

**University Leaders' Perceptions and Contextual Realities
for Encouraging Intercultural and Multicultural Harmony
in Higher Education Institutions Sindh- Pakistan**

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This research study mainly elaborates the viewpoint of leadership of higher education institutions regarding intercultural and multicultural harmony. The study also explores the real circumstances at higher education about the integration of intercultural education into mainstream proceedings. The current study was exploratory in nature consequently by nature it was descriptive research and for this paper qualitative approach was adopted. Due to the said purpose the public universities of Sindh, Pakistan, were selected as a population. A sample of one hundred seventy two deans, heads, senior faculty / professors & associate professors working at the status of leadership were selected with the help of multistage sampling from different universities of Sindh, Pakistan. The open ended questionnaire was used as a research instrument for data collection. On the basis of received data, through coding system five primary themes/domains were finalized which were further divided into twenty six subthemes/categories as per the items of tool. Study helped to conclude that the diversified opinions of intercultural education and multiculturalism is needed to be streamlined to have holistic and uniform understanding about the term and its application, on the other hand this diversity of understanding motivates leaders to think the similar concept from different angles, contexts and dimensions to understand and apply. Majority of the recommendations were given to concern authorities mainly that authority should issue precise occasionally renewable guidelines for HEIs to include inter-cultural harmony at diverse levels throughout the institute or University.

Keywords: Leaders perception, Intercultural harmony, Multicultural harmony, Higher education institutions, Sindh-Pakistan

Multiculturalism is an important area, especially in the context of globalization. Its merits and demerits are yet to be explored through different kind of studies. Different scholars have already worked on its impact on peacemaking, conflict management among nation and countries, building relations, bridging urban & rural gaps, gaps among societies and developing more understandings about different ingredients of multiculturalism. Since World War II and cold war between USSR and USA, nations and countries felt to initiate dialogues & negotiation to maintain peace and harmony among nations, the medium of multiculturalism was found the best instrument to initiate them.

Multiculturalism is a tool, a medium and a way to promote or inculcate harmony, peace and respect towards the other beliefs, customs and religions (Bank 2007). Current international issues of Syria, Afghanistan, Iraq, turkey demand this global village to be multicultural and to build more intercultural relations to accept differences, accommodate diversity and develop relation among

nations of the globe to save this world together (Duarte,2002).For promotion of this international agenda, the higher education institution have been playing a key role, many studies have already been conducted on different dimensions of multiculturalism and the results have wondered the world with astonishing conclusions.

According to Rizvi(1993) the basic task of Inter-culturalism, the sphere of educationist is not only to make young people aware of their national identity, but also to make them more tolerant by developing a sense of belonging towards their community and to mankind as a whole. Intercultural competence mean the capability to interact or communicate appropriately and in effective manners with the people of other cultures mean valued rules, norms & believes, the hope of relationship are not dishonored accordingly (Bank, 2007).

Researchers and scholars of intercultural communication see culture as a system and body of knowledge that helps to understand how people from different cultural background communicate with each other and how interpretations are drawn from behaviors using culture as a medium of communication. whereas the word 'multiculturalism' is occasionally used to express a society in which diverse cultures exist side by side , the term 'inter-culturalism 'expresses an idea that, we can all develop ourselves culturally enhanced by experiencing other cultures. People of diverse cultures should be capable to live with each other and learn from each other (Paige, 1993).

The role of higher education institutions is one of the indicators to measure the strengths of a democratic country. Since the internationalization in the globe of education is leading to a constant process which demands the involvement of all stakeholders, the faculty and administration of universities have become the focal point of studies (Nieto, 1996).

Leaders' of the higher education institution have got very important role to play in promoting international harmony, peace to ensure global security and the solutions about the potential threats and risks (Anderson 2001). Leaders of the educational institutions can promote shared values, rights of a vibrant student of multicultural society, democratization, gender equity& equality and tolerance (Gunter, 2006).

The leaders of the universities who are catering to the needs of masses especially in rural areas which are very rich in diversity, they can specially handle the situation of ethno-political issues created due to the mismanagement of limited resources and corruption. This can only happen if the leaders smartly involve the whole multicultural society into decision making and problem solving(Fullan,2001).One of the most important roles which leaders of the higher education institutions can play is to promote intercultural competencies among multicultural society. This becomes essential, especially in the context when forums of learning are becoming very luxuriantly diversified. In response to this problem many institutes of higher education blended their curriculum with the multicultural education under liberal education (Larson, 2002). Even UNESCO in 1998 pointed out the importance of intercultural knowledge in the promotion of quality education at higher education, which very much depends on intercultural competencies like communication, creative and critical analysis and team building.

Openness of a university leader helps to accept any new idea, thinking, perceptions and feelings. The very same trait helps the university leadership to tolerate any unknown or unfamiliar situations and contexts. This trait of openness also promotes accommodation of new or different ideas and develops cooperation for different situations and conditions. Openness which is one of the

most important traits of multiculturalism also helps to transform learning scenarios as per situations.(Singh,2016)

Research Literature regarding approaches to promote intercultural harmony in 1993 cotton evaluated around ninety one documents. Out of the ninety one documents, fifty five were related to the impact of different education institutions practices on the intercultural knowledge, skill, attitudes, patterns and behavior of the primary stakeholders specially teachers and students.

Out of ninety one, thirty six were concerned with research based demographic studies, status Articles, Papers, documents, investigation, inquiries into the bases of prejudice processes, program understandings, elaboration and conversation of diversity cultural characters, qualities, mannerism, peculiarity, attributes and styles of learning's.

These research articles, papers and other literature, themselves have huge diversity. There were fifty five research papers or reports on approaches to advance, progress intercultural associations, thirty two reports or studies or evaluations, twenty one reports were reviews, appraisals, assessments on analysis on syntheses, two synthesized or summarized both study efforts and reviews. Leaders of university can play very important role in promoting harmony, flexibility and peace through advocating multiculturalism through the medium of intercultural education." A flexible attitude permits individuals to adapt to a diversified social and cultural situation. Flexibility helps people mutually adapt to others' behavior appropriately.

According to Achilles (2001), leaders of educational interface design and development have an integral role in streamlining the leadership towards this transformation of education with the inculcation of cultural harmony in instructional design component.

According to the Niqab, (2015), It comes on the part of the leaders to develop their nation in different dimensions such as political development, economic development, social and scientifically development in the perspective to achieve those dimensions. Administrative and instructional leadership styles are being observed common and instrumental now a days.

Objectives of the Study

The specific objectives of the research study are:

- To explore the University leader's perception about the concept of "inter-cultural education"
- To analyze the University Leader's Interpretation regarding "inter-cultural education" and Multiculturalism at Higher Education Institutions of Sindh.
- To find out University practices in promoting inter-cultural practices at Higher Education Institutions of Sindh.
- To investigate the leadership approaches are being adopted towards the Intercultural harmony at Higher Education Institutions of Sindh.
- To point out the professional development programs, those are conducted by institutions to promote inter-cultural education & Multiculturalism.
- To find out different challenges associated with contextual realities in promoting Intercultural Harmony at Higher Education Institutions of Sindh.

Research Questions

Following are research questions of the study;

- How does a University leader perceive the concept of “inter-cultural education”?
- How does a University Leader Interpret the inter-cultural education” and Multiculturalism at Higher Education Institutions of Sindh?
- What University practices promote inter-cultural practices at Higher Education Institutions of Sindh?
- Which kinds of leadership approaches are adopted towards the Intercultural Harmony at Higher Education Institutions of Sindh?
- What do the institutions offer professional development programs regarding intercultural education and multiculturalism?
- What are the different challenges associated with the contextual realities in promoting Intercultural Harmony at Higher Education Institutions of Sindh?

Method

This study was descriptive in nature, since this study is the part of research work (thesis) of the author so only qualitative part was used in this paper. The population of the current study was consisted on all the faculty members, especially professors, associate professors who are working at leadership positions or have the status of leadership at Higher Education Institutions/ Universities of public sector in Sindh. As, usually senior professors/ faculty members are in one way or the other are the leaders either working or had worked at the status of leadership. That is why all the professors & senior faculty members of public universities were the population of current study. There are twenty public universities in the province of Sindh, out of twenty public universities, there are four universities mainly belong to engineering, there are five universities offering education in medicine, there is one agricultural university, two business universities, one law, one veterinary university and six general universities. Out of six general public universities, five public universities were selected in the population, out of four engineering universities two were selected, Out of five Medical universities, three were selected. One veterinary University was selected also for this study. Keeping in view the nature of this study the questionnaire was used as a research instrument. Several measures were taken to ensure the validity & reliability of the instruments. The pilot study was conducted by taking input from thirty deans, heads & senior professors, including four Vice Chancellors. The questionnaire consisted of twenty six items. Numerous measures were taken for validity and reliability of research instrument. First the items were developed on the basis of literature review, second for the development of items of questionnaire; the consultation was taken from twenty five senior professors and four vice chancellors of public universities to ensure the content validity. Keeping in view the research question & basic assumptions, during consultation discussion the proper feedback and suggestions were noted, incorporated in the open ended questionnaire and final version was developed. Thirdly the piloting tool was done with small sample of twenty five professors working as dean, directors, heads of the departments and three Vice Chancellors of public university of Sindh were also included in the piloting study to get expert opinion as well as for the validity of items and instrument selected through convenient random sampling. Items were finalized with consultation of experts and random discussions of respondents including vice chancellors, their valuable suggestions, comments were noted carefully and incorporated accurately and efficiently to ensure reliability and credibility before finalization of the tool and finally they were found satisfactory. Fourthly Investigator personally administered the questionnaire with large number of individuals, but around 25% it was administered through e-mail. The current study is qualitative in nature and open ended questionnaire was used, received responses were analyzed

side by side. Subsequently with the help of coding system researcher coded the main domain/theme of the data which were further divided into categories and sub themes.

Analysis and Findings of the study

Keeping in view basic questions and responses received through open ended questionnaire. Data was grouped with the help of coding process into following five core themes or domains.

Core themes and Su themes

Theme No 1: Leaders' perception and interpretations about intercultural education and multiculturalism at HEIs

Theme No 1 was divided into following sub themes;

- Inter culture education and multiculturalism
- Key components of intercultural education at HEIs
- Multiculturalism and Inter-culturalism
- Understanding about harmony of Inter-culturalism
- Contextual realities for promoting the concept of intercultural education
- Reasons to promote intercultural harmony at HEIs
- Intercultural education as a catalyst to the national linkages among HEs
- Intercultural education as a system which promotes intercultural harmony
- Tool of intercultural harmony to bridge to urban and ruler gap

Theme No 2: Leadership's approaches towards intercultural harmony at HEIs

Theme No 2 was divided into following sub themes

- Optimization of intercultural education through leadership of HEIs
- Leadership skills require to address the cultural diversity at HEIs
- Leadership's contribution towards globalization through intercultural harmony as a tool
- National and international linkages through intercultural education
- Diffusion of stress among local and global cultures through joint activities
- Intercultural education system at HEIs and cultural programs for minority and majority
- Intercultural harmony and understanding of attitude of international community
- Role of Leadership in creating an international environment
- As a leader, strategies to promote effective communication between stakeholders
- As a leader, development of individual's ability towards the acceptance of diversity of cultural change
- Cultural diversity in policy and decision making

Theme No 3: Practices for promoting intercultural education at HEIs

Theme No 3 was divided into following sub themes;

- Activities are in practice in academic routine that promote intercultural education
- Activities are in practice in the class room that promote intercultural education
- Implementation of components of intercultural education at classroom

Theme No 4: Professional development and intercultural Education

Theme No 4 was divided into following sub themes;

- Capacity building of educators regarding intercultural learning environment
- Professional development and intercultural education

Theme No 5: Challenges associated with contextual realities for promoting intercultural harmony

Theme No 5 was divided into following sub theme;

- Challenges faced during intercultural education from classroom to community level

Above themes were finalized on the basis of twenty six items of quantitative questionnaire with the help of coding process. The themes were discussed with some senior professors including supervisors, they all agreed on five basic themes or domains. The questions which were developed from themes were given same code numbers, detail is as under;

Table 1

Coding & Theme Analysis

Responses (as per Question No's) & coding process	Analyzed Theme/ domain by coding process
Question No's of same code ONE 1,2,3,4,5,6,9,10,14	Theme/ domain ONE Leaders' perception about intercultural education and multiculturalism at HEIs
Question No of same code TWO 7,8,11,12,13,15,16,18,22,23,24	Theme/ domain TWO Leadership approaches towards intercultural harmony at HEIs
Question No of same code THREE 17,20,21	Theme/ domain THREE Practices promoting intercultural education at HEIs
Question No of same code FOUR 19,25	Theme/ domain FOUR Professional development and intercultural Education
Question No of same code FIVE 26	Theme/ domain FIVE Challenges associated with contextual realities for promoting intercultural harmony

The in the light of research questions number of main themes or domain and sub themes in the light of items of qualitative questionnaire is as under;

Table 2

Research Qs, Theme & Sub Themes Category

Research Question	Response / Item No's	Number of main themes developed	Number of sub themes
1,2	1,2,3,4,5,6,9,10,14	One	Nine
3	7,8,11,12,13,15,16,18,22,23,24	One	Eleven
4	17,20,21	One	Three
5	19,25	One	Two

6	26	One	One
Total : 06	26	Five main themes/domain	Twenty six Sub themes /categories

Keeping in view all above Research Questions, main themes or domains-wise analyzed data and interpretation are given as follows with the direct quote of participants, instead of names of the participants to hide the identity. During analysis and findings researcher used "Respondent said".

Research Question Wise Analysis and Findings

Research Question No 1 ,2 & Theme One: Leaders' perception and inter perception about intercultural education and multiculturalism at HEIs.

This theme particularly probes the understanding of the respondents about inter-cultural education and multiculturalism. The responses showed that there is a diverse yet rich understanding of the philosophy.

Respondent A replied

Intercultural education promotes the understanding about different people and cultural, it includes teaching that accepts and respect the normality of diversity in all area of life. It makes every effort to sensitize the leader of the nation that we were naturally brought up in different ways.

Another respondent C replied

It is an educational aspect in which combination of different cultures, incorporated with each other to gain knowledge in a very collaborative environment.

The theme implied in the responses reflects that intercultural education assists in learning, de-learning and re-learning about various issues in cultures and society, including the daily life aspects of people, their strengths and weaknesses, popular beliefs, especially in the contexts when two or more cultures live and learn together.

Respondent F replied

Intercultural education is a key element and play vital role to globalize the world. Humans are social animals and intercultural interactions have become part of everyday life to develop and learn different aspects of society.

Respondent H replied

Intercultural education encourages people to understand the different cultures and terms of society. I believe intercultural education promotes understanding of different people and mind set in culture the most.

There seem to be a distinct overlap of inter-cultural philosophies and multiculturalism as far as the perception of respondents are concerned, however, the perceived definitions indicate a strong link with globalization.

Research Question No 3 & Theme two: Leadership approaches towards intercultural harmony at HEIs

It is perceived that effective and efficient leadership is a key element to ensure inter-cultural harmony and promotion of inter-cultural education at higher education Institutions.

McGlynn suggests that..... there is a relationship between leadership styles and approaches to multiculturalism and argues that an integration of multicultural and leadership theory may help define the characteristics of leaders' responses to multicultural societies. As she argues: 'For it maybe that certain form of multiculturalism cannot be implemented without certain types of leadership style' (2008: 14).

The respondents also perceived that institutional leaders can optimize inter-cultural education by providing a conducive environment for all stakeholders.

One leader replied

*Use understandable language,
Take cultural and local difference in to account,
Identify factors that affect one's ability to adapt to new cultures.
Find out what cultural effects may hinders to effective communication.*

Respondent said

The systematic approach could lead in a better way in terms of cooperating and the circumstances and responsibilities in diversified manner.

The leaders of HEIs should advocate effective communication, decision making, conflict resolution, common grounds and similarities.

Like as one leader responded

Through foreign language learning; interaction between learner and native speakers would play an effective role.

These leaders have the purview of policy and procedural reformation to inculcate inter-cultural education and harmony across the higher education Institutions by considering common grounds and similarities.

One respondent said

*-Leadership of HEIs,-HEIs policy and politics,-HEIs culture and hidden curriculum,-The language and dialects of HEIs,-The counseling program
-HEIs staff attitude, perception, beliefs and action*

Research Question No 4 & Theme Three: Practices promoting intercultural education at HEIs

Respondents pointed out different activities, routine and practices, they perceive to be promoting the intercultural education.

“According to Theory race, class, gender, disability and other historically marginalized conditions are central to their leadership practice and vision. Taking this approach enables questions to be asked about how social, political and economic advantages and disadvantages are replicated in school organizational structures and cultures.”

Respondent replied

Through leadership & interactive communication we can promote intercultural education.

Another individual replied

by coaching them the optimistic way of learning environment, case studies ,discussions With the help of co- operating and shared decisions. I communicate and implement effective communications, co operations and vision, no discrimination.

Respect and mannerisms that are implied in the curriculum, the social welfare activities and programs, celebrations of events & festivals as part of policy of HEIs were concluded as the routine practices. Those Programs or activities which can promote international language, either as a second or foreign language is very importing for the promotion of intercultural education. International days celebrations like Labour day, Woman day etc., peer support, cooperative activities, causal campaigns and guest speaker sessions are all means to promote intercultural education.

One sample member replied

On the basic classroom discussing by involment of all groups

Research Question No 5&Theme Four : Professional development and intercultural Education

The respondents have unanimously expressed the need of a strong and continuous capacity building programs at the higher education Institutions which can specifically cater the theme of instilling and promoting inter-cultural learning environments at Higher Education Institutions. Like one replied

The capacity building of faculty members along with student and student bodies should also be an essential part of the academic cycle which should also include the orientation of the steps taken by the HEIs for instilling inter-cultural learning environment to not just ensure a consultative approach but to implant a system of cross-check at the student level as well.

Research Question No 6 & Theme Five: Challenges associated with contextual realities for promoting intercultural harmony. Challenges faced during intercultural education from classroom to community level.

A number of serious and ordinary level challenges were identified by the respondents as far as implementation of policy framework is concerned.

Billot (2007) said with increased migration, diversity creates new challenges and opportunities for institution and has a major impact on the work of teachers, particularly those in leadership positions (pg. 56).

Respondents believe that, it is the students and staff members that pose the biggest challenge of pro-inter-cultural policy implementation. There is a lack of unity, difference of opinions, extremism factors, media issues, differences between majority, nationalism, biases differences in the majority & minority's beliefs, taboos and other factors. Strong advocacy and campaigning is required as suggested in a number of responses to overcome such challenges within higher education Institutions and at community level.

Sample pointed out some challenges like

*Different mindset, lack of unity, language issues, Unawareness
Lack of knowledge, Low interest, Lack of trained teachers
-Lack of awareness among students and faculty as well, -Dealing with
conflict, genders role, -Dressing expectations for the future
-Discipline, Student- teacher relationship*

Another respondent replied

People usually are resistant and don't accept change in their practices Consequently it is clear that, there is less tolerance, acceptance and accommodation. Keeping in view the analysis on the basis of collected data University leaders' perception had the diversity in the concept of "inter-cultural education". University Leaders' Interpretation of the inter-cultural education" and Multiculturalism was different from leader to leader, university to university. They had clearer vision about University practices those promote inter-cultural harmony at Higher Education Institutions of Sindh. Professional development programs are not being offered as much as they are required regarding inter-cultural education. Universities are organizing different activities but not particularly for promoting Understanding of Culture. There is a need for Organizing Programs for multicultural Integration and intercultural harmony.

Discussion and Conclusion

This growing constant contact of cultures and people has created the need for the people to understand each other in a better way to ensure harmony and avoid conflicts. In order to ensure a *better world* having peace and harmony among cultures, it is essential to embed inter-cultural harmony in the value system of society for our generations which is predominantly guided by education and the education system of our states. This research aimed at establishing the importance of inter-cultural harmony and the role of leadership in Higher Education Institutions (HEIs) to promote this notion.

This research study mostly describes the viewpoint of leadership of higher education Institutions regarding Intercultural education & Multiculturalism. It investigates the real ground realities at higher education about the integration of intercultural education into mainstream proceedings and programs. In case of current scenario since terrorist act in France, operations of ISIS and other terrorist organizations or non-state stakeholders of different countries, it is being misunderstood that these organizations belong to one religion, culture, believes or country, rather them being considered terrorists only. Especially Muslims are being hit whenever any attack is done by these terrorists.

The findings of this research emphasize on the importance of having a strong leadership stance for promoting and instilling inter-cultural harmony and peace among the various stakeholders of these educational institutions including students, teachers and communities. Leaders elaborate the practices which promote intercultural harmony at higher education level. The findings created a

case for strong advocacy and capacity building of higher education Institutions' leadership and management. The world of today cannot be affected in any way without a strong stimulus; in this particular instance, the universities and higher education Institutions are only reactive at policy level through strong advocacy campaigns and social causes – cultural harmony being one of them. Hence, the importance of a strong stance at policy level is also one of the key points in this research.

The study points out that it is absolutely imperative to value these programs by warmly welcoming them. Institutes should ensure that the students & teachers of different universities through students exchange programs should be exposed to different cultures. Students of these exchange programs should get vivid exposure and a get a strong link established between those cultures through these kinds of initiatives. According to the findings of this research, it is clear that a University Leader is the torch bearer of peace, tranquility, competence, and magnificence in terms of inter-cultural harmony.

It is therefore, essential that the leadership should create and ensure opportunities of learning about other cultures and valuing them holistically while promoting patience and peace.

The leaderships' input in institutional policy making & its implementation, curriculum development, assessment, teaching-learning methods and student-teacher values can make a major impact as far as inter-cultural harmony is concerned.

This can be done by having equitable and justified rules for admissions by considering candidates from all gender, races, sects and nations backed by the University's value system of having equitable rights assurance for every segments of society.

The study also makes a point for evolving a socially and culturally holistic academic plan for Higher Education Institution (HEI). This plan should value the norms and cultures of students & teachers from various backgrounds. At the same time, the content of books at this level also plays a vital role in instilling inter-cultural harmony by way of respect and esteem for other cultures. University Leaders' Interpretation towards the "inter-cultural education" and "Multiculturalism" is diversified and to some extent university practices promote inter-cultural practices at Higher Education Institutions of Sindh.

The main components of intercultural education emerged from study were mutual respect, respect of beliefs, opinions, ideas, culture, emotions, festivals, customs, gender and race. It was concluded further that the very same education can reduce extremism & terrorism. It can promote harmony, acceptance and accommodation.

Another strong trend which can be concluded from the responses is that the key to face the extremism and terrorism is hidden in multiculturalism through imparting intercultural education. This becomes equally effective if we take it subjectively or objectively.

Through this study Intercultural education and multiculturalism have emerged as a tool for peace making, conflict management, initiator of dialogue process especially in the context of current wave of extremism, spring in Arabs, North Korean issue, indo-Pak issue, global proxy wars which have been initiated in different countries by states or through non state actors etc.

Recommendations and Suggestions

- Intuitional leadership of higher education should organize events, festivals and awareness campaigns on multicultural themes.
- The leadership should use intercultural education as a tool to build international relations, to resolve conflicts, initiate peace dialogues and promote peace and harmony among nations.
- Intercultural education can be used to promote international diplomacy, international politics and international trade.
- Leaders of higher education Institutions should work on the enrichment of curriculum with intercultural education, covering from knowledge to the creation stages.
- It is proposed to the leadership of education system to introduce intercultural education from primary to higher education level.
- Introduction of intercultural education as a tool to reduce extremism in education system in particular and in countries in general.
- Introduction of multicultural education as a subject in institutes to promote acceptance of ideas, philosophy, believes about different cultures can create congeniality among nations.
- Awareness programs for stakeholders of educational institutions, to advocate understanding of human relations, human rights and humanity.
- Leaderships' constructive perspective towards multiculturalism can help bridging gapes among nations, countries and global communities.
- Leaders have to develop or promote understanding about public sense that language, culture and religious diversity is important for growth.
- Intercultural education should be taken into consideration in Institutional planning, policy making, formation of university authorities like senate, syndicate, academic councils etc. and in shaping the whole Institutional culture.
- Approaches and methodologies which are mainly useful for intercultural education should be adopted to harness the process of inter culturalization.
- Designing of policy guidelines about intercultural education to strengthen institutional leadership and other stakeholders are highly recommended.
- Intercultural education can be promoted with the help of 'hidden curriculum' of institution
- Leadership of higher education Institutions must appreciate and support the concept of Intercultural education especially in the context of ever growing cultural and ethnic diversity to get the institutional development optimized. Simultaneously introduce/ improve the user friendly curriculum which can strengthen relations among different cultures.

Research limitations/implications –First, professional degree awarding institutes run in private sectors are not included in our sample. Second, the findings based on the perception of respondents i.e dean, heads, professors who worked /working as a leader or involve in leadership process, as their experiences as a leader vary from each other so this might affect their perceptions and attitudes towards harmony regarding the main theme. Third is the sample selected through multistage sampling, which at times is very difficult to justify due to its subjectivity which is one of its shortcomings, for which researchers has tries to justify

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