their employment. It is noteworthy to provide job security to teachers because Wilson et al. (2020) described this as their primary source of income. However, Domfeh and Hunsaker (2020) emphasized that job security comes by constantly improving the professional career and must follow all the directions and policies of the institution.

Similarly, teachers reported Pay and Benefits being highly satisfied with Mean = 3.69 with SD = 1.051, showing a degree of variability in the data. The data reflects the teachers' contentment with their compensation and benefit packages. Teachers must be content with a fair, competitive salary and attractive benefits packages as they contribute to job satisfaction (Malysheva & Hurova, 2021). Shtembari et al. (2022) and Ulla (2019) emphasized the importance of this indicator in identifying effective recruitment, attracting the best candidates, and retaining efficient employees.

On the other hand, teachers express high satisfaction with School Leadership and Support with Mean = 3.68 and SD 1.076, implying that they feel well-supported by their school administrators and have confidence in the leadership. Dzakpasu et al. (2022) found that the leadership skills of the school heads determined the level of teacher's job satisfaction. Anthony (2023) added that leadership is vital to promote teacher job satisfaction among novice teachers to try out different tactics and develop original, imaginative solutions to issues at school. Likewise, Autonomy and Decision-making also received a Mean score of 3.65, SD = 1.312, indicating a relatively high level of teachers' satisfaction. This implies that teachers can make decisions within their roles, perform their core teaching operational tasks, and have more information about activities (Mohsen & Sharif, 2020).

While still in the highly satisfied range, the indicators, Relationships with Colleagues and Supervisors, with Mean = 3.54 and SD = 1.231, and Recognition and Appreciation, with Mean 3.53 and SD=1.158, received slightly lower scores. The result implies that there may be room for improvement in

fostering positive relationships among colleagues and ensuring teachers feel adequately recognized and appreciated for their efforts. This supports the study of Suleman et al. (2022) that recognizing employees will boost employee morale. Pfister et al. (2020) expressed that appreciating and recognizing employees leads to their job success and satisfaction. Likewise, Bulińska-Stangrecka and Bagieńska (2021) disclosed that good relationships with colleagues are essential for job satisfaction.

Overall, the data underscores teachers' positive and contented outlook regarding various facets of their job. The high level of satisfaction across most indicators reflects a conducive and supportive work environment that contributes to their overall well-being and job fulfillment. However, addressing the areas with slightly lower satisfaction scores is essential to foster an even more positive and empowering work culture.

By acknowledging these results, educational institutions and policymakers can build upon the strengths of teachers' job satisfaction and implement targeted strategies to enhance areas with potential improvement. Investing in professional development opportunities, fostering supportive relationships, and recognizing teachers' contributions are the steps to ensure sustained teacher satisfaction, which, in turn, contributes to the educational institution's overall success and improved student outcomes. The study of Asempapa and Love (2021) pointed out the necessity of providing meaningful professional development to the productivity of the teachers. Smet (2021) added that teachers will be confronted with inevitable problems without professional development affecting the learners.

Problem 3. How do the participants respond to the indicators related to intercultural competence?

Table 3 on the next page depicts the participants' responses to the intercultural competence indicators. This competency displays the skills of school administrators in the globalized world, allowing individuals to effectively navigate diverse cultural contexts and foster inclusive and respectful interactions. The data reveals that the intercultural competence got a Mean = 3.71 with SD = 0.95, interpreted as Highly Competent. The result implies that school administrators can interact effectively and respond to culturally diverse individuals' needs.

The data reveals that the indicator, finding it easy to talk with people from different cultures, got the highest score with Mean = 4.01, interpreted as Highly Competent. The same indicator shows the SD = 0.687, disclosing that the individual data points are close to the mean. The data implies the school administrator's proficiency in engaging in cross-cultural interactions with ease and respect.

Likewise, the indicator, feeling relaxed when interacting with people from different cultures, got a Mean = 3.99 and SD = 1.093. The mean is interpreted as Highly Competent, and the individual data show some variability according to the standard deviation. In addition, using appropriate eye contact got a Mean = 3.99 and SD = 0.78, interpreted as Highly Competent, and the standard deviation posits that respondents have similar opinions and, having common with their culturally different counterparts during our interaction, received a Mean = 3.96 and SD = 1.03 with the interpretation of Highly Competent and the standard deviation shows that moderate variation in the responses.

The data implies that school administrators demonstrate proficiency in engaging and interacting with people from other cultures with ease and respect. Bican (2021) posited that cross-cultural competence is inevitable in driving the world. Thus, Fisher (2021) said that school leaders must promote, practice, and uphold respect, mainly in how people communicate with diverse communities. Bhisamai et al. (2022) also added that respect should be the utmost concern of everyone in communicating, regardless of cultural affiliation.

It is observable that few indicators show Moderately Competent scores, such as, feeling distant from culturally different counterparts, with Mean = 3.37 and SD = 1.009, acting like different people, with Mean = 3.34 and SD = 0.981, and, missing the part of what is going when interacting with people from different cultures, with Mean = 3.31 and SD = 0.897. These responses suggest that there may be room for further

development in specific aspects of intercultural competence, such as enhancing cross-cultural empathy and understanding. Tsai and Kimel (2021) posited that understanding diverse people in the workplace is vital to effective leadership. Bhisamai et al. (2022) added that cross-cultural understanding competence will achieve the school's vision.

Table 3. Level of Intercultural Competence of Administrators as perceived by Teacher-respondents (n=200)

	Indicators of Intercultural Competence	Mean	SD	Description	Verbal Interpretation
1.	School administrators find it easy to talk with people from different cultures.	4.01	0.687	Agree	Highly Competent
2.	School administrators feel relaxed when interacting with people from different cultures.	3.99	1.093	Agree	Highly Competent
3.	School administrators use appropriate eye contact when interacting with people from different cultures.	3.99	0.78	Agree	Highly Competent
4.	School administrators have much in common with their culturally different counterparts during our interaction.	3.96	1.03	Agree	Highly Competent
5.	School administrators express their ideas clearly when interacting with people from different cultures.	3.91	0.92	Agree	Highly Competent
6.	School administrators always show respect for their culturally different counterparts during our interaction.	3.89	1.013	Agree	Highly Competent
7.	School administrators find getting along with people from different cultures easy.	3.88	0.942	Agree	Highly Competent
8.	School administrators find the best way to act when interacting with people from different cultures.	3.87	1.145	Agree	Highly Competent
9.	School administrators always show respect for the opinions of their culturally different counterparts during our interaction.	3.83	0.817	Agree	Highly Competent
10.	School administrators always know how to initiate a conversation when interacting with people from different cultures.	3.83	0.985	Agree	Highly Competent
11.	School administrators find it is easy to identify with their culturally different counterparts during our interaction.	3.81	1.01	Agree	Highly Competent
12.	School administrators answer questions effectively when interacting with people from different cultures.	3.76	1.043	Agree	Highly Competent
13.	School administrators are not always the person appear when interacting with people from different cultures.	3.62	0.814	Agree	Highly Competent
14.	School administrators have problems with grammar when interacting with people from different cultures.	3.59	1.166	Agree	Highly Competent
15.	School administrators are afraid to express themselves when interacting with people from different cultures.	3.47	0.869	Agree	Highly Competent
16.	School administrators find it difficult to feel their culturally different counterparts are similar to me.	3.43	1.067	Agree	Highly Competent
17.	School administrators have problems distinguishing between informative and persuasive messages when interacting with people from different cultures.	3.43	0.722	Agree	Highly Competent
18.	School administrators always feel distant from my culturally different counterparts during our interaction.	3.37	1.009	Uncertain	Moderately Competent
19.	School administrators often act like very different people when interacting with people from different cultures.	3.34	0.981	Uncertain	Moderately Competent
20.	School administrators often miss parts of what is going on when interacting with people from different cultures.	3.31	0.897	Uncertain	Moderately Competent
Overall Mean		**3.71**	**0.95**	**Agree**	**Highly Competent**

Note: 4.20-5.0 Strongly Agree; 3.40-4.19 Agree; 2.60-3.39 Uncertain; 1.80-2.59 Disagree; 1.0-1.79 Strongly Disagree

Emphasizing cultural awareness, empathy, and effective communication strategies can further enhance administrators' intercultural competence and contribute to building a more inclusive and supportive educational community. School leaders who promote and practice cross-cultural understanding through effective communication will also develop a positive working space (Saputra, 2021).

Overall, the data underscores the positive intercultural competence demonstrated by school administrators. Their ability to communicate effectively, show respect, and build positive relationships with individuals from different cultures reflects the importance of fostering a diverse and inclusive school environment and leading to more productive relationships (Saltsman & Shelton, 2019).

Educational institutions can implement intercultural training and development programs by recognizing the strengths and identifying areas for potential growth. This is essential, particularly in multicultural educational institutions, as personalities and attitudes are varied. Fonglamul (2019) necessitated school administrators to possess knowledge and understanding of other cultures.

Problem 4. Is there a significant relationship between the level of 21st-century leadership skills of school administrators and the level of job satisfaction of the teachers?

Table 4. Correlation Matrix between the Level of 21st-century Leadership Skills of the School Administrators and Level of Teachers' Job Satisfaction

Level of Job Satisfaction *versus…*	r	Interpretation	p-value	Interpretation	Decision
A. Level of 21st Century Leadership Skills	.786	High Positive Correlation	<.001	Statistically Significant	Reject Ho
A.1. Educational Leadership	.776	High Positive Correlation	<.001	Statistically Significant	Reject Ho
A.2. Resolving Complex Problem	.797	High Positive Correlation	<.001	Statistically Significant	Reject Ho
A.3. Communication	.545	Moderate Positive Correlation	<.001	Statistically Significant	Reject Ho
A.4. Developing self and others	.749	High Positive Correlation	<.001	Statistically Significant	Reject Ho

Table 4 shows the correlation matrix on the relationship between the 21st-century leadership skills of the school administrators, including its sub-components, and teachers' job satisfaction. Results reveal a series of statistically significant correlations that shed light on the connection between these variables. The data reveal a high positive correlation (r = 0.786, p < 0.001) between the overall level of the 21st-century leadership skills exhibited by school administrators and teachers' job satisfaction. The result implies that administrators who excel in modern leadership competencies tend to preside over more satisfied teachers, indicating a direct link between leadership skills and the well-being of the teaching staff. This finding is consistent with the study of Torlak and Kuzey (2019), who asserted that to manage the challenges and navigate the dynamics of the educational landscape, school leaders must possess leadership skills and competencies. The author added that this has a high impact on teacher satisfaction.

Further, a similar pattern emerges when considering specific dimensions of 21st-century leadership skills. Educational leadership skills exhibited by school administrators show a high positive correlation (r = 0.776, p < 0.001) with teacher job satisfaction. This implies that the way administrators provide guidance, mentorship, leadership, and management has a significant impact on the contentment levels of teachers. Ribeiro et al. (2020) supported this and exposed that leaders who lead and guide boost the commitment and contentment of employees.

In addition, the ability to resolve complex problems is also highly correlated with teacher job satisfaction (r = 0.797, p < 0.001), emphasizing the importance of administrators' problem-solving skills in creating a positive teaching environment. In the age of globalization and with the changing educational

landscape, Afandi et al. (2019) pointed out that it is imperative for leaders to analyze complicated situations and must also provide solutions and take prompt action to be better able to handle challenging situations.

While communication skills displayed by administrators show a moderate positive correlation (r = 0.545, p < 0.001) with teachers' job satisfaction, the significance of this relationship should be considered. Effective communication of leaders plays a pivotal role in fostering a positive educational climate, and these findings underline its relevance. The studies of Menggo et al. (2019) and Phonsa et al. (2019) affirmed that leaders who master communication skills build trust and confidence among the stakeholders.

Finally, administrators' capacity to develop themselves and others (r = 0.749, p < 0.001) positively correlates with teachers' job satisfaction. This highlights the value of mentorship and leadership development programs within educational institutions, as administrators who foster self-improvement and growth in others tend to preside over more contented teaching staff. Mlambo et al. (2021) and Dong (2022) argued that 21st-century development programs are fundamental in ensuring quality performance.

In conclusion, the results presented in the correlation matrix underscore the importance of 21st-century leadership skills in the educational context. Administrators with these skills, particularly in educational leadership and complex problem-solving, tend to oversee more satisfied teachers. More so, effective communication and the ability to develop oneself and others contribute positively to teacher job satisfaction. These findings highlight the need for investing in leadership development programs for school administrators to enhance the overall satisfaction of teachers and, consequently, the quality of education within schools.

Problem 5. Which of the following variables singly or in combination predict/s teachers' job satisfaction?
  5.1. 21st-Century Leadership Skills
  5.2. Level of Intercultural Competence

Table 5. Multiple Regression Analysis of the variables (21st-century leadership skills and intercultural competence) and Teachers' Job Satisfaction

Model Fit Measure

Model	R	R^2
1	0.917	.0842

Model Coefficients – Level of Job Satisfaction

Predictor	Estimate	SE	t	p
Intercept	0.401	0.1048	3.82	<.001
Level of 21st Century Leadership Skills	0.197	0.0389	5.06	<.001
Level of Intercultural Competence	0.679	0.0407	16.67	<.001

Table 5 illustrates the step-wise multiple regression analysis of the variables of interest (21st-century leadership skills and intercultural competence) singly or in combination predict/s the teachers' job satisfaction. The correlation coefficient (R) of 0.917 indicates a very strong positive correlation, indicating that the model explains a considerable portion of the variation in job satisfaction. The coefficient of determination (R2) of 0.842 suggests that the model's combined effects explain about 84.2% of the variation in work satisfaction. The model coefficients of the study found that the intercept, level of 21st-century leadership skills, and level of intercultural competence as predictors are statistically significant in predicting job satisfaction.

1. Intercept: The intercept has an estimated 0.401 value with a standard error (SE) of 0.1048. The t-value of 3.82 and a p-value less than 0.001 indicate that the intercept is statistically significant, suggesting a significant relationship between job satisfaction and the constant term when both predictors (Level of 21st-Century Leadership Skills and Level of Intercultural Competence) are zero.

2. Level of 21st-Century Leadership Skills: The coefficient for 21st-Century Leadership Skills is estimated at 0.197 and a standard error of 0.0389. The t-value of 5.06 and a p-value less than 0.001 demonstrate that the Level of 21st Century Leadership Skills is highly statistically significant in predicting job satisfaction. This finding indicates that as the level of 21st Century Leadership Skills exhibited by school administrators increases, there is a significant positive effect on teacher's job satisfaction.

3. Level of Intercultural Competence: The coefficient for the Level of Intercultural Competence is estimated at 0.679 and a standard error of 0.0407. The t-value of 16.67 and a p-value less than 0.001 indicate that the level of Intercultural Competence is highly statistically significant in predicting job satisfaction. This finding implies that as the level of school administrators' level of Intercultural Competence increases, there is a substantial positive effect on teachers' job satisfaction.

Overall, the regression model exhibits that the level of school administrators' 21st-century Leadership Skills and the level of Intercultural Competence are significant predictors of job satisfaction among the participants. The model provides valuable insights into the combined effects of these two variables on job satisfaction and helps in understanding their relative importance. These findings have implications for educational institutions and policymakers, as they highlight the significance of effective leadership and intercultural competence in fostering a positive and supportive work environment for teachers, ultimately leading to improved overall job satisfaction and potentially enhancing the quality of education in schools. Vohra et al. (2022) believed that a positive and conducive work environment maximizes productivity and performance.

Additionally, Ertürk (2022) expressed that creating a work environment for teachers will improve the work quality, and the school will benefit from it. Moreover, Inayat and Khan (2021) added that satisfied employees perform better in their responsibilities, contributing significantly to the organization. Likewise, Bhisamai et al. (2022) posited that leaders must be fair to everyone in a culturally diverse group because this will create and foster positive working conditions Decuypere and Schaufeli (2019) added.

Problem 6. To what extent does intercultural competence mediate the relationship between the level of 21st-century leadership skills and the teachers' level of job satisfaction?

Table 6. Estimate of the Mediation and Path Analysis

Mediation Estimates

Effect	Label	Estimates	SE	Lower	Upper	Z	p	% Mediation
Indirect	a x b	0.497	0.0344	0.432	0.567	14.47	<.001	71.6
Direct	c	0.197	0.0396	0.121	0.276	4.98	<.001	28.4
Total	c + a x b	0.694	0.0384	0.616	0.767	18.07	<.001	100

Path Estimates

	Label	Estimate	SE	Lower	Upper	Z	p
Level of the 21st Century Leadership Skills to Level of Intercultural Competence	a	0.732	0.0503	0.633	0.828	14.55	<.001
Level of Intercultural Competence to Level of Job Satisfaction	b	0.679	0.0560	0.581	0.800	12.12	<.001
Level of 21st Century Skills to Level of Job Satisfaction	c	0.197	0.0396	0.121	0.276	4.98	<.001

The mediation analysis results reveal significant insights into the relationships among the variables and their influence on teachers' job satisfaction:

Indirect Effect (a x b): The indirect effect, which represents the effect of the independent variable (21st-century leadership skills) on the dependent variable (job satisfaction) through the mediator (intercultural competence), has an estimated value of 0.497. The standard error (SE) is 0.0344, with a 95% confidence interval (CI) ranging from 0.432 to 0.567. The Z-value of 14.47 and a p-value less than 0.001 indicate that the

indirect effect is highly statistically significant. The percentage of mediation is calculated to be 71.6%. This implies that the mediating effect of intercultural competence explains approximately 71.6% of the relationship between school administrators' 21st-century leadership skills and teachers' job satisfaction.

Direct Effect (c): The direct effect represents the effect of the independent variable (21st-century leadership skills) on the dependent variable (job satisfaction) without considering the mediator, which has an estimated value of 0.197. The standard error (SE) is 0.0396, with a 95% confidence interval (CI) ranging from 0.121 to 0.276. The Z-value of 4.98 and a p-value less than 0.001 indicate that the direct effect is statistically significant. The percentage of mediation is calculated to be 28.4%. This means that approximately 28.4% of the relationship between 21st-century leadership skills and job satisfaction is explained directly without the mediation of intercultural competence.

Total Effect (c + a x b): The total effect represents the overall effect of 21st-century leadership skills (independent variable) on job satisfaction (dependent variable), considering the direct and indirect effects (mediating variables). The estimated value of the total effect is 0.694, the standard error (SE) is 0.0384, and the 95% confidence interval (CI) ranges from 0.616 to 0.767. The Z-value of 18.07 and a p-value less than 0.001 indicate that the total effect is highly statistically significant. Interestingly, the percentage of mediation is calculated to be 100%. The result implies that the mediating effect of intercultural competence explains the entire relationship between 21st-century leadership skills and job satisfaction the mediating effect of intercultural competence explains the full relationship between 21st-century leadership skills and job satisfaction. In other words, intercultural competence fully mediates the relationship between leadership skills and job satisfaction in this study.

The path estimates for the mediation analysis conducted in the present attempt are discussed in the succeeding paragraphs.

Level of the 21st-Century Leadership Skills to the Level of Intercultural Competence (a): The estimate of the path from 21st-century leadership skills to intercultural competence is 0.732 and a standard error (SE) of 0.0503. The 95% confidence interval (CI) ranges from 0.633 to 0.828. The Z-value of 14.55 and a p-value less than 0.001 suggest that the path is statistically significant, indicating a strong positive relationship between leadership skills and intercultural competence.

Level of Intercultural Competence to Level of Job Satisfaction (b): The estimate of the path from intercultural competence to job satisfaction is 0.679, and a standard error (SE) of 0.0560. The 95% confidence interval (CI) ranges from 0.581 to 0.800. The Z-value of 12.12 and a p-value less than 0.001 indicate that the path is statistically significant, indicating a strong positive relationship between intercultural competence and job satisfaction.

Level of the 21st-Century Leadership Skills to Level of Job Satisfaction (c): The estimate of the path from 21st-century leadership skills directly to job satisfaction is consistent with the direct effect estimate mentioned earlier, with an estimate of 0.197, SE of 0.0396, and 95% CI ranging from 0.121 to 0.276. The Z-value of 4.98 and a p-value less than 0.001 indicate that the path is statistically significant, indicating a positive relationship between leadership skills and job satisfaction.

The mediation analysis shows that intercultural competence fully mediates the relationship between 21st-century leadership skills and teachers' job satisfaction. Both leadership skills and intercultural competence directly affect job satisfaction, but intercultural competence plays a critical role in explaining the relationship between these two variables. These findings emphasize the significance of fostering intercultural competence in school administrators to enhance teachers' job satisfaction and promote a positive and inclusive educational environment. Tepayakul (2021) believed that the cultural competency of school leaders is a success factor in a multicultural workspace, particularly in dealing with complex situations. Likewise, Shankar (2021) necessitated the leaders to improve cultural competitiveness as an inevitable force required in a multicultural work environment. Dedwongsa and Lapchareon (2023) added that this enables leaders to understand and interact with people in the organization.

4. Conclusion and Recommendations

By the findings, the conclusions were drawn:

School administrators demonstrate competitive 21st-century leadership skills. These skills are crucial for navigating the dynamics of educational institutions, particularly managing diverse human resources. In the same vein, effective communication is essential for building trust and collaboration between school administrators and stakeholders. Likewise, school administrators commit to personal and professional growth, not only by understanding their strengths and weaknesses but also by actively nurturing and providing the development of others. Leaders regard continuous development as a vital tool to promote a culture of academic excellence.

The high level of teachers' job satisfaction demonstrates their happiness and contentment with various facets of their professional experiences. This satisfaction is manifested in a positive workplace environment. While overall job satisfaction is relatively high, school administrators must provide programs and activities to actively nurture relationships among colleagues and ensure that teachers feel adequately recognized and appreciated for their efforts.

The highly competent intercultural competence of the school administrators illustrates their strong ability to effectively and efficiently interact with individuals from diverse cultural backgrounds. The school administrators possess strong cross-cultural knowledge by being sensitive when interacting with the teachers across cultures. School administrators also demonstrate high competency in communication by showing culturally diverse counterparts. While most indicators reflect high competence, a few suggest room for improvement, particularly in aspects like cross-cultural empathy and understanding. School administrators must devise capacity-building activities to experience and understand people from different cultures. These programs can emphasize cultural awareness, empathy, and effective communication to improve the intercultural competence of the school and encourage a more diverse educational environment.

The strong positive correlation between 21st-century leadership skills and teachers' satisfaction suggests that as 21st-century leadership skills increase, job satisfaction will also increase. Other factors can have a more significant impact on job satisfaction. Nonetheless, the study found that when school administrators demonstrate excellent leadership skills, it has a considerable positive impact on creating a healthy and productive work environment for teachers.

The regression model exhibits that 21st Century Leadership Skills and Intercultural Competence significantly predict job satisfaction. These results highlight the significance of strong and effective leadership and cross-cultural proficiency in fostering a productive and encouraging work environment for educators. In turn, this increases job satisfaction and improves the quality of education.

Intercultural competence mediates the relationship between 21st-century leadership skills and teachers' job satisfaction. It explains the relationships between the predictor and job satisfaction. It highlights how crucial it is for school administrators to become interculturally competent in the changing landscape of education and manage culturally diverse people in the institution. School administrators must develop leadership styles, improve communication skills, and overall effectiveness in the changing educational landscape.

From the drawn conclusions, the following measures are recommended:

Educational institutions should invest in leadership development programs for school administrators. These programs must emphasize specific leadership skills like problem-solving, multicultural and diverse teamwork, cultural sensitivity, and broader competencies such as cross-cultural communication and intercultural competence. Workshops and coaching can help them refine their communication skills, ensuring that messages are clear, concise, and tailored to diverse audiences**.**

Encourage administrators to continue their commitment to personal and professional growth. This can involve regular self-assessment, mentorship programs, and opportunities for administrators to mentor others, fostering a culture of continuous improvement.

Establish an open communication channel to develop trust and inclusivity in the workplace. There should also be a feedback mechanism to enable teachers to their job satisfaction and suggest areas for improvement. This is essential to creating favorable working conditions and support systems.

Conduct a need assessment to devise a training plan and guide for diversity and inclusion workshops to ensure a tailored-fit model. There should be clear information, engaging activities, and promote a safe and conducive environment.

Promote capacity building to develop and strengthen the intercultural competence of newer school administrators. This enables knowledge transfer and skill development in educational leadership.

Conduct regulation evaluation of administrators' multicultural competency, communication skills, and leadership abilities. Use this to create tailor-fit professional development programs and monitor progress.

For future researchers to delve into the impact of the specific 21st-century leadership traits that significantly affect teachers' job satisfaction. This enables school administrators to concentrate on fostering the skills most beneficial to teachers' contentment and happiness. Likewise, to investigate the effect of the higher satisfaction of the teachers resulting from the highly effective 21st-century leadership skills and high intercultural competence contributing to the retention rate of the teachers. Turnover is a crucial issue in educational institutions, particularly in foreign countries, and addressing it keeps the schools stable.

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