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**BEST MANAGEMENT PRACTICES IN
K12 CURRICULUM IMPLEMENTATION:
THE CASE OF SELECTED SCHOOLS IN
ASIAN COUNTRIES**

EBENEZER A. BELOY

**College of Graduate Studies
and Teacher Education Research
Philippine Normal University
Taft Avenue, Manila**

March 2016

**BEST MANAGEMENT PRACTICES IN
K12 CURRICULUM IMPLEMENTATION:
THE CASE OF SELECTED SCHOOLS IN
ASIAN COUNTRIES**

**A Dissertation Presented to
The Faculty of the College of Graduate Studies
and Teacher Education Research
PHILIPPINE NORMAL UNIVERSITY
Taft Avenue, Manila City**

**In Partial Fulfillment
of the Requirements for the Degree
DOCTOR OF PHILOSOPHY
in
EDUCATIONAL MANAGEMENT**

by

EBENEZER A. BELOY

March, 2016

“Cultivate the habit of being grateful for every good thing that comes to you, and to give thanks continuously. And because all things have contributed to your advancement, you should include all things in your gratitude.”

— Ralph Waldo Emerson

ACKNOWLEDGEMENT

The researcher wishes to express his deepest gratitude and appreciation to the following individuals who were instrumental in the completion of this study.

First and foremost, to God, the Almighty Father, for his faithfulness, unconditional love, grace and marvelous direction to the researcher in all his endeavors;

Dr. Danilo K. Villena, Program Coordinator, Department of Educational Leadership and Practice, his dissertation adviser, for his unwavering academic guidance and support;

Dr. Lolita H. Nava, Dr. Rene R. Belecina, Dr. Jose M. Ocampo, Jr., Dr. Teresita T. Rungduin, Dr. Iluminada F. Castigador, and Dr. Zenaida T. Reyes, Dean, College of Graduate Studies and Teacher Education Research, the researcher's examination committee, whose comments and suggestions have made this paper more scholarly;

The Seven Principals and their Schools from Hong Kong-China, Japan and South Korea, for their generous contributions to this study;

Ms. Naoko Watanabe, Padi Ajuko Ueda, Ms. Jocelyn Maliwat, Julius D. Somera and Mr. Youndong Park, his international coordinators, interpreters and now friends in Japan and South Korea, for their kindness, time and charity;

Rev. Horacio T. Sison and Mrs. Vida T. Sison of Methodist International Church, Hong Kong and Rev. Danilo A. Borlado of New Beginnings Christian Fellowship, Hong Kong, for their unending prayers and support;

Dr. Masaki Endo, President, Kobe International University, whose generosity and kindheartedness have made the researcher's visit in Japan possible;

Ms. Jacqueline Rosete, Ms. Naoko Watanabe, Mr. Andrew Kye, Ms. Yoori Choi and Mr. John Daniel Magsalin, the researcher's international and local transcriptionists, whose expertise and patience helped the researcher in this study;

Faith Gospel Singers, the researcher's spiritual support group, whose prayers, words of encouragement and friendship have made a significant influence on the researcher;

The Association of Christian Schools, Colleges and Universities - Accrediting Agency Incorporated (ACSCU-AAI) and Mr. Angelito Pedreño, executive director, for the continued trust and motivation to the researcher;

Faith Baptist Church, the researcher's second family; Dr. Herman Moldez and Mrs. Mercy Moldez, Ptr. Byron Quimpo and Mrs. Evangeline Quimpo, Ms. Marissa Jochico, Mr. Ivan Obedencia, Ptr. Marlo Alba, Ms. Liberty Belandres, Mrs. Ivanna De la Peña, Dr. Remedios L. Fernandez, Mrs. Lily Ann Demayo, Mr. and Mrs. Leomar Delos Santos, Ms. Naomi Sison, Ms. Alaya Nemenzo, Mr. AJ Moldez, Mr. Bob Gabuna, Mrs. Emily Calalay, Mr. Ramon Noya and Mr. Ryan Futol, the members of the Church Council for their spiritual guidance, love and support;

The researcher's classmates and friends especially Sunshine Talavera, Jeffrey Astillero, Noriel Navita, Maria Louella Disilio, Editha Rana, Edwin Cubero, Maribeth Herrero, Cynthia Bustamante, Lydia Martin, Reneliza Sta. Ana, Reymond and Aizel Tadeo, Grace Badiola, Hiyasmin Nadal and Joseph Titar for encouraging him in this endeavor;

The researcher's colleagues at the Trinity University of Asia, Basic Education, most especially to Mrs. Ma. Felisa O. Pedreño, Mrs. Herminia P. Borja, Mrs. Eunice V. Resurreccion, Mrs. Gracia DG. Sarao, Mr. Eric Valdez, Mrs. Dionne Villasin and Mr. Julius D. Somera for strengthening him during his study;

Trinity University of Asia, Dr. Josefina S. Sumaya, President, Dr. Iluminada F. Castigador, University Registrar, Dr. Maria Antonia C. Capili, Director, University Research and Development Center, and Prof. Juliet A. Demalen, Principal, for extending their unreserved assistance to the researcher;

The researcher's special friends and supporters particularly Mr. Ivan Obedencia, Mr. Youndong Park, Mr. Julius D. Somera, Mr. Allan Paje, Mr. Bob Gabuna, Mrs. Milagros Dacer, Ms. Marissa Jochico, Mrs. Ivanna Dela Peña, Dr. Remedios L. Fernandez and especially to Ms. Mercy Evangeline M. Cervera for supporting and upholding him in this study;

The researcher's family and relatives especially his nephews and nieces; his Aunt Rose Ijskes; sisters, Elaine and Ezra; his mother Ester and father Eleazar for their unconditional love and understanding, thus serving as inspirations through all his moments of hard work.

DEDICATION

This humble work is lovingly dedicated to:

My God and Savior Jesus Christ

My Parents Eleazar and Ester

*My Sisters Elaine and Ezra,
Kuya Lyndon, Lester, Liezel, Lally, Gabriel, Yanyan
Macky, Radge, Jen, Mj, Pia, Nat, Leo and Luann*

My Auntie Rose and Relatives

Mentors and Professors

Friends and Colleagues

*Febias College of Bible
Kamuning Bible Christian Fellowship
Plaridel Bible Church
Faith Baptist Church
Faith Gospel Singers
FBC Children*

Trinity University of Asia

and

My inspiration, Christine

ABSTRACT

Title : **BEST MANAGEMENT PRACTICES IN
K12 CURRICULUM IMPLEMENTATION:
THE CASE OF SELECTED SCHOOLS IN
ASIAN COUNTRIES**

Researcher : EBENEZER A. BELOY

Degree : Doctor of Philosophy

Specialization : Educational Management

Key Concepts : Management Practices, Management Process
Management Strategies, Principals Qualifications
Principals' Training and Development

Adviser : Danilo K. Villena , Ph. D.

Through the years, school leadership and management have recognized very strongly the significant roles of efficiency and effectiveness.

This study purported to describe, analyze and compare the management practices of selected Asian principals in their implementation of the K12 Curriculum specifically in terms of planning, organizing, leading and controlling with the end in view of establishing management practices that may be considered in designing a training model for principals in Philippine schools.

A qualitative method of research was employed, more specifically the use of Case Study design in Multiple Case Study approach in describing the management

practices of each of the seven principals purposively sampled from selected ASIAN countries, namely Hong Kong-China, Japan and South Korea.

Using an extensive array of multiple instruments and information from the three participating countries, four types of information were collected: 1) Qualitative Interview. Face-to-face interview was conducted in this study which focused on describing the processes of management practices, 2) Qualitative Documents. Documentary Evidences of school and principals' profile were gathered, 3) Qualitative Observation. Unstructured observation of the schools, students and principals focused on the perceived behavior of the researcher during the interviews and interactions, and 4) Qualitative Audio and Visual Materials. Pictorial evidences of the actual school visit, interview, school annuals and handbooks, curriculum excerpts and exchange of emails and others were employed in this study.

The researcher made use of Creswell's (2013) - Template for Coding a Case Study (Using a Multiple or Collective Case approach). The Case Studies were written in four parts based on the following Reporting Framework. Part 1: Description of Case 1 to Case 7. Each School was presented in the following process: Profile of the School, Profile of the Principal and Management Practices; Part 2: Within-Case Theme Analysis where schools per country were compared; Part 3: Cross-Case Theme Analysis where the 3 countries of management practices were compared; and Part 4: Assertions and Generalizations.

Based on the data gathered the following can be articulated:

In terms of Planning for implementation, all the principals ensured that the vision, mission, goals and objectives were established and all stakeholders impart for realization of those set aspirations. Likewise, principals used creative management strategies and models that served as framework to make their planning more realistic and focused including Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis model, Keep it Simple and Straightforward (KISS) model and Planning, Implementation and Evaluation (PIE) model.

In terms of Organizing for implementation, majority of the principals were inclined to use Synergy and Matching. Synergy, dubbed by the researcher as Partners for Excellence is the ability of an individual to work well with others on a common task and recognizes the contribution of the whole group. Some principals followed the “matching” principle. Putting the right people – or wrong people – could mean achieving or failing the goals of the school. In addition, only one of the principals interviewed placed importance on Succession plan and the rest applied creative management such as Authority, Diplomacy and Teamwork strategies in the different contexts of their stakeholders.

In terms of Leading for implementation, majority of the principals shared ideas that Involvement in Specialized Organizations, the role of Middle Management Team and Preparedness were crucial in leading schools. Also, principals were perceived to have a Strong Sense of Determination, and that while leading, their

school's uniqueness and integrity will emerge in all ways possible. Furthermore, many of the principals valued training for teachers and personal preparation in Leading for implementation.

In terms of Controlling for implementation, Principals were perceived to give importance to the management of Information and Communication Technology. Schools have efficient websites where everyone can access students' performance, school's annual activities and accomplishments, parents' corner, plans, budget and other important matters pertaining to the schools. In particular, three schools have state-of-the-art classrooms with LCD projectors, modern OHP, speakers and other gadgets relevant to the learning and teaching experience of the students while other schools have ten state-of-the-art computer laboratories. Most of the principals were also perceived to be giving importance to Transparency and Openness. Principals expressed that effectiveness requires consistency in words, honesty, sincerity and fairness. Furthermore, Transformational and Inspirational leadership were observed by the researcher as strong inherent practices of the principals. Some principals shared about "life impacts life"; one principal was an extraordinary leader, encourager and a much-loved pastor. He also shared his reward system, a way for him to motivate his people to work conscientiously; while another principal valued learning crisis management strategies and still another expected consistency and discipline from both his teachers and students.

From the result of the study, the researcher saw the need to design a training model program for principals in Philippine schools. The training program includes the perceived management practices from the seven schools studied that will provide further awareness, creativity, strategies and reflections on how to efficiently and effectively manage the implementation of the K12 curriculum in terms of planning, organizing, leading and controlling for implementation.

Thus, Management of the Implementation of K12 Curriculum in Philippine schools can be strengthened through a Training Model Program based on the observed and learned management practices of the seven selected schools in ASIAN countries.

The findings thus presented in this study apparently pointed to the varied school Management practices as a result of the school principals' participation in respective program for planning, organizing, controlling and leading for the K12 curriculum implementation in these schools. From these diverse practices, certain critical qualities needed for school principals to be effective in planning, organizing, leading and controlling for the implementation of the present curriculum have been drawn and established.

From the findings and conclusions derived from the study, the following recommendations are hereby put forward: 1) School principals are encouraged to be visionary leaders. Principals who are vision-driven, share the vision and creativity in management in terms of planning for implementation. 2) School principals could

serve as agents of synergy, matching and creativity in terms of organizing for implementation. 3) School principals must possess a sense of determination, and get involved in specialized organization. They must also value middle management and should be prepared in terms of leading for implementation. 4) School principals should observe transparency in managing people and information and communication technology and as much as possible become transformed and inspirational leaders in terms of controlling for implementation. 5) Management of the implementation of k12 curriculum in Philippine schools can be strengthened through the proposed training model program based on the observed and learned management practices of the seven selected schools in ASIAN countries. 6) The results of the study further revealed that to ensure quality of school management, a more comprehensive standard for school leaders at the different career levels is vital in the effectiveness of school management. 7) There is a need to establish a more comprehensive system for continuous enhancement of principals. This includes: a) a more organized principal support group, where they can transparently share updates, success stories in their respective schools, as well as vent out their frustrations, concerns and collectively resolve the confronted topics. b) a complete mentoring and monitoring mechanism for the newly-appointed principals with management practice-oriented courses that would further develop their leadership potentials. c) a sustainable collaboration of quality mentors and effective principals, where they can innovate, integrate and motivate the improvements in pedagogy and student learning and growth, so as to

help thriving and weakening schools. 8) International benchmarking should be encouraged and supported by the Department of Education and privately-owned institutions of learning by sending principals and teachers to search the world for international standards. And 9) Further research can be made to assess the effectiveness of the training model program for Filipino principals and formulate more effective training strategies which will further improve principals' knowledge and practices in managing schools.

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“Success in management requires learning as fast as the world is changing.”

-Warren Bennis

Chapter I

THE PROBLEM AND ITS SETTING

Introduction

ASIAN countries have been very active in their commitment to realize quality basic education not only to educate individuals but to promote the total well-being of any nation. Governments throughout Asia focus on a system that provides all the educational needs of their students and other stakeholders. The call for a stronger, united and competitive region has been the mission of every Asian nation.

During the 1990s, progressive countries concentrated their efforts on school management, educational systems and reforms. Recognizing that education was the key to progress, several international organizations, directing to support these endeavors, invested and took special attention to address what was deficient in their system.

In 2011, the Trends in International Mathematics and Science Study (TIMSS) announced the top performing countries. The top five experts in Mathematics includes: 1) South Korea, 2) Singapore, 3) Chinese Taipei, 4) Hong Kong and 5) Japan. In 2012, TIMSS likewise announced the leading countries in Science,

which included, 1) Singapore, 2) Chinese-Taipei, 3) South Korea, 4) Japan, 5) Finland, ...and 8) Hong Kong-China.

In 2012, the Programme for International Student Assessment (PISA), a triennial international survey which aimed to evaluate education systems worldwide by testing the skills and knowledge of 15-year-old students declared the following countries as the top five countries in Mathematics, Science and Reading literacy. They were: 1) Shanghai-China, 2) Hong Kong-China, 3) Singapore, 4) Japan and 5) South Korea. To date, students representing more than 70 economies have participated in the assessment.

The Organization for Economic Cooperation and Development (OECD), with more than 70 non-member economies promoting economic growth, prosperity, and sustainable development also announced on May 2015 the Schools World Ranking. Adjudged by BBC as “The biggest ever global school rankings, OECD, published the top 12 countries. Included in the list were 1) Singapore 2) Hong Kong 3) South Korea 4) Japan 5) Taiwan 6) Finland 7) Estonia 8) Switzerland 9) Netherlands 10) Canada 11) Poland and 12) Vietnam .

Interestingly, the analysis was based on test scores in Mathematics and Science of students in junior high school ages 15. The top five places were all taken by Asian countries - Singapore, Hong Kong, South Korea, Taiwan and Japan. The five lowest-ranked countries were Oman in 72nd place, Morocco, Honduras, South Africa and Ghana being in the last spot. "This is the first time we have a truly

global scale of the quality of education," quipped Andreas Schleicher, OECD's Education Director.

Linking the top countries identified by PISA, TIMSS and OECD Rankings, countries like Singapore, Hong Kong, South Korea, China, Taiwan and Japan attest that they are consistently the best in Asia and the whole world.

Apropos of the implementation of the K12 curriculum in these institutions, it is clearly apparent that Curriculum has played a significant role in the efficiency of their higher education programs. This is supported by a research conducted by Asia and Pacific Regional Bureau for Education of UNESCO published in 2014 entitled "Education Systems in ASEAN+6 Countries: A comparative Analysis of Selected Educational Issues." In their official website UNESCO Bangkok, Benete and Hwang (2014) noted that "the report shows that high performing education systems have been consistent in their commitment to clear political visions and their implementation through facilitating coordination across the sub-sectors and initiating specific measures to achieve a holistic education development. They paid attention to aligning education policies around an overarching framework for national development. The findings of the report also emphasize importance of focusing on equity in and relevance of learning at all levels with national and international standards."

Evident in these three reports prepared as a result of international examinations, surveys and assessments are important features that inspire academic

success in a country's educational system. Is their success attributed to their curriculum? To their facilities? Faculty and Staff? What is the role of their school administrators, managers or principals?

The importance of school management is identified and is focused on how well principals perform in the workplace. More often principals are evaluated on how wisely they use the school resources and also students' academic achievements, which are influenced by local and national policies as well as the growing and changing challenges from the external environment. It is undeniably true that the performance of school leaders is crucial for school success and that the design of the role of principal is important and affects role performance (Lindberg, 2012). Studies have shown that principals are in charge of the school and all activities that take place, which included curriculum, instruction, processes, and co-curricular activities that ultimately lead to student achievement.

School leadership has been studied by few researchers as one of the most important factors that affects student success. In a research made by Montgomery (in Ates and Artuner, 2013) published by the International Journal on New Trends in Education and Their Implications, mentioned that the school atmosphere and student achievement have been affected by instructional and educational leadership. Altun & Cakan (in Ates and Artuner, 2013) also proved that primary school educational leaders have influence on academic success.

The study conducted by Kandasamy and Blaton for ANTRIEP (UNESCO, 2004), highlights the conviction of many researchers that “the quality of education primarily depends on the way schools are managed and the capacity of schools to improve teaching and learning is strongly mediated by the quality of the leadership provided by the head teacher.”

In a study by Khan et al. (2011) it was also proven that “School management trainings play an important role towards school effectiveness.” Many educational systems now are paying attention to school management trainings to efficiently achieve their goals. The purpose of the study was two-fold: firstly, to assess the effects of management trainings on student learning outcomes and secondly, to ascertain the extent to which principals’ attitudes mediate the relationship of school management trainings and student learning outcomes. The findings of their study further revealed that trainings are vital in equipping principals with desired school management skills thus enabling them to manage respective schools effectively.

Bloom, et al (2011) had similar findings regarding the management practices across firms and countries. They found out that “the level of education of both managers and non-managers is strongly linked to better management practices. Khan, et al (2010) also discovered that trained principals showed conscious commitment towards motivation and satisfaction of their teachers as well as students. Furthermore, they manage their resources for improving school environment,

providing attractive study settings, ensuring adequate community involvement, and developing teacher advancement program. The result? Significant improvement in learning outcomes.

Similarly, principal's training becomes a major concern to quality management. Studies show that Principals who are prepared to lead mentally, physically, socially and spirituality are likely to develop successful practices. Oluremi (2013) expressed that "if the principal is poorly trained, he is by implication ineffective."

Accordingly, Asian countries which have extensively implemented the K12 curriculum for the past decades already reached best management practices that are contributory to their efficiency, effectiveness and success.

As a response to international visions and pursuits, the Philippines implemented the K12 curriculum in 2013 thus joining other countries in the international call for global development. President Benigno Simeon C. Aquino III, made clear in his first State of the Nation Address (SONA), in July 2010 the urgency to lengthen the education cycle in the Philippines. He quipped: "We need to add two years to our basic education. I want at least 12 years for our school children to give them an even chance at succeeding." (Aquino, 2010).

President Aquino nailed down his point during the Coordinating Council of Private Educational Associations (COCOPEA) on the occasion of its 5th National Congress. He said, "Our greatest task in this period of revitalization is to empower

our citizenry with the necessary knowledge, skills, and values, so that they can help transform our society into one that is just and equitably progressive (Feb. 21, 2014). He added that, “With K-12 we are making sure that adequate and useful skills are being imparted to our students.” The additional two years after grade ten junior high school are intended to further hone the skills and talents of students for their chosen career path in arts and sports, technical, vocational, entrepreneurship or tertiary education. In this regard, the Department of Education, an organization constitutionally mandated to educate the Filipino children and the Filipino youth, is at the forefront of helping people grow, of helping each Filipino family become a strong basic unit of the society and eventually become truly instrumental in building a strong nation.

One of the national educational goals is for the educational system to respond effectively and meaningfully to changing needs and conditions of the country. In the midst of the challenges brought about by the unstoppable changes of globalization where contemporary Filipino learners are confronted with the explosion of borderless information, education cannot remain unchanged. The philosophy of education which should be the ultimate basis of any curriculum design and more so, curriculum development has to be relevant and responsive to the rapidly changing world. It must be transformed to be responsive to the needs of the learners, the needs of the society and the needs of the country. To be able to transform society and its people, Philippine education must itself be transformed through objective

curriculum planning and evaluation. Spearheaded by the Department of Education, experts, school administrators, faculty and staff, even the support of students and parents, must pursue needed educational reforms, thus ensuring people's right to education, to wit: "The state shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all." (1987 Constitution, Article XIV, Section 10).

However, in the last 4 years of the formative implementation of the K12 Curriculum, a number of concerns continued to surface such as: the teachers' content delivery, teachers' mastery of the required competencies, insufficiency of textbooks and other learning materials in the public schools, physical plant and educational facilities, and management. On March 2015, a coalition of teachers and staff of higher educational institutions around the Philippines headed by Professor Rene Tadle of the University of Santo Tomas filed a petition to the Supreme Court to suspend the K-12 law. Prof. Tadle told CNN Philippines that "the group agrees with the objectives of the program. Nevertheless, he said that the law should be suspended because the government is not yet prepared to implement it."

Much has been studied about regional comparisons of the differences in school curriculum like Seameo-Innotech's study in 2012 entitled "K to 12 Education in Southeast Asia: Regional Comparison of the Structure, Content, Organization, and Adequacy of Basic Education" wherein, the focus of recommendations are for: 1) improvement of educational goals, 2) decongesting the subjects, 3) improvement

of the modes and mechanism for assessment and 4) strengthening of the preschool program. Ironically, however, no recommendation has been made for the key player in the implementation of the curriculum, the principal. None so far has been initiated to probe how educational managers or principals exercise their knowledge, expertise, power and skills in their respective posts in implementing the K12 curriculum in the ASIAN region.

Realizing that in the Philippines where K12 curriculum is not yet fully implemented, there is a need to benchmark with other ASIAN countries on how the Philippines can improve educational management by identifying their best practices and other lessons that Filipino managers and principals can learn from. As highlighted in the result of the UNESCO's ASEAN+6 Countries research (2014) that "an establishment of benchmarks against which a progress of a program and the performance of an education system can be monitored and compared," is an important step to improve education policy and practice in different areas.

The study by Bloom, et al (2011), stressed that "empirical research on international aspects of management practices is embryonic." There is a need to administer more management practices in industries, more particularly in schools to clearly identify the causal impacts of better management practices.

Stewart expressed (2012) that "international benchmarking has become a critical tool for governments and educators as they seek to develop world-class education systems." She continued on saying that since knowledge is universal,

“getting education right give a country a powerful platform on which to build a healthy economy and a healthy society.”

As the Philippines endeavors to effectively implement the curriculum, benchmarking should not be limited to content and structure, management practices is also a major factor to consider. The success of the nation’s K12 curriculum depends not only on its written program but on the quality of management.

Therefore, it is the desire of the researcher to empirically find out how selected top ASIAN countries implement and manage their K12 curriculum. By describing their principals’ management practices, Filipino school managers and principals can learn valuable lessons that can be applied in the implementation and management of the Philippine K12 curriculum. As such, the researcher envisions that in the end, through this study, a training model framework and program for principal training which can increase their leadership and managerial competencies will be formulated.

Conceptual/Theoretical Framework

Today’s organization experts are persistently striving to understand and analyze various trends and characteristics of successful organizations. Even school owners, managers and principals are in constant search for answers to their personal struggles as they operate their institutions. Principals are looking for the best traits

and practices that they can learn and adopt to ensure efficiency and effectiveness as they implement the curriculum.

When such inquiries are asked, the objective is to explain them empirically and scientifically. The following conceptual foundations are used in this study.

Dewey's philosophy (1938) the theory of experience and its relation to education. Sound educational experience involves both continuity and interaction between the learner and what is learned. Thus, Dewey's philosophy is that experience arises from the interaction of two principles: continuity and interaction. Since, this study will deal with the experience of principals in selected ASIAN countries, it is fitting to see the dynamics and interactions of their behavioral patterns and management skills in implementing the K12 curriculum.

Singapore follows a more rigid selection process for the position of the Principal. According to a study conducted by the Organization for Economic Cooperation and Development school leaders in Singapore go through rigorous training before they get hired: (OECD) in 2012

“Successful potential school leaders are selected to attend the Management and leadership in schools program at Singapore's National Institute for Education, based on interviews and leadership-situation exercises.

Once accepted, aspiring school leaders can attend the four-month executive leadership training. Potential vice principals attend a six-month leaders in education program. Candidates in both programs are paid during their training. Only 35 people are selected for the executive leadership training each year. More experienced school leaders mentor recently appointed leaders; and principals are periodically transferred among schools as part of Singapore's continuous improvement strategy. Experienced school leaders are offered the opportunity to

become cluster superintendents, which is the first step toward a system-level leadership role.

Peters and Waterman (in Schermerhorn, 2010) suggest that many high performance organizations are:

People Oriented - they value people as human assets, respect diversity, empower members to fully use their talents, and are high in employee involvement.

Team Oriented - achieve synergy through teamwork, emphasize collaboration and group decisions, and allow teams to be self-directing.

Information Oriented – they mobilize the latest information technologies to link people and information for creative problem-solving.

Achievement Oriented – they are focused on the need of customers and stakeholders, and are committed to quality operations and continuous improvement. And

Learning Oriented – they operate with an internal culture that respects and facilitates learning, innovation and constructive change.

Undeniably, Fayol's Classical Management theory is still performed by managers. The four basic functions: planning, organizing, leading and controlling are still the strong foundation of any organization and managers engage in these activities concurrently.

In the *Planning* stage, an organization sets goals and decide how to accomplish them. Planning starts with a statement of the company's mission. A mission states the basic purpose that makes an organization different from others. According to Norman (2015) "Planning involves deciding where to take a company and selecting steps to get there. It first requires managers to be aware of challenges facing their businesses, and it then requires managers to forecast future business and economic conditions. They then formulate objectives to reach certain deadlines and decide on steps to reach them. They re-evaluate their plans as conditions change and make adjustments as necessary. Planning helps allocate resources and reduce waste as well."

In *Organizing*, the resources and activities are allotted to accomplish an end result in an efficient and effective manner. Norman (2015) stated that "Managers organize by bringing together physical, human and financial resources to achieve objectives. They identify activities to be accomplished, classify activities, assign activities to groups or individuals, create responsibility and delegate authority. They then coordinate the relationships of responsibility and authority."

While in *Leading*, the managers make sure that the people have enough reasons to work in the best interests of the organization. Moreover according to Norman (2015) – "Leading requires managers to motivate employees to achieve business objectives and goals. It requires the use of authority to achieve those ends as well as the ability to communicate effectively. Effective leaders are students of

human personalities, motivation and communication. They can influence their personnel to view situations from their perspectives. Leading also involves supervision of employees and their work.”

Finally, the last stage is *Controlling*. It is the process of evaluating and regulating ongoing activities to ensure that goals are achieved. Norman’s definition can be illustrated as follows:

“It also requires managers to be able to identify sources of deviation from successful accomplishment and to provide a corrective course of action. Managers first establish objectives and goals, then measure achievement of them, identify anything that is keeping the company from achieving them, and provide means of correction if necessary.”

Griffin (2013) made a simpler explanation on how the four management processes work today of which the researcher based his indicators for this study.

For Planning and Decision Making 1) Organizational Goals, which included vision, mission, goals and objectives; and 2) management strategies and competencies such as strategic, tactical and operational goals and plans. For Organizing, 1) Chain of Command, 2) Delegation of Tasks and Responsibilities, and 3) Structural Coordination Techniques. For Leading, 1) Motivation and Performance, 2) Groups and Teams and 3) Leadership and Influence. For Controlling, 1) Work and Task Management, 2) Judgement and Decision Making, and 3) Performance Management

Griffin (2013) also made a clear description on how the Management process is being used today. He articulated the basic definitions and interrelationships of the four process, highlighting that the functions of management do not occur in a “step by step fashion”, rather the management is “engaged in several different activities simultaneously. He went on in saying that although there is a basic logic for describing these activities in a sequence, most managers engage in more than one activity at a time and often move back and forth between the activities in unpredictable ways.

From one scenario to another, managerial tasks are as different as they are also similar. Difference are on importance, structure, and effects of each phase. The solid lines represents how in theory, the functions of management are performed. While the dotted lines represent the real dynamics of management.

The Management Process devised by Griffin, the principle of interaction by Dewey, and the Benchmarking principles are vital in conducting this study. These can best describe the interconnections, comparisons and transformations of the different themes from management practices studied.

Research Paradigm

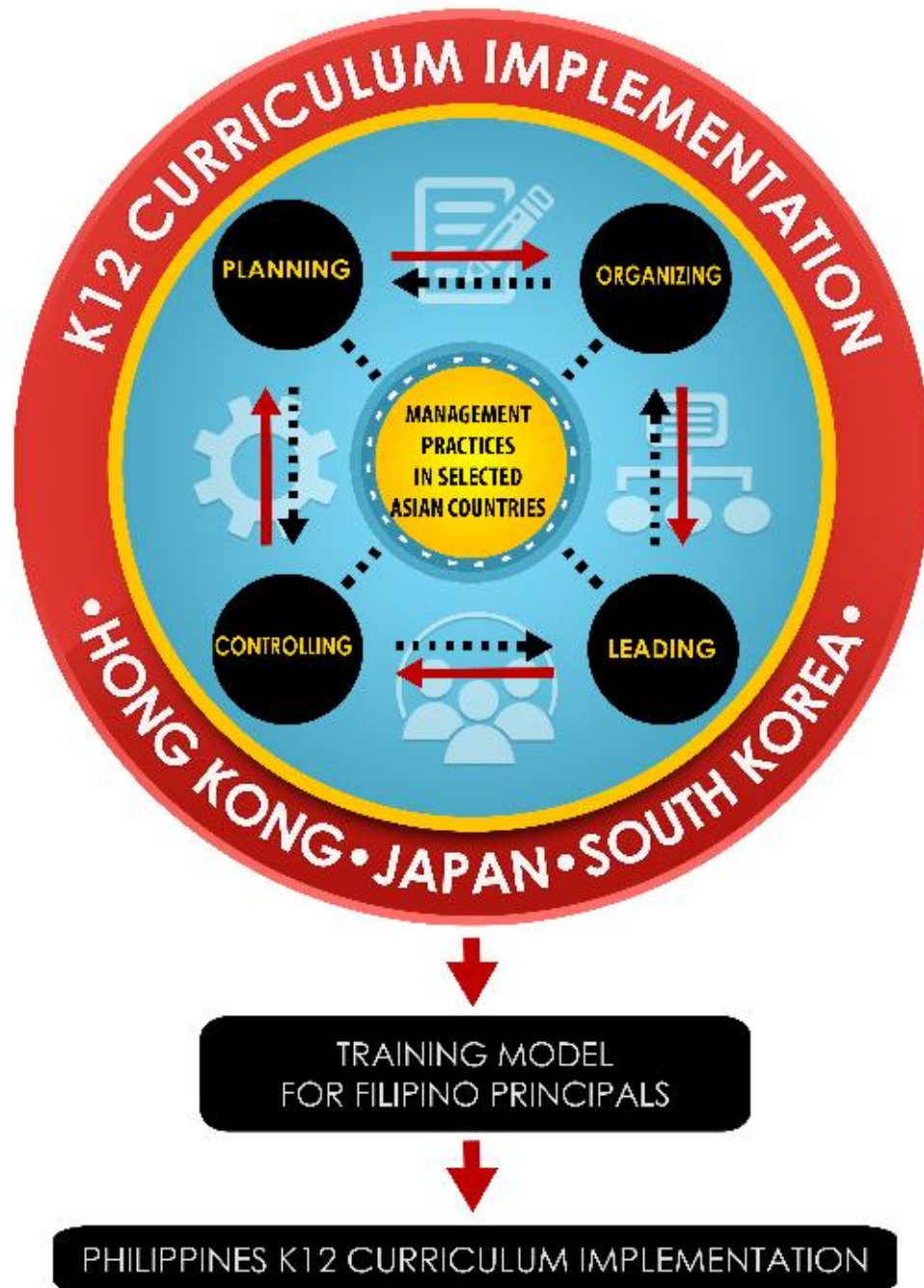


Figure 1 – Paradigm of the Study

The paradigm of the study is represented by 3 frames.

The first frame constitutes the variables represented by circular symbols. The outermost circle represents the K12 Curriculum Implementation and the three selected country respondents of the study, namely: Hong Kong, Japan and South Korea's principals. The second circle represents the variables: Planning for Implementation, Organizing for Implementation, Leading for Implementation and Controlling for Implementation as offered by Griffin that management is engaged in several different activities simultaneously, which was examined through documentary analysis, observations and interviews. The third circle represents the management practices in each of the management function. The second and third circles are represented by broken lines to highlight the interaction and dynamics of different factors involved in the curriculum implementation.

The second frame represents the proposed framework of a training model for Filipino principals that will increase their competencies as school managers and leaders.

The third frame represents the ultimate beneficiary of the training model programs. Through the training model program, the principals will be assisted to implement the K12 curriculum with much efficiency and effectiveness.

Statement of the Problem

The researcher aims to describe and analyze the process of eliciting the management practices of selected ASIAN principals in their implementation of the K12 curriculum. Specifically, it attempted to answer the following questions:

- 1) What are the management practices of selected ASIAN K12 schools in terms of:
 - a. Planning for Implementation
 - b. Organizing for Implementation
 - c. Leading for Implementation
 - d. Controlling for Implementation
- 2) How do the management practices of the principals compare with each other?
- 3) What training model for principals in Philippine Schools can be designed based from the results of the study?

Significance of the Study

The purpose of this study is to describe and understand the management practices of selected principals from ASIAN countries, and identify their successes and challenges as educational leaders. This study also aims to draw lessons from the respondents of their management practices that can be shared to principals and concerned authorities in the Philippines.

Particularly, this study hopes to provide ample information, understanding and reflection, and thus beneficial to the different stakeholders in Philippine education system.

Government Authorities and School proprietors. This study will enable authorities both from the private and public institutions to look into other opportunities at developing the managerial thrust and skills training for school administrators and principals.

Administrators and Principals. This study will enable administrators and principals to look into considerations at learning new management perspectives and prerogatives. With all the present concerns in the implementation of the K12 Curriculum in the Philippines, this study will give administrators and principals a different outlook as well as a clear understanding of the managerial skills they need to focus on. This will be provided by the model for principals' training as the highlight of the study.

Teachers. This study will enable the teachers to know and understand how other principals in the different ASIAN countries manage their faculty and staff to effectively implement their curriculum.

Teacher education students. This study will enable the teacher education students learn the different management practices of principals in other countries with the end in view of enlightening them to realities in implementing the K12 curriculum.

Future Researchers. This study will aid future researchers who are engaged in the development and effectivity of educational management in the Philippines. A continuous research is essential to meet the challenges and demands of the 21st century education.

Scope and Delimitation of the Study

In preparation of this research, the researcher set various boundaries for the study. Only two eligible participants were selected from Hong Kong and South Korea, while three participants were selected from Japan.

To personally know and hear the management practices of principals, a qualitative methodology was chosen: the Case study (multiple case study) approach using Documentary Evidences of school manager's/principal's records,

Direct Observations of the school managers/principals actions and Interviews that allowed principals to share their experiences, perspectives and practices.

Definition of Terms

ASIAN countries. This refers to the 48 nations occupying the Asian continent.

Benchmarking. It is defined as a set of standards by which others may be measured or assessed. Benchmarking is analogous to the human learning process, and it has been described as a method of teaching an institution how to improve (Leibfried & McNair, 1992).

Controlling for Implementation. This refers to a management function of a school that involves the monitoring of operations including employees' activities, accomplishments and, regulating if the institution's action are geared toward the realization of the set goals and objectives. Controlling is defined as monitoring organizational progress toward goal attainment (Griffin, 2013).

Implementation. This refers to the execution of a plan, program or curriculum. The implementation is directed and supervised by the principal. It is also defined by Pressman and Wildavsky (in Mendoza, 1998) as “a process of interaction between

the setting of goals and actions geared to achieve them.” To them, implementation means to carry out, accomplish, fulfill, produce, and complete.

K12 Curriculum. This refers to education curriculum or a country’s educational system in most countries all over the world. This curriculum is from kindergarten (K) and the 1st through the 12th grade (1-12).

Leading for Implementation. This refers to a management function of a school that involves the influence of the leader to inspire action, enthusiasm, extra effort and unity to the organization’s objectives from his subordinates. Leading is defined as the set of processes used to get members of the organization to work together to further the interests of the organization (Griffin, 2013).

Management practices. This refers to the actions of principals involving activities in planning, organizing; leading and controlling demonstrated to determine and accomplish objectives using available resources.

Organizing for Implementation. This refers to the management function of a school that usually follows after planning. It also involves the assignment of tasks, the grouping of tasks into departments and the assignment of authority and allocation of resources across the organization. Organizing is defined as determining how

activities and resources are to be grouped (Griffin, 2013) that involves the manner of setting goals, developing strategies, timetables and programs to be accomplished. Planning is defined as setting an organization's goals and deciding how best to achieve them (Griffin, 2013).

Qualitative Research. It is an approach to inquiry that uses a variety of analytic practices and is rooted in different social and humanities disciplines (Creswell, 2013).

Thematic Analysis. It is defined as a method for identifying, analyzing and reporting patterns within data (Braun and Clarke, 2006).

Training Model. This refers to the program in equipping the principals. It identifies and builds on the principal's strengths, active participation, / recognizes and draws upon the knowledge and experience and is ethically meaningful for the principals.

“The man who does not read good books has no advantage over the man who cannot read them.”

- Mark Twain

Chapter II

REVIEW OF RELATED LITERATURE

This chapter gives the summary of the related literature and mainly centers on the important concepts on Management Theories and Principles, Management Practices, Change Management, Dynamics of School Management, Principals as Effective Instructional Leaders, Principal Qualification and Selection in Selected Countries, Recent Perspectives on Management/Leadership Traits and Skills Curriculum Development, International University Rankings, Qualitative Research, Interview and Interview guide.

MANAGEMENT THEORIES AND PRINCIPLES

Through the years different management theories have been used in different organization. This section discusses the management theories and principles which are vital to many institutions' success and productivity.

The Classical Management theory is still performed by managers. It originated from Fayol (Eyre, 2015), namely: 1) Forecasting 2) Planning 3) Organizing 4) Commanding 5) Coordinating and 6) Controlling and this have

been together with his 14 principles of management: 1) Division of Work 2) Authority 3) Discipline 4) Unity of Command 5) Unity of Direction 6) Subordination of Individual Interests to the General Interest 7) Remuneration 8) Centralization 9) Scalar Chain 10) Order 11) Equity 12) Stability of Tenure of Personnel 13) Initiative and 14) Esprit de Corps.

Interestingly, in 1943, Urwick, an army officer turned management consultant, combined ideas of scientific management and those of classical organization theory in his writings. He also came up with a list of principles for management effectiveness. (Eyre, 2015). His management principles, include: 1) The principle of the objective – the overall purpose of an organization it its raison d'être 2) The principle of specialization – one group, one function 3) The principle of coordination – the purpose of organizing is to facilitate coordination or unity of effort 4) The principle of authority – in every organized group, supreme authority must be located somewhere, and there should be a clear line of authority to every member of the group 5) The principle of responsibility – a superior may be held accountable for the actions of subordinates 6) The principle of definition – jobs, duties and relationships should be clearly defined 7) The principle of correspondence – in every position, responsibility and authority should correspond with one another 8) The principle of span of control – no person should supervise more than 5–6 line reports whose work is interlocked 9) The principle of balance – it is essential that the various units of an organization are kept in balance and 10) The principle of

continuity – reorganization is a continuous process and provision should be made for it.

In contrast to Fayol and Urwick, Follett (1868–1933) avoided the scientific-cum-technical approach to management, focusing instead on the importance of manager–worker relations and the need to view management (and leadership) more holistically. She was best-known for the idea that ‘management is the art of getting things done through other people’ (Follett, 1918). As a theorist in her time, she identified management as an art – not a science. What was more important for her was the connection between the manager and the workers. Part of her principles was facilitating cooperation and involvement of staff in decision making.

Today her work is honored through the Mary Parker Follett Foundation. Her principle of Management as an art is commonly accepted today as ‘cutting edge’ in organizational theory and public administration. These include the idea of seeking ‘win–win’ solutions, community-based solutions, and strength in human diversity, situational leadership, and a focus on process. Today her contribution is considered as an inspirational and guiding ideal for today’s managers and leaders (Eyre, 2015).

In the 1960’s, Likert identified four systems of management. Which described the relationship, involvement, and roles of managers and subordinates in industrial settings. His findings were based on the study he conducted with the highly productive supervisors and their team members of an American Insurance Company. His four systems of management are the following:

“System 1- the Exploitative Authoritative - where management uses fears and threats, communication is downwards, superiors and subordinates are psychologically far apart, the bulk of decisions are taken at the top of the organization, etc.

System 2 - The Benevolent Authoritative- where management uses rewards, subordinates’ attitudes are subservient to superiors, information flowing upwards is restricted to what the boss wants to hear, policy decisions are taken at the top but decisions within a prescribed framework may be delegated to lower levels, etc.

System 3 - the Consultative Type where management uses rewards, occasional punishments and some involvement is sought; communication is both down and up but upward communication other than that which the boss wants to hear is given in limited amounts and only cautiously. In this system subordinates can have a moderate amount of influence on the activities of their departments as broad policy decisions are taken at the top and more specific decisions at lower levels.

System 4 – the Participative Group Management. Management give economic rewards and make full use of group participation and involvement in setting high performance goals, improving working methods, etc.; communication flows downwards, upwards and with peers and is accurate; subordinates and superiors are very close and decision making is widely done throughout the organization through a consultative process.”

During the 20th century these principles were of big help to the managers.

Many of the principles are now considered to be common sense, but at that time they were innovative concepts for organization leadership. .

In the *Planning* stage an organization sets goals and decide how to accomplish them. Planning starts with a statement of the company’s vision and mission. It identifies the basic purpose that makes an organization unique and different from others. According to Norman (2015) “Planning involves deciding

where to take a company and selecting steps to get there. It first requires managers to be aware of challenges facing their businesses, and it then requires managers to forecast future business and economic conditions. They then formulate objectives to reach by certain deadlines and decide on steps to reach them. They re-evaluate their plans as conditions change and make adjustments as necessary. Planning helps allocate resources and reduce waste as well.”

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In 2006, a development in management concepts was born. Pfeffer & Sutton, (in Schermerhorn, 2010) made the basis for Evidence-Based Management (EBM). It is defined as the process for making management decisions based on hard facts-- that is about what really works. It uses rigorous scientific research to identify management practices for high performance. The five principles of EBM are: 1) Face the hard facts, and build a culture in which people are encouraged to tell the truth, even if it is unpleasant. 2) Be committed to "fact based" decision making -- which means being committed to getting the best evidence and using it to guide actions. 3) Treat your organization as an unfinished prototype -- encourage experimentation and learning by doing. 4) Look for the risks and drawbacks in what people recommend -- even the best medicine has side effects, and 5) Avoid basing decisions on untested but strongly held beliefs, what you have done in the past, or on uncritical "benchmarking" of what winners do.

Peters and Waterman (in Schermerhorn, 2010) put it in another perspective. Their study conducted in 1980's nailed it when they said, "Diagnosing and solving organizational problems means looking not merely to structural reorganization for answers but to a framework that includes structure and several related factors." They believe that for an organization to succeed, management should closely look into the indicators of a high performing organization, namely: *People Oriented* - they value people as human assets, respect diversity, empower members to fully use their talents, and are high in employee involvement. *Team Oriented* - achieve synergy through teamwork, emphasize collaboration and group decisions, and allow teams to be self-directing. *Information Oriented* – they mobilize the latest information technologies to link people and information for creative problem-solving. *Achievement Oriented* – they are focused on the need of customers and stakeholders, and are committed to quality operations and continuous improvement. And *Learning Oriented* – they operate with an internal culture that respects and facilitates learning, innovation and constructive change.

According to Likert (in Pugh, D.S and Hickson, D.J, 2007) "to be effective and to communicate, leaders must always adapt their behavior to take account of the persons whom they lead. There are no specific rules which will work well within all situations, but only general principles which must be interpreted to take account of expectations, values and skills of those with whom the manager interacts.

Sensitivity to these values and expectations is a crucial leadership skill, and organizations must create the atmosphere and conditions which encourage all managers to deal with the people they encounter in a manner fitting to their values and their expectations.”

PRINCIPALS’ MANAGEMENT PRACTICES

According to Cheng and Yau (2011) quality management tends to be passive in a culture with the teacher’s participation in controlling school management. Some factors including school and student backgrounds, school tradition, school climate and culture, community expectation of the school, still affect QM on school management effectiveness. Thus, the leadership of principals, teachers and parents in the present complicated and knowledge-changing society should continuously pursue life-long learning for professional development in order to enhance quality management.

In the study of Valentine and Prater (2011), educational attainment of the principal increases effectiveness. “The overwhelming evidence indicates that principals in this study who had more education were considered more effective leaders by their teachers.” Many researchers also found a relationship between principal preparation programs and principal effectiveness (in Valentine and Prater,

2011). In this particular study, principal's educational attainment is related with teacher's perception of the principal's effectiveness. They further emphasized that:

“The overwhelming evidence indicates that principals in this study who had more education were considered more effective leaders by their teachers. This finding is particularly interesting because the secondary principals in this study were required by state certification standards to have advanced coursework focusing specifically on secondary principal preparation, as compared with coursework in other forms of leadership such as central office administration, curriculum and instruction, or elementary school administration.”

The importance of school management is identified and is focused on how well principals perform in the workplace. More often principals are evaluated on how well they use the school resources wisely and also students' academic achievements, which are influenced by local and national policies as well as the growing and changing challenges from the external environment. It is a common notion that the performance of school leaders is crucial for school success and that the design of the role of principal is important and affects role performance (Lindberg, 2012). Studies have shown that principals are in charge of the school and all activities that take place, which includes curriculum, instruction, processes, and co-curricular activities that ultimately lead to student achievement. Researchers like Cranston, et al. (in Linberg, 2014) claim that “when schools became goal oriented, the decentralized approach changed the role of the principal. The new role gave principals more authority and responsibility, which created a bigger space in which

to operate and expanded their importance.” Their findings further explain that there are principals’ report that they feel “sandwiched” between competing pressures when they try to simultaneously apply goal-setting theories and fulfill all the demands placed on them. There is an ongoing scholarly debate about the difficulties principals face as a result of the fact their responsibility for time-consuming administration and financial matters reduces the time they have available for pedagogical issues (Cranston and Ehrich, in Linberg, 2014).

In a study by Khan et al. (2010) it was further proven that “school management trainings play an important role towards school effectiveness.” Many educational systems today are paying attention on school management trainings to efficiently achieve their goals. The purpose of the study was two-fold: firstly, to assess the effects of management trainings on student learning outcomes and secondly, to ascertain the extent to which principals’ attitudes mediate the relationship of school management trainings and student learning outcomes. The findings of their study revealed that indeed trainings were vital in equipping their principals with desired school management skills which enabled them to manage respective schools effectively. Khan et al (2010) also discovered that trained principals showed conscious commitment towards motivation and satisfaction of their teachers as well as students. Trained principals managed their resources for improving school environment, providing attractive study settings, ensuring adequate community involvement, and developing teacher advancement program.

As a result of the principals' training, learning outcomes showed significant improvement.

In addition, SWOT analysis is used as strategy of principals. It provides helpful information for matching resources and capabilities to the competitive environment in which the organization operates (Berg & Pietersma, 2015). This model is used by different industries as an instrument for devising and selecting strategy, and is equally applicable in any decision-making situation, provided the desired objective has been clearly defined.

Khan et al (2011) also found out that school principals had high and clearly understood expectations of others. As noted by one member of the interviewed staff: "Our principal has expectations and standards which are passed on and these things happen". School principals are aware of the importance and value of providing professional support, and of treating staff professionally, expecting a high standard of professionalism in return.

Furthermore, highlighted in the study (Khan et al, 2011) was the importance of school pride, identification with the school and its reputation in the community as emphasized by the principals. As Sackney and Walker (in Khan et al., 2011) explained: "by keeping issues of teaching and learning at the forefront of the dialogue, these leaders built organizational capacity by consistently expressing the norms and values that defined the school's vision and initiating conversations about improving teaching and learning."

Another model, introduced by Miller in 2012, can also be employed in leadership development. Known as KISS, which stands from KEEP IT SIMPLE and STRAIGHTFORWARD, or Keep it Real. This model suggests that organizations need to go back to the basics when leaders are overwhelmed with the formal “to do’s” of developing team’s leadership skills.

However, in any management organization, inaccuracies and mistakes do happen. New managers are the majority who go through such shift and learn from it. Daft & Marcic (2014) pinpointed four common mistakes of new managers: 1) many managers try to do all the work themselves rather than delegate and persuade others to do the work. 2) failing to appreciate Interdependence. 3) expecting to have power and 4) maintaining the status quo.

More frequently new managers or leaders would commit the identified common mistakes. These mistakes are considered vital in evaluating leaders’ performance.

The findings of Oluremi (2013) exposed another practice in the appointment of principals in Nigeria. “It has however been observed in recent times by a study that appointment of principals to manage schools is not based on administrative professionalism but on politics and mass promotion.” Thus, his recommendations in improving the quality of the Principal were the following:

- To improve the quality and competence of principals, seminars workshops and conferences have to be organized by universities and

ministries of education. Principals need training and re-training in the administration of schools. The current efforts on the part of Federal government in improving the quality of secondary education nationwide and the accreditation of various universities educational management programmes by the National Universities Commission (NUC) in principal's preparation for administrative training are steps in the right direction. It is a welcome development in / education industry.

- Principals of secondary schools need additional training in school administration. This will make them competitive in the committee of nation. It will also equip them with specialized skills and systematic body of principles to sharpen their administrative skills.
- The present recruitment of school principal is largely based on possession of Bachelor's degrees and seniority. This method needs drastic innovations. If we aim to attain an improved quality of secondary education in this 21st century, a master's degree in educational management is necessary for a would-be principal of secondary school in Nigeria.
- Induction courses for newly appointed principals should be organized by universities and ministries of education, such short-term practice oriented courses would enrich practicing school administrators.

- There is a need for a wider curriculum to accommodate the tremendous challenges facing school administration. The need to replace / remnant of the colonial-oriented curriculum with a more enterprising and realistic one is imperative. If the principal is poorly trained, he is by implication ineffective.

The study of Oluremi (2013) showed the need to revisit policies and guidelines on principal training programs in many countries. In fact there are still many education systems around the globe that do not place much importance on the principals' training agendas that would ensure effective school management.

Dareh and Male (in Bouchamma, 2014) noted that there are two existing options exist in the training of school principals, namely, the initial identification and training of potential candidates prior to their nomination and the continuing professional development of in-service principals. Regardless of the choice, the development of school principals—not to mention the recruitment and retention—must be a priority in each and every education system (Chapman, in Bouchamma 2014).

Bush et al (in Bouchmma, 2014) argued that specific training remains inaccessible in many contexts. In some countries, school principals often begin their professional careers as teachers, progressing toward the directorial position through experience, while in others, the training of principals is increasingly accepted as a

means to improve student achievement. In the many cases, school principals are often promoted based on their success as teachers, although many point out that success in teaching does not automatically mean success as a principal.

CHANGE MANAGEMENT

An essential part of today's development and worldwide competitiveness is to accept change. Leaders and administrators are projected to be dynamic and mindful on how to lead change. Cornelius and Associates (2012) declared that "leading a change initiative is one of the most difficult tasks a leader can face. It is a double-edged sword with many risks and opportunities."

Jick (2010) named three leader's characteristics as agents of change.

- 1) The imagination to change - effective leaders help develop new concepts – the ideas, models and applications of technology that set an organization apart,
- 2) The professionalism to perform - leaders provide personal and organizational competence, supported by workforce training and development, to execute flawlessly and deliver value to an ever-more-demanding customers,
- and 3) The openness to collaborate - leaders make connections with partners who can extend the organization's reach, enhance its offerings or energize its practices.

Bernstein (2015) defined Crisis management as "the nature of activities to respond to a major threat to a person, group or organization.

Daft and Marcic (2014) believed that “effective change managers always have a sponsor or group with the ability to authorize and legitimize the change. Successful organizational change requires addressing both hard aspects, such as values and attitudes. To be successful, managers understand the change curve and do not allow themselves to be overwhelmed by frustration and despair.

Educational leaders are agents of change. They should be equipped with classic skills as managers of the 21st century. He/she should have the ability to grasp the trends in and out of the system and ready to accept suggestions from others. He/she should have coalitions and promote teamwork in the organization. And he/she should learn to persevere to face the growing demands and challenges of the 21st century education.

DYNAMICS OF SCHOOL MANAGEMENT

School managers and/ or principals play vital roles in the success of their schools. According to Ates and Artuner (2013), “the school manager has been studied by many researchers as one of the most important factors that affects student achievement. The school researches (Brookover, B., et al 1979; Edmonds, 1979; Stedman, 1987; Balci, 1993) showed that the school manager has effects on student success.”

Montgomery (in Ates and Artuner 2013) argued that the school atmosphere and student achievement have been affected by instructional and educational leadership. School administrators and managers influence the development of their teachers and staff. They are the ones who lead the educational goals of the school, control operations so that education goals and objectives become a reality. School managers make the necessary commendations and constructive criticism on teacher's classroom performance, facilitate harmonious and healthy relationship in the workplace and ensure that all stakeholders are motivated to act to achieve quality education.

Effective management requires vision. It is a force that provides meaning and purpose to the work of an organization. Today's leaders/managers are expected to be visionaries and vision is the heart of their work. "To actively change an organization, leaders must make decisions about the nature of the desired state" (Manasse, in Omalin, 2012). They begin with a personal vision to shape a collective vision with co-workers. Their communication of the vision is such that it allows people to respond. Manasse continued in saying that vision includes the "development, transmission and implementation of an image of a desirable future."

According to Westley and Mintzberg (in Omalin, 2012), Visionary leadership is dynamic and involves a three stage process: an image of the desired future for the

organization is communicated which services to “empower followers so that they can enact the vision.”

According to Bennis & Nanus (1986) “all the leaders have a compelling vision, a realistic dream about their work and leaders are the most results-oriented individuals in the world, and results gets attention”.

Kouzes & Pozner (2009) declared that “the best way to lead people into the future is to connect with them deeply in the present. The only visions that take hold are shared visions—and you will create them only when you listen very, very closely to others, appreciate their hopes, and attend to their needs.”

Teacher empowerment according to Dunst (1991) consists of two issues: (1) enabling experiences, which allow teachers to speak, to decide and work on their own and 2) existing competencies, which the individual shows his/her skills and learn new capabilities to do the delegated task.

Wilson and Corcoran (in Fullan 1990) reveals,

“... the leader's task is to develop a clear vision of the school's purposes, a vision that gives primacy to instruction, and then to employ it consistently during frequent interactions.”

Here’s another aspect of school management, according to Sergiovanni (2001), “school principals, too, often must deal with aspect of work superficially.”

He further explained that the reasons for this can be known if one studies the bulk of

responsibilities a principal has. Barth (in Sergiovanni, 2001) expressed the extent of a principal's responsibilities:

The principal is ultimately responsible for almost everything that happens in school and out. We are responsible for personnel-making sure that employees are physically present and working to the best of their ability. We are in charge of program-making sure that teachers are teaching what they are supposed to and that children are learning it.

We are accountable to parents-making sure that each is given an opportunity to express problems and that those problems are addressed and resolved. We are expected to protect the physical safety of children-making sure that the several hundred lively organisms who leave each morning return, equally lively, in the afternoon.

Over the years, principals have assumed one small additional responsibility after another-responsibility for the safe passage of children from school to home, responsibility for the safe passage of children from home to school, responsibility for making sure that sidewalks are plowed of snow in winter, responsibility for health education, sex education, moral education, responsibility for teaching children to evacuate school buses and to ride their bikes safely.

We have taken on lunch programs, then breakfast programs; responsibility for the physical condition of the furnace, the wirings, the playground equipment. We are not accountable for children's achievement of minimum standard at each grade level, for the growth of children with special needs, of the gifted, and of those who are neither. The principal has become a provider of social services, food services, health care, recreation programs and transportation- with solid skills education worked in somehow. (4-6)

The answer of this work superficially was addressed by a known management consultant Peter Drucker. According to him principals should never forget to set and stick to priorities.

Morris and colleagues (in Servgioanni, 2001) made a study on elementary and secondary school principals in Chicago, Illinois. According to their findings, “the principalship is a moving, dynamic occupation in almost a literal sense; the rhythm of the job, from the arrival, by frequent and abrupt shifts from one concern to another, and by the excitement pervading any institution dealing with young people...the principal’s job is different from other managerial position because it is essentially an oral occupation, a job of talking. The principal governs the school mostly by talking with other people, usually one at a time, throughout the day.”

Moreover, their study noted that principals spend 50 percent of their time engaging in conversation and in contact with teachers, parents and students. In their own words:

A busy principal covers a great deal of ground. In making these rounds, from office to corridor to classroom to gymnasium to boiler-room to playground and back, the principals is managing the school. But it is management in a form unusual for most organizations because it is, in large part, administration at the work stations of other persons. This means that the principal carries the office around with him or her through at least 50% of the work day....It is the principal who gets around, who visits teachers in their offices, who investigates areas of potential trouble, who smooths the flow of messages from one area of the building to another, who is on call and easily summoned by those needing assistance. (p. 211)

PRINCIPALS AS EFFECTIVE INSTRUCTIONAL LEADERS

The effective school is characterized by high overall student achievement and outstanding leadership. The principal then acts as an instructional leader by conscientiously communicating the school's vision, mission, goals and objectives.

Lezotte (1991) identified seven correlates of effectiveness which he considered as the effective school model. The correlates included: 1) High Expectation for Success 2) Strong Instructional Leadership 3) A Clear and Focused Mission 4) Opportunity to Learn/Time on Task 5) Frequent Monitoring of Student Progress 6) A Safe and Orderly Environment and 7) Positive Home-School Relations.

A new leadership trend is talked about by many organizations. This trend enables companies to highlight their leadership uniqueness or now known as Brand Leadership. According to Aaker & Joachimsthaler (2009) – Leadership is part of the core identity of many brands. It can inspire employees and partners by setting a high brand aspiration level; the goal of being out in front make the brand-building task exciting and worthwhile. They identified some multinational companies who are successful in brand leadership. Included in their interpretations of leadership were:

- (Citigroup) A competent leader with superior management skills.
- (Microsoft) An authoritative leader who get things done by edict.

- (Nordstrom) A supportive leader who encourages with positive reinforcement.
- (Schwab) A coach who provides the tools and techniques to accomplish task.
- (3M) An innovative, cutting-edge leader who pushes technology boundaries.
- (Coca-Cola) A successful leader with a large market share.
- (Lexus) A quality leader who sets standards for excellence.
- (Levi Strauss) An inspiring leader who articulates values and mission.

Also, the concept of Transformational Leadership was emphasized by Clark and Murray (2013). According to them, transformational leadership perspectives gave rise to theorizing leadership as a collaborative culture based on positive relationships. Sergiovanni (in Clark and Murray, 2013) suggested that superheroes were a thing of the past and that leadership in the 21st century would be exercised through developing communities of responsibility.

For Schwarz (2013) effective leadership required a change in thinking. He stressed that “If you want to change the results, you need to change the mindset that causes you to behave the way you do.” He continued on saying that if a leader

needs significant change, there is a need to make significant efforts commensurate with that deep level of change.

Contextualizing brand leadership in educational setting would mean “identity “leadership or management “unique” practices in a particular school or locale. A lot of leadership perspectives have been introduced as well as change in mindset and collaboration for the past decade and the real challenge is how to enhance and simplify the concepts so that it can be useful for the principals.

According to Bass (1995), it is really difficult to achieve only one definition that is acceptable to all. As cited by Cheng (2011), there are two general elements of leadership in the numerous definitions: first, leadership is related to the process of influencing others’ behavior; and, second, it is related to goal development and achievement. For the first element, there are many methods to influence followers or other people to work. Based on different perspectives, different approaches may be developed to lead, to manage, to influence and even to control people and their activities in the educational institution. For the second element, how to set goals, create meanings, direct actions, eliminated uncertainty or ambiguity and achieve goals is also a core part of leadership activities in education.

As the principal’s role has evolved, questions of how principals are prepared and the quality of preparations become extremely important (Sledge, 2013). In a study made by the Organization for Economic Development and Cooperation (2012), Editor Schleicher, says:

As more countries grant greater autonomy to schools in designing curricula and managing resources to raise achievement, the role of the school leader has grown far beyond that of administrator. Developing school leaders requires clearly defining their responsibilities, providing access to appropriate professional development throughout their careers, and acknowledging their pivotal role in improving school and student performance.

School leaders can define the school's educational goals, ensure that instructional practice is directed towards achieving these goals, observe and evaluate teachers, suggest modifications to improve teaching practices, shape their professional development, help solve problems that may arise within the classroom or among teachers and liaise with the community and parents. They are also in a position to provide incentives and motivate teachers to improve the quality of instruction. PISA asked school leaders to report on their level of involvement in several issues, including making sure that teachers' work and development reflects the educational goals of the school, monitoring student performance and classroom activities, and working with teachers to resolve problems.

Last but not least, supporting collaborative work cultures is an increasingly important and recognized responsibility of school leaders. Some OECD countries, and in particular Denmark, Finland, Norway and Sweden, have more of a history of teamwork and co-operation among their teaching staff, especially in primary schools. Others, such as Ireland, are shifting to encourage such practice. When surveyed, school leaders in Finland spoke enthusiastically about the benefits of collaboration. Sharing resources and ideas helped them to face the many demands on their time and energy, and mutual support helped them to cope with difficulties. One of the heads "loves data", another "hates it" and leaned on her colleague for help with statistics. In-exchange, she offered expertise in workforce development.

There has been many calls for authentic leadership, gender differences in leadership, and the importance of leaders discovering and honing their strengths.

Harris (2013) discussed task versus relationship leadership behaviors, followership

and more discourse on transformational leadership. She also set the tone for better communication and directing employees' attention to the vision, mission, goals and objectives of an organization. Furthermore, Harris presented the overview of the overall planning and goal-setting process focusing on the basics' of formulating and implementing strategies.

PRINCIPALS' QUALIFICATION AND SELECTION IN SELECTED COUNTRIES

In the study conducted by the Organization for Economic Development and Cooperation (OECD, 2012) Schleicher, identified how selected countries of the world chose qualified students for the principalship position. According to the report, "many countries rely on self-selection to fill enrolments in training and development programs. While this approach rewards initiative, it can be inefficient. Self-selected candidates may or may not be the best qualified. In countries where additional training implies higher salaries, the incentive to attend such programs may be less the leadership role than the possibility of earning a raise in pay. Self-selection also does not address a school's or a jurisdiction's specific needs for succession planning."

Here is the report:

Singapore. *Selecting and training school leaders in Singapore to ensure that Singapore has the best school leaders, young teachers are continuously assessed for their leadership potential and are given the opportunity to*

develop their leadership capacity. Future school leaders are chosen from successful teachers already in the education system. Moreover, all education leadership positions are part of the teaching-career structure. Potential school leaders can serve on committees, be promoted to middle-level leadership positions (e.g. head of department), and be transferred to the ministry for a period.

Successful potential school leaders are selected to attend the Management and leadership in schools program at Singapore's National Institute for Education, based on interviews and leadership-situation exercises.

Once accepted, aspiring school leaders can attend the four-month executive leadership training. Potential vice principals attend a six-month leaders in education program. Candidates in both programs are paid during their training. Only 35 people are selected for the executive leadership training each year. More experienced school leaders mentor recently appointed leaders; and principals are periodically transferred among schools as part of Singapore's continuous improvement strategy. Experienced school leaders are offered the opportunity to become cluster superintendents, which is the first step toward a system-level leadership role.

Denmark *is introducing a "taster" course for aspiring school leaders. Danish teachers who may want to have a leadership position can begin to understand the different components of becoming a school leader through a "taster" course offered by local school districts or municipalities. Participants take part in one or more modules of a leadership diploma of education.*

The course consists of theoretical assignments, case studies, personal reflections, discussions with a mentor about career opportunities, personal strengths and areas for development, and networking. Participants must also conduct a project in their own school. Those who want to continue can attend a two-year diploma in leadership course that includes seminars on economy, personal leadership, coaching, strategy implementation, change-management and problem- solving.

The program is managed by school leadership development, but is organized by the local government training and development Denmark, which is the center for training and development for all of the country's municipalities and regions.

*In the **Netherlands**, training institutes offer orientation courses to allow teachers interested in leadership functions to discover whether they have the required capabilities. For example, Orientation towards Management is a brief training program offered by the association of school leaders for the sectoral Board for the education labor Market (a fund of employers and employee organizations in the education sector).*

School boards, upper-school managers and school leaders are asked to select candidates from their own schools. After participating in a two-day training course on various leadership topics, candidates draw up a personal development plan based on a competence analysis. Orientation towards Management then offers further training for candidates who are interested and suitable.

***Scotland** has had a mandatory training qualification and induction program for most new school leaders since 2000.*

In 2003, it adopted a new framework for leadership development that includes learning opportunities for those involved in leadership teams as well as more senior staff. Continuing Professional Development for Educational Leaders is based on the notion of professional progression in education leadership through four broad areas:

- *Project leadership, for teachers who have, or may take on, responsibility for leading a small-scale project. This might apply to teachers who wish to develop their leadership skills in, for example, curriculum development or supporting pupils' learning, or through a small, school-based research project.*
- *Team leadership, for teachers who, in addition to leading small-scale projects, have regular responsibility for leading either permanent teams of staff or task groups/working parties. This might be particularly relevant to aspiring and established principal teachers, whether their responsibilities are primarily in the areas of curriculum or guidance.*
- *School leadership, for staff who lead projects and teams and who have, or are seeking, overall responsibility for an aspect of leadership across an establishment. This might include teachers or principal teachers who aspire to membership of a senior leadership team and*

established members of such teams. Some members of senior leadership teams will aspire to become school heads.

- *Strategic leadership, for staff who, in addition to project, team and school-leadership responsibilities, have overall responsibility for leading an establishment or are leading strategic initiatives at the local or national level. This is particularly relevant to head teachers and to those working in the education service who have a strategic role in improving Scottish education.*

The result of Grattan Institute study on the best school systems in East Asia (2012) which was spearheaded by Hunter and others, stated “Leadership development starts early in the careers of Singapore’s educators. Extensive teacher appraisal and feedback is required to identify potential leaders. Leaders therefore do not self-select, but rather are nominated by the Ministry in discussion with schools and principals. If they pass these hurdles, they undertake a six-month, full-time Leaders in Education Program (LEP). The focus is not on technical administration skills but on leadership and critical self- reflection. It includes a fully sponsored two-week visit to an international educational institution.

Those who do well in the program are matched to particular schools, based on their skills and school needs. The formal leadership program is followed by continuous mentoring, peer group learning, and professional development.”

PERSPECTIVES ON MANAGEMENT/LEADERSHIP TRAITS AND SKILLS

Effective leadership in recent years have surfaced in new concepts and characteristics. More recent studies showed that leaders should possess desirable personality traits, motivational traits and skills.

Hoy and Miskel (2010) discussed and classified the traits and skills variables associated with effective leadership. According to Yukl (in Hoy and Miskel, 2010), personality traits are relatively stable dispositions to behave in a particular way. These identified traits which are contributory with leader effectiveness are: self-confidence, stress tolerance, emotional maturity and integrity.

Moreover, motivation as a driving force that comes from both intrinsically and extrinsically brings initiative to work conscientiously. Motivational traits are task and interpersonal needs, achievement orientation, power needs and expectation.

Daft & Marcic (2014) use motivation to empower people that leads to high performance. According to them, "One way to motivate people toward high performance is with goal setting: Making goals specific and measurable, setting goals that stretch people's abilities, letting employees participate in setting goals, and providing regular feedback." They have also recognized the people who are motivated to perform various reasons. Empowerment is a great way to meet higher motivational needs and the most motivated employees are those who are engaged.

However, assertive discipline which originated from Lee and Canter (2009) stated that it “is a structured, systematic approach designed to assist educators in running an organized, teacher-in-charge classroom environment.” In their school visits and observations, Lee and Canter found out that many teachers were unable to manage the undesirable behavior that occurred in their classrooms.

Canter and Lee declared:

“Teachers have the right to determine what is best for your students, and to expect compliance. No pupil should prevent you from teaching, or keep another student from learning. Student compliance is imperative in creating and maintaining an effective and efficient learning environment. To accomplish this goal, teachers must react assertively, as opposed to aggressively or non-assertively.”

As schools prefer to identify people with both personal and motivational traits that will fit and help their institution, Skills is also “important to complete a job” (Hoy and Miskel, 2010). Both Yukl (2002) and Northouse (2004) identified three classification of skills that are essential to leader effectiveness. These are: technical skills (specialized in the line of work), Interpersonal skills (knowhow in dealing with people) and conceptual or cognitive skill (ability to work with concepts, to think logically and analytically).

Planning, implementation and evaluation is a strategy anchored on Core Competence/ies model by Prahalad and Hamel (1990) assessing an organization’s core competencies which is now an essential element in formulating strategy. This concept is also attributed to Barney’s (1991) resource view of the firm.

According to Barney, an organization's inimitable and valuable, tangible and intangible assets are key aspects of a firm's sustainable advantage.

Today's principal (Sledge, 2013) is no longer focused on adult outcomes, but rather on student outcomes. According to DuFour and Marzano (in Sledge, 2013) the principal's influence on student achievement is indirect, based on the principal's direct influence on the teachers and staff that work with students in classes.

Rothwell (2010) stated that "organizations that don't take steps to plan for future talent needs at all levels, will face certain disruptions, and even disasters, when key employees leave." Succession plan then is an important consideration in management.

These leadership attributes can be learned by principals and administrators. A leader should be able to know his or her strengths and weaknesses, to learn new leadership techniques and continue to develop practices and habits which are needed for effective administration.

CURRICULUM DEVELOPMENT

Curriculum development is considered a very important element or aspect of educational planning mainly because it consists of all the planned experiences of the learners, insides or outside, whether curriculum or co-curriculum, which are under the jurisdiction and responsibility of the school. To achieve the very essence of

education which is the promotion of the learners' growth and development along desired directions by means of appropriate and meaningful learning experiences, curriculum planning is very important.

According to Bernardo and Fresnoza (in Aquino, 1998) curriculum development involves three kinds of activities: 1) planning the experiences to be utilized, 2) reorganizing them into a program, and 3) evaluating the curriculum thus developed. Moreover, Stratemeyer, et al (2012) stated that there are at least three facets of curriculum improvement: 1) continuous appraisal of the existing program in terms of emerging needs, 2) changes where evaluation indicates they are required and 3) the operation of an effective ongoing educational program while making changes, understood in this manner, curriculum improvement is then processed, flourishing in a dynamic, flexible educational environment. It is a process which suggests a continuous study programs.

Bhola (1997) also stated that, "For curriculum programs, instructional materials or methodologies to be objectively understood and effectively implemented, the process of formative evaluation differentiates a quality service or product.

Tupas and Bernadino (in Aquino, 2000) observed and concluded that the curriculum is broader than all the experiences that act and react upon the child in the school and are regarded as important for his growth and development. They added that the pupils' experiences outside the school are regarded as supplementary and

complementary to the curriculum. This means that the teacher and the school must take full accounts of the pupils' experiences at home, in the neighborhood and in the community. With the help of the parents and outside agencies in directing such experiences, they would best promote the growth of the children and improve the conditions in which they live.

Stabback, Male and Georgescu (2011) summarized the characteristics of a good curriculum, in their study and agreed that it is a result of good curriculum development processes which A) are led by capable curriculum professionals B) are sustainable, being supported by specialized curriculum units/bodies C) are planned and systematic D) acknowledge the cyclical nature of curriculum development E) Value the inputs of stakeholders. The purpose of their study was to provide both specialists and non-specialists in the field of education with some ideas to support schools and assessing and evaluating which one has better quality.

ASIAN countries are diverse in so many ways: in cultures, languages, religions, customs, developments, politics and in education system. This diversity highlights how people in a particular country function productively, how children and youth are molded to become useful and successful individuals and how their vision of development affects their education system.

In order to develop educational systems that are dynamic and relevant in the ASIAN region, it is important to recognize a variety of concerns in member countries and to learn from their respective experiences and challenges thus allowing for

stronger education policies. The study made by UNESCO Bangkok identified four realities in their findings (Benete and Hwang, 2014. To wit:

- 1) The report showed that high performing education systems have been consistent in their commitment to clear political visions and their implementation through facilitating coordination across the sub-sectors and initiating specific measures to achieve a holistic education development. They paid special attention to aligning different education policies around an overarching framework for national development.
- 2) The report stressed the importance of focusing on equity in and relevance of learning at all levels in line with national and international standards. Ensuring access to education for the most vulnerable and disadvantaged groups is becoming critical for the education systems in the region. With expanding the access to education, policies should respond to the diverse learning needs of students as well. Education systems need, for instance, to address the emerging requirements for young people to adapt to rapid changes and to embrace respect for diversity.
- 3) The report also pointed out that successful implementation of education policies and reforms rely greatly on partnerships between stakeholders: governments, the private sector, civil society organizations as well as bilateral and multilateral organizations. Moreover, cooperation in a collaborative, constructive and mutually supportive manner at national

and regional levels leads to more responsive, enabling and accountable planning, implementation and execution of policies.

- 4) An establishment of benchmarks against which a progress of a program and performance of an education system could be monitored and compared, was an important step to improve education policy and practice in different areas. To this end, national education data systems need to be strengthened to inform evidence-based policy making and successful monitoring, and evaluation of education system performance.

In 2012, the SEAMEO INNOTECH Regional Education Program Research conducted a study which resolved that “curriculum reviewers detected some evidence of possible overcrowding in the Philippine BEC in the secondary level, particularly in languages, science, and mathematics. The Philippines needs to refocus its education goals on the 21st century competencies to be attuned with its neighboring countries. It is evident that Brunei Darussalam, Malaysia and Singapore implement a single integrated curriculum framework for basic education. In the Philippines the discontinuity of the elementary and secondary curriculum framework should be addressed to ensure seamless continuity of competency development.”

The recommendations from these studies call for education policy makers to derive important practices based on a country’s needs and necessities for growth and development. Although the Philippines has been implementing the first phase of the

K12 curriculum for 4 years, there is much to be done. Not only in the written curriculum aspect but on the people behind its implementation, the teachers readiness and more importantly the department heads' and principals' competencies.

QUALITATIVE RESEARCH / CASE STUDY

According to Creswell, Qualitative inquiry is for the researcher who is willing to do the following: 1) Commit to extensive time in the field. The researcher should be able to take some time and spend many hours in the respondents' locale, collect data and collaborate and gain rapport. 2) Engage in the complex, time-consuming process of data analysis through the ambitious task of sorting through large amounts of data and reducing them to a few themes or categories. 3) Write long passages. This will ensure that claims must substantiate claims from different perspectives and 4) Participate in a form of human science research that does not have firm guidelines or specific procedures and is evolving and constantly changing.

According to Jacob (in Key, 1997), qualitative research is a “generic term for investigative methodologies described as ethnographic, naturalistic, anthropological, field, or participant observer research. It emphasizes the importance of looking at variables in the natural setting in which they are found. Interaction between variables is important. Detailed data is gathered through open ended questions that provide direct quotations. The interviewer is an integral part of the investigation.”

One example of a qualitative research is a case study research. It is a qualitative approach in which the researcher explores a real-life, contemporary bounded system (a case) or multiple bounded systems (cases) over time, through detailed, in-depth data collection involving multiple sources of information (Creswell, 2013).

Yin said that “a case study is a good approach when the researcher has clear identifiable cases with boundaries and seeks to provide an in-depth understanding of the cases or a comparison of several cases. It is an empirical study that investigates a contemporary phenomenon, in depth, and with its real life context.” (in Creswell, 2013).

INTERVIEW AND INTERVIEW GUIDE

Interviews are vital in any qualitative research. Its main purpose is to discover the experiences, motivations, perspectives, ideas and ideologies of individuals. It provides a much deeper appreciation and understanding of the specific matter being studied. Thus, it is appropriate where little knowledge is known or where particular insights are required from the participants.

Butler-kisber (in Nera, 2012) believes that interviewing is the most frequent means of getting not the “whats”, but more importantly the “hows” of a lived experience, in as much as language is knowing how people understand others.

According to Guthrie (in Nera, 2012), interviewing is probably the most common data collection in qualitative research. Interviews can take many different forms and allow in-depth follow-up questions. It can also give people the opportunity to tell their personal stories to someone who treats them as equal and takes them seriously, which can be emotionally rewarding for the respondents.

Sage encyclopedia defines interview guide “as a list of topics, themes, or areas to be covered in a semi-structured interview. This is normally created in advance of the interview by the researcher and is constructed in such a way as to allow flexibility and fluidity in the topics and areas that are to be covered, the way they are to be approached with each interviewee, and their sequence. The interview guide is normally linked to the research questions that guide the study.”

Furthermore, it is also important that respondents are actively engaged in the research. As researchers collect stories, they negotiate relationships, smooth transitions, and provide ways to be useful to the participants (Creswell, 2013). In a narrative study, Pinnegar and Daynes (in Creswell, 2013) stated that a key theme has been the turn toward the relationship between the researcher and the researched in which both parties learn and change in the encounter.

Thus, in the whole process, both the interviewee and interviewer negotiate the meaning of the stories, adding a validation check to the analysis (Creswell and Miller, in Creswell 2013).

Therefore, Interview remains the most common and is still an effective method of data collection in a qualitative research. It is still an efficient tool used to describe, analyze and look through the themes of a given study.

SYNTHESIS

Educational management, particularly, management practices, is an extensive and complex subject that there is not a single description to state its impact. It is an enduring concept where the principal directs the works of teachers, the staff and the whole school system. To others, management practices are habits, systems, praxes and strategies that are expected to provide effectiveness and efficiency in the daily operations of schools.

The Classical Management theory is still performed by managers. It originated from Fayol, Urwick, Follett and Griffin in 2013. During the 20th century, the principles of management which included planning, organizing, leading and controlling were of big help to the managers. Many of the principles are now considered to be common sense, but in those times they were innovative concepts for organization leadership.

According to Norman (2015) “Planning involves deciding where to take a company and selecting steps to get there. It first requires managers to be aware of challenges facing their businesses, and it then requires managers to forecast future

business and economic conditions. They then formulate objectives to reach by certain deadlines and decide on steps to reach them. They re-evaluate their plans as conditions change and make adjustments as necessary. Planning helps allocate resources and reduce waste as well.” He also states that “Managers organize by bringing together physical, human and financial resources to achieve objectives. They identify activities to be accomplished, classify and assign them to groups or individuals, create responsibility and delegate authority. They then coordinate the relationships of responsibility and authority.” While in *Leading*, the managers make sure that the people have enough reasons to work in the best interests of the organization. Moreover, in Norman’s definition, *Controlling* requires managers to be able to identify sources of deviation from successful accomplishment and to provide a corrective course of action.

Griffin (2013) articulated today’s implication and application of the basic definitions and interrelationships of the four process, highlighting that the functions of management do not occur in a “step by step fashion.” Rather the management is “engaged in several different activities simultaneously. He made assertions that from one scenario to another, managerial tasks are as different as they are also similar. Differences are on importance, structure, and effects of each phase.

Likert (in Pugh, D.S and Hickson, D.J, 2007) declared that “to be effective and to communicate, leaders must always adapt their behavior taking into account the persons whom they lead. There are no specific rules which will work well within

all situations, but only general principles which must be interpreted to take account the expectations, values and skills of those with whom the manager interacts.

Cheng and Yau (2011) believed that quality management tends to be passive in a culture with the teachers' participation in controlling school management. Some factors including school and student backgrounds, school tradition, school climate and culture, community expectation of the school, still affect QM on school management effectiveness.

To Valentine and Prater (2011), educational attainment of the principal increases effectiveness. "The overwhelming evidence indicates that principals in this study who had higher education were considered more effective leaders by their teachers." Many researchers also found a relationship between principal preparation programs and principal effectiveness (in Valentine and Prater, 2011).

The importance of school management is identified and is focused on how well principals perform in the workplace. It is a common notion that the performance of school leaders is crucial for school success and that the design of the role of principal is important and affects role performance (Lindberg, 2012).

School management trainings play an important role towards school effectiveness (Khan, 2010). It was also found out that school principals have high and clearly understood expectations of others. As noted by one member of the staff interviewed: "Our principal has expectations and standards which are passed on and these things happen". School principals are aware of the importance and value of

providing professional support, and of treating staff professionally, expecting a high standard of professionalism in return.

Oluremi (2013) stated that there was a need to revisit policies and guidelines on principal training programs in many countries. In fact there are still many education systems around the globe that do not place much importance on the principals' training agenda that would ensure effective school management.

For Lindberg (2012), the importance of school management is identified and is focused on how well principals perform in the workplace. More often principals are evaluated on how well they use the school resources wisely and also students' academic achievements, which are influenced by local and national policies as well as the growing and changing challenges from the external environment.

Principal effectiveness would mean "identifying leadership or management "unique" practices in a particular school or locale. A lot of leadership perspectives have been introduced as well as changed in mindset and collaboration for the past decade and the real challenge is how to enhance and simplify the concepts so that it can be useful for the principals.

Cheng (2011) cited two general elements of leadership in the numerous definitions: First, leadership is related to the process / influencing others' behavior; and, second, it is related to goal development and achievement. For the first element, there are many methods to influence followers or other people to work. Based on different perspectives, diverse approaches may be developed to lead,

to manage, to influence and even to control people and their activities in the educational institution. For the second element, setting goals, creating meanings, directing actions, eliminating uncertainty or ambiguity and achieving goals are essential elements of leadership activities in education.

For Planning and Decision Making 1) Organizational Goals, which include vision, mission, goals and objectives; and 2) management strategies and competencies such as strategic, tactical and operational goals and plans. For Organizing, 1) Chain of Command, 2) Delegation of Tasks and Responsibilities, and 3) Structural Coordination Techniques. For Leading, 1) Motivation and Performance, 2) Groups and Teams and 3) Leadership and Influence. For Controlling, 1) Work and Task Management, 2) Judgement and Decision Making, and 3) Performance Management

More studies have been made that emphasized the different factors affecting management practices in the implementation of the K12 curriculum such as change management, curriculum development, principals' qualifications and principals' training and development. However, there are still very limited studies in the Philippines with regard to the management of the implementation of the K12 curriculum.

This study focuses on the best management practices based mainly on the perspectives of the seven principals from the three different countries. Significant endeavors discussed in this chapter in regard to management and administration,

points of observation and experience are emphasized for the researcher to provide the relevant information for analysis. The different management practices cited will also reveal how the participants of this research consider the different management styles.

This study concentrates on the significant practices of the seven esteemed principals and show reflections on how educational leaders and managers can best operate their schools.

“All our knowledge begins with the senses, proceeds then to the understanding, and ends with reason. There is nothing higher than reason.”

- Immanuel Kant

Chapter III

RESEARCH METHODOLOGY

This chapter presents the methods and procedures employed in conducting the study. It describes among others, the research design, respondents of the study, the instruments used, research procedure and as well as the data analysis.

Research Design

This research used qualitative methodology. According to Creswell (2013) “qualitative research begins with assumptions and the use of interpretive/theoretical frameworks that inform the study of research problems addressing the meaning individuals or groups ascribe to a social or human problem. To study this problem, qualitative researchers use an emerging qualitative approach to inquiry, the collection of data in a natural setting sensitive to the people and places under study, and data analysis that is both inductive and deductive and establishes patterns or themes.”

Creswell identified the major requirements for a qualitative research. According to him, qualitative inquiry is for the researcher who is willing to do the

following: 1) commit to extensive time in the field, the researcher should be able to take some time and spend many hours in the respondents' locale, collect data and collaborate and gain rapport. 2) engage in the complex, time-consuming process of data analysis through the ambitious task of sorting through large amounts of data and reducing them to a few themes or categories. 3) write long passages - this will ensure that claims must substantiate claims from different perspectives and 4) participate in a form of human science research that does not have firm guidelines or specific procedures and is evolving and constantly changing.

This multiple case study has the following components:

1) *A specific Case* – it began with discovering a definite circumstance. The quest for looking into the best management practices of principals in selected countries which can be used to develop a training model program for Filipino principals. 2) *An In-depth Understanding of the case/s*– The researcher collected many forms of qualitative data, ranging from interviews, to observations, to documents, to audiovisual materials. 3) *Different approaches in Data Analysis* – The researcher applies description to both intrinsic and instrumental case studies. He identified *themes* or *issues* or *specific situations* in each case. A complete findings section of the cases was employed then involving both a description of the case and the themes or issues that the researcher has uncovered in studying the case. And 4) *Conclusion* – The case studies ended with conclusions formed by the

researcher about the overall meaning derived from the case/s. These may also be called “assertions” or building “patterns” or “explanations.”

The researcher also used the following synthesis of commonly articulated assumptions regarding characteristics presented by different authors as mentioned by Creswell in his book, *Designing Research* (2014). The study occurred in natural settings, where human behavior and events occur. It is based on assumptions that are very different from quantitative designs. The researcher is the primary instrument in data collection rather than some inanimate mechanism. The data that emerged from the study are descriptive. The focus of qualitative research is on participants’ perceptions and experiences and the way they make sense of their lives. And then the study focused on the process that is occurring as well as the product or outcome. The researcher was particularly interested in understanding how things occurred.

The Researcher’s Role

The role of the researcher as the main data collection instrument requires the identification of personal values, assumptions and biases at the outset of the study. The researcher’s contribution to the research can be useful and positive (Locke et al., 1987). The researcher’s opinions on management practices and the K12 curriculum implementation have been shaped by his personal involvement as a graduate student of educational management; a high school faculty and a discipline

officer of a private school in Quezon City. He started teaching in 2002. From 2009 to 2011, the researcher served as a department head for TLE and MAPEH department. From 2011 to 2012 he served as the Faculty club president. Most recently (2014-2016), he serves at the Discipline officer of the Basic Education. He has also been an active Accreditor of the Association of Christians Schools, Colleges and Universities, Accrediting Agency Incorporated (ACSCU-AA) from 2013 to the present. The researcher is also involved in the leadership of a Christian church. The researcher believes that this gives him the understanding of the context, knowledge, sensitivity and mechanisms anticipated in this study.

Thus, as the research tradition relies on the utilization of tacit knowledge (intuitive and felt knowledge) because often the nuances of the multiple realities can be appreciated most in this way (Lincoln & Guba, 1985). Therefore, data are not quantifiable in the traditional sense of the word. Objectivity and truthfulness are critical to both research traditions. However, the criteria for judging a qualitative study differ from quantitative research. First and foremost, the researcher seeks believability, based on coherence, insight and instrumental utility (Eisner, 1991) and trustworthiness (Lincoln & Guba, 1985) through a process of verification rather than through traditional validity and reliability measures.

Phases of the Study

The following phases outline the step-by-step process pursued by the researcher to complete this study.

THE CONCEPTION PHASE

It involved the conceptualization process where the researcher thoroughly considered the vital aspects of his study, particularly, his topic of interest. The researcher's activities include thinking, rethinking, theorizing, making decision, studying and reviewing ideas with colleagues and mentors. It took him at least a year working with the concept paper, searching abilities of creativity, reflecting, as well as firmly grounding on the topic of his study. During this phase, the researcher created the content and structure of the planned study. The conception phase includes: 1) Formulation of research problems, set bounds for them and determine the purpose of the study. 2) Searching and reviewing the literature related to the research problem and develop a framework and 3) Development of the theoretical construction of the future research.

The researcher passed the Title Defense on July 23, 2016 and Colloquium on August 20, 2015, giving him the approval to proceed and conduct the study.

Research Instrumentation

The researcher used an extensive array of multiple instruments and sources of information from the selected K12 ASIAN schools from Hong Kong-China, Japan and South Korea. Four types of information were collected from the following:

1) Qualitative Interview

The interview of school managers/principals focused on describing the processes of management practices per area on the following: 1) Planning for Implementation, 2) Organizing for Implementation 3) Leading for Implementation and 4) Controlling for Implementation.

According to Guthrie (in Nera, 2012), interviewing is probably the most common data collection in qualitative research. Interviews can take many different forms and allow in-depth follow-up questions. It can also give people the opportunity to tell their personal stories to someone who treats them as equal and takes them seriously, which can be emotionally rewarding for the respondents.

It was a list of topics, themes, or areas to be covered in a semi-structured interview. This was created in advance of the interview by the researcher and was constructed in such a way as to allow flexibility and fluidity in the topics and areas covered, the way they were approached with each interviewee, and their sequence. The interview guide were normally linked to the research questions that guide the researcher.

The researcher used this interview guide to elicit answers from the 7 principals.

1. What are your considerations and preparations in making school plans?
2. How did you initially define your short- and long-term goals?
3. What programs or projects have you been responsible for implementing?

Please tell me how you planned and executed the said programs and projects.

4. How have you persuaded employees to follow your strategic vision for the organization?
5. What methods have you used to gain commitment from your team?
6. Do you agree that schools tend to take on personalities of their own that are generally influenced by the management style of the principal?
Please elaborate.

7. How do you decide in terms of delegating tasks to the school personnel?
How do you assign the tasks to your teachers? And how do your teachers and staff respond when they are given tasks?

8. What tasks or responsibilities do you typically delegate and what do you do yourself?

9. All principals have to deal with conflicting and challenging situations.
Describe a recent disagreement you personally had to handle as you organize your school's Plan of Actions.

10. Describe what you consider as hallmarks of a good teacher and how do you make sure teachers are living up to your expectations?
11. Please tell me about the last time you were involved in delegating the tasks to your people. What techniques did you use to help them prepare for the task?
12. Tell me about a time when there were challenging and difficult situation. How did you gather the staff and build their morale?
13. Looking back at your initial/preliminary planning efforts, what steps on plan of actions have been successfully implemented?
14. Describe a time in which you, as principal, were not prepared to lead through a challenging situation. How did you do it?
15. Describe a time in which you, as principal, were prepared to lead through a challenging situation. How did you do it?
16. If you became aware of a teacher who is having difficulty with instructional techniques and classroom management, what do you do to help him/her?
17. As a building administrator, what message would you like to convey when visitors walk into the school?
18. What was the most significant change you brought to the organization?

19. Tell me about an innovative solution you developed to a non-traditional problem.
20. All leaders have to deal with conflicting and challenging situations. Describe a recent disagreement you personally had to handle.
21. Describe the last major piece of work you delegated. What instructions did you give? How did you check on the progress of the assignment? How satisfactory was the result?
22. Describe the time when you were most disappointed by a delegated assignment not done properly. Why did you choose that individual? How did you become aware of the failure? What did you do? What feedback did you give?
23. Describe a time when you felt you lacked the skills necessary to deal with the demands of the principalship.

2) Qualitative Documents

The researcher gathered Documentary evidences of school principals' records including: a) Expectations (*Job Description*) b) Education (*Educational Background*) c) Exercises (*Trainings/Seminars Attended*) d) Experiences in a particular position (*Years of teaching, administering*), e) Others (*other evidences such as other qualifications, age, gender*)

The researcher also collected Documentary Evidences of the School (School profile) which included: *a) History b) Vision, Mission, Goal and Objectives c) Organization and Administration d) Instructional program and e) Instructional and Physical Resources.*

The researcher also gathered the most important hard copies of the seven school brochures, school manuals, sample yearbooks, sample class and teachers schedule, sample curriculum, management handbooks and sample training programs.

3) Qualitative Observation - Direct Observations of the school managers/principals

The observation of school managers/principals focused on the perceived behavior during the interview and interaction. The researcher wrote his observations or field notes to capture his reflection and realization on that particular setting. *(Refer to the appendices for samples)*

4) Qualitative Audio And Visual Materials

This is considered as the final category in which data consisted of audio and other visual materials. The researcher gathered pictures of the all the schools and the actual interviews. Pictures of their respective location, frontage, classrooms, laboratories, students (with permission), quadrangles, office of the principal, faculty

room, achievement corners and many more were also documented. It also included materials in a form of website main pages, emails, photographs, art objects or any form of sounds.

THE EMPIRIC PHASE

In this phase, the researcher implemented all the plans, approved by the panel and as articulated in the data gathering procedure. Since the amount of time spent, varies from study to study, the researcher went through the following activities:

- 1) Data gathering procedure: the researcher secured a letter of endorsement from his dissertation Adviser and from the Dean of the college of graduate studies and teacher education research of the Philippine Normal University and Sent electronic mails to different schools in the three identified countries.
- 2) Data recording procedure: the researcher made several protocols as he conducted his study which include: interview, observation and documentary evidence protocols.

Data Gathering Procedure

The data gathering procedure used in this research was patterned from Creswell's Data Collection Steps for a Qualitative Research (2014). It included setting the boundaries for the study, collecting information through a semi-structured

observations and interviews, documents, and visual materials, as well as establishing the protocol for recording information.

Also, the researcher secured certificate of authorization, endorsement and permission from Philippine Normal University graduate school authorities to conduct his research. Signatories to his endorsements were the Department Chairman and Dean College of Graduate Studies and Teacher Education Research. Secondly, the researcher sent Official Letters of Invitation / Communication to identified ASIAN schools who were invited to take part in the case study. School principals from Hong Kong, Japan and South Korea were given priority in this research as they had been identified to be the leading ASIAN countries implementing the K12 curriculum.

THE ANALYTIC PHASE

The researcher applied two approaches in coding cases and analyzing the data. First, Creswell's 7 steps in qualitative research data analysis and second, the template for coding multiple case or collective case approach.

Data Recording Procedures

A **case study protocol** was established by the researcher with the approval from his adviser. It served as a planned approach to data recording. The case study protocol made by the researcher was patterned after Creswell's (2014) Data recording procedures. The researcher undertook the process which included among others: 1) **Observational protocol** – as the researcher engaged in multiple observations during the conduct of the study, he used observational protocol for recording information while noting. 2) **Interview protocol** – The researcher used handwritten notes and audiotaping in recording the information from interviews. The interview protocol included: a) Heading (date, place interviewer and interviewee), b) Instructions for the interviewer to follow so that standard procedures were used from one interview to another. Questions were open-ended. c) and, a final thank you statement to acknowledge the time the interviewee spent during the interview. 3) **Documentary evidence protocol** – The researcher logged whether the materials collected were considered primary material (directly from the respondents) or secondary material (taken from internet, books and etc.)

Data Analysis and Interpretation

This study was treated as a multiple or collective case study. As such the researcher applied two approaches in coding cases as discussed by Creswell (2013, 2014). First, Creswell's 7 steps in qualitative research data analysis and second, the template for coding multiple case or collective case approach.

The researcher employed the following: Step #1 – The researcher organized and prepared the data for analysis. Step #2 – The researcher read or looked at all the data and provided a general sense of the information and an opportunity to reflect on its overall meaning. Step #3 – Coded all the data. Coding process of organizing the data by bracketing, segmenting and writing word representing a category in the margins (Rossman and Rallis, in Creswell 2014). The researcher as well integrated the Tesch's Eight Steps in the Coding Process (Tesch, in Creswel 2014).

The researcher got a sense of the whole. Read all the transcriptions carefully, jotting down some ideas as they came to mind while reading. The researcher then, hand-picked one document (one interview) and studied the meanings. When he had completed the task for the participants, he made a list of all the topics, clustered together similar topics and formed these topics into columns. The researcher annexed the list and abbreviated the topics as codes. The most descriptive wording/s for the topics were turned into categories. The researcher considered ways of reducing his

total list of categories by grouping topics that related to each other. He assembled the data material belonging to each category in one place and performed a preliminary analysis.

Step #4 – The researcher used the coding process to generate a description of the setting or people as well as categories or themes for analysis.

Step #5 – The researcher proceeded as to how the description and themes will be

represented in the qualitative narrative. Step #6 – The researcher finally interpreted

the themes by asking himself: “What were the lessons learned?”

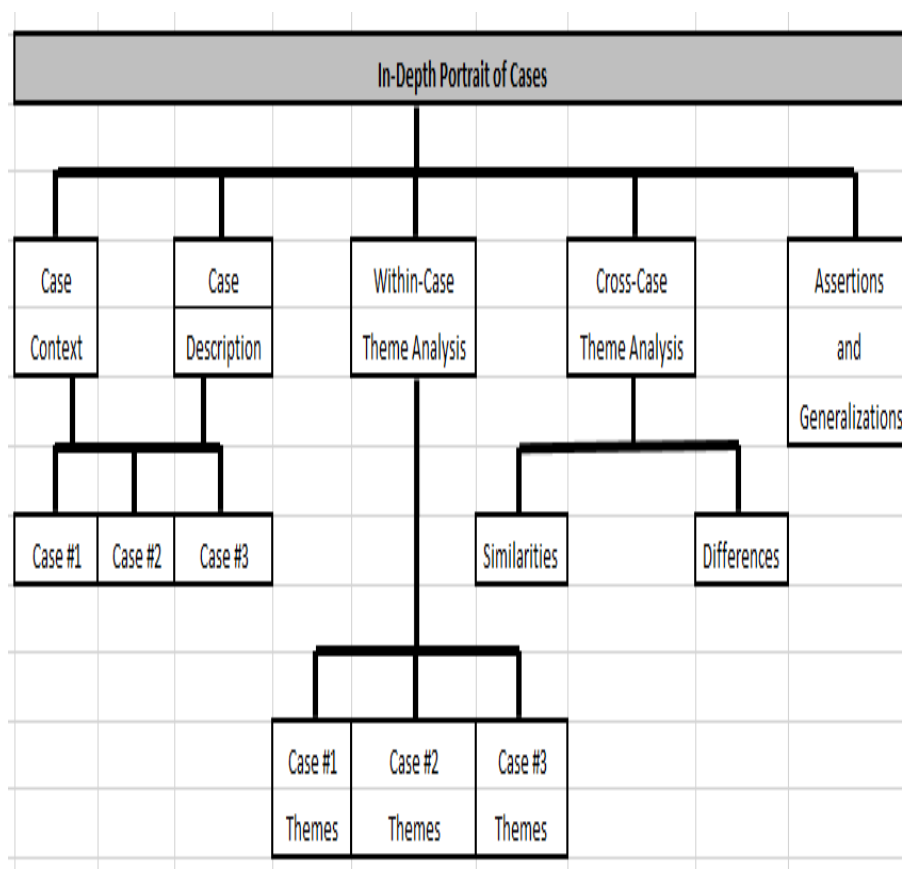


Figure 2– In-Depth Portrait of Cases by Creswell

The researcher also used the template for coding a case study. This showed how to arrive at assertions and generalizations for all the 7 cases.

Thus, the Case Studies were written up in four parts based on the following reporting framework.

PART 1: Description of Case 1 to Case 7. Each School was presented in the following order:

1.1 Profile of the School

1.2 Profile of the Principal

1.3 Management Practices in terms of:

1.3.1 Planning for Implementation

1.3.2 Organizing for Implementation

1.3.3 Leading for Implementation

1.3.4 Controlling for Implementation

PART 2: Within-Case Theme Analysis (Schools per country were compared)

2.1 Case 1 and Case 2 were compared (Hong Kong)

2.2 Case 3, Case 4 and Case were compared (Japan)

2.3 Case 6 and Case 7 were compared (South Korea)

2.4 Synthesis for each country

PART 3: Cross-Case Theme Analysis (The 3 countries were compared)

PART 4: Assertions and Generalizations

Research Locale/ Participants

The study was conducted in the international setting particularly in selected ASIAN countries which include Hong Kong-China, Japan and South Korea. The researcher identified the purposefully selected sites or individuals and number of respondents for the study. Respondents were selected principals from Hong Kong-China, Japan and South Korea. The inclusion criteria were:

1) Countries selected were considered excellent in education based on international rankings. They were the top performing countries in the ASIAN region with excellent education in 2015 according to a number of world university rankings which included Trends in International Mathematics and Science Study (TIMSS), the Programs for International Student Assessment (PISA) of the Organization for Economic Development and Cooperation (OECD) Top 12 Countries in Education.

2) Priority schools from the independent/private and government/public schools which had more than 500 student population.

3) Schools were recognized or known in the locality or had a distinction of being excellent in different areas such as academic, arts, sports, music and information technology.

There were 2 high school principal respondents from Hong Kong-China, South Korea and 3 from Japan. A total of 7 principals constituted the respondents of the study. The schools from Hong Kong were both government-aided schools managed by different Protestant Christian churches. Schools from Japan were all private institutions of learning. The two schools were managed by a Protestant church, while the other one was owned by a corporation. The schools from South Korea came from 2 different provinces. One school was located in Gumi province, a government middle school, while the other one was located at Chungbuk province, a technical-vocational high school with specialization in information technology, business and commerce.

According to Creswell (2014), a case study research should include about 4 to 5 cases. However, Charmaz (2006) had another idea called “saturation” wherein a researcher stops collecting data when the categories or themes are already saturated.

Verification (Validity and Reliability)

In ensuring the internal validity of the study, the following approaches were employed:

A) Triangulation of Data – The data collected through a wide array of sources from school A to school G included: 1) Qualitative Observation – The researcher completed field notes per school during his actual visit. 2) Qualitative Interviews – The researcher hired 3 professional transcriptionists: one was based in New York, USA; another is a researcher employed at the Ateneo De Manila University; and an International college student from South Korea who was studying at the University of Sto. Tomas. 3) Qualitative Documents – The researcher gathered the most important hard copies of the 7 schools brochures, school manuals, sample yearbooks, sample class and teachers schedule, sample curriculum, management handbooks and sample training programs. 4) Qualitative Audio and Visual materials – The researcher gathered pictures of the all the schools and the actual interviews. Pictures of their respective location, frontage, classrooms, laboratories, students (with permission), quadrangles, office of the principal, faculty room, achievement corners and many more were also documented.

B) Member Checking - The researcher took back parts of the refined findings, themes and analysis to the participants through email and asked them to comment on the findings.

C) Thick and rich description of the Findings – The researcher exhausted all possible details of the setting and offered many perspectives about the theme/s ensuring the richness and genuineness of the findings.

D) Researchers Role - The researcher used an honest narrative clarifying about his role and bias to the study.

To determine the reliability of the study, the researcher also followed 3 out-steps suggested by Yin (2009), which included A) The transcripts were thoroughly checked to eliminate mistakes, B) Constant comparison of data and codes to ensure the consistency of the definition of codes, and C) Cross-checked codes developed by different researchers by comparing results that were independently derived.

“Education is Life. Life impacts Life.”
-Mr. Thomas Tai

CHAPTER IV

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter describes the management practices of principals in selected ASIAN countries in terms of Planning for implementation, organizing for implementation, leading for implementation and controlling for organization. It presents the analysis and interpretation of the data gathered following the order of presentation of questions presented in the statement of the problem.

The seven schools from selected countries were labelled as School A to School G while their respective principals as Principal A to Principal G.

PART 1: DESCRIPTION OF CASE 1 TO CASE 7

CASE #1:

Profile of School A

School A is among the 78 few schools out of 400 private schools in Hong Kong given due accreditation by the Hong Kong Examination and Assessment

Authority (HKEA), under its Quality Assessment Management Accreditation Scheme (QAMAS). The Agency is one of the most dependable and long standing Authority in administrating examinations and assessments in Hong Kong, governing public inspections and with more than 200 international and professional examinations (HKEAA, March 2015).

HKEA also provided various tests, custom-made to the needs of commissioning organizations and gave professional training in examination administration and other programs related to enhancing the quality of instruction, administration and others.

School A is a government-aided school run by a Church organization and had more than 750 students with 100 teachers and staff. The school uses Chinese as medium of instruction (CMI). The management, faculty, staff and students focuses on achieving their educational philosophy of “Each for his best”. The school’s key concerns are: 1) To enhance the effectiveness of learning and teaching, and reinforce interactive learning, 2) To enhance self-discipline, and enable students to respect and care for others.

School A is administered by a Management Committee composed of specialists from the different sectors of society like education, religion, disciplinary forces, social welfare and commerce. The Committee plays an active role in school administration. In addition to monitoring the management of the school, its sub-committees gave support to the school in accomplishing various tasks.

The school took pride in their School Green Policy wherein environmental protection is one of their major thrusts. They have an organized environmental group, an environmental protection club and an incorporated environmental protection education to ensure that students were aware and participated in safeguarding the environment.

To enrich the effectiveness of teaching and learning, various measures are employed. School-based curriculum development, which encouraged teacher-student and student-student interaction, and project learning the key elements of all subjects. A wide variety of activities like study tours and visits were organized to increase students' exposure. Students were encouraged to read extensively and participate actively in various kinds of inter-school academic activities.

The School offers a wide range of subjects for students, which include traditional Arts, Science and Commercial subjects. They also offer Life Education, Putonghua, Visual Arts, Music, Design & Technology, Home Economics and Information and Communication Technology and Physical Education (HKDSE Syllabus) to increase students' exposure.

Manpower is delegated to implement small class teaching, organized enrichment and enhancement tutorial in order to cater to learner diversities. Lesson sharing was conducted in all key learning areas. Through co-planning of lesson, Doing Assignments Together, F.1 and F.2 Homework Policy, Pre-exam revision

week, after school tutorial classes, summer classes and weekend tutorial classes, the school enhanced students' effectiveness.

School A uses 2 elective subjects such as Business, Accounting and Financial Studies, Economics, Physics, Chemistry, Biology, Chinese History, Geography, Visual Arts, Physical Education, Information and Communication Technology, Ethnic Studies and Religious Studies, Applied Learning.

To cater to students' learning diversities, school-based curriculum is available in Chinese, English, Mathematics and Liberal Studies. Teaching materials and worksheets were tailor-made and graded to suit the needs of different students.

To develop students' generic skills, enquiry learning is employed in various subjects. Through collaborative learning and project learning, the lessons had become interactive and challenging. Various extra-curricular activities are organized to enrich students' other learning experiences. There are talks, dramas, English bazaar, competitions, study tours, etc. to encourage active participation, cultivate positive attitude and promote independent learning.

The school is run through school-based management and had developed its characteristics, emphasizing 'unified aims', 'proper delegation of responsibilities', and 'each for his/her best' as their tagline.

To improve the effectiveness of teaching and learning, School A employs strategies and resources like Information Technology and used School-based curriculum which inspired a healthy relationship between teacher to student,

and project learning are essential elements of all subjects. Students are encouraged to read extensively and participate actively in various kinds of inter-school academic activities.

Subjects were evidently taught and mastered by students through their excellent outputs by joining and winning interschool competitions, recitals and programs.

As the country's thrust for the next 5 years is geared towards strengthening the use of information and communication technology in teaching, the use of modern day gadgets which aids instruction is given priority in teaching and learning in School A. Teachers and students are equipped with the skills to use information technology. Thus, students' motivation and attitudes towards learning are enhanced. These are evident in all classrooms which are equipped with LCD projectors, air-conditioning units, speakers with internet connections/network covering every corner of the campus.

The school also has an impressive website. To ensure transparency and relevancy, they have an updated, informative and interactive website that exhibited all of the schools' plans, budget, academic and non-academic programs, annual activities, and students' performance both in academics and co-curricular activities.

Profile of Principal A

The researcher perceived Principal A to possess admirable character with an impressive academic credential as a principal.

Admirable Character. Principal A demonstrated commendable attitude towards the researcher even before the actual interview occurred on October 23, 2015. Through the help of a pastor from a Christian church in Hong Kong, who happened to have a member who was working as a domestic helper in the household of Principal A, the researcher was able to communicate and made the arrangement through a phone call and email conversations which happened only a day before the actual interview.

Principal A was humble, sincere and very supportive. During exchange of emails, principal A made quick suggestions as to where and when the interview will take place considering the limited time the researcher had in Hong Kong. Principal A offered to meet and fetch the researcher in a train station for the latter's convenience.

Thus, the researcher and Principal A met the following day (October 23, 10:00am). Principal A was very welcoming, creating a very comfortable mood in an instant. The researcher immediately felt respect towards Principal A, an unquestionable impression that he was humble, approachable and a man with great concern for others, even with strangers.

Impressive academic credentials. Principal A had been serving in such capacity for 18 years now and a respected lecturer to the new breed of aspiring principals in Hong Kong.

He graduated with a degree of Bachelor of Science from the Chinese University of Hong Kong (CUHK), obtained an education certificate at the Hong Kong University (HKU) and Masters in Education at the Chinese University of Hong Kong (CUHK).

He started teaching from 1986 to 2001 and served as a principal since 2002 to the present. He was also a part-time lecturer at the Education department of Hong Kong Baptist University for the course of Aspiring Principal. He also served as the Chairman of the Association of the Principals of Secondary School of Tsuen Wan, Kwai Chung and Tsing Yi District and Chairman of the Association of Principals of Secondary School of the Methodist Church of Hong Kong.

Principal A also shared about the selection process of principals in the whole of Hong Kong. According to him, not everyone can be a principal. Furthermore, future principals have to undergo rigorous training to meet the demands of the 21st century education. Principal A explained:

“Aspiring principals must go through the following process:

- 1) Take the Aspiring Principalship course for 6 months*
- 2) Pass the Assessment Course Examination*
- 3) Finish the 2-year training/schooling program given by Bureau of Education for free*

And while they are in their apprenticeship training, they are already assigned to particular school and every week they share experiences.

And after 2 years, they will be given their permanent assignments or can now apply to the government-aided schools, which is 80 percent of the total number of schools in Hong Kong. “

MANAGEMENT PRACTICES

These were the management practices of principal A in terms of:

A) Planning for Implementation

Principal A discussed the different aspects to consider in planning. According to him, long term plan articulated with in their vision, mission and objectives was of outmost consideration in planning. This long term plan, usually a duration of 3 years, was made from a series of consultations and meetings of the different stakeholders of the school and integration of the Education Bureau's directives and district needs. In the process, School A used SWOT analysis (Strengths, Weaknesses, Opportunities and Threats). SWOT analysis provides helpful information for matching resources and capabilities to the competitive environment in which the organization operates (Berg & Pietersma, 2015). This model is used by different industries as an instrument for devising and selecting strategy, and is equally applicable in any decision-making situation, provided the desired objective has been

clearly defined. The Long term plan is then approved and endorsed by the management committee for implementation.

There was also a short-term plan made by the middle management composed of different department heads and committees. Strategies and programs were scrutinized to ensure that the details were in place. The KISS model, a model in leadership development (Miller, 2012) which stands for KEEP IT SIMPLE and STRAIGHTFORWARD or Keep it real was used in this area. This model suggests that organizations need to go back to the basics when leaders are overwhelmed with the formal “to do’s” of developing team’s leadership skills.

When asked how he persuaded the employees to follow the strategic vision of the organization, Principal A replied that vision sharing was important. He usually gathered his teachers and staff and promoted discussion of the VMGO. According to Principal A:

“If we want to implement something, we have to prepare.”

As School A, under the leadership of the principal, cascaded the plans down to the ordinary teachers and staff, Principal A ensured that staff and teacher development training programs were integrated. Since, one of the major thrusts of Hong Kong is e-learning education for the next 5 years, teachers and staff are then exposed to more trainings regularly. Principal A emphasized that the teachers will

accept and do their best to achieve the vision, goals and objectives if they are prepared and equipped. Principal A related that

“You have to prepare and let them know more, and they will accept. And also they have idea how to do it better.”

Principal A also shared that all schools in Hong Kong used the P.I.E. model (Program, Implementation and Evaluation) in the planning for implementation. Each department in a school like academic or discipline sets-up their own mechanism for program, implementation and evaluation in accordance with the long-term and short-term plans of the school. This practice was anchored on Core Competence/ies model by Prahalad and Hamel (1990). It was a book assessing an organization's core competencies which is now an essential element in formulating strategy. This concept was also attributed to Barney's (1991) resource view of the firm. According to Barney, an organizations inimitable and valuable tangible and intangible assets were key aspects of a firm's sustainable advantage.

As the principal needed to monitor the programs, M (which stands for monitoring) was added to the PIE model. Moreover, the principal saw to it that department heads hand in their reports including program implementation and evaluation. The report consisted of two parts: the achievement or the accomplished tasks and the feedback and reflection.

B) Organizing for Implementation

Principal A emphasized “matching” as key concept in organizing his faculty in doing the programs or in assigning specific tasks. The abilities and academic background of teachers were considered very important in assigning jobs. He believed that Academic qualification, skills and attitude were the hallmarks of a good teacher and those traits were his considerations in delegating responsibilities. He believed that if teachers were properly matched with certain tasks and students, they could perform well. Principal A maintained:

“The teachers want to teach the students well. It is the common ground. We believe the teachers want to teach the students well. But of course maybe because the matching problem, the teachers not match with the students, maybe the other school matching. This part we say the teacher have to think about the matching problem.

We focus for the sake of the teacher. It's not like a good teacher. Maybe you are a good teacher but you are a good teacher in another school. It's a matching problem.”

There are times that task at hand are enormous and cannot be handled by one teacher. According to Principal A,

“I create an opportunity for them to join together, to work together so as to give the human resources to build up their relationships.”

Teamwork and cooperation are said to be as strong attributes of a growing organization and Principal A committed himself in guaranteeing that his teachers were given opportunities to work in a team and collaborate.

While organizing his teachers for certain tasks and responsibilities he also emphasized that succession plan was part of his agenda. Principal A remarked,

“We have to consider more the succession plan. Who is the right, who is the coming to be the leader. So you have to say not just concern the teacher in-charge, and also the right, and other precepts because the school does not depend on the principal.

One day the principal retire, the vice-principal. After the vice-principal, the other layer. One layer by layer, so you are thinking about the succession time inside our school plan. And this we discuss with our school sponsoring body.”

Rothwell (2010) remarked that “organizations that don't take steps to plan for future talent needs at all levels, will face certain disruptions, and even disasters, when key employees leave.”

Succession plan involves the following process a) identify the potential leaders, b) determine a pool of potential leaders for the different positions, c) provide development programs for teachers and potential leaders, d) involve potentials in planning and implementation, c) evaluate and mentor the potential leaders' performance.

C) Leading for Implementation

While leading the school, Principal A practiced the PIE model which stood for Program, Implementation and Evaluation. He believed that all teachers want to be good. And in the course of their performance, he was there to make sure that

teachers were dedicated to their duties and responsibilities. With his constant reminder and coordination with his middle management team which was composed of academic heads and form coordinators, he was able to lead the school effectively.

While Principal A focused on his many functions, he made sure that the execution and monitoring of plans were handled and carried through by the different departments.

While ensuring that his middle management conscientiously perform their duties, Principal A saw to it that he had good working relationship and network outside the school. Principal A commented that

“The principal is mainly for the outside, for the conversation with outside organizations. The aim is to fuel up the relationship, and also let the outside resources peep into the school, to let the school have more resources to one of the programs, or benefit to our students and teachers.”

When asked how he dealt with conflicting and challenging situations inside the organization, Principal A shared his enlightening wisdom through these words,

“If it's a common ground difference then maybe important; you have to handle. You have to say through discussion or sometimes to put more times to negotiate to do more.

*But in my school, the teachers have a common ground that if you say it's for the good of the good of the students, they will do it. **The common ground is your mission and vision, and all these is good for your students.***

*Of course sometimes we have different methods, but for the method we can have different methods. **The number of methods is always more than the number of problem, so we have to focus on the common ground.***

Principal A articulated that discussions and negotiations were some of the ways he employed in solving conflicts. More importantly, he focused on the very purpose of the school's existence in solving problems.

D) Controlling for Implementation

Principal A shared how he evaluated teachers' performance. He used distinct strategies and processes to various groups of teachers: The A group teachers (new teachers), B and C group teachers (old teachers). Principal A remarked:

"We have a mechanism. The new teacher to go in the panel of teachers' classroom to observe teaching. Open. This is one of the training for the new teacher. You see your panel. Their performance is normal, and even accidents, so for the B or C teachers, we observe for the class observation to know more about how to run a lesson.

All of this in two to three months. There we will know if the teacher has the classroom management problem. The normal times you thought class you go through, you can know more. You confirm if the teacher has classroom management problem, and then you try to help the student first, the attitude to help the teachers. You can cooperate to seek advice of an experienced teacher how to do that."

His goal was to see the areas that needed to be improved by the new and old teachers. He also made sure that students adjusted their attitudes towards the teacher with classroom management concerns.

Principal A used video recording in evaluating his teachers. He would inform the teacher concerned and schedule the classroom teaching video recording activity. He did not view it, instead, he let the teacher concerned watch and evaluate and reflect on his/her own performance. Then, principal A discussed with the teacher of what his/her learnings and realizations were to improve his or her teaching. Principal A noted,

“We don't have camera in each classroom. For the teachers, we need to arrange. The principal, I, don't watch the video. The teacher watch it, and do their reflection, and then we negotiate about that.”

Principal A also shared that there were certain standard operating procedures being followed in evaluating teachers. These were the appraisal forms to be filled-up and a lot of negotiations and conferences to the teacher concerned to help him or her. When asked if they had a particular process on terminating teachers, here was Principal A's declaration,

“For my 14 years of principalship, I have not terminated any teachers. In our school, there is a basic standard for teachers: their performance, they have written warning, and then they will be terminated by the educational party.”

They verbal or written or written warning, and then they have to examine by the education authority is it true or the procedure is correct. So we have to apply tenure to some document [36:13]...

The teachers want to teach the students well. We believe the teachers want to teach the students well. But of course maybe because the matching problem, the teachers not match with the students, maybe the other school matching. This part we say the teacher have to think about the matching problem.

We focus for the sake of the teacher. It's not like a good teacher. Maybe you are a good teacher but you are a good teacher in another school. It's a matching problem. Sometimes at my school, [36:33] the students come from the poor family so their learning attitude or their academic results is not good; it's very automatical. But for teacher, maybe they are coming from middle class. They have good academic results and they go to university. Sometimes they do not understand why you do not understand this problem. So I say it is sometimes a matching problem. The teacher say they are from elite school, they have not seen this type of students before. They cannot manage, or say that they do not know how to tell the students. This one is sometimes a matching problem. [37:39] ..."

Principal A expressed that matching was the problem in the teaching and learning process. Just like in delegating tasks, if teachers and his/her students were not matched in characteristics, attitude, academic levels, then learning would not take place.

When asked if he agreed that schools tended to take on personalities of their own that were generally influenced by the management style of the principal, Principal A explained,

*"I agree that the style of the principal influence the management of the school, and also the performance of students. **Education is life. Life affects life.** If the principal's style is open, energetic, optimistic, then of course your student and also your teachers will be influenced. For example*

principal likes sports will encourage the students, will encourage the teachers to participate more outside activities. The style definitely influence the students and teachers.”

Furthermore,

“I think their teaching. Not just talk in the background, but what they do. For example we want to teach the students servant leadership. If you want to teach them, then you have to follow the teachers. You're the principal, so you set the example.”

Principal A emphasized that transparency and openness were his major contribution to the school. As the leader, he was open to his teachers as he was also very clear of his expectations.

Principal A highlighted that technology and updated facilities were important components in today's education. Basically, all classrooms in School A were equipped with LCD's and other essential equipment for teaching and learning.

CASE #2

SCHOOL B (Hong Kong)

School B is a known School in the Wan Chai District because of its high quality education, students' achievements, international exchange programs and modern facilities. The school objective that year is “Success Arises from Commitment, Perseverance and YOU”. School B is a Government-aided school with more than 1,000 students and 70 faculty and staff.

Among their student awards for this year included: Dr. and Mrs. Tzu Leung Ho Honor Society Outstanding Academic Awards (Gold Medal); Weather Observation Competition 2015 – Project Report (1st runner-up); Smartech –Smart Greenlife Drawing Competition 2015 (3rd place); Federation of Youth Groups Video making Competition (1st runner-up) and Best Proposal of Governance (Champion); and School B was among the top ten school in that year's Physics Olympiad and high ranking results in the International Junior Science Olympiad, Biology Olympiad and Budding Scientists.

School B features exemplary facilities - Science Laboratories with advanced equipment allowing interactive learning & teaching, with 14 Special Rooms for academic, cultural and technical subjects. All classrooms in School B are equipped with air-conditioning, LCD projectors, and speakers, new models of overhead projectors with teacher's table equipped with computer and button system to operate all classroom gadgets. They also have learning facilities with advanced I.T. equipment: Information Technology Room, Computer Assisted Learning Room, Language Laboratory, Multi-Media language Centres and Computer Rooms. The school has an Air-conditioned Library with Internet corner, Careers corner, AV Corner and a collection of over 20,000 books and audio-visual materials and a History Gallery and a School Chapel which was dedicated in 2013.

Moreover, school B has a Multi-storey Sports Complex with air-conditioned gymnasium, dance studio, squash courts, swimming pool and fitness area.

School B also has an efficient and effective information website updating parents, students, the community and the whole world about almost everything that was transpiring in the school - From history to its goals, long-term and short-term plans, achievements, activities, concerns, students' performance and many more.

School B is also known for its commitment to the creation of a sustainable environment through the conservation of natural resources, the improvement of the quality of environment and environmental management. School B informs students, parents and the school community of their environmental policy and requests their joint efforts in the creation of a sustainable environment. Such that this program addresses the issues of environmental change, impact and management through the school curriculum; promoted the benefits of waste separation and recycling, conservation of natural resources and prevention of pollution. School B has green management practice and put a priority on ensuring waste paper avoidance and reduction, the saving of paper, energy conservation and the improvement in air quality, and kept the school campus green, clean and tidy.

With such passion and commitment to protect the environment, School B had gained much recognition and a number of awards in the area of environmental protection. These were:

- A Gold Award in the Sustainable Development School Award Programme (2009, 2011, 2012),

- First Runner-up of the 6th Hong Kong Green School Award (Secondary School Category),
- Certificate of Merit in 2009 Hong Kong Awards for Environmental Excellence (Secondary School Sub-sector), Devotion of Promotion of Sustainable Development Honours Award and many others.

In School B, all subjects are taught in English with the exception of Chinese Language, Chinese Literature, Chinese History, Putonghua and Religious Studies. Teaching and Learning focuses on a) Intellectual development b) Moral education c) Physical education d) Social development e) Aesthetic/Cultural Development f) and Spiritual nourishment.

Liberal Studies is a compulsory subject in both the junior and senior forms. The school aimed to help students become independent thinkers, and to appreciate and respect different cultures and standpoints.

School B had a school-wide web link installed, and "e-Class" had been widely used by teachers and students for information dissemination, handing in work, discussion and learning. All the classrooms had a mounted LCD, new model of overhead projectors, speakers, microphones, computer and a table with buttons for all the equipment inside the classroom.

Various academic departments and functional groups had included life-wide learning elements into their project learning strategies. Through attending talks by

experts, conducting field studies, interviewing leaders in society, students could broaden their horizons and enhance their learning.

School B has a strong Moral and Civic Education based on a Christian ethic, different departments of the school. This was manifested in their number of support teams including the Counseling Team, the Religious Studies Department, the Sex Education Team, and the Civic Education Team. These teams worked together to provide moral and civic education for students.

PRINCIPAL B (Hong Kong)

Principal B had many laurels in his name and had all the characteristics of an inspirational leader. The researcher perceived Principal B with a radiating personality of discipline, motivation, connection, intelligence and encouragement.

He had set high expectations and in the process, he provided support and recognition to his people. The researcher also observed that Principal B loved books. His office was filled with books of different subjects and authors.

Principal B received his Teacher's Certificate of Education and Advance Teacher's Certificate of Education from Northcote College of Education, Hong Kong. He earned his Bachelor of Education (Second Class Upper Honor) from the University of Nottingham, England; Diploma in Christian Studies from China Graduate School of Theology, Hong Kong; Advance Diploma of Education from the

University of Hong Kong; and Master of Education with distinction from the University of Hong Kong.

Principal B was a multi-awarded principal, having won the Outstanding Teacher Award from the University of Chicago, USA in 2010; He was selected to participate in the Continuous Professional Development Programme (Effective Leadership on Learning and Teaching) for Newly Appointed Principals in recognition of outstanding his performance in principalship Education and Manpower Bureau, HKSAR in 2003; He also received the Service Award for External School Reviewers for 3 consecutive years (2004 to 2007) awarded by the Education Bureau of Hong Kong.

At present he is also involved in different civic associations and other church organizations. He was an executive committee member of the Anglican (Hong Kong) Primary Schools Council Limited; Chairman of the Hong Kong Island School Heads Association; Chairman of Wan Chai District Head Masters' Conference; Hong Committee members, Hong Kong Association of Youth Development Wan Chai District; and Chairman on Christian Nurture, Diocesan of Hong Kong Island, among others.

MANAGEMENT PRACTICES OF PRINCIPAL B (Hong Kong)

These were the management practices of principal B in terms of:

A) Planning for Implementation

Principal B expressed that evaluation of previous programs and activities were very important in planning. He saw to it that evaluation documents were perused to check if the 3 year plan of the school were met. The SWOT analysis model was maximized during this stage. According to Principal B,

“The SWOT analysis, and they identify the strength of the working [5:39] say for example, the students, the learning process, ok. What we have done, is try to suggest some ways, or in school administration, we try to, you know, do some little bit here, and then we arrange a little bit there...”

SWOT analysis was used by Principal B to determine the actions and decisions to be made. He also believed that vision sharing was a key in planning. The principal was first and foremost a visionary leader. He considered the long term effect of programs in accordance with the vision and mission of the institution.

He involved not only the middle management team but also his teachers in the planning stage and empowered them to actively participate and suggest ideas. Such that he ensured that the teachers will be self-motivated to act and share their skills for the accomplishment of any set goals or programs. Principal B stated,

"I need vice principal that is very good in administrating and in administration, and also to translate a vision into practical steps, and then, to monitor whether these steps just going on.

So I guess we now work as a very good team because my 2 vice principals are very good at, administrating things and also monitoring the things. What I'm gonna do, is to encourage them, and give them vision, to give them direction."

"... so actually, we didn't need too much time to persuade them, yeah, because basically, it come from them."

When asked if he believed that schools tended to take on personalities of their own that are generally influenced by the management style of the principal, Principal B agreed. It was very clear to him that as a principal, he was not only expected to manage but to lead his people by inspiring them to work hard, so that the vision will be achieved. To quote:

"The principal is very important, although we work as a team, we all need a leader to inspire them, and also, to share with them some educational philosophy on the reason behind, why we're doing this or doing that, otherwise, we just keep the organization going, without any breakthrough, or sometimes, we'll, you know, how do I say this, you just follow the trend of society, or follow the trend of the city, asking you to do..."

B) Organizing for Implementation

Principal B followed the protocol and structure in delegating tasks and responsibilities to his people with the recommendation of the 2 vice-principals. One vice-principal headed the academic concerns and the other focused on the student affairs. Although he had the final say of tasking, he made sure that his teachers felt that they were very important to execute the tasks. He placed his full trust and confidence in them. He empowered them. In his own words,

“...so this is my style, and I believe that empowerment is very important, and of course, when you empower them, when you're dedicated, you still hold the final responsibility, so it's firm. I speak to every one of my staff team, and, ok "I have now asked you to do and do that, but remember, I'm always on the back, so if any complain comes, it is my responsibility but not yours. so this is a very important message for them, so that they know that I am in full confidence and full support to them....delegation is a process of empowerment...”

Principal B made sure that teachers felt his confidence in them when they were given assignments and tasks - a firm assurance of his passion in leading his people.

Principal B shared his thoughts when he was confronted with erring teachers. Although, he said that this seldom happen. With a cool smile on his face, he explained that teachers were rational people and entitled to express their thoughts

and ideas. He welcomed deliberation and conference with his teachers. As Principal B mentioned,

“...we have very clear deliberation, so somehow, you can argue, and then you win me, and sometimes I concede. because I think your argument is much better than me, and definitely, in some plans, I overlook in my thinking process, that's fantastic, so I agree with you, so I follow your way, but if you can't convince me, then you better follow my way, so that's the way i usually...

I spend quite a lot of time in discussing and talking, chatting, with my teachers so that, as I said, we all are rational people, come on, just convince me by reason. that's the way that I'm going to do the things, but of course, there are times even though I know that my argument wins, well, they need some time to digest, so sometimes, you need to slow down a little bit your policy, to give them some space to digest your idea, or somehow, you can, because there is always a group of people maybe slower in understanding your reasons,

...but they try to pick 1 or 2, maybe they have a better comprehension of your argument and so on, or sometimes, win some people to your side, and later on the others will follow, this is my way of doing things..”

He encouraged his teachers to have a discourse with him so that both parties would learn and negotiate the possibilities to solve issues and concerns. In this way, he kept good communication and working relationship with his teachers and staff.

When asked what qualities he was looking for in his teachers, Principal B enumerated his top three answers: 1) Passion for teaching 2) Care for students and 3) Teaching skills/art. Among the three, he believed that passion was the most important virtue of a teacher. Methods and strategies can be learned and passion comes even before learning how to teach. And students are keen on observing their

teachers. Students have the ability to discern the attitude of teachers towards them.

Principal B expressed that

“This is an art, but after all, we believe, experience helps, but you do it without passion, the students are very, very good at looking at teachers, whether you are caring...whether you got passion...”

Methods and strategies can be learned but passion comes even before learning how to teach. He also stressed that students are keen on observing their teachers. Students have the ability to discern the attitude of teachers towards them.

C) Leading for Implementation

Principal B expressed his practices on leading for implementation pointing out one major concern that Hong Kong will be facing in the years to come. As he led, he thought of the declining student population in all Hong Kong. He revealed that

“10 or 15 years ago, the average population of students [26:09] across the whole territory is around about 70,000-80,000, but now, we only got, 45,000-50,000 something, quite a sharp decline in the past 10 years, so we, all schools, are facing this difficult situation because, if you don't have enough intake, then that means the closure of the school and the redundancy of teachers, and so on.”

For Principal B, one of his ways of leading was to encourage his teachers to be updated, trained and skilled. Since, their school was an EMI school (English as Medium of Instruction), and had the reputation to be a very good school, teachers always had to be ready not only to teach per se, but to challenge and motivate students. Principal B mentioned,

“I need to encourage my teachers to somehow, to upgrade or to polish their teaching skills, because in the past years, when the kids are very motivated, it is very easy, when they just walk into the classroom and you start teaching, and then, they start learning. But now, not this time, you need to have some methods, to motivated them, to make sure that they are listening to you, so I talk about all these recent years with my staff, to change the paradigm.”

Principal B not only encouraged his teachers, but also showed his support by providing all their classroom needs. Their classrooms were equipped with the state-of-the art LCD, new model of OHP, speakers, microphones, a teacher’s table with computer and a controlling device for easy operation of equipment. The teacher just needed to press a particular button to operate the said gadgets. Principal B emphasized,

“...my point is that, if you really want to change the paradigm of the teachers, other than talk, you must give them support. So you build the classroom, give them sufficient techniques, and also different aids, so that they can do what you expect, and they find it more effective, then they like to do it, that’s the way you shift slowly their teaching methods and so on...”

On the aspect on how he faces challenging situations, Principal B was quick to say that most of the time, he did not encounter such. As a principal, he was always ready for future circumstances when it came to leading the implemented plans. According to him, he always prepared, so that he could lead. He asserted that

“I must be a forward looking person, you must try to, foresee the problem, or the questions, a few years at least before the teachers. Ok, so that you got to prepare yourself before you can prepare them, and that's the reason why I do participate in manning, what we call, outside organization about educations, it is important for, now principals all that sitting inside a room, just doing all those paper work, then, you're bound to limit yourself to your own school...”

Another management practice of Principal B was his continuous meetings and discussions with other principals in Hong Kong through their organization. Knowing how other principals approached certain issues, project concerns and brainstorm on educational trends and interests, this exercise gave him a wider perspective on how to lead and look forward in managing the changing dynamics of education. Principal B asserted that

“It is important for, now principals all that sitting inside a room, just doing all those paper work, then, you're bound to limit yourself to your own school. And that's suddenly a tight trench, and then you just sit there and trying to fight the tide together with them, this is not good.

You must go outside, to have good exposure, and to talk with the other professionals and from other careers, so that you know that society is going

to change, the world is going to change, and then you must try to, fore-looking about the questions.

So you bring back the questions to your school and try to learn yourself and then you try to prepare your teachers well.”

Principal B recognized that the world was changing and he couldn't just sit in his office and do the paper works. He considered that part of his big responsibility was to lead not just for the day but for the future and prepare his people.

D) Controlling for Implementation

Principal B also had distinct practices in this area of controlling for implementation. He emphasized that transparency and openness were his major contribution to the school. Transparency leads to increase communication and participation. As the leader, he was very clear of his expectations to his teachers as well that he expected his people to be open and talk to him regarding what was going on with school academic programs and activities, specifically to his given tasks. Principal B declared that

"okay... next time when I delegate something to you, okay you can do it on your own. But, when you encounter difficulties, it's important, you must return it to me immediately. Don't delay the process, okay? Don't think that if you come back to me it means that you are useless or you're not credible. Don't have that kind of negative concept. Because you don't know, then you come back to me so that I know how to support you.”

He also kept an open communication line with the students and established good connection with them. Principal B maintained,

“I think, the most is one change, I have been here for 6 years, well, my school is having 53 years of history, so quite traditional, and though the student-teacher relationship are good, the sense of hierarchy is still very strong here, when I came 6 years ago, and after these years, I think, the most change is, they know, they can talk to the principal freely, and actually,

I engage myself in lessons, I teach them, so that they have chance to speak to me and now, because they told me that in the past, no one will enter this room, and the principal is always there, high in the sky. but now, they can see me walk around, the basketball court, I play basketball with them, and then, I talk with them during lunch time, and even for the senior boys and girls, they got my mobile phone...

So I think, the openness, or the transparency of the school management team with the students, they feel that they are being respected. I think that this kind of open and transparent [39:06] approach, is a major change.”

CASE #3

SCHOOL C (Japan)

School C is an all-girls private Christian Secondary school managed by a Church organization with 100 teachers for both the junior and senior High School and an accredited school by the Japan Accreditation for College Association (JACA). For many years, this high school is known in Tokyo for its beautiful and green structures like the Chapel, Administration Building, Church, green and spacious hallways and quadrangle, sports facilities, very clean surroundings and

religious atmosphere. Aside from its religious personality, the school for many years had been recognized nationally to be one of the best in Cultural dance performance and had received numerous National Awards for Dance (contemporary, jazz and ballet category).

It has an Integrated Six-Years Secondary Curriculum (continuous junior/senior high school program) with mastery of basic skills in the Junior high schools; in Senior high, it branched out to accommodate each student's interests with differentiated and accelerated instruction to some students depending on their proficiency.

There are a number of curriculum uniqueness to this school.

1) ARE LEARNING. A special learning feature both at the junior and senior high school levels since 2000. It is a unique integrated study program that fosters individual initiative and independent study skills by having students research the answers to their own questions. ARE learning focuses on the process of completing a graduation thesis in different forms: written, musical, dramatic, physical, visual forms. ARE stands for Ask, Research and Express.

2) Saturday Assembly – for ten Saturday mornings each year the students gathered for Saturday Assembly, a learning program built around the three principles of worship, service and peace. Junior High theme is “Loving our neighbors, and building a peaceful society. Senior High theme is “Turning our gaze to the wider world to cultivate deeper human understanding”.

3) Peace Education opportunities such as fieldtrips in Islamic mosques, Hiroshima and Nagasaki bomb sites and international humanitarian programs in Philippines and Vietnam, and etc. In 2008, the students made a peace charter and had continuously been making publications and proposals for peace.

4) Annual International Exchange programs to: New Zealand, USA and the Philippines.

5) Daily Quiet Time - Each day began with worship. Before class, students gathered for 20 minutes in the chapel. Here, aided by the music of the pipe organ, they directed their thoughts to the eternal and look within themselves. This was where the desire to serve others and work for peace was born.

PRINCIPAL C (Japan)

Principal C is a charismatic and good-humored 58- year- old principal for more than 20 years. He is holding the position as principal in School C for almost 4 years. Aside from being a leader of the school, he is also a dedicated, loved pastor and preacher of a Protestant Church in Tokyo, Japan.

The researcher was welcomed graciously by Principal C in their regal school. The researcher identified him as kind-hearted but strict, straightforward but full of

compassion, cheerful but impartial, most of all, a pastor who evidently demonstrated excellent people skills, positive attitude, focus and good leadership.

Principal C answered the interview questions with all honesty and sincerity. The interview transpired with the assistance of their school chaplain who served also as our interpreter. Even so, he tried his very best to speak in English and injected a lot of humor in answering some serious questions.

He would always remind the researcher to keep calm and feel at home.

MANAGEMENT PRACTICES OF PRINCIPAL C (Japan)

These were the management practices of principal C in terms of:

A) Planning for Implementation

Principal C shared about his management practices in the planning for implementation. He articulated four areas of consideration as the school went on planning as early as October or November of the current school year. The four areas considered were 1) Research of the school, which includes the evaluation of all programs and activities and performance of students and teachers, 2) Government directives such as the trust of the ministry of education for the next 5 to 10 years. Comes 2020 the entrance examination for the college level will be changed.

Thus, the school was adjusting its long term plans in anticipation of this. Principal C revealed,

“The third is we have a problem of 2020. Now it’s 2015. When the time comes, 2020, at that time, entering exam system we have to prepare especially high school curriculum.”

3) Christian value formation among faculty and students, and 4) International relationships, which focused on the annual exchange programs of the school to its partner schools in the United States of America, New Zealand and the Philippines. These exchange programs of school C both for teachers, staff and students brought great impact to the recipients. Yearly, exchange students and teachers from School C learned valuable lessons about the importance of international relations, respect and peace. They returned to school with a renewed heart and fresh outlook in life. They became more passionate and involved in international advocacies and programs.

These considerations were reflective of their school’s goals which included:

1) To develop the capacity to serve others. For ten Saturday mornings each year the students gather for Saturday Assembly, a learning program built around the three principles of worship, service and peace. Junior High theme is “Loving our neighbors, and building a peaceful society. Senior High theme is “Turning our gaze

to the wider world to cultivate deeper human understanding.” 2) To become rich in knowledge and human dignity. This is reflected on their ARE LEARNING - A special learning feature of St. Margaret’s at both the junior and senior high school levels since 2000. It is a unique integrated study program that fosters individual initiative and independent study skills by having students research the answers to their own questions. ARE learning focuses on the process of completing a graduation thesis in different forms: written, musical, dramatic, physical, visual forms. ARE stands for Ask, Research and Express, 3) To gain respect for freedom and discipline, the school provides Annual International Exchange programs to: New Zealand, USA and Philippines for their students and teachers, 4) To acquire inner strength and stay true to one’s principles. In School C each day begins with worship and quiet time. Before class, students gather for 20 minutes in the chapel. Here, aided by the music of the pipe organ, they direct their thoughts to the eternal and look within themselves. This is where the desire to serve others and work for peace is born. 5) to become a voice and a force for peace. Peace Education opportunities such as fieldtrips in Islamic mosques, Hiroshima and Nagasaki bomb sites and international humanitarian programs in Philippines and Vietnam, and etc. In 2008, the students made a peace charter and continuously making publications and proposals for peace.

According to Principal C, all their short-term and long-term plans were anchored on these aspects, so that they could maintain the high quality education and their reputation in the society.

B) Organizing for Implementation

Principal C expressed that his authority as a principal was a must. He was accountable in all the actions and output of his teachers, which was why he took the initiative in giving task and responsibilities to his people.

Although he had the final say and directive in delegating tasks, he sought advice from his middle management group composed of the 2 head teachers: 1 from the high school and 1 from the Junior High school and different subject coordinators.

Primarily his duty was to make sure that all tasks and responsibilities were laid to the teachers with the right competencies. Principal C explained,

“70% female teachers. He’s very careful because he’s a man. How to use the language and attitude is really, he has to be careful. Because, “Oh! This is harassment!” They feel that way sometimes.”

Principal C also considered the attributes that he was looking for in a teacher. For him,

“Two things. Wider perspective. And also, good ear. The person who knows it is not always right thing what he or she believes is not apply to everything. Sometimes, his righteousness or her righteousness sometimes hurt the people. The same time, to the students.

Under his authority, there are several committees. Each teacher just spread into the different committees. He accept reports, and he give them feedback. Sometimes, students who have special problems. Back and forth, his committee and his staff.

The role of Principal C then was to make sure that his middle management team cascaded the directives and helped him with the implementation of the curriculum.

C) Leading for Implementation

Principal C highlighted the Top-Down management principle in leading his people. In most cases, at this stage, he empowered his teachers. According to him, Grassroots leadership or the Bottom up management principle was employed. According to principle C, a bottom up strategic management approach develops ideas from his entire faculty and staff. As the principal and top management approved, the cooperation of the whole team was expected so that the overall attainment of all the set goals were achieved.

These bottom up management created an atmosphere where everyone shared their insights and reflections during meetings. And as those ideas were compiled,

the group had clearer understanding of the best strategies to use in implementing the different programs. Principal C then, led his people through his constant interaction with his middle management team, listening and leading his teachers to achieve their goals. Principal C explained that

There is a teachers group per level who handles simple concerns. In difficult situations, he seek advice to the 19 principals' organization in Tokyo.

Principal C then built confidence and created a sense of ownership in his faculty and staff where they could all together work for the attainment of the school's direction. It was much easier according to Principal C to engage his teachers actively and strive harder.

Principal C was a pastor/ minister. According to the school's chaplain who served also the interpreter during the interview, Principal C had the gift of encouraging people. She continued on saying that

"He has strength and also grown (something)... His strength is, like other pastor, to listen to people, listen to their true voices. Also, how to be pastoral, and how to be their own. That's his strength. The same time, his grownness is aggressively, "You have to teach! You have to know!" Pushing things. It's like all areas put together, he has to discuss and help each other with other teachers."

Principal C indeed had the natural ability to persuade and push people to do their task and responsibilities. He did this by listening attentively to the teachers and then helped them and discussed with them through words of encouragement.

Principal C also shared that when he had conflict or difficult problems, he consulted his fellow principals through their professional organization in Tokyo. He declared,

“He try to use his many experiences. At the same time it didn’t work. He asking. There is one group, 19 private schools gathering group. 19 principals discussing case studies, and they are helping each other.”

D) Controlling for Implementation

Principal C articulated that being a pastor helped him in the controlling part of managing the school. Since he was a minister of God’s word, it was evident in him the natural gift of making people around him feel easy and relax. His countenance made the researcher feel more relax during the whole interview and Principal C was never out of good humor.

No wonder, the researcher observed that the faculty and staff who worked with Principal C were relaxed in communicating with him but showed full respect.

When asked what his major contributions in the school were, Principal C believed that first and foremost it was his legacy of Christian faith in the school community. It was also the desire of his heart that all students, faculty and staff would know Jesus Christ as their Lord and that all would continue to be the Light of Truth and a source of good moral standards among its students and alumni.

Principal C shared that their system of evaluation of the school included: student's evaluation, peer evaluation and principal's evaluation. He believed that while his teachers were generally performing their specific tasks, part of the teachers training was their participation in the A.R.E. principle, a major uniqueness of the school. A. R. E. stands for Ask, Research and Express.

Principal C also imparted his Reward program for his teachers and staff. He explained that

Award program. They have really big contribution. They encouraged to do more."

While he had a Reward system, Principal C also shared that it was not limited to those who were highly motivated. Part of the Award program was for burn-out teachers who needed help. Principal C explained,

"Burn-out person. First of all, he said, they need to go outside and buy refreshing drink. And then, we have exchange programs between Trinity, and also we have New Zealand, and also Texas. And so, it's not only students but

also teachers go with them. When they come back, they are so refreshing. Teaching method is really impressed. Student activity they learned.”

This unique practice of Principal C, allowed teachers to be refreshed and find again their purpose of why they were into teaching. These international exchange programs brought about tremendous life-long learning experiences not only to students but also to teachers.

When it came to evaluation of teachers, Principal C explained that peer observation was also being used. According to him,

“Sometimes younger teachers have open classes. Teachers come and observation. Any teachers. It’s kind of like refresh to the good point and bad point.”

This peer observation allowed the old teachers to give constructive suggestions and remarks to the new teachers. Part of the school culture was for the old and tenured teachers to share their wisdom with the new teachers.

CASE #4

SCHOOL D (Japan)

School D is an all-male secondary school situated in Kobe, Hyogo Prefecture, cited in many reports and books as the highest-ranked, private, college-preparatory, boys school in Japan. Known for its grueling entrance examination and superior

education especially in sciences, only 200 students are accepted every year to start form 1, junior high school.

According to Rohlen (2003) of University of California, Berkeley Center for Japanese Studies, students from School D were “not only well-versed on facts, they are notably articulate and poised for their age.” They were long enough in confidence and independence of reasoning.

School D had produced the largest successful applicants to the most well-known universities in Japan like the University of Tokyo, Kyoto University, and other top-tier medical universities. It had been sending a number of its graduates to prestigious universities abroad like Harvard University, Princeton University, University of Chicago, Cornell University and etc.

“It is like the Etons, the Harvards and the Grotons in the significant role it plays in producing a nation’s future’ (Rohlen, 1983). It is a very famous school in Japan even today. During the 1980’s, book about the principal and a novel about the school was published in Japan and became an international hit.

School D’s curriculum is continuous from Junior to High School, and students from Junior High School are usually taught by the same teachers for 6 years from their entrance in Junior High School to their graduation from High School.

It offers courses in English, Mathematics, Science, History, Ethics, Political Science, Economics, and a range of electives. In addition, the school offers a

concentration program in Judo. The Judo class during freshman year is intended to honor the founder of the school, Kanō Jigorō. This is aside from the thirty-six interscholastic teams in sports, academic clubs and student-run publication organization.

Yearly, School D receives over 500 applications for 200 Class positions. A considerable number of students from Tokyo and Kyushu attempted Nada's entrance examination to test how they were academically prepared.

Students complete the national curriculum by junior year. The last year is devoted to intense review and preparation for the university entrance exam. They excel especially in Mathematics, Chemistry, Physics and Biology and often receive Gold Medals for international science Olympiads. In total they had won 8 Gold Medals in international science Olympiads just recently.

School regulations are minimal and the school environment is so relaxing. There are no school uniforms and no rules regarding possessions since the 1970s, when students mobilized themselves to protest against such rules.

Many alumni of School D prospered as specialists in different fields including Ryōji Noyori, a Nobel laureate of Chemistry in 2001. It had traditionally produced many well-known writers as well, including Shusaku Endo, Ramo Nakajima, Genichiro Takahashi, and etc. Most of the alumni secured notable government posts, became lawyers, medical doctors, scientists and businessmen and etc.

Their Junior High School was the affiliate School of their High School or the Senior High School. They both were located in the same site and share many facilities. Many of club activities (except sport teams) were for both high school students and junior high school students, and the student government was also unified. So it could be said that students from School D went to the same school for 6 years.

Their notable alumni included: members of the past and present Parliament - Kan Suzuki, Iizumi, Kozo Hirabayashi, Jyuntaro Toyota, Yasuhiro Tsuji, Takeshi Nishida, Yasutoshi Nishimura, Teru Fukui, Masahito Moriyama ; head of Fuji Television - Yoshizumi Asano ; CEO Kamon of Teijin.Co. - Soichi Takabatake ; Louis Vuitton Japan Company president & CEO - Kiyotaka Fuji ; founder of SQUARE CO., LTD - Masafumi Miyamoto ; Nobel laureate of Chemistry in 2001 - Ryōji Noyori ; Akutagawa Prize winner - Shusaku Endo, writer ; Writers - Ramo Nakajima and Genichiro Takahashi ; columnist - Masahiko Katsuya ; and Mathematician – Toshiyuki Kobayashi.

For 10 Saturdays of the year, alumni return to school and share their experiences in their workplaces, professions and also share their success stories. Students are then encouraged to focus on their academic endeavors and reached for their dreams and highest potential.

School D has a very informative website which features its history, messages from the Chairman and Principal, annual activities, enrollment processes, detailed school fees, students' progress and achievements, updated directories, and etc.

PRINCIPAL D (Japan)

Principal D holds the position as the Headmaster for both Junior and High School handling 1,200 students and 100 strong faculty and staff.

A very down to earth principal with an impressive credential, Principal D was born in Osaka City in 1952. He entered school D as a student in 1965, and graduated in 1971. He graduated with a Bachelor's Degree in English Literature at the Kyoto University in 1976. He started working as an English teacher in School D in 1976. He became the vice-principal in 2006, and the next year became headmaster (principal) of the school. Principal D is in his 8th year serving as the headmaster of school D.

The researcher was able to contact Principal D only through exchanges of emails last October and November 2015. And to the researcher's surprise, Principal D was very gracious to accommodate the request for him to participate in this study.

During the interview and school visit, Principal D naturally demonstrated his humility, intelligence and compassion towards the researcher. He even personally

accompanied and assisted the researcher during the classroom visits, campus tour and documentation of the different facilities. He generously explained the nature and function of every classrooms, laboratories and offices of School D.

With the reputation of School D and the principal's status, the researcher was overwhelmed by his kindness and generosity.

MANAGEMENT PRACTICES OF PRINCIPAL D (Japan)

These were the management practices of principal D in terms of:

A) Planning for Implementation

Principal D shared his thoughts on how he and the entire school, planned for the curriculum and different programs of the school. He emphasized that his plans and the school plans were always consistent with the vision and mission of the school. Teachers had academic freedom. They were free as to what strategies to use in their classrooms.

Their planning included how to motivate teachers to stay in a 6 -year cycle format. A particular set or group of teachers would teach the same group of students from junior high school to senior high school.

He always emphasized in the planning the proper use of energy and mutual welfare, respect and prosperity.

“Our school started in 1927. At that time only five year’s junior high school. (6:49...) the world war, Japanese education system changed but our school minor change from five to six years. So our school plan has not so change for 88 years.”

School D was known for its very high academic standards. And for decades, the school had been focusing on continuing that tradition of excellence and remained faithful to give the best education to their students. All plans were geared towards consistency and efficiency of mastering the 88 years of excellence.

Since, their school curriculum was continuous from Junior to High School, and students were handled and taught by the same teachers for 6 years, planning and management of curriculum was not complicated. Meetings of middle management which comprised the two-vice principals, level/form and subject coordinators were focused on achieving their objective of giving the best learning experience for their students.

B) Organizing for Implementation

Principal D explained that diplomatic approach was the best way for him to organize his people. Most of his decisions in the delegation of tasks and responsibilities were upon the recommendation of the vice principals and his personal observations.

Vice-principals both from Junior and High School, did a lot of consultations and meetings with the teachers in the 3 forms or levels they were handling. Each form or level had a leader/coordinator who facilitated all the teachers, the academic and non-academic activities of the students.

At their level, vice-principals and coordinators made the final recommendations to the principal of their plans, tasks, suggestions and other remarks. Whenever he delegated tasks and responsibilities, he made it clear to the teachers that the end goal was to give the best teaching and learning to the students. That was why, he said that:

“Our teachers have most freedom in everything in Japan. But of course some working rules exist. First, as much as possible, they [do not] neglect teaching. They have to face students every day. If they neglect students don't like them. It's very hard on themselves.”

C) Leading for Implementation

Principal D shared that basically, he used One-on-One approach in leading his teachers. He also stressed that like students, teachers should be guided by talking to them personally and professionally.

“One by one. Yes. Of course teaching is to the total group, but out of lesson talk about personally. For a student is more troublesome. So talk about them. Good students not so troublesome.”

When asked about the traits he was looking for in a teacher, he explained that:

“First, they like their subject, and professional in teaching the subject. They should know the trouble of students who are not good at the subject. So, both. They willingness to stay in our school for a long time because we have not only one year teaching, but six years. So 12 years, only two cycles.”

For Principal D, it was always his concern to encourage his teachers to commit for 1 or 2 whole cycles. This ensured that teachers knew well the personal characteristics of their students for them to be able to lead them properly.

D) Controlling for Implementation

Principal D remarked that his work in controlling for implementation had become lighter and easier. According to him this is mainly due to the unique system of the school, combined with the efficiency of this 2 vice-principals, level or form coordinators and the commitment of the teachers in the traditional system. Principal D declared:

“I think this system, six-school-system, is very effective, efficient in school management. Headmaster's responsibility becomes very small, I think. But this (49:38) ... is the head of this school.

Leader. So every school has leader, this is principal of this school. I am the grand principal. But responsibility is very go smaller. This system is very good. I talk about this system to other principals, but it's difficult to invite school they say."

Middle management then, had played a major role in the implementation of their plans of action. For the whole interview, Principal D acknowledged the contributions of his entire team in the success of their school for almost 5 decades now.

Principal D admitted that he was not a confrontational person that he was hopeful, not easily affected when problems arise. *"That is my style,"* he said. He further revealed that he had no great ability to confront teachers but he had the ability to talk to them about the problems and find better solutions. He related that everything had its perfect timing like in dealing with the attitude of students towards their studies. Though majority of their students were self-motivated to do well, there were a few who needed alternatives and modification in their behavior and attention. Principal D related:

"Our school is not only teaching lessons but also learn human importance. And of course our school motto. One more, my life verse ... (31:17) ... In Chinese proverb, when little bird coming out egg, break egg. That parent will help break from outside. The timing is very important. We find time for the child bird there. The timing is very important. Education is just the same. Students are going to study, then help teachers. They have some activities, at that time, study-study not good. If they are willing to study, then the teachers push. The timing is very good and important. That is my verse."

Principal D also disclosed that what was important for him were the professional training of his teachers and the learning of new strategies in teaching and what others were doing. So he sends his people to different forums. Principal D mentioned:

“I and other effective teachers, vice principals go go look into new educational systems and we talk about it to teachers. Now in Japan, active learning is going. What is active learning? We have to know, and talk about it to teachers.”

He revealed that part of the new developments in Japan was the use of Active learning as a strategy in teaching and learning process. Active learning is a practice where students are dynamic participants in the teaching and learning process, whether in writing and reading, discussion and solving problems that promote analysis of classroom activities.

Principal D also imparted that his greatest contribution in the school was the improvement of school facilities and the construction of new buildings and facilities. The school, through his leadership was able to upgrade and build new buildings that addressed the growing needs of his 1,200 students in their academic facilities and 36 co-curricular groups.

CASE #5**SCHOOL E (Japan)**

School E is an all-male high school managed by a Protestant church organization, located in Kobe, Hyogo Prefecture. Aside from its religious identity and training, it is known in the area for producing individuals who demonstrates excellence in sports and with balance achievements in their academic pursuits. Their hallway of achievement and the principal's office are filled with banners, pictures and other memoirs attesting to the exceptional performance of their students in sports not only in their own prefecture but also in the national level. A number of famous and respected baseball and football players were their alumni.

School E is the affiliate high school of a prestigious international university at the beautiful marine park in Kobe. The university was founded in 1968 based on the spirit of Christianity and advocating the spirit of the foundation, "Stand in awe of God, but fear no man, and serve mankind".

With the purpose of creating an education encompassing the total personality based on Christian ethics, the whole university aims to develop human resources equipped with rich knowledge and expertise capable of contributing to international society and the construction of a peaceful world.

Simultaneously, School E widely accepts a variety of students regardless of their religious belief and strive for religious tolerance.

They also follow the curriculum given by the Japanese government provided in the Basic Act on Education and the School Education Act which mandates schools to offer 3 years of Junior High school or the lower secondary education, which is compulsory and another 3 years Senior High school or upper secondary education.

PRINCIPAL E (Japan)

Although Principal E could hardly speak English, the researcher perceived him as a natural born leader with great sense of humor and command. During our encounter he was full of passion and motivation expressing his thoughts and wisdom. Through the help an interpreter, the researcher was able to understand his thoughts and ideas. He was smiling all the time and even told jokes in between the conversation.

Principal E graduated with a bachelor's degree in Physical Education at the Tokyo University of Education, Faculty of Sports Science, and department of Martial arts. He is also a college professor at the St. Michael's – Kobe International University, Department of Economics and Management.

His education career for the last 28 years included: Councilor - Secretariat of Hyogo prefectural Education Board, Department of Sports and Health; Section Chief of Education board, PE and Health section; and member – Department of Personnel

management; Section Chief – Secretariat of Hyogo prefectural Education Board, section of PE and Health, in-charge of preparation for the opening of Hyogo Prefectural Bukodan; Councilor- Hyogo Prefectural Bureau for the Residents of Awaji, Hyogo prefectural Awaji Cultural Center; Director – Hyogo prefectural Awaji Life Science Center; Director – Hyogo Prefectural Budokan; Vice-principal – Hyogo Prefectural Senior High School; Principal – Hyogo Prefectural Akashi Senior High School; Principal – Hyogo Prefectural Akashi Senior High School and for the last 8 years to the present, the principal of St. Michael’s Senior High School

MANAGEMENT PRACTICES OF PRINCIPAL E (Japan)

These were the management practices of principal E in terms of:

A) Planning for Implementation

Principal E said that in Planning for implementation, it is very important for him to plot according to the goals of the country and the goals of the school. And everything is written in the manual provided by the Ministry of Education. And what is the objective? To develop the total being of students and develop their abilities. Principal E declared that

“Everything is to develop student’s ability. I make plan with this way of idea. (Pointing a paper on the desk) There is my idea here. (Handing the manual

to the interviewer) This is the manual to cultivate the principal made by Ministry of Education, Cultural, Sports, Science and Technology. The answer of all of your questions this time is written in this manual."

He continued on saying that

"I pick up these and organize. (Showing the document of spiritual of foundation) This is the purpose of foundation of our academic. And this is my target. To reach this target, this is the motivating force. As a result of it, this become reality when graduate our school."

Principal E explained that the vision, mission and objectives of the government and of the school were of highest priority in planning. All programs and activities would have to be anchored on those two documents.

Another consideration was his focus on the role of middle managements. These were the vice-principals, heads and teachers. He emphasized that he used the "top, down and middle management" principle at this stage. The focus according to him were the middle management people who were very capable to work. He furthered explained:

"As I said before, up and down middle management is my method, so central player is not a principal. The central player should be students and teachers."

Principal E continued to say that the role of middle managers was important in school. He always saw to it that he communicated well everything to his middle

managers. His style of top-down-middle principle provided him ample wisdom on how to execute the planning stage. Principal E added that:

“To be specific, I do not manage top-down, not bottom-up, it is up and down middle management. The middle-level manager in the school such as Head of Year and a manager of each department, they have a beneficent influence to up and down people who working in the school. I am doing such as organization management. Therefore, organization will cover it even if a teacher made a mistake. For this reason, “HOURENSOU” which means report (“HOUKOKU”), communication (“RENRAKU”) and counseling (“SOUDAN”) is the keyword. Because of this, the organization will power-up. Plus, individual will power-up too.”

Four major characteristics of his management practices included: Reason (Hourensou), Report (Houhoku), Communication (Soudan) and Counseling (Soudan).

B) Organizing for Implementation

Principal E explained that in the organizing for implementation, structure or the persons in the middle management discuss it first in their level, then they would provide him with recommendations of the teachers who would take charge of certain assignments. Then, he would finally decide for the recommendation. Principal E pointed out that:

“There are some executives. In our school, there are 3 persons, who are vice-principal and two head teachers, these 3 persons make first draft. It is made by research to each teacher. I will make a judge in the last. Because I am a

responsible person. So, it won't be the same as their original draft some times."

Principal E expressed that he made sure that everyone was responsible in handling specific tasks. Teachers viewed themselves working as a team. And if anything failed, someone would take responsibility.

He also recognized that a principal should have that foresight of the things that would happen. Principal E suggested,

"As preparation of a principal, it is important to cultivate the ability of foreseeing. For that, I always try to do my best with simulating worst. It is called awareness of crisis management in technical language. It is what I always have to keep in my mind as a principal."

Principal E made sure he handled well possible worst scenario in certain organizing for implementation of programs and activities. Then, he could think of solutions ahead of time or thought of other alternatives in the implementation of the plans.

When asked what for him were the hallmarks of a good teacher, Principal E identified 4 characteristics. These were 1) Rich sense of humanity, 2) Expertise and 3) Practical ability of leadership. Principal E explained,

"There are three of them. One is a rich sense of humanity. Because education, especially education in school, is important to make a human, to develop people. No. 2 is the expertise. No. 3 is the practical ability of leadership."

These qualities of a teacher were also his consideration in delegating tasks and responsibilities to his teachers.

Motivation strategy was also his way of connecting to his teachers so that they got involved in accepting responsibilities.

C) Leading for Implementation

Principal E explained that while leading, he faced challenges from his teachers along the way. Then he would always go back to the policies of the school. He would return as well to the vision and goals of the school for clarity of mind and decisions. Principal E related that:

“Continually let them return to the starting line and think with a calm mind. (Pointing paper on desk) this and this and this …based on these, let them think.”

He further explained that as a Christian school it was always their goal to “help the students grow spiritually rich and extend their capability the most in Japan.”

Principle E disclosed that when he was confronted with teachers who were having difficulty in classroom instruction or other tasks, he would always talk to the

teacher and find the gap of what the teacher wanted to do and the teacher's action. He also used a creative strategy of collaboration so that teacher/s could work effectively and efficiently. Principal E noted,

*“The reason to be often happened this kind of problem is to give work to individual person. Please give it to a group. I will give it to a group. For example, giving it to group such as education curriculum and student guidance. If you give it to group, such problem can be prevented. In the proverb in Japan, there is the one saying like **“San- nin yoreba monjyu no chie”** (the English meaning is **four eyes can see more than two**).*

It means it is impossible to do by one person but it is possible to do with three persons sometimes. So if it is one to one basis talking, it will be the private thing. In working, no one to one basis. For example, one teacher asked me “I got a girlfriend and we are going to be married. When is convenient for you?” Sometimes, I get this kind of questions. But in work, this kind of thing is... After all, it should be to group.”

Principal E was of the opinion that when a teacher faced difficulty, it was better for them to work in groups so that they could support each other.

D) Controlling for Implementation

Principal E also shared his insights on how he controlled the implementation of programs and activities. For him, the middle management task was to report to him on a regular basis of what was happening in their daily operations. He acted directly only on critical concerns and issues. Principal E explained,

“Basically, I get a report about what I gave an instruction every week. But if I think it is not enough, I will give an advice to them. People of the middle-level executive report it to me. But no serious problem won’t be reported every week. Only critical issue.”

Principal E also expounded that for him to control his school properly, he constantly attended and learned from trainings on how to handle his people in different situations. It was very important for him to learn because he believed that he needed to strengthen his sense of humanity, skills and practical abilities as a principal. Principal E expressed with full sincerity that

“As expected, because principal is the top leaders about everything in a school, I constantly take cross-industrial exchange and come into contact with a different culture and I am making effort to make humanity of myself be rich. Because requirements of teachers are a rich sense of humanity, expertise and the practical ability of leadership. It is same with me. Teacher and principal’s goal to strive is the same.”

Just as he demanded that his teachers would be rich in humanity, in teaching strategies and practical leadership abilities, principal E also made sure that he was doing just the same.

Principal E also used crisis management constructs in his controlling practice in the school. He declared,

“Regularly, I review and feedback again about crisis management, a rich humanity, expertise, the critical ability of leadership. And try to train myself with having a consciousness cross-industrial exchange and different culture.”

CASE # 6

SCHOOL F (South Korea)

School F is a Public Middle School located in Gumi, Kyongsangbuk-Do, South Korea with more than 1,000 students, 27 sections and with more than 60 faculty and staff. At least 8% of the total students’ population are those with disabilities. They have a special classrooms, activities and programs tailored for their special needs.

School F is known for producing a number of academic achievers and successful alumni in different areas of specialization. Their Wall of Achievements showcased the names of their alumni who are now successful in their chosen field. Trophies and banners in the principal’s office proved the school’s academic advantage among the other schools in the area.

Students are expected to take education very seriously. Following rules and regulations are very important. School uniforms, haircuts and student decorum are usually monitored by the teachers, and they are expected to play a key role in the students’ academic lives. Students in middle school spend the duration of their day

with the same classmates, with different teachers coming and going for each subject. And in many cases, students still attend “*hagwon*” or tutorial classes outside the school for their special academic interests. “*Hagwons*” are private entities, which help reinforce higher education and English skills among students who plan to enter college and learn English.

Classes start at 8:20am and end at 4:05pm. In the afternoon, students go to their special clubs like sports, music and arts, then attend their “hagwon” classes at around 7:00pm. Generally, students would go home late at night because of their academic pursuits of passing entrance examinations and entering high school and college.

Classrooms in School F were generally clean and well-maintained. There were ample facilities for all subject areas with a computer (or computer guidelines), connected to either, an overhead projector system or an LCD flat screen.

Students has all the necessary equipment that would encourage them to learn. The special classroom for the students with disabilities is much to be desired. It is filled with outputs like paintings, huge photo puzzles and other art works created by the students.

PRINCIPAL F (Korea)

Principal F was born on January 5, 1960. He attended college from 1980 to 1983 and entered the Military school in 1984 and graduated in 1986. After finishing his military training, Principal F decided to enter the teaching profession in 1986. For many years, he served as vice-principal in different schools and now as the head of School F.

Principal F demonstrated strong leadership attributes like tenacity, discipline, people-person, humility and passion. The researcher was able to talk and dine with him on two separate occasions: November 19 (dinner) and 22 (lunch) together with his wife, who is also a middle school teacher.

The researcher admired the characteristics of the principal. That although he could not express himself in English well, he initiated a luncheon and dinner meeting so he could show and share his character.

MANAGEMENT PRACTICES OF PRINCIPAL F (South Korea)

These were the management practices of principal D in terms of:

A) Planning for Implementation

Principal F shared his practices as they planned for implementation. Generally, schools in South Korea followed the national curriculum framework

provided by the Ministry of Education, Science and Technology (MEST). This educational agenda was revised every five to ten years with all the needed subject specification and time-allotment each subject per academic year. Provincial and Local superintendents had the autonomy to add content and standards to address the needs of their schools.

According to principal F, regular consultation with teachers, students, school managers and students were his major considerations in integrating the directives from the MEST, local directives and how to contextualize the education agenda in their school setting with major attention to the Human resources, relevancy of responsibility of works, students, and ability of teachers. For him his considerations for short term plans were from the ideas suggested by the middle managers of the school.

Principal F emphasized that his personal vision for the school affected the total planning process because there were certain directives from the ministry of education which needed to be included. It was always his top priority for his students and or graduates to enter the top-ranked colleges and universities. Principal F explained that

학교장의 교육 철학이 학교 분위기를 만드는데 많은 영향이 있음, 학력을 중시하느냐, 학생들의 다양한 개성을 이해하고 꿈과 끼를 찾게 하는 것이 중요하냐에 따라 다르게 나타남

“The principal’s educational vision gives a huge effect to atmosphere of the school. Understanding various kinds of thoughts of the students and guide them to find dreams and strengths or thinking as being in top-ranked colleges is the most important thing. The result would be different.”

Planning for principal F entailed grasping the capabilities and skills of his students. He recognized that his responsibility was to look for opportunities through programs and activities that would lead them to achieve their highest potentials, like passing the University admission test known in South Korea as the College Scholastic Ability Test (CSAT), for which students begin studying years ahead of time.

In recent years, the education system in South Korea somewhat allowed more decision-making at the school level. Each school had its own school council with some degree of autonomy in terms of promoting teachers or arranging professional development, but this was still objectively limited. The Ministry of Education, Science and Technology (MEST) left the majority of the budget planning process and administrative decisions to the municipal and provincial education offices. Local school boards were elected positions, and were apolitical in nature. More than 50% of the board members were required by law to have at least ten years of experience in education.

In South Korea, the middle school which comprised 3 years of education, also known as the lower secondary school, followed a differentiated curriculum.

This was identified as ability-based grouping, for some subjects, including Sciences, Mathematics, English, Korean language, social studies and science.

Subjects which were not differentiated were moral education, PE, music, fine arts and practical arts. There were also optional courses which included home economics and technology; foreign languages, computer and information technology and environmental education.

Principal F shared two plans that he was focusing on: a) an Education program for orphans, where 4 teachers were assigned. He visited and counseled them frequently and b) a special Guidance program for underachievers.

B) Organizing for Implementation

Principal F emphasized that before he delegated the tasks needed for the next school year he asked first his teachers through a survey and consultation with the human resource department. He explained,

학기가 시작하기 전 본인의 업무 희망을 받아 인사위원회를 거쳐서 업무 분장함. 업무의 이행 정도에 따라 차년도 업무 분장에 반영

“Before semester begins, ask teachers for their work preference and give them tasks after the meeting of Human Resources Department. The abilities of teachers will effect to their tasks by the following year.”

After some few more considerations, Principal F would send official letter/s to teachers concerned who were assigned for particular tasks and duties.

When asked of the qualities that he was looking for in a teacher that he considered before assigning tasks, principal F explained that

공부에 흥미가 없는 학생들을 공부하게 만드는 교사, 학생 개개인의 인격을 존중해 주고 소외받는 학생이 없도록 하는 교사

“The teacher who can make the students to be interested in studies, the teacher who can understand the personalities of the students and care all the students.”

C) Leading for Implementation

Principal F also disclosed his practices in leading his people. He said that the most difficult for him was to convince the teachers to help the underachieving students. He explained,

학교 부적응 학생이 전입 시 교사들에게 설득시키는 것이 어려웠음, 다른 학교에서 못하는 것을 우리가 졸업시키면 그것이 교육의 본질이고 우리의 보람이라고 설득

“It was hard to convince teachers when underachieving-students came to our school. I convince them by telling them when we make them graduate, that is a true education purpose and it is our pride.”

There were also instances when parents over-participate in the affairs of their children. Principal F would remind them of the importance of academics instead of extra-curricular activities.

기존의 관행에서 벗어나려 했을 때 :학부모들의 지나친 학사일정 관여 금지, 수업의 중요성에 대한 재인식

“When they are trying to break certain rules: prohibit over-participation of classes by parents. Telling them the importance of classes.”

Although there were difficulties, Principal F made it a point to be fair in dealing with everyone and maintaining the dignity of his teachers.

There were also instances when the school had conflicts with some government directives. Principal F met his faculty and middle managers and discussed on how they will implement whatever programs the government laid on them. He explained that

교육청의 지시와 상충되었을 때 상급기관의 요청을 무시하기가 어려움

“When instruction of Department of Education has conflicts with ours. It is hard to ignore their instructions.”

D) Controlling for Implementation

Principal F explained that teachers and principals learned valuable lessons when it came to the controlling part. He mentioned his method of evaluating teachers. Principal F noted,

수업 : 동일교과와 같이 수업 참관 후 컨설팅 실시
 학급경영 : 문제의 요인이 어디있는지 파악 후 학년
 협의회를 통하여 방안 모색.

*Visit the class of certain teacher and counsel him/her.
 Administration of the school: Find out the cause of problem and have conference for the solution.*

It was also very important for Principal F to be fair and just with his teachers at all times. He further explained that trust between parents and school would encourage the parents to have faith in the public school again. Principal F acknowledged that

교직원 인사, 업무 배분, 체계적 업무 수행, 학부모에 대
 한 신뢰 구축

“Managing teachers, divide works fairly, keep efficient work, and manage trust between the school and parents.”

공교육에 대한 신뢰감을 가지고 돌아갔으면 좋겠다

I hope that they can go back with faith of public education.

Principal F imparted that part of his controlling management practice was to remind all students and teachers to wear proper attire every day. Since Middle school are the formative years before high school, 2 year compulsory military school for males and college, students were conditioned to follow rules and regulations conscientiously.

Teacher professional training was also encouraged in the school and the entire public school system. Teachers who joined competitions in demonstrating their new strategies were given appraisal and due recognition. They were also encouraged to take additional training seminars and workshops using innovative classroom techniques.

Principal F also shared about a particular law in South Korea that all Public school principals and teachers were allowed to stay in one school for only 5 years or 6 years maximum. Rotation process and a lottery system were imposed. Personal attachment to a particular school was not encouraged or entertained. It did not matter whether they loved their school or it was near their house, or it was convenient to them.

This system was implemented to give all principals and teachers an equal opportunity to work at good and bad schools. All teachers were evaluated through a unified system by the ministry of education and received points for exams they took, seminars and workshops they attended. They also received incentive points for how well their school ranked in the district. According to Principal F,

-교사들은 제도상으로 한 학교에 6 년 이상 근무할 수 없으며. 본 지역에서는 년밖에 근무할 수 없음. -1 년 동안의 각 교사 평가는 교사 다면평가 30%, 교감 30%, 교장 40%로 평가함

“According to law, teachers cannot work in one school for more than 6 years. But for our schools, they cannot work more than 8 years.

For the evaluation of the school, it contains 30% of the faculty evaluation, 30% of the vice principal evaluation, and 40% the principal evaluation.”

Moreover, government schools in South Korea were evaluated annually by external monitoring groups established by the provincial education offices. Inspections were based on a Ministry of Education evaluation plan, with the set goals, objectives and standards. The inspection included the evaluation of teaching and learning practices, curriculum and student needs.

CASE # 7

SCHOOL G (South Korea)

School G is a private high school located at the heart of Yeongdong, Chungchongbuk-Do, South Korea. It is a technical-vocational high school with

specialization in information and communication technology, accounting and business. Specialist schools and vocational schools in South Korea have their own curriculum framework related to their fields of study and also include general subjects to complete some courses.

School G is considered the second best ICT School in the province. Seventy percent of their graduates pursue college courses and 30 percent automatically work as professionals in their fields of specialization.

The high standard of their technical high school education was manifested in the following: 1) voluminous number of teachers doing research related to information and communication technology, marketing, entrepreneurship, accounting and business, 2) teacher made modules and instructional materials, 3) students output in graphic designs, animations and other forms of visual arts, 4) 10 state-of-the-art computer laboratories with other business laboratories and 5) and a museum of Korea's national artifacts and school's rich history. All of the school achievements and students best masterpieces were exhibited at the lobby of the administration building.

PRINCIPAL G (South Korea)

The researcher first met principal G in 2010 when he visited South Korea as a teacher chaperone to two exchange high school students. Principal G during that time was the vice-principal of School G.

The researcher observed him as a focused, disciplined and a very accommodating leader. Principal G had the countenance of a calm, approachable but purpose driven principal.

He began teaching in 1989. For many years, he served as the vice-principal of School G, and from 2011 to the present he has been serving as the principal.

Principal G finished his Master's Degree at the Seo Won University in 2000.

MANAGEMENT PRACTICES OF PRINCIPAL F (South Korea)

These were the management practices of principal D in terms of:

A) Planning for Implementation

According to Principal G planning was his major concern and task as a principal. He considered many things in the planning stage of any school programs to be implemented. He explained that

- 0. 학교 여건을 고려하되 혁신적이고 실질적인 계획
- 0. 특성화 고교에 부합하는 진로 및 취업 교육 강화
- 0. 학교의 역량을 강화하여 우수 자원이 오고 싶은 하는 학교상
 - a. *Considering school's ability, revolutionary and realistic plan.*
 - b. *Developing career and employment education which fits to education of the special-purpose of the high school.*
 - c. *Development of the ability of the school which can make high-valued resources can come to our school.*

He articulated that the future of the students and the business aspect of the school were among his top priorities. Along with what he expected his teachers to execute, he was also faced with the challenge of maintaining the image and reputation of the school. Principal G mentioned,

- 0. 단기목표 - 학교발전 기반 조성 및 학교발전 프로그램 적용
- 0. 장기목표 - 명문학교 위상 정립
 - a. *Short-term: development of the school and apply the program which can lead it to be developed.*
 - b. *Long-term: Maintain the well-known name of the school.*

The school also considered the total well-being of the students. The school core concerns were a) reason (Think), b) physical well-ness (Health) and c) sound attitude (Emotion). That was why according to Principal G,

더 바른 인성 키우기(더 바른 생각, 더 건강한 몸, 나눔의 감성)를 바탕으로 인성교육 함양을 위해 노력하고, 이를 위해 기초질서

교육, 경로효친 교육, 독거노인과의 자매결연, 건강체크 봉사활동, 복지회관 및 사회시설 방문 봉사활동을 전교생을 대상으로 실시함.

“Guide students to have better personality (better thoughts, healthier body, and better emotion.), and for this, guide students’ morality and guide them to respect elders and have sisterhood relationship with elders who are living alone, provide medical check-up for them, and visit welfare and society facilities. These programs were held for all the students.”

Part of their planning was to make sure that they developed programs and activities catering to the other needs of students allowing them to grow in knowledge, in health and in emotions.

When asked how he motivated his teachers to be committed to work hard for their plans, principal G explained that

자유로운 의견 개진 풍토를 조성하고 최대한 경영에 반영하여 각 교사로 하여금 열의와 주인의식을 가질 수 있도록 개방된 교무환경 조성

“Let them feel like the school as their school and express their ideas and thoughts freely which can effects administration of the school for the open-faculty environment.”

Equally important in the planning was to make sure that all the stakeholders were happy and convinced of the effectivity of the plans and programs. Principal G expressed,

동의함. 학생과 학부모 그리고 지역사회와 하나가 되어 행복하고 즐거운 학교를 만들기 위하여 꼭 필요함.

Students, parents, and society should be united to make joyful school and they are necessary.

B) Organizing for Implementation

Principal G explained that while he gave specific tasks to people, he delegated tasks in pairs or teams. According to principal G,

교원의 개인 능력과 함께 업무 특성을 고려한 탄력적으로 업무 부여.
부 서장은 부서의 업무 파악 능력과 부원 장악력을 교원은 학습능력신
장 과 부서업무 능력 고려

*“Delegate tasks by teacher’s ability and property of the tasks.
For the managers, by their leadership and ability of understanding of tasks.
For the teachers, ability of teaching and completing tasks.”*

효율적인 업무 추진은 개인별 역량 못지않게 화합과 협력이 필요
하므로경력과 신입교사의 적절한 배분과 교사간의 관계를 고려하여
인사 관리 함.

*“Efficient works will be brought by teamwork and communication,
not just because of individual ability. I manage teachers by divide
them properly with experienced teacher and new teachers.”*

For him, the qualities of good teachers that he considered as he delegated the tasks and responsibilities included:

학교 이해 관계자들로 부터 존경받고, 교사로서의 책무를 다하며
정성을 다하여 진로지도를 하는 선생님

Teachers who can be respected, passionate, and guide students with their efforts.

C) Leading for Implementation

Principal G communicated that in leading, he made sure that he was aware of what changes were happening and how their effects made an impact in today's society. And while leading the implementation, he continued to plan and prepared. Principal G expressed,

변화하는 사회의 흐름을 정확히 이해하고, 이를 학생 교육에 적절히 활용할 수 있는가에 초점을 두어 수집함.

Properly understanding the changes of the society, and thinking if this can be applied to the education of the students.

늘 계획하고 준비하기 때문에 준비가 안된 적은 거의 없다.

Practically, all situations were ready since I continuously plan and be prepared.

When asked how he dealt with teachers who implemented classroom instruction, Principal G imparted that

개인적으로 그와 상담해서 비밀리에 돕고 싶다.

I would want to counsel and help him secretly.

D) Controlling for Implementation

Principal G expressed that he visited classrooms to see for himself the performance of the teachers.

수업 : 동일교과와 같이 수업 참관 후 컨설팅 실시 학급경영 : 문제의 요인이 어디있는지 파악 후 학년 협의회를 통하여 방안 모색.

Visit the class of certain teacher and counsel him/her. Administration of the school: Find out the cause of problem and have conference for the solution.

학교 일과를 조정하여 정규 수업을 일찍 종료한후 방과후 시간을 활용하 여 개인별 특화 할 수 있는 시간을 확보하라고 함..

Modified the regular class schedule of the school and let students to use their time after school for the self-development.

PART 2: WITHIN-CASE THEME ANALYSIS (schools per country compared)

Themes from the seven cases which were categorized Principal's A to G were compared using the within-case theme analysis where similarities and differences were presented in tables and descriptions.

2.1 Principal A and B – THEMES ON BEST MANAGEMENT PRACTICES

Table 1 – Management Practices of Principal A and B

Principal A	Principal B
Planning for Implementation	
Vision-Driven	Vision-Driven
Creative Management (Ingenuity @ Work)	Creative Management (Ingenuity @ Work)
• <i>SWOT analysis / KISS model</i>	<i>SWOT analysis</i>
Shared Vision	Shared Vision
Organizing for Implementation	
Synergy (Partners for Excellence)	Synergy (Partners for Excellence)
Matching (Right people for the Right Tasks)	-
Develop succession plans and scenarios for any position (Succession Strategy)	-
Leading for Implementation	
Involvement in Specialized Organization (Management beyond Walls)	Involvement in Specialized Organization (Management beyond Walls)
Highlight the significance of the role of middle management	Highlight the significance of the role of middle management
Creative Management	-
Preparedness (Ready to Deliver)	-
Controlling for Implementation	
Manage information and communication technology	Manage information and communication technology
Transparency and Openness (Truth builds Trust)	Transparency and Openness (Truth builds Trust)
Transformation and Inspiration (Life impacts Life)	Transformation and Inspiration (Life impacts Life)

A. PLANNING FOR IMPLEMENTATION

Vision-Driven

For the planning for implementation, principals A and B established that Visionary Leadership, Clear Focus and Direction, Inspirational Leadership and application of SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis and PIE (Programs, Implementation and Evaluation) as vital components at this stage.

Principal A described that long term plan articulated within their vision, mission and objectives was of outmost consideration in planning. This long term plan, usually a duration of 3 years, was made from a series of consultations and meetings of the different stakeholders of the school and integration of the Education Bureau's directives and district needs.

Eighty percent of the secondary schools were sponsored by various private bodies like church organizations, yet heavily aided by the government. And although there was a minimum government intervention in the schools as stipulated in the Code of Aid which governed school organizations, Principal A recognized that it was a tall order for them to achieve their vision, mission, goals and objectives.

Creative Management (*Ingenuity @ Work*)

In the process, Principal A used SWOT analysis (Strengths, Weaknesses, Opportunities and Threats). SWOT analysis provides helpful information for matching resources and capabilities to the competitive environment in which the organization operates (Berg & Pietersma, 2015).

Strategies and programs for the short term plan, usually for year, were scrutinized by the middle management team composed of different department heads and committees to ensure that other details were in place such as strategies and methodologies to be employed.

Principal A and his team also used KISS model, a model in leadership development (Miller, 2012) which stood for KEEP IT SIMPLE and STRAIGHTFORWARD or Keep it real. This model suggested that organizations needed to go back to the basics when leaders were overwhelmed with the formal “to do’s” of developing team’s leadership skills. Principal A cascaded and shared the plans down to the ordinary teachers and staff and he ensured that they grasped concretely the vision, mission, goals and objectives of their school.

Principal A recognized the use of the P.I.E. model (Program, Implementation and Evaluation) in the planning for implementation. According to him, most schools in Hong Kong used this model as they planned for their respective schools.

Each department in a school like academic or discipline set up their own mechanism for program, implementation and evaluation in accordance with the long-term and short-term plans of the school. As the principal, who needed to monitor the programs, M was added to the model which stood for monitoring. Principal A saw to it that department heads handed in their reports including program implementation and evaluation.

Principal B further explained that SWOT analysis was used to determine the actions and decisions to be made. Like Principal A, he also believed that vision sharing was a key in planning. Principals are visionary leaders. Principal B contemplates the long term effect of programs in accordance with the vision and mission of the institution.

Shared Vision

Both Principal A and B involved their middle management teams and empowered them to actively participate and suggest ideas to determine their plan of action appropriate to the achievement of the vision, mission and goals.

By planning in teams and responding to the challenge of future success and excellence, the middle management teams were dynamic in sharing their creative ideas. As the saying goes, “Two heads are better than one” ensures that everyone will

be motivated to think, act and share their talents and skills for the accomplishment of any set goals or programs.

B. ORGANIZING FOR IMPLEMENTATION

Principal A and B conveyed that teamwork and encouragement were essential qualities at this stage. They also had diverse practices that were uniquely effective in their respective schools.

Synergy (*Partners for Excellence*)

Both principal A and B valued teamwork and encouragement.

For Principal A, when there were instances that the task at hand was enormous and could not be handled by one teacher, he created a venue where they could work together and built relationships towards their work. Principal A ensured that his teachers were given opportunities to work in a team and collaborated.

Principal B, similarly, led his people by inspiring them to work hard as a team. He encouraged his teachers to have a dialogue with him so that they both learned and negotiated the possibilities on how to solve issues and concerns. He explained that teachers were rational people and entitled to express their thoughts and ideas. He welcomed deliberation and conferred with his teachers.

As Principal B followed the protocol and structure in delegating tasks and responsibilities, he trusted the recommendation of his two vice-principals. And although he had the final say on delegation, he made sure that his teachers felt that they were very important in executing tasks. He placed his dull trust and confidence in them. Teacher empowerment for Principal B was not a vague construct at all, but a practice he had accomplished. Dunst (1991) mentioned that empowerment consists of two issues: (1) enabling experiences, which allow teachers to speak, to decide and work on their own and 2) existing competencies, which the individual shows his/her skills and learn new capabilities to do the delegated task.

Matching (*Right people for the right job*)

Principal A's unique organizing technique was *matching*. According to him, if teachers were properly matched, considering their skills and attitudes, with certain tasks and students, they (teachers) could perform well. In this practice, he highlighted that teachers would be encouraged to work. Academic qualifications, skills and attitude were the hallmarks of a good teacher and those traits were Principal A's considerations in delegating responsibilities.

Develop succession plans and scenarios for any position (*Succession Strategy*)

For Principal A, while he led in the organizing of all the academic and non-academic concerns of the school, he always thought of who was the right person to be the next leader. He was not just concerned with the present state of the school but also thought of its future. He made it clear that a school did not depend on the principal. According to him, “One day when the principal retires, the vice-principal continues his work. After the vice-principal, the next layer assumes responsibility. One layer after the other. That is how succession goes in our school plan. And this we discuss with our school sponsoring body.”

C. LEADING FOR IMPLEMENTATION

Involvement in Specialized Organization (*Management beyond Walls*)

Both Principal A and B showed support to their Strong Linkages and Relations with other principals in their respective district and or sponsoring body or organization. This bond with other principals not only allowed them to keep-in-tune with the recent trends in education, but also nourished them with wisdom on how to address certain issues and concerns. Hong Kong, through its Education Bureau

guaranteed that its curriculum was meticulous and competitive with international standards. As such EB regularly benchmarked the curriculum, and updated their principals to ensure they were up-to-date and even went beyond the international best practice. Principal A highlighted that

“The principal is mainly for the outside, for the conversation with outside organizations. The aim is to fuel up the relationship, and also let the outside resources peep into the school, to let the school have more resources to one of the programs, or benefit to our students and teachers.”

“It is important for, now principals all that sitting inside a room, just doing all those paper work, then, you're bound to limit yourself to your own school. And that's suddenly a tight trench, and then you just sit there and trying to fight the tide together with them, this is not good.

You must go outside, to have good exposure, and to talk with the other professionals and from other careers, so that you know that society is going to change, the world is going to change, and then you must try to, fore-looking about the questions. So you bring back the questions to your school and try to learn yourself and then you try to prepare your teachers well.”

Highlight the significance of the role of middle management (Middle Management's Significance)

Both Principal A and B acknowledged the important role of their middle management team composed of their vice-principals and committee or department heads and senior teachers in the implementation of the curriculum. A similar study conducted by Wilson and Corcoran (Wilson and Corcoran, in Fullan 1990) revealed that

“... the leader's task is to develop a clear vision of the school's purposes, a vision that gives primacy to instruction, and then to employ it consistently during frequent interactions.”

A similar findings of Lee (1999), confirmed,

“...the principals took an active role in emphasizing public examination results and relying on heads of department or senior teachers to manage curriculum and teaching issues. In this envisioning of principals' curriculum leaders, it is they who facilitate and empower teachers to be leaders.”

Management Creativity (Ingenuity @ Work)

Principal A revealed that schools in Hong Kong also practiced the PIE model which stood for Program, Implementation and Evaluation construct. Principals in Hong Kong were basically focused on the academic performance of the students while the rest of school activities were delegated to other departments. In the course of their performance, Principal A was there to make sure that teachers were dedicated to their duties and responsibilities.

Preparedness (Ready to Deliver)

Principal A also highlighted the importance of preparation and readiness of his people. In his school, he instilled in the hearts of his teachers the value of professional training, technological knowhow and student awareness.

Since the Hong Kong government had also put emphasis on e-learning, wherein they placed/installed technology in the classrooms, teachers were being equipped with technical skills. These efforts were geared towards promoting understanding as well as preparing students to live and work in the twenty-first century.

D. CONTROLLING FOR IMPLEMENTATION

Manage Information and Communication Technology

The Hong Kong government had also placed a premium on technology and developed e-Learning initiatives to prepare students for the twenty-first century. Both Principal A and B were up to the challenge of maximizing technology in their schools. Embracing the reality that students of today are digital natives, School A and B had classrooms with LCD projectors, modern OHP, speakers and other gadgets relevant to the learning and teaching experience of the students. Both schools also had a very informative and up-dated websites that everyone including stakeholders could access students' performance, school's annual activities and accomplishments, parents' corner, plans, budget and other important matters pertinent to all stakeholders.

Transparency and Openness (*Truth builds Trust*)

Principal A and B shared the same idea that transparency and openness were essential keys in connecting and correcting the performance of their teachers and staff.

Principal A admitted that his goal was to see the areas that needed to be improved by the new and old teachers. He also made sure that students needed to adjust their attitudes towards the teacher with classroom management concerns.

One of his unique practices was the use video recording in evaluating his teachers. He informed the teacher concerned and scheduled the classroom teaching video recording activity. He did not view it. Instead, he let the teacher concerned watch, evaluate and reflect on his/her own performance. Then, principal A discussed with the teacher what his/her learnings and realizations were, to improve his or her teaching.

For Principal B, transparency leads to increased communication and participation. As the leader, he was very clear of his expectations from his teachers as well that he expected his people to be open and talk to him regarding what was going on with school academic programs and activities, specifically to his given tasks.

Transformation and Inspiration (*Life impacts Life*)

The researcher considered this theme to be a strong inherent practice of both Principal A and B. It was interesting to note that both of them shared about “life impacts life” principle during their separate interviews. A thought that Principal B shared that he was not perfect, but he had the passion to lead and share his life to the school. Principal A also shared his unconditional commitment to lead both his teachers and students towards transformation.

The researcher also sensed the admirable sincerity of Principal A and his willingness to support this study. Even with the very short notice, Principal A found a way to accommodate the request. With the almost two-hour interview, the researcher observed the sincerity, discipline, motivation, connection, intelligence and encouragement radiating from him. Principal B shared,

“Actually, I'm going to share my experience with many people that try to contribute themselves in education. It's important you see, because we all as Christians, we all believe that life impacts life, right?”

I'm not saying that I am perfect, I've got my weaknesses and also my frustrations, and also preference. But somehow, I have passion. And it can be shared among the others. It's good for education no matter in the Philippines or in Hong Kong.”

The researcher values the “life impacts life” concept shared by both Principals A and B as a powerful gizmo towards effective and efficient management.

2. 2 - Principal C, D and E - BEST MANAGEMENT PRACTICES

Table 2 – Management Practices of Principal C, D and E

Principal C	Principal D	Principal E
Planning for Implementation		
Vision-Driven	Vision-Driven	Vision-Driven
Shared Vision	Shared Vision	Shared Vision
Organizing for Implementation		
Creative Management (Authority)	Creative Management (Diplomacy)	Creative Management (Teamwork)
Leading for Implementation		
Sense of Determination (Building a culture of continual improvement)	Sense of Determination (Building a culture of continual improvement)	Sense of Determination (Building a culture of continual improvement)
Highlight the significance of the role of middle management	Highlight the significance of the role of middle management	Highlight the significance of the role of middle management
-	Involvement in Specialized Organization (Management beyond Walls)	-
Controlling for Implementation		
Highlight the significance of the role of middle management	Highlight the significance of the role of middle management	Highlight the significance of the role of middle management
Creative Management (Ingenuity @ Work) Reward System	-	Creative Management (Ingenuity @ Work) Crisis Management
Transformation and Inspiration (Encouragement)	Transformation and Inspiration (Diplomacy)	Transformation and Inspiration (Teamwork)

A. PLANNING FOR IMPLEMENTATION

Vision-Driven

All Principal C, D and E were visionary leaders. They were all driven to attain what was expected of them as articulated in their vision, mission, goals and objectives. All of them shared the clear directions of their respective schools, their uniqueness and individuality. According to Westley and Mintzberg (in Omalin, 2012).

Visionary leadership is dynamic and involves a three -stage process: an image of the desired future for the organization is communicated which services to “empower followers so that they can enact the vision.” In a parallel research study about outstanding American secondary schools, Wilson and Corcoran (in Fullan 1990) revealed,

“... the leader's task is to develop a clear vision of the school's purposes, a vision that gives primacy to instruction, and then to employ it consistently during frequent interactions.”

Principal C discussed that they have to start as early as October or November of the current school year in planning. The four areas considered were 1) Research of the school, which included the evaluation of all programs and activities and performance of students and teachers, 2) Government directives such as the trust of

the ministry of education for the next 5 to 10 years. Comes 2020 the entrance examination for the college level will be changed. Thus, schools were adjusting their long term plans in anticipation for this national curriculum change. Furthermore, 3) Christian value formation among faculty and students, and International relationships, which focused on the annual exchange programs of the school to its partner schools in the United States of America, New Zealand and the Philippines were also his priorities.

These exchange programs of school C both for teachers, staff and students brought great impact to all of them. Yearly, exchange students and teachers from School C learned valuable lessons about the importance of international relations, respect and peace. They returned to school with a renewed heart and fresh outlook in life. They became more passionate and involved in their studies and in international advocacies and programs.

Principal D revealed that his plans and the school plans were always consistent with the vision and mission of the school, anchored in its tradition of academic excellence. Their planning included motivating teachers to stay in a 6- year cycle format. He always emphasized the proper use of energy and mutual welfare, respect and prosperity as they planned. Principal D mentioned,

“Our school started in 1927. At that time only five year’s junior high school. (6:49...) the world war, Japanese education system changed but our school minor change from five to six years. So our school plan has not so change for 88 years.”

Principal E considered the significance of planning according to the goals of the country and the goals of the school. Everything was written in the manual provided by the Ministry of Education. And what was the objective? To develop the total well-being of students and develop their abilities. Principal E declared that

“Everything is to develop student’s ability. I make plan with this way of idea. (Pointing a paper on the desk) There is my idea here. (Handing the manual to the interviewer) This is the manual to cultivate the principal made by ministry of Education, Cultural, Sports, Science and Technology. The answer of all of your questions this time is written in this manual.”

This gave the researcher a solid impression why schools in Japan were individually unique. While the school of Principal C excelled in their religious discipline, performance arts and their unique ARE academic methodology which stood for Ask, Research and Express; the school of Principal D, continued to impress the whole of Japan by their tried and tested academic competence, impressing not only Japan but the whole world; while the school of Principal E, took pride in its sport supremacy. This researcher believes that the success of the above-mentioned schools can be attributed to their principal’s passion to ensure that their distinctive vision, mission, goals and objectives were achieved. Principals C, D and E being figure-heads, motivators and group leaders took responsibility of making sure that values and aspirations of the school were dynamic as expected.

Shared Vision

Principal C, D and E also shared that the middle management team had major contributions in their planning. It was their collective understanding, mutual respect and their heart for the future of their students that always prevailed.

Principal D shared that since their school curriculum was continuous from Junior to High School, and students were handled and taught by the same teachers for 6 years, planning and management of curriculum becomes uncomplicated. Meetings of middle management which comprised the two-vice principals, level/form and subject coordinators focused on achieving their objective of giving the best learning experience for their students.

Principal E stated the important role of middle management teams in his management. These were the vice-principals, heads and teachers. He emphasized the use of “top, down and middle management” principle at this stage. The focus according to him were the middle management people who were very capable to work. He underlined,

“As I said before, up and down middle management is my method, so central player is not a principal. The central player should be students and teachers.”

Principal E continued to say that the role of middle managers are important in schools. He always saw to it that he communicated everything well to his middle

managers. His style of top-down-middle principle provided him ample wisdom on how to execute the planning stage. Principal E added that

“To be specific, I do not manage top-down, not bottom-up, it is up and down middle management. The middle-level manager in the school such as Head of Year and a manager of each department, they have a beneficent influence to up and down people who working in the school. I am doing such as organization management.

Therefore, organization will cover it even if a teacher made a mistake. For this reason, “HOURENSOU” which means report (“HOUKOKU”), communication (“RENRAKU”) and counseling (“SOUDAN”) is the keyword. Because of this, the organization will power-up. Plus, individual will power-up too.”

B. ORGANIZING FOR IMPLEMENTATION

Creative Management (Ingenuity @ work)

The researcher observed the distinct leadership qualities of Principal C, D and E during the separate one-on-one interviews, taking note of those pertinent qualities which worked in their own school context.

Principal C demonstrated *authority* in his dealings with his teachers. He expressed that his authority as a principal was a must. He was accountable for all the actions and output of his teachers, explained by the initiative he had been taking in giving tasks and responsibilities to his people. Although he had the final say and

directive in delegating tasks, he sought advice from his middle management group composed of the 2 head teachers: 1 from the high school and 1 from the Junior High school and different subject coordinators. Primarily his duty was to make sure that all tasks and responsibilities were properly laid before the teachers with the right competencies.

Principal D however chose to be *diplomatic* in his dealings with his organization. He explained that the diplomatic approach was the best way for him to organize his people. Most of his decisions in the delegation of tasks and responsibilities were upon the recommendation of the vice principals and his personal observations. This approach being used by Principal D, I believe, was the most applicable in his school. School D was known for minimal rules for both teachers and students. Teachers in school D enjoyed academic freedom and students also enjoyed the no uniform policy.

Principal E was more of a *team player*. As a graduate of Sports Science himself, he had proven that teamwork was the best strategy in organizing his people. Principal E said that he made sure that everyone in his 'team' contributed to the handling of responsibility. Just like in sports, teachers' viewed their role as team players working together in order to win the game. And if anything failed, the captain (Principal E) took full responsibility.

The researcher also perceived Principal E to have the natural gift of motivating his 'team'. It came out naturally from him during our conversation.

Although he had difficulty expressing his ideas in English, his gestures, countenance and voice were enough proof that convinced me of his abilities. Motivation was also his way of connecting to his teachers so that they got involved in accepting responsibilities.

C. LEADING FOR IMPLEMENTATION

Sense of Determination (*Building a culture of continual improvement*)

As leaders, Principals C, D, and E continued to display their competence in keeping their respective goals and objectives as embedded in the performance of their teachers, staff and students. Mutual to all of them were their passion and aspiration to continue the legacy and excellent traditions of their respective schools.

Principal C continued to motivate his teachers and staff to continue on striving for Godly excellence through their unprecedented school discipline, cleanliness, advocacies for international respect and peace, academic and performance arts merits.

Principal C had to work with real flesh-and-blood people and strove to know what motivated them; how they were thinking and feeling. He encouraged and coached them.

Principal D calmly supervised his self-driven teachers, staff, students and alumni on unswervingly displaying academic dominion in all of Japan, unceasingly topping the national college entrance examinations, national assessments and with almost 100 percent passing rate.

Principal E enduringly led his teachers, staff and students to continue endeavoring distinction in the field of sports with balance academic importance - holding on to their spirit of foundation, “Stand in awe of God, but fear no man, and serve mankind”.

Highlight the significance of the role of middle management

Principals C, D and E revealed the importance of their middle management team composed of their vice-principals, coordinators and department heads. They acknowledged the hard work of the team in guaranteeing that academic programs and activities were capably and successfully implemented. While principals were busy motivating their group, middle management team likewise, ensured that teachers and students fulfilled expectations.

Involvement in Specialized Organization (*Management beyond Walls*)

Principal D valued the opinion of other principals in their professional organization. When faced with difficult problems regarding school matters, he consulted and asked opinions of other principals. Their professional organization was composed of 19 principals sharing their concerns about their respective schools and finding collective solutions to their problems.

D. CONTROLLING FOR IMPLEMENTATION

The Principals showed diverse practices and attributes in this area.

Creative Management (*Ingenuity @ work*)

Principal C shared the concept of the *Reward System*. A way for him to motivate his people to work conscientiously. Many organizations used the reward system to inspire their people. He also had an alternative strategy to those who were experiencing burn-out because of fatigue, stress and other personal crisis. He explained that

“Award program. They have really big contribution. They encouraged to do more.”

While he had a Reward system, Principal C also shared that it was not limited to those who were highly motivated. Part of the Award program was for burn-out teachers who needed help. Principal C explained,

“Burn-out person. First of all, he said, they need to go outside and buy refreshing drink. And then, we have exchange programs between Trinity, and also we have New Zealand, and also Texas. And so, it’s not only students but also teachers go with them. When they come back, they are so refreshing. Teaching method is really impressed. Student activity they learned.”

This unique practice of Principal C, allowed teachers to be refreshed and find again their purpose of why they were into teaching. These international exchange programs brought about tremendous life - changing experiences not only to students but also to teachers.

Principal E stressed that he integrated the concepts from *Crisis Management*. Bernstein (2015) defined Crisis management as “the nature of activities to respond to a major threat to a person, group or organization. Typically, proactive crisis management activities include forecasting potential crises and planning how to deal with them.” Although a comparatively new concept, Principal E used this to prepare himself as he led.

Transformation and Inspiration (*Be extraordinary*)

Principal C was not an ordinary leader of the school. He was also a minister of God. As a Pastor, it was evident that he had the natural gift of making people around him feel easy and comfortable. His countenance made the researcher feel more relaxed during the whole interview. He also had good rapport with his teachers and staff.

Principal C articulated his desire for all the stakeholders to embrace Christianity.

Principal D was also an extraordinary leader. The researcher could attest to his diplomatic attitude, charisma and humble spirit. All throughout his stay at their school, Principal D personally ushered and assisted the researcher from the interview through class visits and school tour.

Although he admitted that he was not a confrontational person, he had the ability to talk to them about the problems and find better solutions in a diplomatic manner. He related that everything has its perfect timing like in the attitude of students towards studies. He looked for the perfect timing where he could relay his concerns to the teachers.

Highlight the significance of the role of middle management

Principal C, D and E agreed that in the controlling for implementation, the middle management had to work hard to regulate and monitor the actions of their people.

For Principal E, the middle management task was to report to him on a regular basis of what was happening in their daily operations. And he acted accordingly only to critical concerns and issues. He explained,

“Basically, I get a report about what I gave an instruction every week. But if I think it is not enough, I will give an advice to them. People of the middle-level executive report it to me. But no serious problem won’t be reported every week. Only critical issue.”

Principal D remarked that because of this unique system of the school, his duty become lighter and easier. Add to this the efficiency of this 2 vice-principals, level or form coordinators and the commitment of the teachers in the traditional system. Principal D declared,

“I think this system, six-school-system, is very effective, efficient in school management. Headmaster’s responsibility becomes very small, I think. But this (49:38) ... is the head of this school.

Leader. So every school has leader, this is principal of this school. I am the grand principal. But responsibility is very go smaller. This system is very

good. I talk about this system to other principals, but it's difficult to invite school they say.”

Principal D always acknowledged the specific contributions of his entire team in the success of their school for almost 5 decades now.

2.3 - Principal F and G - BEST MANAGEMENT PRACTICES

Table 3 – Management Practices of Principal F and G

Principal F	Principal G
Planning for Implementation	
Vision-Driven	Vision-Driven
Shared Vision	Shared Vision
Organizing for Implementation	
Matching (Right People for the Right Tasks)	Matching (Right People for the Right Tasks)
Synergy (Partners for Excellence)	Synergy (Partners for Excellence)
Leading for Implementation	
Sense of Determination (Building a culture of continual improvement)	Sense of Determination (Building a culture of continual improvement)
-	Preparedness (Ready to Deliver)
Controlling for Implementation	
Transparency and Openness (Truth build Trust)	Transparency and Openness (Truth build Trust)
Transformation and Inspiration (Assertive Discipline)	-

A. PLANNING FOR IMPLEMENTATION

Vision-Driven

The researcher noted that both Principal F and G were determined to plan in harmony with the National curriculum framework provided by the Ministry of Education, Science and Technology (MEST) of South Korea. The prescribed educational agenda were handed down to the Provincial and Local offices and cascaded to the schools. Each school then adds to the content and standards to address the needs of their schools.

Principal F, running a government school, contextualized the national directives in their local education agenda with major attention to the Human resources, relevancy of responsibility of works, students, and ability of teachers. He explained that planning was a collective effort of all the teachers, parents and students.

However, Principal F also stressed that his personal vision for the school affected the total planning process because there were certain directives from the Ministry of Education which needed to be included. Father Theodore M. Hesburgh once said, "the very essence of leadership is that you have to have vision. You can't blow an uncertain trumpet."

Principal F is also certain, that his top priority for his students and /or graduates was to enter top-ranked colleges and universities. He highlighted that planning entailed grasping the capabilities and skills of the students. He recognized that his responsibility was to look for opportunities through programs and activities that would lead them to achieve their full potential.

Part of Principal F's priorities were the Education program for orphans and a special Guidance program for underachievers.

Principal G also took into consideration the following: 1) the school's ability, revolutionary and realistic plan, 2) development career and employment education which fit to education of the special-purpose of the school, and 3) and inflow of income and resources for the sustainability of quality education. He also made sure that they develop programs and activities catering to the needs of students allowing them to grow in knowledge, in health and in emotions.

Shared Vision (*Partners for Excellence*)

Principal G realized the importance of the stakeholders being informed of their vision, mission and objectives of the school. Equally significant in the planning was to make sure that all the stakeholders were happy and convinced of the effectivity of the plans and programs. Principal G expressed,

“Students, parents, and society should be united to make joyful school and they are necessary.”

B. ORGANIZING FOR IMPLEMENTATION

Matching (*Right people for the right job*)

Both Principal F and G were seen to be following the concept of matching. Principal F shared that before he giving the tasks needed for the next school year, he first conferred with his teachers through a survey and consultation with the human resource department. It was important for him to assess the willingness as well as the preparedness of the teachers.

Principal G’s idea of efficient delegation was to first and foremost look at the teacher’s ability and nature of the tasks. It was very clear to him that he assigned managerial positions to those with leadership and ability to understand the tasks. He gave teacher positions to those who had the ability to teach and complete tasks.”

Synergy (*Partners in Excellence*)

For Principal G teamwork and communication were key ingredients in organizing. He divided the tasks properly among teams of experienced and new teachers.

C. LEADING FOR IMPLEMENTATION

Sense of Determination (*Building a culture of continual improvement*))

Principal F practiced fairness and thoughtfulness in leading his people. There were times, however, that he encountered misunderstanding with teachers. He further articulated that he was fair in dealing with everyone and tried to maintain the dignity of his teachers. Handling more than seventy teachers and staff was not an easy task. While maintaining calmness and steadfastness, Principal F admitted that this was the part of the job where he was most challenged. He was full of passion in making sure that his teachers were working hard to assist their students, not only those who were very good, but more importantly those who needed special attention and remedial action.

Principal G focused his people in ensuring that students were conscious of the expectations of their teachers, both in their coursework and in their outputs. As an excellent vocational high school principal, he encouraged everyone to excel in their specialized field.

Preparedness (*Ready to Deliver*)

Principal G believed that *readiness and preparedness* were the core values by which he led his people. He explained that he always planned and prepared. He was aware of what changes were happening in his school and how it impacted society.

D. CONTROLLING FOR IMPLEMENTATION

Transparency and Openness (*Truth builds Trust*)

Both Principals F and G observed classes and it was important for them to be fair and impartial with their teachers at all times. Being honest with observations and suggestions helped them to build connection with teachers.

They both worked conscientiously in visiting classes. Principal F's office had two big bulletin boards filled with updated statistics of students' profile and performance, teachers profile and class schedules and other pertinent reminders for him to monitor his teachers. He was never tired of counseling them to help them grow and hone their craft, as teachers were essential to the attainment of their goals.

He believed that through his efforts parents, all the more, would have confidence and trust in their school system. Principal G displayed his teachers' and students' profile prominently in a huge glass table right in front of him.

Transformation and Inspiration (*Assertive Discipline*)

Principal F imparted that part of his controlling management practice was to remind all students and teachers to wear proper attire every day. Since Middle school are the formative years before high school, 2 year compulsory military school for males and college, students were conditioned to follow rules and regulations conscientiously.

The concept of assertive discipline originated from Lee and Canter (2009) which stated that it "is a structured, systematic approach designed to assist educators in running an organized, teacher-in-charge classroom environment." In their school visits and observations, Lee and Marlene Canter found out that many teachers were unable to manage the undesirable behavior that occurred in their classrooms.

Canter and Lee declared,

"Teachers have the right to determine what is best for your students, and to expect compliance. No pupil should prevent you from teaching, or keep another student from learning. Student compliance is imperative in creating and maintaining an effective and efficient learning environment. To accomplish this goal, teachers must react assertively, as opposed to aggressively or non-assertively."

Contextualizing this concept in school management, principals have the right to determine what is best for their teachers and staff and to expect compliance. No teacher should prevent the principal from leading and managing, nor keeping another teacher from teaching. Teachers' compliance is imperative and thus, principals must react assertively in creating and maintaining effective and efficient school management.

PART 3: CROSS-CASE THEME ANALYSIS (The 3 countries are compared)

Cross-case theme analysis describes the themes from the 3 grouped-cases per country which are categorized Principal's AB, CDE and FG, and where similarities and differences of management practices are presented through tables.

Table 4 – Planning for Implementation Management Practices

PLANNING FOR IMPLEMENTATION			<i>Characteristic</i>
Principal AB	Principal CDE	Principal FG	
Vision-Driven	Vision-Driven	Vision-Driven	<i>Visionary</i>
Shared Vision	Shared Vision	Shared Vision	<i>Collegial, Cooperative, Collaborative</i>
Creative Management (Ingenuity @ Work) - SWOT analysis - KISS model	-	-	<i>Innovative, Creative, Ingenious</i>

The researcher perceived that all principals from the 3 countries were Vision-Driven and involved the other stakeholders of the school in their planning for implementation to achieve their vision.

Principals AB, CDE and FG fully grasped the demand of their position. Being the leader of their respective schools meant having the business of achieving their goals and objectives so that their vision would be realized.

According to Bennis & Nanus (1986) “all the leaders has a compelling vision, a realistic dream about their work and leaders are the most result-oriented individuals in the world, and results get attention”.

The accomplishment of the school vision, goals and objectives were not dependent on the determination and drive of the principal. Majority of the seven principals agree that vision, mission, goals and objectives should be a collective decision of all stakeholders of the school. In all of these constructs, especially where the vision was broad, the support of all teachers, staff, students, parents, alumni and the community were needed.

Principal G also ensured that all the stakeholders were happy and convinced of the effectivity of the school goals, plans and programs.

As Kouzes & Pozner (2009) stated, “the best way to lead people into the future is to connect with them deeply in the present. The only visions that take hold are shared visions—and you will create them only when you listen very, very closely to others, appreciate their hopes, and attend to their needs.”

Further principal AB used management creativity by utilizing SWOT analysis and KISS model in their planning.

Management creativity included how principals integrated best models in management in their own context, management models that served as their framework to make their planning more realistic and focused.

Both Principal A and B used SWOT analysis (Strengths, Weaknesses, Opportunities and Threats). SWOT analysis provided helpful information for matching resources and capabilities to the competitive environment in which the organization operates (Berg & Pietersma, 2015).

Principal A and his team also used the KISS model, a model in leadership development (Miller, 2012) which stood for KEEP IT SIMPLE and STRAIGHTFORWARD or Keep it real.

The researcher believed that it was important for principals to accomplish goals that matter, inspire their people toward attaining the vision, and leave a legacy. Through the principals' effort of exercising the enumerated management practices in planning for implementation, positive results were projected. These qualities encouraged the school stakeholders to take part in the realization of the set goals of the schools.

As an offshoot of the management practices identified in planning for implementation, certain characteristics of principal could be derived. These included visionary, collegial, cooperative, collaborative, innovative, creative and ingenious. These attributes were grounding principles for school principals who desired to be dynamic and effective.

Table 5– Organizing for Implementation Management Practices

ORGANIZING FOR IMPLEMENTATION			Characteristic
AB	CDE	FG	
Synergy (Partners for Excellence)	-	Synergy (Partners for Excellence)	<i>Collegial, Cooperative, Collaborative</i>
Matching (Right people for the Right Tasks)	-	Matching (Right people for the Right Tasks)	<i>People and Task Oriented</i>
-	Creative Management (Ingenuity @ Work) Authority, Diplomacy, Teamwork	-	<i>Innovative, Creative, Ingenious</i>
Succession Strategy (Next Generation Leadership)	-	-	<i>Organized, Systematic</i>

Principals AB and FG were inclined to use Synergy and Matching as essential in the organizational stage of their implementation process.

Synergy, dubbed by the researcher as *Partners for Excellence* is the ability of an individual to work well with others on a common task and recognizes the contribution of the whole group. According to Templar (2013) “a team isn’t a

collection of people”. It is an organization with its own dynamics, qualities and convention. Without knowing these things you will flounder. Knowing them, you can work your team to achieve greatness.”

Principal A and Principal FG followed the “matching” principle. Putting the right people – or wrong people – could mean achieving or failing the goals of the school. That’s why perfect matching could increase the teachers’ engagement in what they are doing, and increase work efficiency and productivity. The idea of matching natural or developed abilities and skills of teachers to specific tasks or projects could help produce better results.

In addition, principal A placed importance on Succession plan while principals CDE applied creative management such as Authority, Diplomacy and Teamwork strategies in the different contexts of their stakeholders.

While Principal A led in the organization of all the academic and non-academic concerns of the school, he always thought of who was the right person to lead next. He was fully aware that no one leads forever and that the school should train a new breed of leaders while organizing the different tasks.

Perhaps the most significant influences on the management of schools have been those generated by the considerable educational reforms introduced in many countries. School principals gradually work in a context where organizing their stakeholders to the different programs such as restructuring of the organization, curriculum enhancement and revisions, raising of standards of achievement, and prioritizing projects become more intricate than before.

In this context, principals need to practice synergy, matching, creativity and include succession planning. These management habits can help the principals in making the daily school operations more relaxed and focused. When teachers and staff realize their worth in achieving the vision, their performance increase and they become fervent.

Synergy, matching, creativity and succession planning also develop characteristics that reinforce the development and maturity of the principals. They can become more collegial, cooperative, and collaborative, people and task-oriented, innovative, creative, ingenious, organized and systematic.

A stance on equal opportunities and success can be seen when these characteristics are developed in the principals.

Table 6 – Leading for Implementation Management Practices

LEADING FOR IMPLEMENTATION			Characteristic
AB	CDE	FG	
Involvement in Specialized Organization (Management beyond Walls)	Involvement in Specialized Organization (Management beyond Walls)	-	<i>Progressive, Involved</i>
Highlight the significance of the role of middle management	Highlight the significance of the role of middle management	-	<i>Objective, Optimistic, Appreciative</i>
-	Sense of Determination (Building a culture of continual improvement)	Sense of Determination (Building a culture of continual improvement)	<i>Focused, Persistent Consistent</i>
Preparedness (Ready to Deliver)	-	Preparedness (Ready to Deliver)	<i>Visionary</i>
Creative Management (Ingenuity @ Work) PIEM	-	-	<i>Innovative, Creative, Ingenious</i>

Principals' AB and CDE shared ideas that involvement in specialized organizations, the role of middle management team and preparedness were crucial in leading schools.

Almost all principals agreed that middle management teams played crucial roles in their school. They were the ones who have direct supervision in the curriculum implementation, encouraging teacher to teach well and promoting

academic achievement. The middle management team was composed of the vice-principals, academic department heads and level or area coordinators.

Also, Principals CDE and FG were perceived to have a Strong Sense of Determination, that while leading, their school's uniqueness and integrity had emerged in all ways possible.

Furthermore, Principals AB and CDE valued training for teachers and personal preparation in leading for implementation. They were one in saying that when teachers are prepared, they are confident to teach and deliver.

Moreover, Principals AB also used another creative management strategy called PIEM which stood for Planning, Implementation, Evaluation and Monitoring to ensure success as they led their schools.

These management practices were consistent with the concepts of profound principals, whose strategies integrated both learning from experiences and theories. Involvement in Specialized Organization, highlighted the significance of the role of middle management. Preparedness and creativity also developed character development of being progressive, involved objective, optimistic, appreciative focused, persistent, consistent, visionary innovative, creative and ingenious.

Table 7 – Controlling for Implementation Management Practices

CONTROLLING FOR IMPLEMENTATION			Characteristic
AB	CDE	FG	
Manage information and communication technology	Manage information and communication technology	Manage information and communication technology	<i>Scientific, Technical, Technological</i>
Transparency and Openness (Truth builds Trust)	-	Transparency and Openness (Truth builds Trust)	<i>Objective, Trustworthy, Honest</i>
Transformation and Inspiration (Life impacts Life)	Transformation and Inspiration (Be extraordinary)	-	<i>Transformative, Evolutionist</i>
-	Creative Management (Reward System) (Crisis Management)	-	<i>Innovative, Creative, Ingenious</i>
Highlight the significance of the role of middle management	Highlight the significance of the role of middle management	Highlight the significance of the role of middle management	<i>Objective, Optimistic, Appreciative</i>
-	-	Discipline and Consistency	<i>Innovative, Creative, Ingenious</i>

The researcher perceived that management of information and communication technology plays a crucial role in today's education. It is interesting to note that all schools have their efficient and updated websites which inform their stakeholders and the general public almost everything about the school. Websites where everyone can access students' performance, school's annual activities and accomplishments, parents' corner, plans, budget and other important matters pertaining to the schools.

Embracing the reality that students of today are digital natives, School A and B had state –of- the- art classrooms with LCD projectors, modern OHP, speakers and other gadgets relevant to the learning and teaching experience of the students while School G had 10 computer state-of-the-art laboratories.

In addition, most of the principals were perceived to be giving importance to Transparency and Openness. Principals expressed that it required consistency in words, honesty, sincerity and fairness. When teachers felt that the principal was serious in monitoring they reciprocated it as well with good deeds.

Furthermore, Transformational and Inspirational leadership were observed by the researcher as strong inherent practices of the principals. It was interesting to note that both Principal AB shared about *“life impacts life”*. Highlighting the fact that “he is not perfect,” Principal B, however, led and shared his life to the school passionately. Principal A also imparted his unconditional commitment to lead both his teachers and students towards transformation. Principal C was an extraordinary leader, encourager and a much-loved pastor. Principal C also shared his reward system, a way for him to motivate his people to work conscientiously. Many organizations nowadays use reward system to inspire their people. He had an alternative strategy to those who were experiencing burn-out because of fatigue, stress and other personal crisis. While Principal E valued learning crisis management constructs for him to be prepared in all situations, Principal F expected consistency and discipline from both his teachers and students.

The above management practices can provide a basic understanding on how principals can reflect and strengthen their managerial skills particularly in controlling for implementation. The following themed practices such as the management of information and communication technology, transparency and openness (truth builds trust), transformation and inspiration, (life impacts life) and highlighting of the significance of the role of middle management can be an instrument for principals to reflect on their roles as school managers.

Several characteristics can also be developed and finally perfect the management practices. These include: scientific, technical, technological, objective, trustworthy, honest, transformative, evolutionist, innovative, creative, ingenious, objective, optimistic and appreciative.

As management of schools is strongly emphasized in a rapidly changing educational and economic environment in the 21st century, knowledge and skills of the best management practices become a necessity.

There is a strong emphasis on visionary leadership, collaboration, creativity, matching, preparedness, organizational involvement, highlight of the role of middle management, transparency and openness, transformational and inspirational leadership and so on.

Due to the implementation of the K12 curriculum, principals unavoidably find themselves facing many obstacles and uncertainties in their educational practice and management. It seems that principals need to have to look and reflect to a set of

management practices and proficiencies that can shape and transform the old attitudes and actions into fresh new perspectives.

It is the researcher's hope that the overview of best management practices presented in this paper can benefit teachers, principals, schools, students and other stakeholders.

A Training Model Program for Filipino Principals

The researcher found it appropriate to come up with a Training Model Program for Filipino Principals that would strengthen quality management in the implementation of the K12 Curriculum developed from the best management practices observed from the seven participants of this study, in terms of Planning for implementation, Organizing for Implementation, Leading for implementation and Controlling for implementation.

Maxwell, J. (1993) declared that "the key to success in any endeavor is the ability to lead others successfully. Everything rises and falls on leadership." The principals training therefore should not be taken lightly, for the effectiveness of his work will never rise above his ability to lead and influence others.

The researcher perceived that Management and Leadership qualities can be taught and learned. As Maxwell, J. (1993) affirmed, “Leadership is developed, not discovered.”

While management practices cannot simply be copied comprehensively from the countries visited, the researcher believes that they need to be contextualized in the Philippine setting. If there is one major lesson that the researcher learned from this study, it is the fact that “international benchmarking can help us accelerate our longing for effective implementation of K12 curriculum by providing an alternative training model for Filipino principals.”

Thus, the researcher proposes a framework that will be the basis of the Training Model Program for Filipino Principals. This includes the themes and constructs that emerged from the study in terms of the different management process.

Griffin (2013) contended that the functions of management do not occur in a “step by step fashion”, but is rather “engaged in several different activities simultaneously.” That, although there is a basic logic for describing these activities in a sequence, most managers engage in more than one activity at a time and often move back and forth between the activities in unpredictable ways.

It appeared in this study that to improve the quality and effectiveness of the present principals, a more relevant and continuous training and re-training programs in the management of schools with the above identified management practices have to be organized by the Department of Education and the private sectors. This will allow the principals to be more involved and be further driven in the realization of the Philippine education agenda.

Thus, the training model program for Filipino principals' aims to address one of the emergent concerns which continue to surface in the implementation of the K12 curriculum, and that is management. It is a training program designed to strengthen the quality of management practices of Filipino principals in the implementation of the K12 Curriculum.

It will carry the name: Ongoing Professional Program for Principals (OPPP). The program will provide participants with a comprehensive inputs learned from Hong Kong, Japan and South Korea, knowledge content, sharing of management practices and activities in planning, organizing, leading and controlling for K12 Curriculum Implementation with its different related topics and constructs.

The three major areas of work are: 1) Preparing aspiring principals to be effective and efficient leaders of the future of Philippine schools, 2) Training and supporting current Filipino principals for further enhancement of school effectiveness, and 3) Strengthening school leadership and management for school improvement.

The training model program will have its essential components: VISION, An Effective Managing Profession of Dynamism; MISSION, to foster an active principal profession of excellence for the benefit of student learning and growth through formulating strategies to – • improve principal preparation, • offer continuing professional development, and • support school leadership; OBJECTIVES, 1) develop principals' management practices in planning, organizing, leading and controlling, 2) strengthen school management, 3) enhance principal quality and 4) establish a venue for principal development in place, and STRATEGIES, Organizing a paradigm shift in the school principal's sector, promoting use of evidence and data at system, school and individual levels, and fostering a learning group facilitating cooperation.

Specific objectives include: 1) Understand thoroughly the nature and characteristics of effective management practices for Planning, Organizing, Leading and Controlling for implementation of the K12 Curriculum, 2) Identify different kinds of management practices in accordance with their emergence in the different schools, 3) Describe the complexity and diversity of practices in the workplace, 4) Understand and appreciate the need to change their perspectives in leading themselves as well as their subordinates in order to meet the challenges of today's instant culture, 5) Analyze varying forces resulting to shifts in paradigm in an organization, 6) Guide school principals in coming up with best solutions to organizational development, and 7) Share an in-depth analysis of real life examples/

experiences, explore and evolve ways on how to contextualize the different management practices that work in other Asian countries.

The course is intended for principals and aspiring administrators who are involved in management and would like to reinforce their knowledge content in managing their schools in Philippine context with dynamic methodologies.

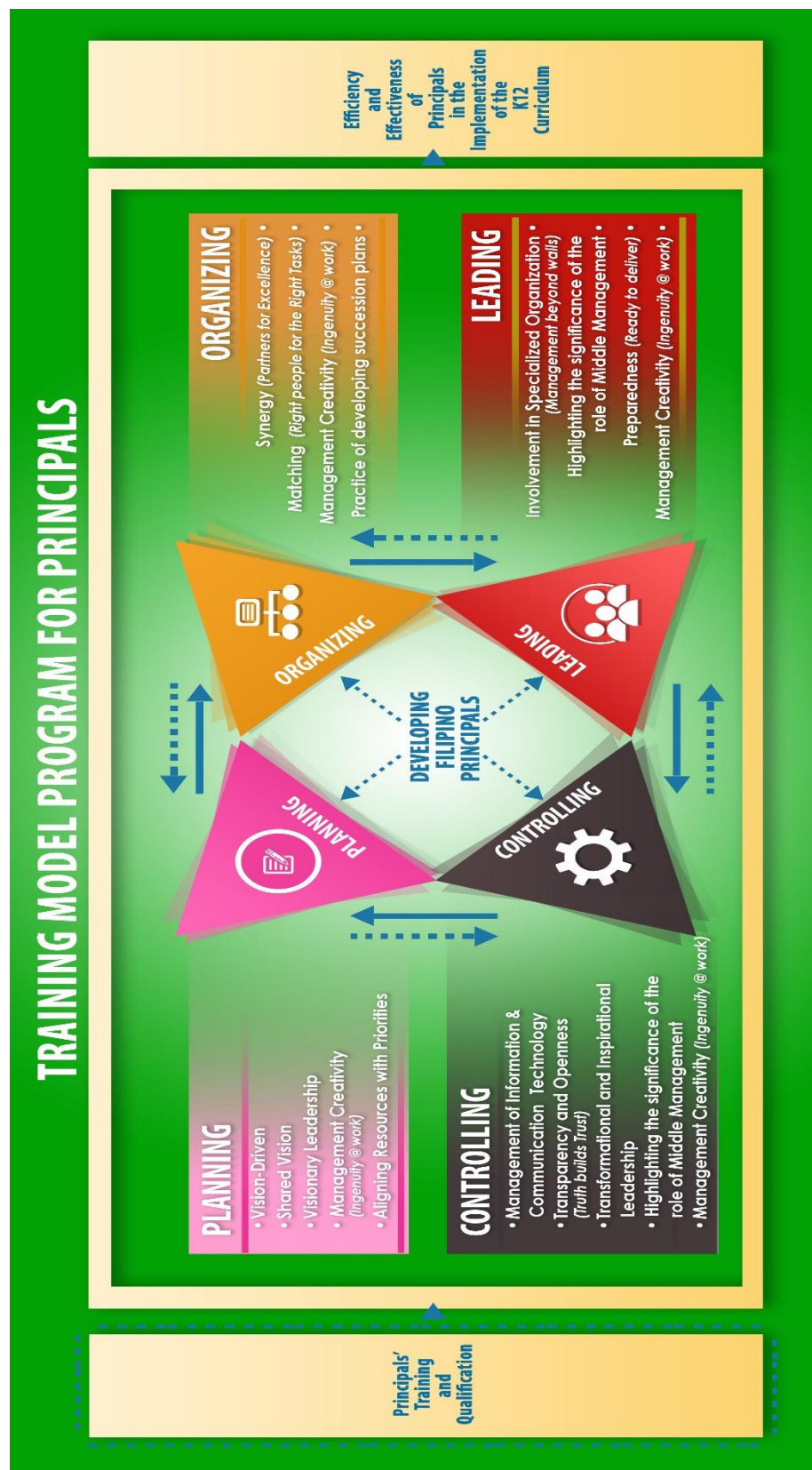


Figure 3 - The Framework of the Training Model for Filipino Principal

The content of the training model program concentrates on the four management functions. The revealed themed practices will be used to be the topics in each of the four functions.

TOPICS	
<i>Planning</i>	Vision driven, shared vision, creative management, visionary leadership, and aligning resources with priorities.
<i>Organizing</i>	Synergy, matching, management creativity, practice of developing succession plans.
<i>Leading</i>	Involvement in specialized organization, highlighting the significance of the role of middle management, management creativity, determination and preparedness.
<i>Controlling</i>	Management of information and communication technology, transparency and openness, transformational and inspirational leadership, highlighting the significance of the role of middle management and management creativity.

The three frames included in the outline of the training program are the following:

Frame 1 - Principals' Training and Qualification – this includes the profiling of principals' educational attainment, years of service (as a teacher and a principal) and trainings/seminars attended.

Frame 2 – represents the entirety of the training model program which offers essential constructs anchored on the four management practices' planning, organizing, leading and controlling.

Frame 3 - signifies the result of the training which is an efficient and effective school principals.

“Let us think of education as the means of developing our greatest abilities, because in each of us there is a private hope and dream, which fulfilled, can be translated into benefit for everyone and greater strength for our nation.”
 - John F. Kennedy

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter contains the summary, the conclusions drawn from the findings and the recommendations.

SUMMARY

Through the years, school leadership and management have recognized very strongly the significant roles of efficiency and effectiveness.

This study purported to describe, analyze and compare the management practices of selected Asian principals in their implementation of the K12 Curriculum specifically in terms of planning, organizing, leading and controlling with the end in view of establishing management practices that may be considered in designing a training model for Principals in Philippine Schools.

A qualitative method of research was employed, more specifically the use of Case Study design in Multiple Case Study approach in describing the management

practices of each of the seven principals purposively sampled from selected Asian countries, namely Hong Kong-China, Japan and South Korea.

An extensive array of multiple instruments and information were taken from the above-mentioned participating countries. Four types of information were collected from such instrument as: 1) Qualitative Interviews. Face-to-face interviews were conducted in this study which focused on describing the processes of management practices, 2) Qualitative Documents. Documentary Evidences of school and principal's profile were gathered, 3) Qualitative Observations. Unstructured observation of the schools, students and principals which focused on the perceived behavior of the researcher during the interview and interaction, and 4) Qualitative Audio and Visual Materials. Pictorial evidences of the actual school visit, interview, school annuals and handbooks, curriculum excerpts and exchange of emails and others were employed in this study.

The researcher employed Creswell's (2013) - Template for Coding a Case Study (Using a Multiple or Collective Case approach). The Case Studies were written in four parts based on the following Reporting Framework. Part 1: Description of Case 1 to Case 7. Each School was presented in the following process: Profile of the School, Profile of the Principal and Management Practices; Part 2: Within-Case Theme Analysis where schools per country were compared; Part 3: Cross-Case Theme Analysis where the 3 countries of management practices were compared; and Part 4: Assertions and Generalizations.

FINDINGS

Based on the data gathered, the following were articulated:

- In terms of Planning for implementation, all the principals ensured that the vision, mission, goals and objectives were established and all stakeholders impart for realization of those set aspirations. Likewise, principals used creative management strategies and models that served as framework to make their planning more realistic and focused including SWOT analysis, KISS and PIE models.
- In terms of Organizing for implementation, majority of the principal were inclined to use Synergy and Matching. Synergy, dubbed by the researcher as *Partners for Excellence* is the ability of an individual to work well with others on a common task and recognizes the contribution of the whole group. Some principals followed the “matching” principle. Putting the right people – or wrong people – could mean achieving or failing the goals of the school. In addition, a principal placed importance on Succession plan while some respondents applied creative management such as Authority, Diplomacy and Teamwork strategies in the different contexts of their stakeholders.

- In terms of Leading for implementation, majority of the principals shared ideas that Involvement in Specialized Organizations, the role of Middle Management Team and Preparedness were crucial in leading the school. Also, principals were perceived to have a Strong Sense of Determination, that while leading, their school's uniqueness and integrity will emerge in all ways possible. Furthermore, many of the principals valued training for teachers and personal preparation in leading for implementation. Moreover, some of the principals also used another creative management strategy called PIEM which stands for Planning, Implementation, Evaluation and Monitoring to ensure success as they led their schools.
- In terms of Controlling for implementation, Principals were perceived to give importance to the management of Information and Communication Technology. School had efficient websites where everyone could access students' performance, schools' annual activities and accomplishments, parents' corner, plans, budget and other important matters pertaining to the schools. In particular, 3 schools had the state- of- the- art classrooms with LCD projectors, modern OHP, speakers and other gadgets relevant to the learning and teaching experience of the students while another school had 10 computer state-of-the-art laboratories. Most of the principals were also

perceived to be giving importance to Transparency and Openness. Principals expressed that managing teachers and staff required consistency in words, honesty, sincerity and fairness. Furthermore, Transformational and Inspirational leadership were observed by the researcher as strong inherent practices of the principals. Some principals shared about “life impacts life”; one principal was an extraordinary leader, encourager and a much-loved pastor. He also shared his reward system, a way for him to motivate his people to work contentiously; while another principal valued learning crisis management strategies and one more principal expected consistency and discipline from both his teachers and students.

- From the result of the study, the researcher saw the need to design a training model program for Principals in Philippine schools. The training program will include the perceived management practices from the seven schools studied that will provide added awareness, creativity, strategies and reflections on how to efficiently and effectively manage the implementation of the K12 curriculum in terms of planning for implementation, organizing for implementation, leading for implementation and controlling for implementation.

CONCLUSIONS

The development, adoption and subsequent implementation of the K12 Curriculum in Philippine Schools have brought forth a lot of challenges on the part of the government particularly in terms of how to improve the quality of basic education in the country and how such education would contribute to the over-all development perspective of the country, the Asian region and the global village.

In this particular context, the Philippine government greatly counts on the schools and their leadership and management more specifically in effecting the kind of change in the quality of basic education through the implementation of the K12 curriculum. How school principals plan, organize, lead and control for the implementation of the K12 curriculum matter a great deal in achieving the classical goals of efficiency and effectiveness. Griffin's (2013) version of the four functions of management highlights the different roles of principals engaged in several different activities concurrently. The interactions and interrelationships of the different functions of planning, organizing, leading and controlling can enhance and maintain the leadership competencies of the principals.

The findings presented in this study apparently pointed to the varied school management practices of the school participating principals with respect to program for planning, organizing, controlling and leading for the K12 curriculum implementation in these respective schools. From these diverse practices,

certain critical qualities needed for school principals to be effective in planning, organizing, leading and controlling for the implementation of the present curriculum have been drawn and established.

Thus, efficient and effective principals, in general, demonstrate visionary leadership, management creativity, preparedness, synergy, and transparency. They should further show involvement in professional organizations, ability to recognize the middle management's role in managing schools, preparedness, transparency, transformative and inspirational leadership and sufficient Information and Communication technology management skills.

Certainly, these are not the only essential management practices for a successful principal. Nonetheless, these are clearly foundational to the principal's effectiveness, leading to the school's success.

RECOMMENDATIONS

From the findings and conclusions derived from the study, the following recommendations are hereby put forward:

- 1) School principals are encouraged to be visionary leaders. Principals who are vision-driven, share the vision and creativity in management in terms of planning for implementation.

- 2) School principals could serve as agents of synergy, matching and creativity in terms of organizing for implementation.
- 3) Schools principals must possess a sense of determination, show involvement in specialized organization, value middle management and be prepared in terms of leading for implementation.
- 4) School principals should observe transparency in managing people, information and communication technology and as much as possible become transformed and inspirational leaders in terms of controlling for implementation.
- 5) Management of the implementation of k12 curriculum in Philippine schools can be strengthened through the proposed training model program based from the observed and learned management practices of the seven selected schools in ASIAN countries.
- 6) The results of the study further revealed that to ensure quality of school management, a more comprehensive standards for school

leaders at the different career levels is vital in the effectiveness of school management.

7) There is a need to establish a more comprehensive system for continuous enhancement of principals. This includes:

A) A more organized principal support group, where they can transparently share updates, success stories in their respective schools, and as well as vent out their frustrations, concerns and collectively resolve the confronted topics.

b) A complete mentoring and monitoring mechanism for the newly appointed principals with management practice-oriented courses that would further develop their leadership potentials.

c) A sustainable collaboration of quality mentors and effective principals, where they can innovate, integrate and motivate the improvements in pedagogy and student learning and growth, so as to help thriving and weakening schools.

8) International benchmarking should be encouraged and be supported by the Department of Education and privately-owned institutions of

learning by sending principals and teachers to search for international best practices.

- 9) Further research can be made to assess the effectiveness of the training model program for Filipino principals and formulate more related training strategies which will further improve principals' knowledge and practices in managing schools.

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APPENDICES

Appendix A – SAMPLE INVITATION LETTER FOR PARTICIPANTS

PHILIPPINE NORMAL UNIVERSITY
The National Center for Teacher Education
COLLEGE OF GRADUATE STUDIES AND TEACHER EDUCATION RESEARCH

October 1, 2015

Mr. Leong Kwok Cheong
Principal, St. Michael's Secondary School

Dear Sir:

Warm Greetings!

I am a doctoral student of educational management at the Philippine Normal University, the National Center for Teacher Education in the Philippines, and currently working on my dissertation entitled: BEST MANAGEMENT PRACTICES IN K12 CURRICULUM IMPLEMENTATION: THE CASE OF SELECTED SCHOOLS IN ASIAN COUNTRIES. The main purpose of this study is to describe the management practices of school principals and draw lessons and insights from which may serve as inputs in creating a model training for school principals in the Philippines.

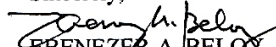
In view of the significance of this academic pursuit, may I request for your kind participation in this study. I am very willing to personally go to your country, more specifically to your school to conduct the interviews and school visit, if at all possible any day from October to November, 2015. Rest assured that all responses will be solely used for this purpose and will be treated with utmost confidentiality.

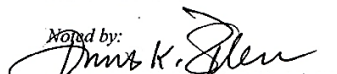
Attached is my approved proposed study for your information and guidance. You can contact me at my email address: bongbeloy2010@gmail.com

Your kindest involvement and participation to this study is vital in attaining its objective.

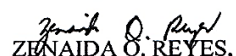
Thank you very much.

Sincerely,


EBENEZER A. BELOY
Ph.D. - Candidate

Noted by:

DANILO K. VILLENA, Ph.D.
Dissertation Adviser
Program Coordinator, Department of Educational Leadership and Practice
College of Graduate Studies and Teacher Education Research,
Philippine Normal University

Endorsed by:


ZENaida Q. REYES, Ph.D.
Dean, College of Graduate Studies and Teacher Education Research
Philippine Normal University

Appendix B.1 - SAMPLE INTERVIEW GUIDE (English Translation)

1. What are your considerations and preparations in making school plans?
2. How did you initially define your short- and long-term goals?
3. What programs or projects have you been responsible for implementing? Please tell me how you planned and executed the said programs and projects.
4. How have you persuaded employees to follow your strategic vision for the organization?
5. What methods have you used to gain commitment from your team?
6. Do you agree that schools tend to take on personalities of their own that are generally influenced by the management style of the principal? Please elaborate.
7. How do you decide in terms of delegating tasks to the school personnel? How do you assign the tasks to your teachers? And how do your teachers and staff respond when they are given tasks?
8. What tasks or responsibilities do you typically delegate and what do you do yourself?
9. All principals have to deal with conflicting and challenging situations. Describe a recent disagreement you personally had to handle as you organize your school's Plan of Actions.
10. Describe what you consider as hallmarks of a good of a good teacher and how do you make sure teachers are living up to your expectations?
11. Please tell me about the last time you were involved in delegating the tasks to your people. What techniques did you use to help them prepare for the task?
12. Tell me about a time when there were challenging and difficult situation. How did you gather the staff and build their morale?

13. Looking back at your initial/preliminary planning efforts, what steps on plan of actions have been successfully implemented?
14. Describe a time in which you, as principal, were not prepared to lead through a challenging situation. How did you do it?
15. Describe a time in which you, as principal, were prepared to lead through a challenging situation. How did you do it?
16. If you became aware of a teacher who is having difficulty with instructional techniques and classroom management, what do you do to help him/her?
17. As a building administrator, what message would you like to convey when visitors walk into the school?
18. What was the most significant change you brought to the organization?
19. Tell me about an innovative solution you developed to a non-traditional problem.
20. All leaders have to deal with conflicting and challenging situations. Describe a recent disagreement you personally had to handle.
21. Describe the last major piece of work you delegated. What instructions did you give? How did you check on the progress of the assignment? How satisfactory was the result?
22. Describe the time when you were most disappointed by a delegated assignment not done properly. Why did you choose that individual? How did you become aware of the failure? What did you do? What feedback did you give?
23. Describe a time when you felt you lacked the skills necessary to deal with the demands of the principalship.

1. The interview will begin with this question:

Could you please tell me a little about yourself and anything that you feel is important for me to know about you as the principal of this school?

2. The interview will end with this question:

Is there anything else we did not cover that you would like me to know more about your management practices in this school?

Thank you very much.

Appendix B.2 - SAMPLE INTERVIEW GUIDE (Japanese Translation)

1. 学校生活をよりよくするためにどのような問題が予測でき、回避するためにどのような準備をしますか？
2. 最初どうやって短期目標と長期目標を決めていましたか？
3. なにををするときにやりがいと責任感を感じますか？ また、そのときどのように計画し、実行したのか教えてください。
4. 集団をまとめるためにどのように周りの人に接しますか？
5. どんな方法で仲間をやる気にすることができましたか？
6. 学校によって人格に影響を与えますか？ それはどうしてですか？教職員の責任とはどのように決定しますか？
7. 職員間でどのように役割分担をして、また職員はどのように与えられた仕事をこなしますか？
8. どのような責務を委任して、またあなた自身は何をしますか？
9. 校長はあらゆる学内の問題を解決しなければなりません。最近起きた問題で感じた意見の相違ととそのときどのように対処したか詳しく教えてください。
10. よい先生の証とは何だと思うか説明してください。また、どのようにしてその理想に近付いているとわかりますか？
11. やりがいを持って取り組めた一番の経験はなにですか？ そのとき、自分のどんな能力がその経験を成功に導いたと思いますか？
12. 一人では乗り越えられない壁があるときどのようにして教職員をまとめ上げその壁をのりこえるか教えてください。

13. 計画の初期段階を思い出してください。どの順序で計画に取り組むことで成功することができましたか？ 計画準備がどれだけ大切だと思いますか？
14. あなたが学長である問題が起こってしまったのにその解決策をなにも用意していなかったときどのように対処するか教えてください。
15. あなたが学長で問題が起こってしまいその解決策を用意していたときどのように対処するか教えてください
16. もしあなたが授業のやり方に悩み、クラスの中が荒れているクラスの先生が悩んでいることに気がついたとき、どのように助けますか？
17. 学校の管理人として訪問者が学校に入ってくようとしているとき何と声をかけますか？
18. 組織にとって最も大切な変化は何ですか？
19. 誰もやったことがないことをやろうとするときに反対されない方法を教えてください。
20. リーダーはみな問題を解決していかなければなりません。最近の身近に起きた解決するのが難しかった問題を教えてください。
21. 一番よく使う正攻法はなにですか？ どんなアドバイスを与えて、どのように過程を管理し、どのようにして素晴らしい結果を得ることができましたか？
22. あなたがもっとも落ち込んだ失敗はなにですか？ どのようにとりくみどうして失敗に気づいたのですか？ その失敗を今はどう思いますか？
23. 必要な能力が欠けていると感じたと気の経験を説明してください。

1. 質問は以下の言葉から始まります。：
 小学校において必要だと思うことをなんでも教えてください。

2. 質問の最後はこの言葉で終わります。：
 何かほかに学校の運営方法で私に教えたいいい方法はありませんか？

Thank you very much

Appendix B.3 - SAMPLE INTERVIEW GUIDE (Korean Translation)

1. 학교계획을 세울 때 당신의 고려사항 및 준비사항이 무엇인가요?
2. 당신의 단기목표와 장기목표를 처음 어떻게 계획했습니까?
3. 당신은 어떤 과제 또는 프로그램을 책임져서 진행해보셨습니까? 당신이 그 과제 또는 프로그램을 어떻게 계획하고 실행했는지 설명해주세요.
4. 당신의 직원들이 당신의 전략적 비전을 따라하게끔 어떻게 설득했습니까?
5. 당신은 팀원들에게 당신에 대한 신뢰를 얻기 위해 어떠한 행동을 했습니까?
6. 학교교장이 어떻게 학교를 이끄는지가 각 학교만의 개성을 가지려는 경향이 있다는 말에 동의합니까? 자세하게 서술해주세요.
7. 어떻게 학교 직원에게 업무를 위임의 관점에서 결정합니까? 어떠한 방법으로 선생님들에게 일이 주어나요? 교사들과 직원들이 주어진 업무에 어떻게 책임을 지는지요?

8. 일반적으로 어떠한 임무 혹은 책임을 부여하며, 또한 자신에게 스스로에게 주나요?
9. 모든 교장 (책임자)는 어렵고 힘든 상황에 직면하여도 이를 헤쳐 나가야 합니다. 최근 학교 교무 계획 (School's Plan of Actions) 진행에 문제가 있어 당신이 직접 혹은 개인적으로 처리해야 했던 일을 설명하세요.
10. 당신이 생각하는 올바른 교사의 모습은 어떠한가요? 어떻게 하면 교사들이 당신의 기대치에 맞게 행동할 수 있도록 할 수 있을까요?
11. 가장 최근에 당신의 사람들에게 임무를 지시한 내용을 설명해주세요. 어떠한 테크닉(방법)으로 그들이 그들의 업무를 준비하도록 하였나요 (준비하도록 유도/리드 하였나요)?
12. 도전적이고 어려운 상황 속에 있었던 경험을 말해주세요. 당신은 어떻게 직원을 수집하고 그들의 사기를 구축했습니까?
13. 초기 기획 단계를 돌아보았을때, 어떠한 부분이 성공적으로 진행 되었나요?
14. 당신이 준비한 계획들은 얼마나 효과적이었습니까?

15. 당신은 교장으로써 도전적인 상황에서 지도할 준비가 되지 않았던 시간은 언제였습니까? 어떻게 하셨습니까?
16. 만약에 당신이 수업 기술 및 반 관리에 힘들어하는 교사를 의식하였다면, 당신은 어떻게 그/그녀를 도와 줄 수 있습니까?
17. 건물 책임자로서, 손님이 학교를 방문할 때 무슨 메시지를 전하고 싶으신가요?
18. 당신께서는 조직에서 어떤 중요한 영향을 주셨나요?
19. 비전통적인 문제에 대해 당신이 개발한 혁신적인 솔루션을 말해주세요.
20. 리더는 힘든 상황을 해결해야할 수 있어야 합니다. 개인적으로 최근에 힘들었던 상황이 어떤것이 있었고, 또 어떻게 해결했는지 설명하세요.
21. 최근에 책임자로서 진행한 일을 설명하세요. 어떠한 지시사항을 내렸습니까? 어떠한 방법으로 진행사항을 확인했습니까? 결과는 얼마나 만족하십니까?

22. 지시한 사항 중 가장 잘 못되어 실망했던 경우를 설명하세요. 어떠한 이유로 그 사람에게 일을 맡겼습니까? 어떻게 그 일이 실패라는 것을 알게되었습니까? 이 건을 결국 어떻게 처리했습니까? 어떠한 피드백을 주었습니까?
23. 교장의 요구를 처리하는데 필요한 능력이 모자라다고 느낀 경우는 언제인지 설명하세요.

1. 인터뷰를 이 질문으로 시작합니다. - 당신에 대해 조금 이야기 해주겠어요? 그리고 당신이 이 학교의 교장으로서 당신에 대해 제가 꼭 알아두어야 할 것이 있다면 말해주겠어요?
2. 인터뷰를 이 질문으로 마치겠습니다. - 우리가 미처 얘기하지 못한 부분 중에 당신이 학교를 관리하는 방법에 있어서 제가 더 알았으면 해야하는 것이 있을까요?

Thank you very much.

Appendix C – SITE MAPS OF SCHOOLS - A TO G

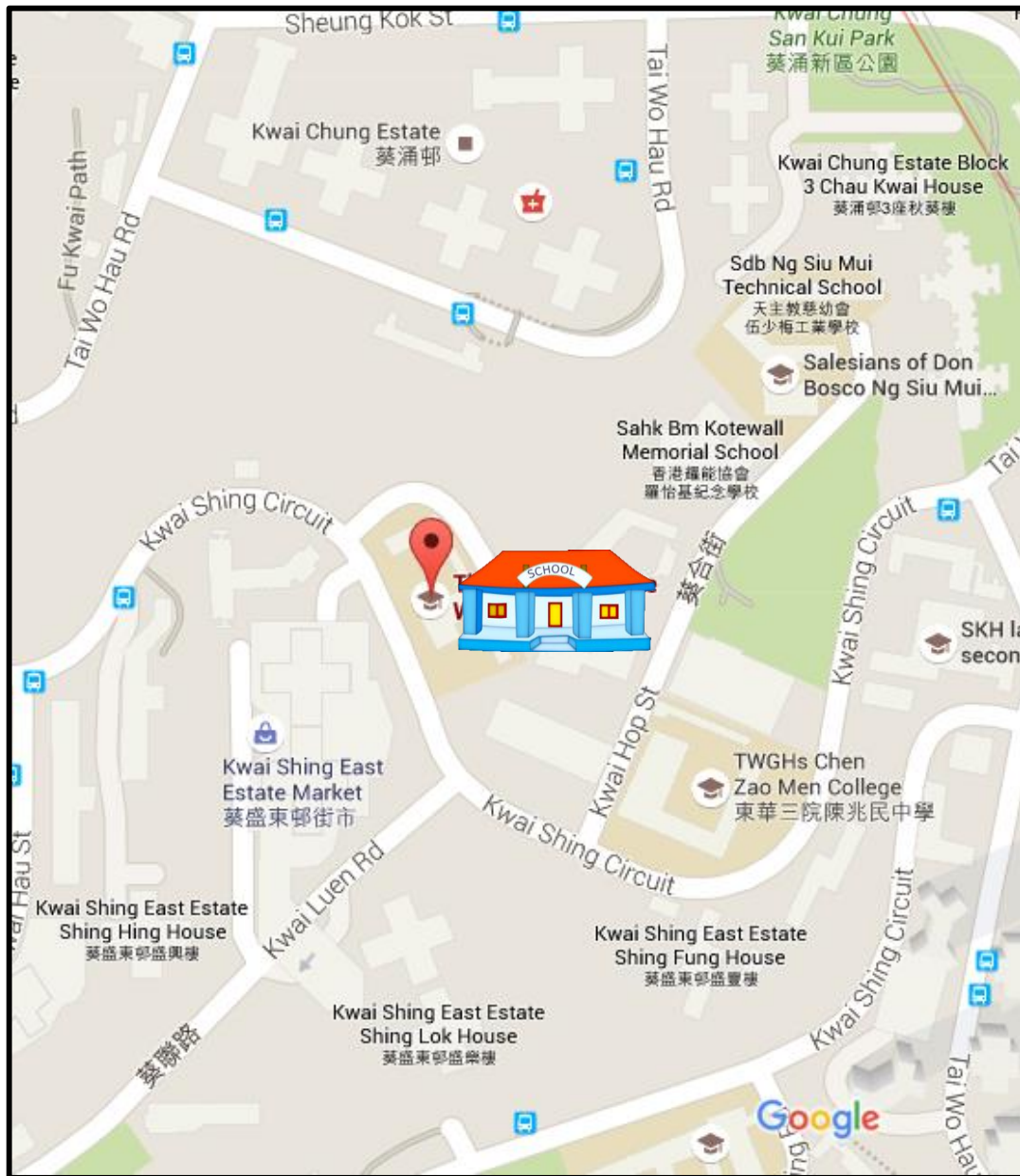


Figure 1

Location Map of SCHOOL A, Hong Kong



Figure 2

Location Map of SCHOOL B, Hong Kong



Figure 3

Location Map of SCHOOL C, Tokyo, Japan



Figure 4

Location Map of SCHOOL D, Kobe, Japan



Figure 5

Location Map of SCHOOL E, Kobe, Japan

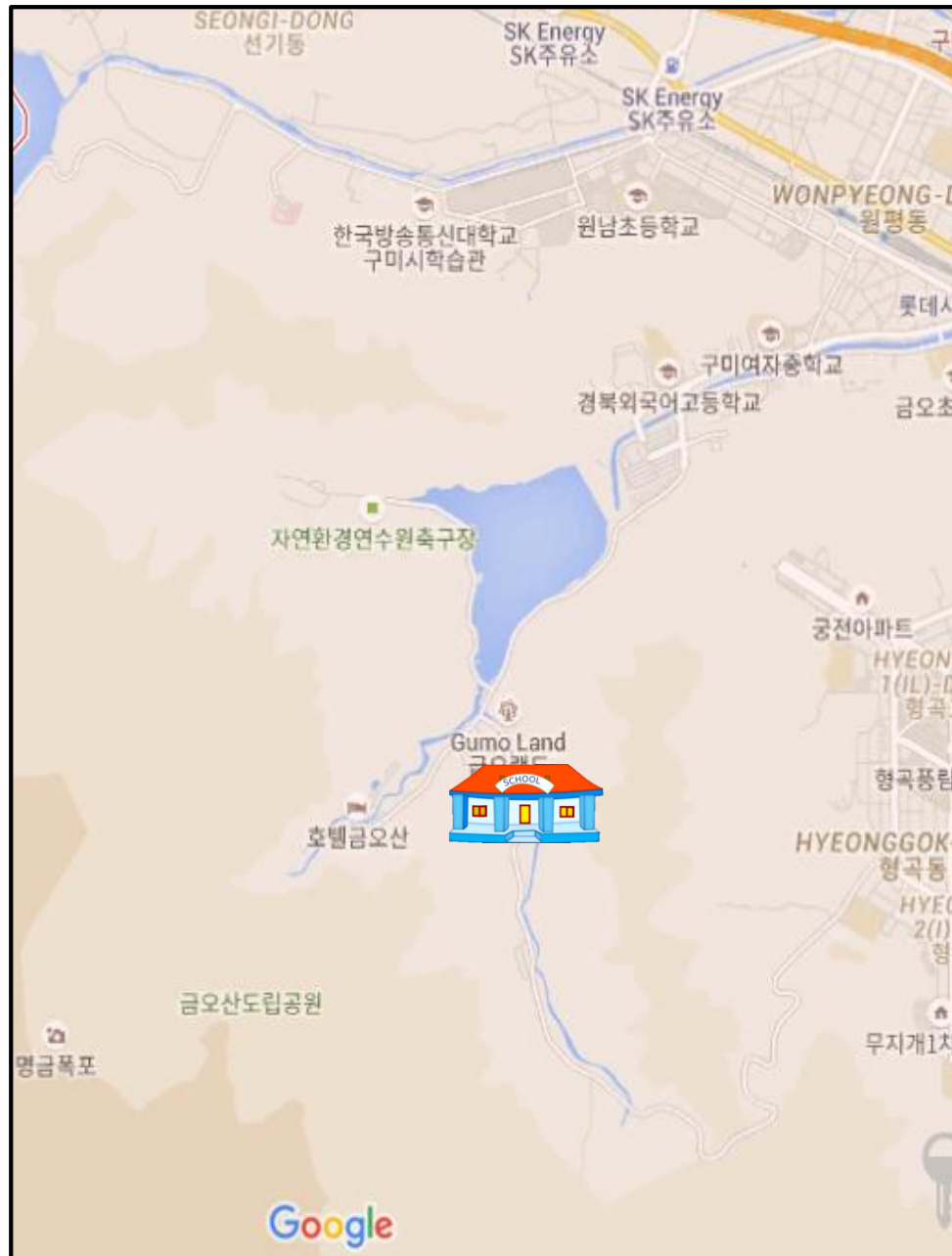


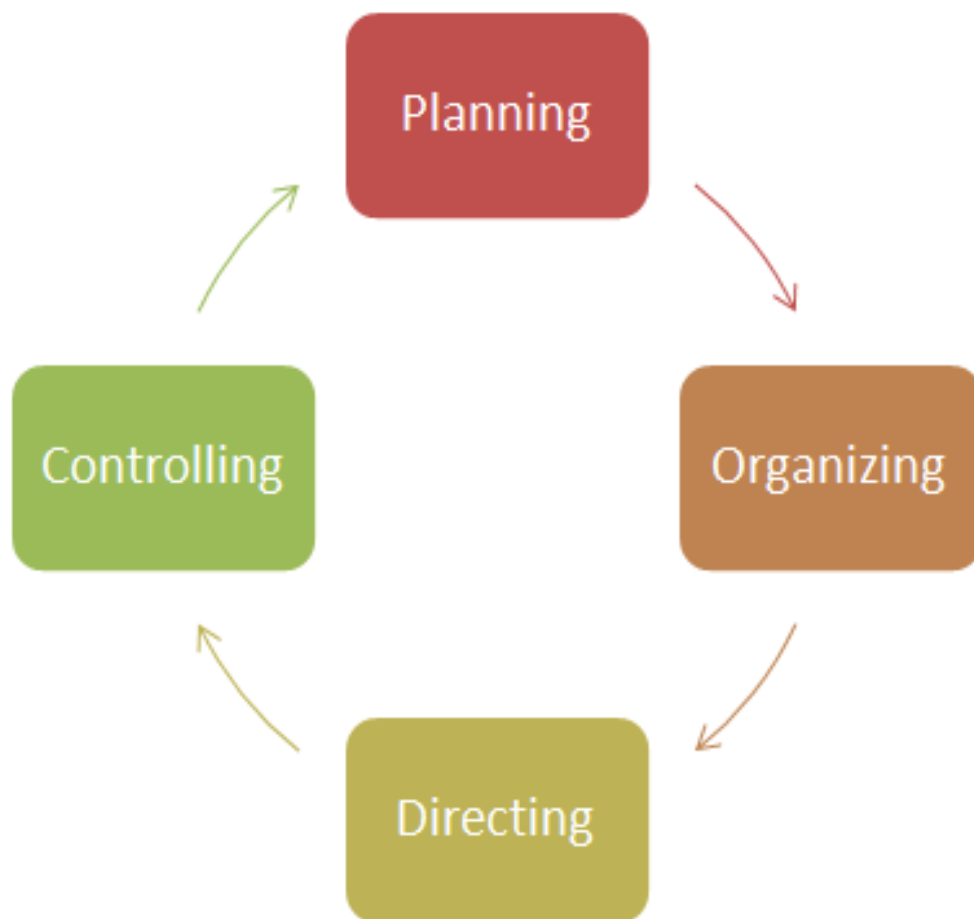
Figure 6

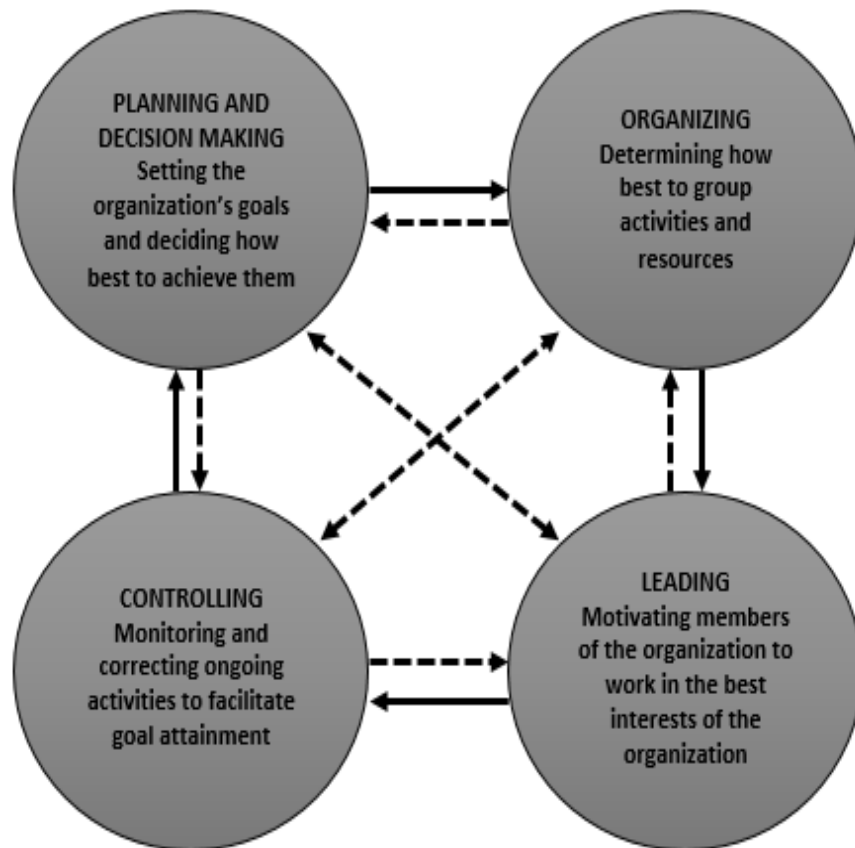
Location Map of SCHOOL F, Gumi, South Korea



Figure 7

Location Map of SCHOOL G, Yeondong, South Korea

Appendix D – FAYOL'S CLASSICAL MANAGEMENT PROCESS

Appendix E – GRIFFIN'S MANAGEMENT PROCESS

Appendix F– SAMPLE INTERVIEW TRANSCRIPTION

Date: OCTOBER 4, 2015

Place: school A

Interviewer: Ebenezer Beloy

Interviewee: Principal

1 = Ebenezer Beloy; 2 = Principal

2

In Hong Kong we have secondary school. Usually we have 6 forms:
Secondary 1 to Secondary 6.

The student number is around 750. And then after secondary education, the students sit for a public examination: so call PSE (Performance of Secondary Education). And after the examination they apply according to their results, for their university.

In Hong Kong today, the University, we have around 18% that's taking subsidized university degree program. That's around 18%. For the others they say they will go to higher diploma or associate degree. Of course some _____

1:26

1

Sir, can we proceed to the formal interview.

Good morning Principal **Chung** Could you please tell me a little about yourself and anything that you feel is important for me to know about you as the principal of Lew Wei Liu College?

2

Yes. Thank you... Nice to meet you and the interview to know about myself and our school, and also the Hong Kong Education System.

My name is Mr. **Chung Lien Long**. After graduate, I taught in secondary school for 16 years. Two schools: one in 2:16 Chin Lun and one in 2:19 Cheun Ong Oh. For these 16 years, around 5 years for a teacher of general grade. After that ... promote to senior grade. 2:40 ... Graduate Master, GM. And after 5 years we say Senior Graduate Master, SGM. And after 5 years, I promote to a vice-principal, PVM. Then after that, 2002 I promote to be a principal in the Methodist Liberty College. That means, now almost 14 years of principal-ship.

3:23

When I a teacher, I served in a Band 1 school. Band 1 school in Hong Kong. We have 3 Bands. 3:31 Band 1, Band 2, Band 3. Band 1 school means that it is elite students: they are married, bright and brilliant, and so you have to think about more to train the students to be student leaders. To be leaders in the future. So 3:51 ... So their aims is quite different, you want to change the student to be a leader.

Now I serve Band 3 students. They are coming from low... poor family. So we need more focus on caring and encouragement the students.

The 4:26 ... of confidence. The result is this poor, or they say no. SO we encourage to learn more, to motivate their learning attitude.

My school is the Methodist Liberty College. It's Methodist. We are organized by Christian Organization, the Methodist Church. So for our mission, our vision, and also our belief is to promote or to execute a Christian education to our students. Our motto is "Each for His best."

For my school because it's a Band 3 students I say before, the students are coming from a low socio-economic status. Some family problem, and also they admit some students so-called *SEN-students*, Special Education Needs. It includes many different aspects. Some students have difficulties in writing and reading, or have physical handicaps, or they have hearing problem, speaking problem. We call SEN-students.

Also because Hong Kong is a multi-province city, we have mainly Chinese but we have some minority race. For example, South-Asia people, they from Pakistan, India. Now, the policy in Hong Kong is to put the students inside the mainstream students. For my school, we have about 16 students coming from Pakistan and India. We have to arrange to let our students and teachers know about the culture difference. Because a Christian school and also a Chinese society, we have some habits, the culture is difference from that of India and Pakistan and Muslim. We have to do some measures to running so that these students can adapt to our school.

7:39

1

Do these minority students follow the same curriculum as in the mainstream?

2

These students basically, most, are born in Hong Kong. That means in primary school they have inside our education system. They've learned their curriculum, almost the same as the mainstream students. But of course one of the most difference is their ability, their performance in Chinese. We have put some resources, that means we have to group together, arrange a Chinese class to teach them, Also for the public examination, we have to choose another one. For example, we choose ITCSC, that's the Chinese from England, an international examination. This examination, the Chinese rank is lower that will fit for these students. They can choose TSCCE Chinese that is better fit for their academic performance for Chinese.

Besides this, these students are good at English, Pakistan and Indian, for this part they will have a better achievement. They have better part in English and poor in Chinese, that will have build our strength to make some changes in curriculum to let them have a better result in public examination. The general concept of our school.

10:15

1

What are your considerations and preparations in making school plans?

2

For school plans in Hong Kong for our education system, the school has to hand an annual plan and also a 3-year plan, so-called *Long Term*. All these plans, after endorsed by the school management board, then have to upload the school website. Then this open to all so people can know more

about the school, the annual or 3-year plan, the main focus of the school. All these we upload to our website.

When we consider and prepare the school plan, maybe we can divide into four aspects:

Personal- what you want to do, your beliefs, role for the school to go;

School needs- our staff altogether, the way to go ;

Government- for example in the coming future focus on e-learning. Many sources to set-up the facility and also for the training for the teachers. This corner is one of our major concerns of the school. Also, Hong Kong says the government annual policy. For example, last year government we have to concern our weight of the students. Put special funding to the life planning. Each year \$500,000 for the school's overnight activities to equip the teachers to help the students to find their interests and their way out after graduate. That's the government need. We have to match the government, to put inside the major concern.

Sponsoring body (the Methodist church)- what the church wants our school to do. For example, our school focus on life-education: how to develop students to have a moral and educational view on life. This we have to match our sponsoring body, the church, expectation.

All these is put inside to prepare. When we want to prepare, we'll say to our staff: our admin meeting, staff meeting and so on. We put on more school discussion.

In Hong Kong, we have many different tools to reflect the performance of school.

For academic we have at the system that means when I put this student in our mission, we can detect the result of this student after six years education. Half of your school, is it higher than the expectation or lower than expectation: we quote it value at system. Their public exam performance.

For personal growth we have another indicator. A pass to know their emotional, their feeling, their moral etiquette. We have a questionnaire, indicators, so we can compare. On this we are very long in the education department so you can compare your value to this, and then you will know about your school. Are the expectations higher than the expectations or almost the same. Also, we would say if it's significant or not significant, or needs concern on the system. This value will show the different areas. You can choose after you consider the data to spend more about.

All these government needs, school needs, sponsoring body needs, to personal beliefs, and also the data of what we have, then we can organize and consider the way the school to go.

1

3) How did you initially define your short term and long term goals?

2

For two meetings [17:09](#)

In the meeting we have some tools to use our staff to consider, to think more, we can focus on the topic. We use SWOT model, Strength, Weakness, Opportunities, Threats; and the KISS model. We can know what we skip, or what policy can be [17:39](#) ... or take away. We use these models and let our staff discuss. We gather information [17:52](#) to our admin meetings, and also approve school board meeting to confirm our school short term or long term goals.

[18:07](#) In Hong Kong we use PIE, Program Implementation Evaluation. For each party in a school (academic, discipline), they can set-up their program and your implementation and your evaluation. As the principal, we can say the focus, the subject head. After sending this, we have to monitor. Sometimes we say PIEM, M is for monitor. This model is every department or any subject when they undergo the program, they hand in the report including this part, program implementation and evaluation. After that they have to do a form including mainly two parts, the achievement and then the feedback, the reflection.

[20:01](#)

1

4) How have you persuaded the employees to follow your strategic vision or organization?

2

I think it's full share vision and full meeting share vision. And also full staff development. Meeting for promote discussion. We want to implement something, we have to prepare. For staff development, if for e-learning. For staff development you can invite some expert to talk to our staff to let them know more about the e-learning, the advantage of e-learning, and so on. After that, understanding of this. Then you can expect more. If you want to have annual plans of something, you have to prepare and let them know more, and they will accept. And also they have idea how to do it better.

21:33

1

5.) What methods have you used to gain commitment from your team?

2

Through appreciation and encouragement.

In Hong Kong, all teachers precious. In management we know some methods: But I think being a teacher, the most important is, if you want to achieve goals to educate, through appreciation and encouragement better. If they have good performance, promotion and so on.

22:38

1

6.) Do you agree that schools tend to take on personalities of their own that are generally influenced by the management style of the principal? Please elaborate.

2

I agree that the style of the principal influence the management of the school, and also the performance of students. Education is life, affects life. If the principal's style is open, energetic, optimistic, then of course your student and also your teachers will be influenced. For example principal likes sports will encourage the students, will encourage the teachers to participate more outside activities. The style definitely influence the students and teachers.

1

1.) How do you decide in terms of delegating tasks to the school personnel? How do you assign the tasks to your teachers? How do your teachers and staff respond when they are given their tasks?

2

According to their post, the activity, and the academic background. The task match the staff. For example, this is an academic issue. Of course, the academic department will take part in this. If this issue is about counseling, then the counseling team will take part. The principal has to think about this. If this is [related] to their committee, of course the teacher will take the job that relates to our committee.

Sometimes, there's the thing about a joint discipline or join committee. There will be some jobs that's not only one committee or subject can take all the details. So you create an opportunity for them to join together, to work together so as to give the human resources to build up their relationships. You have to provide the [25:42](#) time? for them to join together.

Date: NOVEMBER 2, 2015

Place: school e

Interviewer: Ebenezer Beloy

Interviewee: Principal

1. How do you decide in terms of delegating tasks to the schools personnel? How do you assign the tasks to your teachers? And how do your teachers and staff respond when they are given tasks?

A. There are some executives. In our school, there are 3 persons, who are vice-principal and two head teachers, these 3 persons make first draft. It is made by research to each teacher. I will make a judge in the last. Because I am a responsible person. So, it won't be the same as their original draft some times.

2. What tasks or responsibilities do you typically delegate and what do you do yourself?

A. To make each part of responsible person handle responsibility. This is the first point. To do that, we share common view what kind of work we have. This is the second point. Finally, I will take responsibility. I take responsibility for all in the end.

3. All principals have to deal with conflicting and challenging situations. Describe a recent disagreement you personally and to handle as you organize your school's Plan of Actions.

A. As preparation of a principal, it is important to cultivate the ability of foreseeing. For that, I always try to do my best with simulating worst. It is called awareness of crisis management in technical language. It is what I always have to keep in my mind as a principal.

4. Describe what you consider as hallmarks of a good of a good teacher and how do you make sure teachers are living up to your expectations?

A. *There are three of them. One is a rich sense of humanity. Because education, especially education in school, is important to make a human, to develop people. No. 2 is the expertise. No. 3 is the practical ability of leadership.*

5. Please tell me about the last time you were involved in delegating the tasks to your people. What techniques did you use to help them prepare for the task?

A. *Motivation is important and 3 conditions of above is too.*

Date: NOVEMBER 4, 2015
Place: school d
Interviewer: Ebenezer Beloy
Interviewee: Principal

1 – Ebenezer Beloy 2 - Principal

(24:22)

1

Tell me about the time when there were challenging and difficult situations. Just what you have said a while ago, the bullying one. How did you gather the staff and build their morale? If there are problems within the teachers...

2

About ten years ago, we have six schools. But separately they have talked with troubles. I think we have consensus among six schools. We have some meeting and the members of the committee from every school, one by one, and talk about common problems. They bring back to their school the result and solve.

(25:52)

1

Were there cases wherein there are competitions happening?

2

No. No competition.

1

Because they have different sets of students for six years.

2

Sou. Mood of every school a little different. But result of entrance examination also change.

So it's very good. Still high.

Mm.

(26:42)

1

Looking back at your initial or preliminary planning efforts, what steps or plans of actions have you been successfully implementing, especially for teachers? Do you have teacher trainings?

2

Every school have veterans and some freshmen. Teachers teaching their veterans are very easy going.

1

Because they are very good in handling their students.

2

Yes.

1

Usually, where do you place the fresh teachers, the newbies?

2

Two or three.

1

The veterans?

2

The veterans of course two or three. Every school has veterans.

...

(28:27)

1

If you became aware of a teacher who is having difficulty with instructional techniques and classroom management, what do you do to help him or her?

2

I call personally and first what trouble.

1

You ask the teacher.

2

And talk about my own experience when I was a freshman. I myself have some trouble to teach students because some students are very good and perhaps above me. But I noticed the trouble main reason I don't study or prepare the lesson, and I use more hours to prepare lessons I can overcome trouble.

1

You're saying that if the teacher is prepared, less trouble.

2

Yes.

(30:20)

1

As a building administrator, or the headmaster, what message would you like to convey when visitors walk into the school? What is the impression? What do you want the parents to experience when they go inside the campus?

2

Our school is not only teaching lessons but also learn human importance. And of course our school motto. One more, my life verse ... (31:17) ... In chinese proverb, when little bird coming out egg, break egg. That parent will help break from outside. The timing is very important. We find time for the child bird there. The timing is very important. Education is just the same. Students are going to study, then help teachers. They have some activities, at that time, study-study not good. If they are willing to study, then the teachers push. The timing is very good and important. That is my verse.

1

How do you market your school? Do you need to advertise your school?

2

Yes, sometimes, but not so.

1

Since you are a well-known school, students come.

2

Of course we have a homepage and some school fair and have a booth. Come, and have an explanation.

*Last part:
(34:11)*

1

What was the most significant change that you brought to the school or the organization? For nine years, what do you think was your most significant contribution?

2

We rebuild our school. That construction is the biggest one since our foundation.

1

It happened during your term?

2

Yes, two years ago constructed. It's very largest work. During the construction, we don't change our school. Stay, and study, and construction at the same time.

(35:20)

1

Tell me about an innovative solution you developed in a non-traditional problem. Like, the changing attitude of the students, or the use of technology, how do your teachers somehow adjust to it?

2

I and other effective teachers, vice principals go go look into new educational systems and we talk about it to teachers. Now in Japan, active learning is going. What is active learning? We have to know, and talk about it to teachers.

Your two vice-principals are tasked to benchmark to other places and to other schools?

Or some forum.

1

They attend seminars? And they relay it to teachers?

2

Other teachers go to... But I don't know well about active learning. Interactive learning I can understand, and teacher students talk about. But active learning... In America or England, very small size of classrooms, between 12 students, then active learning's very effective I think. But in Japan, about 40 or 50 students, then maybe active learning is not so effective I think. Now, ministry of education advertise active learning.

(39:11)

1

One more thing: Any teacher can be a principal?

2

Yes.

1

Who decides? The board?

2

Yes. But as far as my school is concerned, don't come from outside.

Date: November 5, 2015

Place: school c

Interviewer: Ebenezer Beloy

Interviewee: Principal c

(0:28)

Good morning [REDACTED] could you please tell me a little about yourself, and anything you feel is important for me to know about you as the principal of St. Margaret?

I explain to you your question and she translate.

[What follows are the on-site translated responses of [REDACTED]

He's now the principal of [REDACTED] but before he was the principal of Meiji Gakuin [Meiji School], this is another Christian College.

It's from Junior High to University.

You're the principal of high school?

Junior and Senior High School.

He's also pastor of the church. He has no time to [gain]. (Sometimes difficult because he really joking. Sometimes I don't know if he is serious or not.)

How long have you been a principal of [REDACTED]?

4 years.

From the other university?

Junior high school.

How long?

26 years.

We will be proceeding with the first part.

RE: Planning of the activities in the school.

What are your considerations and preparations in making school plans?

What the society needs.

In this particular area?

Not only that. All Japanese issues or problems. He didn't say that, but there is a few children and so much older people is getting bigger. It's an entire Japanese society problem. He needs to know and apply what we can do for our society.

That's the first consideration.

Educational department of the Government.

There is also a program from the Government?

Kind of connected. This is a private school; we don't have to follow.

Somewhat we have to follow.

He needs to consider three things:

How to gain more English training to communicate with people.

Secondly, he said 'active learning'. Which mean more than lecture style.

Students assertively, how to learn.

I also heard this active learning in [REDACTED]. They are also focusing on active learning.

Active learning is kind of a common language educationally.

The third is we have a problem of 2020. Now it's 2015. When the comes, 2020, at that time, entering exam system we have to prepare especially high school curriculum.

(7:17)

How did you initially define your short term and long term goals?

Long term goals is real (7:59) ... this is very important,(8:03) ... Secondly, short term is a requirement from the government. How to respond to government issues.

Who decides? You?

Yes.

(8:29)

What programs or projects have you been responsible for implementing? As you have said, the decision is in your hands. You have been here for 4 years, and maybe there are special project or programs that you have been implementing.

Trinity? At that time he was really impressed to touch new culture, also as a student experience homestay, and also Christianity. It is altogether. That's the true meaning of international relationship. It's really positive. This is diversity and also our differences make unity. That face is brightly colored, and then they come back to Japan, it's a totally different person.

(10:32)

How have you persuaded your employees to follow your strategic vision for the organization?

70% female teachers. He's very careful because he's a man. How to use the language and attitude is really, he has to be careful. Because, "Oh! This is harassment!" They feel that way sometimes.

So you are very careful with how you talk and deal with your female teachers.

He used some language in his article. One female teacher said, "this is really ugly."

(12:00)

What methods have you used to gain commitment from your team? This is more of a strategy. What particular method?

(12:50) Award program. They have really big contribution. They encouraged to do more. Do you have something like that?

No. No reward system. Equals. If you give a reward, the other teachers will be jealous. No reward. But I think this is a good practice.

He wants to know how to encourage other teachers to do more.

It depends on the strategy of the principal or the management.

(13:47)

Do you agree that schools tend to take on personalities of their own that are generally influenced by the management style of the principal? Please elaborate.

First of all, every single morning we start with worship. And then also, time to time, in the beginning of the meetings, It's really refreshing for him because his background is pastor of a church. It's the first time experience for him kneeling in front of God. This is really needed to know if temporary people. We really need to share.

(15:58)

Organizing

How do you decide in terms of delegating tasks to the school personal or to your teachers? How do you assign the tasks to your teachers? How do your teachers and staff respond when they are given tasks? Do they have the right to refuse or not to accept?

From now, mid-October to December, we started to prepare for next Academic year. He thinking who the suitable person for this position is, and then asking.

So definitely, you ask your head teachers?

Discuss.

Then you decide?

Yes.

(17:42)

What tasks or responsibilities do you typically delegate? What do you do yourself?

Under his authority, there are several committees. Each teacher just spread into the different committees. He accept reports, and he give them feedback. Sometimes, students who have special problems. Back and forth, his committee and his staff.

These people, you consider them middle management? You are here at the top, and then they are middle managers? Like head teachers?

Head teacher is one person for high school. And then one person for junior high school.

How about the program coordinators? Coordinator for English, for Math.

We have it.

Where are those people in the system?

Principal, the head teachers, and then under that is coordinators.

(19:31)

All principals have to deal with conflicting and challenging situations. Describe a recent disagreement, if there is any, you personally had to handle as you organized your school's plan of action.

Top secret.

He said, 26 years before. And here only 4 years. Many teachers, if he decides something, [say], "O, this is not our traditional"

You change the system.

Ya. Even he will be explained, but he doesn't make sense sometimes. This is really true.

It's his management style, I think. It's effective because he's doing well. Maybe because there are old teachers?

Yes. I think so. 30 years, 40 years.

So they have conflicts and the old teachers will always say, "It's not our tradition; not the way we do it before."

We didn't used to do that.

Many teachers, they grew up here, like 5 or 6 years old they've been here.

Somehow they don't understand.

Ya.

(22:27)

Describe what you consider as hallmarks of a good teacher. How do you make sure that teachers are living up to your expectations? What is for you the best? What are the things you look for in a teacher?

Two things.

Wider perspective. And also, good ear.

The person who knows it is not always right thing what he or she believes is not apply to everything. Sometimes, his righteousness or her righteousness sometimes hurt the people.

The same time, to the students.

(24:05)

Which is more important to you: the skills or the expertise of the teacher, or the heart of the teacher to the students? Both?

Ya.

Some principals would love the teachers who are experts but no compassion to students. But I think it should be both.

I believe you need both. Otherwise, cannot be teacher.

(25:11)

Please tell me about the last time you were involved in delegating the tasks to your people. What techniques did you use to help them prepare for the task?

He has strength and also grown (something)... His strength is, like other pastor, to listen to people, listen to their true voices. Also, how to be pastoral, and how to be their own. That's his strength. The same time, his grownness is aggressively, "You have to teach! You have to know!"

Pushing things. It's like all areas put together, he has to discuss and help each other with other teachers.

So as you encourage them, you also push them?

Yes.

Do you use Bible verses to encourage them? Before you push them, you give them Bible verses. Then you push them to go to work?

I don't think so.

(27:37)

Leading

Tell me about a time when there were challenging situations. How did you gather the staff and build their morale? For example, there are problems between teachers and parents. Or, teacher and student. Or a conflict between both teachers. How do you manage them?

He try to use his many experiences. At the same time it didn't work. He asking.

(29:02)

There is one group, 19 private schools gathering group. 19 principals discussing case studies, and they are helping each other.

First of all, we asking. It's working of God.

Or his own church, in front of God, and then asking.

"Where are you going? Please help me."

(30:02)

Looking back at your initial or preliminary planning, what steps or plans of action have you been successfully implementing? Or, if there programs here in St. Margaret that, so far, even if it is not yet done, or it's not yet finished, already successful?

Top down management. It sometimes work because no time, we have to quickly decide. It works. But many cases, much more better working if the teachers graph movement. From bottom, they coming up to ask something and then discuss very well.

So, from top-down, you go down to top?

It's better.

Date: NOVEMBER 21, 2015

Place: school f

Interviewer: Ebenezer Beloy

Interviewee: Principal f

1. How do you decide in terms of delegating tasks to the school personnel? How do you assign the tasks to your teachers? And how do your teachers and staff respond when they are given tasks?

어떻게 학교 직원에게 업무를 위임의 관점에서 결정합니까? 어떠한 방법으로 선생님들에게 일이 주어나요? 교사들과 직원들이 주어진 업무에 어떻게 책임을 지는지요?

ANSWER:

학기가 시작하기 전 본인의 업무 희망을 받아 인사위원회
를 거쳐서 업무 분장함. 업무의 이행 정도에 따라 차년
도 업무 분장에 반영

Before semester begins, ask teachers for their work preference and give them tasks after the meeting of Human Resources Department. The abilities of teachers will effect to their tasks by the following year.

2. What tasks or responsibilities do you typically delegate and what do you do to yourself? 일반적으로 어떠한 임무 혹은 책임을 부여하며, 또한 자신에게 스스로에게 주나요?

ANSWER:

자기 교과에 대한 책임, 학급 경영에 대한 책임, 기타 업
무에 대한 공문서 작성 및 발송

Responsibility of my task and administrating of the school, prepare and send an official documents about the work.

3. All principals have to deal with conflicting and challenging situations. Describe a recent disagreement you personally had to handle as you organize your School's Plan of Actions.

모든 교장 (책임자)는 어렵고 힘든 상황에 직면하여도 이를 헤쳐 나가야 합니다. 최근 학교 교무 계획 (School's Plan of Actions) 진행에 문제가 있어 당신이 직접 혹은 개인적으로 처리해야 했던 일을 설명하세요.

ANSWER:

없음

None.

3. Describe what you consider as hallmarks of a good of a good teacher and how do you make sure teachers are living up to your expectations?

당신이 생각하는 올바른 교사의 모습은 어떠한가요? 어떻게 하면 교사들이 당신의 기대치에 맞게 행동할 수 있도록 할 수 있을까요?

ANSWER:

공부에 흥미가 없는 학생들을 공부하게 만드는 교사, 학생 개개인의 인격을 존중해 주고 소외받는 학생이 없도록 하는 교사

The teacher who can make the students to be interested in studies, the teacher who can understand the personalities of the students and care all the students.

4. Please tell me about the last time you were involved in delegating the tasks to your people. What techniques did you use to help them prepare for the task?

가장 최근에 당신의 사람들에게 임무를 지시한 내용을 설명해주세요.
어떠한 테크닉(방법)으로 그들이 그들의 업무를 준비하도록 하였나요
(준비하도록 유도/리드 하였나요)?

ANSWER:

학부모 간담회 실시- 학부모 모임이 학교에 봉사하는 모임이 아닌 스스로
자발적이고 주체적인 모임이 될 수 있도록 함. 학부모 모임에 특별강사
초빙을 통하여 의미 있는 시간으로 계획

*Discussion of parent organization: Make the organization as voluntary.
Invite special-guest for the discussion to make it as meaningful time.*

Appendix G - SAMPLE FIELD NOTES

Dissertation Title	BEST MANAGEMENT PRACTICES IN K12 CURRICULUM IMPLEMENTATION: THE CASE OF SELECTED SCHOOLS IN ASIAN COUNTRIES.		
Researcher	EBENEZER A. BELOY		Adviser: Danilo K. Villena, Ph.D.
Course/Major	Ph.D. in Educational Management		
Data Collection	FIELD NOTES / QUALITATIVE OBSERVATION		
Demographic information	Name of School: B	Location: Wanchai, Hong Kong 	Date/Time: October 3, 2015
	Name of Principal Principal B	Age:	Years of Service: Principal: 22 years
Vital Statistics	School's Uniqueness: District : Wan Chai Other District(s) : Islands, Southern, Eastern, Central & Western Supervisor / Chairman of School Management Committee :  Principal :  Mr. Tai Tak Ching School Type : Aided Sex : Co-ed School Size : About 5000 Sq. M Sponsoring Body :  Anglican (Hong Kong) Secondary Schools Council Limited Has the Incorporated Management Committee been established : Yes		

	Religion : Protestantism / Christianity Year of Commencement of Operation : 1962 School Motto: HYPOMONE - perseverance, forgiveness and tolerance Parent-Teacher Association : Yes Student Union / Association : Yes Past Students' Association / School Alumni Association :: Yes Schools' Key Concerns The school objective this year is "Success Arises from Commitment, Perseverance and YOU". School Management (1) School Organization : The Incorporated Management Committee sets the direction, the School Policy Advisory Committee helps to carry out school policies and the Academic Committee oversees the curriculum, assessment and all academic-related matters. (2) Incorporated Management Committee / School Management Committee : Anglican (Hong Kong) Secondary Schools Council Limited.
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DESCRIPTION	REFLECTION
DESCRIPTION OF VISIT Actual School visit to Sheng Kung Hui Tang Shiu Kin Secondary School – October 3, 2015 (10:00am) Arrival at the campus - I was very nervous upon arrival at the school campus. - The lady receptionist was quick to assist me to the second floor of the main building going to the principal's office. - The secretary of the principal graciously welcomed me and offered me coffee. She asked me to wait for 10 minutes because the principal still had a meeting. - At 10:15, the secretary gave me the signal to enter the principal's office. - As I entered the office of the principal, I noticed the tons of books in the shelves, at the back of his chair. One that captured me the most was the very big Bible placed at the left side of the shelf where it can be reached stretching his left hand. - Mr. Tai welcomed me with warm greetings and offered me a sit. - After some introductions...we prepared for the interview.	My visit to SKH Tang Shiu Kin Secondary School was a great learning experience. These includes: 1) Planning for Implementation needs to be an objective and serious pursuit. - Clarity and simplicity of Vision, Mission and Objectives are keys in successful in this stage. - The management has the competencies and strategies that are suitable to the needs of the school. - A principal is not only be a good manager but he/she should be a visionary leader. - Defining appropriate Strategies are key to a successful planning and organizing. 2) In Organizing for implementation, there is ought be a clear

(10:20am) Preparation for the Interview

- [REDACTED] was very spontaneous and quick at the start of our interview.

INTERVIEW OBSERVATION HIGHLIGHTS

• In the area of planning for implementation:

[REDACTED] expressed that yearly evaluation of programs are very important in planning. He sees to it that evaluation are steps on how to reach the 3 year plan/development goals.

- Vision sharing is a key in planning. The principal should first and foremost a visionary leader.
- SWOT for him is useful in the planning stage.
- The principal should be people-person, ready to used shared leadership approach in planning.

• In the area of organizing for implementation:

[REDACTED] articulated that everything should be delegated to empower teachers and staff. The principal should of course be a good role model.

- The middle management composed of the 2 vice-principals (academic and

management plan of action.

- [REDACTED] love for books, gives him the edge to be knowledgeable and ready to lead and manage.

- A principal empowers his people and not be afraid to exercise shared leadership.

- Middle management play a big role in the efficiency of school's daily operation.

- Principals involves the emotional aspect of his teachers in delegating tasks. He should be able to connect with his teachers intellectually and emotionally.

3) In Leading for implementation, the principal should consistently direct his teachers.

- Management Creativity at its finest. [REDACTED] expresses that "life affects life".

student activities) with the department heads endorses the names of the teachers to be given tasks. - He clearly deliberates with his teachers the Plan of action for the year. - He rekindles the passion in every teacher and always he acts as a counselor - He stresses that experience as a principal helps in this stage. - For him a hallmarks of a good teacher are: - Passion for teaching - Care for students - Teaching skills/art • In the area of leading for Implementation. Mr. Tal highlighted that foresight (advance thinking) is a must for him. While he empowers his teachers and staff, he makes sure that he participates actively in organizations and immerse himself to better ways of leading the school. - For him, constant reminder of the vision and mission and talking to middle management helps him as he leads. • In the area of Controlling for Implementation. Mr. Tal emphasized that transparency and openness are his	The principal should be a role model to his teachers and students. - Faculty and staff motivation is an essential element in management. It is leading with the heart. 4) In Controlling for implementation, the principal should be open and transparent - Physical presence and guidance are necessary in management. - Work and Task Management plays vital role in making sure that the daily operation are executed as planned. - Judgement and Decision Making of a principal is based on his core values and competencies. - Interpersonal skills is a must for a principal
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major contribution to the school. As the leader, he is open to his teachers as he is also very clear of his expectations to them (teachers). • For him, the use of multimedia is an innovative solution to problems in classroom instruction. • (all the classrooms in his school have a mounted LCD, new model of OHP, speakers, microphones, computer and a table with buttons for all the equipment inside the classroom) • The school should support the needs of teachers in the classrooms. • He always stresses to his teachers the reason/s why he particularly delegate's a task. Out of curiosity, I asked Mr. Tai What are the qualifications of principals in Hong Kong? According to him the following are the qualifications: - Degree from the University (not necessary education) - Education Diploma, he emphasized that salary for an education diploma holder is different. - At least 30 years old. (25 years old, the allowed aged to teach) - Aspiring Principalship Training (6 months) - Obtain certificate for Principalship (2 years)	Other important lessons learned • The qualifications of Hong Kong principals. • The effectivity of their Principal Training program for two years. • The efficiency of their Education Bureau in terms of disseminating information through their official website, transparency and reliability. • School websites are accessible and updated. • Information technology and up-to-date facilities reinforces learning in 21st century learners. (classroom's information technology facility in this school is worthy of emulation)
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- Portfolio checked by EDB, then EDB decides if the applicant is eligible to become a principal. • As we concluded the interview, [REDACTED] expressed that he follows “life affects life” principle. • The interview ended at 12:30pm, had some picture taking, and shared about other matters. • I gave him simple products from the Philippines as my token of appreciation. (12:30pm) – Campus Tour - Toured the whole campus and observed some ongoing classes. - Students were in uniform. Light blue for the ladies and white polo and blue pants for the boys. - School’s physical plant and facilities are very good. • Very clean, green and students are active. • The buildings are well-equipped with all the necessary facilities for all subject areas. • With a gym, open field, chapel, well-equipped classroom and laboratories. • Classrooms are well-maintained. • No visible trash cans in the vicinity. But very clean surroundings, hall ways, classrooms, toilets and offices. • Offices are remarkably clean.	
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• Floors are shiny in all the buildings both the old and new buildings. • No classroom decorations only a long bulletin board for academic announcements and assignments. • Classrooms are well-equipped for multimedia use. • They have an RFID system (radio frequency ID). Students just swipe their ID's and register. The system tracks students' daily attendance and tardiness. • Students are allowed to go out of the campus during lunch time. PHOTOS TAKEN: • The main façade with its administration building. • The principal's office • Some classrooms and laboratories • The gym • The sports area (baseball area and playground) • The quadrangle and eating area. • School's gallery of achievements • Some classroom activities Other evidence • Regular exchange of emails.	
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Appendix H - SAMPLE MATRIX OF CODING THEMES

Significant Statements	Formulated Meanings	Categories	Revealed Themes
For school plans in Hong Kong for our education system, the school has to hand an annual plan and also a 3-year plan, so-called Long Term. All these plans, after endorsed by the school management board, then have to upload the school website. Then this open to all so people can know more about the school, the annual or 3-year plan, the main focus of the school. All these we upload to our website.	Schools makes long term and short term plans. These plans are publish so that all the stakeholders will know the focus of the school.	Planning	Vision-driven
Government- for example in	One of the government's priority in Hong	Planning	Vision-driven

the coming future focus on e-learning. Many sources to set-up the facility and also for the training for the teachers. This corner is one of our major concerns of the school. Also, Hong Kong says the government annual policy. For example, last year government we have to concern our weight of the students. Put special funding to the life planning. Each year \$500,000 for the school's overnight activities to equip the teachers to help the students to find their interests and their way out after graduate. That's the government need. We have	Kong is e-learning that will aide the students of this digital age.		
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to match the government, to put inside the major concern.			
In the meeting we have some tools to 17:17 our staff to consider, to think more, we can focus on the topic. We use SWOT model, Strength, Weakness, Opportunities, Threats; and the KISS model. We can know what we skip, or what policy can be used or take away. We use these models and let our staff discuss. We gather information to our admin meetings, and also approve school board meeting to confirm our school short	School uses different creative strategies as they plan.	Planning	Creative management

term or long term goals.			
I think it's full share vision and full meeting share vision. And also full staff development. Meeting for promote discussion. We want to implement something, we have to prepare. For staff development, if for e-learning. For staff development you can invite some expect to talk to our staff to let them know more about the e-learning, the advantage of e-learning, and so on. After that, understanding of this. Then you can expect more. If you want to have annual plans of	Delegating tasks entails preparation of the employees.	Organizing	Synergy

something, you have to prepare and let them know more, and they will accept. And also they have idea how to do it better.			
The teachers want to teach the students well. It is the common ground. We believe the teachers want to teach the students well. But of course maybe because the matching problem, the teachers not match with the students, maybe the other school matching. This part we say the teacher have to think about the matching problem. We focus for the sake of the teacher. It's not like a good teacher. Maybe you are a good	Teachers should be placed in their proper environment. Right personnel should be placed in the right assignments/tasks	Organizing	Matching

teacher but you are a good teacher in another school. It's a matching problem.			
"I create an opportunity for them to join together, to work together so as to give the human resources to build up their relationships."	Collaboration and Teamwork are needed in an organization	Organizing	Synergy
We have to consider more the succession plan. Who is the right, who is the coming to be the leader. So you have to say not just concern the teacher in-charge, and also the right, and other precepts because the school does not depend on the principal. One day the principal retire, the vice-principal. After the vice-	Passing the management of an organization ought to be planned in advance. There is a need to identify the next leaders and train them.	Organizing	Succession Plan

principal, the other layer. One layer by layer, so you are thinking about the succession time inside our school plan. And this we discuss with our school sponsoring body			
"The principal is mainly for the outside, for the conversation with outside organizations. The aim is to fuel up the relationship, and also let the outside resources peep into the school, to let the school have more resources to one of the programs, or benefit to our students and teachers."	Professional Organizations help the leaders to be aware of recent trends, strategies and this is also an avenue to learn and share management practices	Leading	Involvement in Specialized Organization
But in my school, the teachers have a common ground that if you say it's for the good	In leading an organization, the end goal is to act in accordance to	Leading	Creative Management/ Sense of Determination

of the good of the students, they will do it. The common ground is your mission and vision, and all these is good for your students. Of course sometimes we have different methods, but for the method we can have different methods. The number of methods is always more than the number of problem, so we have to focus on the common ground.	the common ground which is the vision, mission and goals.		
Principal, basically, you have to prepare every day, every moment. Certainly have a challenging problem but you have to think about how to move it to an	Leaders are prepared to lead	Leading	Preparation and readiness

educational task. You not just to solve a problem but put in educational task to learn.			
We have a mechanism. The new teacher to go in the panel of teachers' classroom to observe teaching. Open. This is one of the training for the new teacher. You see your panel.	The organization is better managed when there is transparency and openness.	Controlling	Transparency and Openness
"We don't have camera in each classroom. For the teachers, we need to arrange. The principal, I, don't watch the video. The teacher watch it, and do their reflection, and then we negotiate about that."			

"I agree that the style of the principal influence the management of the school, and also the performance of students. Education is life. Life affects life. If the principal's style is open, energetic, optimistic, then of course your student and also your teachers will be influenced. For example principal likes sports will encourage the students, will encourage the teachers to participate more outside activities. The style definitely influence the students and teachers."	Education is life. "Life impacts Life."	Controlling	Transformational and Inspirational Leadership
I think their teaching. Not	Leaders are good examples	Controlling	Servant leadership/ Transformational/

just talk in the background, but what they do. For example we want to teach the students servant leadership. If you want to teach them, then you have to follow the teachers. You're the principal, so you set the example.			Inspirational Leadership
One of the major trust of the education in Hong Kong in e-learning.	Digitalization plays an important role in the 21st century learning.	Controlling	Management of Information and Communication Technology

Appendix I - SAMPLE OF PICTURES TAKEN FROM THE ACTUAL VISITS



Appendix I- SAMPLE OF PICTURES TAKEN FROM THE ACTUAL VISITS

Appendix I- SAMPLE OF PICTURES TAKEN FROM THE ACTUAL VISITS



Appendix J - SAMPLE CLASS SCHEDULE AND TEACHER'S SCHEDULE

2015-2016 Form Teacher A: [REDACTED]		[REDACTED]					[REDACTED]	
	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	R101	
1 08:40 - 09:20 08:10 - 08:45	Art Kwok Wai Yin, Winnie	Eng Cho / Hc / Wm Chin Tny / Ysw	Eng Cho / Hc / Wm	CH Tsui Hiu Ching Math Wong Heung Lai	Math Wong Heung Lai	Math Wong Heung Lai Eng Cho / Hc / Wm	R101 R102 R205	
2 09:20 - 10:00 08:45 - 09:20							DTR HER NR	
3 10:20 - 11:00 09:35 - 10:10	Chin Tny / Ysw	Geog Chau Yuk Lin	RS Wong Chan Mo Yi, Monica	Hist Wong Chan Mo Yi, Monica	CmL Co / Lvt	DT Li Yiu Ting HE Cyy	R101 R102 R205	
4 11:00 - 11:40 10:10 - 10:45	IS Li ChunWai, Eric	CH Tsui Hiu Ching IS Li ChunWai, Eric	Math Wong Heung Lai Chin Tny / Ysw	Eng Cho / Hc / Wm	Eng Cho / Hc / Wm	Geog Chau Yuk Lin	R101 R102 R105	
5 11:40 - 12:20 10:45 - 11:20							R101 R102 R105	
6 13:30 - 14:10 11:40 - 12:15	Eng Cho / Hc / Wm	Math Wong Heung Lai	Mus Yeung Ho Ching CmL Co / Lvt	Chin Tny / Ysw	Chin Tny / Ysw	RS Wong Chan Mo Yi, Monica	R101 R102	
7 14:10 - 14:50 12:15 - 12:50	Hist Wong Chan Mo Yi, Monica	PE CmL Co / Lvt	Put Yip Sze Wah	IS Li ChunWai, Eric	LS Au Yuk Fan	Chin Tny / Ysw	R101 R105	
8 14:50 - 15:30 12:50 - 13:25	Math Wong Heung Lai						Tny / Ysw	

iTimeTable 2.1

Timetable generated: 3 Q 2015

Appendix K - SAMPLE LESSON PLAN CHECKED BY THE PRINCIPAL

Form 4D Class visit
Lesson Plan

NKM
Page 1 of 2

Lesson Plan

Teacher's Name: [REDACTED]

Systematic

School	Class	Date and Periods and Venue	Time
SKH Tang Shiu Kin [REDACTED]	4D	22 April 2015 Period 6 5th floor Chemistry Lab	approx. 40 minutes

Topic: Chapter 18 Salts and neutralization

Sub-topic: Preparation and purification of a soluble salt (CuSO_4)

This lesson aims to introduce a study method: Pre-Laboratory Lesson Study.

4D students are going to have a laboratory session on 23 April when CuSO_4 crystals will be prepared.

One day before (22 April), students are guided to perform a detailed Pre-laboratory Lesson Study, in the form of a WRITTEN PRACTICAL. The written practical aims to familiarize students with the following:

- (1) To know clearly the OBJECTIVE of the experiment.
- (2) To state exactly the SAFETY PRECAUTIONS.
- (3) To go through experimental procedure in detail.
- (4) To sketch the main set-up used in the experiment.
- (5) To state the conclusion of the experiment.

*Could try to
ask students
to provide the
answers*

In this lesson, students will be guided to explore the use of neutralization and crystallization to prepare copper(II) sulphate crystals. First, the objectives will be shown to students in some PowerPoint slides, and then a 3 minute video is shown to the students. Students are reminded to pay attention to the experimental techniques with respect to how neutralization and crystallization will be conducted. Through questioning and interaction, students will be guided to familiarize



Appendix L - SAMPLE EMAIL CONVERSATION WITH ONE OF THE SEVEN PRINCIPALS

 Ebenezer Beloy <bongbeloy2010@gmail.com> 10/30/15 ☆ 
to nada-head ▾

Dear [REDACTED]

Warm greetings.

Thank you very much for your kindness and for your willingness to be interviewed and share your insights about management. But I have a little concern about the your available schedule, Sir. I will be arriving in Kobe tomorrow, Oct. 30 to Nov. 8.

My schedule visit to other schools includes the following:

- Nov. 2 to 4 (only morning of Nov. 4) - interview and visit other schools in Kobe
- Nov. 5 (whole day) - interview and visit school in Tokyo

My available schedule Sir, is only Nov. 4 in the afternoon, Nov. 6 and 7 whole day. I will going back to the Philippines on Nov. 8. If you could possibly accommodate me in any of those dates. It will be such a great help and assistance for my study if I will be able to meet and converse with you.

Thank you very much Sir. And hoping for your kind consideration.

Respectfully yours,

Ebenezer Beloy



 Ebenezer Beloy <bongbeloy2010@gmail.com> 10/30/15 ☆ 
to nada-head ▾

Dear [REDACTED]

Nov. 4 at 14:30 will be a great day Sir. Thank you very much for accommodating my request. Your kindness is greatly appreciated. I will be updating and send you an email before I go to your school on Nov. 4 at 14:30pm.

Again, Thank you very much.

Sincerely Yours,

Ebenezer Beloy



 nada-head@g.nada.ac.jp
to me ▾

10/30/15 ☆  

Dear Mr. Beloy,

This is  Senior High School in Japan.
I'm very sorry to be late for answering your letter. I'm so busy doing daily jobs.

Then I read your letter, and I'm afraid that I don't deserve your study.
Because I don't have strong initiative in managing our school.
But if you hope to interview me, of course you're welcome.
If you can come to our school on a day between Nov 10 and Nov 13, I have time
to converse with you.

I'm looking forward to your answer mail.

Sincerely,



 nada-head@g.nada.ac.jp
to me ▾

10/30/15 ☆

Dear Mr. Beloy,

Thank you for the return mail.
I know your schedule, then how about Nov. 4 at 14:30?
That day, I'll have to leave school at 16:00, so we can have a talk for an hour or so.
If it's OK, I'm willing to greet you.

Truly yours,





Curriculum Vitae

Ebenezer A. Beloy

Ebenezer A. Beloy is a dynamic educator specializing in student and teacher's development, instruction and management.

He is an active accreditor of the Association of Christian Schools, Colleges and Universities Accrediting Agency Incorporated (ACSCU-AAI);

Associate professor at Trinity University of Asia, College of Education and Discipline Officer of Trinity University of Asia, Basic Education. Yearly, he gets appointed to chair or collaborate in different university-wide and unit-wide activities of Trinity University of Asia.

He has been serving as Vice-chairman of the Board of Deacons, Chairman of the Intentional Discipleship and Leadership Development Committee of Faith Baptist Church since 2015. Among his leadership involvement at FBC also includes: Chairman of the Board of Deacons (2013-2014), Corporate Secretary (2012-2013), Christian Education Director (2011-2012), and Choir Director (2004 to 2011).

In his 12 years in the teaching profession, he was able to attend various seminars and workshops, both locally and internationally. He has also been invited to speak in different schools in some parts of the country to share his insights vis-à-vis different concerns in education. He was a representative of the University of the Philippines, Diliman, College of Education, to the Japan Education

Program in 2004; and teacher delegate of Trinity University of Asia, to the Yeondong Internet High School, South Korea, Exchange Program in 2010. Just recently, in 2015, he travelled to Hong Kong-China, Japan and South Korea to conduct his dissertation.

He was the coordinator of the TLE, MAPEH and Computer Department (2008-2011) and the faculty club president of Trinity University of Asia - Basic Education (2011-2013).

He received his grade school diploma at the Asian Cultural High School, Naga City and obtained his high school diploma at the Hope Christian High School, Naga City.

He graduated with a degree in Bachelor of Arts in Theology major in Music Conducting from Febias College of Bible and awarded as Musician of the Year. He finished his academic requirements for Master of Arts in Educational Psychology from the University of the Philippines, Diliman. He holds a Master's Degree in Educational Management from Trinity University of Asia. And was conferred the degree of Doctor of Philosophy Degree in Educational Management at the Philippine Normal University, Manila on April 6, 2016.

Bong, as he is fondly called, is also a certified singer. He was born on November 17, 1974, grew up in Naga City and in the Municipality of Canaman, Camarines Sur, Bicol region. He is the only son among the three progenies of Mr. Eleazar F. Beloy and Dr. Ester A. Beloy.

